



CURRICULUM MAP

Power Up with MAPEH 7

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guide (TG) that provides you with a detailed curriculum map (CM) for each 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 email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for MAPEH
Grade Level Standards	Taken from the DepEd Curriculum Guide for MAPEH
Content Standards	Taken from the DepEd Curriculum Guide for MAPEH
Performance Standards	Taken from the DepEd Curriculum Guide for MAPEH
Content	Taken from the textbook: Power Up with MAPEH 7
K to 12 Learning Competencies (MELCs included)	Taken from the DepEd Curriculum Guide for MAPEH. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the "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 which 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

<p>Key Stage Standards (7–10)</p>	<p>Music and Art The learner demonstrates an understanding of salient features of music and art of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one’s world vision.</p> <p>Physical Education The learner demonstrates an understanding of integrating physical activity behaviors in achieving an active lifestyle.</p> <p>Health The learner demonstrates an understanding of key health concepts related to the achievement, sustainability, and promotion of wellness as it improves the quality of life of the individual, the family, and the larger community.</p>
<p>Grade Level Standards</p>	<p>Music and Art The learner demonstrates a basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding toward appreciation of the cultural richness of the different provinces of the Philippines.</p> <p>Physical Education The learner demonstrates an understanding of personal fitness in achieving an active lifestyle.</p> <p>Health The learner demonstrates an understanding of growth and development, nutrition, personal health, injury prevention, safety, and first aid to achieve, sustain, and promote personal health and wellness.</p>

1st Quarter

MUSIC

Unit 1: <i>Music of Luzon</i>		Time Frame: 8–9 days	
Content Standard	The learner demonstrates an understanding of the musical characteristics of representative music from the lowlands and highlands of Luzon.	Performance Standards	The learner should be able to . . . <ul style="list-style-type: none"> perform music of the lowlands with appropriate pitch, rhythm, expression, and style; and perform a selected vocal and instrumental music of Cordillera in the appropriate style.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Geographical and Cultural Backgrounds of Lowland Luzon	MU7LU-Ib-3 Explain the distinguishing characteristics of representative Philippine music selections from Luzon in relation to its culture and geography	<ul style="list-style-type: none"> What factors have influenced the music in the lowlands of Luzon? <i>Why is music a part of the everyday living of the people in the lowlands of Luzon?</i> 	<ul style="list-style-type: none"> Spanish influence is evident in the music and culture of the lowlands. Music tells and reflects the life cycle (birth, puberty, courtship, marriage, and death) and rites of passages of the people and serves as part of rituals for certain occasions in the community. 	Cultural Literacy <ul style="list-style-type: none"> Understanding the presence of foreign influence in the music of Luzon Understanding the role of music in the people's community life 	Review Having the students recall the different provinces in selected regions of Luzon Discussion <ul style="list-style-type: none"> Using a Show-and-Tell collage to illustrate the geography of the lowlands 	Formative <ul style="list-style-type: none"> Recitation Written exercise Summative Research output	<ul style="list-style-type: none"> Showing appreciation and recognizing the importance of preserving one's own culture Respecting the uniqueness and ingenuity of indigenous groups 	(none)

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				<p>Social and Cultural Awareness Understanding the differences between the cultures and traditions of ethnic groups in Luzon</p> <p>Communication Expressing own ideas clearly</p>	<p>and highlands of Luzon</p> <ul style="list-style-type: none"> Identifying the effects of geographical location on the foreign influence on the music of Luzon Explaining the culture and tradition of the people of the north Briefly discussing the meaning of <i>ethnolinguistic groups, indigenous, musicologist, and ethnomusicologist</i> 			
<p>LESSON 2 Devotional and Liturgical Music</p>	<p>MU7LU-Ia-1 MELC Describe the musical characteristics of representative music selections from the lowlands of Luzon after listening</p>	<ul style="list-style-type: none"> How does the music of the lowlands of Luzon portray the faith and devotion of its people? 	<ul style="list-style-type: none"> The people of the lowlands of Luzon express their feelings toward one another and the environment, their history, and their religious beliefs through 	<p>Cultural Literacy</p> <ul style="list-style-type: none"> Understanding the characteristics of the music of the lowlands of Luzon Recognizing the creativity of 	<p>Motivation</p> <ul style="list-style-type: none"> Having the students listen to liturgical songs on YouTube Encouraging students to 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise 	<ul style="list-style-type: none"> Showing respect for traditional and religious beliefs Being impartial in assessing one's and 	<p>photos showing <i>senakulo, pabasa</i>, sample of <i>Hosanna in excelsis</i></p> <p>Online</p> <ul style="list-style-type: none"> YouTube video:

	<p>MU7LU-Ia-2 MELC Analyze the musical elements of some lowland vocal and instrumental music selections</p> <p>MU7LU-Ic-h-10 MELC Evaluate music and music performances with rubrics on musical elements and styles</p>	<ul style="list-style-type: none"> <i>In what ways does the music of the lowlands of Luzon display the influence of Spanish colonization?</i> 	<p>voice and musical instruments.</p> <ul style="list-style-type: none"> The Spanish colonizers brought Christianity to the Philippines. Thus, devotional and liturgical music has become a big part of the country's tradition. 	<p>Filipinos in adapting traditions brought about by colonization</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Applying previous knowledge on musical elements and style in singing liturgical song</p>	<p>share ideas about the songs heard</p> <p>Group Activity</p> <ul style="list-style-type: none"> Having the students form groups and simulate either a <i>senakulo</i> or <i>pabasa</i> Reminding the groups to be resourceful and creative in their presentation Allowing each group to reflect on and share how they felt during the performance <p>Discussion</p> <ul style="list-style-type: none"> Explaining the different devotional and liturgical music of the lowlands of Luzon Pointing out how Spanish 	<p>Summative</p> <ul style="list-style-type: none"> Liturgical song translation Performance task (liturgical song in Latin, English, and Filipino) Essay 	<p>others' performance</p>	<p>"Kyrie eleison -Christe eleison" by Crzybowo</p> <ul style="list-style-type: none"> YouTube videos: "Gregorian Chant-Gloria" and "Gregorian Chant-Credo" by 123gregorianchant123 YouTube videos: "Gregorian Chant Sanctus" and "Agnus Dei (Lamb of God) Gregorian Chant" by Summerly03 YouTube video: "Gregorian Chant - Benedictus" by TrenchcoatNinja3
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					colonization influenced the music, beliefs, and traditions of the people of the lowlands of Luzon			
LESSON 3 Instruments of the Highlands	<p>MU7LU-Ib-f-4 MELC Explore ways of producing sounds on a variety of sources similar to the instruments being studied</p> <p>MU7LV-IIa-f-2 MELC Identify the musical instruments and other sound sources from Cordillera, Mindoro, Palawan, and the Visayas</p> <p>MU7LV-IIb-g-6 Play instruments/ improvised instruments from Cordillera, Mindoro, Palawan, and of the Visayas, alone and/or with others</p>	<ul style="list-style-type: none"> How would you describe the musical instruments of the highlands of Luzon? Why do you think playing musical instruments is important to the people of Luzon? 	<ul style="list-style-type: none"> Most of the instruments from the north are made of materials found in nature that imitate natural sounds. Playing musical instruments is a vital part of the occasions and gatherings, such as peace pacts, weddings, and other festivities, of the indigenous people. 	<p>Cultural Literacy</p> <ul style="list-style-type: none"> Understanding how musical instruments are deeply rooted in indigenous beliefs and traditions Classifying ethnic musical instruments Learning how to play some ethnic musical instruments <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p>	<p>Group Activity</p> <ul style="list-style-type: none"> Showing students a video that features a dance troupe making music from ordinary objects Having the students form groups with four to five members Letting each group create and present their own performance based on what they watched <p>Discussion</p> <ul style="list-style-type: none"> Recalling briefly the geography of Luzon Talking about notable facts about Luzon's 	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Written exercise <p>Summative Group performance task (playing indigenous musical instruments)</p>	<ul style="list-style-type: none"> Recognizing the significance of music in one's own culture Teamwork Creativity 	<p>pictures of musical instruments of the highlands of Luzon</p> <p>Online YouTube video: "Stomp Out Loud: Basketballs and Kitchen" by tallguyinuk06</p>

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				<p>Creativity Applying acquired knowledge and skills in a group musical performance</p>	<p>culture and the role of music in the lives of the people of Luzon</p> <ul style="list-style-type: none"> Explaining how instruments in the north are classified according to the manner that they are played and the materials they are made of <p>Research Letting the students make an in-depth study of the instruments of Luzon</p> <p>Video Having the students watch videos about the culture and tradition of the people of the north and share their insights about what they watched</p>			
<p>LESSON 4 Voice of the Highlands</p>	<p>MU7LV-IIa-f-2 Analyze the musical elements of some vocal and instrumental selections from</p>	<ul style="list-style-type: none"> How does vocal music enrich the culture of the 	<ul style="list-style-type: none"> Singing has become an integral part of people's everyday lives. Vocal music 	<p>Cultural Literacy Learning the vocal styles and roles of vocal music in the</p>	<p>Think-Pair-Share</p> <ul style="list-style-type: none"> Having the students form pairs 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise 	<ul style="list-style-type: none"> Showing respect for one's individuality 	<p>copy of the Ifugao song "Malayyu"</p>

	<p>Cordillera, Mindoro, Palawan, and the Visayas after listening</p> <p>MU7LV-IIb-g-5 MELC Improvise simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan, and of the Visayas</p> <p>MU7LV-IIb-g-7 Provide accompaniment to selected music of the Cordillera, Mindoro, Palawan, and the Visayas</p> <p>MU7LV-IIa-f-8 Sing songs from the Cordillera, Mindoro, Palawan, and the Visayas</p> <p>MU7LV-IIb-g-6 MELC Perform music from Cordillera, Mindoro, Palawan, and the Visayas, with accompaniment</p> <p>MU7LV-IIc-h-9 Create appropriate movements to accompany music from the Cordillera, Mindoro,</p>	<p>highlands of Luzon?</p> <ul style="list-style-type: none"> • <i>How does music affect the religious and spiritual traditions of the highland communities?</i> 	<p>also contributes in enriching Philippine oral literature.</p> <ul style="list-style-type: none"> • Most of the rituals are done by the elders leading the chanting. Each song plays an important role/function in society. 	<p>highlands of Luzon</p> <p>Leadership Demonstrating the positive traits of a leader during group activities</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Coming up with a performance that reflects the rich culture of the northern people</p>	<ul style="list-style-type: none"> • Letting each pair recall the music of the highlands of Luzon by completing given phrases <p>Discussion</p> <ul style="list-style-type: none"> • Asking students to name the ethnolinguistic groups of Northern Luzon • Explaining the rituals, culture, and traditional ways of life of the people of the north <p>Video Instructing students to watch a YouTube video about the musical instruments of the Kalinga people and share their thoughts about what they watched</p> <p>Song</p> <ul style="list-style-type: none"> • Guiding the students in studying the 	<p>Summative Group performance tasks (performance showing the rich culture of the Ifugao, song rendition of “Malayyu”)</p>	<ul style="list-style-type: none"> • Being resourceful and imaginative • Teamwork 	<p>Online YouTube video: “Window: Kalinga’s Musical Instruments” by Living Asia Channel</p>
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	Palawan, and the Visayas				Ifugao song "Malayyu" • Calling on volunteers to perform the song		
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*Italicized text under *Essential Questions* are author-provided text, not found in the TG.

**Text under *Enduring Understandings* are either from *Let's Sum Up* or the discussion text.

ART

Unit 1: Arts and Crafts of Luzon		Time Frame: 8 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills; the salient features of the arts of Luzon (highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country; and the Philippines as having a rich artistic and cultural tradition from precolonial to present times. 	Performance Standard	The learner should be able to create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands).

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Arts and Crafts from the Highlands of Luzon	A7EL-Ib-1 MELC Analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	<ul style="list-style-type: none"> What can artworks tell you about a culture or society? What makes a work of art an art? 	<ul style="list-style-type: none"> An artwork can be a significant piece of history because it represents one's cultural life and symbolizes one's identity. Understanding the elements and 	Creativity Applying the elements and principles of art in producing own artwork	Motivation <ul style="list-style-type: none"> Showing samples or pictures of various arts and crafts from Northern Luzon Utilizing the K- 	Formative <ul style="list-style-type: none"> Essay Poem about the arts and crafts of Luzon Written exercise 	<ul style="list-style-type: none"> Nationalism/love of country Showing appreciation for local arts and crafts 	<ul style="list-style-type: none"> sample or pictures/video s of arts and crafts from the highlands of Luzon map of CAR

	<p>A7EL-Ia-2 MELC Identify characteristics of arts and crafts in specific areas in Luzon [e.g., papier mâché (<i>taka</i>) from Paete, Ifugao wood sculptures (<i>bul'ul</i>), Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery (<i>burnay</i>), etc.]</p> <p>A7PL-Ih-2 MELC Appreciate the artifacts and art objects in terms of their uses and their distinct use of art elements and principles</p> <p>A7PL-Ih-4 MELC Trace the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact</p> <p>A7PR-If-3 MELC Show the relationship of the development of crafts in specific areas of the country according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery,</p>	<ul style="list-style-type: none"> • What makes a good art and a good culture? • <i>How do you use the elements and principles of art to create meaningful artworks?</i> 	<p>principles of art provides tools for visual expression.</p>	<p>Cultural Literacy</p> <ul style="list-style-type: none"> • Understanding the distinct characteristics of the arts and crafts from the highlands of Luzon • Recognizing the cultural and historical significance of various artworks <p>Social and Cultural Awareness</p> <ul style="list-style-type: none"> • Understanding one's identity as a Filipino through local arts and crafts • Recognizing and promoting one's own rich cultural heritage <p>Work Ethics Promoting respect and self-discipline in working with one's art</p> <p>Collaboration Working harmoniously</p>	<p>W–L chart in introducing the culture and arts of the said region</p> <ul style="list-style-type: none"> • Having the students identify the origin of the arts and crafts shown using a map of the Cordillera Administrative Region (CAR) <p>Discussion</p> <ul style="list-style-type: none"> • Identifying the different forms of arts of the Cordillera people • Describing the characteristics of the arts and crafts in terms of their origin, materials used, history, functionality, and aesthetics <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the class into five groups and having each group talk 	<p>Summative</p> <ul style="list-style-type: none"> • Coffee painting of a chosen art/craft • Foil embossing inspired by design motifs from the Cordillera region 		
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	<p>weaving, jewelry, baskets)</p> <p>A7PR-Ih-4 MELC Show the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)</p>			<p>with peers in activities</p> <p>Communication Expressing own ideas clearly</p>	<p>about an art form from the Cordillera region and identify its distinct characteristics, elements, and designs</p> <ul style="list-style-type: none"> • Allowing each group's representative to present their discussion in class 			
<p>LESSON 2 Arts and Crafts from the Lowlands of Luzon</p>	<p>A7EL-Ib-1 MELC Analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)</p> <p>A7EL-Ia-2 MELC Identify the characteristics of arts and crafts in specific areas in Luzon [e.g., papier mâché (<i>taka</i>) from Paete, Ifugao wood sculptures (<i>bul'ul</i>), Cordillera jewelry and pottery, tattoo, and</p>	<ul style="list-style-type: none"> • How are the arts and crafts from the lowlands of Luzon similar to those found in the Luzon highlands? How are they different? • <i>How does history affect the arts and crafts of the lowlands of Luzon?</i> • <i>As a student, how can you help promote and preserve</i> 	<ul style="list-style-type: none"> • Some of the art forms from the lowlands of Luzon can be traced back to the time of the Spanish colonization. Other fields of expertise were already being practiced by the natives before the arrival of the colonizers. • Part of the preservation of one's culture and tradition lies in the awareness and understanding of the significance of 	<p>Creativity Applying the elements and principles of art in producing own artwork</p> <p>Cultural Literacy</p> <ul style="list-style-type: none"> • Understanding the distinct characteristics of the arts and crafts from the lowlands of Luzon • Recognizing the cultural and historical significance of various 	<p>Motivation</p> <ul style="list-style-type: none"> • Showing samples or pictures of various arts and crafts from the lowlands of Luzon • Asking the students to name the artworks presented <p>Discussion</p> <ul style="list-style-type: none"> • Enumerating the regions that compose the lowlands of Luzon 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Pencil drawing of a jar found in one's locality • <i>Pabalat</i> making • Coffee painting of a famous landmark in one's community • Essay 	<ul style="list-style-type: none"> • Nationalism/love of country • Showing appreciation for local arts and crafts • Resourcefulness • Discipline 	<p>real photos/videos of cultural icons from the lowlands of Luzon</p>

	<p>Ilocos weaving and pottery (<i>burnay</i>), etc.]</p> <p>A7PL-Ih-2 MELC Appreciate the artifacts and art objects in terms of their uses and their distinct use of art elements and principles</p> <p>A7PL-Ih-4 MELC Trace the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact</p> <p>A7PR-If-3 MELC Show the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, baskets)</p> <p>A7PR-Ih-4 MELC Show the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history</p>	<p><i>your national cultural heritage?</i></p>	<p>the cultural heritage.</p>	<p>artworks</p> <p>Social and Cultural Awareness</p> <ul style="list-style-type: none"> • Understanding one's identity as a Filipino through local arts and crafts • Recognizing and promoting one's own rich cultural heritage <p>Work Ethics Promoting respect and self-discipline in working with one's art</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Communication Expressing own ideas clearly</p>	<ul style="list-style-type: none"> • Describing the fields of expertise found in some of the regions • Identifying the characteristics of the arts and crafts in terms of their origin, materials used, history, influence, functionality, and aesthetics <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Having the students form small groups • Allowing each group to discuss the famous landmarks or tourist spots found in the regions of the lowlands of Luzon 			
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	(Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)						
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PHYSICAL EDUCATION

Unit 1: <i>Physical Fitness and Sports</i>		Time Frame: 9 days	
Content Standard	The learner demonstrates an understanding of the guidelines and principles of exercise program design to achieve personal fitness.	Performance Standard	The learner should be able to design an individualized exercise program to achieve personal fitness.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Training Guidelines	PE7PF-Ia-h-23 MELC Undertake physical activity and physical fitness assessments PE7PF-Ia-24 MELC Set goals based on assessment results	<ul style="list-style-type: none"> Why is it important to maintain a physically fit body? Why do people need to have guidelines in doing fitness activities? Why is having an active 	<ul style="list-style-type: none"> Significant improvements in health and wellness, greater endurance, higher strength level, lower incidence and severity of injuries, higher self-esteem and self-concept, increased longevity, and 	Critical Thinking Understanding and applying the cardinal principles in creating a physical activity program Initiative Showing willingness and taking	Motivation <ul style="list-style-type: none"> Instructing the students to make an on-the-spot inventory of their weekly physical activities Having the students identify the frequency, 	Formative <ul style="list-style-type: none"> On-the-spot inventory and classification of weekly physical activities based on frequency, intensity, time, and type Recitation Written exercise 	<ul style="list-style-type: none"> Self-discipline Perseverance 	Online YouTube video: "What is Aerobic Exercise- Cardio and aerobics workouts" by Strength Project

