Preface

As Asians, we should be proud of the fact that the world's greatest religions originated from Asia. From the arid western frontier began Judaism, Christianity, and Islam. From the vast Indian subcontinent came Hinduism, Theravada Buddhism, and Mahayana Buddhism from South Asia. In the east originated Confucianism, Daoism, and Shintoism. The study of world religions is a challenging and worthwhile endeavour. With this in mind, we offer you the textbook Introduction to World Religions and Belief Systems to help you comprehensively learn not only about the fundamental teachings and ritualistic practices but also the historical background, geographical context, and cultural milieu of these profound Asian religions. This textbook, as our contribution to the insightful study of religion, is based on the objectives and competencies of the K-12 Basic Education Program.

We have divided the book into five parts. The first part will discuss the key concepts in religion and belief systems which serve as framework in the study of religions; the geographical and cultural contexts of these religions as they originated; and the effects of religion on followers and adherents. The second part will explore the nature of the Abrahamic religions from West Asia (Judaism, Christianity, and Islam). The third part will examine the features of the Dharmic religions from South Asia (Hinduism, Theravada Buddhism, and Mahayana Buddhism). The fourth part will look into the attributes of the Daoic religions from East Asia (Confucianism, Daoism, and Shintoism). Each of these chapter ends with a comparative analysis of these religions with focus on their origin, purpose, morality, destiny, and views on women. The final chapter attempts to determine the religious landscape of the 21st century by way of assessing the uniqueness of each world religion and its impact on humanity.

Apart from understanding key concepts in religion, it is also imperative to learn the historical and geographical circumstances of world religions in order to appreciate their distinctive characteristics. This endeavor aims to promote mutual understanding among adherents of various belief systems. At the end of the semester, students are expected not only to understand world religions, but more importantly, to demonstrate an appreciation and respect for their own faith and that of others.

Aside from the objective of deepening the understanding of world religions and developing appreciation of various belief systems, this book also aims to cultivate critical thinking skills through challenging activities based on the learner-centered approach. This textbook comes with a teacher’s manual and additional resource materials to help teachers in facilitating a more effective study of world religions.
# Chapter I: World Religions in Focus

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Learning Competencies</th>
<th>Page</th>
</tr>
</thead>
</table>
| **Lesson 1** Understanding the Nature of Religion | 1. Give an example of a belief system or a worldview (HUMSS_WRB12-I/IIIa-1.1)  
2. Differentiate religion from:  
   a. spirituality  
   b. theology  
   c. philosophy of religion (HUMSS_WRB12-I/IIIa-1.2)  
3. Infer that:  
   a. a belief system or worldview is a particular way of ordering the realities of one’s world  
   b. religion is the pursuit of transformation guided by a sacred belief system  
   c. spirituality is one’s integrative view of life  
   Identify understanding the worldview of each of the world’s major religions is critical in appreciating their rituals and practices. These worldviews are:  
   All is one (Monistic)  
   a. many Gods (Polytheistic)  
   b. one God (Monotheistic)  
   c. no God (Atheistic) (HUMSS_WRB12-I/IIIa-1.3)  
4. Prepare character sketches of a person who is spiritual but not religious and a person who is religious but not spiritual (HUMSS_WRB12-I/IIIa-1.4) | 3    |
| **Lesson 2** Origin of World Religions | 5. Cite regions or places where specific religions evolved (HUMSS_WRB12-I/IIIb-2.1)  
6. Analyze the culture of the region that gave rise to specific religions (HUMSS_WRB12-I/IIIb-2.2)  
7. Explain how geography influences religion and religion affects culture (HUMSS_WRB12-I/IIIb-2.3)  
8. Conduct a group activity that demonstrates the influence of a religion in a certain culture (HUMSS_WRB12-I/IIIb-2.4) | 14   | 12   |
<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Positive and Negative Effects of Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Identify the positive and negative effects of religions (HUMSS_WRB12-I/IIIc-3.1)</td>
</tr>
<tr>
<td>10.</td>
<td>Provide evidence that religion brought about an event in history (HUMSS_WRB12-I/IIIc-3.2)</td>
</tr>
<tr>
<td>11.</td>
<td>Justify that religion can have positive or negative effects on society (HUMSS_WRB12-I/IIIc-3.3)</td>
</tr>
<tr>
<td>12.</td>
<td>Gather print or web-based articles, photos, editorials, etc. showing the positive or negative effects of religion (HUMSS_WRB12-I/IIIc-3.4)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER II ABRAHAMIC RELIGIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 4</td>
</tr>
<tr>
<td>13.</td>
</tr>
<tr>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| Lesson 5 | Christianity |
| 17.      | Recite the Apostle’s Creed, The Lord’s Prayer, or the Beatitudes (HUMSS_WRB12-I/IIIle-f-5.1) |
| 18.      | Interpret the Parable of the Prodigal Son (HUMSS_WRB12-I/IIIle-f-5.2) |
| 19.      | Explain: the core teaching of Christianity is the message that a loving God sent His begotten Son in order to redeem humankind from eternal damnation (HUMSS_WRB12-I/IIIle-f-5.3) |
| 20.      | Interview a Christian parent or couple on why they are Christians and what beliefs and practices they adhere to (HUMSS_WRB12-I/IIIle-f-5.4) |
|          |                                          | 68 | 29 |</p>
<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Read the opening lines of Qur’an preferably from an English version (HUMSS_WRB12-I/Iilg-h-6.1)</td>
</tr>
<tr>
<td>22.</td>
<td>Retell the life and times of Prophet Muhammad (HUMSS_WRB12-I/Iilg-h-6.2)</td>
</tr>
<tr>
<td>23.</td>
<td>Explain: the core teaching of Islam is there is only one God and Muhammad is His final and greatest messenger (HUMSS_WRB12-I/Iilg-h-6.3)</td>
</tr>
<tr>
<td>24.</td>
<td>Conduct a panel discussion on Muslim beliefs and practices (when possible invite a Muslim) (HUMSS_WRB12-I/Iilg-h-6.4)</td>
</tr>
<tr>
<td></td>
<td>84                                                                  34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Comparative Analysis of Judaism, Christianity, and Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Identify the uniqueness and similarities of Judaism, Christianity, and Islam (HUMSS_WRB12-I/Iii-7.1)</td>
</tr>
<tr>
<td>26.</td>
<td>Provide evidence that Judaism, Christianity, and Islam share common roots from Patriarch Abraham (HUMSS_WRB12-I/Iii-7.2)</td>
</tr>
<tr>
<td>27.</td>
<td>Justify that Judaism, Christianity, and Islam, as monotheistic religions, have largely influenced the world today (HUMSS_WRB12-I/Iiil-7.3)</td>
</tr>
<tr>
<td>28.</td>
<td>Conduct a group research on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women (HUMSS_WRB12-I/Iiii-7.4)</td>
</tr>
<tr>
<td></td>
<td>104                                                                37</td>
</tr>
</tbody>
</table>

