

# CURRICULUM MAP

## Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)

*Dear Teacher,*

Greetings from Abiva Publishing House, Inc.!

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

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

Happy teaching!

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### Curriculum Map Components and Content Sources

<b>Key Stage Standards</b>	Taken from the DepEd Curriculum Guide for MAPEH
<b>Grade Level Standards</b>	Taken from the DepEd Curriculum Guide for MAPEH
<b>Content Standards</b>	Taken from the DepEd Curriculum Guide for MAPEH
<b>Performance Standards</b>	Taken from the DepEd Curriculum Guide for MAPEH
<b>Content</b>	Taken from the worktext: <b><i>Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)</i></b>
<b>K to 12 Learning Competencies (MELCs included)</b>	Taken from the DepEd Curriculum Guide for MAPEH. The <b>Most Essential Learning Competencies (MELCs)</b> 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.
<b>21st-Century Skills</b>	Taken from "New Vision for Education: Unlocking the Potential of Technology," <i>World Economic Forum® (2015)</i>
<b>Teaching Strategies/Differentiated Instruction</b>	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.
<b>Assessment</b>	Assessment tools and strategies categorized as either Formative or Summative
<b>Values Integration</b>	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.
<b>Resources</b>	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



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

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## Key Stage Standards (4–6)

### Music and Art

The learner demonstrates understanding of basic elements and concepts through performing, creating, and responding, aimed toward the development of appreciation of music and art, and acquisition of basic knowledge and skills.

### Physical Education

The learner demonstrates an understanding of principles in movement and fitness for active participation in various physical activities.

### Health

The learner demonstrates an understanding of how changes, which are part of growth and development, impact health practices that help achieve and sustain optimum health and well-being.

## Grade Level Standards

### Music and Art

Through exploration, the learner demonstrates a deeper understanding of the basic knowledge and skills in music and art, toward self-development, the celebration of Filipino cultural identity and diversity, and expansion of one's world vision.

### Physical Education

The learner demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities.

### Health

The learner demonstrates an understanding of the nature of personal health; growth and development; substance use and abuse; and community and environmental health, which helps to achieve optimum health and well-being.

## 1st Quarter

### MUSIC

<b>Unit 1: Rhythm</b>		<b>Time Frame: 8 days</b>	
<b>Content Standards</b>	The student recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm.	<b>Performance Standards</b>	The student should be able to perform with a conductor a speech chorus in simple time signatures: <ul style="list-style-type: none"> <li>choral</li> <li>instrumental</li> </ul>

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>How does rhythm affect a person's life?</li> <li>How is rhythm formed in music?</li> <li>When is rhythm felt in music?</li> <li>Why can rhythmic patterns work wonders in music?</li> <li>What will happen if rhythm does not exist in music? Can you still produce beautiful music?</li> <li>Why does music move fast and slow?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>Rhythm is connected to a person's life, it is felt and experienced every day.</li> <li>Rhythm is carefully formed through the combination of the different kinds of notes and rests of different durations.</li> <li>Rhythmic patterns work wonders in music if grouped and performed properly.</li> <li>Rhythm is the flow of movements.</li> <li>Music can move fast or slow depending on the speed of the underlying pulse or beat.</li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set *per unit, per subject area in the TG*. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Notes and Rests</i>	<b>MU5RH-1a-b-1</b> Identifies visually and aurally the kinds of notes and rests in a song	<b>Communication</b> Expressing thoughts on own learnings in the lesson	<ul style="list-style-type: none"> <li>Motivational activity (singing a familiar song and answering questions)</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Identifying the kinds of notes and rests visually and aurally</li> <li>Counting the notes</li> </ul>	<ul style="list-style-type: none"> <li>Connecting the concepts of notes and rests to sounds and silences in music in real life</li> </ul>	<ul style="list-style-type: none"> <li>flash cards with pictures of different kinds of notes</li> <li>SSSSH 5 audio CD</li> <li>flash cards with</li> </ul>

# CURRICULUM MAP

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	<p><b>MU5RH-1a-b-1</b> <b>MELC</b> Identifies the kinds of notes and rests in a song</p>	<p><b>Critical Thinking</b> Demonstrating the appropriate gestures to show the counting of the notes</p> <p><b>Critical Thinking</b> Learning to compare and express ideas on how notes and rests function in music</p> <p><b>Collaboration and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Working with others in a group game in counting notes or rests</li> <li>• Identifying the kinds of notes and rests used in a song</li> <li>• Singing a song with group members and applying rests as needed</li> </ul> <p><b>Literacy and Numeracy</b> Adding and counting accurately the values of notes and rests</p>	<ul style="list-style-type: none"> <li>• Picture analysis</li> <li>• Class discussion using inductive approach</li> <li>• Using a riddle to introduce the kinds of notes</li> <li>• Demonstration</li> <li>• Review of previously taught concepts</li> </ul>	<p>through clapping or tapping</p> <ul style="list-style-type: none"> <li>• Doing group tasks on counting notes and rests</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Associating notes and rests to real-life situations and identifying the benefits one can get from those activities</li> <li>• Explaining the connection of given images to the concept discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Finding time to rest and relax to gain strength and be ready for another challenge in everyday life</li> </ul>	<p>pictures of different kinds of rests</p> <ul style="list-style-type: none"> <li>• folder with picture of a sleeping animal/person on one side and a picture of an animal/person making sounds on the other side</li> </ul>
<p><b>LESSON 2</b> <i>Meter</i></p>	<p><b>MU5 RH-1a-b-2</b> <b>MELC</b> Recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and</p>	<p><b>Critical Thinking and Communication</b> Defining <i>meter</i> and each of its kinds</p> <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Inquiry approach as motivational activity</li> <li>• Lecture and discussion</li> <li>• Singing a song and</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Identifying the meter used in a song through listening activity</li> <li>• Perform some</li> </ul>	<ul style="list-style-type: none"> <li>• Relating counting beats in music to counting blessings in life</li> <li>• Being grateful</li> </ul>	<ul style="list-style-type: none"> <li>• bongo</li> <li>• rhythm instruments</li> <li>• ¼ sheet of paper</li> <li>• SSSSH 5 audio CD</li> </ul>

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	<p>eighth note in simple time signatures</p>	<ul style="list-style-type: none"> <li>• Expressing and articulating thoughts and ideas effectively during class discussion</li> <li>• Expressing ideas on things discussed, learned, and still unclear in and from the lesson</li> </ul> <p><b>Critical Thinking</b> Singing songs and playing beat patterns on a bongo based on the given meter</p> <p><b>Literacy and Numeracy</b> Adding and counting correctly the number of beats in every meter</p>	<p>demonstrating the beats of the song, as well as beating patterns, including accents</p> <ul style="list-style-type: none"> <li>• Reviewing concepts previously taught</li> <li>• Using the Exit ticket strategy</li> </ul>	<p>rhythmic patterns with different meters through the help of accented beats by clapping or tapping the notes</p> <ul style="list-style-type: none"> <li>• Playing rhythmic patterns using some rhythm instruments</li> <li>• Seatwork</li> </ul> <p><b>Summative</b> Writing about the one concept truly understood from the lesson</p>		
<p><b>LESSON 3</b> <i>Rhythmic Patterns</i></p>	<p><b>MU5 RH-1a-b-2</b> <b>MELC</b> Recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures</p>	<p><b>Creativity and Critical Thinking</b> Creating own rhythmic patterns (regular or irregular) using different types of notes and rests</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrating rhythmic patterns shown in flash cards through clapping</li> <li>• Singing a given song while demonstrating the rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Picture analysis</li> <li>• Demonstration</li> <li>• Lecture and discussion</li> <li>• Playing rhythmic patterns using percussion instruments</li> <li>• Review of concepts previously taught</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Creating rhythmic patterns using different kinds of notes and rests, be it regular or irregular patterns</li> <li>• Counting and clapping the rhythmic patterns in a song</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Writing down what one learned in the</li> </ul>	<p>Appreciating the rhythmic patterns in life or the times when things happen fast or slow</p>	<ul style="list-style-type: none"> <li>• percussion instruments</li> <li>• flash cards with rhythmic patterns</li> <li>• <i>SSSSH 5</i> audio CD</li> </ul>

		as accompaniment		topic or lesson		
				<ul style="list-style-type: none"> <li>Demonstrating the level of understanding of the concepts discussed in the lesson through thumb actions (up, down, horizontally)</li> </ul>		
<p><b>LESSON 4</b> <i>Time Signature</i></p>	<p><b>MU5RH-Ic-e-3</b> <b>MELC</b> Identifies accurately the duration of notes and rests in 2, 3, 4 4 4 4 time signatures</p> <p><b>MU5RH-Ih-5</b> Responds to metric pulses of music heard with appropriate conducting gestures</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Matching the time signature with the given beat patterns and clapping each pattern by putting an accent on the first beat of the measure</li> <li>Discovering the time signature of a song by feeling the beat patterns through counting</li> <li>Defining <i>time signature</i></li> <li>Designing a five-question quiz about the concepts discussed</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Articulating thoughts and ideas effectively when explain what one learned, finds vague, or wishes to ask the teacher from the lesson discussed</li> <li>Sharing with others on</li> </ul>	<ul style="list-style-type: none"> <li>Listening Activity using familiar songs and having the pupils feel the beat of each song (tapping and counting by twos, threes, or fours)</li> <li>Lecture and class discussion</li> <li>Guiding pupils in learning a song and having them sing the rhythmic patterns</li> <li>Using Exit Card</li> <li>Review of concepts previously taught</li> <li>Question and answer to check pupils' understanding of the lessons</li> <li>Dyad or Pair-Share</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Identifying the time signature of given songs and doing the conducting movements or patterns of 2/4 or 4/4</li> <li>Participating in peer-to-peer question and answer on the five-question quiz made</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Completing an exit card to note main ideas, interesting points and question from the lesson</li> <li>Citing big concepts learned from the lesson, important values learned during music activities, and question that one still has in mind</li> <li>Completing a graphic organizer and sharing answers by dyads</li> </ul>	<p>Relating the concepts learned with the signages that one sees in real life</p>	<ul style="list-style-type: none"> <li>SSSSH 5 audio CD</li> <li>balls of different colors and a box</li> </ul>

		own answers in the exercises		<ul style="list-style-type: none"> <li>• Answering essential questions</li> <li>• Performance tasks</li> </ul>		
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## ART

<b>Unit 1: Artistic Perception Through Drawing</b>		<b>Time Frame: 10–12 days</b>	
<b>Content Standards</b>	<p>The student demonstrates understanding of ...</p> <ul style="list-style-type: none"> <li>• art elements of lines, shapes or forms, and space by drawing archaeological artifacts, old houses, buildings, and churches; and</li> <li>• art principles of rhythm and balance as applied to drawing using crosshatching technique to simulate three-dimensional and geometric effects of an artwork.</li> </ul>	<b>Performance Standards</b>	<p>The student should be able to . . .</p> <ul style="list-style-type: none"> <li>• create different artifacts and architectural buildings in the Philippines or in the locality using crosshatching technique, geometric shapes, and space with rhythm and balance as applied to drawing; and</li> <li>• put up an art exhibit on Philippine artifacts, architectural buildings, churches, and houses from different historical periods by drawing or creating miniatures or replicas.</li> </ul>

<b>Essential Questions**</b>	<ul style="list-style-type: none"> <li>• How do you draw realistic portraits?</li> <li>• Why is symmetrical balance important in a portrait drawing?</li> <li>• What effect does shading technique create in your drawing?</li> <li>• <i>What makes a landscape drawing seem realistic with three-dimensional effect?</i></li> <li>• <i>How does perspective show illusion of depth and distance in your drawing of a landscape and architectural designs of old houses, churches, and artifacts?</i></li> <li>• <i>How does shading technique help create a three-dimensional effect in drawing artifacts or still lifes?</i></li> </ul>	<b>Enduring Understandings**</b>	<ul style="list-style-type: none"> <li>• <i>Using the correct face proportion and balance creates portrait drawing more realistic, balanced, and pleasant.</i></li> <li>• <i>Face proportions are applied in drawing portraits to balance the relationships of each facial feature to one another.</i></li> <li>• <i>A good landscape drawing follows the principles of rhythm and balance.</i></li> <li>• <i>Perspective drawing gives an illusion of three-dimensional depth and distance by creating an imaginary horizon line and its vanishing point.</i></li> <li>• <i>Shading can make the features of your drawing distinct, can create form and texture to a flat artwork, and gives an illusion of depth.</i></li> <li>• <i>One can find the areas of an object to be shaded, lighted, and formed cast shadow by following the source or direction of light.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Why is the source or direction of light important in shading your still-life drawing?</i></li> <li>• <i>How creative can you be in making your still-life drawing more interesting and convincing?</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Still-life drawing becomes interesting and convincing to the viewers if shading is properly observed.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set *per unit, per subject area in the TG*. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Portrait Drawing</i></p>	<p><b>A5EL-1a</b> Identify events, practices, and culture influenced by colonizers who have come to our country by way of trading</p> <p><b>A5EL-1a</b> <span style="background-color: #2196f3; color: white; padding: 2px;">MELC</span> Discuss events, practices, and culture influenced by colonizers who have come to our country by way of trading</p> <p><b>A5PL-1d</b> Realizes that our archipelago is strategically located and made us part of a vibrant trading tradition (Chinese merchants, Galleon Trade, silk traders)</p>	<p><b>Creativity</b> Working accurately and creatively in achieving the correct lines, shapes, form, and proportion in each facial part of the portraits drawn</p> <p><b>Communication</b> Sharing own drawing output with the class and expressing experience in drawing a portrait</p> <p><b>Literacy and Numeracy</b> Drawing a portrait to apply the principle of proportion through measuring to balance the relationships of one facial feature to another</p>	<ul style="list-style-type: none"> <li>• Question and answer approach</li> <li>• Lecture and discussion</li> <li>• Observation to guide pupils in using techniques to draw the human face</li> <li>• Review of the concepts previously taught</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Following the steps in applying the basic techniques in drawing the human face and understanding its proportion for each facial feature</li> <li>• Homework</li> <li>• Drawing portraits of Dr. Jose Rizal and of a Chinese trader, and a half-portrait of Lapu-Lapu</li> </ul> <p><b>Summative</b> Reflection on relating the relationships of each facial feature to one another with having balance in own life</p>	<ul style="list-style-type: none"> <li>• Realizing the need to have balance in one's life</li> </ul>	<ul style="list-style-type: none"> <li>• different portraits</li> <li>• sheet of paper</li> <li>• photographs of early Chinese merchants or traders who have influenced practices and traditions in the Philippines</li> </ul>



<p><b>LESSON 2</b> <i>Landscape Drawing</i></p>	<p><b>A5EL-Ic</b> Show, describe, and name significant parts of the different architectural designs and artifacts found in the locality (e.g., <i>bahay kubo, torogan, bahay na bato, simbahan, carcel</i>, etc.)</p> <p><b>A5EL-Ic</b> <b>MELC</b> Present via PowerPoint the significant parts of the different architectural designs and artifacts found in the locality (e.g., <i>bahay kubo, torogan, bahay na bato, simbahan, carcel</i>, etc.)</p> <p><b>A5PL-Ie</b> Appreciate the importance of artifacts, houses, clothes, language, lifestyle--utensils, food, pottery, furniture---influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches)</p> <p><b>A5PL-Ie</b> <b>MELC</b> Explain the importance of artifacts, houses, clothes,</p>	<p><b>Creativity and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Drawing a farm and its elements following the principles in landscape drawing</li> <li>• Creating a scenery based on own dream or imagination</li> <li>• Drawing heritage houses using one-point perspective</li> <li>• Creating a Maranao Torogan house</li> </ul> <p><b>Cultural/Social Awareness</b> Familiarizing oneself with the history of the buildings, churches, and schools founded in certain places</p>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Review of concepts previously taught</li> <li>• Demonstration of shading technique by crosshatching</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Applying the principles of landscape drawing in illustrating a farm or dreamscape</li> <li>• Using one-point perspective in drawing a heritage house</li> <li>• Making a Maranao Torogan house as homework</li> <li>• Answering questions on each art activity</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the beauty of natural sceneries in the Philippines</li> <li>• Keeping artworks neat</li> <li>• Drawing landscapes of beautiful sceneries as a way of showing appreciation for the country</li> </ul>	<ul style="list-style-type: none"> <li>• art materials for activities</li> <li>• charcoal pencil</li> <li>• blending stump</li> </ul>
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	<p>language, lifestyle--- utensils, food, pottery, furniture--- influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches)</p> <p><b>A5PR-If</b> <b>MELC</b> Create illusion of space in 3- dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community</p> <p><b>A5PR-Ig</b> Create murals and drawings of the old houses, churches, or buildings of his/her community</p> <p><b>A5PR-Ig</b> <b>MELC</b> Create murals and drawings of the old houses, churches, and/or buildings of his/her community</p>					
<p><b>LESSON 3</b> <i>Still-Life Drawing</i></p>	<p><b>A5EL-Ib</b> Give the illusion of</p>	<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Picture analysis of</li> </ul>	<p><b>Formative</b></p>	<p>Being more creative and organized with</p>	<ul style="list-style-type: none"> <li>• pictures of various</li> </ul>

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	<p>depth/distance to simulate a 3-dimensional effect by using cross-hatching and shading techniques in drawings (old pottery, boats, jars, musical instruments)</p> <p><b>A5EL-Ib</b> <b>MELC</b> Design an illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments)</p> <p><b>A5EL-Ic</b> Show, describe, and name significant parts of the different architectural designs and artifacts found in the locality (e.g., <i>bahay kubo</i>, <i>torogan</i>, <i>bahay na bato</i>, <i>simbahan</i>, carcel, etc.)</p> <p><b>A5EL-c</b> <b>MELC</b> Present via PowerPoint the significant parts of the different architectural designs and artifacts found in the locality (e.g., <i>bahay kubo</i>, <i>torogan</i>, <i>bahay na bato</i>, <i>simbahan</i>,</p>	<ul style="list-style-type: none"> <li>• Describing pictures of various still-life drawings shown</li> <li>• Describing artifacts seen in the National Museum</li> <li>• Discussing answers to activity questions in class</li> </ul> <p><b>Critical Thinking</b> Making own tone-value chart</p> <p><b>Creativity and Critical Thinking</b> Creating still-life drawings of the Manunggul jar, traditional kitchenware, and a musical instrument included in the kulintang ensemble</p>	<p>various still-life drawings</p> <ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Review of the concepts previously taught</li> <li>• Demonstration of different shading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Creating own tone-value chart using shading</li> <li>• Creating still-life drawings and answering activity questions</li> <li>• Improving own drawings by adding details and proper shading to give an illusion of form, texture, and space</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Applying art principles of balance and proportion in still-life drawing to real life</li> <li>• Answering essential questions</li> <li>• Performance task</li> </ul>	<p>personal belongings</p>	<p>still-life drawings</p> <ul style="list-style-type: none"> <li>• antique objects, traditional kitchenware, and other Philippine artifacts</li> <li>• old pots, musical instruments, or pictures of Philippine artifacts</li> <li>• charcoal pencil and blending stump</li> <li>• materials for art activities</li> <li>• YouTube video: “Different Types of Different Pencil Shading   6 Shading techniques”</li> </ul>
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# CURRICULUM MAP

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	<p>carcel, etc.)</p> <p><b>A5PL-le</b>        Appreciate the importance of artifacts, houses, clothes, language, lifestyle--utensils, food, pottery, furniture---influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches)</p> <p><b>A5PL-le</b> <b>MELC</b>        Explain the importance of artifacts, houses, clothes, language, lifestyle--- utensils, food, pottery, furniture--- influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches)</p>					
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## PHYSICAL EDUCATION

<b>Unit 1: Physical Fitness</b>		<b>Time Frame: 9 days</b>	
<b>Content Standards</b>	The student demonstrates understanding through participation and assessment of physical activity and physical fitness.	<b>Performance Standards</b>	The student should be able to . . . <ul style="list-style-type: none"> <li>• participate and assess performances in physical activities; and</li> <li>• assess physical fitness.</li> </ul>