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	<p>PE7PF-Ib-25 Identify training guidelines and FITT principles</p> <p>PE7PF-Ib-26 Recognize barriers (low level of fitness, lack of skill and time) to exercise</p> <p>PE7PF-Ic-27 MELC Prepare an exercise program</p> <p>PE7PF-Id-h-31 Assume responsibility for achieving personal fitness</p>	<p>lifestyle important?</p>	<p>improved quality of life, are gained from engaging in regular physical activities.</p> <ul style="list-style-type: none"> Applying the cardinal principles in creating a physical activity program ensures gaining the full benefits of an active lifestyle. 	<p>responsibility in attaining personal fitness</p> <p>Creativity Applying acquired knowledge in creating a slogan</p>	<p>intensity, time, and type of each activity</p> <p>Discussion</p> <ul style="list-style-type: none"> Processing the previous activity to introduce the topic at hand Explaining the benefits gained from regularly engaging in physical activities Pointing out the cardinal principles that one needs to apply when creating a physical activity program Engaging the class in a Q&A activity to clarify other concepts related to health and wellness <p>Video Presenting a YouTube video about aerobic exercises</p>	<p>Summative</p> <ul style="list-style-type: none"> Evaluation of the inventory of physical activities Slogan making about promoting physical fitness 		
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<p>LESSON 2 Running</p>	<p>PE7PF-Ia-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-Ib-26 Recognize barriers (low level of fitness, lack of skill and time) to exercise</p> <p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p>	<ul style="list-style-type: none"> Do you think running helps improve the fitness level of an individual? How? How does running benefit your mental health? 	<ul style="list-style-type: none"> Running on a regular basis can help manage one's weight and keep the cardiovascular system fit and healthy. Running helps relieve stress and improve mental flexibility. 	<p>Work Ethics Promoting self-discipline in improving one's running skills</p> <p>Initiative Showing willingness and taking responsibility in attaining personal fitness</p> <p>Persistence Continuing to perform activities despite difficulties</p> <p>Collaboration Working harmoniously with peers in activities</p>	<p>Review Recalling the previous lesson on physical fitness and connecting it to the topic at hand</p> <p>Video Showing a YouTube video about guides and/or tips on running</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into small groups and having each group present a topic about running using updated sports news articles Allowing a Q&A session to clarify concepts <p>Discussion</p> <ul style="list-style-type: none"> Discussing the history of running and pointing out its importance in achieving 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Group presentation on running based on sports news articles Written exercise <p>Summative Performance task (running, 1-mile run/walk test)</p>	<ul style="list-style-type: none"> Discipline Perseverance Commitment Tolerance 	<p>proper running attire</p> <p>Online YouTube video: "How to Run: DOs & DON'Ts" by THNKR</p>
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					<p>personal fitness</p> <ul style="list-style-type: none"> • Describing the 1-mile run/walk test that is used to check aerobic endurance • Identifying the proper attire to use when running • Explaining the dos and don'ts of running <p>Interview</p> <ul style="list-style-type: none"> • Having the students interview their family members about running • Letting the students share insights based on the interview 			
<p>LESSON 3 Rhythmic Gymnastics</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p>	<p><i>What do you think is the most positive and constructive value you will learn from performing rhythmic gymnastics?</i></p>	<p>Rhythmic gymnastics is an activity that combines sports, expressive dance moves, and art while moving gracefully to music and with an apparatus. It is a sport that requires determination in learning new skills,</p>	<p>Creativity Applying acquired knowledge and skills in creating a short rhythmic gymnastics routine</p> <p>Collaboration Working harmoniously</p>	<p>Video</p> <ul style="list-style-type: none"> • Showing a video that features the rhythmic gymnastics performance of the Philippines during SEA Games 2017 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Group performance (rhythmic movements using an assigned apparatus) 	<ul style="list-style-type: none"> • Determination • Self-reliance • Consistency • Teamwork 	<p>rhythmic gymnastics apparatus such as balls, hoops, ribbons, clubs, and ropes</p> <p>Online YouTube video: "Philippines - Rhythmic</p>

CURRICULUM MAP

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	<p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-30 Perform appropriate first aid for sports-related injuries (e.g., cramps, sprain, heat exhaustion)</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p>		<p>overcoming fears, and accomplishing goals.</p>	<p>with peers in performing activities</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline when practicing a routine</p>	<ul style="list-style-type: none"> • Asking questions related to the video shown <p>Discussion</p> <ul style="list-style-type: none"> • Presenting various topics about rhythmic gymnastics, such as history, apparatus, skills, and safety guidelines, through a slide or video presentation • Guiding the students to become familiar with the terminologies related to rhythmic gymnastics <p>Group Activity</p> <ul style="list-style-type: none"> • Dividing the class into five groups and assigning each group one apparatus • Letting each group perform rhythmic 	<p>Summative</p> <ul style="list-style-type: none"> • Practical exam (solo rhythmic gymnastics routine) • Essay 	<p>Gymnastics Mixed Apparatus 2 Ropes 3 Balls Sea Games 2017" by EmNuh</p>
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					<p>gymnastics movements using the assigned apparatus</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Recalling basic first aid knowledge and skills • Having the students form groups of four • Allowing each group to talk about the precautionary measures to take when performing rhythmic gymnastics 			
<p>LESSON 4 Swimming</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p>	<p>What do you think is the greatest benefit you get from swimming?</p>	<p>Knowing how to swim boosts one's confidence in participating in water activities and provides a means of improving one's health.</p>	<p>Collaboration Working harmoniously with peers in performing activities</p> <p>Persistence Practicing continually to achieve a desired result</p>	<p>Think-Pair-Share Having the students form pairs and letting each pair discuss what they know about swimming</p> <p>Game Dividing the students into groups of five and having the groups play</p>	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise • Think-Pair-Share • Journal writing <p>Summative</p> <ul style="list-style-type: none"> • Practical exam (front crawl and back stroke) • Game (relay swimming) 	<ul style="list-style-type: none"> • Appreciating the importance of swimming as a physical activity • Responsibility • Endurance • Teamwork • Sportsmanship 	<ul style="list-style-type: none"> • videos showing different swimming skills • proper swimming attire

CURRICULUM MAP

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	<p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p> <p>PE7PF-Id-h-32 Keep the importance of winning and losing in perspective</p>			<p>Work Ethics Promoting self-discipline in improving one's personal fitness</p>	<p>charades using terminologies related to swimming</p> <p>Discussion</p> <ul style="list-style-type: none"> • Presenting various topics about swimming, such as history, importance, facilities and equipment, and proper attire, through a slide or video presentation • Guiding the students to discover how swimming helps improve fitness <p>Demonstration</p> <ul style="list-style-type: none"> • Showing the proper execution of basic swimming skills • Pointing out the safety measures to take before and after doing the activity 			
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					<ul style="list-style-type: none"> • Allowing the students to practice their swimming skills in pairs 			
LESSON 5 Badminton	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p> <p>PE7PF-Id-h-32 Keep the importance of winning and losing in perspective</p>	<ul style="list-style-type: none"> • Do you think badminton is a popular sport in the Philippines? Why do you say so? • <i>How can you deliver an efficient and effective shot when playing badminton?</i> 	<ul style="list-style-type: none"> • Badminton is a game that used to be played only by those coming from a high social status and popularized by the English people. • Proper form is necessary when learning to play badminton. Timing is also an essential key when hitting the shuttlecock. 	<p>Collaboration Working harmoniously with peers in performing activities</p> <p>Critical Thinking Understanding and applying basic badminton knowledge and skills</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline in improving personal fitness</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Showing pictures of and presenting trivia about badminton • Letting the students identify the trivia and pictures presented <p>Discussion</p> <ul style="list-style-type: none"> • Discussing topics related to badminton, such as history, facilities and equipment, proper attire, and basic skills • Presenting video clips that will help the students fully understand the lesson • Encouraging students to raise questions 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative Practical exam</p>	<ul style="list-style-type: none"> • Determination • Consistency • Discipline • Teamwork 	<ul style="list-style-type: none"> • video clips of badminton skills • badminton racket • shuttlecock

					<p>Cooperative Learning</p> <ul style="list-style-type: none"> Explaining the safety rules in playing badminton Dividing the class into groups of five Having the groups practice different badminton strokes 			
<p>LESSON 6 Table Tennis</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p> <p>PE7PF-Id-h-32 Keep the importance of winning and losing in perspective</p>	<ul style="list-style-type: none"> What makes table tennis a unique racket sport? Aside from personal fitness, what other benefits do you get from playing table tennis? 	<ul style="list-style-type: none"> The table tennis playing area is small compared to other racket sports. Thus, it requires one to always be in a ready position in order to have a quicker reaction time and maintain stability. Playing table tennis can help improve mental alertness and concentration because of the fast-paced nature of the sport. 	<p>Collaboration Working harmoniously with peers in performing activities</p> <p>Critical Thinking Understanding and applying the basic knowledge and skills in table tennis</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline in</p>	<p>Video</p> <ul style="list-style-type: none"> Showing a video clip of a table tennis game Letting the students observe and give insights on what they watched Asking the students to give terminologies about the sport and provide definitions Pointing out how table tennis skills help improve one's fitness 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative Practical exam</p>	<ul style="list-style-type: none"> Learning to deal with adversities Self-confidence Discipline Teamwork Fairness 	<ul style="list-style-type: none"> video clip of table tennis game table tennis racket table tennis ball table tennis table

CURRICULUM MAP

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				improving one's personal fitness	<p>Discussion</p> <ul style="list-style-type: none"> Presenting various topics related to table tennis, such as its history, facilities and equipment, skills and strokes, and rules and regulations through a slide or video presentation Encouraging students to raise questions <p>Demonstration</p> <ul style="list-style-type: none"> Showing the proper execution of the skills in table tennis Explaining the safety rules in playing the sport <p>Cooperative Learning Dividing the class into groups of five and having the groups practice different skills in table tennis</p>		
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CURRICULUM MAP

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<p>LESSON 7 Tennis</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p> <p>PE7PF-Id-h-32 Keep the importance of winning and losing in perspective</p>	<p><i>Do you think playing tennis can help improve the quality of your life? How?</i></p>	<ul style="list-style-type: none"> Tennis is a very popular sport throughout the world because of its value both as a recreational sport and as a competitive sport. Values that can be learned from playing tennis include building one's confidence, increasing problem-solving skills, and improving mental strength and social skills. 	<p>Collaboration Working harmoniously with peers in performing activities</p> <p>Critical Thinking Understanding and applying the basic knowledge and skills in tennis</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline in improving one's personal fitness</p>	<p>Throw and Catch</p> <ul style="list-style-type: none"> Letting the students form pairs and warm up for at least five minutes Having each pair perform the hand-eye coordination test <p>Discussion</p> <ul style="list-style-type: none"> Asking the students to give terminologies that are used in tennis Explaining how the skills in tennis help improve the overall fitness of a person Presenting the history of tennis, its facilities and equipment, proper attire, warmup exercises, and basic skills through a slide or video presentation 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative Practical exam</p>	<ul style="list-style-type: none"> Self-discipline Sportsmanship Patience Hard work Endurance 	<ul style="list-style-type: none"> video clip of a tennis game tennis racket tennis ball
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					<ul style="list-style-type: none"> Encouraging students to raise questions <p>Video Showing a video clip of athletes playing tennis and asking the students to share their thoughts about it</p> <p>Demonstration</p> <ul style="list-style-type: none"> Showing the proper execution of the skills in tennis Pointing out the safety rules in playing the sport Grouping the class into five Having the students practice the different skills in tennis 			
LESSON 8 Arnis	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p>	What do you think are the benefits you can gain from playing or applying the techniques of arnis?	<ul style="list-style-type: none"> <i>Arnis</i>, also known as <i>eskrima</i> and <i>kali</i>, is the national sport of the Philippines. As a sport and martial art, arnis improves dexterity and physical 	<p>Collaboration Working harmoniously with peers in performing activities</p>	<p>Game Having the students play <i>Pinoy Henyo</i> using terms related to the history of arnis</p>	<p>Formative</p> <ul style="list-style-type: none"> Game (<i>Pinoy Henyo</i>) Written exercise <p>Summative</p> <ul style="list-style-type: none"> Group practical exam 	<ul style="list-style-type: none"> Self-esteem Discipline Endurance Accuracy Perseverance 	<ul style="list-style-type: none"> video clip of arnis arnis sticks

	<p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p>		<p>fitness through the enhancement of general endurance, flexibility, coordination, and reaction time.</p>	<p>Critical Thinking Understanding and applying the basic knowledge and techniques in arnis</p> <p>Cultural Literacy Understanding the historical and cultural significance of arnis</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline in improving one's personal fitness</p>	<p>Video</p> <ul style="list-style-type: none"> Showing a video clip of arnis Letting the students observe and share insights about the video <p>Discussion Discussing the history of arnis, its benefits, and the basic skills through a slide or video presentation</p> <p>Demonstration</p> <ul style="list-style-type: none"> Explaining the safety rules in playing arnis Showing how to properly execute the basics of arnis Allowing the students to practice the basic strikes in pairs 	<ul style="list-style-type: none"> Research output 		
<p>LESSON 9 Tae Kwon Do</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p>	<p><i>What do you think makes tae kwon do an art?</i></p>	<p>Tae kwon do is not so much a skill as it is an art. Thus, learning it takes years of practice and involves discipline</p>	<p>Collaboration Working harmoniously with peers in performing activities</p>	<p>Motivation</p> <ul style="list-style-type: none"> Presenting pictures related to tae kwon do 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise 	<ul style="list-style-type: none"> Discipline Commitment Love and appreciation for the craft 	<ul style="list-style-type: none"> pictures and video clip featuring tae kwon do container with strips of paper

CURRICULUM MAP

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	<p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p>		<p>and commitment. As you learn, you are also encouraged to live according to the five tenets of tae kwon do.</p>	<p>Critical Thinking Understanding and applying the basic techniques and tenets of tae kwon do</p> <p>Persistence Practicing continually to achieve a desired result</p> <p>Work Ethics Promoting self-discipline in improving one's personal fitness</p>	<ul style="list-style-type: none"> Asking the students if they are familiar with the sport Processing the students' insights <p>Video Showing a video clip of tae kwon do and having the students share insights about what they viewed</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting the history of tae kwon do, its tenets, and basic techniques through a slide or video presentation Explaining the benefits of applying tae kwon do in everyday living <p>Demonstration</p> <ul style="list-style-type: none"> Pointing out the safety rules Showing the basic skills in tae kwon do 	<p>Summative</p> <ul style="list-style-type: none"> Practical exam Research output 	<ul style="list-style-type: none"> Respect and care for others Self-confidence Humility 	<p>where the basics of taekwondo are written</p>
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					<ul style="list-style-type: none"> • Allowing volunteers to demonstrate in class what they have learned • Reminding the students to perform warm-up exercises <p>Resource Person Inviting a tae kwon do expert to help the students understand the sport better</p>			
<p>LESSON 10 Karate Kata</p>	<p>PE7GS-Id-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-Id-h-28 MELC Periodically monitor one's progress toward fitness goals</p> <p>PE7PF-Id-h-31 Assume responsibility in achieving personal fitness</p>	<ul style="list-style-type: none"> • Aside from the health benefits, what values do you learn from karate kata? • <i>How would you differentiate karate kata from tae kwon do?</i> 	<ul style="list-style-type: none"> • Karate kata is that aspect of karate that emphasizes form practice. It is not an easy skill to learn but with determination, one can continue to improve. It provides a means for achieving physical fitness, and it teaches patience, honor, and discipline. • Tae kwon do is a Korean martial art that puts great emphasis on spinning and jumping kicks. 	<p>Collaboration Working harmoniously with peers in performing activities</p> <p>Critical Thinking Understanding and applying the fundamentals of karate</p> <p>Persistence Practicing continually to achieve a desired result</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Showing photos related to karate kata • Having the students share their insights about the pictures shown <p>Discussion</p> <ul style="list-style-type: none"> • Presenting the history and fundamentals of karate through a slide or video presentation • Explaining the benefits of applying karate 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Practical exam • Research output 	<ul style="list-style-type: none"> • Perseverance • Determination • Discipline • Respect for oneself and others • Humility 	<ul style="list-style-type: none"> • pictures related to karate kata • video clip of karate kata basic skills

			Karate, on the other hand, is a Japanese martial art that focuses on hand strikes.	Work Ethics Promoting self-discipline in improving one's personal fitness	in everyday living Demonstration <ul style="list-style-type: none"> • Discussing the safety rules in karate kata • Showing a video clip of karate kata basic skills • Letting the students practice the basic drills 			
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*Italicized text under *Essential Questions* are author-provided text, not found in the TG.

**Text under *Enduring Understandings* are either from *Let's Sum Up* or the discussion text.

HEALTH

Unit 1: Growth and Development		Time Frame: 8 days	
Content Standard	The learner demonstrates an understanding of holistic health and its management of health concerns, the growth and development of adolescents, and how to manage its challenges.	Performance Standard	The learner should be able to appropriately manage concerns and challenges during adolescence to achieve holistic health.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Holistic Health	H7GD-Ia-12 Discuss the concept of holistic health	<ul style="list-style-type: none"> • What does being holistically healthy mean to you? 	<ul style="list-style-type: none"> • Good health can have different meanings to different people. Total health is not just the absence of 	Critical Thinking <ul style="list-style-type: none"> • Understanding and applying the cardinal principles of holistic health 	Motivation <ul style="list-style-type: none"> • Having the students complete a graphic organizer 	Formative <ul style="list-style-type: none"> • Recitation • Think-Pair-Share • Written exercise 	<ul style="list-style-type: none"> • Practicing good health habits • Recognizing the importance of holistic 	<ul style="list-style-type: none"> • background music for rap lyrics • materials for poster-making activity

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	<p>H7GD-Ib-13 MELC Explain the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual)</p> <p>H7GD-Ib-14 MELC Analyze the interplay among the health dimensions in developing holistic health</p> <p>H7GD-Ic-15 MELC Practice health habits to achieve holistic health</p>	<ul style="list-style-type: none"> Do you think it is possible to attain holistic health? Why do you say so? 	<p>sickness; it is also the well-being of the mind and spirit.</p> <ul style="list-style-type: none"> It is important to pay attention to all dimensions of holistic health to attain a healthy you. 	<ul style="list-style-type: none"> Making wise decisions that benefit one's health <p>Initiative Showing willingness and taking responsibility in achieving holistic health</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Communication Expressing own ideas clearly</p> <p>Creativity Applying acquired knowledge in making a poster and writing a poem or song lyrics</p>	<p>about what makes a person healthy</p> <ul style="list-style-type: none"> Allowing the students to share their thoughts and compare their answers in class <p>Discussion</p> <ul style="list-style-type: none"> Defining <i>holistic health</i> Explaining each dimension of holistic health Providing guides and tips on how to attain holistic health <p>Journal Writing</p> <ul style="list-style-type: none"> Asking the students to take note of their activities for one whole day Letting the students assess if their activities are geared toward achieving holistic health 	<ul style="list-style-type: none"> Group discussion <p>Summative</p> <ul style="list-style-type: none"> Poster making Poem or rap lyrics writing 	<p>health</p> <ul style="list-style-type: none"> Discipline Perseverance Responsibility 	
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<p>LESSON 2 Human Growth and Development</p>	<p>H7GD-Id-e-16 Describe developmental milestones as one grows</p> <p>H7GD-Id-e-17 Recognize that changes in different health dimensions are normal during adolescence</p> <p>H7GD-Id-e-18 Describe changes in different aspects of growth that happen to boys and girls during adolescence</p> <p>H7GD-Id-e-16-18 MELC Recognize changes in different aspects of growth that normally happen during adolescence years</p> <p>H7GD-Id-e-19 Recognize that changes in different dimensions are part of normal adolescence</p> <p>H7GD-If-h-20 Explain that the pattern of change during adolescence is similar but the pace of growth and development is unique for each adolescent</p>	<ul style="list-style-type: none"> • How do you know that you have entered the stage of adolescence? • <i>How do your social values guide your behavior during your puberty?</i> 	<ul style="list-style-type: none"> • The start of adolescence is marked by the onset of puberty. It is the time when one's reproductive system undergoes changes. • Adolescents learn to anticipate the consequences of their actions. They make decisions based on their own personal values. 	<p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Understanding the critical changes that occur at each stage of growth and development • Making informed decisions based on the factors involved in a situation <p>Creativity Applying acquired knowledge in creating a comic strip</p>	<p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the class into groups of four and allowing the groups to brainstorm in answering the given questions about puberty • Processing the students' answers <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the stages of growth and development from infancy to old age • Pointing out the critical changes that occur at each stage • Discussing the physical changes as well as mental, emotional, and social changes that students undergo during puberty 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Think-Pair-Share • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Research output • Creating a comic strip (by group) 	<ul style="list-style-type: none"> • Independence • Wise decision making • Open-mindedness • Responsibility 	<p>photos or illustrations of females and males exhibiting physical changes during puberty</p> <p>Online</p> <ul style="list-style-type: none"> • YouTube video: "Child Development Stages" by Child development • YouTube video: "Stages of Human Development" by CarloW
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CURRICULUM MAP