**CHAPTER III DHARMIC RELIGIONS**

<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>Hinduism</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Recite the creation story in Rig Veda (HUMSS_WRB12-I/IIIj-II/IVa-8.1)</td>
</tr>
<tr>
<td>30.</td>
<td>Identify the names of the major Hindu deities as well as their corresponding functions or powers (HUMSS_WRB12-I/IIIj-II/IVa-8.2)</td>
</tr>
<tr>
<td>31.</td>
<td>Explain: the core teaching of Hinduism is the attainment of liberation in the identification of Atman and Brahman through the Four Yogas (HUMSS_WRB12-I/IIIj-II/IVa-8.3)</td>
</tr>
<tr>
<td>32.</td>
<td>Simulate a particular yoga and write a reflection paper on your insights on Hinduism (HUMSS_WRB12-I/IIIj-II/IVa-8.4)</td>
</tr>
<tr>
<td></td>
<td>119                                                                  48</td>
</tr>
<tr>
<td>Lesson 9  Theravada Buddhism</td>
<td>33. State the Four Noble Truths and the Eightfold Path (HUMSS_WRB12-II/IVb-9.1)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>34. Give examples of situations that demonstrate cravings which may lead to suffering according to Theravada Buddhism (HUMSS_WRB12-II/IVb-9.2)</td>
</tr>
<tr>
<td></td>
<td>35. Explain: the core teaching of Theravada Buddhism is that life is suffering; suffering is due to craving; there is a way to overcome craving; and the way to overcome craving is the Eight-fold Path, the Middle Way (between pleasure and mortification) (HUMSS_WRB12-II/IVb-9.3)</td>
</tr>
<tr>
<td></td>
<td>36. Evaluate the Eight-fold Path in terms of how it achieves the Middle Way (HUMSS_WRB12-II/IVb-9.4)</td>
</tr>
<tr>
<td></td>
<td>134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 10 Mahayana Buddhism</th>
<th>37. State the three level of perfection of Mahayana Buddhism (moral discipline, cultivation of virtue, and altruistic conduct) (HUMSS_WRB12-II/IVc-10.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38. Give examples of acts of generosity of Mahayana Buddhism (HUMSS_WRB12-II/IVc-10.2)</td>
</tr>
<tr>
<td></td>
<td>39. Explain: the core teaching of Mahayana Buddhism is to seek complete enlightenment for the benefit of all living beings through insight and compassion (HUMSS_WRB12-II/IVc-10.3)</td>
</tr>
<tr>
<td></td>
<td>40. Draw the insight from the acts of generosity of Tzu Chi Foundation that reflect the core teaching of Mahayana Buddhism (HUMSS_WRB12-II/IVc-10.4)</td>
</tr>
<tr>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Comparative Analysis of Hinduism, Theravada Buddhism, and Mahayana Buddhism</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>41.</td>
<td>Identify the uniqueness and similarities of Hinduism, Theravada Buddhism, and Mahayana Buddhism (HUMSS_WRB12-II/IVd-11.1)</td>
</tr>
<tr>
<td>42.</td>
<td>Provide evidence that Hinduism, Theravada Buddhism, and Mahayana Buddhism share common roots from India (HUMSS_WRB12-II/IVd-11.2)</td>
</tr>
<tr>
<td>43.</td>
<td>Justify that Hinduism, Theravada Buddhism, and Mahayana Buddhism, as Vedic religions, have largely influenced the world today (HUMSS_WRB12-II/IVd-11.3)</td>
</tr>
<tr>
<td>44.</td>
<td>Conduct an interview on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women (HUMSS_WRB12-II/IVd-11.4)</td>
</tr>
</tbody>
</table>

| CHAPTER IV DAOIC RELIGIONS |

<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>Confucianism</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td>Describe the five basic relationships (king to subject, father to son, husband to wife, elder brother to younger brother, and friend to friend) (HUMSS_WRB12-II/IVe-12.1)</td>
</tr>
<tr>
<td>46.</td>
<td>Give examples of acts showing filial piety in the family, community, and society (HUMSS_WRB12-II/IVe-12.2)</td>
</tr>
<tr>
<td>47.</td>
<td>Explain: the core teaching of Confucianism is to be a “gentleman” by following the moral way consisting of the virtues of love, righteousness, wisdom, propriety, and loyalty in order to promote harmony in society (HUMSS_WRB12-II/IVe-12.3)</td>
</tr>
<tr>
<td>48.</td>
<td>Present a character sketch of a person who personifies the Confucian virtues (HUMSS_WRB12-II/IVe-12.4)</td>
</tr>
</tbody>
</table>
#### Lesson 13 Daoism