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• How can a person become physically fit?</li> <li>• How can one determine his/her level of physical fitness?</li> <li>• <i>How can physical exercises and activities being part of the daily routine help one's health?</i></li> <li>• What part/s of the physical activity reflect the health-related components of physical fitness?</li> <li>• What parts reflect the skill-related components?</li> <li>• <i>How are strategies different when a game is contested compared to when it is uncontested?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• A person can be physically fit person if he/she does physical fitness tests well on a regular basis.</li> <li>• Different activities can be performed to determine one's level of physical fitness.</li> <li>• Physical fitness reduces the risk of acquiring and developing health problems.</li> <li>• Health-related components of physical fitness involve the general physical well-being and functioning of the body.</li> <li>• Skill-related components pertain to the performance of the body while doing physical activities.</li> <li>• <i>Opponents can affect the results of a person's performance in a contested game while in an uncontested game, the results are based solely on a person's performance.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set *per unit, per subject area in the TG*. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Physical Education and Physical Fitness</i>	<b>PE5GS-IIb-h-3</b> MELC Observe safety precautions  <b>PE5PF-Ib-h-19</b> Recognize the value of participation in physical activities	<b>Communication</b> <ul style="list-style-type: none"> <li>Sharing own activities done during free time at home and in school, how one feels during and after activities, and how these activities affect one's health</li> <li>Giving situations where physical education contributes to one's physical, emotional, mental, and social growth</li> <li>Sharing own fitness routing with the class</li> </ul> <b>Critical Thinking</b> Applying the concepts learned in doing the given physical activities	<ul style="list-style-type: none"> <li>Question and answer on pupils activities during their free time at home and in school and how these activities affect one's health</li> <li>Lecture and discussion</li> <li>Review of definitions of terms discussed</li> <li>Demonstration</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Executing the different physical exercises given</li> <li>Answering questions about the physical exercises done</li> </ul> <b>Summative</b> Sharing own thoughts on people observed to have low or high fitness levels	<ul style="list-style-type: none"> <li>Reflecting on the importance of physical fitness in daily routines</li> <li>Being encouraged to become fit and healthy</li> <li>Realizing how physical education contributes to physical, emotional, mental, and social development</li> </ul>	teacher provided
<b>LESSON 2</b> <i>Physical Fitness Tests</i>	<b>PE5PF-Ia-17</b> Explain the indicators for fitness  <b>PE5GS-IIb-h-3</b> MELC Observe safety precautions  <b>PE5PF-Ib-h-19</b> Recognize the value of participation in physical	<b>Communication and Critical Thinking</b> Citing one's own daily activities and telling the basic physical component/s used  <b>Persistence</b> Doing one's best in executing the different physical fitness tests	<ul style="list-style-type: none"> <li>Review/Recall discussion of previous lesson's concepts</li> <li>Lecture and discussion</li> <li>Question and answer about physical fitness tests</li> <li>Review of procedure for each physical fitness test, with</li> </ul>	<b>Formative</b> Executing different physical fitness tests  <b>Summative</b> Assessing individual results obtained from the different physical fitness tests performed using a table of scores provided for each test	<ul style="list-style-type: none"> <li>Realizing the importance of observing safety precautions always</li> <li>Realizing the importance of improving the not-so-good components of one's physical fitness level</li> </ul>	materials for physical fitness tests: <ul style="list-style-type: none"> <li>masking tape</li> <li>tape measure</li> <li>chalk or any nonpermanent marker</li> <li>ruler</li> <li>whistle</li> <li>timer</li> <li>meterstick</li> </ul>

# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

	<p>activities</p> <p><b>PE5PF-Ib-h-20</b> <b>MELC</b> Display joy of effort, respect for others and fair play during participation in physical activities</p> <p><b>PE5PF-Ia-21</b> Explain health- and skill-related fitness components</p> <p><b>PE5PF-Ib-h-22</b> Identify areas for improvement</p>	<p><b>Collaboration</b> Cooperating with a partner/group while doing the physical fitness tests</p> <p><b>Adaptability</b> Incorporating physical fitness exercises as part of one's daily routine to be able to do everyday tasks more efficiently and effectively</p> <p><b>Critical Thinking</b> Analyzing and interpreting results of physical fitness tests based on the given tables of scores</p>	<p>emphasis on observing safety precautions in doing each one</p> <ul style="list-style-type: none"> <li>• Collaborative learning on physical fitness tests</li> </ul>			<ul style="list-style-type: none"> <li>• 2 small wooden blocks</li> <li>• whistle</li> </ul>
<p><b>LESSON 3</b> <i>The Skill-Related Components of Physical Fitness</i></p>	<p><b>PE5PF-Ia-17</b> Explain the indicators for fitness</p> <p><b>PE5GS-Ib-h-3</b> <b>MELC</b> Observe safety precautions</p> <p><b>PE5PF-Ib-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-Ib-h-20</b> <b>MELC</b> Display joy of effort,</p>	<p><b>Communication</b> Sharing own experience in previous fitness tests done</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Working with a partner in enumerating and discussing the skill-related components of physical fitness</li> <li>• Working cooperatively with group members in doing a running</li> </ul>	<ul style="list-style-type: none"> <li>• Review of fitness tests done in previous lesson</li> <li>• Lecture and discussion</li> <li>• Cooperative learning</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Pair work on the skill-related components of physical fitness</li> <li>• Group work execution of a running activity and answering questions about the activity done</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Assessing own performance in the group activity done as compared to that of</li> </ul>	<ul style="list-style-type: none"> <li>• Showing persistence</li> <li>• Realizing the importance of improving own skill-related components of physical fitness by planning to engage in a specific fitness activity</li> </ul>	<ul style="list-style-type: none"> <li>• whistle</li> <li>• 15 numbered cones spread</li> </ul>

# CURRICULUM MAP

## Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)

	<p>respect for others and fair play during participation in physical activities</p> <p><b>PE5PF-Ia-21</b> Explain health- and skill-related fitness components</p> <p><b>PE5PF-Ib-h-22</b> Identify areas for improvement</p>	<p>activity and answering questions about the activity done</p> <p><b>Persistence</b> Doing one's best in executing the activity</p>		<p>other members of the group</p> <ul style="list-style-type: none"> <li>• Reflecting on ideas on various ways to improve own level of physical fitness in relation to the different skill-related components of physical fitness</li> </ul>		
<p><b>LESSON 4</b> <i>Target Games</i></p>	<p><b>PE5GS-IIb-1</b> Explain the nature/background of the games</p> <p><b>PE5GS-IIb-2</b> Describe the skills involved in the games</p> <p><b>PE5GS-Ib-h-3</b> <b>MELC</b> Observe safety precautions</p> <p><b>PE5GS-Ic-h-4</b> <b>MELC</b> Execute the different skills involved in the game</p> <p><b>PE5PF-Ib-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-Ib-h-20</b> <b>MELC</b> Display joy of effort, respect for others and fair play during participation in</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sharing with the class about the physical games one enjoys playing, regardless if with or without opponents</li> <li>• Expressing own thoughts about the game and performance</li> <li>• Sharing tactics and strategies applied in the games played</li> <li>• Sharing own thoughts on all the lessons in the unit</li> </ul> <p><b>Collaboration</b> Cooperating with other members of the group in playing uncontested and contested games</p> <p><b>Critical Thinking</b> Employing different</p>	<ul style="list-style-type: none"> <li>• Encouraging pupils to share about the physical games (with and without opponents) they enjoy playing as the motivational activity</li> <li>• Lecture and discussion</li> <li>• Guided teaching</li> <li>• Reviewing the concepts previously taught</li> <li>• Cooperative learning</li> <li>• Review of concepts taught for the whole unit</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Executing the two versions of target games with group members</li> <li>• Self-assessment on the performance in the games played</li> <li>• Expressing the tactics and strategies applied in the games played</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Expressing insights on the similarities and differences between the two versions of the games played; and choosing which one is more challenging and more enjoyable, and the reason/s for the choice</li> <li>• Answering essential questions</li> <li>• Performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Showing determination</li> <li>• Being cooperative</li> <li>• Realizing the need to come up with tactics and strategies as needed in real life</li> </ul>	<ul style="list-style-type: none"> <li>• 10 volleyballs (5 marked blue, 5 marked red)</li> <li>• whistle</li> <li>• 5 numbered cones</li> <li>• timer</li> <li>• scoreboard</li> <li>• nonpermanent markers (blue and red)</li> </ul>



# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

	physical activities  <b>PE5PF-Ib-h-22</b> Identify areas for improvement	strategies while playing the two versions of the game  <b>Adaptability</b> Tailoring the strategies depending on the type of game being played				
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## HEALTH

<b>Unit 1: Personal Health</b>		<b>Time Frame: 9-10 days</b>	
<b>Content Standard</b>	The student demonstrates understanding of mental, emotional, and social health concerns.	<b>Performance Standard</b>	The student should be able to practice skills in managing mental, emotional, and social health concerns.

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• What is a mentally, emotionally, and socially healthy person?</li> <li>• How can one be mentally and emotionally healthy?</li> <li>• How can a healthy relationship affect one's health?</li> <li>• How can one manage an unhealthy relationship?</li> <li>• What are mental, emotional, and social health concerns?</li> <li>• How do emotional, mental, and social health concerns directly affect one's well-being?</li> <li>• How can one prevent teasing, bullying, harassment, or abuse?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• A mentally, emotionally, and socially healthy person exhibits positive outlook in life and relationships.</li> <li>• In order to develop and maintain one's mental, emotional and social health one has to connect with others take care and challenge themselves, deal with stress, rest, and refresh.</li> <li>• The characteristics of a good and loving relationship should include care, kindness, support, encouragement, and empathy.</li> <li>• Mutuality in relationships, shared participation and responsibility are signs of healthy relationships.</li> <li>• Healthy relationships exhibit respect for each other and has an open communication line.</li> <li>• Life skills are important for the development of self-esteem, positive attitude, and making a firm stand on values, beliefs, and cultural differences, and are classified as the following: communication assertiveness, self-management, and decision-making.</li> </ul>
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*\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. Italicized texts are additional entries.*

# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Mental, Emotional, and Social Health</i>	<b>H5PH-Iab-10</b> MELC Describe a mentally, emotionally, and socially healthy person  <b>H5PH-Ic-11</b> MELC Suggests ways to develop and maintain one's mental and emotional health	<b>Critical Thinking and Communication</b> <ul style="list-style-type: none"> <li>Enumerating the differences between each emotion in the picture shown and associating them with real-life situations</li> <li>Classifying shared emotions to negative or positive</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Articulating thoughts, feelings, and emotions freely</li> <li>Brainstorming on the different emotions one has experienced so far from different situations encountered</li> <li>Describing how one recovered from the emotion they were in at a particular time</li> </ul>	<ul style="list-style-type: none"> <li>Picture analysis, giving emphasis on apparent mental and emotional state of each member</li> <li>Motivational activity using a picture of different emotions that people see every day</li> <li>Question and answer on the topic on emotions</li> <li>Lecture and discussion</li> <li>Brainstorming</li> <li>Health talks</li> <li>Group Discussion</li> <li>Buzz session</li> <li>Use of visual aids and Health learning materials</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group discussion on emotions and classification of shared emotions to negative and positive</li> <li>Writing task on own feelings about the topic discussed</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the value of boosting one's self-esteem</li> <li>Valuing the importance of developing the feeling of self-worth and dignity</li> </ul>	<ul style="list-style-type: none"> <li>photo of a family with all the members doing some activities at home, at a park, or in a beach resort</li> <li>pictures of different emotions that people see every day</li> <li>projector or screen</li> <li>models or a chart with cutouts of a male and a female face or body</li> </ul>
<b>LESSON 2</b> <i>Healthy and Unhealthy Relationships</i>	<b>H5PH-Id-12</b> MELC Recognize signs of healthy and unhealthy relationships  <b>H5PH-Ie-13</b> MELC Explain how healthy relationships can positively	<b>Communication</b> <ul style="list-style-type: none"> <li>Sharing own takeaways from previous lesson and from topics discussed</li> <li>Sharing own feelings on classmates' shared feelings at</li> </ul>	<ul style="list-style-type: none"> <li>Review of previous lesson and previous day's topics</li> <li>Question and answer</li> <li>Brainstorming</li> <li>Lecture and discussion</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group works</li> <li>Classifying emotions into healthy or unhealthy relationships</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Showing empathy on what others shared on what they felt at particular situations</li> <li>Valuing the importance of building one's self esteem to have</li> </ul>	teacher provided



# CURRICULUM MAP

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	<p>impact health</p> <p><b>H5PH-If-14</b> <b>MELC</b> Discuss ways of managing unhealthy relationship</p>	<p>particular situations encountered in the past</p> <p><b>Critical Thinking</b> Classifying emotions into healthy or unhealthy relationships</p> <p><b>Critical Thinking, Collaboration, and Communication</b></p> <ul style="list-style-type: none"> <li>• Working with others in enumerating situations or experiences that they had in terms of how emotions affect relationships with other people</li> <li>• Sharing with the class own experiences and identifying the emotions felt at that particular situation/s</li> <li>• Brainstorming on ways and means to help prevent unhealthy relationships from happening and maintaining healthy relationships</li> </ul>			healthy relationships	
<p><b>LESSON 3</b> <i>Mental, Emotional, and Social Health Concerns</i></p>	<p><b>H5PH-Ig-15</b> Describe some mental, emotional, and social health concerns</p>	<p><b>Communication</b> Describing own realizations from the previous lesson</p>	<ul style="list-style-type: none"> <li>• Review of previous lesson</li> <li>• Question and answer on the topics</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Group works</li> <li>• Recitation</li> <li>• Seatwork</li> </ul>	<p>Giving importance to awareness of self-preservation and care for own mental health</p>	<p>teacher provided</p>

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	<p><b>H5PH-Ih-16</b> <b>MELC</b> Discuss the effects of mental, emotional, and social health concerns on one's health and well-being</p>	<p><b>Collaboration, Communication, and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Working with group members in enumerating changes that they experience mentally, emotionally, and socially when they entered puberty and sharing the group's output with the class</li> <li>• Brainstorming with group mates on the different factors that could account for mental, emotional, and social health concerns</li> </ul> <p><b>Critical Thinking</b> Identifying different ways of dealing with Mental, Emotional, and Social Health Concerns</p>	<p>discussed</p> <ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Brainstorming</li> <li>• Group Discussion</li> </ul>			
<p><b>LESSON 4</b> <i>Preventing and Managing Mental, Emotional, and Social Concerns</i></p>	<p><b>H5PH-Ii-17</b> <b>MELC</b> Demonstrate skills in preventing or managing teasing, bullying, harassment, or abuse</p> <p><b>H5PH-Ij-18</b> <b>MELC</b> Identifies appropriate resources and people who</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sharing with the class about common problems experienced and the people to whom the pupils asked for help</li> <li>• Identifying ways on how one coped with past situations or</li> </ul>	<ul style="list-style-type: none"> <li>• Review discussion of previous lesson or topic</li> <li>• Brainstorming</li> <li>• Class sharing</li> <li>• Lecture and discussion</li> <li>• Group Discussion</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Group works</li> <li>• Peer group questioning</li> <li>• Role-playing</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Choosing a concept</li> </ul>	<p>Realizing the importance of dealing fairly with other people</p>	<p>teacher provided</p>



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	can help in dealing with mental, emotional and social health concerns	<p>solved past problems</p> <p><b>Critical Thinking</b> Identifying different ways to deal with Prevention and management of Mental, Emotional, and Social Health Concerns</p>		<p>learned and explaining it in own words</p> <ul style="list-style-type: none"> <li>• Answering essential questions</li> <li>• Performance tasks</li> </ul>		
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## 2nd Quarter

### MUSIC

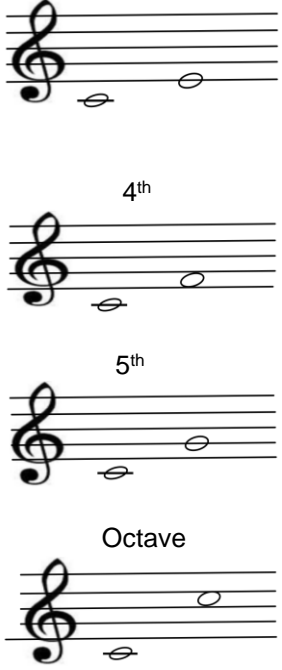

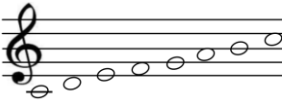
Unit 2: <i>Melody</i>		Time Frame: 12 days	
<b>Content Standards</b>	The student recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody.	<b>Performance Standard</b>	The student will be able to deliver an accurate performance of songs following the musical symbols pertaining to melody indicated in the piece.
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• How does music affect a person's life?</li> <li>• How do you describe a melody? How does it differ from rhythm?</li> <li>• How is melody formed in music?</li> <li>• When do you say if a melody sound pleasing or not?</li> <li>• <i>Why are clefs needed in music?</i></li> <li>• <i>Why do intervals of notes matter to music?</i></li> <li>• <i>How important is the scale in music?</i></li> <li>• How do melodic contours affect the beauty and the sound quality of music?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• Music as an art form that communicates certain ideas or state of mind to a listener.</li> <li>• Melody is a series of single notes arranged in horizontal position. It has direction, pitch, timing, and continuity.</li> <li>• Melody is creatively formed through the use and combination of different musical symbols.</li> <li>• Melody is pleasing when notes are carefully arranged and properly combined.</li> <li>• <i>Clefs determine the pitch names of music; just like you, your name speaks something about yourself.</i></li> <li>• <i>Intervals of notes matter much in music for they determine the pleasing and not-so-pleasing sound being produced.</i></li> <li>• <i>Musical scale is important in music as it shows succession of musical notes in upward or downward steps.</i></li> <li>• Music becomes more interesting and appealing with the presence of different melodic contours.</li> </ul>

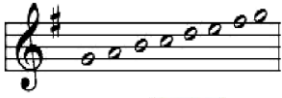
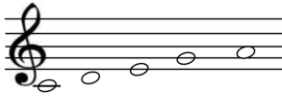
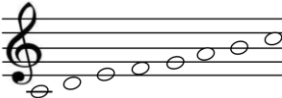
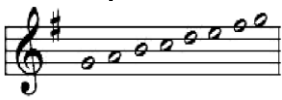
\* **Essential Questions (EQs)** and **Enduring Understandings (EUs)** are set *per unit, per subject area in the TG*. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Accidentals in Music</i></p>	<p><b>MU5ME-IIb-3</b> Identify the symbols: sharp <math>\sharp</math> flat <math>\flat</math> natural sign <math>\natural</math></p> <p><b>MU5ME-IIb-3 MELC</b> Describe the use of the symbols: sharp (#), flat (b), and natural (<math>\natural</math>)</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Observing very carefully how the given melody is sung, then spotting some changes in the song</li> <li>Recognizing some parts of the given song with accidentals and naming the accidentals, correctly</li> <li>Comparing the sound of each accidental and telling how such accidentals function in music</li> </ul> <p><b>Creativity</b> Singing notes from the song listened to with accompaniment</p> <p><b>Creativity and Critical Thinking</b> Playing some notes on the piano or on the keyboard then identifying the accidentals</p>	<ul style="list-style-type: none"> <li>Discussing the different accidentals used in music and tell how these are applied in music and give its significance to music</li> <li>Modeling to the students how sharps, flats, and natural signs are applied in a song and how they are sung in a musical piece</li> <li>Having the students experience and discuss what they have learned from the lesson</li> <li>Having a review discussion of previous day's lesson</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Giving the functions of the accidentals in music</li> <li>Listening attentively as the teacher plays with accidentals and telling whether the sound is a sharp, flat, or natural</li> <li>Reading and writing the accidentals before the given notes</li> </ul> <p><b>Summative</b> 3-2-1 activity</p>	<ul style="list-style-type: none"> <li>Valuing the importance of doing things to make life more colorful and meaningful</li> <li>Finding ways to improve own talents and skills</li> <li>Seeing the connection to the lesson on accidentals in music by creating something then adding some ornamentation to make one's work more appealing</li> </ul>	<ul style="list-style-type: none"> <li>SSSSH 5 audio CD containing musical pieces for listening activities</li> <li>an enlarged keyboard illustration</li> <li>slips of paper</li> <li>piano or keyboard</li> </ul>
<p><b>LESSON 2</b> <i>F Clef</i></p>	<p><b>MU5ME-IIa-1 MELC</b> Recognize the meaning</p>	<p><b>Collaboration</b> Interacting effectively with others during</p>	<ul style="list-style-type: none"> <li>Motivation (discussing the lesson opener</li> </ul>	<p><b>Formative</b></p>	<p>Valuing the importance of</p>	<ul style="list-style-type: none"> <li>staff board with the scale in F clef</li> </ul>