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					<p>Video Showing YouTube videos about the stages of human development and allowing the students to take notes and share insights about what they viewed</p> <p>Research</p> <ul style="list-style-type: none"> • Asking the students to research on myths and facts about the changes that happen during puberty • Having volunteers share their data • Evaluating the results of the students' research 			
<p>LESSON 3 Managing and Appraising Health Concerns During Puberty</p>	<p>H7GD-li-j-21 Identify health concerns during adolescence</p> <p>H7GD-li-j-22 MELC Explain the proper health appraisal procedures</p>	<p>How do you address the health concerns you face during puberty?</p>	<p>During puberty, you may experience some health concerns that you have never encountered before. Identifying and managing them properly will help you</p>	<p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p>	<p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the class into groups of four and showing a sample video of a public service announcement 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Creating a student manual 	<ul style="list-style-type: none"> • Love and concern for oneself • Discipline • Perseverance 	<ul style="list-style-type: none"> • weighing scale • tape measure • height-to-weight chart <p>Online</p> <ul style="list-style-type: none"> • YouTube video: "Public Service

	<p>H7GD-li-j-23 MELC Demonstrate health appraisal procedures during adolescence in order to achieve holistic health</p> <p>H7GD-li-j-24 MELC Avail of health services in the school and in the community in order to appraise one's health</p> <p>H7GD-li-j-25 MELC Apply coping skills in dealing with health concerns during adolescence</p>		<p>attain holistic health.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> Learning to evaluate one's health status Dealing with health concerns appropriately based on the results of the appraisal <p>Creativity Applying acquired knowledge and skills in creating and performing a skit</p>	<ul style="list-style-type: none"> Having each group create a public service announcement that explains how to address common health concerns during puberty <p>Discussion</p> <ul style="list-style-type: none"> Explaining the common health concerns that adolescents experience Describing the health appraisal procedures that students can do to evaluate themselves Pointing out the importance of assessing the changes that one undergoes during adolescence <p>Hands-on Activity</p> <ul style="list-style-type: none"> Presenting a video about 	<ul style="list-style-type: none"> Performing a short skit 	<p>Announcement" by Skyler Pamatmat</p> <ul style="list-style-type: none"> YouTube video: "MAPEH7: Health Appraisal Procedures- Edited by Teacher Karen" by Teacher KarenTV
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					health appraisal procedures and having the students rate themselves against a given checklist of health concerns <ul style="list-style-type: none">• Allowing the students to perform a height and weight appraisal and conduct Adam's Forward Bend test			
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*Italicized text under *Essential Questions* are author-provided text, not found in the TG.
**Text under *Enduring Understandings* are either from *Let's Sum Up* or the discussion text.

2nd Quarter

MUSIC

Unit 2: <i>Unsung Ancestors</i>		Time Frame: 8 days	
Content Standard	The learner demonstrates an understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas.	Performance Standard	The learner performs selected vocal and instrumental music of the Cordilleras, Mindoro, Palawan, and the Visayas using the appropriate styles.

Content	K-12 Learning Competencies (MELCs included)*	Essential Questions**	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Music of the Negritos</i>	MU7LV-IIb-f-3 MELC Explain the distinguishing characteristics of representative music from the Cordillera region, Mindoro, Palawan, and the Visayas (<i>Negrito/ Aeta/Agta/Dumagat</i>) in relation to their culture and geography MU7LV-IIa-f-2 Analyze the musical elements of some vocal and instrumental selections from the Cordillera region, Mindoro, Palawan, and	<ul style="list-style-type: none"> <i>What factors have influenced the vocal and instrumental music of the Negritos?</i> <i>Why is music important to the rituals and ceremonies of Negritos?</i> 	<ul style="list-style-type: none"> The vocal and instrumental music of the Negritos are influenced by their linguistic group and the nature of their habitation. Rituals and ceremonies are usually accompanied by music (vocal and instrumental). Dances facilitate the communication of Aetas with spirits. 	Cultural Literacy Being aware that the music sang and played by the Negritos reflects their celebration of life—from birth, childhood, courtship, marriage, to death—as well as their beliefs, traditions, and recreation. Each note and sound articulate the feelings and beliefs of Negritos about both man and	Motivation Asking the students to answer a K-W-L chart about the music of the Negritos Discussion <ul style="list-style-type: none"> Introducing who the Negritos are, where they are located in the Philippines, and how their music began Explaining why the 	Formative <ul style="list-style-type: none"> Recitation Written exercise Summative <ul style="list-style-type: none"> Individual performance task (creating an improvised musical instrument of the Negritos using recycled materials) Group performance task (performing an excerpt from Anituan, doing the talipe using 	<ul style="list-style-type: none"> Respect for the uniqueness and ingenuity of an indigenous group Teamwork Resourcefulness 	<ul style="list-style-type: none"> Prezi video: “The Negrito Vocal and Instrumental Music” by Jemaima Pagsiban Scribd video: “Philippine Musical Instruments (Luzon)” by she’sgotyouhigh YouTube video: “Music of the Lowlands of Luzon” by Edmund Rhey Sawod

	<p>the Visayas (<i>Negrito/Aeta/Agta/Dumagat</i>) after listening</p> <p>MU7LV-IIb-g-6 MELC Perform music from the Cordillera region, Mindoro, Palawan, and the Visayas (<i>Negrito/Aeta/Agta/Dumagat</i>), with accompaniment</p> <p>MU7LV-IIb-g-4 MELC Discover ways of producing sounds using a variety of sources that are similar to instruments being studied</p> <p>MU7LV-IIb-g-7 MELC Improvise simple rhythmic/melodic accompaniments to selected music from the Cordillera region, Mindoro, Palawan, and the Visayas (<i>Negrito/Aeta/Agta/Dumagat</i>)</p>			<p>nature.</p> <p>Communication Knowing that music and dance can also be forms of communication</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Applying acquired knowledge and skills in a group musical performance</p>	<p>culture of the Negritos is authentic</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Assigning a group activity to the students to identify the vocal and instrumental music and rituals of the Negritos Having the students form a group to classify the musical instruments of the Negritos Letting the students perform an excerpt from <i>Anituan</i>, doing the <i>talipe</i> using improvised costumes and musical instruments 	<p>improvised costumes and musical instruments)</p>		
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<p>LESSON 2 <i>Music of Mindoro</i></p>	<p>MU7LV-IIa-f-1 MELC Describe the musical characteristics of representative music selections of the Cordillera region, Mindoro, Palawan, and the Visayas after listening</p> <p>MU7LV-IIa-f-2 MELC Identify the musical instruments and other sound sources from the Cordillera region, Mindoro, Palawan, and the Visayas</p> <p>MU7LV-IIb-g-6 MELC Perform music from the Cordillera region, Mindoro, Palawan, and the Visayas, with accompaniment</p> <p>MU7LV-IIb-g-4 MELC Discover ways of producing sounds on a variety of sources similar to instruments being studied</p> <p>MU7LV-IIb-g-7 MELC Improvise simple rhythmic/melodic</p>	<ul style="list-style-type: none"> • <i>How is the vocal music of Mangyans characterized?</i> • <i>Why are the gongs of Mindoro used to accompany Hanunuo music?</i> 	<ul style="list-style-type: none"> • The vocal music of Mangyans is characterized by a chanting song style called <i>ambahan</i>. • The gongs of Mindoro are used to accompany Hanunuo music because their rhythm, together with those of other instruments, makes the mood festive. 	<p>Cultural Literacy Understanding how the environment influences the music of the people in Mindoro, particularly the instruments, techniques, cultures, and traditions</p> <p>Communication Expressing one's own ideas clearly</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Applying acquired knowledge and skills in a group musical performance</p>	<p>Motivation Activating the prior knowledge of students by letting them complete an acronym to describe Mindoro</p> <p>Video Showing a video about the Mangyans of Mindoro</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the start of the civilization of the Mangyans in Mindoro, with the focus on the preservation of their music • Asking the students to do a Read-and-Retell activity to learn about the geography and hidden treasures of Mindoro • Emphasizing the richness of Mindoro's folk music as 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation (Read-and-Retell activity) • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Individual performance task (composition of an <i>ambahan</i> about the value of family, friendship, and education) • Group performance task (presenting a chosen <i>ambahan</i> composition using improvised Mangyan traditional wear and musical instruments) 	<ul style="list-style-type: none"> • Appreciation and recognition of the importance of preserving one's own culture • Respect for the uniqueness and ingenuity of an indigenous group • Teamwork • Resourcefulness 	<ul style="list-style-type: none"> • pictures of Mangyan musical instruments (string, wind, and percussion) • YouTube video: "With the Mangyan of Mindoro" by steylmedien • YouTube video: "With the Mangyan of Mindoro" by steylmedien
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	<p>accompaniments to selected music from the Cordillera region, Mindoro, Palawan, and the Visayas</p> <p>MU7LV-IIc-h-10 MELC Evaluate music and musical performances using rubrics on musical elements and styles</p>				<p>well as the important points to consider in their folk songs, musical styles, and vocal and instrumental music</p> <ul style="list-style-type: none"> Expounding on the importance of the different categories of musical instruments 			
<p>LESSON 3 <i>Music of Palawan</i></p>	<p>MU7LV-IIb-f-3 MELC Explain the distinguishing characteristics of representative music from the Cordillera region, Mindoro, Palawan, and the Visayas in relation to its culture and geography</p> <p>MU7LV-IIa-f-2 Analyze the musical elements of some vocal and instrumental selections from the Cordillera region, Mindoro, Palawan, and the Visayas after listening</p>	<ul style="list-style-type: none"> <i>How is Palawan music characterized?</i> <i>Why is the music of Palawan worthwhile?</i> 	<ul style="list-style-type: none"> The music of Palawan is closely linked to nature, and its expression is highly influenced by <i>onomatopoeia</i>, or the imitation of natural sounds. The music of Palawan is a practice in social functions, such as ritual music, music for expressing contrasting emotions, music for work, and music for 	<p>Cultural Literacy Understanding the characteristics of the music of Palawan</p> <p>Collaboration</p> <ul style="list-style-type: none"> Understanding that the music of Palawan speaks of creative cooperation and togetherness and which is visible in the people's playing techniques, thus ensuring oneness of the community 	<p>Motivation</p> <ul style="list-style-type: none"> Activating the prior knowledge of students about Palawan through a Think–Pair–Share activity Letting the students listen to a sample vocal music of Palawan <p>Discussion</p> <ul style="list-style-type: none"> Explaining the instrumental and vocal 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise (describing the instruments and the voice quality used in the music listened to) <p>Summative Performance task (composition of an eight-line <i>kullal</i> expressing contrasting emotions such as happiness and sadness)</p>	<ul style="list-style-type: none"> Recognition and appreciation of the importance of preserving one's own culture Respect for the uniqueness and ingenuity of an indigenous group Resourcefulness 	<ul style="list-style-type: none"> pictures of Palawan musical instruments Scribd video: "Vocal Music and Instrumental Music of Palawan" by Rjvm Net Ca Fe Scribd video: "Music of Mindoro, Palawan, Visayas" by Onel_25 YouTube video: "Palawan



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			entertainment, among others.	<ul style="list-style-type: none"> • Activating prior knowledge through a peer-sharing activity <p>Communication Expressing one's own ideas clearly</p> <p>Creativity Composing a representative music type from Palawan using knowledge acquired in the lesson</p>	<p>music of Palawan</p> <ul style="list-style-type: none"> • Guiding the students in interpreting the techniques in playing the instruments of Palawan using improvised instruments 			musical instruments” by 014122007
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*Italicized text under **K to 12 Learning Competencies** are add-on ones. Boldfaced text, on the other hand, signify the part of the learning competencies discussed in the lessons.

Italicized text under **Essential Questions are additional entries not found in the TG.

ART

Unit 2: Arts and Crafts of MIMAROPA and the Visayas		Time Frame: 6 days	
Content Standards	The learner demonstrates an understanding of: <ul style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills; the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationships of the elements of art and processes among culturally diverse communities in the country; and the Philippines as having a rich artistic and cultural tradition, from the precolonial period to the present time 	Performance Standard	The learner should be able to create artworks that show the characteristic elements of the arts of MIMAROPA and the Visayas.

Content	K-12 Learning Competencies (MELCs included)*	Essential Questions**	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Arts and Crafts in MIMAROPA</i>	A7EL-IIb-1 MELC Analyze the elements and principles of art in the production of one's arts and crafts as inspired by the arts of MIMAROPA and the Visayas A7EL-IIa-2 MELC Identify the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul jar), Mindoro (Hanunuo-Mangyan writing),	<i>How are the elements and principles of art utilized in the arts and crafts of the people of MIMAROPA?</i>	<ul style="list-style-type: none"> Artists use elements and principles of art that embody their religion, history, influences, and culture. The arts and crafts of the native peoples of MIMAROPA contribute to a good understanding of who we are as Filipinos. 	Creativity Applying art elements and principles in one's own artwork Cultural Literacy Promoting the rich cultural heritage of the people of MIMAROPA Work Ethics Promoting respect and self-discipline in improving one's	Motivation <ul style="list-style-type: none"> Showing a realia (mask) that is related to the <i>Moriones</i> Festival Talking about the origin of the Moriones Festival Activating the prior knowledge of students about MIMAROPA using the 	Formative <ul style="list-style-type: none"> Recitation Written exercise (3-2-1 Closure activity) Group discussion Summative <ul style="list-style-type: none"> Performance task (guided painting of a Manunggul jar) Research output Reflection 	<ul style="list-style-type: none"> Nationalism Excellence Resourcefulness 	<ul style="list-style-type: none"> photos of the following: <i>baybayin</i> handwriting on bamboo, colorful costumes of Moriones, marble products of Romblon, and a Manunggul jar of Palawan demographic maps of MIMAROPA and the Visayas mask used in

	<p>basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.</p> <p>A7PL-IIh-2 MELC Appreciate artifacts and art objects in terms of their utilization and distinct use of art elements and principles</p> <p>A7PL-IIh-3 MELC Incorporate the designs, forms, and spirit of artifacts and art objects from MIMAROPA and the Visayas</p> <p>A7PR-IIc-e-1 MELC Create crafts that can be locally assembled using local materials and guided by local traditional techniques (e.g., <i>habi</i>, <i>lilip</i>, etc.)</p> <p>A7PR-IIf-2 MELC Discuss elements from the traditions/history of a community for one's artwork</p>			<p>artistic skills</p>	<p>K-W-L method and picture prompts</p> <ul style="list-style-type: none"> Asking the students to answer the essential questions <p>Video Showing a video clip of a Moriones Festival parade</p> <p>Discussion</p> <ul style="list-style-type: none"> Explaining the arts and crafts from the different provinces that make up MIMAROPA Showing pictures of a Hanunuo script and a Manunggul jar and explaining what they are <p>Cooperative Learning Letting the students have a group discussion about the given topic</p>			<p>the Moriones Festival</p> <ul style="list-style-type: none"> video clips of a Moriones Festival parade
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	<p>A7PL-IIIh-4 MELC Explain the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact</p> <p>A7PR-IIIh-3 MELC Explain the correlation of the development of crafts in specific areas of the country to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)</p>							
<p>LESSON 2 <i>Arts and Crafts of the Visayas</i></p>	<p>A7EL-IIb-1 MELC Analyze the elements and principles of art in the production of one's arts and crafts as inspired by the arts of MIMAROPA and the Visayas</p> <p>A7EL-IIa-2 MELC Identify the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul jar), Mindoro (Hanunuo-</p>	<ul style="list-style-type: none"> • <i>How are elements and principles of art used to create visual images?</i> • How are the arts and crafts in the Visayas similar to those of Luzon and MIMAROPA? How are they different? 	<ul style="list-style-type: none"> • The arts and crafts from the lowlands of the Visayas are borne from the extraordinary expertise of the people from this region. In the same manner, their arts and crafts stand as living proof of an immense cultural contribution and represent the continuing tradition of the indigenous people from this region. 	<p>Creativity Using elements and principles of art in producing one's own artwork</p> <p>Cultural Literacy Promoting the rich cultural heritage of indigenous groups</p> <p>Work Ethics Promoting respect and self-discipline in</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Showing a realia (tapestry) from the Visayas region while playing Visayan music • Activating the prior knowledge of students about the arts and crafts of the Visayas through a picture- 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise (3-2-1 Closure activity) <p>Summative</p> <ul style="list-style-type: none"> • Performance task (weaving) • Research output • Essay/reflection 	<ul style="list-style-type: none"> • Nationalism • Resourcefulness • Ingenuity • Confidence 	<ul style="list-style-type: none"> • actual samples of accessories from the Visayas • picture of churches and other religious structures in the Visayas • pictures of Basey mats from Samar • tapestry from the Visayas region • sample Visayan music

	<p>Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.</p> <p>A7PL-IIh-3 MELC Incorporate the designs, forms, and spirit of artifacts and art objects from MIMAROPA and the Visayas</p> <p>A7PR-IIc-e-1 MELC Create crafts that can be locally assembled using local materials and guided by local traditional techniques (e.g., habi, lilip, etc.)</p> <p>A7PR-IIf-2 MELC Discuss elements from the traditions/history of a community for one's artwork</p> <p>A7PL-IIh-4 MELC Explain the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact</p>		<ul style="list-style-type: none"> Part of the preservation of our culture and tradition lies in the awareness of the significant role that this cultural heritage occupies in the country and its people. 	<p>improving one's artistic skills</p>	<p>matching activity</p> <p>Discussion</p> <ul style="list-style-type: none"> Discussing the related topics Asking and having the students answer the essential questions <p>Cooperative Learning</p> <ul style="list-style-type: none"> Grouping the students to talk about the places in the Visayas and the famous landmarks or tourist spots in the area Letting the students have a small group discussion about the famous landmarks in their assigned Visayan province (e.g., Bohol, Cebu, Iloilo, Samar, etc.) 			
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	<p>A7PR-II-f-3 MELC Explain the correlation of the development of crafts in specific areas of the country to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)</p> <p>A7PR-II-g-5 Mount an exhibit using completed MIMAROPA- and Visayan-inspired arts and crafts in an organized manner</p>						
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*Boldfaced text signify the part of the learning competencies found in the lessons.
 Italicized text under **Essential Questions are additional entries not found in the TG.