<table>
<thead>
<tr>
<th>Question</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. State that “Dao is the origin of all beings whose essence is nothing”</td>
<td>(HUMSS_WRB12-II/IVf-g-13.1)</td>
</tr>
<tr>
<td>50. Give examples of acts showing love and respect of nature and the environment</td>
<td>(HUMSS_WRB12-II/IVf-g-13.2)</td>
</tr>
<tr>
<td>51. Explain: the core teaching of Daoism is becoming one with “Dao.”</td>
<td>(HUMSS_WRB12-II/IVf-g-13.3)</td>
</tr>
<tr>
<td>52. Identify the things she/he can do without by making an inventory of personal belongings and write a reflection on Daoism based on the result of the inventory</td>
<td>(HUMSS_WRB12-II/IVf-g-13.4)</td>
</tr>
</tbody>
</table>

#### Lesson 14 Shintoism

<table>
<thead>
<tr>
<th>Question</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Narrate the Kojiki creation story</td>
<td>(HUMSS_WRB12-II/IVh-14.1)</td>
</tr>
<tr>
<td>54. Explain why is it important for Japanese people to worship gods</td>
<td>(HUMSS_WRB12-II/IVh-14.2)</td>
</tr>
<tr>
<td>55. Evaluate: the core teaching of Shintoism is to worship the ancestors and forces of nature to achieve harmony in all dimensions</td>
<td>(HUMSS_WRB12-II/IVh-14.3)</td>
</tr>
<tr>
<td>56. Interpret the Kojiki creation story creatively</td>
<td>(HUMSS_WRB12-II/IVh-14.4)</td>
</tr>
</tbody>
</table>

#### Lesson 15 Comparative Analysis of Confucianism, Daoism, and Shintoism

<table>
<thead>
<tr>
<th>Question</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. Identify the uniqueness and similarities of Confucianism, Daoism, and Shintoism</td>
<td>(HUMSS_WRB12-II/IVi-15.1)</td>
</tr>
<tr>
<td>58. Provide evidence that Confucianism, Daoism, and Shintoism share common traits in viewing nature and ancestors</td>
<td>(HUMSS_WRB12-II/IVi-15.2)</td>
</tr>
<tr>
<td>59. Justify that Confucianism, Daoism, and Shintoism as East Asian religions/philosophies have largely influenced the world today</td>
<td>(HUMSS_WRB12-II/IVi-15.3)</td>
</tr>
<tr>
<td>60. Prepare multimedia presentation on the perceptions of people from all walks of life on the doctrines of each of the three religions and compare them in the aspects of individual, family, society, government, and nature</td>
<td>(HUMSS_WRB12-II/IVi-15.4)</td>
</tr>
</tbody>
</table>
| Lesson 16  | Religion in the 21st Century | 61. Simulate a panel discussion of inter-religious dialogue that reflects the following:  
   a. The meaning and ultimate value of life  
   b. How one is to relate to one’s self, family, society, and nature  
   c. The way to achieve personal happiness and fulfillment (HUMSS_WRB12-II/IVj-16) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>245</td>
<td></td>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>


INTRODUCTION TO
World Religions & Belief Systems
TEACHER'S MANUAL
Level I—Expected Outcome

Content Standard
Student can define key concepts in religion, can explain the origin of religions, and discuss the positive and negative effects of religion.

Essential Understanding:
General: Key concepts in religion include: belief system or worldview, which is a particular way of ordering the realities of one’s world; religion, which is the pursuit of transformation guided by a sacred belief system; and spirituality, which is one’s integrative view of life. It involves a quest for the ultimate value of life as opposed to an instrumentalist or materialistic attitude of life. Different religions have developed under particular historical and geographical contexts and they may have positive and negative effects on society.

1. Religion, which is the pursuit of transformation guided by a sacred belief system, has the following elements: (a) it reflects an effort to elevate their whole self to a higher dimension of existence, (b) a framework of transcendent beliefs, (c) text or scriptures, (d) rituals, and (e) sacred spaces; A belief system or worldview which is a particular way of ordering the realities of one’s world, has the following elements: (a) monistic (all is one); many gods (polytheistic); (c) monotheistic; (d) atheistic (no god). Spirituality, which is one’s integrative view of life, has the following elements: (a) holistic; (b) quest for meaning; (c) quest for sacred; (d) suggests a self-reflective existence.

Performance Standard
Student can express a deeper understanding of the key concepts in religion, origin of religion, and positive and negative effects of religion.

Essential Questions:
General: How does a deeper understanding of key concepts in religion help one appreciate his or her faith and that of others? How does awareness in geographical and historical concepts of religion, as well as the positive and negative effects of it, promote tolerance and understanding among believers?

1. How do you differentiate religion from worldview, spirituality, theology, and philosophy of religion?
2. How does geography and culture influence religion and how does religion affect culture?
3. What are the positive and negative effects of religion?
Students understand the following:

1. Religion is the human's way of communicating to God; theology is the study of God's way to humans; and philosophy of religion is a reflection of human's lived experience of God.
2. Geography influences religion and religion affects culture.
3. Religion can have positive and negative effects and certain events have been brought about by religion.

This section contains the skills students are expected to develop in the study of each lesson.

**Level II—Assessment**

Preparing students to perform the Expected Outcome in the Chapter. It is important that students are ready so that they can effectively attain the Expected Outcome in the Chapter. It is better to train them by conducting activities related to the Expected Outcome. That way, they are able to enhance their skills which are needed to achieve the Expected Outcome. To achieve this, Expected Outcomes are placed in each lesson.

In formulating the Expected Outcome in each lesson and each chapter, it is important to consider its relevance to the Performance Standards located in Level I of each grading period.