	<p>and uses of F-Clef on the staff</p>  <p><b>MU5ME-IIa-2 MELC</b> Identify the pitch names of each line and space on the F-Clef staff</p>	<p>group works</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Noticing which of the songs listened to is played with higher or lower pitch</li> <li>• Drawing F and G clefs on the staff</li> <li>• Completing the pitch and syllable names of the lines and spaces of the F clef</li> </ul> <p><b>Creativity and Critical Thinking</b> Creating own simple melody and writing it on the staff using the F clef</p>	<p>image and text)</p> <ul style="list-style-type: none"> <li>• Listening activities for the students</li> <li>• Playing songs to show F or G clefs</li> <li>• Demonstration (drawing F and G clefs on the staff)</li> <li>• Conducting guided singing activities while observing pitch when singing</li> <li>• Note reading (notating and reading notes in F clef)</li> <li>• Having a review discussion of previous day's lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the F clef on the staff</li> <li>• Identifying the pitch names of the lines and spaces on the staff</li> <li>• Recognizing and reading the letter names on the staff in F clef</li> <li>• Creating a simple melody using F clef</li> </ul> <p><b>Summative</b> 3-2-1 activity</p>	<p>one's name and respecting it</p>	<ul style="list-style-type: none"> <li>• piano or keyboard</li> <li>• sheet of paper</li> <li>• SSSSH 5 audio CD containing musical pieces for listening activities</li> </ul>
<p><b>LESSON 3</b> <i>Intervals in Music</i></p>	<p><b>MU5ME-IIc-5</b> Identify the notes of the intervals in the C major scale</p> <p>prime</p>  <p>2<sup>nd</sup></p>  <p>3<sup>rd</sup></p> 	<p><b>Collaboration</b> Demonstrating ability to work effectively and respectfully with teammates during group activities</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Expressing own interpretation of the word <i>distance</i> in music</li> <li>• Describing interval and stating its function in music</li> <li>• Identifying the intervals between</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how intervals of notes can affect the sound of the music</li> <li>• Singing by pair or individually (singing the different intervals of notes on the scale)</li> <li>• Conducting a review discussion of previous day's lesson</li> <li>• Cooperative learning (having</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Identifying the intervals of notes on the scale by counting the lines and spaces from one note to the next</li> <li>• Studying given songs and analyzing the intervals of notes used in the musical piece</li> <li>• Identifying aurally and</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing the importance of obeying one's parents</li> <li>• Observing accuracy in following instructions and in doing tasks</li> <li>• Realizing that in life, there are also times one experiences favorable and not-so-favorable situations</li> </ul>	<ul style="list-style-type: none"> <li>• staff board with the different intervals</li> <li>• SSSSH 5 audio CD</li> <li>• piece of paper</li> </ul>



	 <p><b>MU5ME-IIc-5 MELC</b> Identify the notes in the C major scale</p>	<p>two notes by counting from one note to the next without skipping any line or space</p>	<p>one group sing the intervals using the so-fa syllables while another group is singing the number of intervals)</p>	<p>visually the intervals of notes played on the keyboard</p> <p><b>Summative</b> Writing about “What I learned about today” and “It is important because . . .”</p>		
<p><b>LESSON 4</b> <i>Pentatonic Scale</i></p>	<p><b>MU5ME-IIf-9</b> Read/Sing notes in different scales</p> <ul style="list-style-type: none"> <li>• Pentatonic scale</li> </ul>  <ul style="list-style-type: none"> <li>• C major scale</li> </ul> 	<p><b>Communication</b> Articulating ideas effectively during class discussion</p> <p><b>Critical Thinking</b> Analyzing how notes are arranged in the pentatonic scale</p> <p><b>Adaptability</b> Adapting or adjusting easily to different</p>	<ul style="list-style-type: none"> <li>• Focused class discussion (discussing how pentatonic scale is built)</li> <li>• Inquiry-guided instruction (asking questions and working together during class discussion)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Building the pentatonic scale on the staff</li> <li>• Naming and singing notes in the pentatonic scale</li> </ul> <p><b>Summative</b> 3-2-1 activity</p>	<p>Resourcefulness</p>	<ul style="list-style-type: none"> <li>• staff board with the illustration of pentatonic scale</li> <li>• keyboard or piano</li> <li>• colored balls in a box</li> <li>• SSSSH 5 audio CD</li> </ul>

	<ul style="list-style-type: none"> <li>• G major scale</li> </ul>  <p><b>MU5ME-IIf-9 MELC</b> Read notes in different scales: Pentatonic scale, C major scale, G major scale</p>	<p>situations regardless of the limited resources</p>				
<p><b>LESSON 5</b> <i>Major Scale</i></p>	<p><b>MU5ME-IIf-9</b> Read/Sing notes in different scales</p> <ul style="list-style-type: none"> <li>• Pentatonic scale</li> </ul>  <ul style="list-style-type: none"> <li>• C major scale</li> </ul>  <ul style="list-style-type: none"> <li>• G major scale</li> </ul>  <p><b>MU5ME-IIf-9 MELC</b> Read notes in different scales: Pentatonic scale, C major scale, G major scale</p>	<p><b>Critical Thinking and Creativity</b> Playing the scales on the keyboard or on the piano</p> <p><b>Creativity and Collaboration</b> Performing songs by groups</p> <p><b>Critical Thinking</b> Reciting the importance of learning the scale</p>	<ul style="list-style-type: none"> <li>• Conducting class discussion on the topics in the lesson</li> <li>• Having the students sing notes in different scales</li> <li>• Note reading (notating and reading notes in C major)</li> <li>• Demonstrating to the class how the scale is played</li> <li>• Conducting guided musical activities</li> <li>• Reviewing the scale by singing the notes in ascending and descending order</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Conducting written exercises</li> <li>• Playing the scale on the keyboard</li> <li>• Recitation</li> <li>• Naming and singing notes shown in flash cards</li> <li>• Sharing insights via a musical game</li> </ul> <p><b>Summative</b> Sharing insights on the lesson</p>	<p>Appreciating that life is like a melody that moves up and down</p>	<ul style="list-style-type: none"> <li>• staff board with the illustration of C major scale</li> <li>• keyboard or piano</li> <li>• flash cards with notes</li> <li>• ball</li> <li>• music player</li> </ul>

<p><b>LESSON 6</b> <i>Melodic Contour</i></p>	<p><b>MU5ME-IId-7</b> Identify the beginning melodic contour of a musical example</p>	<p><b>Critical Thinking and Creativity</b></p> <ul style="list-style-type: none"> <li>Analyzing the melodic contour of songs and identifying the melodic phrases that go up, down, or are repeated</li> <li>Singing the songs while moving hands to follow the melodic contours</li> <li>Describing the melodic contours that were used in the songs</li> <li>Creating a design using art materials based on the classical music heard</li> <li>Explaining own drawing in connection with the lesson learned</li> </ul>	<ul style="list-style-type: none"> <li>Motivation (discussing the lesson opener and text)</li> <li>Discussing the lesson's topics</li> <li>Teaching songs with melodic contours</li> <li>Conducting review discussion of previous day's lesson</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Writing down everything that one has learned about melodic contours</li> <li>Identifying melodic contour of given songs</li> <li>Completing statements about the lesson</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Sharing the story behind one's drawing in connection to the classical music listened to</li> <li>Essay on how to uphold harmony in one's family</li> <li>Essay on how to uphold harmony in one's school community</li> </ul>	<ul style="list-style-type: none"> <li>Valuing the importance of having plans for the future and an organized life</li> <li>Valuing how challenges in life make one a better person so one should not give up when faced with challenges</li> </ul>	<ul style="list-style-type: none"> <li>staff board</li> <li>music player</li> <li>art materials</li> <li>timer</li> <li>sheet of paper</li> </ul>
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## ART

<b>Unit 2: Creative Expression Through Painting</b>		<b>Time Frame: 13 days</b>	
<b>Content Standards</b>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>demonstrates understanding of lines, colors, space, and harmony through painting; and</li> <li>explains/illustrates landscapes of important historical places in the community (natural or man-made) using one-point perspective in landscape drawing, complementary colors, and the right proportion of parts.</li> </ul>	<b>Performance Standards</b>	<p>The student should be able to . . .</p> <ul style="list-style-type: none"> <li>sketch significant or important historical places in the community using one-point perspective drawing; and</li> <li>create painting natural or man-made places in the community using complementary colors.</li> </ul>
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li><i>How do you connect nature to painting?</i></li> <li><i>How would you describe the properties of color? How are these properties related with one another?</i></li> <li><i>How do the different types of paints create effects in painting?</i></li> <li><i>Why do artists create paintings in different art styles?</i></li> <li><i>How does aerial perspective enhance a flat painting?</i></li> <li><i>How do you get color harmony in your painting?</i></li> <li><i>How would you describe the harmonies of related color schemes and of contrasting color schemes?</i></li> <li><i>How do the colors in paintings affect you?</i></li> <li><i>How can colors affect the composition of your painting?</i></li> <li><i>What effect does painting with coffee mixture or using only one color give to the viewers?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li><i>Nature can make a connection to painting as the latter can be used in appreciating the beauty of the former and using it as an inspiration in one's artwork.</i></li> <li><i>The properties of color allow you to understand a particular color and determine its use in painting. The more you know about color properties, the better you can use colors in your painting or in any form of art.</i></li> <li><i>Different types of paints help enhance effects in painting such as giving an illusion of depth by shading.</i></li> <li><i>Artists show different expressions or moods in creating an artwork such as paintings; thus, some artists apply different art paints and methods or styles.</i></li> <li><i>Aerial perspective helps create an illusion of depth, distance, and space on a flat painting.</i></li> <li><i>Color harmony is the arrangement or combination of colors and other elements together; thus, creating a painting that is pleasing to the eye.</i></li> </ul>

			<ul style="list-style-type: none"> <li>• <i>The harmonies of related color schemes (monochromatic and analogous) are colors that are side by side on the color wheel. The harmonies of contrasting color schemes (complementary color, split-complementary color, and triadic color) are colors that lie opposite on the color wheel.</i></li> <li>• <i>Colors can have certain effects on people. A person may experience a particular mood when he/she sees a certain color while another color may affect him/her differently.</i></li> <li>• <i>Colors can affect the composition of a painting as they create harmony along the repetition of colors and unify the scene in the painting.</i></li> <li>• <i>Using a coffee mixture is a new idea in painting. Some viewers may find it simple, interesting, and happy; however, others may feel bored and sad with it.</i></li> </ul>
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\* **Essential Questions (EQs) and Enduring Understandings (EUs)** are set **per unit, per subject area in the TG**. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Nature in Painting</i>	<b>A5EL-IIa</b> Identify the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes,	<b>Curiosity</b> Realizing the importance of nature in one's life  <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Describing the properties of color as used on paintings shown</li> <li>• Analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation (having pupils share their opinion if they find painting an exciting activity)</li> <li>• Picture analysis (examining photographs of nature in paintings)</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Having a quiz about hue, intensity, and value</li> <li>• Conducting guided art activities and answering</li> </ul>	<ul style="list-style-type: none"> <li>• Showing inventiveness in using nature as inspiration in painting</li> <li>• Appreciating the beauty of nature</li> <li>• Being more loving and caring for nature</li> </ul>	<ul style="list-style-type: none"> <li>• example of a painting with nature as a theme used by an artist</li> <li>• different types of paint, brush, sponge, rug, piece of Oslo paper</li> <li>• photographs of nature in paintings</li> </ul>

	<p>Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)</p> <p><b>A5EL-IIa MELC</b> Explain the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)</p> <p><b>A5EL-IIb</b> Identify and describe the architectural or natural features of the places visited or seen on pictures</p> <p><b>A5EL-IIc</b> Realize that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente</p>	<p>photographs of nature in paintings</p> <ul style="list-style-type: none"> <li>• Answering questions during discussion of topics at hand</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Expressing one's ideas or thoughts through painting</li> <li>• With a partner, talking about the facade of Miag-ao Church by describing its architecture based on a given picture</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Taking the lead in helping teammates complete the task in the assigned art activities</li> <li>• Discussing and sharing with the rest of the class the output of the group</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Creating strokes on the canvas using the group's assigned brush type</li> <li>• Doing the different methods of painting</li> <li>• Participating in the writing (arranged</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting lecture and discussion</li> <li>• Cooperative learning (painting using different types of brushes, visual arts, and styles)</li> <li>• Demonstration (creating strokes on canvas using different types of brush and different methods of painting)</li> <li>• Having a review discussion on the different types of paint, methods of painting, visual arts, and styles</li> <li>• Displaying students' completed artworks on the bulletin board</li> </ul>	<p>questions about them</p> <p><b>Summative</b> Performance task (painting an outdoor scene)</p>	<ul style="list-style-type: none"> <li>• Preserving the beauty of nature by participating in school projects that promote proper care of natural surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• canvas and brushes</li> <li>• small amounts of paint for each group of students</li> <li>• manila paper</li> <li>• sheet of paper</li> <li>• materials for art activities</li> </ul>
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	<p>Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)</p> <p><b>A5EL-IIc MELC</b> Explain that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)</p> <p><b>A5PL-IIId</b> Appreciate the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others</p> <p><b>A5PL-IIe</b> Sketch and use complementary colors in painting a landscape</p>	<p>into bullet types) of the important and relevant information on the assigned visual art and style</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Experimenting with colors by mixing or blending them</li> <li>• Painting the landscape of Batanes using aerial perspective</li> <li>• Painting geometric shapes and patterns of nature on a clay jar</li> <li>• Painting the façade of the Miag-ao Church using the stylized art of cubism by drawing geometric shapes to form its structure</li> <li>• Drawing lines to create objects as background of the subject in painting</li> <li>• Using shading techniques to create foreground in painting</li> </ul>				
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	<p><b>A5PL-Ile</b> <b>MELC</b> Sketch using complementary colors in painting a landscape</p> <p><b>A5PR-IIif</b> Utilize skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape</p> <p><b>A5PR-IIif</b> <b>MELC</b> Demonstrate skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape</p>					
<p><b>LESSON 2</b> <i>Harmony in Painting</i></p>	<p><i>Define harmony</i></p> <p><b>A5PL-Ile</b> Sketch and use complementary colors in painting a landscape</p> <p><b>A5PL-Ile</b> <b>MELC</b> Sketch using complementary colors in painting a landscape</p> <p><b>A5PR-IIif</b> Utilize skills and knowledge about</p>	<p><b>Communication</b> Expressing answers to questions during discussion</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Choosing the best color combinations for own paintings</li> <li>• Practicing mixing colors using a palette knife on the palette board until being able to find the richest color schemes</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation (doing picture analysis of lesson opener image)</li> <li>• Defining <i>harmony</i></li> <li>• Conducting lecture and discussion</li> <li>• Demonstrating the different color schemes or combinations with the use of a color wheel; complementary, split-complementary, and triadic color</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Conducting guided art activities and answering questions about them</li> </ul> <p><b>Summative</b> Performance task (painting an abstract art)</p>	<ul style="list-style-type: none"> <li>• Relating the concept of harmony in painting to having a balanced and harmonious relationship with family members</li> <li>• Having a good relationship with friends</li> </ul>	<ul style="list-style-type: none"> <li>• color wheel chart</li> <li>• materials for art activities</li> <li>• a video featuring ways of painting the clouds using atmospheric perspective to give illusion of depth and distance on a landscape painting</li> <li>• example of an abstract painting</li> <li>• CD or music player and music</li> </ul>



	<p>foreground, middle ground, and background to emphasize depth in painting a landscape</p> <p><b>A5PR-IIIf MELC</b> Demonstrate skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape</p> <p><i>Choose and apply desired color scheme to achieve harmony in painting</i></p> <p><i>Create an abstract painting</i></p> <p><i>Achieve a sense of harmony in painting by creating patterns of lines, shapes, and colors</i></p>	<ul style="list-style-type: none"> <li>• Recreating the beauty of a sunset in an acrylic painting</li> <li>• Sketch objects on the middle ground of own painting</li> <li>• Creating cityscape painting using perspective</li> <li>• Completing the details and blending the colors when applied to paintings</li> <li>• Using own creative mind or imagination to come up with an abstract painting</li> </ul>	<p>schemes using a color wheel chart)</p> <ul style="list-style-type: none"> <li>• Conducting review discussion on the harmonies of related and contrasting color schemes</li> <li>• Recalling discussion of drawing a real landscape using linear perspective</li> <li>• Video watching (ways of painting the clouds using atmospheric perspective)</li> <li>• Exploration (allowing the learners to explore different colors by combining them together in achieving balanced and harmonious colors)</li> <li>• Displaying students' completed artworks on the bulletin board</li> </ul>			
<p><b>LESSON 3</b> <i>Creating Moods in Painting</i></p>	<p><b>A5EL-IIa</b> Identify the importance of natural and historical places in the community that have been designated as World</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Expressing thoughts or feelings while doing own paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation (asking questions about the students' displayed paintings on the</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Guided art activities and</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing knowledge of warm and cool colors to help one determine</li> </ul>	<p>materials for art activities</p>

	<p>Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)</p> <p><b>A5EL-IIa MELC</b> Explain the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)</p> <p><b>A5PL-IIe</b> Sketch and use complementary colors in painting a landscape</p> <p><b>A5PL-IIe MELC</b> Sketch using complementary colors in painting a landscape</p> <p><b>A5PR-IIg</b> Identify and discuss</p>	<ul style="list-style-type: none"> <li>• Sharing with the class how colors used in painting affect oneself</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Explaining what one thinks about the colors used in their immediate environment (walls, ceilings, doors, windows, chairs, and tables in the classroom)</li> <li>• Telling how the colors in the classroom affect one's mood, motivation, and interest in learning the lessons</li> <li>• Identifying other colors that can affect one's moods or emotions</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Expressing a mood in own paintings using complementary colors</li> <li>• Choosing the colors that convey the mood of the activity shown in own painting</li> </ul>	<p>bulletin board, on what they were imagining or feeling while doing the artworks; looking at paintings shown and having students share how the colors used affect them)</p> <ul style="list-style-type: none"> <li>• Conducting lecture and discussion</li> <li>• Displaying students' completed artworks on the bulletin board</li> <li>• Having a mini exhibit and gallery walk of students' paintings in performance tasks</li> </ul>	<p>answering questions about them</p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Explaining the important concepts from the unit and providing further explanations if needed</li> <li>• Sharing with the class own experiences on exploring a variety of textured materials in creating a collage printing plate for printmaking</li> <li>• Collecting designs from nature, human-made objects, and imagination for</li> </ul>	<p>how people use them in clothes, accessories, homes, offices, etc.</p> <ul style="list-style-type: none"> <li>• Realizing the importance of choosing pleasant colors in everyday living, including being pleasant with others to create a positive atmosphere</li> <li>• Building on a positive attitude toward the people in one's household, school, and community to establish healthier and happier relationships with them</li> <li>• Maintaining the landscapes in own environment clean and green</li> </ul>	
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	<p>details of the landscape significant to the history of the country</p> <p><b>A5PR-IIg MELC</b> Discuss details of the landscape significant to the history of the country</p> <p><i>Identify the warm and cool colors</i></p> <p><i>Explain the emotions evoked by certain colors used in a painting</i></p> <p><i>Create different moods by using the right colors in a painting</i></p> <p><i>Create a mood with complementary colors</i></p> <p><i>Create a mandala painting</i></p> <p><i>Paint a view of the Banaue Rice Terraces on green construction paper</i></p> <p><i>Paint a chamber of the Callao Cave using a mixture of black coffee and watercolor</i></p>	<ul style="list-style-type: none"> <li>• Expressing oneself through painting own colorful mandala</li> <li>• Painting one of the chambers in the magnificent Callao Cave using a coffee mixture and watercolor</li> </ul> <p><b>Work Ethics</b> Working independently and achieving positive moods while painting</p> <p><b>Social and Cultural Awareness</b> Promoting beautification and cleanliness of school grounds through paintings</p>		<p>impressive print creations</p> <ul style="list-style-type: none"> <li>• Answering given questions about the lessons in the unit</li> <li>• Performance task (creating a landscape painting of imagined new look of school grounds)</li> </ul>		
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## PHYSICAL EDUCATION