PHYSICAL EDUCATION

Unit 2: Participating in Physical Fitness and Sports		Time Frame: 30 days	
Content Standard	The learner demonstrates an understanding of guidelines and principles in exercise program design to achieve personal fitness.	Performance Standard	The learner modifies an individualized exercise program to achieve personal fitness.

Content	K-12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Physical Activity for Health</i>	<p>PE7PF-IIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIa-24 MELC Review goals based on assessment results</p> <p>PE7PF-Ib-25 Identify training guidelines and FITT principles</p> <p>PE7PF-IIb-33 Address barriers (low level of fitness, lack of skill and time) to exercise</p> <p>PE7PF-Ic-27 MELC Prepare an exercise program</p>	<ul style="list-style-type: none"> How does the FITT-VP Principle help create a good physical activity program? How does participating in physical activities improve one's health? 	<ul style="list-style-type: none"> Physical activities promote health and wellness in most people. The benefits of low to moderate amounts and intensities of physical activity build up and help in achieving better health. With higher amounts of physical activity come greater improvements in physical fitness. The FITT-VP principle provides an easy way of varying physical activity programs to maximize their benefits and reduce 	<p>Critical Thinking Understanding the cardinal principles to follow in creating a physical activity program</p> <p>Numeracy Accurately calculating training intensity</p>	<p>Video Showing a slide presentation and video clips of teenagers or students doing different physical activities</p> <p>Motivation</p> <ul style="list-style-type: none"> Asking the students to explain how physical activities affect one's health Having the students create a journal and log their daily physical 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative Performance tasks (four chosen physical activities and then assessing and improving the performance according to FITT-VP)</p>	<ul style="list-style-type: none"> Discipline Perseverance Commitment Determination 	<ul style="list-style-type: none"> video clips of students performing different physical activities pictures of teenagers riding bicycles pictures of a group of students doing exercise and other physical activities

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	<p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p>		<p>risks of injuries and exhaustion.</p>		<p>activities for a week</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining FITT Pro principles and components and the Karvonen method • Showing how to compute the training intensity using the Karvonen method • Facilitating a reflection activity on the idea that lifestyle can be improved through physical activities <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Asking the students to share with a partner one's daily activities that involve physical movements • Having the students form 			
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					a group to perform physical activities and assess those according to FITT-VP			
LESSON 2 <i>Running</i>	<p>PE7PF-IIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIb-33 Address barriers (low level of fitness, lack of skill and time) to exercise</p> <p>PE7GS-IIId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IIId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IIId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IIId-h-31 Assume responsibility for achieving personal fitness</p>	<ul style="list-style-type: none"> • <i>How does a proper body position help in running?</i> • <i>How do proper warm-up and cool-down exercises contribute to running?</i> 	<ul style="list-style-type: none"> • Running with the correct form makes one run more efficiently, and ultimately, injury-free. Running form sometimes depends on personal differences; however, some general rules apply to all. • Proper warm-up exercises improve one's range of motion, loosen up the running muscles, and increase heart rate, body temperature, and blood flow. All of these contribute to an efficient run. • Cool-down exercises help in the gradual recovery from the increased heart rate and breathing as well as in the 	<p>Work Ethics Promoting self-discipline in practicing and improving one's running skills</p> <p>Persistence Practicing to improve efficiency or to master the skills and proper form in running</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Activating the prior knowledge of students about the importance of rules in a game or sport • Demonstrating a simple running exercise and asking the students to do it <p>Discussion</p> <ul style="list-style-type: none"> • Explaining proper running form, including warm-up and cool-down exercises • Introducing the importance of pacing, proper hydration, and barriers in performing exercises 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise • Practical exam (proper body position of the head, upper body, arms, and hips while running) • Enumeration and practical exam (proper warm-up and cool-down exercises for running) <p>Summative Practical exams (group tag game, 200 m run)</p>	<ul style="list-style-type: none"> • Discipline • Perseverance • Commitment 	<ul style="list-style-type: none"> • photos of students running or doing a marathon

			stretching of tight muscles.		<ul style="list-style-type: none"> Comparing the protocols for the 1-mile runs that were done in the first and second quarters <p>Demonstration Showing the correct form of running</p>			
<p>LESSON 3 <i>Rhythmic Gymnastics: Composing a Simple Routine</i></p>	<p>PE7GS-IIId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-Id-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IIId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IIId-h-31 Assume responsibility for achieving personal fitness</p>	<ul style="list-style-type: none"> Why is it important to observe the different elements of rhythmic gymnastics in preparing a routine? How does the incorporation of apparatus-specific skills contribute to a routine? 	<ul style="list-style-type: none"> Observing the proper execution of the elements of rhythmic gymnastics gives the performer a sense of confidence. Incorporating apparatus-specific skills with simple dance steps pushes one to level up. Doing so with elegance and gracefulness also adds to the total performance. 	<p>Creativity Incorporating acquired knowledge and skills to create a routine</p> <p>Collaboration Working with a partner and a team to perform a task</p> <p>Persistence Practicing to improve or perfect a routine</p> <p>Work Ethics Observing self-discipline in practicing one's skills</p>	<p>Video Showing video clips of performances on basic skills in rhythmic gymnastics</p> <p>Motivation</p> <ul style="list-style-type: none"> Having the students review their personal videos of previous performances of the basic skills in rhythmic gymnastics Asking the students to make an honest assessment of 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Practical exam (individual performance of rhythmic gymnastics with apparatuses) <p>Summative</p> <ul style="list-style-type: none"> Performance task (dance routine that applies the basic apparatus skills for rhythmic gymnastics) Reflection (guided viewing) 	<ul style="list-style-type: none"> Determination Focus Self-reliance Confidence Consistency Teamwork 	<ul style="list-style-type: none"> video clips about rhythmic gymnastics photos of gymnasts



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					<p>their previous performances</p> <p>Discussion Explaining the importance of rhythmic gymnastics, planning for choreography, elements of routine, and practicing with apparatuses</p> <p>Demonstration Choreographing routines using the apparatuses of rhythmic gymnastics</p> <p>Cooperative Learning</p> <ul style="list-style-type: none">• Pairing or grouping the students to observe and assess the performance of a classmate using a rubric• Dividing the students in small groups to practice a dance routine that utilizes the basic			
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					apparatuses for rhythmic gymnastics			
LESSON 4 <i>Swimming</i>	<p>PE7GS-II-d-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-II-d-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-II-d-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-II-d-h-31 Assume responsibility for achieving personal fitness</p>	<ul style="list-style-type: none"> • <i>How does proper execution of the different strokes help in swimming?</i> • <i>How does knowledge on treading help in swimming?</i> 	<ul style="list-style-type: none"> • Executing the proper form and coordination of the head, arms, and legs ensure good progress when learning to do breaststroke. • Knowing how to tread greatly boosts a person's confidence and increases the fun when swimming in deep waters. 	<p>Collaboration Working with a partner or a team to learn breaststroke</p> <p>Persistence Practicing to execute properly the swimming strokes</p> <p>Work Ethics Practicing self-discipline in learning new skills</p>	<p>Cooperative Learning Asking the students to have a sharing activity with a partner about confidence in one's own swimming skills</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of swimming and basic skills in breaststroke and treading • Discussing safety measures for swimming <p>Demonstration Demonstrating the proper breaststroke and treading skills</p> <p>Resource Person Inviting a professional swimmer to serve as a speaker</p>	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Practical exam (treading for 5 to 10 minutes) <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made test • Performance tasks (simulating arm and head movements of breaststroke; showing the proper form in both breaststroke and treading) 	<ul style="list-style-type: none"> • Determination • Endurance • Consistency • Accuracy • Adaptability • Teamwork 	<ul style="list-style-type: none"> • video clips of swimmers doing breaststroke • photos of swimmers

<p>LESSON 5 <i>Badminton</i></p>	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p> <p>PE7PF-IId-h-32 Keep the importance of winning and losing in perspective</p>	<ul style="list-style-type: none"> • <i>How do the different basic skills in badminton contribute to a game?</i> • <i>How do the rules and regulations in badminton, including the unwritten ones, help maintain a peaceful game?</i> 	<ul style="list-style-type: none"> • Being able to do the different kinds of shots during an actual badminton game makes the rally more challenging and exciting and expands the repertoire of movements, thus helping improve one's level of fitness. • Following the rules and regulations, having the right attitude, and expressing sportsman-like character when playing makes for a good game. 	<p>Collaboration Executing a coach's plan in coordination with a game partner in a doubles match</p> <p>Critical Thinking Devising varying tactics in order to get out of losing situations in a play</p> <p>Persistence Practicing to achieve efficiency or mastery of badminton skills</p> <p>Work Ethics Observing self-discipline in practicing and improving one's skills</p>	<p>Motivation Asking the students to read and share knowledge about the rules and regulations of singles and doubles badminton games</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of badminton in fitness • Introducing the basic skills, rules in starting and playing, and etiquette in badminton <p>Demonstration Practicing basic badminton skills with some students</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Letting the students perform different badminton shots with 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Practical exam (different shots in badminton) <p>Summative</p> <ul style="list-style-type: none"> • Written/oral exam (unwritten rules in badminton) • Performance tasks (singles and doubles matches) 	<ul style="list-style-type: none"> • Determination • Endurance • Consistency • Accuracy • Adaptability • Teamwork • Sportsmanship 	<ul style="list-style-type: none"> • video clips of a badminton game • photos of badminton equipment and players of badminton
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					<ul style="list-style-type: none"> a partner Holding a doubles match and assigning one student coach for each team 			
LESSON 6 Table Tennis	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p> <p>PE7PF-IId-h-32 Keep the importance of winning and losing in perspective</p>	<p><i>How do the different basic skills in table tennis contribute to a game?</i></p>	<p>Being able to execute the different kinds of shots during an actual game of table tennis makes the rally more challenging and exciting and increases the repertoire of movements, thus helping improve one's level of fitness.</p>	<p>Collaboration Playing table tennis with a partner</p> <p>Critical Thinking Devising varying tactics in order to get out of losing situations in a play</p> <p>Persistence Practicing to achieve efficiency or mastery of skills in table tennis</p> <p>Work Ethics Observing self-discipline in practicing and improving one's skills</p>	<p>Motivation Asking the students to read and talk about the rules and regulations of singles and doubles table tennis games</p> <p>Discussion</p> <ul style="list-style-type: none"> Explaining the importance of table tennis as a fitness activity Introducing the basic and other skills in table tennis, including the performance of forehand and backhand drives Explaining how games can give a certain sense of satisfaction whether they are won or not 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Demonstration (steps in serving a ball) Practical exam (forehand and backhand drives) <p>Summative</p> <ul style="list-style-type: none"> Performance tasks (singles and doubles matches) 	<ul style="list-style-type: none"> Endurance Consistency Accuracy Adaptability Teamwork Self-confidence Discipline Fairness 	<ul style="list-style-type: none"> video clips of a table tennis game photos of table tennis equipment photos of table tennis players

					<p>Demonstration</p> <ul style="list-style-type: none"> • Practicing the basic skills of table tennis with some students • Doing a guided play of singles and doubles table tennis matches with students <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Letting the students practice forehand and backhand drives with a partner • Letting the students play a singles or doubles match 			
<p>LESSON 7 Tennis</p>	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28</p>	<p><i>How do the different basic skills in tennis contribute to a game?</i></p>	<p>Tennis requires the initial skills of hitting the ball consistently, smoothly, and, later on, accurately. Hitting the ball harder or with a topspin or underspin comes next. Other skill-related components, such as speed, agility, and power, should also be</p>	<p>Collaboration Working with a partner or a team in playing tennis</p> <p>Critical Thinking Devising different tactics in order to get out of losing situations in a play</p>	<p>Video</p> <ul style="list-style-type: none"> • Showing a video clip of a tennis game • Asking the students to share their observations about the video watched, especially 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise • Demonstration (steps in serving the ball) • Practical exam (forehand and backhand swings) 	<ul style="list-style-type: none"> • Endurance • Consistency • Accuracy • Adaptability • Teamwork • Self-confidence • Discipline • Fairness 	<ul style="list-style-type: none"> • video clips of a tennis game • photos of tennis equipment • photos of tennis players

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	<p>Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p> <p>PE7PF-IId-h-32 Keep the importance of winning and losing in perspective</p>		<p>developed to make the game competitive.</p>	<p>Persistence Practicing to achieve efficiency or mastery of skills in tennis</p> <p>Work Ethics Observing self-discipline in practicing or improving one's skills</p>	<p>about the jargons used</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of tennis as a fitness activity • Introducing the nature and background of tennis • Discussing the basic rules and scoring in tennis as well as the basic skills and techniques in playing the sport • Talking about how people of all ages can enjoy tennis <p>Demonstration Showing how to execute the basic skills and techniques of tennis</p> <p>Cooperative Learning Letting the students play tennis, with the</p>	<p>Summative Performance task (paired game)</p>		
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					aim of doing the longest volley			
LESSON 8 <i>Arnis</i>	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p>	<p><i>How important are handwork and footwork in arnis?</i></p>	<p>Studying arnis can be tricky because handwork and footwork should be balanced and coordinated to avoid injuries and to ensure proper execution of forms. Practicing and maintaining good handwork and footwork helps develop a sense of focus and determination.</p>	<p>Collaboration Practicing arnis with a partner or a group</p> <p>Critical Thinking Coming up with possible handwork and footwork combinations to create an effective sequence for striking</p> <p>Cultural Literacy Promoting awareness of our rich cultural heritage through the sport</p> <p>Persistence Practicing to master the handwork and footwork of arnis</p> <p>Work Ethics Observing self-discipline in practicing or improving one's skills</p>	<p>Review Asking the students to share what was learned in the previous unit about arnis (salutation, stick grips, stances, and strikes)</p> <p>Video Showing video clips of students practicing arnis</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of arnis as a fitness activity and as a sport • Introducing the skills applied in arnis such as basic blocks, movements, footwork, stepping, integrating stepping and striking, and <i>anyo isa</i> 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative Performance task (basics of arnis)</p>	<ul style="list-style-type: none"> • Discipline • Endurance • Accuracy • Focus • Coordination • Perseverance • Determination 	<ul style="list-style-type: none"> • video clips about arnis • photos of arnis equipment • photos of arnis players

					<p>Demonstration</p> <ul style="list-style-type: none"> • Demonstrating the basics involved in arnis • Conducting a drill on the basics of arnis • Asking the students to do individual performances of the basic arnis skills 			
<p>LESSON 9 <i>Tae Kwon Do</i></p>	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p>	<p>How does tae kwon do improve the fitness level of a person?</p>	<p>Tae kwon do is considered as the most effective and most popular form of martial arts in the world. Its guiding principle is that the practitioner should not attack unless first confronted by an attack. Thus, aside from developing one's physical fitness, it also enhances mental wellness.</p>	<p>Collaboration Working with a partner and a team to practice or perform some tae kwon do skills</p> <p>Critical Thinking Coming up with defensive strategies and counterstrategies to get out of losing situations in a friendly or competitive match</p> <p>Cultural Literacy Promoting the understanding of the cultural heritage of other nations</p>	<p>Video</p> <ul style="list-style-type: none"> • Showing video clips about tae kwon do • Introducing the warm-up, basic punches, basic blocks, knife hand techniques, basic kicks, and basic stances in tae kwon do <p>Resource Person Inviting a professional tae kwon do instructor or player to serve as a resource person</p>	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Practical exam (movements involved in the different forms of tae kwon do) • Written exercise <p>Summative Performance task (doing the basics of tae kwon do in a Martial Arts Festival)</p>	<ul style="list-style-type: none"> • Respect and compassion • Discipline • Commitment • Love and appreciation for the craft • Self-confidence • Humility 	<ul style="list-style-type: none"> • video clips about tae kwon do • photos of players of tae kwon do

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				<p>Persistence Practicing to achieve efficiency or mastery of one's basic skills in tae kwon do</p> <p>Work Ethics Promoting self-discipline in improving one's life skills</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of tae kwon do as a fitness activity • Introducing the proper hand movements with stances and integration of sticks in tae kwon do • Discussing the basic rules, regulations, and safety measures in tae kwon do • Introducing the Concept of Heaven or <i>Keon</i> • Talking about how tae kwon do teaches respect <p>Demonstration Demonstrating the different foundation forms of tae kwon do</p>			
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					Cooperative Learning Asking the students to perform the basics of taekwon do as a group			
LESSON 10 <i>Karate</i> <i>Kata I</i>	<p>PE7GS-IId-5 MELC Describe the nature and background of the sport</p> <p>PE7GS-IId-h-4 MELC Execute the skills involved in the sport</p> <p>PE7PF-IId-h-28 Monitor periodically one's progress toward fitness goals</p> <p>PE7PF-IId-h-31 Assume responsibility for achieving personal fitness</p>	<i>How do the steps in Taikyoku kata improve the fitness level of a person?</i>	The execution of karate requires mental focus and concentration. When these skills are developed, they can trickle down to other aspects of everyday life.	<p>Collaboration Working with a partner and a group to practice or perform some skills in karate kata</p> <p>Critical Thinking Coming up with defensive strategies and counterstrategies to get out of losing situations in a friendly or competitive match</p> <p>Cultural Literacy Promoting understanding of the cultural heritage of other nations</p> <p>Persistence Practicing to improve efficiency in executing the</p>	<p>Motivation Reviewing the basic rules of karate kata using the entry pass strategy</p> <p>Video Showing video clips about karate kata</p> <p>Resource Person Inviting a professional karate kata instructor or player to serve as a resource person</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining the importance of karate kata as a fitness activity • Introducing the sequence of events of 	<p>Formative</p> <ul style="list-style-type: none"> • Oral recitation • Written exercise <p>Summative Performance task (paired performance and evaluation of the kata)</p>	<ul style="list-style-type: none"> • Focus • Considerate decisions • Hard work • Determination • Perseverance 	<ul style="list-style-type: none"> • video clips about karate kata • photos of karate kata players in various poses



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				basic skills in karate kata Work Ethics Practicing self-discipline in improving one's life skills	the Taikyoku kata Demonstration Demonstrating the 20 movements of karate kata proper Cooperative Learning Letting the students evaluate and give tips to improve the performance of a partner or group member			
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*Italicized text under **Essential Questions** are additional entries not found in the TG.

HEALTH

Unit 2: Nutrition During Adolescence		Time Frame: 4 days	
Content Standard	The learner demonstrates an understanding of the importance of nutrition in having a healthy life during adolescence.	Performance Standard	The learner makes informed decisions on the choice of food to eat during adolescence.