<table>
<thead>
<tr>
<th>Expected Outcome in Chapter 1</th>
<th>Symposium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will prepare a symposium regarding the key concepts in religion, historical and geographical contexts of religion, and the positive and negative effects of religion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 1: Understanding the Nature of Religion</th>
<th>Panel Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will simulate a panel discussion about key concepts in religion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2: Origin of World Religions</th>
<th>Geo-cultural Map</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will draw a geo-cultural map showing the geographical origins of world religions and the effects of these religions on the people’s cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3: Positive and Negative Effects of Religion</th>
<th>Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will conduct a debate on the positive and negative effects of religion.</td>
</tr>
<tr>
<td>Chapter 1---Symposium</td>
<td>Rubric</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Expected Outcome/ Performance</strong></td>
<td><strong>Rubric</strong></td>
</tr>
<tr>
<td>Holding a Symposium on “Introduction to World Religions”</td>
<td>a. Content: all the ideas and data presented were accurate and based on facts and not only on the opinion of speakers; made use of more than five sources to give credibility to their data (8 points)</td>
</tr>
<tr>
<td></td>
<td>b. Analysis: key concepts in religion, historical and geographical origins of world religions; and positive as well as negative effects of religion are explained thoroughly (8 points)</td>
</tr>
<tr>
<td></td>
<td>c. Presentation: voices were loud but calm; arguments were presented in an organized manner; appropriate technology was used for the particular presentation (4 points)</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 20 points</strong></td>
</tr>
<tr>
<td>1. Divide the class into four groups.</td>
<td></td>
</tr>
<tr>
<td>2. Assign Symposium to group 1; Panel Discussion to group 2; and Geo-cultural Map to group 3; and Debate to group 4.</td>
<td></td>
</tr>
<tr>
<td>3. Allow one meeting per group for their presentation.</td>
<td></td>
</tr>
<tr>
<td>4. Products in Lessons 1-3 may be used.</td>
<td></td>
</tr>
<tr>
<td>5. Explain the grading standards based on the rubric.</td>
<td></td>
</tr>
<tr>
<td>6. Give each group 15 minutes to set-up, 30 minutes to present, and another 15 minutes for post-presentation discussion.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 1: Panel Discussion

The group will simulate a panel discussion to discuss key concepts in religion.

1. Make them read the lesson on Understanding the Nature of Religion.
   Ask them to choose group members who will discuss the following:
   
   a. How religion is different from worldview, spirituality, theology, and philosophy of religion;
   b. Elements of religion;
   c. Elements of worldview;
   d. Elements of spirituality;
   e. After discussing the said topics, an open forum will be conducted to entertain questions from the class;
   f. Someone from the group will synthesize important points raised during the panel discussion.
   g. Explain the grading standards based on the rubric.

### Rubric

1. **Content:** information presented was accurate; various sources were used to make the presentation credible (8 points)
2. **Explanation:** ideas and opinions were explained comprehensively; critical analysis on the ideas was shown (8 points)
3. **Presentation:** ideas and arguments were presented in a clear and organized manner; respect for others' ideas and arguments were shown (4 points)

Total: 20 points
### Lesson 2: Geo-Cultural Map

The group will draw a geo-cultural map showing the geographical origins of world religions and the effects of these religions on the people’s cultures.

1. Ask the group to read the lesson on Origin of World Religions.
2. Ask them to draw a map tracing the origins of world religions (Judaism, Christianity, and Islam in West Asia; Hinduism, Theravada Buddhism, and Mahayana Buddhism in South Asia; and Confucianism, Daoism, and Shintoism in East Asia).
3. Ask them to draw symbols on how these religions affected the culture of the people in these regions.
4. Someone will synthesize how geography gave rise to these religions and how these religions affected cultural formation in these regions.
5. Give them one class meeting to present their output in class.
6. Explain the grading standards based on the: rubric

### Rubric

| 1. Content: map drawn and information presented were accurate (6 points) |
| 2. Explanation: geographical origins of world religions were effectively explained, as well as the effects of religions on culture (6 points) |
| 3. Map: map drawn was accurate and realistic (4 points) |
| 4. Design: map was creatively and artistically drawn (4 points) |

**Total: 20 points**
### Lesson 3: Debate

The group will conduct a debate on the positive and negative effects of religion.

1. Ask the group to read about the lesson on Positive and Negative Effects of Religion.
2. Divide the group into two: one group will defend the positive effects of religion while the other group will defend the negative effects of religion;
3. After the debate, the teacher will conclude the activity, summarizing the key points that each group presented. The teacher will also provide balance to the discussion, briefly highlighting the positive and negative effects of religion.
4. Explain the grading standards based on the rubric.

### Rubric

1. **Content:** information used were accurate and based on facts, not merely on opinion; made use of more than 5 sources (6 points)
2. **Articulation:** arguments and points were explained in an articulate and convincing manner (6 points)
3. **Respect:** arguments presented by the group were respected by the other group, and vice-versa (4 points)
4. **Presentation:** ideas and arguments were presented in a clear and organized manner (4 points)

Total: 20 points
Level III---Learning Plan

LESSON 1 Understanding the Nature of Religion, p. 3
Guide in Teaching/Learning the Lesson

A. KNOW

1. Let them formulate their initial idea on the question “Why is it important to
differentiate religion from spirituality, theology, and philosophy of religion?”
2. Let them answer the Motivational Activity in the lesson. Let them answer the fol-
lowing questions:
   a. Was it difficult for you to think of ten things that you believe in? Why or why not?
   b. Were you able to distinguish which of your answers reflect spiritual belief and
      which are religious beliefs?
   c. Did you find this activity thought-provoking? Why or why not?
   d. Let them read the Essential Questions. Let them formulate their initial idea about
      World Religions in Focus.