Unit 2: <i>Fitness Through Exercise</i>		Time Frame: 6 days	
<b>Content Standard</b>	The students demonstrate understanding through participation and assessment of physical activity and physical fitness.	<b>Performance Standards</b>	The students should be able to . . . <ul style="list-style-type: none"> <li>participate and assess performance in physical activities; and</li> <li>assess physical fitness.</li> </ul>
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>What is the benefit of the F.I.T.T. Principle when creating an exercise program?</li> <li>How would one know what type/s of exercise to participate in?</li> <li><i>Why is variety important in exercise?</i></li> <li><i>What should be considered when playing a game?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>The F.I.T.T. Principle can be used to structure an exercise program that will reap many benefits for one's physical well-being.</li> <li>The type/s of exercise one engages in would depend on his/her individual fitness goal.</li> <li><i>Exposure to different exercises expands one's options and opens new challenges.</i></li> <li>Games are activities that allow for tactics and strategies under an established and agreed-upon set of rules.</li> </ul>

\* Essential Questions (EQs) and Enduring Understandings (EUs) are set **per unit, per subject area in the TG**. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>The F.I.T.T. Principle</i>	<p><b>PE5PF-IIa-17</b> Explain the indicators for fitness</p> <p><b>PE5PF-IIb-h-18</b> <span style="background-color: #000080; color: white; padding: 2px;">MELC</span> Assess regularly participation in physical activities based on the</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Sharing own definition of <i>exercise</i></li> <li>Sharing with the class what one does as exercise and what one thinks its benefits are</li> </ul>	<ul style="list-style-type: none"> <li>Motivation (analyzing lesson opener image and having students answer related questions)</li> <li>Conducting lecture and</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group work (summarizing and reporting on the assigned fitness principle)</li> </ul>	Learning how to incorporate exercises in daily life	<ul style="list-style-type: none"> <li>cartolina</li> <li>eight labeled cones</li> <li>whistle</li> <li>timer</li> </ul>

	<p>Philippines physical activity pyramid</p> <p><b>PE5GS-IIb-h-3</b> <b>MELC</b> Observe safety precautions</p> <p><b>PE5PF-IIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIb-h-20</b> <b>MELC</b> Display joy of effort, respect for others and fair play during participation in physical activities</p> <p><i>Identify the benefits of engaging in a regular exercise routine</i></p> <p><i>Perform circuit training</i></p>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working with others on the summary or report on the group's assigned fitness principle</li> <li>Cooperating with other members of the group to finish required tasks</li> <li>Performing the different exercises in the circuit training activity with group mates</li> </ul> <p><b>Leadership</b> Reporting on the group activity output to the class</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Giving examples of exercises involving frequency, intensity, time, and type</li> <li>Identifying how each of the four fitness principles was applied in the circuit training activity</li> </ul> <p><b>Creativity</b> Coming up with ideas on how to incorporate physical exercises in daily activities, individually or together with family and friends</p>	<p>discussion, including providing additional information missed out in student discussions</p> <ul style="list-style-type: none"> <li>Collaborative learning (group reporting on assigned fitness principle)</li> <li>Having a review discussion of F.I.T.T. Principle</li> <li>Demonstration (doing exercises in the circuit training activity)</li> </ul>	<ul style="list-style-type: none"> <li>Having a quiz on the F.I.T.T. principle</li> <li>Circuit training with the exercises in unit 1 (doing arm stretching, rocking chair, box jumping, and planting rice)</li> </ul> <p><b>Summative</b> Sharing ways on how to incorporate exercises and physical activities in one's daily life</p>		
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<p><b>LESSON 2</b> <i>Exercise Types and Activities</i></p>	<p><b>PE5PF-IIb-h-18</b> <b>MELC</b> Assess regularly participation in physical activities based on the Philippines physical activity pyramid</p> <p><b>PE5GS-IIb-h-3</b> <b>MELC</b> Observe safety precautions</p> <p><b>PE5PF-IIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIb-h-20</b> <b>MELC</b> Display joy of effort, respect for others and fair play during participation in physical activities</p> <p><b>PE5PF-IIa-21</b> Explain health- and skill-related fitness components</p> <p><i>Differentiate one type of exercise from another</i></p> <p><i>Perform activities given for each type of exercise</i></p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Explaining why increasing the frequency, intensity, time, or types of exercises are important in maintaining physical fitness</li> <li>Comparing or differentiating one type of exercise from another</li> <li>Classifying physical exercises according to type</li> </ul> <p><b>Collaboration</b> Cooperating with other members of the group or with partner while doing the physical activities on the different types of exercise</p> <p><b>Persistence</b> Doing one's best in executing each activity</p>	<ul style="list-style-type: none"> <li>Motivation (reviewing/recalling the discussion on the F.I.T.T. Principle)</li> <li>Conducting lecture and discussion</li> <li>Demonstration (showing different types of exercises)</li> <li>Recalling discussion on the different types of exercises and corresponding examples</li> <li>Cooperative learning (performing different types of exercise by group or pair)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Classifying given exercises to their types</li> <li>Group work (doing guided physical activities on doing aerobic exercises)</li> <li>Pair work (doing guided physical activities on doing anaerobic and flexibility exercises)</li> </ul> <p><b>Summative</b> Sharing ways on how to mix aerobic, anaerobic, and flexibility exercises</p>	<p>Valuing the importance of having varying types of exercises in daily life</p>	<ul style="list-style-type: none"> <li>materials for aerobic exercises (16 cones, whistle)</li> <li>materials for anaerobic exercises (jump ropes, whistle, timer)</li> </ul>
<p><b>LESSON 3</b> <i>Invasion Games</i></p>	<p><b>PE5PF-IIb-h-18</b> <b>MELC</b> Assess regularly participation in physical activities based on the</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Identifying if a given game is an invasion game or not</li> </ul>	<ul style="list-style-type: none"> <li>Motivation (calling some volunteers who would share any experiences</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz (identifying if a</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>football</li> <li>whistle</li> <li>timer</li> <li>four cones</li> </ul>

	<p>Philippines physical activity pyramid</p> <p><b>PE5GS-IIb-1</b> Explain the nature/background of the games</p> <p><b>PE5GS-IIb-2</b> Describe the skills involved in the games</p> <p><b>PE5GS-IIb-h-3</b> <b>MELC</b> Observe safety precautions</p> <p><b>PE5GS-IIc-h-4</b> <b>MELC</b> Execute the different skills involved in the game</p> <p><b>PE5PF-IIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIb-h-20</b> <b>MELC</b> Display joy of effort, respect for others and fair play during participation in physical activities</p> <p><i>Define invasion games</i></p> <p><i>Play a type of invasion game</i></p>	<ul style="list-style-type: none"> <li>• Differentiating invasion games from target games</li> </ul> <p><b>Communication</b> Citing some examples of invasion games</p> <p><b>Collaboration</b> Cooperating with other members of the group to obtain best results in playing a game</p>	<p>about physical games they have played, and telling if most of these games were played against opponents)</p> <ul style="list-style-type: none"> <li>• Conducting lecture and discussion</li> <li>• Having a review discussion on invasion games previously discussed</li> <li>• Demonstration (showing moves in easy football game)</li> <li>• Cooperative learning (playing games with group mates)</li> <li>• Reviewing the big ideas discussed in all the lessons in the unit</li> </ul>	<p>game is an invasion game or not)</p> <ul style="list-style-type: none"> <li>• Group work (playing an invasion game with group mates)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Answering the given questions</li> <li>• Making a summary of own understanding of the lessons and sharing them with the class</li> <li>• Performance task (creating and writing down own five-day fitness plan, implementing the created plan, and writing down what one did specifically for each component of the F.I.T.T. Principle)</li> </ul>		<ul style="list-style-type: none"> <li>• scoreboard</li> <li>• markers</li> <li>• Website: "Invasion Sports" by admkids.com</li> <li>• Website: "Invasion Games" by thephysicaleducator.com</li> </ul>
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## HEALTH

<b>Unit 2: Growth and Development</b>		<b>Time Frame: 10 days</b>	
<b>Content Standards***</b>	The student demonstrates understanding of . . . <ul style="list-style-type: none"> <li><i>the different changes, health concerns, and management strategies during puberty; and</i></li> <li><i>the basic concepts regarding sex and gender.</i></li> </ul>	<b>Performance Standards***</b>	The student should be able to . . . <ul style="list-style-type: none"> <li><i>demonstrate health practices for self-care during puberty based on accurate and scientific information; and</i></li> <li><i>demonstrate respect for the decisions that people make with regard to gender identity and gender roles.</i></li> </ul>

\*\*\*DepEd CG has no content and performance standards for Health Q2. Thus, the italicized text indicated above are the ones noted in the TG.

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li><i>Why is puberty considered a period of rapid change?</i></li> <li><i>What is menstruation and why do females menstruate?</i></li> <li><i>How important is the menstrual cycle in females?</i></li> <li><i>What is circumcision and why is it important in males?</i></li> <li><i>Why do males experience nocturnal emission?</i></li> <li><i>How are myths and misconceptions significant to menstrual cycle? Do they affect the cycle?</i></li> <li><i>Why is taking care of oneself important during menstruation or circumcision?</i></li> <li><i>Why is good grooming important?</i></li> <li><i>Why do we need to be clean especially in the different parts of our body?</i></li> <li><i>What are the factors that influence/affect gender identity? Why are they important?</i></li> <li><i>Why do we need to know gender roles?</i></li> <li><i>How important are gender identity and roles to society?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li><i>The puberty years can bring in many changes in a person physically, emotionally, mentally, and socially.</i></li> <li><i>Menstruation is the monthly discharge or flow of blood. At the stage of adolescence, the uterus or the womb of a girl rapidly develops and menstruation starts.</i></li> <li><i>Menstruation is a normal function of the girls' reproductive system.</i></li> <li><i>Circumcision is the surgical removal of the foreskin or folds of the skin tissue that normally cover the head of the penis, or male organ.</i></li> <li><i>During puberty, males experience a natural occurrence and physical change called wet dreams or nocturnal emissions; sperms and other secretions are produced continuously by the reproductive organs and sometimes these are discharged naturally as wet dreams.</i></li> <li><i>There are very strange stories and beliefs about menstruation that are not true. Most of these came from the elderly and have been passed on from</i></li> </ul>
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# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

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		<p><i>one generation to another; such myths and misconceptions do not affect the menstrual cycle.</i></p> <ul style="list-style-type: none"> <li>• <i>Practicing habits of cleanliness is important as part of self-care during menstruation or circumcision.</i></li> <li>• <i>Good grooming means always looking fresh, clean, and neat; one of its importance is that it would give other people the impression that you are respectable and pleasant to talk to.</i></li> <li>• <i>Personal cleanliness is part of good grooming; as you grow older, you are expected to keep your body and the things you use clean.</i></li> <li>• <i>Gender identity, influenced by biological and social factors, is an aspect of sexuality that is about how you feel and express your gender and gender roles—clothing, behavior, and personal appearance.</i></li> <li>• <i>The gender roles and modelling seen or grown into by the children within their environment can affect everything from their career choices to their relationships with others.</i></li> <li>• <i>Gender identity is your internal sense of whether you are a male or a female; competition for economic and social power can also influence one's gender identity. On gender roles, while learning a language, children learn to separate masculine and feminine characteristics and unconsciously adjust their own behavior to these predetermined roles.</i></li> </ul>
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\* **Essential Questions (EQs) and Enduring Understandings (EUs)** are set *per unit, per subject area in the TG*. Adjustments were made to incorporate those in the table above. *Italicized texts are additional entries.*

Content	K to 12 Learning Competencies (MELCs included)**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Physical Changes During Puberty</i></p>	<p><b>H5GD-lab-1</b> Describe the physical, emotional and social changes during puberty</p> <p><b>H5GD-lab-2</b> Accept changes as a normal part of growth and development</p> <p><b>MELC</b> <b>H5GD-lab-1, H5GD-lab-2</b> Recognize the changes during puberty as a normal part of growth and development - Physical Change - Emotional Change - Social Change</p> <p><i>Name one advantage of going through puberty and one responsibility that goes along with being an adult</i></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Expressing thoughts, feelings, and emotions freely without hesitation</li> <li>Writing an essay on the concept of “A healthy person is physically, mentally, emotionally, and socially fit. What have you been feeling lately?”</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Describing males and females in pictures shown</li> <li>Answering questions during discussions</li> </ul> <p><b>Collaboration and Critical Thinking</b> Identifying changes one undergoes as a boy or girl, and the common changes for both gender</p> <p><b>Leadership</b> Taking on the task of presenting and discussing the</p>	<ul style="list-style-type: none"> <li>Pre-lesson activity (doing an orientation on the performance task to be done at the end of the unit)</li> <li>Motivation (discussing unit opener image and questions)</li> <li>Picture analysis (describing the male and female shown in the lesson opener pictures; answering questions about the images on stages of growth of humans)</li> <li>Conducting lecture and discussion</li> <li>Reviewing or recalling previous day’s lesson on physical changes during puberty</li> <li>Collaborative learning (doing group activities on physical changes during puberty)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz (identifying physical changes for boys and girls during puberty)</li> <li>Group work (brainstorming on the different changes that boys and girls undergo during puberty, writing down the changes that one undergoes as adolescents and sticking the paper near the body part where these changes take place)</li> <li>Writing (thoughts on advantage of going through puberty and new responsibility as one enters adulthood)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Essay on advantage and</li> </ul>	<ul style="list-style-type: none"> <li>Valuing the importance of care for one’s body and the changes that go with it at certain stages</li> <li>Valuing the importance of knowing how one feels physically, mentally, emotionally, and socially</li> </ul>	<ul style="list-style-type: none"> <li>enlarged pictures of a boy and a girl on cartolina</li> <li>pictures of the different stages of growth of humans, from birth to a grown man or woman</li> <li>pictures and other visual examples showing physical changes in boys and girls</li> <li>cartolina with table of comparison of changes in boys and girls</li> <li>outline of a boy’s body and a girl’s body</li> <li>pieces of paper</li> <li>tape</li> </ul>

		group's activity outputs in class		responsibility of undergoing puberty		
<p><b>LESSON 2</b> <i>Puberty-Related Health Myths and Misconceptions</i></p>	<p><b>H5GD-lcd-3</b> Describe common misconceptions related on puberty</p> <p><b>H5GD-lcd-4</b> Assess the issues in terms of scientific basis and probable effects on health</p> <p><b>MELC</b> <b>H5GD-lcd-3,</b> <b>H5GD-lcd-4</b> Assess common misconceptions related to puberty in terms of scientific basis and probable effects on health</p> <p><i>Define menstruation and circumcision</i></p> <p><i>Differentiate the changes in puberty in boys and girls</i></p> <p><i>Enumerate ways on how to care for the body during menstruation and after circumcision</i></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Articulating thoughts, feelings, and emotions freely without hesitation</li> <li>• Expressing answer to questions during discussions</li> </ul> <p><b>Collaboration</b> Summarizing the concepts on the group's assigned topic</p> <p><b>Leadership</b> Taking on the task of presenting and discussing the group's activity outputs in class</p> <p><b>Critical Thinking and Communication</b></p> <ul style="list-style-type: none"> <li>• Researching on the different myths and misconceptions about puberty-related issues from other countries in Asia</li> <li>• Sharing the researched</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting review discussion of the lesson on changes during puberty</li> <li>• Motivation (discussing the lesson opener image and the given question about it)</li> <li>• Conducting lecture and discussion</li> <li>• Collaborative learning (doing group activity on summarizing concepts)</li> <li>• Reviewing the previous lessons' reports and answers on myths and misconceptions about puberty</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Group work (summarizing on a piece of manila paper the discussion concepts on the assigned topic)</li> <li>• Researching (on myths and misconceptions about puberty-related issues from other Asian countries)</li> <li>• Seat works (identifying terms described, identifying changes during puberty)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Essay on signs of puberty one has been experiencing already</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing the importance of care for one's body</li> <li>• Valuing the importance of adolescent life and the changes that go with it</li> </ul>	pieces of manila paper

		<p>information with the class</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Identifying the terms being described</li> <li>Identifying the changes to boys and girls during puberty</li> </ul>				
<p><b>LESSON 3</b> <i>Puberty-Related and Self-Care and Management of Health Issues and Concerns</i></p>	<p><b>H5GD-lef-5 MELC</b> Describe the common health issues and concerns during puberty</p> <p><b>H5GD-lef-6 MELC</b> Accept that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them</p> <p><b>H5GD-Igh-8 MELC</b> Discuss the negative health impact and ways of preventing major issues such as early and unwanted pregnancy</p> <p><i>Explain the causes of unwanted pregnancy</i></p> <p><i>Identify ways on how to handle menstruation-related concerns</i></p> <p><b>H5GD-li-9 MELC</b></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Articulating thoughts, feelings, and emotions freely without hesitation</li> <li>Sharing with the class one's own experiences in good grooming, and its effects on oneself and the people encountered every day</li> </ul> <p><b>Collaboration</b> Summarizing the concepts on the group's assigned topic</p> <p><b>Leadership</b> Taking on the task of presenting and discussing the group's activity outputs in class</p>	<ul style="list-style-type: none"> <li>Motivation (discussing the lesson opener image and text)</li> <li>Conducting review discussion of the previous day's lesson</li> <li>Conducting lecture and discussions</li> <li>Collaborative learning (doing group activity on summarizing concepts)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group work (summarizing on a piece of manila paper the discussion concepts on the assigned topic)</li> <li>Seatwork (answering questions about the topics discussed)</li> </ul> <p><b>Summative</b> Answering questions about changes during puberty and good grooming habits with essays</p>	<p>Appreciating the importance of good grooming for oneself, and for outward impression</p>	<p>pieces of Manila paper</p>

	<p>Demonstrate ways to manage puberty-related health issues and concerns</p> <p><i>Identify ways on how to practice personal cleanliness</i></p> <p><b>H5GD-li-10</b> <b>MELC</b> Practice proper self-care procedures</p> <p><b>H5GD-li-11</b> <b>MELC</b> Discuss the importance of seeking the advice of professionals or trusted and reliable adults in managing puberty-related health issues and concerns</p> <p><i>Discuss sexual harassment</i></p>					
<p><b>LESSON 4</b> <i>Sex and Gender</i></p>	<p><b>H5GD-lj-12</b> <b>MELC</b> Differentiate sex from gender</p> <p><b>H5GD-lj-13</b> <b>MELC</b> Identify factors that influence gender identity and gender roles</p> <p><b>H5GD-lj-14</b> <b>MELC</b> Discuss how family, media, religion, school, and society in general reinforce gender roles</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Articulating thoughts, feelings, and emotions freely without hesitation</li> <li>• Sharing with the class if he or she has applied good grooming tips on oneself</li> <li>• Telling the class about own emotional or mental issues as one goes</li> </ul>	<ul style="list-style-type: none"> <li>• Review discussion on the previous lesson on good grooming</li> <li>• Motivation (discussion on lesson opener image and text)</li> <li>• Lecture and discussion</li> <li>• Collaborative learning (summarizing concepts of gender lifeline and</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Group work (summarizing on a piece of manila paper the discussion concepts on the assigned topic, creating a gender lifeline, gender role activity)</li> </ul>	<p>Awareness of own preferences in life in relation to gender roles and other topics discussed</p>	<ul style="list-style-type: none"> <li>• pieces of manila paper</li> <li>• strips of paper</li> <li>• cartolina</li> </ul>

	<p><b>H5GD-Ij-15 MELC</b> Give examples of how male and female gender roles are changing</p> <p><i>Create a gender lifeline</i></p>	<p>through puberty stage</p> <ul style="list-style-type: none"> <li>• Sharing any information on famous people who are known to advocate gender equality and gender identity respect, both in the Philippines and abroad</li> </ul> <p><b>Collaboration and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Summarizing the concepts on the group's assigned topic</li> <li>• Creating a gender lifeline of memorable events related to own gender</li> <li>• Answering questions on gender roles and reporting group's outputs in class</li> </ul> <p><b>Leadership</b> Taking on the task of presenting and discussing the group's activity outputs in class</p> <p><b>Critical Thinking and Social Awareness</b></p>	<p>gender role activity)</p> <ul style="list-style-type: none"> <li>• Brief review of the previous lesson on gender and gender identity</li> <li>• Review of the important concepts discussed in the unit's lessons</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Answering questions on all the unit's lessons about gender roles and preferences in life</li> <li>• Performance task (writing an advice column about puberty)</li> </ul>		
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# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