Content	K-12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Healthful Eating for Adolescents</i>	<p>H7N-IIa- 20 MELC Identify the right food to eat during adolescence</p> <p>H7N-IIb-c-21 MELC Follow the appropriate nutritional guidelines for adolescents for healthful eating</p> <ul style="list-style-type: none"> explain the need to select food based on the nutritional needs during adolescence follow the Food Guide Pyramid for adolescents and nutritional guidelines for Filipinos in choosing foods to eat 	<ul style="list-style-type: none"> <i>How does the food pyramid help in creating a proper diet plan?</i> <i>How do proper eating habits contribute to improving one's health?</i> 	<ul style="list-style-type: none"> The food pyramid helps one choose healthy foods for all meals and snacks. It shows the five food groups that should be taken in the right amounts. Practicing healthful eating habits, such as eating breakfast, choosing healthful snacks, and eating right when eating out, ensure that the body gets the nutrients it needs to work properly. 	<p>Critical Thinking Choosing a healthful set of meals based on the Food Guide Pyramid</p> <p>Literacy and Numeracy Calculating calorie needs</p>	<p>Motivation Having the students read about the “Convention on the Rights of the Child” and asking them to write about its effects on their personal life</p> <p>Video Showing videos about nutritional guidelines for Filipinos</p> <p>Discussion</p> <ul style="list-style-type: none"> Introducing the food pyramid as a guide in choosing foods for adolescents 	<p>Formative</p> <ul style="list-style-type: none"> Essay Recitation Interview (asking a science teacher about ATP) <p>Summative</p> <ul style="list-style-type: none"> Practical exam (diet plan for one day) Performance tasks (poster making about the six basic food groups and poster exhibit) 	<ul style="list-style-type: none"> Sharing one's blessings with others Practicing good health habits Appreciating the importance of holistic health Discipline Perseverance Responsibility 	<ul style="list-style-type: none"> slide presentations of each group/level in the Daily Nutritional Guide Pyramid for Filipinos (ages 7-12), found on page 185 of the textbook pictures of teenagers eating together at a table with fresh fruits and vegetables, grilled fish, rice, and a pitcher of water pictures of a plate showing a typical balanced meal (rice, vegetables,

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					<ul style="list-style-type: none"> • Explaining that proper diet works better with regular exercise • Discussing proper eating habits <p>Research Asking the students to research the calorie content of specific foods</p> <p>Demonstration Creating a sample diet plan</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Asking the students to find a partner and for the pair to check each other's essay on the "Convention on the Rights of the Child" and its effects on personal life • Asking the students to find a partner 		<p>fish, and a banana on the side)</p> <ul style="list-style-type: none"> • examples of colorful fruits such as bananas, apples, oranges, papayas, and grapes • examples of vegetables such as spinach, broccoli, squash, and carrots • pictures of the following: rice, whole grain cereals, bread, crackers, pasta, milk and cheese, and meats • YouTube video: "10 Kumainments-sigla at lakas ng buhay" by 1974NNC
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					<p>and for the pair to check each other's prepared diet plan</p> <ul style="list-style-type: none"> • Sharing the result of an interview with the science teacher about adenosine triphosphate (ATP) <p>Resource Person Inviting a science teacher for an interview about ATP and why it is called the universal currency of living systems</p>			
<p>LESSON 2 <i>Nutritional Problems in Adolescents</i></p>	<p>H7N-IIId-f-22 Identify the nutritional problems of adolescents</p> <p>H7N-IIId-f-23 MELC Describe the characteristics, signs, and symptoms of malnutrition and micronutrient deficiencies</p> <p>H7N-IIId-f-24 MELC Discuss ways of preventing and controlling</p>	<ul style="list-style-type: none"> • <i>How do different nutritional problems among adolescents affect their health?</i> • <i>Why is it important to practice healthy ways when one wishes to</i> 	<ul style="list-style-type: none"> • Malnutrition, micronutrient deficiency, and eating disorders affect one's consumption of calories that are needed by the body. These could lead to problems in maintaining weight, illness, or even death. • Practicing healthful ways to lose or gain 	<p>Critical Thinking Being able to identify different nutritional problems through various signs and symptoms and understanding how these conditions can be prevented or controlled</p> <p>Creativity Applying</p>	<p>Motivation Asking the students to share different weight loss strategies that they have researched from magazines and newspapers</p> <p>Research Having the students research about</p>	<p>Formative</p> <ul style="list-style-type: none"> • Essay • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Performance tasks (news article about the causes and effects of obesity and being overweight, 	<ul style="list-style-type: none"> • Self-care • Wise decision making • Discipline • Perseverance • Sympathy • Understanding and helpfulness • Being supportive and trustworthiness 	<ul style="list-style-type: none"> • magazines • newspapers • online information on calorie contents of foods

	<p>malnutrition and micronutrient deficiencies</p> <p>H7N-IIId-f-25 MELC Explain the characteristics, signs, and symptoms of eating disorders</p> <p>H7N-IIId-f-26 MELC Discuss ways of preventing and controlling eating disorders</p>	<p><i>lose or gain weight?</i></p>	<p>weight coupled with physical activity can help one maintain a healthy weight.</p>	<p>elements of art in creating a public service announcement for TV about eating disorders</p> <p>Literacy Knowing that some messages can be delivered more effectively through other forms of media</p>	<p>the necessary daily amount of calories and healthy ways of losing or gaining weight</p> <p>Discussion</p> <ul style="list-style-type: none"> • Processing the outputs from the earlier writing task • Explaining malnutrition and micronutrient deficiencies as well as common eating disorders • Describing the causes and effects of obesity in teenagers <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the students into groups and asking each group to create a public service announcement for TV 	<p>public service announcement for TV on eating disorders)</p>		
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					about eating disorders • Having the students assess others' outputs for improvement			
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*Italicized text under **Essential Questions** are additional entries not found in the TG.

3rd Quarter

MUSIC

Unit 3: Music of Mindanao		Time Frame: 8 days	
Content Standard	The learner demonstrates understanding of the musical characteristics of representative music from Mindanao.	Performance Standard	The learner performs the music of Mindanao with appropriate expression and style.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Vocal Music of Muslim Mindanao</i>	MU7MN-IIIa-g-3 Explain the distinguishing characteristics of representative Philippine music selections of Muslim Mindanao in relation to its culture and geography	<ul style="list-style-type: none"> • <i>How did the pre-Islamic cultures influence the vocal traditions of Muslim Mindanao?</i> • <i>How is solo performance of vocal music of Muslim</i> 	<ul style="list-style-type: none"> • The pre-Islamic culture has a great impact on the indigenous vocal tradition of Muslim Mindanao through the vocal types of the Muslims. • The solo performance of vocal music of Muslim 	<p>Critical Thinking Listening to music selections and recognizing dominant music qualities/styles</p> <p>Cultural Literacy Understanding how the vocal music of Muslim Mindanao</p>	<p>Motivation Asking the students to share ideas about the topic using a given graphic organizer</p> <p>Discussion</p> <ul style="list-style-type: none"> • Tracing the beginning of vocal music 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercises • Recitation • Song analysis (analyze the musical elements of the song performed; identify the rhythm, melody, and 	<ul style="list-style-type: none"> • Appreciation of and recognition of the importance of preserving one's own culture • Respect for the uniqueness and ingenuity of 	<ul style="list-style-type: none"> • YouTube video: "Philippine music (Mindanao) Part 1 of 3" by genesis fortaleza • scribd.com document: "Music of Mindanao" • Filipinas Heritage

		<i>Mindanao characterized?</i>	Mindanao is characterized by <i>high tessitura</i> or the strained voice using a variety of sounds added as a vocal style of the Muslims.	<p>reflect the teachings and traditions of the Muslim faith</p> <p>Social and Cultural Awareness Realizing that the vocal music of Islamic Mindanao differs from music in Luzon or Visayas in that they were able to retain and preserve the teachings and traditions of the Islamic faith as reflected in their vocal music</p>	<p>in Muslim Mindanao</p> <ul style="list-style-type: none"> • Explaining the different forms of vocal music in Muslim Mindanao • Having the students discover how indigenous music is used to express Muslim Mindanao vocal tradition • Asking the students to identify the usual theme of the music of Muslim Mindanao <p>Guided Listening</p> <ul style="list-style-type: none"> • Having the students listen to Muslim Mindanao music by 	<p>form that are dominant in the song)</p> <p>Summative Performance task (sing the Sulu folk song "<i>Ang Mabuting Datu</i>")</p>	<p>the people of Muslim Mindanao</p>	<p>Library article: "Music in Mindanao Indigenous Practices"</p> <ul style="list-style-type: none"> • SEAsite article: "Mindanao Music"
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					visiting the suggested online resources <ul style="list-style-type: none"> Asking the students to identify the musical qualities of the music of Muslim Mindanao 			
LESSON 2 <i>Islamic Instrumental Ensemble</i>	<p>MU7MN-IIIa-g-2 MELC Analyze the musical elements some Mindanao vocal and instrumental music</p> <p>MU7LV-IIIc-h-6 MELC Perform music from Mindanao with own accompaniment</p> <p>MU7MN-IIIb-h-4 MELC Discover ways of producing sounds on a variety of sources that is similar to the instruments being studied</p>	<ul style="list-style-type: none"> How is the bamboo ensemble different from the kulintang ensemble? <i>Why do the sacred practices and rituals of the Muslims in Mindanao require the use of indigenous instruments?</i> 	<ul style="list-style-type: none"> The kulintang ensemble consists of gongs and drums. A bamboo ensemble is composed of musical instruments made of bamboo. The sacred practices and rituals of the Muslims in Mindanao require the use of indigenous instruments because these are significant 	<p>Critical Thinking Listening to music selections and recognizing dominant music qualities/styles</p> <p>Cultural Literacy Understanding how the instrumental music of Muslim Mindanao reflect the sacred practices and rituals of the Muslims in Mindanao</p>	<p>Cooperative Learning Having the students work in pairs in accomplishing their graphic organizers</p> <p>Demonstration Playing for the class a kulintang made of improvised materials</p> <p>Discussion</p> <ul style="list-style-type: none"> Introducing the different indigenous instruments used in the 	<p>Formative</p> <ul style="list-style-type: none"> Written exercises Recitation <p>Summative Performance task (create appropriate rhythmic accompaniments to some selected songs using their own improvised instrument made from bamboo)</p>	<ul style="list-style-type: none"> Patience Cooperation Obedience Appreciation of and recognition for the importance of preserving one's own culture Respect for the uniqueness and ingenuity of the people of Muslim Mindanao 	<ul style="list-style-type: none"> pictures of instruments in kulintang and bamboo ensemble YouTube video: "Instruments of the World: Kulintang" by cre8ivmind YouTube video: "Mindanao Kulintang Ensemble (MKE)" by Usopay

	<p>MU7LV-IIIc-h-5 MELC Improvise simple rhythmic/melodic accompaniments to selected music from Mindanao</p> <p>MU7LV-IIIb-h-10 MELC Evaluate music selections and music performances using rubrics on musical elements and style</p>		<p>elements and essential features in their presentations and performances.</p>	<p>Social and Cultural Awareness Recognizing how Mindanao serves as a melting pot of different cultural groups with different cultural backgrounds</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Describing and explaining a kulintang ensemble, bamboo ensemble, and single accompaniment instruments • Recognizing the difference between a kulintang ensemble and a 	<p>sacred practices and rituals of the Muslims in Mindanao</p> <ul style="list-style-type: none"> • Exposing the students to kulintang music to help them get used to and appreciate the distinct sound of the instruments <p>Research</p> <ul style="list-style-type: none"> • Having the students do a research on the bamboo ensemble • Asking the students to distinguish their designs and shapes <p>Video Having the students watch the suggested online videos on instrumental</p>			<ul style="list-style-type: none"> • YouTube video: "Philippine Traditional Instrument -Kulintang" by gayupangc ophilippine
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				bamboo ensemble Creativity <ul style="list-style-type: none"> • Improvising any instrument made from bamboo • Creating new appropriate rhythmic accompaniments to some selected songs • Performing a folk song or any familiar Tagalog song using the improvised instrument 	music of Muslim Mindanao			
LESSON 3 <i>Non-Islamic Music of Mindanao</i>	MU7MN-IIIa-g-3 Explain the distinguishing characteristics of representative music selections of Muslim Mindanao in relation	<i>Why is music a big part of the lives of the non-Islamic peoples of Mindanao?</i>	Like any other ethnic groups and communities, music is a big part of the lives of the non-Islamic peoples of Mindanao. The	Critical Thinking Listening to music selections and recognizing dominant music	Motivation Activating prior knowledge about a given topic	Formative <ul style="list-style-type: none"> • Recitation • Answering the questions after the lesson 	<ul style="list-style-type: none"> • Appreciation for and recognition of the importance of preserving one's own 	pictures of musical instruments of non-Islamic people such as <i>kudlong</i> , <i>takumbo</i> ,

	<p>to its culture and geography</p> <p>MU7LV-IIIc-h-6 MELC Perform music from Mindanao with own accompaniment</p> <p>MU7MN-IIIa-g-1 MELC Describe the musical characteristics of representative music selections from Mindanao after listening</p> <p>MU7MN-IIIa-g-2 MELC Analyze the musical elements of some Mindanao vocal and instrumental music</p> <p>MU7LV-IIIb-h-10 MELC Evaluate music selections and music performances using rubrics on musical elements and style.</p>		<p>rich variety of history and tradition and extensive selection of cultural beliefs and practices of these people are reflected and preserved through their music.</p>	<p>qualities/styles</p> <p>Cultural Literacy Understanding how the music of non-Islamic peoples of Mindanao reflect their rich history, tradition, and beliefs</p> <p>Social and Cultural Awareness Recognizing the distinct characteristics of the different non-Islamic music of Mindanao and how these reflect their history and culture</p>	<p>Demonstration</p> <ul style="list-style-type: none"> • Improvising simple instruments used in non-Islamic music of Mindanao • Exposing the students to the different vocal and instrumental music of the non-Islamic people of Mindanao • Capturing the spirit of the non-Islam people of Mindanao through the common songs that they sing <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the different types of vocal music of non-Islamic groups of Mindanao 	<ul style="list-style-type: none"> • Selecting one musical instrument that is used by any of the non-Islamic communities of Mindanao • Creating own model of the instrument and playing it in class <p>Summative Performance task on song rendition with a model instrument</p>	<p>culture</p> <ul style="list-style-type: none"> • Respect for the uniqueness and ingenuity of the non-Islamic communities of Mindanao 	<p><i>palakpak, agong, a tamlang, suling, tambuli, amel, and tugo</i></p>
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					<ul style="list-style-type: none"> Introducing some of the common instruments used by non-Islamic groups of Mindanao to accompany their vocal music 			
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*Italicized text under **Essential Questions** are additional entries not found in the TG.
Text under **Enduring Understandings are either from *Let's Sum Up* or the discussion text.

ART

Unit 3: Arts and Crafts of Mindanao		Time Frame: 8 days	
Content Standards	<p>The learners demonstrate understanding of . . .</p> <ul style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills; the salient features of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country; and the Philippines as having a rich artistic and cultural tradition from precolonial to present times. 	Performance Standards	<p>The learners should be able to . . .</p> <ul style="list-style-type: none"> create artworks showing the characteristic elements of the arts of Mindanao; and exhibit completed artworks for appreciation and critiquing.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Arts and Crafts of Muslim Mindanao</i>	<p>A7EL-IIIb-1 MELC Analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Mindanao</p> <p>A7EL-IIIa-2 MELC Identify characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawitawi's Pangalaydance, etc.)</p>	<ul style="list-style-type: none"> What are the unique contributions of Muslim Mindanao in the development of arts and crafts of Mindanao region? How do the different arts and crafts from Muslim Mindanao reflect the culture and tradition of the people from Mindanao region? 	<ul style="list-style-type: none"> Wood carvings, textile weaving, accessory making, and metal crafting are major art forms of Muslim Mindanao that make them unique and artistic. Each of the arts and crafts from Muslim Mindanao reflect and represent the rich cultural heritage that the region has to offer to the world. 	<p>Creativity Applying the elements and principles of art in producing own artwork</p> <p>Cultural Literacy Understanding how the arts and crafts of Muslim Mindanao reflect and represent the rich cultural heritage of the region</p> <p>Social and Cultural Awareness Recognizing the presence of different ethnic communities in</p>	<p>Motivation</p> <ul style="list-style-type: none"> Asking the students to accomplish photo puzzles of a mosque Introducing the geographical location of Mindanao using the Philippine map Asking the students to describe different arts and crafts from Muslim Mindanao using picture prompt 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative Art production (create Maranao-inspired artwork using okir patterns and designs)</p>	<ul style="list-style-type: none"> Nationalism or love of country Resourcefulness Appreciation for local arts and crafts 	<ul style="list-style-type: none"> puzzle photo of a mosque photos of <i>okir</i>, <i>sarimanok</i>, <i>torogan</i>, <i>panolong</i>, <i>vinta</i>, <i>malong</i>, <i>sablak</i>, and Sulu blades Philippine map art materials needed for art production

	<p>A7PL-IIIh-4 MELC Trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact</p> <p>A7PL-IIIh-1 MELC Reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects</p> <p>A7PL-IIIh-2 MELC Appreciate the artifacts and art objects in terms of their utilization and distinct use of art elements and principles</p> <p>A7PL-IIIh-3 MELC Incorporate the design, form, and spirit of artifacts and objects from</p>			<p>Mindanao and its contributions to the diversity of the arts and crafts in the region</p> <p>Work Ethics Promoting a sense of respect and self-discipline in working on one's output</p>	<p>Cooperative Learning Having the students form groups and assigning cultural icons for each group to describe</p> <p>Research</p> <ul style="list-style-type: none"> • Asking the students to do research about the arts and crafts of Muslim Mindanao based on what was assigned to their group • Having the students present to the class their findings and analysis of the topic assigned to them 			
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	<p>Mindanao to one's creation</p> <p>A7PR-III f-3 MELC Show the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)</p> <p>A7PR-III h-4 MELC Show the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices</p>				<p>Discussion</p> <ul style="list-style-type: none"> Explaining to the class that the presence of different ethnic communities in Mindanao contribute to the diversity of the arts and crafts in the region Introducing to the class that wood carvings, textile weaving, accessory making, and metal crafting are the major art forms of Muslim Mindanao 			
<p>LESSON 2 <i>Arts and Crafts of Non-Muslim Mindanao</i></p>	<p>A7EL-III b-1 MELC Analyze elements and principles of art in the production of one's arts and crafts</p>	<ul style="list-style-type: none"> What are the unique contributions of non-Muslim Mindanao in 	<ul style="list-style-type: none"> The defining qualities of the arts and crafts from Mindanao include the special 	<p>Creativity Applying the elements and principles of art in producing own artwork</p>	<p>Motivation</p> <ul style="list-style-type: none"> Activating prior knowledge by asking learners to 	<p>Formative</p> <ul style="list-style-type: none"> Written exercises Recitation 	<ul style="list-style-type: none"> Nationalism or love of country Resourcefulness 	<ul style="list-style-type: none"> photos of <i>okir a dato</i> and <i>okir a bay</i>, <i>t'nalak</i>, <i>T'boli</i>

	<p>inspired by the arts of Mindanao</p> <p>A7EL-IIIa-2 MELC Identify characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawitawi's Pangalaydance, etc.)</p> <p>A7PL-IIIh-4 MELC Trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact</p>	<p>the development of arts and crafts of Mindanao region?</p> <ul style="list-style-type: none"> • How do the different arts and crafts from non-Muslim Mindanao reflect the culture and tradition of the people from Mindanao region? 	<p>selection of bright and bold colors, as well as the incorporation of distinctively beautiful geometric patterns and designs.</p> <ul style="list-style-type: none"> • The different arts and crafts of the people of Mindanao serve the purpose of not only cultivating a life of art within their community but also providing a way of life for the people. 	<p>Cultural Literacy Understanding how the arts and crafts of non-Muslim groups of Mindanao reflect and represent the rich cultural heritage of the region</p> <p>Social and Cultural Awareness Recognizing the presence of different ethnic communities in Mindanao and its contributions to the diversity of the arts and crafts in the region</p> <p>Work Ethics Promoting a sense of respect and</p>	<p>share descriptive words for the arts and crafts from Mindanao</p> <ul style="list-style-type: none"> • Having the students identify through a map the provinces in Mindanao where there are inhabitants belonging to non-Muslim ethnic groups <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the non-Muslim ethnic groups in Mindanao and their unique arts and crafts • Explaining that the common art forms among non-Muslim groups of 	<p>Summative Research (search the internet for photos of the arts and crafts from Mindanao and provide the necessary information on the given table)</p>	<ul style="list-style-type: none"> • Appreciation for local arts and crafts <p>accessory, <i>kayab</i>, brass bracelet, <i>bayuhan mama</i>, <i>kulintang</i>, <i>lanti</i>, and <i>kabu</i></p> <ul style="list-style-type: none"> • Philippine map
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	<p>A7PL-IIIh-1 MELC Reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects</p> <p>A7PL-IIIh-2 MELC Appreciate the artifacts and art objects in terms of their utilization and distinct use of art elements and principles</p> <p>A7PL-IIIh-3 MELC Incorporate the design, form, and spirit of artifacts and objects from Mindanao to one's creation</p> <p>A7PR-IIIh-3 MELC Show the relationship of the development of crafts in specific areas of the country, according to functionality, traditional</p>			<p>self-discipline in working on one's output</p>	<p>Mindanao are wood carving, weaving, accessory making, and metal crafting</p> <ul style="list-style-type: none"> • Having the students compare and contrast the arts of non-Muslim to Muslim groups of Mindanao in terms of art elements and principles <p>Cooperative Learning Having the class conduct a mini pageant where they will present the arts and crafts of non-Muslim communities</p>			
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	<p>specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)</p> <p>A7PR-IIIh-4 MELC Show the relationship of Mindanao’s arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices</p> <p>A7PR-IIIg-5 MELC Participate in exhibit using completed Mindanao-inspired arts and crafts in an organized manner</p>						
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 Text under **Enduring Understandings are either from *Let’s Sum Up* or the discussion text.