B. DEVELOP

   Topic: Understanding the Nature of Religion
   1. Let them analyze the concept map in the lesson. Let this serve as their guide in
      studying the lesson.
   2. Let them read the lesson proper which discusses the key concepts in religion.
   3. Take note of the following:
      a. Essential Questions
      b. Guide Questions
      c. Web Links
      d. Trivia
   4. Let them do the following group activities
      a. Skit: Divide the class into two groups. One group will present a character sketch
         of a person who is spiritual but not religious; and another group will present a
         character sketch of someone who is religious but not spiritual.
      b. Reporting through a graphic organizer. Complete the following diagram.
c. Additional Facts
d. Weblinks

1. Define the following key terms in religion.

<table>
<thead>
<tr>
<th>RELIGION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPIRITUALITY</td>
<td></td>
</tr>
<tr>
<td>WORLDVIEW</td>
<td></td>
</tr>
<tr>
<td>THEOLOGY</td>
<td></td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td></td>
</tr>
</tbody>
</table>

2. Give the elements of religion.

3. Give the elements of spirituality.
4. Formative Assessment: Written below is a statement related to the topic. Encircle whether you agree or not agree with the statement. Explain your answer.

Statement: A person can be spiritual without being religious, and a person can be religious without being spiritual.

Opinion:  
Agree  
Disagree  

Explanation

✓ Knowledge/Skills/Processes Levels

1. Let them revise their initial ideas of the lesson using sentence completion. Example: “I learned that religion is about my __.” “As a religious being, I should __.”

2. Let them answer the Assessment Part.
   a. Matching Type
      1. D
      2. J
      3. G
      4. C
      5. F
      6. H
      7. B
      8. I
      9. E
      10. A

   b. The teacher will evaluate the answers of students.

C. Reflect & Understand

Topic: Understanding the Nature of Religion
Let them answer the following questions:
1. Why is it important to distinguish between religion and spirituality?
2. Can you give an example of a worldview? Describe this particular worldview.
3. Why is it important to respect worldviews different from ours?
4. Would you describe yourself as more of a spiritual or a religious person? Why?
✓ Understanding Level

- Let them answer the Assessment part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>The content was well-thought of; guide questions were thoroughly answered.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The paper was well-written with ideas easily conveyed to readers.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Analysis was clear, concise, and based on the data presented.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their final idea about the lesson.
- Let them answer the Essential Questions.

D. APPLICATION/ ANSWER

   Product: Understanding the Nature of Religion
   1. Explain the instructions for the activity.
   2. Explain the rubric for grading the panel discussion.
   3. Let them do the activity for the lesson. You can use the product in Lesson 1 for this activity.
   4. Allot a particular day for the presentation of the panel discussion.
   5. Let them answer the Critical Thinking part.

REVIEW ACTIVITIES

JEOPARDY!

This fun game can be done using Powerpoint or just on the blackboard.

1. Create 10 questions and answers worth a specific amount of points (e.g. question number 1 is equal to 1 point; question number 2 is equal to 2 points, and so on).
2. Divide the class into two teams.
3. From the numbers on the Powerpoint/blackboard from 1-10, let each team choose a number. Their goal is to answer the question that is attached to the number they choose.
LESSON 2  Origin of World Religions, p. 14

A. KNOW

1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Was it difficult to think of things, persons, or places you associate with world
      religions?
   b. Where did you get your particular associations with world religions?
   c. Did you find this activity enjoyable and worthwhile? Why or why not?
3. Let them read the Essential Questions. Let them formulate their initial idea about
   Origin of World Religions.

B. DEVELOP

Topic: Origin of World Religions
✓ Let them analyze the concept map in the lesson. Let this serve as their guide in
   studying the lesson.
✓ Let them read the lesson proper which discusses the origin of world religions.
✓ Take note of the following:
   a. Study Aid
   b. Word Factory
   c. Additional Facts
   d. Weblinks
✓ Let them do the following group activities:
   a. Map-reading: Post a map of Asia in front and let students locate the origin of
      world religions (Judaism, Christianity, Islam, Hinduism, Theravada Buddhism,
      Mahayana Buddhism, Confucianism, Daoism, and Shintoism).
   b. Group discussion.
      i. Group the class into three, and assign Abrahamic religions to the first group;
         Dharmic religions to the second group; and Daoic religions to the third group.
      ii. Ask them to discuss among themselves how geography and culture affected
          the development of religions in the area assigned to them.
      iii. Ask them to discuss how those religions influenced the culture of the people
           in those regions.
      iv. The group will choose a leader who will report their output in class.
      v. Make them use the following graphic organizer in reporting their output
         in class.
Knowledge/Skills/Processes Levels

- Let them formulate their final idea about the lesson.
- Let them answer the Traditional Assessment part.

A.
1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. False
9. False
10. True
11. True
12. False
13. True
14. False
15. True

B.
1. h
2. d
3. a
4. e
5. j
6. c
7. b
8. i
9. g
10. f

c. Based on the students’ answers
C. REFLECT & UNDERSTAND

Topic: Origin of World Religions
✓ Let them answer the following questions:
  • Why is it important to understand that the development of religions have historical and geographical contexts?
  • How do geography and culture affect the formation of religions? Cite an example.
  • How does religion influence culture in return? Give an example.

✓ Understanding Level
  • Let them answer the Authentic Assessment Part.

RUBRIC FOR POSTER PRESENTATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>Important concepts were highlighted and explained.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>The idea was clearly presented based on the poster illustration</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20

• Let them formulate their final idea about the lesson.
• Let them answer the Essential Questions.

D. APPLY

Product: Origin of World Religions
1. Explain the instructions for the activity.
2. Explain the rubric for grading the geo-cultural map.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the geo-cultural influences of Abrahamic, Dharmic, and Daoic religions.
5. Let them answer the Critical Thinking part.