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		Identifying the significant contributions of personalities who advocate gender equality and gender identity respect to the growing number of issues of the LGBT communities in the country and in the world				
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## 3rd Quarter

### MUSIC

<b>Unit 3: Form and Timbre</b>		<b>Time Frame: 10 days</b>	
<b>Content Standards</b>	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> <li>• the uses and meaning of musical terms in Form; and</li> <li>• variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music.</li> </ul>	<b>Performance Standard</b>	The pupil participates in a group performance to demonstrate different vocal and instrumental sounds.
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• How is music formed?</li> <li>• How important is the planning in creating a song?</li> <li>• <i>How essential is the human voice to one's life?</i></li> <li>• Why do you need to take care of your voice?</li> <li>• <i>How important are the musical instruments in music?</i></li> <li>• <i>How are bands formed? How significant are they in festivities?</i></li> <li>• <i>Why is there a need to promote and study about the Philippine indigenous music?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• Music is like an art piece that needs careful planning from its creators before they come up with a beautiful musical form.</li> <li>• <i>In life, one needs to carefully plan things ahead to get better results just as how the form of a musical composition is planned.</i></li> <li>• God created men and women with unique voices. Taking good care of one's voice is needed to be able to convey the message effectively.</li> <li>• Music becomes pleasing to hear because of the different combinations of tone colors of sounds from various instruments.</li> <li>• <i>Bands with their diversified musical instruments make music fun and interesting and add to the festivity of any celebration.</i></li> <li>• <i>The Philippine traditional music is rich, but some seem to neglect it. One needs to be mindful to help in promoting the works and music of the indigenous people.</i></li> </ul>

\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*



# CURRICULUM MAP

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Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Structure of Musical Sound</i></p>	<p><b>MELC</b> <b>MU5FO-IIIa-1</b> Recognize the design or structure of simple musical forms: 1. unitary (one section) 2. strophic (same tune with 2 or more sections and 2 or more verses)</p> <p><i>Define musical form, musical phrase, unitary form, and strophic form</i></p> <p><i>Identify the similarities and differences between the unitary and strophic form</i></p> <p><i>Explain why a song has a musical structure</i></p>	<p><b>Initiative and Self-direction</b></p> <ul style="list-style-type: none"> <li>• Setting a well-organized schedule to help one achieve more things with greater efficiency</li> <li>• Realizing the need and ways to improve oneself to become more organized</li> </ul> <p><b>Critical Thinking and Communication</b></p> <ul style="list-style-type: none"> <li>• Discovering the difference between the unitary and strophic forms</li> <li>• Analyzing and comparing the structure of songs</li> <li>• Explaining the connection of (teacher's) drawings with musical forms and how these can help in learning a song</li> </ul>	<ul style="list-style-type: none"> <li>• Motivational activities (having the students visualize the meaning of <i>structure</i> by giving examples, analysis of lesson opener photo and text)</li> <li>• Lecture and discussion (discussing unitary and strophic forms)</li> <li>• Drawing figures to show the structure of songs in unitary and strophic forms</li> <li>• Singing of songs</li> <li>• Reviewing of concepts previously discussed</li> <li>• Conducting group activity</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Singing the sample songs and identifying the form of each song</li> <li>• Using symbols or letters to show the form of the song</li> <li>• Identifying and explaining whether the form of a song is unitary or strophic</li> <li>• Classifying songs according to their musical form</li> <li>• Differentiating unitary and strophic forms and explaining which is easier to perform</li> </ul> <p><b>Summative</b> Mini Transfer Task (creatively interpreting songs with unitary and strophic forms)</p>	<ul style="list-style-type: none"> <li>• Valuing the importance of being organized</li> <li>• Appreciating the benefits of being an organized person</li> </ul>	<p>art materials (for drawing figures to show the structure of songs in unitary and strophic forms)</p>

# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

		<ul style="list-style-type: none"> <li>Defining unitary and strophic forms based on given examples and differentiating one from another</li> </ul> <p><b>Collaboration and Creativity</b> Interpreting songs with unitary and strophic forms to show the difference between two musical structures</p>				
<p><b>LESSON 2</b> <i>Human Voices</i></p>	<p><b>MU5TB-IIIe-1</b> Describe the characteristics of each type of voice</p> <p><b>MU5TB-IIIe-2</b> Identify the following vocal timbres: 1. soprano 2. alto 3. tenor 4. bass</p> <p><b>MELC</b></p> <p><b>MU5TB-IIIe-2</b> Describe the following vocal timbres: 1. soprano 2. alto 3. tenor 4. bass</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Sharing answers to questions in the discussion</li> <li>Sharing one's reactions to a video/audio recording</li> </ul> <p><b>Critical Thinking</b> Analyzing groupings of famous singers and describing how they are classified</p> <p><b>Initiative, Leadership, and Adaptability</b> Taking care of one's voice and using it to comfort, uplift, and encourage other people</p>	<ul style="list-style-type: none"> <li>Motivational activity (having the students name their favorite singers)</li> <li>Guessing game (having the students identify the singer and title of the song to be played)</li> <li>Conducting lecture and discussion on the types of human voices, definition of timbre, and definition of voice range</li> <li>Demonstrating and playing the scale of a particular voice</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Analyzing grouping of famous singers and describing how they are classified</li> <li>Identifying the kind of voice being described and connecting it to the correct singer</li> <li>Classifying singers according to voice type</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Doing the 3-2-1 activity</li> <li>Listing down the uses of human voice and explaining the</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the quality of one's voice</li> <li>Using one's voice properly in conveying messages</li> <li>Appreciating the harmonious blending created from combining varied voice types</li> <li>Valuing the different uses of the human voice</li> </ul>	<ul style="list-style-type: none"> <li>flash cards with names of singers</li> <li>recordings of famous singers with different voice classifications</li> <li>music player</li> <li>video or recording of a choir singing in four voices</li> <li>piano</li> <li>recordings of hits songs of famous singers</li> </ul>

# CURRICULUM MAP

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			<ul style="list-style-type: none"> <li>range on the piano</li> <li>• Video viewing/audio listening of a four-voice choir singing</li> <li>• Reviewing of concepts previously discussed (may be done through a game)</li> <li>• Giving instructions on doing advance reading of the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>need to take care of one's voice</li> </ul>		
<p><b>LESSON 3</b> <i>Rondalla</i></p>	<p><i>Discuss the historical background of the rondalla in the Philippines</i></p> <p><b>MELC</b> <b>MU5TB-III-f-3</b> Identify aurally and visually different instruments in:</p> <ol style="list-style-type: none"> <li><b>rondalla</b></li> <li>drum and lyre band</li> <li>bamboo group/ensemble (<i>Pangkat Kawayan</i>)</li> <li>other local indigenous ensembles</li> </ol> <p><i>Describe the characteristics of each rondalla instrument</i></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sharing with the class the reason/s why one likes playing with stringed instruments</li> <li>• Expressing opinions on whether or not rondalla can help promote Philippine music</li> <li>• Choosing an instrument and explaining the reason for liking to learn how to play that instrument</li> </ul> <p><b>Social and Cultural Awareness</b></p>	<ul style="list-style-type: none"> <li>• Motivational activity (having the students share experiences on playing a guitar or other stringed instruments)</li> <li>• Picture and text analysis (analyzing lesson opener photo and introduction)</li> <li>• Class discussion (discussing the historical background of rondalla)</li> <li>• Conducting graded recitation</li> <li>• Video viewing activity (having</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Identifying the different rondalla instruments</li> <li>• Listening to a recording and identifying or guessing the kind of rondalla instrument</li> <li>• Drawing each rondalla instrument</li> <li>• Giving the description of each rondalla instrument</li> <li>• Matching the description to the rondalla instrument</li> <li>• Giving concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of the beauty of rondalla music</li> <li>• Make other people happy like rondalla that brings joy to people</li> </ul>	<ul style="list-style-type: none"> <li>• real rondalla instruments or pictures of these</li> <li>• slips of paper</li> <li>• box</li> <li>• music player sound clips of each rondalla instrument</li> <li>• YouTube video: "MUNDO – IV of Spades Rondalla Cover" by Mhar Gajo</li> </ul>

# CURRICULUM MAP

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		<ul style="list-style-type: none"> <li>Promoting and spreading awareness of the beauty of rondalla music</li> </ul>	<p>the students watch a local rondalla playing a Philippine song and identify and characterize the instruments played in the ensemble)</p> <ul style="list-style-type: none"> <li>Listening activity (playing sound clips of and having the students guess the correct rondalla instrument)</li> <li>Closing activity (preparing a box with questions in slips of paper for students to pick and answer)</li> <li>Reviewing of concepts discussed</li> </ul>	<p>examples of the ways of promoting Philippine rondalla</p> <p><b>Summative</b> Doing the 3-2-1 activity</p>		
<p><b>LESSON 4</b> <i>The Band</i></p>	<p><b>MELC</b> <b>MU5TB-III-f-3</b> Identify aurally and visually different instruments in: 1. rondalla <b>2. drum and lyre band</b> 3. bamboo group/ ensemble (pangkat kawayan) 4. other local</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Answering questions in the discussion</li> <li>Writing notes describing what one learned from peers during class discussions</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working with a</li> </ul>	<ul style="list-style-type: none"> <li>Brief recall of discussion (on rondalla)</li> <li>Stimulating students' interest by having them talk about bands playing during parades</li> <li>Video viewing activity (having the students watch a</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Naming the different band instruments as shown in the pictures</li> <li>Describing in one sentence each of the band instruments</li> <li>Completing a word puzzle on band</li> </ul>	<ul style="list-style-type: none"> <li>Respect for the beliefs and values of other people</li> <li>Being an instrument of peace, love, and harmony to people</li> </ul>	<ul style="list-style-type: none"> <li>sound clips of each band instrument</li> <li>music player</li> <li>classification chart of band instruments</li> <li>recorded sounds of musical instruments</li> <li>YouTube video: "2018 Dasma</li> </ul>

# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

	<p>indigenous ensembles</p> <p><i>Classify band instruments according to their family (brasswind, woodwind, and percussion)</i></p> <p><i>Describe the characteristics of each band instrument</i></p>	<p>group to read the assigned text and answering questions about their report</p> <ul style="list-style-type: none"> <li>Working with a group to play “Hangman” type of game about band instruments</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Comparing the sounds of drum and lyre corps and modern rock bands</li> <li>Classifying band instruments according to family</li> </ul> <p><b>Adaptability</b></p> <p>Learning to relate with people with respect and courtesy</p>	<p>video of a town fiesta band parade and compare the band with other types of modern bands)</p> <ul style="list-style-type: none"> <li>Class discussion (on band instruments)</li> <li>Collaborative learning activities</li> <li>Listening activities (having the students listen to the sound clips of the different band instruments and identify each; having the students listen to recorded musical instruments and identify and classify each instrument)</li> <li>Question and Answer strategy</li> <li>Review of concepts discussed in previous meeting</li> <li>Group game: Word puzzle completion</li> </ul>	<p>instruments</p> <ul style="list-style-type: none"> <li>Telling whether or not the classification of the given band instruments is correct</li> <li>Identifying the different band instruments based on sound clips</li> <li>Listening to recorded sounds of musical instruments, identifying each instrument, and classifying it according to family</li> </ul> <p><b>Summative</b></p> <p>Writing notes to peers to describe one’s learnings from them during class discussions</p>		<p>Town Fiesta Band Parade</p> <p>Dasmarina Cavite, Grand Band Festival 2018, Dasma Cavite” by Freezing J.</p>
<p><b>LESSON 5</b></p> <p><i>Philippine Indigenous Music</i></p>	<p><b>MELC</b></p> <p><b>MU5TB-III-f-3</b></p> <p>Identify aurally and</p>	<p><b>Creativity</b></p> <p>Demonstrating originality and</p>	<ul style="list-style-type: none"> <li>Motivational activities (talking about the meaning</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Short quiz (on indigenous</li> </ul>	<ul style="list-style-type: none"> <li>Showing appreciation for Philippine</li> </ul>	<p>YouTube video: “WINDOW: KALINGA’S</p>

# CURRICULUM MAP

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	<p>visually different instruments in:</p> <ol style="list-style-type: none"> <li>1. rondalla</li> <li>2. drum and lyre band</li> <li>3. bamboo group/ensemble (Pangkat Kawayan)</li> </ol> <p><b>4. other local indigenous ensembles</b></p> <p><b>MU5TB-IIIe-2</b> Identify the following vocal timbres:</p> <ol style="list-style-type: none"> <li>1. soprano</li> <li>2. alto</li> <li>3. tenor</li> <li>4. bass</li> </ol> <p><b>MELC</b></p> <p><b>MU5TB-IIIe-2</b> Describe the following vocal timbres:</p> <ol style="list-style-type: none"> <li>1. soprano</li> <li>2. alto</li> <li>3. tenor</li> <li>4. bass</li> </ol> <p><b>MU5TB-IIIg-4</b> Participate actively in musical ensemble</p> <ol style="list-style-type: none"> <li>1. choral</li> <li>2. instrumental</li> </ol> <p><i>Discuss the importance of</i></p>	<p>inventiveness in presenting the assigned performance task</p> <p><b>Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Respecting cultural differences and recognizing the works and music of Philippine indigenous people</li> <li>• Showing a sense of nationalism by learning about and appreciating the traditional Philippine music</li> </ul>	<p>of indigenous (or ethnic) and indigenous music, analysis of lesson opener photo)</p> <ul style="list-style-type: none"> <li>• Conducting lecture and discussion on Kalinga and Maguindanao's music and indigenous instruments</li> <li>• Collaborative learning</li> <li>• Question and Answer strategy</li> <li>• Video viewing activity (having the students watch a video about the Kalinga's indigenous instrument and tell their opinions about them)</li> <li>• Facilitating a review through a guessing game</li> </ul>	<p>instruments from Kalinga)</p> <ul style="list-style-type: none"> <li>• Naming indigenous instruments and writing short descriptions about them</li> <li>• Identifying the instrument based on the given description</li> <li>• Classifying the instruments by drawing them under the correct heading</li> <li>• Comparing instruments from the North and the South</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Doing the 3-2-1 activity</li> <li>• Answering of essential questions</li> </ul>	<p>indigenous music</p> <ul style="list-style-type: none"> <li>• Valuing the efforts of the indigenous people in making unique and creative musical instruments and their contribution to national heritage</li> </ul>	<p>MUSICAL INSTRUMENTS   Living Asia Channel" by LIVING ASIA CHANNEL</p>
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	<i>learning Philippine traditional music</i>					
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**\*\*Italicized text under K to 12 Learning Competencies column are add-on ones. Boldfaced text signify the part of the learning competencies discussed in the lessons.**

## ART

<b>Unit 3: Impressive Creation Through Printmaking</b>		<b>Time Frame: 12 days</b>	
<b>Content Standard</b>	The learner demonstrates understanding of new printmaking techniques with the use of lines texture through Philippine stories and myths.	<b>Performance Standard</b>	The learner creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• <i>How does printmaking differ from drawing and painting?</i></li> <li>• How are prints created from monotype printing?</li> <li>• Why do you think it is more difficult to create prints through woodcut relief printing than linocut printing?</li> <li>• <i>How do you get creative prints using found objects?</i></li> <li>• How are found objects arranged to create a collagraph print?</li> <li>• How are multiple prints on fabrics or other surfaces produced?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• Printmaking is a way of making several pieces of art by using a printing plate, ink, and paper for the copies instead of a single drawing or painting.</li> <li>• <i>A monotype is a one-of-a-kind, hand-pulled print from the master plate that is created as an original experimental form and not as a reproduction.</i></li> <li>• <i>Woodcut relief printing is a more difficult process than linocut printing because the former involves carving out images on a hard block of wood while the latter, on soft quality of linoleum.</i></li> <li>• <i>With enthusiasm and imagination, one can create artistic prints by using found objects of shapes and textures and applying variations of color ink in printmaking.</i></li> <li>• <i>Collagraph is a basic technique of printmaking that uses cardboard, plastic or wood base with various found objects arranged and glued creatively on it.</i></li> </ul>

# CURRICULUM MAP

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		<ul style="list-style-type: none"> <li>• <i>One can use a stencil, a template made from thin durable sheet, to produce several copies of the print on fabrics or other surfaces.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Printmaking Using Natural Patterns</i>	<i>Identify materials and tools used in printmaking</i>  <i>Describe the different methods or techniques of printmaking</i>  <b>A5EL-IIIa</b> Discuss the richness of Philippine myths and legends (Maria Makiling, Bernardo Carpio, dwende, capre, sirena, Darna, diwata Dalagang Magayon, etc.) from the local community and other parts of the country  <b>A5EL-IIIb</b> Explore new printmaking technique using a sheet of thin rubber	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Pointing out the similarities and differences between printmaking and drawing and painting</li> <li>• Describing how the ancestors used printmaking as a form of communication</li> </ul> <b>Creativity</b> Exploring different materials and printmaking techniques by carving out various lines and shapes on linoleum, wood, or other found objects	<ul style="list-style-type: none"> <li>• Exploration (having the students examine a tarpaulin to introduce the process of <i>printmaking</i>)</li> <li>• Picture analysis (analyzing lesson opener photos)</li> <li>• Conducting lecture and discussion on various printmaking techniques</li> <li>• Reviewing of previous meeting's lesson</li> <li>• Conducting a photo or video presentation of different methods of printmaking</li> <li>• Doing guided art activities</li> <li>• Presenting of</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Creating relief printing using a block of wood on paper</li> <li>• Making a simple monotype print using natural patterns</li> <li>• Answering questions about each activity done</li> </ul> <b>Summative</b> Performance Task (creating a Philippine mythological creature using linocut relief printing)	<ul style="list-style-type: none"> <li>• Observing diligence and patience in creating prints of Philippine mythological creatures</li> <li>• Enhancing creativity and resourcefulness in creating impressive prints</li> <li>• Showing passion and love for art with nature, myths, and legends</li> <li>• Paying attention to and focusing on following correctly the steps involved in each printmaking technique</li> <li>• Observing safety in using carving tools for printing</li> </ul>	<ul style="list-style-type: none"> <li>• tarpaulin</li> <li>• pictures of different printmaking techniques</li> <li>• art materials for activities</li> <li>• video clip showing how to do linocut relief printing</li> <li>• photos or video of the process of monotype printing</li> </ul>



# CURRICULUM MAP

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	<p>(used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures</p> <p><b>MELC</b>  <b>A5EL-IIIa</b>      Discuss new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures</p> <p><b>MELC</b>  <b>A5PL-III d</b>      Show skills in creating a linoleum, rubber, or wood cut print with the proper use of carving tools</p> <p><b>MELC</b>  <b>A5PR-IIIe</b>      Create variations of the same print by using different colors of ink in printing the master plate</p>	<p><b>Curiosity and Persistence</b>      Demonstrating interest to learn more about methods of printmaking and showing determination to complete the given tasks</p> <p><b>Cultural Literacy</b>      Familiarizing oneself with Philippine mythical creatures from local myths and legends</p>	<p>students' works in class</p>		<p>designs</p>	
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# CURRICULUM MAP

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	<p><b>MELC</b> <b>A5PR-III f</b> Follow the step-by-step process of creating a print: 1. sketching the areas to be carved out and areas that will remain; 2. carving the image on the rubber or wood using sharp cutting tools; 3. preliminary rubbing; 4. final inking of the plate with printing ink; 5. placing paper over the plate, rubbing the back of the paper; 6. impressing the print; and 7. repeating the process to get several editions of the print</p> <p><b>A5PR-III h-1</b> Utilize contrast in a carved or textured area in an artwork</p> <p><b>MELC</b> <b>A5PR-III h-1</b> Demonstrate contrast</p>					
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	<p>in a carved or textured area in an artwork</p> <p><b>MELC</b>  <b>A5PR-IIIh-2</b>          Produce several editions of the same print that are well-inked and evenly printed</p> <p><b>MELC</b>  <b>A5PR-IIIh-3</b>          Participate in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)</p>					
<p><b>LESSON 2</b>  <i>Printmaking Using Found Objects</i></p>	<p><i>Describe what a rubber stamp is and how it is used to create more prints</i></p> <p><i>Identify found objects or recyclable materials that can be used to make unique prints</i></p> <p><i>Distinguish found objects that have more lines, shapes, and textures</i></p>	<p><b>Communication</b>          Describing and explaining one's artwork in class</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Recognizing found objects at home or in school with unique shapes, patterns, and texture</li> <li>Creating impressive prints using recyclable materials</li> </ul>	<ul style="list-style-type: none"> <li>Motivational activity (showing samples of found art and having the students identify the materials they are made of)</li> <li>Picture analysis (analyzing lesson opener photo)</li> <li>Guided discovery (naming different objects that can be used for creating unique prints)</li> <li>Conducting lecture and discussion on relief printing using</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Creating a relief print of a mythical creature using corrugated cardboard</li> <li>Making a sponge stamp for seashell print</li> <li>Answering questions about each activity done</li> </ul> <p><b>Summative</b>          Performance Task (creating an</p>	<ul style="list-style-type: none"> <li>Showing love and care for the environment by reusing found objects in printmaking</li> <li>Observing diligence and patience in doing art activities</li> <li>Showing appreciation for the importance of recyclable materials in creating impressive prints</li> </ul>	<ul style="list-style-type: none"> <li>samples of found art (e.g., any projects that were made from recyclable materials)</li> <li>video of relief printing using rubber stamp</li> <li>art materials for activities</li> </ul>