PHYSICAL EDUCATION

Unit 3: Fitness in Dance		Time Frame: 15 days	
Content Standard	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness.	Performance Standard	The learner modifies the individualized exercise program to achieve personal fitness.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>The Physical Activity Pyramid</i>	<p>PE7PF-IIIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIIa-34 MELC Review goals based on assessment results</p> <p>PE7PF-IIIb-33 MELC Address barriers (low level of fitness, lack of skill and time) to exercise</p>	<i>How does the physical activity pyramid affect the fitness level of a person?</i>	The physical activity pyramid depicts the different components, their relationship with each other, and the recommended distribution to fulfill the 60-minute daily or the 150- to 250-minute weekly requirements of physical activity.	<p>Critical Thinking Understanding the purpose and function of the physical activity pyramid</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Persistence Understanding that consistent practice makes</p>	<p>Cooperative Learning Having the students understand the physical activity pyramid through Think-Pair-Share</p> <p>Discussion</p> <ul style="list-style-type: none"> Introducing the physical activity pyramid and its components Explaining the purposes 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise (personal physical activity pyramid) Whole-class activity (accomplishing a physical activity pyramid) <p>Summative Performance task (four</p>	<ul style="list-style-type: none"> Discipline Perseverance Commitment Tolerance 	video clips or photos of different physical activities

				<p>one better at doing a certain skill</p> <p>Work Ethics Developing a sense of self-discipline in doing the required physical activities</p>	<p>of rest and stretching and resistance training</p> <ul style="list-style-type: none"> • Discussing variety, balance, and moderation in physical activity • Asking the students to explore further the physical activity pyramid through read-aloud and question-and-answer activities 	<p>sessions of 30-minute activities after a five-minute dynamic stretching routine)</p>		
<p>LESSON 2 <i>Tinikling</i></p>	<p>PE7PF-IIIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIIa-34 MELC Review goals based on assessment results</p>	<p><i>What is tinikling dance and how does it work as a physical fitness activity?</i></p>	<p>The tinikling dance step is patterned after the movements of tikling birds as they play and chase each other. It is often included in the physical education program of different</p>	<p>Communication Learning how to give and receive instructions</p> <p>Collaboration Working harmoniously</p>	<p>Video and Photo</p> <ul style="list-style-type: none"> • Showing video clips and photos of people dancing the tinikling • Having the students observe the 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Practical exam (practicing the tinikling) 	<ul style="list-style-type: none"> • Appreciation for folk dances that reflect the Filipino culture • Courtesy • Discipline • Teamwork • Confidence 	<ul style="list-style-type: none"> • video clips of tinikling dance • photos of people doing the tinikling dance

	<p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>		<p>countries as one of the international folk dances to be learned. Performers of this dance are expected to synchronize their steps while moving gracefully.</p>	<p>with peers in activities</p> <p>Creativity Applying acquired knowledge and skills in developing a routine</p> <p>Cultural Literacy</p> <ul style="list-style-type: none"> • Understanding how local folk dances reflect the Filipinos culture • Appreciating folk dance as a physical fitness activity <p>Social and Cultural Awareness Promoting one's culture through folk dance</p>	<p>steps and patterns used in tinikling</p> <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the tinikling as a fitness activity • Explaining the nature and background of tinikling dance • Introducing the basic dance pattern of tinikling • Explaining the safety measures before performing tinikling dance <p>Demonstration Demonstrating and having the class practice the different steps in tinikling dance</p>	<p>steps with a partner)</p> <ul style="list-style-type: none"> • Group performance task (group performance of tinikling with proper music and costume) 		
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				<p>Work Ethics Developing a sense of self-discipline in practicing for a presentation</p>	<p>Cooperative Learning Having the students practice the tinikling dance with a partner</p>			
<p>LESSON 3 <i>Tinikling Ha Bayo</i></p>	<p>PE7PF-IIIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIIa-34 MELC Review goals based on assessment results</p> <p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>	<p><i>What is tinikling ha bayo and how does it work as a physical fitness activity?</i></p>	<p>Tinikling <i>ha bayo</i> is a version of the tinikling from the Visayas. It is said to be older than the version of the tinikling using bamboos. The props used are a pair of pestles and two 2-foot wooden blocks to be placed underneath the pestles on each end. Old folks say that this particular dance, where pestles are used, is more difficult and tiring.</p>	<p>Communication Learning how to give and receive instructions</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Cultural Literacy Understanding how local folk dances reflect the Filipinos culture</p> <p>Social and Cultural Awareness Promoting one's culture</p>	<p>Motivation Having the students do a rhythm exercise through clapping while counting</p> <p>Video and Photo</p> <ul style="list-style-type: none"> Showing video clips and photos of people doing the tinikling ha bayo dance Having the students observe the steps and patterns used in tinikling ha bayo 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative</p> <ul style="list-style-type: none"> Practical exam (steps of tinikling ha bayo) Performance task (tinikling ha bayo dance with a partner) 	<ul style="list-style-type: none"> Appreciation for folk dances that reflect the Filipino culture Courtesy Discipline Teamwork Confidence 	<ul style="list-style-type: none"> video clips of tinikling ha bayo dance photos of people doing tinikling ha bayo dance



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				<p>through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in practicing</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Introducing the tinikling ha bayo as a fitness activity • Explaining the nature and background of the dance tinikling ha bayo • Introducing the basics and basic dance pattern of tinikling ha bayo • Enumerating the steps in tinikling ha bayo <p>Demonstration Demonstrating the different steps of tinikling ha bayo dance</p> <p>Cooperative Learning Having the students</p>		
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					perform the tinikling ha bayo dance with a partner			
LESSON 4 <i>Lawiswis Kawayan</i>	<p>PE7PF-IIIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIIa-34 MELC Review goals based on assessment results</p> <p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>	<i>What is lawiswis kawayan dance and how does it work as a physical fitness activity?</i>	The <i>lawiswis kawayan</i> dance is about the distinct hissing sound created by the bamboo leaves as they move with the wind. It started as a Waray folk song from Samar, Leyte that tells the story of a couple in love. Performers of this dance must move gracefully and smoothly to give an impression that love is in the air.	<p>Communication Learning how to give and receive instructions</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Applying acquired knowledge and skills in developing a routine</p> <p>Cultural Literacy Understanding how local folk dances reflect the Filipinos culture</p>	<p>Motivation</p> <ul style="list-style-type: none"> Performing a simple meditation exercise related to bamboo trees Eliciting responses from the learners on what they think lawiswis kawayan would be about based on the meditation activity <p>Discussion</p> <ul style="list-style-type: none"> Explaining the nature and background of the dance lawiswis kawayan Introducing the basics 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise <p>Summative</p> <ul style="list-style-type: none"> Practical exam (steps of lawiswis kawayan dance) Group performance task (group performance of lawiswis kawayan dance with proper music and costumes) 	<ul style="list-style-type: none"> Appreciation for folk dances that reflect the Filipino culture Courtesy Discipline Teamwork Confidence 	PowerPoint presentation of lawiswis kawayan

				<p>Social and Cultural Awareness Promoting one's culture through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in practicing for a presentation</p>	<p>and the basic dance pattern of lawiswis kawayan</p> <p>Demonstration Demonstrating the different steps of lawiswis kawayan dance</p> <p>Cooperative Learning Having the students practice the steps of lawiswis kawayan dance as a class</p>			
<p>LESSON 5 <i>Bakya Dance</i></p>	<p>PE7PF-IIIa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IIIa-34 MELC Review goals based on assessment results</p> <p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p>	<p><i>What is bakya dance and how does it help as a physical fitness activity?</i></p>	<p><i>Bakya is a pair of wooden footwear common in earlier times in the Philippines. Its popularity diminished over time but it is available today as souvenir for tourists. The bakya dance is about an instance in the life of youthful friends in</i></p>	<p>Communication Learning how to give and receive instructions</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity Applying</p>	<p>Video and Photo</p> <ul style="list-style-type: none"> • Showing video clips and photos of people doing the bakya dance • Having the students observe the steps and patterns used in bakya dance 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Practical exam (steps of bakya dance) • Group performance task (group performance) 	<ul style="list-style-type: none"> • Appreciation for folk dances that reflect the Filipino culture • Courtesy • Discipline • Teamwork • Confidence 	<ul style="list-style-type: none"> • video clips of bakya dance • photos of bakya dance

	<p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>		<p>earlier times, getting together and having fun, enjoying the day and each other's company. To depict this message, performers of this dance execute the steps with confidence, ease, and gracefulness.</p>	<p>acquired knowledge and skills in developing a routine</p> <p>Cultural Literacy Understanding how local folk dances reflect the Filipinos culture</p> <p>Social and Cultural Awareness Promoting one's culture through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in preparing and practicing for a presentation</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Having the students interview some school staff on what they know about the bakya • Having the students share the result of the interview with the class <p>Discussion</p> <ul style="list-style-type: none"> • Introducing a <i>bakya</i> • Explaining the nature and background of the bakya dance • Introducing the basic principles and dance patterns, and formation of bakya dance 	<p>of bakya dance)</p>		
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					<p>Demonstration Demonstrating the different steps in bakya dance</p> <p>Cooperative Learning Having the students practice the steps of bakya dance as a class</p>			
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*Italicized text under **Essential Questions** are additional entries not found in the TG.
 Text under **Enduring Understandings are either from *Let's Sum Up* or the discussion text.

HEALTH

Unit 3: Personal Health		Time Frame: 5 days	
Content Standard	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life.	Performance Standard	The learner consistently demonstrates skills that promote mental health.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Mental and Emotional Health</i>	<p>H7PH-IIIa-b-28 MELC Explain the factors that affect the promotion of good mental health</p> <p>H7PH-IIIa-b-29 MELC Explain that stress is normal and Inevitable</p> <p>H7PH-IIIa-b-30 MELC Differentiate eustress from distress</p> <p>H7PH-IIIa-b-31 MELC Identify situations that cause feelings of anxiety or stress</p> <p>H7PH-IIIc-32 MELC Identify the common stressors that affect adolescents</p> <p>H7PH-IIIc-33 MELC Identify physical</p>	<ul style="list-style-type: none"> • <i>What is mental and emotional health and why is it important?</i> • <i>Why is it important to recognize the warning signs of stress?</i> 	<ul style="list-style-type: none"> • Mental and emotional health are important dimensions of holistic health. Mentally and emotionally healthy people have a sense of belonging, sense of purpose, positive outlook, self-sufficiency, and healthy self-esteem. • It is important to recognize the warning signs of stress to be able to equip yourself with the necessary coping skills. 	<p>Critical Thinking Understanding mental and emotional health as important dimensions of holistic health</p> <p>Communication Learning how to receive and perform based on given instructions</p> <p>Creativity Applying acquired knowledge and skills in creating output</p> <p>Literacy Writing down one's thoughts in response to</p>	<p>Essay Having the students write an essay in response to the questions given</p> <p>Motivation Having the students write a dialogue showing how they overcame a challenge</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining what is mental and emotional health • Introducing and differentiating stress, eustress, and distress • Enumerating stressors in 	<p>Formative</p> <ul style="list-style-type: none"> • Essay • Recitation • Written exercise • Group output (poster showing the importance of mental and emotional health) <p>Summative</p> <ul style="list-style-type: none"> • Performance task (relaxation technique: progressive muscle relaxation) • Group performance task (a play involving characters) 	<ul style="list-style-type: none"> • Appreciation for holistic health • Developing self-esteem • Recognizing one's strengths and weaknesses • Grit • Kindness • Care and sympathy for others 	yoga mat



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	<p>responses of the body to stress</p> <p>H7PH- IIIc-34 MELC Identify people who can provide support during stressful situations</p>			<p>questions given</p> <p>Collaboration Working harmoniously with peers in activities</p>	<p>life</p> <ul style="list-style-type: none"> • Explaining the effects of stress in the body • Unlocking the warning signs of stress • Recommending ways to manage and cope with stress, death, and dying <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Having the students form groups and discuss ideas with their group members • Asking the students to produce posters and plays about given topics related to mental and emotional 	<p>exhibiting signs of mental problems)</p>		
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<p>LESSON 2 <i>Mental Health Disorder</i></p>	<p>H7PH-IIIId-e-35 MELC Differentiate healthful from unhealthy strategies in coping with stress</p> <p>H7PH-IIIId-e-36 MELC Demonstrate various stress management techniques that one can use every day in dealing with stress</p> <p>H7PH-IIIId-e-37 MELC Explain the importance of grieving</p> <p>H7PH-IIIId-e-38 MELC Demonstrate coping skills in managing loss and grief</p> <p>H7PH-IIIIf-h-39 MELC Recognize triggers and warning signs of common mental disorders</p>	<ul style="list-style-type: none"> • <i>What are mental disorders and how do these affect a person's lifestyle?</i> • What are the factors that lead to mental health disorders? • <i>Who could be of help to people with mental health disorders?</i> 	<ul style="list-style-type: none"> • Mental disorders affect the thoughts, feelings, and behaviors of a person and can prevent him or her from living a happy and productive life. • Heredity, physical factors, and life experiences can be causes of mental disorders. • There are many mental health professionals who can help in managing mental disorders such as a guidance counselor, psychologist, psychiatrist, and neurologist. 	<p>Critical Thinking Understanding the different mental health disorders</p> <p>Creativity Applying acquired knowledge and skills in creating output</p> <p>Literacy Summarizing and consolidating the knowledge acquired in a lesson</p> <p>Collaboration Working harmoniously with peers in activities</p>	<p style="text-align: center;">health</p> <p>Motivation</p> <ul style="list-style-type: none"> • Conducting a True-or-False exercise • Having the students observe other people for signs of mental disorder • Asking the students to maintain logbooks of their observations <p>Discussion</p> <ul style="list-style-type: none"> • Explaining mental disorders and the different factors that lead to them • Introducing some of the common mental disorders • Recommending ways to 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise • Group discussion (answers to <i>Let's Check</i>) • Individual output (slide presentation about mental disorder; poster promoting awareness on ADHD) <p>Summative Teacher-made test</p>	<ul style="list-style-type: none"> • Appreciation for holistic health • Development of self-esteem • Recognition of one's strengths and weaknesses • Grit • Kindness • Empathy for other people 	<ul style="list-style-type: none"> • YouTube video: "Mental Health in PH" by 9TV Philippines • YouTube video: "Mental Health in Philippines" by the dutchman
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	<p>H7PH-III-f-h-40 MELC</p> <p>Discuss the types, signs, symptoms and prevention, treatment, and professional care in managing common mental health disorders</p>				<p>get help for mental disorders</p> <p>Video Analysis</p> <ul style="list-style-type: none"> • Showing videos about the status of mental health in the Philippines • Facilitating a discussion about the materials viewed <p>Collaborative Learning</p> <p>Asking the students to share their responses about the written exercise</p>			
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Text under **Enduring Understandings are either from *Let's Sum Up* or the discussion text.

4th Quarter

MUSIC

Unit 4: Philippine Festivals and Theatrical Forms		Time Frame: 6 days	
Content Standards	The learners demonstrate understanding and application of musical skills related to selected Philippine Festivals and musical skills related to theater.	Performance Standards	The learners perform. . . <ul style="list-style-type: none"> excerpts/selections from Philippine musical theater; and songs and dances from selected Philippine festivals.