MAP REVIEW

Divide the class into three teams. Post an Asian map on the blackboard. Ask each team to find the place of origin of each religion (Abrahamic religions for Team 1, Dharmic religions for Team 2, and Daoic religions for Team 3) by sticking a color-coded pushpin on the specific place. The team who will be able to identify the places in the quickest possible time will be declared the winner and will be given bonus points for the activity.
LESSON 3  Positive and Negative Effects of Religion, p. 32

A. KNOW

- Let them do the Motivational Activity in the lesson.
- Let them answer the following questions:
  a. What was your initial reaction when you heard the lyrics of the song?
  b. Why do you think the songwriter suggests that we imagine a world without religion? Do you think he does not believe in God? Explain your answer.
  c. What message did you get from the song?
- Let them read the Essential Questions. Let them formulate their initial idea about Origin of World Religions.

B. DEVELOP

Topic: Positive and Negative Effects of Religion

✓ Let them analyze the concept map in the lesson. Let this serve as their guide in studying the lesson.

✓ Let them read the lesson proper which discusses the positive and negative effects of religion.

✓ Take note of the following:
  a. Essential Questions
  b. Guide Questions
  c. Web Links
  d. Trivia

✓ Let them do the following group activities:
  a. Skit: Make a short skit on the positive and negative effects of religion. Divide the class into two groups. One group will show at least three positive effects of religion and another group will show three negative effects of religion.
  b. Reporting through a graphic organizer. Complete the following diagram.
    i. Divide the class into two groups. One group will discuss the positive effects of religion. The other group will discuss the negative effects of religion. Let them use the following graphic organizers in class.
POSITIVE EFFECTS OF RELIGION

LET THEM REVISIT THEIR INITIAL IDEA ABOUT THE LESSON.

LET THEM ANSWER THE TRADITIONAL ASSESSMENT PART.

A.

1. c
2. f
3. d
4. i
5. a
6. j
7. h
8. g
9. e
10. b

B. WRITE THE LETTER OF THE CORRECT ANSWER.

1. b
2. e
3. j
4. g
5. f
6. a
7. d
8. i
9. h
10. a

C. REFLECT & UNDERSTAND

TOPIC: POSITIVE AND NEGATIVE EFFECTS OF RELIGION

LET THEM ANSWER THE FOLLOWING QUESTIONS:

1. AMONG THE POSITIVE EFFECTS OF RELIGION, WHICH CAN YOU RELATE WITH AND WHY?
2. DO YOU THINK IT'S IRONIC THAT WARS HAVE BEEN FUGHT IN THE NAME OF RELIGION WHEN IT IS SUPPOSED TO PROMOTE PEACE AND COMPASSION? EXPLAIN YOUR ANSWER.

NEGATIVE EFFECTS OF RELIGION
✓ Knowledge/Skills/Processes Levels
  • Let them revise their initial idea about the lesson.
  • Let them answer the Traditional Assessment Part.
    a. Identification
       1. c
       2. f
       3. d
       4. i
       5. a
       6. j
       7. h
       8. g
       9. e
       10. b
    b. Write the letter of the correct answer.
       1. b
       2. e
       3. j
       4. g
       5. f
       6. a
       7. d
       8. i
       9. h
       10. a

C. REFLECT & UNDERSTAND
  Topic: Positive and Negative Effects of Religion
  ✓ Let them answer the following questions:
     • Among the positive effects of religion, which can you relate with and why?
     • Do you think it’s ironic that wars have been fought in the name of religion when it is supposed to promote peace and compassion? Explain your answer.
✓ Understanding Level
  • Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The pictures were appropriate to the theme.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>Based on the pictures and words used, the idea was clearly presented.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 20</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Question in the activity was clearly answered by the student</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The paper was well-written with ideas easily conveyed to readers.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Analysis was clear and concise based on the data presented.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 20</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Let them formulate their final idea about the lesson.
• Let them answer the Essential Questions.
D. APPLICATION/TRANSFER

Product: Positive and Negative Effects of Religion

• Explain the instructions for the activity.
• Explain the rubric for grading the debate.
• Let them do the activity for the lesson.
• Allot a particular day for the debate.

CHARADES

List down five positive effects and five negative effects of religion on pieces of paper. Divide the class into two groups and let them choose five representatives who will act out the positive/negative effect of religion which they have drawn. Give each group one minute to act out and guess the specific effect of religion. If the group is not able to guess the correct answer, the other group will be given a chance to steal but only for 30 seconds. The team to give the most number of the correct answers will be given bonus points for the activity.
## Level I—Expected Outcome

### Content Standard
Students should understand the history, origin, and doctrines of the three Abrahamic religions: Judaism, Christianity, and Islam.

### Essential Understanding:
**General:** Judaism, Christianity, and Islam are monotheistic religions that share common roots from Patriarch Abraham and have largely influenced the world today. A comparative study of the three religions reveal similarities and differences in issues such as morality, purpose, destiny, and views on women:

1. **Judaism** is the first monotheistic religion in the world founded by Abraham and/or Moses. Its doctrines are based on its sacred texts which include the Torah, Poetry, Prophets, Talmud, and Mishnah. Its doctrines include the Ten Commandments and 618 Rules and Jews or the followers of Judaism worship Yahweh/Jehovah as their God. It has been divided into major sects such as Orthodox, Conservative, and Reform Liberal. Some issues worth discussing include how the Jews view women, Anti-Semitism, Jewish Diaspora, Zionism, and Holocaust.

2. **Christianity** was founded by Jesus Christ and its sacred texts include the Bible (Old Testament and New Testament). Its major doctrines include belief in the Holy Trinity (Father, Son, and the Holy Spirit), Virgin Birth, Christ as the Son of God, Resurrection, and Last Judgment.

### Performance Standard
Student can demonstrate a deeper understanding of the elements of the three Abrahamic religions—Judaism, Christianity, and Islam.

### Essential Questions:
**General:** How can a deeper understanding of the three Abrahamic religions help appreciate one’s faith and that of others?