# CURRICULUM MAP

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	<p><i>Create artistic and impressive prints using found objects</i></p> <p><b>MELC A5PR-IIIe</b> Create variations of the same print by using different colors of ink in printing the master plate</p> <p><b>MELC A5PR-III f</b> Follow the step-by-step process of creating a print:</p> <ol style="list-style-type: none"> <li>1. sketching the areas to be carved out and areas that will remain;</li> <li>2. carving the image on the rubber or wood using sharp cutting tools;</li> <li>3. preliminary rubbing;</li> <li>4. final inking of the plate with printing ink;</li> <li>5. placing paper over the plate, rubbing the back of the paper;</li> <li>6. impressing the print; and</li> <li>7. repeating the process to get several editions of the print</li> </ol>	<p><b>Work Ethics</b> Being able to perform assigned tasks with minimal supervision and within the given time frame</p> <p><b>Civic Literacy</b> Helping to protect the environment by reducing trash and using recyclables for school projects</p>	<p>found objects</p> <ul style="list-style-type: none"> <li>• Showing a video that demonstrates relief printing</li> <li>• Conducting guided art activities</li> <li>• Having the students present and describe their work in class</li> </ul>	<p>abstract collagraph print using found materials of different textures)</p>		
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# CURRICULUM MAP

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	<p><b>A5PR-IIIh-1</b> Utilize contrast in a carved or textured area in an artwork</p> <p><b>MELC</b> <b>A5PR-IIIh-1</b> Demonstrate contrast in a carved or textured area in an artwork</p> <p><b>MELC</b> <b>A5PR-IIIh-2</b> Produce several editions of the same print that are well inked and evenly printed</p> <p><b>MELC</b> <b>A5PR-IIIh-3</b> Participate in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)</p>					
<p><b>LESSON 3</b> <i>Printmaking Using Stencils</i></p>	<p><i>Identify the parts of a stencil used in printmaking</i></p> <p><b>A5EL-IIIc</b> Identify possible uses of the printed artwork</p>	<p><b>Collaboration</b> Working harmoniously with classmates in combining artworks to create one large background for the bulletin board</p>	<ul style="list-style-type: none"> <li>• Picture analysis (analyzing actual photographs and lesson opener photos)</li> <li>• Conducting lecture and discussion on stencil and its two parts</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Designing a stencil and creating unique prints on a T-shirt</li> <li>• Creating a food label print using a stencil</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing safety measures when using the carving tools to create stencils</li> <li>• Appreciating the beauty of simple and inexpensive prints</li> </ul>	<ul style="list-style-type: none"> <li>• pictures of first stencil hand prints on caves made by early people</li> <li>• stencil or template made from cardboard, metal, plastic, or wood</li> <li>• sharp carving tools</li> </ul>

# CURRICULUM MAP

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	<p><b>MELC</b> <b>A5EL-IIIc</b> Discuss possible uses of the printed artwork</p> <p><b>MELC</b> <b>A5PR-IIIe</b> Create variations of the same print by using different colors of ink in printing the master plate</p> <p><b>MELC</b> <b>A5PR-III f</b> Follow the step-by-step process of creating a print: 1. sketching the areas to be carved out and areas that will remain; 2. carving the image on the rubber or wood using sharp cutting tools; 3. preliminary rubbing; 4. final inking of the plate with printing ink; 5. placing paper over the plate, rubbing the back of the paper; 6. impressing the print; and</p>	<p><b>Creativity</b> Applying varied colors of ink on stencils to achieve attractive and impressive prints</p> <p><b>Critical Thinking and Communication</b> Pointing out how to enhance one's stencil designs and sharing about how one feels when creating prints with stencils</p>	<ul style="list-style-type: none"> <li>• Demonstrating printmaking method using stencils</li> <li>• Guided hands-on activity (having the students follow the steps in creating stencils from cardboard or plastic)</li> <li>• Reviewing of previous day's lesson</li> <li>• Conducting guided art activities</li> <li>• Having the students present and describe their works in class</li> </ul>	<ul style="list-style-type: none"> <li>• Making an abstract background with animal footprints using a stencil for the classroom's bulletin board</li> <li>• Answering questions about each activity done</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Explaining the concepts learned in the lessons</li> <li>• Sharing own experiences about the activities on printmaking</li> <li>• Answering the essential questions</li> </ul>	<ul style="list-style-type: none"> <li>• Observing cleanliness and orderliness when doing art activities</li> <li>• Emulating good character traits of people considered as role models</li> <li>• Striving to become a better and well-rounded person</li> </ul>	<ul style="list-style-type: none"> <li>• art materials for activities</li> </ul>
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	<p>7. repeating the process to get several editions of the print</p> <p><b>A5PR-IIIh-1</b> Utilize contrast in a carved or textured area in an artwork</p> <p><b>MELC</b> <b>A5PR-IIIh-1</b> Demonstrate contrast in a carved or textured area in an artwork</p> <p><b>MELC</b> <b>A5PR-IIIh-2</b> Produce several editions of the same print that are well-inked and evenly printed</p>					
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## PHYSICAL EDUCATION

<b>Unit 3: Folk Dances</b>		<b>Time Frame:</b> 9 days	
<b>Content Standard</b>	The learner demonstrates understanding of participation in and assessment of physical activity and physical fitness.	<b>Performance Standard</b>	The learner participates and assesses performance in physical activities.

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>Why are basic locomotor and nonlocomotor movements considered foundations of dance steps?</li> <li><i>Why is rhythm considered important in dancing?</i></li> <li>What are often considered in the history of Philippine folk dances?</li> <li><i>How have you been exposed to Philippine folk dances outside of school?</i></li> <li>How did the Filipinos make their own version of Cariñosa?</li> <li><i>How are the foreign influences shown in Philippine folk dances?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>The basic locomotor and nonlocomotor movements can be modified to create dance steps.</li> <li><i>Rhythm creates structure and helps organize patterns of movements in a dance.</i></li> <li>All Philippine folk dances have colorful and meaningful backgrounds and influences.</li> <li><i>The Philippines has a deep and diverse catalogue of folk dances.</i></li> <li><i>Although Cariñosa is of Hispanic origin, it is closely related to the Island of Panay and portrays a couple expressing their tender feelings for one another.</i></li> <li><i>Folk dances are a testimony to the creative ability of Filipinos to use both local and foreign influences to showcase their very own heritage.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Rhythmic Exercises</i>	<i>Define rhythm, dance, and dancing</i>  <i>Enumerate examples of different locomotor</i>	<b>Collaboration</b> Practicing the rhythmic exercises with a group	<ul style="list-style-type: none"> <li>Motivational activity (having the students share the kind of dances they are familiar</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Doing rhythmic exercises in given time measures and with music</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating locomotor and nonlocomotor movements in rhythmic exercises</li> </ul>	<ul style="list-style-type: none"> <li>music for each time signature</li> <li>music player</li> <li>Teachers' reference material:</li> </ul>



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	<p><i>and nonlocomotor movements</i></p> <p><i>Identify the components of physical fitness related to dancing</i></p> <p><i>Perform rhythmic exercises in different time signatures effectively</i></p> <p><b>MELC</b> <b>PE5RD-IIIb-h-3</b> Observe safety precautions</p> <p><b>MELC</b> <b>PE5PF-IIIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIIb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IIIb-h-22</b> Identify areas for improvement</p>	<p><b>Communication and Critical Thinking</b> Answering discussion questions</p> <p><b>Persistence</b> Practicing rhythmic exercises until one is able to perform the steps with mastery</p>	<p>with and how they feel when they dance to a certain music)</p> <ul style="list-style-type: none"> <li>• Conducting lecture and discussion on rhythm, dance, and dancing</li> <li>• Guided activity (practice-counting for common time signatures by clapping)</li> <li>• Reviewing of concepts discussed in the previous meeting</li> <li>• Group activity</li> <li>• Reflection activity</li> </ul>	<ul style="list-style-type: none"> <li>• Recitation</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing the benefits of rhythmic exercises and dancing</li> </ul>	<p>“Dance Fitness” from International Association for Dance Medicine &amp; Science (IADMS) from iadms.org</p>
<p><b>LESSON 2</b> <i>Philippine Folk Dances</i></p>	<p><i>Define folk dance</i></p> <p><i>Discuss the background and</i></p>	<p><b>Cultural Literacy and Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Discussing folk</li> </ul>	<ul style="list-style-type: none"> <li>• Picture analysis (analyzing lesson opener photos)</li> <li>• Conducting lecture and discussion on</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Execution of basic folk dance steps</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating and valuing the universality of dancing</li> </ul>	<ul style="list-style-type: none"> <li>• 8 cones labeled with the fundamental dance steps in a folk dance</li> </ul>

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	<p><i>influences of Philippine folk dances</i></p> <p><b>PE5RD-IIIb-2</b> Describe the skills involved in the dance</p> <p><b>MELC</b> <b>PE5RD-IIIb-h-3</b> Observe safety precautions</p> <p><b>MELC</b> <b>PE5RD-IIIc-h-4</b> Execute the different skills involved in the dance</p> <p><b>MELC</b> <b>PE5PF-IIIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIIb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IIIb-h-22</b> Identify areas for improvement</p>	<p>dances</p> <ul style="list-style-type: none"> <li>• Sharing experiences as an audience from different cultural backgrounds watching a dance presentation</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Cooperating with the other members of the group</li> <li>• Working with a group to practice dance steps</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Expressing ideas to other members of the group</li> <li>• Explaining thoughts on why dancing is universal</li> <li>• Listening to the ideas of other members of the group</li> </ul> <p><b>Persistence</b> Practicing to master basic folk dance steps for different parts of the body</p>	<p>the definition of <i>folk dance</i></p> <ul style="list-style-type: none"> <li>• Having a direct demonstration of basic folk dance steps</li> <li>• Cooperative learning (doing a group task)</li> <li>• Providing feedback (by self and by both teachers and peers)</li> <li>• Recalling/reviewing of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the steps performed by the teacher</li> <li>• Practicing each dance step with an assigned cone with dance position</li> </ul>		<ul style="list-style-type: none"> <li>• whistle</li> <li>• timer</li> <li>• Teachers' reference material (slide presentation): "Fundamental positions of arms and feet in Folk Dance" from slideshare.net</li> <li>• Teachers' reference material (YouTube video): "Philippine Folk dance: Five Fundamental Positions of the Arms and Feet." by Aries and Pia Folkdance Tutorial</li> </ul>
<p><b>LESSON 3</b> <i>Cariñosa</i></p>	<p><i>Define Cariñosa</i></p>	<p><b>Cultural Literacy</b></p> <ul style="list-style-type: none"> <li>• Recalling and</li> </ul>	<ul style="list-style-type: none"> <li>• Video viewing of Cariñosa</li> </ul>	<p><b>Formative</b> Executing steps and</p>	<ul style="list-style-type: none"> <li>• Appreciating the creative ability of</li> </ul>	<ul style="list-style-type: none"> <li>• video player</li> <li>• pictures of the</li> </ul>

# CURRICULUM MAP

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	<p><i>Explain the music and costumes for the Cariñosa</i></p> <p><b>PE5RD-IIIb-1</b> Explain the nature/background of the dance</p> <p><b>PE5RD-IIIb-2</b> Describe the skills involved in the dance</p> <p><b>MELC</b> <b>PE5RD-IIIb-h-3</b> Observe safety precautions</p> <p><b>MELC</b> <b>PE5RD-IIIc-h-4</b> Execute the different skills involved in the dance</p> <p><b>MELC</b> <b>PE5PF-IIIb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IIIb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IIIb-h-22</b> Identify areas for</p>	<p>discussing the history of Cariñosa</p> <ul style="list-style-type: none"> <li>Describing the influences of Cariñosa</li> </ul> <p><b>Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>Recognizing the creativity of Filipinos in using foreign influences to showcase their own heritage</li> <li>Conducting and presenting a folk dance of an assigned Philippine region</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Cooperating with the other members of the group</li> <li>Working with a group to practice dance steps</li> <li>Performing with the class the Cariñosa</li> <li>Conducting and presenting group research on Philippine folk dance</li> </ul> <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>Conducting lecture and discussion</li> <li>Doing a direct demonstration of the folk dance Cariñosa</li> <li>Recalling/reviewing of concepts</li> <li>Having a collaborative activity (peer instruction by groups in learning the different steps and figures of Cariñosa)</li> <li>Providing feedback (by self and by both teachers and peers)</li> </ul>	<p>figures of the folk dance Cariñosa</p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Performing the entire Cariñosa dance as a class</li> <li>Answering the essential questions</li> <li>Writing one's summary of the concepts</li> <li>Group performance task (Researching on a Philippine folk dance and demonstrating some of its steps with its music)</li> </ul>	<p>Filipinos</p> <ul style="list-style-type: none"> <li>Appreciating and valuing the Cariñosa folk dance</li> </ul>	<p>Cariñosa costume</p> <ul style="list-style-type: none"> <li>Cariñosa costume (for girls: Balintawak or patadyong, camisa, and fan; for boys: barong Tagalog, a pair of trousers, and handkerchief)</li> <li>musical recording for the folk dance Cariñosa and music player</li> <li>YouTube video: "Philippine Folk Dance Carinosa" by rommel nartates</li> </ul>
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# CURRICULUM MAP

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	improvement	<ul style="list-style-type: none"> <li>• Discussing concepts in one's own words</li> <li>• Answering questions in the discussion</li> <li>• Sharing experiences while learning Cariñosa</li> </ul> <p><b>Creativity and Critical Thinking</b> Conducting and creating a group presentation or report that is relevant, insightful, and entertaining</p> <p><b>Persistence</b> Practicing to master the Cariñosa folk dance</p> <p><b>Curiosity</b> Investigating the nature, background, and steps of different Philippine folk dances</p>				
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## HEALTH

<b>Unit 3: Substance Use and Abuse</b>		<b>Time Frame: 8 days</b>	
<b>Content Standard</b>	The learner understands the nature and effects of the use and abuse of caffeine, tobacco, and alcohol.	<b>Performance Standard</b>	The learner demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• How do you describe substance abuse?</li> <li>• What are gateway drugs? How does each kind of gateway drug affect its user?</li> <li>• How does abuse of drugs affect an individual? What is its effect on one's body?</li> <li>• How does drug abuse affect one's family and community?</li> <li>• What are life skills? Why do you need to develop such skills?</li> <li>• How do you think schools and communities help those who are using and abusing gateway drugs?</li> <li>• Why do the people engaged in substance abuse need help? What do you think can happen to them if they would not be given help?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• Substance abuse is a problematic pattern of using substances such as gateway drugs and other illicit drugs with the aim of producing some type of mind-altering effect in the user.</li> <li>• Misused and abused gateway drugs that contain caffeine, tobacco, and alcohol or cigarettes may lead to an increased risk in the use of other drugs due to influence of other factors such as environment, trauma, or mental illness.</li> <li>• Drug abuse can have immediate and long-lasting effects on your physical and mental health and can also affect your future and your relationship with others.</li> <li>• Communication within the family where a child or parent is an addict may be negative and the overall mood is often depressed.</li> <li>• Development of life skills such as the ability to deal with stress and frustration is an essential part of being able to meet the challenges of everyday life.</li> <li>• Effective approaches to school-based drug and alcohol prevention include teaching students how to resist peer influences, improving generic life skills, involving families, and providing opportunities to become involved in positive experiences with others in the school and community.</li> </ul>

# CURRICULUM MAP

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			<ul style="list-style-type: none"> <li>• A community drug problem arises when it does not have adequate resources to deal with a significant number of people engaging in problematic drug use.</li> <li>• Drug abuse policies work to help prevent drug abuse and educate the public about the dangers of drug use and sales.</li> <li>• <i>Addiction is a progressive and deadly disease that affects the entire family, not just the individual. Therefore, favorable conditions must be created at home to help decrease chances for children to engage in substance abuse or other risky behaviors.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Nature and Effects of Gateway Drugs</i>	<p><b>MELC</b> <b>H5SU-IIIa-7</b> Explain the concept of gateway drugs</p> <p><b>MELC</b> <b>H5SU-IIIb-8</b> Identify products with caffeine</p> <p><b>H5SU-IIIc-9</b> Discuss the nature of caffeine, nicotine, and alcohol use and abuse</p> <p><b>MELC</b></p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Answering discussion questions</li> <li>• Enumerating effects of gateway drugs</li> </ul> <p><b>Communication</b> Articulating thoughts, feelings, and emotions freely without hesitation</p> <p><b>Creativity</b></p>	<ul style="list-style-type: none"> <li>• Picture analysis (analyzing actual photographs)</li> <li>• Posing questions and checking answers</li> <li>• Conducting lecture and discussion</li> <li>• Recalling of concepts</li> <li>• Sharing session (having the students share thoughts or experiences to class)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Seatwork</li> <li>• Recitation</li> <li>• Decorating a box with words and images that represent the side that one shows to and the side that one hides from the world</li> <li>• Filling in a graphic organizer with the specific types of gateway drugs and their effects</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing the importance of knowing what are gateway drugs and their effects</li> <li>• Recognizing the relevance of knowing how to help people who are under gateway drug addiction</li> </ul>	<ul style="list-style-type: none"> <li>• picture of a man or woman addicted to drugs</li> <li>• pictures of famous coffee and tea shops</li> <li>• old shoebox</li> </ul>

# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

	<p><b>H5SU-IIIde-10</b> Describe the general effects of the use and abuse of caffeine, tobacco, and alcohol</p>	<p>Decorating a box to illustrate one's inner and outward self</p> <p><b>Health Literacy</b> Recalling basic health information</p>	<ul style="list-style-type: none"> <li>Using of visual aids</li> <li>Reflection activity self</li> </ul>			
<p><b>LESSON 2</b> <i>Impact of the Use and Abuse of Gateway Drugs</i></p>	<p><b>MELC</b> <b>H5SU-IIIIfg-11</b> Analyze how the use and abuse of caffeine, tobacco, and alcohol can negatively impact the health of the individual, the family, and the community</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Identifying the impact of the use and abuse of gateway drugs</li> <li>Discussing one's outputs (drawings)</li> </ul> <p><b>Creativity</b> Presenting own interpretation of how drug addiction affects individual, families, and communities through drawings</p> <p><b>Communication</b> Articulating thoughts, feelings, and emotions freely without hesitation</p> <p><b>Collaboration and Creativity</b> Working with a group to recreate posters on the effects of alcohol</p>	<ul style="list-style-type: none"> <li>Picture analysis (analyzing actual photograph)</li> <li>Question and Answer strategy</li> <li>Conducting lecture and discussion</li> <li>Group Discussion</li> <li>Buzz session</li> <li>Using of visual aids</li> <li>Reviewing of concepts</li> <li>Displaying of students' work</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Seatwork</li> <li>Recitation</li> <li>Group work</li> <li>Revising advertisement posters to contain effects of alcohol in the body and message on responsible drinking</li> <li>Matching jumbled word to the correct word (body part affected by smoking)</li> <li>Identifying the function of each part of the brain and the possible effects of drugs on each part</li> </ul>	<ul style="list-style-type: none"> <li>Valuing the importance of early detection and intervention of drug abuse</li> <li>Valuing understanding and providing support to people who are into drugs</li> </ul>	<ul style="list-style-type: none"> <li>picture of a drug addict</li> <li>bond paper</li> <li>coloring materials</li> <li>pencils</li> <li>two advertisements (in posters or from magazines) of alcoholic and nonalcoholic beverages</li> </ul>