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings***	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Music of the Religious Festivals (Ati-Atihan, Sinulog, Sublian, and Moriones)	MU7FT-IVa-g-1 MELC Identify musical characteristics of selected Philippine festivals and theatrical forms through video or live performances MU7FT-IVa-d-2 MELC Describe the origins and cultural background of	<ul style="list-style-type: none"> <i>How are the Philippine religious festivals celebrated?</i> <i>Why does music have a dynamic significance to the festivals?</i> 	<ul style="list-style-type: none"> Philippine festivals are celebrated in the different regions and on certain months of the year for various reasons (such as thanksgiving to God for a good harvest, deliverance from calamities, success in 	Critical Thinking and Cultural Literacy <ul style="list-style-type: none"> Identifying the religious festivals in different places of the country Identifying the musical characteristics and theatrical 	Motivation Activating the students' prior knowledge through a cultural mapping game (matching the different Philippine religious festivals with the corresponding provinces)	Formative <ul style="list-style-type: none"> Recitation Written exercise Self-reflection Summative Group performance task (create rhythmic patterns in the tradition of Ati-Atihan; perform	<ul style="list-style-type: none"> Recognition of and appreciation for the different religious festivals in the Philippines Respect for the uniqueness and ingenuity of Philippine 	<ul style="list-style-type: none"> pictures of Ati-Atihan, Moriones, Sinulog, and Sublian festivals YouTube video: "Philippine Festivals- More Fun in the Philippines"

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	<p>selected Philippine festival/s</p> <p>MU7FT-IVa-d-3 Create movements to music of a particular Philippine festival</p> <p>MU7FT-IVa-h-5 Explain the distinguishing characteristics of representative Philippine festivals and theatrical forms</p> <p>MU7FT-IVe-h-4 MELC Improvise music accompaniment in relation to a particular Philippine festival</p>		<p>employment and business, physical healing, among others) and in different ways. Usually, streets come to life with colorful decorations and buntings, people go to Mass and join a procession in honor a patron saint, people wear native costumes, cultural presentations and merry making are everywhere, and meals are eaten in a spirit of thanksgiving.</p> <ul style="list-style-type: none"> • Music makes the festival joyous and enjoyable. The use of drums and other instruments that give percussive 	<p>forms in religious festivals</p> <ul style="list-style-type: none"> • Determining the effects of music and theatrical forms in festivals • Describing the origins of selected Philippine festivals • Describing how selected Philippine festivals are celebrated • Understanding the different religious festivals in the Philippines and their corresponding music • Recognizing the characteristics of the different 	<p>Cooperative Learning</p> <ul style="list-style-type: none"> • Guiding the students through a Think-Pair-Share activity on Philippine religious festivals • Creating a version of Ati-Atihan music and using it for a performance <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the different religious festivals in the Philippines • Distinguishing the different music used in the various Philippine religious festivals • Having the students realize the 	<p>the Ati-Atihan dance using the created rhythmic patterns)</p>	<p>religious festivals</p>	<p>by Nicole Orteza</p> <ul style="list-style-type: none"> • video: "List of Festivals in the Philippines" • article: "10 Fun Philippine Festivals You Won't Want to Miss"
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			<p>effects, the different dances, and vocal chants set a musical tone of the celebrations in festivals.</p>	<p>music used in Philippine religious festivals</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Social and Cultural Awareness Understanding the relevance of religious festivals to the different communities where they are celebrated</p>	<p>role and significance of religious festivals to the different Filipino communities</p> <p>Photo and Video Presentation Having the students view and watch the recommended photos and online videos about Philippine festivals to aid understanding</p> <p>Opportunity for Self-reflection Having the students express their gratitude or prayer of thanksgiving</p>			
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					<p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
<p>LESSON 2 Music of the Non-religious Philippine Festivals</p>	<p>MU7FT-IVa-g-1 MELC Identify musical characteristics of selected Philippine festivals and theatrical forms through video or live performances</p> <p>MU7FT-IVa-d-2 MELC Describe the origins and cultural background of selected Philippine festival/s</p>	<ul style="list-style-type: none"> • <i>Why is music important in a nonreligious festival?</i> • <i>How does the use of music and theatrical forms affect the celebration of a nonreligious festival?</i> 	<ul style="list-style-type: none"> • Music enhances the theme and the overall production of a nonreligious festival. • The musical forms and styles used are influenced both by nationalistic ideas and foreign cultural influences which have dominated the country for several decades. 	<p>Critical Thinking and Cultural Literacy</p> <ul style="list-style-type: none"> • Identifying the musical characteristics and theatrical forms in a nonreligious festival • Recognizing the characteristics of a Philippine nonreligious festival 	<p>Motivation Activating the students' prior knowledge through a word matching activity</p> <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the Ibalong festival, a nonreligious Philippine festival • Telling the students to read more on the Ibalong 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercises • Reflection <p>Summative Performance task (research output)</p>	<ul style="list-style-type: none"> • Recognition of and appreciation of nonreligious festivals in the Philippines • Respect for the uniqueness and ingenuity of Philippine nonreligious festivals 	<ul style="list-style-type: none"> • pictures of Ibalong festival and the heroes depicted in the festival: <i>Handyong, Baltog, Bantong,</i> and villains and animals clad in colorful abaca-inspired costumes

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	<p>MU7FT-IVa-d-3 Create movements to music of a particular Philippine festival</p> <p>MU7FT-IVa-h-5 Explain the distinguishing characteristics of representative Philippine festivals and theatrical forms</p> <p>MU7FT-IVe-h-4 MELC Improvise music accompaniment in relation to a particular Philippine festival</p>		<ul style="list-style-type: none"> The use of music and theatrical forms in a nonreligious festival allow the people to showcase local culture and traditions such as in the street theater performance, tours, trade fairs, art shows, exhibits, street parties, and beauty pageants during the Ibalong Festival. 	<ul style="list-style-type: none"> Describing the origins of a nonreligious festival Describing how a nonreligious festival is celebrated <p>Social and Cultural Awareness Understanding the relevance of nonreligious festivals to the different communities where they are celebrated</p>	<p>festival and to do research on the words introduced in the lesson</p> <p>Photo and Video Presentation Having the students view and watch photos and videos to better understand and appreciate the Ibalong festival</p> <p>Opportunity for Self-reflection Having the students reflect on the resilience of the Filipinos</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> Having the students implement peer teaching 		<ul style="list-style-type: none"> YouTube video: "Philippines – Top 10 Best Festivals 2014 HD" by Philippine Travel Experts YouTube video: "Festivals, Food and Fiesta in the Philippines" by Experdia .co.uk article: "The Philippines Nonreli-gious Festivals"
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					or the buddy system <ul style="list-style-type: none"> Telling them to do self-assessment after performing the activities 			
LESSON 3 Music of the Various Forms of Philippine Theater	MU7FT-IVa-g-1 MELC Identify musical characteristics of selected Philippine festivals and theatrical forms through video or live performances MU7FT-IVe-h-4 MELC Describe how the music contributes to the performance of the musical production MU7FT-IVa-h-5 Explain the distinguishing characteristics of representative Philippine festivals and theatrical forms	<i>How do the musical productions of different Philippine theatrical forms reflect the Filipino composers' ingenuity in creating musical compositions?</i>	The use of folk songs and dances in some of the forms of Philippine theater emphasizes the national identity of Filipinos and strengthens their culture.	Critical Thinking and Cultural Literacy <ul style="list-style-type: none"> Identifying the various forms of Philippine theater Describing how a story is communicated through music in a particular Philippine musical theater Recognizing the traditional theater traditions in Philippine festivals 	Motivation Activating the students' prior knowledge through a concept web Photo and Video Presentation Having the students view photos and videos of <i>komedya</i> , <i>sarswela</i> , and <i>bodabil</i> Discussion <ul style="list-style-type: none"> Introducing the various Philippine theatrical forms 	Formative <ul style="list-style-type: none"> Recitation Written exercises Reflections Summative Teacher-prepared test or performance task	<ul style="list-style-type: none"> Recognition of and appreciation for the different forms of Philippine theater Respect for the uniqueness and ingenuity of Philippine theater forms 	<ul style="list-style-type: none"> photos of <i>komedya</i>, <i>sarswela</i>, and <i>bodabil</i> photo of Alejandro Cuvero YouTube video: "Komedya de Baler (Moro Moro) – Baler Fiesta 2012: Gabi ng Kultura" by issaguireable YouTube video: "Zarzuela Philippines" by spontrick12

	<p>MU7FT-IVe-h-6 MELC Describe how a specific idea or story is communicated through music in a particular Philippine musical theater</p> <p>MU7FT-IVe-h-7 MELC Perform selection/s from chosen Philippine musical theater</p>			<p>Social and Cultural Awareness Recognizing that musical productions of the different theatrical forms reflect the Filipino composers' ingenuity in creating musical compositions</p>	<ul style="list-style-type: none"> • Distinguishing <i>komedya</i>, <i>sarswela</i>, and <i>bodabil</i> from each other • Recognizing the popularity of <i>komedya</i> in the past and its waning fame in the later years <p>Opportunity for Self-reflection Having the students explain the meaning of a given quote and relate it to their life experiences</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self- 			
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					assessment after performing the activities			
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*Boldfaced text under **K to 12 Learning Competencies** signify the part of the learning competencies discussed in the lessons.

Italicized text under **Essential Questions are additional entries not found in the TG.

***Text under **Enduring Understandings** are either from *Let's Sum Up* or *Let's Move Ahead*.

ART

Unit 4: Visual Arts in Philippine Festivals and Theatrical Forms		Time Frame: 8 days	
Content Standards	<p>The learners. . .</p> <ul style="list-style-type: none"> • demonstrate understanding of how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture; and • identify theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities. 	Performance Standards	<p>The learners should be able to . . .</p> <ul style="list-style-type: none"> • create appropriate festival attire with accessories based on authentic festival costumes; • create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition; and • take part in a chosen festival or in a performance in a theatrical play.

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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings***	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 The Art in Philippine Festivals	<p>A7EL-IVa-1 MELC Identify the festivals and theatrical forms celebrated all over the country throughout the year</p> <p>A7EL-IVb-2 MELC Research on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event</p> <p>A7EL-IVc-3 MELC Discuss the elements and principles of arts as seen in Philippine Festivals</p> <p>A7PL-IVh-1 MELC Explain what makes each of the Philippine</p>	<p><i>How does art play an important role in celebrating festivals in the Philippines?</i></p>	<p>The use of different colors, intricate costumes, and other forms of art represent the essence of a festival. These elements allow Filipinos to express the significance or concept of the festivals they are celebrating.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Recognizing the role and importance of art in the different festivals celebrated in the country • Doing research on another religious festival not presented in the lesson • Reflecting about ways to help preserve and develop traditional fiestas and festivals <p>Creativity</p> <ul style="list-style-type: none"> • Creating a festival icon 	<p>Motivation</p> <ul style="list-style-type: none"> • Activating the students' prior knowledge about Philippine festivals through music and object prompts • Having the students share about their experience of watching a local festival • Asking the students if they know how the customs and traditions of festivals began 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise (fill in the table) • Reflection <p>Summative</p> <ul style="list-style-type: none"> • Performance task (act as a designer and create a festival icon using various recyclable materials) • Art production (sketch of an attire from favorite festival) • Research (output) 	<ul style="list-style-type: none"> • Recognition of and appreciation for the different festivals in the Philippines • Respect for the uniqueness and ingenuity of Philippine festivals • Nationalism or love of country • Teamwork • Resourcefulness 	<ul style="list-style-type: none"> • audio clip of a beating drum, which is usually heard in festivals • pictures of masks, Sto. Niño, flowers, and other objects related to Philippine festivals

	<p>festivals unique through a visual presentation</p> <p>A7PR-IVd-1 MELC Design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.</p> <p>A7PR-IVh-2 MELC Analyze the uniqueness of each group’s performance of their selected festival or theatrical form</p> <p>A7PR-IVe-f-3 Choreograph the movements and gestures reflecting the mood of the selected Philippine festival/ theatrical form</p> <p>A7PR-IVh-2 MELC Choreograph the movements and gestures reflecting the mood of the selected</p>			<p>using common materials</p> <ul style="list-style-type: none"> • Making a sketch of a favorite attire for any of the festivals presented in the discussion • Applying the elements and principles of art in producing own artwork <p>Collaboration Working harmoniously with peers in activities</p> <p>Cultural Literacy Appreciating how the art of Philippine festivals reflects the culture of the</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Introducing the different religious and nonreligious festivals in the Philippines • Explaining about the art pieces related to the different Philippine festivals • Discussing about the art elements utilized in celebrating the different Philippine festivals • Distributing a “find out about the Philippine festival” question card for some students to answer 		
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	<p>Philippine festival/ theatrical form</p> <p>A7PR-IVe-f-4 MELC Improvise accompanying sound and rhythm of the Philippine festival/ theatrical form</p> <p>A7PR-IVg-5 MELC Perform in a group showcase of the selected Philippine festival/ theatrical form</p>			<p>country</p> <p>Social and Cultural Awareness Being aware of and appreciating how the art of Philippine festivals promote the Filipino culture</p>	<p>Cooperative Learning</p> <ul style="list-style-type: none"> • Having the students work with their group members in simulating a Philippine festival assigned to them • Allowing them to present to the class the creative simulation of the assigned Philippine festival <p>Opportunity for Self-reflection Having the students reflect on how they can help preserve and develop traditional fiestas and</p>			
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					festivals			
					Strategies for Correction <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
LESSON 2 The Art in Philippine Theater	A7EL-IVa-1 MELC Identify the festivals and theatrical forms celebrated all over the country throughout the year A7EL-IVb-2 MELC Research on the history of the festival and theatrical composition and its evolution, and describe how the townspeople	<i>How do the different forms of Philippine theater reflect the customs and traditions of the country?</i>	The different forms of Philippine theater focus on the concepts within those customs and traditions that Filipinos deem significant to them. For example, <i>duplo</i> was performed during the wake of a person who is missed by his/her loved ones. The <i>Senakulo</i> depicts	Critical Thinking <ul style="list-style-type: none"> • Identifying the different forms of Philippine theater as art • Identifying the traditional drama of the Philippines prior to colonization • Describing plays with Spanish 	Motivation <ul style="list-style-type: none"> • Having the students accomplish a K-W-L chart • Asking them to share any experience related to Philippine theater either as a viewer or as an actor Discussion <ul style="list-style-type: none"> • Introducing the 	Formative <ul style="list-style-type: none"> • Recitation • Written exercise (learning log) • Research (online video of a sarswela production) • Reflection Summative Performance task (creating	<ul style="list-style-type: none"> • Recognition of and appreciation for the different festivals in the Philippines • Respect for the uniqueness and ingenuity of Philippine festivals • Nationalism or love of 	photos or video clips of <i>senakulo</i> , <i>sarswela</i> , <i>moro-moro</i> , and <i>bodabil</i>

<p>participate and contribute to the event</p> <p>A7PR-IVd-1 MELC Design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.</p> <p>A7PR-IVh-2 MELC Analyze the uniqueness of each group's performance of their selected festival or theatrical form</p> <p>A7PR-IVe-f-3 Choreograph the movements and gestures reflecting the mood of the selected Philippine festival/ theatrical form</p> <p>A7PR-IVh-2 MELC Choreograph the movements and gestures reflecting the mood of the selected</p>	<p>events from the Bible that Filipinos commemorate and reflect on during the Holy Week.</p>	<p>influence, Anglo-American influence, such as plays in English and modern or original plays by Filipinos</p> <p>Creativity Applying the elements and principles of art in theater</p> <p>Collaboration Working harmoniously with peers in activities</p> <p>Cultural Literacy Understanding how Philippine theater as a form of art reflects the culture of the country</p>	<p>background and different forms of Philippine theater</p> <ul style="list-style-type: none"> • Distinguishing which among the forms of Philippine theater are traditional, or Spanish- or Anglo-American-influenced • Discussing how art elements and principles are utilized in Philippine theater forms <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Forming the class into groups in which members will <ul style="list-style-type: none"> ○ perform a tableau of the different 	<p>own production of a sarswela)</p>	<p>country</p> <ul style="list-style-type: none"> • Teamwork • Resourcefulness
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	<p>Philippine festival/ theatrical form</p> <p>A7PR-IVe-f-4 MELC Improve accompanying sound and rhythm of the Philippine festival/ theatrical form</p> <p>A7PR-IVg-5 MELC Perform in a group showcase of the selected Philippine festival/theatrical form</p>			<p>Social and Cultural Awareness Understanding how the Philippine theater as an art form promotes the Filipino culture</p>	<p>forms of Philippine theater with Spanish or American influences</p> <ul style="list-style-type: none"> ○ narrate or explain what the presentation is about ○ tell about how the composition of the presentation communicates the idea of Philippine theater ○ create their own production of a <i>sarswela</i> <p>Opportunity for Self-reflection Having the students think about how they</p>		
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					<p>can preserve and develop traditional fiestas and festivals</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
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*Boldfaced text under **K to 12 Learning Competencies** signify the part of the learning competencies discussed in the lessons.
 Italicized text under **Essential Questions are additional entries not found in the TG.
 ***Text under **Enduring Understandings** are either from *Let's Sum Up* or *Let's Move Ahead*.

PHYSICAL EDUCATION

Unit 4: <i>Fitness and Other Dances</i>		Time Frame: 15 days	
Content Standard	The learners demonstrate understanding of guidelines and principles in exercise program design to achieve personal fitness.	Performance Standard	The learners should be able to modify the individualized exercise program to achieve personal fitness.

Content	K to 12 Learning Competencies (MELCs included)	Essential Questions*	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Physical Activity Participation	<p>PE7PF-IVa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7PF-IVa-34 MELC Review goals based on assessment results</p> <p>PE7PF-IVb-33 Address barriers (low level of fitness, lack of skill and time) to exercise</p> <p>PE7PF-IVd-h-28 Monitor periodically one's progress towards the fitness goals</p>	<ul style="list-style-type: none"> How does the body adapt to physical activities? <i>How does the body benefit from consistent engagement in physical activities?</i> 	<ul style="list-style-type: none"> The body invariably experiences training responses when engaging in physical activities. They may improve if physical activity is done progressively or maintained if the physical activity is also maintained but eventually wane upon lessening or cessation of the activity. 	<p>Critical Thinking Recognizing how the body responds and adapts to consistent practice of physical activities</p> <p>Persistence Realizing that consistent practice leads to positive outcomes</p> <p>Work Ethics Developing a sense of self-</p>	<p>Photo and Video Analysis</p> <ul style="list-style-type: none"> Having the students view pictures and videos of people doing various physical activities Asking them to observe how the body responds to the different activities Having the students share their observations 	<p>Formative</p> <ul style="list-style-type: none"> Recitation Written exercise Journal-keeping (regular exercises over a 5-week period and observed physical or physiological improvements) Reflection <p>Summative</p> <ul style="list-style-type: none"> Performance task 	<ul style="list-style-type: none"> Consistency Discipline Perseverance Commitment Tolerance 	<ul style="list-style-type: none"> video clip of students performing physical activities photos of people doing brisk walking

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			<ul style="list-style-type: none"> Consistently engaging in physical activities improves the overall work capacity, health, and fitness of the individual. These also include alleviated risks for noncommunicable diseases, improved tolerance for physical exertion, improved body configuration and body fat percentage, and a better overall metabolic profile. 	discipline in practicing	<p>with the rest of the class</p> <p>Discussion</p> <ul style="list-style-type: none"> Discussing the importance of physical activity in fitness Introducing the concept of adaptation Explaining physiological responses and adaptations to physical activities <p>Opportunity for Self-reflection Having the students think about how engaging in physical activities brings about physical and physiological responses geared toward</p>	(moderate walking exercise three times weekly for five consecutive weeks for at least 30 minutes each time with basic dynamic stretching routine before the walk)		
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					coping with the demands of the physical activity Strategies for Correction <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
LESSON 2 Inahaw	PE7PF-IVa-h-23 MELC Undertake physical activity and physical fitness assessments PE7RD-IVc-1 MELC Describe the nature and background of the dance PE7RD-IVd-h-4 MELC Execute the skills involved in the dance	<ul style="list-style-type: none"> • <i>How does the inahaw leaf reflect Filipino culture?</i> • <i>How does the inahaw dance serve as a physical fitness activity?</i> 	<ul style="list-style-type: none"> • The <i>inahaw</i> is greatly used as a decoration for special occasions in the country. You can see it woven together as fans and it even serves as material for ceilings or roofs for traditional Filipino houses. 	Critical Thinking <ul style="list-style-type: none"> • Observing the steps and patterns in the inahaw dance from video clips and pictures • Recognizing the importance of the inahaw 	Motivation <ul style="list-style-type: none"> • Asking the class to determine how many ways can each of them move their arms and hands while holding an inahaw leaf on each hand • Having them take videos 	Formative <ul style="list-style-type: none"> • Recitation • Written exercise • Reflection Summative <ul style="list-style-type: none"> • Practical exam (steps of inahaw dance) • Pair performance task (inahaw) 	<ul style="list-style-type: none"> • Appreciation for folk dances that reflect the Filipino culture • Courtesy • Discipline • Teamwork • Confidence 	<ul style="list-style-type: none"> • video clip of inahaw dance • pictures of inahaw dance