1. What makes the core teaching of Judaism the covenant between a chosen people and one God? Explain your answer(s).
2. How do you explain the core teaching of Christianity that a loving God sent His begotten Son in order to redeem humankind from eternal damnation?
3. How do you explain the core teaching of Islam that there is only one God and Muhammad is His final and greatest messenger?
4. How do the three Abrahamic religions compare in terms of origin, morality, purpose, destiny, and views on women?
It is divided into sects such as the Roman Catholic, Greek/Eastern Orthodox, and Protestantism, among others. Issues worth-discussing include ecumenism, sexuality issues (e.g. contraception, homosexuality, ordination of women), family and divorce, and capital punishment.

<table>
<thead>
<tr>
<th>3. Islam was founded by the Prophet Muhammad and its sacred text is Quran. Students understand the following:</th>
<th>This section contains the skills students are expected to develop in the study of each lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The core teaching of Judaism is the covenant between one God and His chosen people.</td>
<td></td>
</tr>
<tr>
<td>2. The core teaching of Christianity is the message that God sent His only Son to redeem humanity from eternal damnation.</td>
<td></td>
</tr>
<tr>
<td>3. The core teaching of Islam is the belief in one God, Allah, and that Muhammad is His final and greatest prophet.</td>
<td></td>
</tr>
<tr>
<td>4. Compare how Judaism, Christianity, and Islam view the origin of man, morality, destiny, purpose in life, and the role of women in society and religion. This comparative analysis will help us see the similarities and differences of the three religions.</td>
<td></td>
</tr>
</tbody>
</table>

**Level II---Assessment**

Preparation students to perform the Expected Outcome in the chapter. It is important that students are ready so that they can effectively attain the Expected Outcome in the Chapter. It is better to train them by conducting activities related to the Expected Outcome. This way, they are able to enhance their skills which are needed to achieve the Expected Outcome. To achieve this, Expected Outcomes are placed in each lesson.
In formulating the Expected Outcome in each lesson and each chapter, it is important to consider its relevance to the Performance Standards located in Level I of each grading period.

<table>
<thead>
<tr>
<th>Expected Outcome in Chapter 2</th>
<th>Exhibit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set up an exhibit that will be presented in class with the theme “Abrahamic Religions: Origins, Doctrines, and Issues.”</td>
<td></td>
</tr>
<tr>
<td>Lesson 4: Judaism</td>
<td>Poster-Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make a poster showing the story of Moses from the Old Testament which shows the Hebrew people’s journey back to the Promised Land.</td>
<td></td>
</tr>
<tr>
<td>Lesson 5: Christianity</td>
<td>Photo-Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take pictures of important images inside a Catholic church that show Christian beliefs and doctrines (e.g. Christ on the cross, Holy Trinity, Virgin Mary) and explain the meanings of these symbols through a photo-essay.</td>
<td></td>
</tr>
<tr>
<td>Lesson 6: Islam</td>
<td>Timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On a piece of cartolina, draw a timeline of important events in the history of Islam, from the birth of Mohammad to the expansion of the Islamic Empire under the four caliphs.</td>
<td></td>
</tr>
<tr>
<td>Lesson 7: Comparative Analysis of Judaism, Christianity, and Islam</td>
<td>Venn Diagram</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct a group research on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women. By drawing a venn diagram on a cartolina, show the similarities and differences among the three religions in the said aspects.</td>
<td></td>
</tr>
</tbody>
</table>
### Expected Outcome/Performance

**Chapter 2---Exhibit**

Set up an exhibit that will be presented in class with the theme, “Abrahamic Religions: Origins, Doctrines, and Issues.”

1. Divide the class into four groups.
2. Assign poster-making to group 1 and 2; photo-essay to group 3; and timeline to group 4.
3. Make them use the white/blackboard as panels for their output.
4. Explain the grading standards based on the rubric.
5. Give each group five minutes to set-up and 10 minutes to explain their output in class.

### Rubric

- **a. Content:** all data/information used in the exhibit are accurate and appropriate. Made use of more than five sources to justify the information presented (15 points)
- **b. Analysis:** the important elements of the three Abrahamic religions are presented in the exhibit (15 points)
- **c. Presentation:** concepts are presented in an organized and orderly manner. Flow was easy to understand and there is a concluding statement towards the end (5 points)
- **d. Creativity:** proper audio and visual effects were used in the exhibit. This will help to make the activity more interesting and easier to understand the ideas conveyed (10 points)
- **e. Appropriateness:** word, pictures, illustrations, and effects used are appropriate with the theme of the exhibit (5 points)

**Total: 50 points**

### Other Assessment

- Give a formative assessment
- Conduct an open-forum and analysis
- Provide activities and exercises
- Make graphic organizers
- Create a metacognitive activity
<table>
<thead>
<tr>
<th>Lesson 4: Poster-making</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a poster showing the story of Moses from the Old Testament which shows the Hebrew people’s journey back to the Promised Land.</td>
<td>1. Content: Information and illustrations were accurate. (6 points)</td>
</tr>
<tr>
<td>1. Make them read the story of Moses from the Old Testament.</td>
<td>2. Explanation was clear and precise. (6 points)</td>
</tr>
<tr>
<td>2. Ask them to select important events in the story and draw an illustration of each event on the cartolina.</td>
<td>3. Illustrations were appropriate and close to the depictions in the Old Testament. (4 points)</td>
</tr>
<tr>
<td>3. Label each event and explain its significance to the Jewish faith.</td>
<td>4. Design: illustrations were creatively and artistically done. (4 points)</td>
</tr>
<tr>
<td>4. Explain the grading standards based on the rubric.</td>
<td>Total: 20 points</td>
</tr>
</tbody>
</table>
## Lesson 5: Photo-essay

Take pictures of important images inside a Catholic church that show Christian beliefs and doctrines (e.g. Christ on the cross, Holy Trinity, Virgin Mary) and explain the meanings of these symbols through a photo-essay.