# CURRICULUM MAP

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		and on responsible drinking				
		<b>Health Literacy</b> Remembering basic health information				
<b>LESSON 3</b> <i>Prevention and Control of Use and Abuse of Gateway Drugs</i>	<p><b>MELC</b> <b>H5SU-IIIa-7</b> Explain the concept of gateway drugs</p> <p><b>MELC</b> <b>H5SU-IIIh-12</b> Demonstrate life skills in keeping healthy through the non-use of gateway drugs</p> <p><b>MELC</b> <b>H5SU-IIIj-13</b> Follow school policies and national laws related to the sale and use of tobacco and alcohol</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Identifying prevention and control of use and abused drugs</li> <li>Debating or expressing one's stand on issues regarding gateway drugs</li> </ul> <p><b>Communication</b> Articulating thoughts, feelings, and emotions freely without hesitation</p> <p><b>Health Literacy</b></p> <ul style="list-style-type: none"> <li>Acquiring knowledge and understanding of basic health information and mental health measures</li> <li>Using available information to make appropriate choices and decisions</li> </ul>	<ul style="list-style-type: none"> <li>Recalling of previous lesson's topics</li> <li>Questioning or posing questions</li> <li>Conducting lecture and discussion</li> <li>Having the students share with the class their answers or outputs for the activities</li> <li>Facilitating a debate</li> <li>Reviewing of concepts</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Seatworks</li> <li>Recitation</li> <li>Group work (debating on gateway drugs)</li> <li>Designing old shirt to share own view/stand about gateway drugs</li> <li>Writing down positive strengths that will shield one from negativity, peer pressure, drugs, etc.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Summarizing the important concepts in the unit's lessons</li> <li>Answering the essential questions</li> <li>Performance Task (making a video of the effects of gateway drugs)</li> </ul>	<ul style="list-style-type: none"> <li>Valuing the importance of knowing personal life skills on resisting drug abuse</li> <li>Valuing the relevance of knowing educational and governmental support and regulation against drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>sheets of paper</li> <li>old white shirt and acrylic/poster paints</li> </ul>



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		<p><b>Social and Cultural Awareness</b> Demonstrating knowledge and understanding of the circumstances, impact, and effects of one's actions to oneself, one's family, and the larger community</p> <p><b>Initiative, Leadership, and Civic literacy</b></p> <ul style="list-style-type: none"> <li>• Recalling and observing policies and laws on drug abuse</li> <li>• Naming school policies and programs on preventing drug/alcohol addiction</li> <li>• Listing effective benefits of the Tobacco Regulation Act of 2003</li> </ul> <p><b>Creativity and Social and Cultural Awareness</b> Making a video about the effects of</p>				
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# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

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		gateway drugs as part of barangay information drive to prevent substance abuse among youth				
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*



## 4th Quarter



## MUSIC

Unit 4: <i>Musical Expression</i>		Time Frame: 4 days	
<b>Content Standards</b>	The learner . . . <ul style="list-style-type: none"> <li>demonstrates understanding of concepts pertaining to volume in music; and</li> <li>recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music.</li> </ul>	<b>Performance Standards</b>	The learner should be able to . . . <ul style="list-style-type: none"> <li>apply dynamics to musical selections; and</li> <li>appropriately apply various tempo to vocal performances.</li> </ul>
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>How does dynamics affect the mood of music?</li> <li>How does tempo affect the mood of music? Why is there a need to have variation of speed in making a song?</li> <li>How important are the musical symbols in music?</li> <li>How effective is the application of expressive techniques in creating music?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li><i>Listening to the variations of the loudness or softness of sounds in music can make it more appealing and interesting.</i></li> <li><i>A composer varies the fastness or slowness of his/her musical piece depending on the emotion or mood he/she wants to convey.</i></li> <li><i>Composers use dynamic symbols and tempo marks to help performers interpret their musical piece.</i></li> <li>Expressive techniques such as dynamics and tempo can make music more detailed, articulate, and stylistic.</li> </ul>

**\*\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. Italicized text are additional entries**

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Dynamics</i>	<b>MU5DY-IVa-b-1</b> Identify the different dynamic levels used in a song heard	<b>Critical Thinking</b> Analyzing and evaluating effectively how dynamics affect the	<ul style="list-style-type: none"> <li>Motivation (asking questions that relate music to expressing one's feelings)</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Recitation</li> <li>Listening attentively to the music being</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the use of music to express one's feelings</li> </ul>	<ul style="list-style-type: none"> <li>flash cards with dynamic symbols</li> <li>white cartolina and painting materials</li> </ul>

	<p><b>MELC</b> <b>MU5DY-IVa-b-2</b> Use appropriate musical terminology to indicate variations in dynamics, specifically:</p> <ol style="list-style-type: none"> <li>1. piano (<i>p</i>)</li> <li>2. mezzo piano (<i>mp</i>)</li> <li>3. forte (<i>f</i>)</li> <li>4. mezzo forte (<i>mf</i>)</li> <li>5. crescendo </li> <li>6. decrescendo </li> </ol>	<p>mood of music</p> <p><b>Creativity</b> Demonstrating dynamics of a song through body movements</p> <p><b>Critical Thinking and Communication</b></p> <ul style="list-style-type: none"> <li>• Redefining dynamics using own words</li> <li>• Sharing with the class how one handles stressful situations</li> </ul> <p><b>Collaboration and Creativity</b></p> <ul style="list-style-type: none"> <li>• Working with a group in practicing and performing a song</li> <li>• Working with a group in analyzing and interpreting the dynamics of a classical music through painting</li> </ul> <p><b>Adaptability and Work Ethics</b> Expressing one's emotions or feelings without being offensive</p>	<ul style="list-style-type: none"> <li>• Conducting lecture and discussion on dynamics and its symbols</li> <li>• Listening activities and music analysis (having the students analyze the mood of the music through the interpretation of dynamic symbols applied in the song)</li> <li>• Teaching how to sing a song correctly by analyzing the musical score</li> <li>• Reviewing of concepts and/or song learned in previous meeting</li> <li>• Having collaborative or group activities</li> </ul>	<p>played and identifying the dynamic symbols applied to the different parts of the song</p> <ul style="list-style-type: none"> <li>• Identifying the dynamic symbols shown in flash cards and explaining what they mean</li> <li>• Group activity: performing a song by applying the correct dynamic symbols</li> <li>• Answering questions about the song performed</li> <li>• Rearranging scrambled letters to form the term being described</li> <li>• Identifying the dynamic term and its symbol that best fits the given situation</li> <li>• Following given instructions about dynamic symbols</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Writing down 2 things understood most about the lesson, and 1</li> </ul>	<ul style="list-style-type: none"> <li>• Showing concern to others by observing proper voice modulation when talking with somebody</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube video: "Richard Clayderman - Ballade Pour Adeline" by Richard Clayderman Official</li> <li>• YouTube video: "Grieg - In the Hall of the Mountain King" by DarwinsLilGirl</li> </ul>
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				<p>question that was not understood well</p> <ul style="list-style-type: none"> <li>• Group work: Interpreting the dynamics of a song through an artwork</li> </ul>		
<p><b>LESSON 2</b> <i>Tempo</i></p>	<p><b>MU5TP- IVc-1</b> Identify the various tempo used in a song heard</p> <p><b>MELC</b></p> <p><b>MU5TP-IVc-d-2</b> Use appropriate musical terminology to indicate variations in tempo:</p> <ol style="list-style-type: none"> <li>1. largo</li> <li>2. presto</li> <li>3. allegro</li> <li>4. moderato</li> <li>5. andante</li> <li>6. vivace</li> <li>7. ritardando</li> <li>8. accelerando</li> </ol>	<p><b>Communication</b> Expressing own ideas clearly in answering discussion questions</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of various speeds in music by correlating visual images to tempo terms</li> <li>• Demonstrating tempo of music through body movements</li> </ul> <p><b>Collaboration and Critical Thinking</b> Applying the correct tempo in performing or interpreting songs with a group</p> <p><b>Persistence and Adaptability</b> Realizing when to move fast or slow</p>	<ul style="list-style-type: none"> <li>• Motivation (analysis of lesson introduction; having the students compare fast-paced city life to laid-back life in the province)</li> <li>• Lecture and discussion (on different tempo marks and metronome)</li> <li>• Video viewing</li> <li>• Demonstrating how to chant a rhyme from slow to faster beats</li> <li>• Conducting a game</li> <li>• Teaching of a song and demonstrating its tempo marks through body movements</li> <li>• Review of concepts</li> <li>• Collaborative or group presentations</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Chanting a rhyme with different speeds</li> <li>• Demonstrating speed of music using body movements</li> <li>• Identifying tempo markings</li> <li>• Group presentation of “Tempo Song”</li> <li>• Interpreting a song’s tempo markings (in groups) through body movements</li> <li>• Identifying the tempo marking that does not belong to a group and explaining why</li> <li>• Performing rhythmic patterns by saying the indicated syllable for each note</li> <li>• Determining the tempo mark suited</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of timing, both in music and life</li> <li>• Practicing punctuality in submitting requirements and in doing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• music player and music with different speeds</li> <li>• picture of metronome</li> <li>• digital metronome installed as cellphone application</li> <li>• flash cards with names of tempo markings</li> <li>• copies of familiar music pieces with different tempo marks</li> <li>• piece of paper</li> <li>• YouTube video: “Mang Kiko...”   ” by Rielle Iana Bisente</li> </ul>

		down to be able to fulfill and accomplish one's goals in life	<ul style="list-style-type: none"> <li>• Providing constructive feedback</li> <li>• Closure activity</li> </ul>	<p>for each given situation</p> <ul style="list-style-type: none"> <li>• Identifying the tempo applied in the song heard</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Responding to statements to show understanding of the musical concepts</li> <li>• Summarizing the lesson's main idea and important details</li> <li>• Doing the 3-2-1 activity</li> <li>• Answering the essential questions</li> <li>• Performance task</li> </ul>		
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<b>Unit 5: Texture and Harmony</b>		<b>Time Frame: 8 days</b>	
<b>Content Standards</b>	<p>The learner . . .</p> <ul style="list-style-type: none"> <li>• demonstrates understanding of concepts pertaining to texture in music; and</li> <li>• recognizes the musical symbols and demonstrates understanding of harmonic intervals.</li> </ul>	<b>Performance Standards</b>	<p>The learner . . .</p> <ul style="list-style-type: none"> <li>• recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually; and</li> <li>• performs a vocal or instrumental ensemble using the following major triads (I, IV, V).</li> </ul>
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• What happens to the texture of music if two or more melodies are combined?</li> <li>• <i>What makes partner songs sound Interesting?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• Texture results from the way voices or instruments are combined in music. <i>The more sounds you hear, the heavier is the texture.</i></li> </ul>

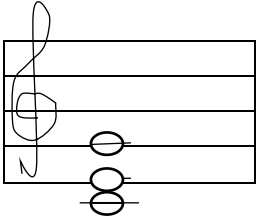
	<ul style="list-style-type: none"> <li>• How do descants affect the sound of music?</li> <li>• How significant are the chords in playing music?</li> </ul>		<ul style="list-style-type: none"> <li>• Partner songs create a beautiful blending of sounds when performed or sung simultaneously.</li> <li>• Singing a song with descant adds more life to the composition by enhancing the original melody without overpowering it.</li> <li>• The beauty of music relies on the perfect combination of notes which are carefully arranged in chords.</li> </ul>
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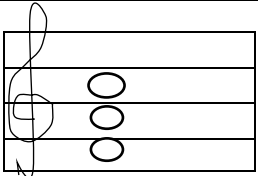
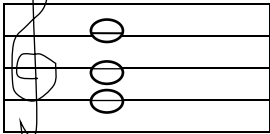
\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Three-Part Round Songs</i>	<b>MU5TX-IVe-1</b> Identify aurally the texture of a musical piece  <div style="background-color: #000080; color: white; padding: 2px; display: inline-block;">MELC</div> <b>MU5TX-IVe-1</b> Describe the texture of a musical piece  <div style="background-color: #000080; color: white; padding: 2px; display: inline-block;">MELC</div> <b>MU5TX-IVe-2</b> Perform 3-part rounds and partner songs	<b>Collaboration</b> Collaborating and cooperating effectively with group mates as they sing songs as three-part round  <b>Communication</b> <ul style="list-style-type: none"> <li>• Sharing with the class one's ideas about round singing</li> <li>• Answering clearly discussion questions</li> </ul> <b>Critical Thinking and Creativity</b> Discovering how performing round songs produces varied textures	<ul style="list-style-type: none"> <li>• Motivation (having the students share experiences about watching musical performances or concerts; analysis of lesson opener photo)</li> <li>• Conducting lecture and discussion on how a round song is sung and the meaning of texture in music</li> <li>• Modeling or rote singing of a three-part round song</li> <li>• Collaborative or group presentation</li> <li>• Brief recalling of previous topic</li> <li>• Doing question and answer strategy</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Answering questions about singing round songs</li> <li>• Rearranging lyrics of a song</li> <li>• Singing songs in groups and in pairs as three-part round</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>• Group presentation: Singing with mastery and confidence a three-part round song</li> <li>• Answering questions to summarize the day's lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Realizing the importance of focus and concentration in studying and in life</li> <li>• Showing confidence and independence in every performance</li> </ul>	Youtube video: "Come, Follow Me" by Cliar Cu Buidhe

		and creates harmony of music  <b>Persistence</b> Practicing getting a song right and achieve desired blending of voices		<ul style="list-style-type: none"> <li>Describing one's feeling about the lesson using one adjective</li> </ul>		
<b>LESSON 2</b> <i>Partner Songs</i>	<p><i>Learn songs with mastery</i></p> <p><i>Explain how partner songs are sung</i></p> <p><b>MELC</b> <b>MU5TX-IVe-2</b> Perform 3-part rounds and partner songs</p>	<p><b>Communication</b> Expressing one's thoughts and ideas effectively, both in oral discussion and in writing</p> <p><b>Collaboration</b> Demonstrating ability to work effectively and responsively with a partner or with group mates in performing partner songs</p> <p><b>Initiative and Adaptability</b> Creating unity and harmony despite encountering people with unique personalities and characters</p>	<ul style="list-style-type: none"> <li>Motivation (having the students talk about the advantages of doing activities with a partner; analysis of the lesson opener photo)</li> <li>Conducting lecture and discussion</li> <li>Teaching by rote the songs to be sung as partner songs</li> <li>Playing videos of songs</li> <li>Brief reviewing of concepts</li> <li>Collaborative or group activities</li> <li>Providing constructive analysis of the students' performances</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Singing partner songs in groups</li> <li>Answering questions about the partner songs performed</li> <li>Singing partner songs with a seatmate</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Completing an exit card by listing 3 main ideas, 2 interesting points, and 1 question about the lesson</li> <li>Showing grasp of the lesson taught through thumb actions (up, down, horizontally)</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the value of working with a partner</li> <li>Developing harmonious relationship with other people through acceptance, understanding, love, and concern for each other</li> </ul>	<ul style="list-style-type: none"> <li>YouTube video: "Swing Low, Sweet Chariot - Mormon Tabernacle Choir" by The Tabernacle Choir at Temple Square</li> <li>YouTube video: "ALL NIGHT ALL DAY Angels Watching Over Me My Lord words lyrics text Gospel Spiritual Lullaby song" by Charles Szabo</li> <li>YouTube video: "Leronleron sinta + aco kini si anggi (Partner Song) practice lang uli haha 😊" by Aisa Sebastian</li> </ul>
<b>LESSON 3</b> <i>Descant</i>	<p><i>Define descant and describe how it is done in singing</i></p>	<p><b>Collaboration</b> Working harmoniously in pairs or in groups in performing</p>	<ul style="list-style-type: none"> <li>Motivation (having the students ponder on a given thought; analysis of</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Completing statements about descant</li> </ul>	<ul style="list-style-type: none"> <li>Realizing that patience is a virtue that one should practice in</li> </ul>	<ul style="list-style-type: none"> <li>YouTube video: "Sing a new song -Dan Schutte" by Maureen Teresa Ward</li> </ul>



	<p><i>Sing songs with accuracy</i></p> <p><i>Correctly sing the melody and the descant part of the song</i></p> <p><i>Discover the harmonized parts when the descant is sung with a partner</i></p> <p><i>Show alertness in singing one's part</i></p>	<p>songs with descant</p> <p><b>Communication and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Describing in own words the meaning and function of descant in music</li> <li>Explaining one's drawing in two to three sentences</li> </ul> <p><b>Creativity</b></p> <p>Illustrating a goal one aspires to achieve in life</p>	<p>the lesson opener photo)</p> <ul style="list-style-type: none"> <li>Conducting lecture and discussion</li> <li>Playing video of songs</li> <li>Teaching song by rote</li> <li>Providing constructive feedback</li> <li>Doing collaborative or group activity</li> <li>Reviewing of concept taught in previous meeting</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Completing an exit card by listing 3 main ideas, 2 interesting points, and 1 question about the lesson</li> <li>Singing in groups a song with descant</li> </ul>	<p>achieving one's goals</p> <ul style="list-style-type: none"> <li>Striving for excellence</li> </ul>	<ul style="list-style-type: none"> <li>YouTube video: "Golden Slumbers Lullaby   Bedtime Lullabies for Baby &amp; Toddler" by MyVoxSongs Nursery Rhymes</li> </ul>
<p><b>LESSON 4</b> <i>Chords</i></p>	<p><b>MU5HA- IVf-g-1</b> Identify the intervals of the following major triads:</p> <p>1. tonic (I)</p>  <p>2. subdominant (IV)</p>	<p><b>Critical Thinking</b> Identifying the sound of the chords played by the teacher on the keyboard</p> <p><b>Collaboration</b> Singing notes of different chords in groups</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listening carefully as the teacher plays chords on the piano</li> <li>Sharing with the class what one</li> </ul>	<ul style="list-style-type: none"> <li>Having a picture analysis on the lesson opener photo</li> <li>Conducting lecture and discussion</li> <li>Demonstration (showing how to play the C, F, and G chords on keyboard or piano; guiding students to sing the notes of each chord)</li> <li>Doing collaborative or group activities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Identifying the different sounds of the chords heard</li> <li>Singing the notes in every chord in groups</li> <li>Singing a song as a class</li> <li>Determining whether the notes match the given chord</li> <li>Drawing the missing notes on the staff to complete the chord</li> </ul>	<ul style="list-style-type: none"> <li>Valuing harmonious relationship between and among the members of the family and the community</li> <li>Practicing peace with peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>piano or keyboard</li> <li>picture of a C chord</li> <li>staff board</li> <li>three balls of different colors</li> <li>box</li> <li>YouTube video: "Condansoy (Lucrecia Kasilag)   performed by Ace Cenon Mendoza" by KDeGracia Music</li> </ul>

	 <p>3. dominant (V)</p>  <p><b>MELC</b> <b>MU5HA-IVh-2</b> Use the major triad as accompaniment to simple songs</p> <p><i>Learn and sing the song "Pamulinawen" and "Condansoy"</i></p> <p><i>Build the chords in vertical position and sing the notes in the chord simultaneously</i></p>	<p>learned from the day's lesson</p>	<ul style="list-style-type: none"> <li>• Reviewing of chords taught in previous meeting</li> <li>• Video viewing</li> <li>• Teaching song by rote</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing dots on correct keys to show how each chord is played on piano</li> <li>• Writing the chords used in the song played by the teacher</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Demonstrating understanding of the lesson through thumb actions (up, down, horizontally)</li> <li>• Picking a ball from a box and answering the question that corresponds to its color</li> <li>• Answering the essential questions</li> <li>• Doing the 3-2-1 activity</li> <li>• Performance Task (presenting songs that uses different harmonic textures and styles)</li> </ul>		
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## ART