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			<ul style="list-style-type: none"> The inahaw dance, a folk dance from Malaybalay, Bukidnon in Mindanao includes various dance steps and requires discipline and coordination for a successful performance. 	<p>dance in one's fitness</p> <ul style="list-style-type: none"> Understanding the nature and background of the inahaw dance Executing the dance steps and patterns of the inahaw dance <p>Communication, Collaboration, and Creativity</p> <ul style="list-style-type: none"> Learning how to give and receive instructions Working harmoniously with peers in activities Performing the dance Preparing costumes using 	<p>or their hand movements and comparing them with the movement required in the dance</p> <p>Discussion Explaining to the class the importance of dancing inahaw to one's fitness</p> <p>Photo and Video Presentation</p> <ul style="list-style-type: none"> Having the students view photos and videos of inahaw dance Asking the students to observe the steps and the pattern involved in performing the inahaw dance 	<p>dance with a partner while wearing costumes)</p>		
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				<p>indigenous materials</p> <p>Cultural Literacy Understanding how local folk dances reflect the Filipino culture</p> <p>Social and Cultural Awareness Promoting one's culture through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in rehearsing for a dance presentation</p>	<ul style="list-style-type: none"> • Having them share their observations with the rest of the class <p>Discussion</p> <ul style="list-style-type: none"> • Introducing inahaw dance as a physical fitness activity • Explaining the nature and background of inahaw dance • Discussing the basic dance pattern of inahaw <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Telling the students to work with a partner in taking a video and guessing the possible 		
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					<p>steps to inahaw dance</p> <ul style="list-style-type: none">• Allowing them to do the dance with a partner or group <p>Demonstration Demonstrating the different steps of the inahaw dance</p> <p>Opportunity for Self-reflection</p> <ul style="list-style-type: none">• Having the students look for pictures of the inahaw and its uses like fans, ornamental décor, and others• Having the students share what they found about inahaw• Asking them to reflect on			
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					<p>and answer the questions</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
<p>LESSON 3 Kandiñgan</p>	<p>PE7PF-IVa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>	<ul style="list-style-type: none"> • <i>How does the kandiñgan dance reflect the Filipino culture?</i> • <i>How does the kandiñgan dance serve as a physical fitness activity?</i> 	<ul style="list-style-type: none"> • Kandiñgan is a wedding dance believed to be patterned after old Moro traditional dances in Jolo, Sulu of Mindanao. The name <i>kandiñgan</i> is said to have been derived from <i>gandang</i>, a cylindrical drum-like instrument 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Observing the steps and patterns in the kandiñgan dance from video clips and pictures • Recognizing the importance of the kandiñgan 	<p>Motivation</p> <ul style="list-style-type: none"> • Telling the students to express through dance what they think the kandiñgan wedding dance is like • Allowing them to take videos of their steps • Comparing those with 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise • Reflection <p>Summative</p> <ul style="list-style-type: none"> • Practical exam (steps of kandiñgan dance with a partner) • Pair performance task 	<ul style="list-style-type: none"> • Appreciation for how folk dances reflect the Filipino culture • Courtesy • Discipline • Teamwork • Confidence 	<ul style="list-style-type: none"> • video clip of kandiñgan dance • pictures of kandiñgan dance

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			<p>where both ends are covered with goat's skin, which is probably a major musical instrument used for a wedding dance.</p> <ul style="list-style-type: none"> The kandiñgan dance, like the other folk dances, involves multiple steps and intricate footwork that require constant physical movements and coordination, promoting physical fitness. 	<p>dance in one's fitness</p> <ul style="list-style-type: none"> Understanding the nature and background of the kandiñgan dance Executing the dance steps and patterns of the kandiñgan dance <p>Communication, Collaboration, and Creativity</p> <ul style="list-style-type: none"> Learning how to give and receive instructions Working harmoniously with peers in activities Performing the dance Preparing costumes 	<p>the kandiñgan dance steps and the share about their observations</p> <p>Photo and Video Analysis</p> <ul style="list-style-type: none"> Having the students view photos and videos of kandiñgan dance Asking the students to observe the steps and the pattern involved in performing the kandiñgan dance Having the students share their observations with the rest of the class <p>Discussion</p> <ul style="list-style-type: none"> Introducing kandiñgan 	<p>(kandiñgan dance with a partner while wearing improvised costumes)</p>		
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				<p>using available common materials</p> <p>Cultural Literacy Understanding how local folk dances reflect the Filipino culture</p> <p>Social and Cultural Awareness Promoting one's culture through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in practicing for a performance</p>	<p>dance as a physical fitness activity</p> <ul style="list-style-type: none"> • Explaining the nature and background of kandiñgan dance • Discussing the basic dance pattern of kandiñgan <p>Cooperative Learning Having the students work with a partner in learning and performing the steps of the kandiñgan dance</p> <p>Demonstration Demonstrating the different steps of kandiñgan dance</p>		
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					<p>Opportunity for Self-reflection Having the students reflect on the idea of learning the ways of our ancestors in order to preserve our culture</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 			
<p>LESSON 4 Kapiil sa Munsala (Maranao, Lanao)</p>	<p>PE7PF-IVa-h-23 MELC Undertake physical activity and physical fitness assessments</p>	<ul style="list-style-type: none"> • <i>How does kapiil sa munsala dance reflect the Filipino culture?</i> 	<ul style="list-style-type: none"> • The kapiil sa munsala dance showcases the traditional performance of the Maranao 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Observing the steps and patterns in the kapiil 	<p>Motivation</p> <ul style="list-style-type: none"> • Presenting to the class the pictures and video clips of the kapiil sa 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise 	<ul style="list-style-type: none"> • Appreciation for folk dances that reflect the Filipino culture 	<ul style="list-style-type: none"> • video clip of kapiil sa munsala dance • pictures of kapiil sa

	<p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>	<ul style="list-style-type: none"> How does <i>kapiil sa munsala dance</i> serve as a fitness activity? 	<p>people, which involves the colorful costumes and the very expressive hand and arm gestures used by the performers.</p> <ul style="list-style-type: none"> The <i>kapiil sa munsala</i> dance requires graceful arm and hand movements by flicking and circling the wrists as well as small swaying of the hips, which makes the dance so elegant. These movements promote coordination and physical fitness. 	<p><i>sa munsala</i> dance from video clips and pictures</p> <ul style="list-style-type: none"> Recognizing the importance of the <i>kapiil sa munsala</i> dance to one's fitness Understanding the nature and background of the <i>kapiil sa munsala</i> dance Executing the dance steps and patterns of <i>kapiil sa munsala</i> dance <p>Communication, Collaboration, and Creativity</p> <ul style="list-style-type: none"> Learning how to give and receive instructions 	<p><i>munsala</i> dance</p> <ul style="list-style-type: none"> Telling the students to observe the steps used and the pattern in the <i>kapiil sa munsala</i> dance Asking them to share their ideas in front of the class Letting the students form small groups and, with a scarf, create hand and arm movements to make the scarves flow gracefully <p>Photo and Video Analysis</p> <ul style="list-style-type: none"> Having the students view photos and videos of <i>kapiil sa</i> 	<p>Summative</p> <ul style="list-style-type: none"> Practical exam (<i>kapiil sa munsala</i> dance with a partner) Pair performance task (<i>kapiil sa munsala</i> dance with a partner while wearing improvised costumes) 	<ul style="list-style-type: none"> Courtesy Discipline Teamwork Confidence Gracefulness 	<p><i>munsala</i> dance</p>
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				<ul style="list-style-type: none"> • Working harmoniously with peers in activities • Performing the dance • Preparing costumes using available common materials <p>Cultural Literacy Understanding how local folk dances reflect the Filipino culture</p> <p>Social and Cultural Awareness Promoting one's culture through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in</p>	<p>munsala dance</p> <ul style="list-style-type: none"> • Asking the students to observe the steps and the pattern involved in performing the kapiil sa munsala dance • Having the students share their observations with the rest of the class <p>Discussion</p> <ul style="list-style-type: none"> • Introducing kapiil sa munsala dance as a physical fitness activity • Explaining the nature and background of kapiil sa munsala dance 			
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				practicing for a presentation	<ul style="list-style-type: none"> • Discussing the basic dance pattern of kapiil sa munsala and how it became popular <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Letting the students work together in creating hand and arm movements to make scarves flow gracefully • Having a member of the group take a video of the movements created • Comparing the group's dance steps with the exact steps of kapiil sa munsala dance 			
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					<p>Demonstration Demonstrating the different steps of kapiil sa munsala dance</p> <p>Opportunity for Self-reflection Having the students reflect on the thought that any implement can be used to create a dance</p> <p>Strategies for Correction</p> <ul style="list-style-type: none">• Having the students implement peer teaching or the buddy system• Telling them to do self-assessment after performing the activities			
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<p>LESSON 5 Pangilitawo</p>	<p>PE7PF-IVa-h-23 MELC Undertake physical activity and physical fitness assessments</p> <p>PE7RD-IVc-1 MELC Describe the nature and background of the dance</p> <p>PE7RD-IVd-h-4 MELC Execute the skills involved in the dance</p>	<ul style="list-style-type: none"> • <i>How does pangilitawo dance reflect the Filipino culture?</i> • <i>How does pangilitawo dance serve as a fitness activity?</i> 	<ul style="list-style-type: none"> • Pangilitawo is a courtship dance common in Zamboanga, Mindanao. It is often danced at a gathering after a good harvest as well as on special occasions. • The pangilitawo dance requires physical movements and coordination between the partners in executing the footwork and the raising of arms while holding the props. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Observing the steps and patterns in the pangilitawo dance from video clips and pictures • Recognizing the importance of the pangilitawo to one's fitness • Understanding the nature and background of the pangilitawo dance • Executing the dance steps and patterns of pangilitawo dance 	<p>Motivation</p> <ul style="list-style-type: none"> • Activating the students' prior knowledge through a brainstorming activity • Having the students share their ideas with the rest of the class <p>Photo and Video Analysis</p> <ul style="list-style-type: none"> • Having the students view photos and videos of pangilitawo dance • Asking the students to observe the steps and the pattern involved in performing the pangilitawo dance • Having the students 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Written exercise <p>Summative</p> <ul style="list-style-type: none"> • Practical exam (pangalitawo dance with a partner) • Pair performance task (pangalitawo dance with a partner while wearing improvised costumes) 	<ul style="list-style-type: none"> • Appreciation for folk dances that reflect the Filipino culture • Courtesy • Discipline • Teamwork • Confidence 	<ul style="list-style-type: none"> • video clip of pangilitawo dance • pictures of pangilitawo dance
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				<p>Communication, Collaboration, and Creativity</p> <ul style="list-style-type: none"> • Learning how to give and receive instructions • Working harmoniously with peers in activities • Performing the dance • Preparing costumes using available common materials <p>Cultural Literacy Understanding how local folk dances reflect the Filipino culture</p> <p>Social and Cultural Awareness Promoting one's culture</p>	<p>share their observations with the rest of the class</p> <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the pangilitawo dance as a physical fitness activity • Explaining the nature and background of the pangilitawo dance • Discussing the basic dance pattern of the pangilitawo dance and how it became popular <p>Demonstration Demonstrating the different steps of</p>		
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				<p>through folk dance</p> <p>Work Ethics Developing a sense of self-discipline in practicing for a presentation</p>	<p>pangalitawo dance</p> <p>Opportunity for Self-reflection Having the students think about how the pangalitawo dance is a beautiful tradition that must not be lost or forgotten.</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> • Having the students implement peer teaching or the buddy system • Telling them to do self-assessment after performing the activities 		
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*Italicized text under **Essential Questions** are additional entries not found in the TG.
 Text under **Enduring Understandings are either from *Let's Sum Up* or *Let's Move Ahead*.

HEALTH

Unit 4: Prevention and Management of Intentional Injuries		Time Frame: 3 days	
Content Standard*	<i>The learners demonstrate understanding of the concepts and principles of safety education in the prevention of intentional injuries.</i>	Performance Standard*	<i>The learners consistently demonstrate resilience, vigilance, and proactive behaviors to prevent intentional injuries.</i>

*Italicized text for **Content Standard** and **Performance Standard** are additional entries not found in the CG.

Content	K to 12 Learning Competencies** (MELCs included)	Essential Questions***	Enduring Understandings****	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Intentional Injuries and Their Types	<i>Differentiate intentional injuries from unintentional injuries</i> <i>Describe the types of intentional injuries</i> <i>Analyze the risk factors related to Intentional injuries</i>	<ul style="list-style-type: none"> <i>How is intentional injury different from unintentional injury?</i> <i>Why is it important to know the different types of intentional injury?</i> 	<ul style="list-style-type: none"> An unintentional injury is a type of damage to the body that is caused by an occurrence that is unforeseen or unexpected, such as an accident. An intentional injury is one that is planned to cause harm and distress to a person. It is important to recognize the different 	Critical Thinking <ul style="list-style-type: none"> Defining the different types of intentional injuries Recognizing the different types of intentional injuries to be able to get help, avoid situations that could cause harm, or offer help to those who 	Motivation <ul style="list-style-type: none"> Activating the students' prior knowledge about the topic through picture prompts Asking the students to discuss and share their ideas on how intentional injuries might occur in the given scenarios 	Formative <ul style="list-style-type: none"> Recitation Written exercise Investigative activity (investigate the problems of the community that are related to intentional injuries) Reflection Summative <ul style="list-style-type: none"> Art 	<ul style="list-style-type: none"> Sense of alertness, attentiveness, and cautiousness Wisdom in being trustful Ability to recognize risks Protection of online identity 	<ul style="list-style-type: none"> picture of teenagers walking in a dark alley with someone looking at their bags as if wanting to steal them picture of a teenager surfing the internet on a laptop



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			<p>types of intentional injuries to be able to get help, avoid situations that could cause harm, or offer help to those who are affected.</p>	<p>are affected</p> <ul style="list-style-type: none"> • Investigating problems in the community that are related to intentional injuries • Understanding that intentional injuries may be avoided • Consulting with experts about a debate topic • Participating in a debate • Assessing risks • Securing one's identity when transacting online <p>Creativity Creating a poster to make people aware</p>	<ul style="list-style-type: none"> • Guiding the students through a self-reflection activity on protecting one's identity online <p>Discussion</p> <ul style="list-style-type: none"> • Defining intentional and unintentional injuries • Explaining the difference between intentional and unintentional injuries • Introducing and explaining the different types of intentional injuries • Guiding the students through a question-and-answer 	<p>production (a poster that aims to spread awareness on the community's problems related to intentional injuries)</p> <ul style="list-style-type: none"> • Debate 		
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				<p>of existing problems related to intentional injuries</p> <p>Communication</p> <ul style="list-style-type: none"> • Getting help and reporting incidents that may lead to unintentional injuries to keep the immediate community safe • Explaining salient points in a debate 	<p>activity to expound on their understanding of the topic introduced and discussed</p> <ul style="list-style-type: none"> • Helping the students understand that intentional injuries can be avoided • Guiding the students through a debate <p>Opportunity for Self-reflection</p> <p>Having the students reflect on a given quote for its relevance to the lesson and its applications in life</p>		
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					Strategies for Correction <ul style="list-style-type: none"> • Conducting a one-on-one training with a beginning learner • Partnering off a beginning learner with the more advanced students to help guide them • Giving advanced readings to the proficient students 			
LESSON 2 Prevention and Management of Intentional Injuries	<i>Identify protective factors related to intentional injuries</i> <i>Demonstrate ways to prevent and control intentional injuries</i>	<ul style="list-style-type: none"> • <i>What is the primary key in avoiding dangerous situations?</i> • <i>How can you protect yourself in various settings?</i> 	<ul style="list-style-type: none"> • Recognizing possible dangers in a given situation and avoiding dangerous situations is the primary key to personal safety. • You should practice safety precautions 	Critical Thinking <ul style="list-style-type: none"> • Understanding ways to prevent, manage, and avoid intentional injuries • Recognizing risks • Developing 	Motivation <ul style="list-style-type: none"> • Having the students study the illustrative materials in the book • Leading the students through a self-reflection activity on posting 	Formative <ul style="list-style-type: none"> • Recitation • Written exercise • Group discussion (sharing responses to the written exercises with members of 	<ul style="list-style-type: none"> • Sense of alertness, attentiveness, and cautiousness • Wisdom in being trustful • Ability to recognize risks 	<ul style="list-style-type: none"> • picture of a teenager calling the attention of a policeman with someone beside the teenager spying on him/her • picture of a teenager

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			<p>anywhere you are and be ready to protect yourself. You also need to protect yourself online to secure your identity and to cope with cyberbullies. To stop a sexual attack or domestic violence, you need to follow the three R's: recognize, resist, and report.</p>	<p>personal safety strategies</p> <ul style="list-style-type: none"> • Recognizing and avoiding situations that could be risky and dangerous to you and others • Taking the precautions for online safety and for coping with cyberbullies • Recognizing domestic violence • Being aware that domestic violence and child abuse are criminal offenses • Thinking quickly in dangerous situations to protect oneself and others 	<p>personal photos online</p> <ul style="list-style-type: none"> • Asking the students to share their thoughts with the rest of the class <p>Discussion</p> <ul style="list-style-type: none"> • Explaining how one can prevent, manage, and avoid intentional injuries • Introducing measures that will allow the students to protect themselves from intentional injuries in various settings (personal safety strategies, online safety, managing violence) 	<p>the group)</p> <ul style="list-style-type: none"> • Research output (checking phone directories and websites to find resources that can help families suffering from domestic violence) <p>Summative</p> <ul style="list-style-type: none"> • Art production (brochure that describes the nature of domestic violence and corresponding sources of support that can be contacted) • Music production (composing a song about personal safety from 	<ul style="list-style-type: none"> • Protection of online identity 	<p>telling her problem to a guidance counselor; the teenager is sad and the guidance counselor looks sympathetic towards her</p>
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				<ul style="list-style-type: none"> Learning how to avoid sexual violence and how to respond to any sexual attach <p>Collaboration Working harmoniously with peers in activities</p> <p>Creativity</p> <ul style="list-style-type: none"> Making a brochure that will describe the nature of domestic violence and how these sources of support can be contacted Writing a pop song about safely from intentional injuries 	<ul style="list-style-type: none"> Encouraging the students to ask further questions to expound on their understanding of the topic <p>Cooperative Learning Working with group members in discussing answers to a given written exercise</p> <p>Opportunity for Self-reflection Having the students reflect on how one can contribute to society to prevent intentional injuries</p> <p>Strategies for Correction</p> <ul style="list-style-type: none"> Conducting a one-on-one 	<p>intentional injuries and present it to the class)</p>	
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				<p>Persistence Having the patience and determination to accomplish a given task</p>	<p>training with a beginning learner</p> <ul style="list-style-type: none"> • Partnering off a beginning learner with the more advanced students to help guide them • Giving advanced readings to the proficient students 			
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Italicized text under **K to 12 Competencies are additional entries not found in the TG.
 ***Italicized text under **Essential Questions** are additional entries not found in the TG.
 ****Text under **Enduring Understandings** are either from *Let's Sum Up* or *Let's Move Ahead*.