<b>Unit 4: Realistic Representation Through Sculpture</b>		<b>Time Frame: 12 days</b>	
<b>Content Standard</b>	The learner demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	<b>Performance Standards</b>	<p>The learner . . .</p> <ul style="list-style-type: none"> <li>• demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors               <ol style="list-style-type: none"> <li>1.papier-mâché jars with patterns</li> <li>2.paper beads</li> </ol> </li> <li>• constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape               <ol style="list-style-type: none"> <li>3.mobile</li> </ol> </li> </ul>
<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• <i>How do you differentiate the two major processes involved in creating three-dimensional craft or sculpture?</i></li> <li>• <i>How can you be creative in making paper art sculpture?</i></li> <li>• <i>How can you make the activity of clay sculpting enjoyable and interesting?</i></li> <li>• <i>How does clay sculpting improve one's skills?</i></li> <li>• <i>Which part of creating recycled art sculpting seem the most challenging? How does it feel making useful and functional items from recyclable materials?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• <i>In additive sculptural process, a figure is constructed by putting or adding materials together. On the other hand, subtractive sculptural process involves cutting away unwanted materials.</i></li> <li>• <i>Paper art sculpture is an artwork created by combining or shaping several types of paper using different techniques like folding, rolling, or twisting the paper.</i></li> <li>• <i>Clay sculpting can be made interesting and enjoyable by applying new creative ideas or techniques and using one's imagination.</i></li> <li>• <i>Transforming a piece of clay into something beautiful and functional stimulates one's imagination and creativity and can help change one's outlook in life.</i></li> <li>• <i>It is a fun-filled experience to create new functional items from recyclable materials as recycling helps lessen trash and promote care for the environment.</i></li> </ul>

\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Paper Art Sculpture</i></p>	<p><i>Identify and describe the properties of a sculpture</i></p> <p><i>Describe the different types of sculpture and give common examples for each</i></p> <p><i>Explain the different processes involved in sculpture</i></p> <p><b>MELC</b> <b>A5EL-IVa</b> Identify the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1. mobile 2. papier-mâché jar 3. paper beads</p> <p><b>MELC</b> <b>A5EL-IVb</b> Identify the different techniques in making 3-dimensional crafts 1. mobile</p>	<p><b>Creativity</b> Exploring possibilities of using paper in creating art sculptures</p> <p><b>Communication and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Explaining one's understanding of sculpture and the major processes involved in it</li> <li>Describing and evaluating one's works</li> </ul> <p><b>Civic Literacy</b> Encouraging people in one's family, school, and community to conserve and recycle paper</p>	<ul style="list-style-type: none"> <li>Doing picture analysis on unit and lesson opener photos</li> <li>Having the students examine or compare samples of artworks</li> <li>Conducting lecture and discussion</li> <li>Demonstrating the construction 3-dimensional crafts</li> <li>Reviewing of concepts discussed in previous meeting</li> <li>Having guided art activities</li> <li>Having the students present and assess their own outputs</li> <li>Displaying students' work in the bulletin board or in an exhibit</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Short quiz</li> <li>Making a papier maché animal</li> <li>Creating a vase sculpture from an old book by cutting or folding book pages</li> <li>Answering questions about each activity done</li> </ul> <p><b>Summative</b> Performance Task (creating paper bead jewelry like bracelet or necklace from old newspaper and colored magazines)</p>	<ul style="list-style-type: none"> <li>Demonstrating resourcefulness and creativity in creating paper sculptures</li> <li>Showing appreciation for the importance of paper</li> </ul>	<ul style="list-style-type: none"> <li>actual samples or photos of miniature sculptures</li> <li>pictures of two- and three-dimensional artworks</li> <li>craft samples</li> <li>art materials for activities</li> </ul>

	<p>2. papier-mâché jar 3. paper beads</p> <p><b>A5EL-IVc</b> Explore possibilities on the use of created 3-D crafts</p> <p><b>MELC</b> <b>A5EL-IVc</b> Discuss possibilities on the use of created 3-D crafts</p> <p><b>MELC</b> <b>A5PL-IVd</b> Apply knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads</p> <p><b>MELC</b> <b>A5PR-IVf</b> Create designs for making 3-dimensional crafts 1. mobile 2. papier-mâché jar 3. paper beads</p> <p><b>MELC</b> <b>A5PR-IVh</b> Create paper beads with artistic designs and varied colors out of old magazines and colored papers</p>					
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	for necklace, bracelet, ID lanyard					
<b>LESSON 2</b> <i>Clay Art Sculpture</i>	<p><b>A5EL-IVc</b> Explore possibilities on the use of created 3-D crafts</p> <p><b>MELC</b> <b>A5EL-IVc</b> Discuss possibilities on the use of created 3-D crafts</p> <p><i>Describe the components of a clay</i></p> <p><i>Explain the different methods used in shaping clay sculptures</i></p> <p><i>Understand the importance and development of pottery and ceramics in every Filipino culture and tradition</i></p>	<p><b>Persistence</b> Practicing patience when shaping clay sculptures</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Coming up with realistic and fantastic representation of ideas or images through clay sculpting</li> <li>Applying the principles of design in creating own clay sculptures</li> </ul> <p><b>Communication and Critical Thinking</b> Sharing with the class one's opinions and observations about the video and pictures viewed</p> <p><b>Social and Cultural Awareness</b> Showing appreciation for the beauty of clay sculptures and their importance to</p>	<ul style="list-style-type: none"> <li>Video viewing</li> <li>Doing a picture analysis on lesson opener photos</li> <li>Conducting lecture and discussion</li> <li>Demonstrating of different techniques of shaping clay</li> <li>Having guided art activities</li> <li>Having the students present and assess their own outputs</li> <li>Displaying students' work in the bulletin board or in an exhibit</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Identifying and describing the components of clay</li> <li>Describing each basic method in creating clay sculpture</li> <li>Creating real or imaginary clay creatures</li> <li>Answering questions about each activity done</li> </ul>	<ul style="list-style-type: none"> <li>Intensifying values of self-expression, self-esteem, and perseverance while shaping a desired clay sculpture</li> <li>Showing self-discipline in following the methods to transform a simple clay into a beautiful and functional artwork</li> <li>Working creatively and independently with new ideas in sculpting clay</li> </ul>	<ul style="list-style-type: none"> <li>art materials for activities</li> <li>sample piece of clay</li> <li>YouTube video: "Making a Simple Animal out of Clay" by CreekValleyCritters</li> </ul>

		one's culture and tradition				
<p><b>LESSON 3</b> <i>Recycled Art Sculpture</i></p>	<p><b>MELC</b> <b>A5EL-IVa</b> Identify the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1. mobile 2. papier-mâché jar 3. paper beads</p> <p><b>MELC</b> <b>A5EL-IVb</b> Identify the different techniques in making 3-dimensional crafts 1. mobile 2. papier-mâché jar 3. paper beads</p> <p><b>A5EL-IVc</b> Explore possibilities on the use of created 3-D crafts</p> <p><b>MELC</b> <b>A5EL-IVc</b> Discuss possibilities on the use of created 3-D crafts</p> <p><b>MELC</b> <b>A5PL-IVd</b> Apply knowledge of colors, shapes, and</p>	<p><b>Creativity</b> Expressing one's originality and inventiveness in creating functional sculptures from recyclable materials</p> <p><b>Communication and Critical Thinking</b> Sharing own ideas through an essay about helping the school and the environment by recycling</p> <p><b>Civic Literacy and Initiative</b> Helping care for the environment by lessening trash through recycling</p>	<ul style="list-style-type: none"> <li>• Motivation (showing recycled materials and asking the students to give opinions about them)</li> <li>• Doing picture analysis on lesson opener photos</li> <li>• Conducting lecture and discussion</li> <li>• Reviewing of concepts discussed in previous meeting</li> <li>• Having guided art activities</li> <li>• Having the students present and assess their own outputs</li> <li>• Displaying students' work in the bulletin board or in an exhibit</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Short essay</li> <li>• Creating functional art projects from recyclable materials</li> <li>• Answering questions about each activity done</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Summarizing important points in the unit</li> <li>• Answering the essential questions</li> <li>• Performance Task (making art using recycled materials)</li> <li>• Putting up an exhibit room where artworks are displayed for public viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Showing creativity and resourcefulness in creating recycled art sculptures</li> <li>• Demonstrating cooperation in promoting recycling materials</li> <li>• Showing active participation in displaying recycled art sculptures for an exhibit</li> </ul>	<ul style="list-style-type: none"> <li>• sample recycled materials</li> <li>• art materials for activities</li> <li>• recyclable materials</li> </ul>

	<p>balance in creating mobiles, papier-mâché jars, and paper beads</p> <p><b>A5PL-IVe</b> Display artistry in making mobiles with varied colors and shapes</p> <p><b>MELC</b> <b>A5PL-IVe</b> Demonstrate artistry in making mobiles with varied colors and shapes</p> <p><b>MELC</b> <b>A5PR-IVf</b> Create designs for making 3-dimensional crafts 1. mobile 2. papier-mâché jar 3. paper beads</p> <p><i>Describe recycling by giving its importance and effect to one's environment</i></p> <p><i>Identify recyclable materials for making new and useful sculptures</i></p>					
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**\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.**



## PHYSICAL EDUCATION

<b>Unit 4: Volleyball</b>		<b>Time Frame: 6 days</b>	
<b>Content Standard</b>	The learner demonstrates understanding of participation in and assessment of physical activity and physical fitness.	<b>Performance Standard</b>	The learner participates and assesses performance in physical activities.

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• How did volleyball come about as a sport?</li> <li>• <i>How can you find ways to improve a physical activity so it becomes more fun and interesting?</i></li> <li>• How are passing and receiving related in volleyball?</li> <li>• What is the importance of service in volleyball?</li> <li>• <i>How could participation in a team sport such as volleyball be made easier and more fun?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• <i>Filipinos are credited for having developed an offensive strategy that made volleyball a much more active and competitive sport.</i></li> <li>• <i>It is important to keep an open mind and not be afraid to try new things that can help make something better.</i></li> <li>• Passing and receiving are important and related skills in volleyball. <i>When one receives the ball, he/she also gets to pass it, either to a teammate or over the net to the opponent's side of the court.</i></li> <li>• Serving a volleyball is an important skill that needs to be consistently improved upon since it starts the game or rally.</li> <li>• <i>For team sports such as volleyball, teamwork and a positive contribution from each member of the group are what makes the game easier and more fun.</i></li> </ul>
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\*Essential Questions (EQs) and Enduring Understandings (EUs) are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>History and Game Play</i>	<i>Explain what volleyball is</i>	<b>Communication</b> Sharing with the class one's experiences on	<ul style="list-style-type: none"> <li>• Video viewing</li> <li>• Conducting lecture and discussion on</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Short quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Improving one's timing and</li> </ul>	<ul style="list-style-type: none"> <li>• 6 volleyballs</li> <li>• video clip of a volleyball game</li> </ul>

	<p><i>Explain the history of volleyball</i></p> <p><i>Discuss the different facilities and equipment used in volleyball</i></p> <p><i>Explain how the game is played</i></p> <p><i>Practice tossing and catching the ball</i></p> <p><b>MELC</b></p> <p><b>PE5PF-IVb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IVb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IVb-h-22</b> Identify areas for improvement</p>	<p>playing or watching a volleyball game</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Understanding and applying the basic rules involved in playing volleyball</li> <li>Thinking of ways to improve and make activities one likes doing more fun and interesting</li> </ul> <p><b>Social and Cultural Awareness</b> Showing appreciation for the Filipinos' contribution to the improvement of volleyball as a sport</p> <p><b>Collaboration and Persistence</b> Practicing in groups to acquire skills such as tossing and catching a volleyball</p>	<p>volleyball (short history, basic game plays, and facilities and equipment used)</p> <ul style="list-style-type: none"> <li>Demonstrating the <i>bomba</i> technique</li> <li>Reviewing of concepts discussed</li> <li>Doing collaborative or group activities</li> <li>Having a reflection activity</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and demonstrating the basic faults and violations in volleyball</li> <li>Group activity: Doing tossing and catching volleyball drills</li> </ul>	<p>coordination by playing volleyball</p> <ul style="list-style-type: none"> <li>Being considerate and waiting for one's turn in tossing or catching the ball</li> <li>Being cooperative</li> <li>Having an open-mind</li> </ul>	
<p><b>LESSON 2</b> <i>Passing and Receiving the Volleyball</i></p>	<p><i>Identify the common types of passing in volleyball</i></p> <p><i>Pass and receive the volleyball following the correct steps</i></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Providing constructive criticism to other members of the class</li> </ul>	<ul style="list-style-type: none"> <li>Motivation (having the students share with the class their thoughts about volleyball as a sport)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Demonstrating the passing and receiving techniques</li> </ul>	<ul style="list-style-type: none"> <li>Showing enthusiasm and eagerness in participating in activities</li> <li>Observing accuracy in</li> </ul>	<p>6 volleyballs</p>

	<p><b>MELC</b> <b>PE5PF-IVb-h-19</b> Recognize the value of participation in physical activities</p> <p><b>PE5PF-IVb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IVb-h-22</b> Identify areas for improvement</p>	<ul style="list-style-type: none"> <li>• Accepting constructive criticism from the teacher and classmates</li> </ul> <p><b>Collaboration</b> Cooperating with other members of the group in performing the assigned tasks</p> <p><b>Persistence</b> Working hard to acquire skills such as passing and receiving the volleyball</p>	<ul style="list-style-type: none"> <li>• Conducting lecture and discussion</li> <li>• Demonstrating proper techniques when passing and receiving the volleyball</li> <li>• Doing a short review of the techniques discussed in previous meeting</li> <li>• Collaborative or group activities</li> </ul>		performing volleyball skills	
<p><b>LESSON 3</b> <i>Serving the Volleyball</i></p>	<p><i>Define service in volleyball</i></p> <p><i>Identify the different types of service</i></p> <p><i>Explain the proper procedures for performing the three basic types of service</i></p> <p><i>Perform the different types of service</i></p> <p><b>MELC</b> <b>PE5PF-IVb-h-19</b> Recognize the value of participation in physical activities</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Sharing with the class what makes serving the volleyball easy or difficult</li> <li>• Letting oneself be heard while giving others chance to express themselves as well</li> </ul> <p><b>Collaboration</b> Working together as a group in developing skills in serving the volleyball</p> <p><b>Persistence</b> Working hard</p>	<ul style="list-style-type: none"> <li>• Doing a picture analysis on lesson opener photo</li> <li>• Conducting lecture and discussion</li> <li>• Demonstrating the proper way to execute the basic volleyball serves</li> <li>• Reviewing the steps of each volleyball service</li> <li>• Having collaborative or group activities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Demonstrating different types of volleyball services</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Summarizing the big ideas learned in the unit</li> <li>• Answering the essential questions</li> <li>• Performance Task (serving the ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the value of teamwork</li> <li>• Demonstrating patience when practicing the volleyball skills</li> </ul>	<ul style="list-style-type: none"> <li>• 6 volleyballs</li> <li>• 6 cones</li> <li>• whistle</li> </ul>

	<p><b>PE5PF-IVb-h-20</b> Display joy of effort, respect for others during participation in physical activities</p> <p><b>PE5PF-IVb-h-22</b> Identify areas for improvement</p>	toward improvement of one's volleyball service skills				
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*\*\*Italicized text under K to 12 Learning Competencies column are add-on ones.*

## HEALTH

<b>Unit 4: <i>Injury, Safety, and First Aid</i></b>		<b>Time Frame:</b> 8 days	
<b>Content Standard</b>	The learner demonstrates understanding of basic first-aid principles and procedures for common injuries.	<b>Performance Standard</b>	The learner practices appropriate first-aid principles and procedures for common injuries.

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>• What is first aid? What is it for? Why does one need first aid?</li> <li>• What are the basic first aid principles to follow when giving first aid? Why are these principles important?</li> <li>• <i>How should one treat common injuries and conditions such as wound, nosebleed, animal bites, burn, food poisoning, and fainting?</i></li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>• <i>First aid provides you with knowledge and skill that you can use to help others during an emergency.</i></li> <li>• <i>Prompt basic first aid can turn a bad outcome to a good one and save lives.</i></li> <li>• <i>The most basic of all principles of first aid is for the rescuer to remain calm. He/She can establish authority by speaking and acting calmly.</i></li> <li>• <i>Knowing how to treat common injuries is always useful as they may become severe or even fatal if left untreated.</i></li> <li>• <i>Remember that the immediate steps you take in providing first aid helps the victim become well and safe after an injury.</i></li> </ul>
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**Essential Questions (EQs) and Enduring Understandings (EUs)** are set per unit, per subject area in the TG. Adjustments were made to incorporate those in the table above. *Italicized text are additional entries.*

Content	K to 12 Learning Competencies** (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Nature and Objectives of First Aid</i>	<b>MELC</b> <b>H5IS-IVa-34</b> Explain the nature and objectives of first aid	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Discovering the importance of providing first aid</li> <li>Identifying the items found in a first-aid kit</li> </ul> <b>Communication and Collaboration</b> Discussing with group mates how to deal with the situation assigned to the group	<ul style="list-style-type: none"> <li>Motivation (talking about the meaning of common warning signs)</li> <li>Having picture and text analysis on unit and lesson opener photos and introduction</li> <li>Conducting lecture and discussion</li> <li>Doing group or cooperative learning</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group work (brainstorming on how to handle given situation)</li> <li>Word puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Showing compassion and understanding, and supporting other people in need</li> <li>Practice responsibility of looking after and helping other people in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>sample First-Aid kit</li> <li>common warning signs, (e.g., Slippery When Wet, No Left Turn)</li> </ul>
<b>LESSON 2</b> <i>First-Aid Principles</i>	<b>MELC</b> <b>H5IS-IVb-35</b> Discuss basic first-aid principles	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Understanding the basic principles of first aid</li> <li>Appreciating the importance of being calm and staying alert during emergency situations</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Listening attentively to the victim to be able to respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Having a short review of previous lesson</li> <li>Doing picture analysis on lesson opener photo)</li> <li>Conducting lecture and discussion</li> <li>Role playing on how to attend to a victim</li> <li>Conducting question and answer</li> <li>Giving instructions on conducting</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Recitation</li> <li>Answering questions about principles of first aid</li> <li>Listing down items needed in an emergency kit</li> </ul>	Developing the values of compassion, responsibility, and understanding especially for a person in need of first aid	SSSSH 5 worktext

		<ul style="list-style-type: none"> <li>Applying proper communication skills to inform and instruct medical personnel or any expert about the emergency situation</li> </ul> <p><b>Leadership and Civic Literacy</b> Acting responsibly and promptly during an emergency</p>	advance reading of the next lesson's topics			
<p><b>LESSON 3</b> <i>Basic First Aid for Common Injuries or Conditions</i></p>	<p><b>MELC</b> <b>H5IS-IV-c-j-36</b> Demonstrate appropriate first aid for common injuries or conditions</p>	<p><b>Collaboration, Critical Thinking, and Creativity</b></p> <ul style="list-style-type: none"> <li>Working with group mates to discuss in class and provide demonstration of first aid for assigned injury or condition</li> <li>Working with group mates to show possible first-aid treatment to a victim through role-playing</li> </ul> <p><b>Communication and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Answering questions to show understanding of</li> </ul>	<ul style="list-style-type: none"> <li>Briefing the class on the group reporting that will be conducted on the following days</li> <li>Group reporting and/or demonstrating of the assigned injury/condition</li> <li>Conducting question and answer strategy</li> <li>Having a quick recap/review of previous meeting's presentations</li> <li>Inviting a resource speaker (Red Cross volunteer)</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Recitation</li> <li>Group reporting</li> <li>Answering questions about the other group's presentation</li> <li>Role-playing in groups (on giving first-aid treatment)</li> <li>Comparing treatments proposed by each of the groups</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Summarizing the important concepts in the unit's lessons</li> <li>Answering the essential questions</li> </ul>	<ul style="list-style-type: none"> <li>Listening attentively to teacher and resource speaker</li> <li>Following instructions properly and carefully</li> <li>Demonstrating patience and calmness</li> </ul>	SSSSH 5 worktext



# CURRICULUM MAP

*Sing, Sketch, Stretch, and Stay Healthy 5 (Second Edition)*

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		<p>other group's report</p> <ul style="list-style-type: none"><li>• Discussing and examining possible first-aid treatments suggested by classmates</li></ul> <p><b>Initiative and Civic Literacy</b></p> <ul style="list-style-type: none"><li>• Promoting safety awareness at home and in school</li><li>• Sharing one's knowledge about basic first-aid treatment through a walk-through video</li><li>• Exercising flexibility and willingness to be helpful in saving a life during an emergency</li></ul> <p><b>Health Literacy</b> Understanding basic health information</p>				
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