1. Let the group ask permission from the local parish priest if they could take pictures inside the church for a school project.
2. Let them take pictures of symbols/images that will explain Christian doctrines (e.g. Christ on the cross, Virgin Mary, patron saint, etc)
3. Let them print the pictures and make a photo-essay about it, which they will present in class.
4. Explain the grading standards based on the rubric.

<table>
<thead>
<tr>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content: information and pictures presented were accurate (6 points).</td>
</tr>
<tr>
<td>2. Analysis: explanations were based on research and not on students' own opinion. Choice of images clearly represent Christian doctrines (6 points).</td>
</tr>
<tr>
<td>3. Presentation: Christian doctrines were appropriately explained through the choice of photos (8 points).</td>
</tr>
<tr>
<td>Total: 20 points</td>
</tr>
</tbody>
</table>
**Lesson 6: Timeline**

On a piece of cartolina, draw a timeline of important events in the history of Islam, from the birth of Mohammad to the expansion of the Islamic Empire under the four caliphs.

1. Make the students read about the history of Islam and ask them to select important events regarding the history of Islam.
2. Let them print the pictures and make a photo-essay about it, which they will present in class.
3. Explain the grading standards based on the rubric.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Information presented was clear and accurate</td>
<td>6</td>
</tr>
<tr>
<td>Analysis: Chosen dates and events are actually important in the history of Islam</td>
<td>6</td>
</tr>
<tr>
<td>Explanation of the timeline was clear and easy to understand</td>
<td>4</td>
</tr>
<tr>
<td>Presentation: timeline was creatively made and presented</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total:** 20 points
## Lesson 7: Venn Diagram

Conduct a group research on the doctrines of each of the three religions and compare them in the aspects of origin, morality, purpose, destiny, and views on women. By drawing a Venn Diagram on a cartolina, show the similarities and differences among the three religions in the said aspects.

1. Ask the group to conduct a research on the doctrines of the three Abrahamic religions.
2. Points of comparison to be used are: origin, morality, purpose, destiny, and views on women.
3. Let them analyze the data they gathered and show their analysis through a Venn diagram.
4. Give them one class meeting to present their output in class.
5. Explain the grading standards based on the rubric.

## Rubrics

1. **Content:** Information presented are accurate (6 points).
2. **Analysis:** Similarities and differences among the three religions were analyzed accordingly. (6 points)
3. **Explanation:** Similarities and differences of the three religions were explained well (4 points).
4. **Presentation:** Similarities and differences were clearly presented through the Venn diagram, which was illustrated creatively and artistically (4 points).

Total: 20 points
Level III---Learning Plan

LESSON 4 Judaism, p. 47

Guide in Teaching/Learning the Lesson

A. KNOW

1. Let them do the Motivational Activity.
2. Let them answer the following questions:
   a. Do you know the song Father Abraham? If yes, how did you learn this song?
   b. How does the song describe Abraham?
   c. What do you think is the message of the song?
3. Let them read the Essential Questions. Let them formulate their initial idea about Judaism.
4. Connect the words. Formulate sentences showing how the following pairs of words are connected to each other:
   a. Abraham and covenant
   b. Moses and exodus
   c. Ishmael and the Arabs

B. DEVELOP

Topic: Judaism

1. Let them analyze the concept map for the lesson. Let this serve as their guide in studying the lesson.
2. Post a picture of the Jewish people. Let them answer the following questions:
   a. Why do you think the Jews consider themselves as the chosen people?
   b. Why did they have to leave the Promised Land?
   c. What role did Moses play in leading them back to the Promised Land?
   d. What can you say about the plight of the Jewish people in their journey back to the Promised Land?
3. Let them read the lesson proper about Judaism.
4. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia

5. Let them do the following group activities:
   a. Skit: Divide the class into four (4) groups. The first two groups will present scenes from the Old Testament about Abraham and the other two groups will present scenes about Moses.
   b. Reporting through a graphic organizer. Complete the following diagram.
Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.
  a. 1.g  
      2.d  
      3.i  
      4.a  
      5.b  
      6.e  
      7.c  
      8.f  
      9.h  
      10.j  
  b. Based on students’ answers
C. REFLECT & UNDERSTAND

Topic: Judaism

- What do you think makes the history of the Jews distinct?
- How did the Jews show their faith in their God?

✓ Understanding Level
- Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVITY/RESOURCESFULNESS</td>
<td>The costume, props, and back-drops were masterfully executed using recyclable or cheap materials only.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The story of Moses including the timeline and characters was accurate.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The story was clearly presented and mastered.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their final idea about the lesson.
- Let them answer the Essential Questions for the lesson.

D. APPLICATION/TRANSFER

1. Explain the instructions for the activity.
2. Explain the rubric for grading the poster-making activity.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the poster-making.
5. Let them answer the questions under Critical Thinking.

PASS THE RUBBER DUCKY

You will need to buy a rubber ducky for this activity.

1. To begin, have the students sit in a circle. Randomly ask one student a review question about Judaism while the rubber ducky gets passed around the circle.

2. If the rubber ducky arrives back at the student before he/she answers they must go to the middle of the circle (the pot). The rubber ducky is then passed to the next person, and so on. If the next student does not know the answer, ask the student in the pot if they know the answer. If they do, then they may get out of the pot and go back to the circle.
A. KNOW
1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Was it difficult to find someone to interview for the topic of Christianity?
   b. Was the interviewee helpful in providing answers to your questions?
   c. How would you describe Christianity as a religion based on the data you gathered?
3. Let them read the Essential Questions. Let them formulate their initial idea about Christianity.
4. Let them do this activity: Formulate questions based on the words written inside the box. You may start your questions with what, where, when, why, or how.

   | Messiah       |
   | Cross         |
   | Holy Trinity  |
   | New Testament |
   | Jesus Christ  |

B. DEVELOP
Topic: Christianity
✓ Let them analyze the concept map. Let this serve as a guide in studying the lesson.
✓ Post a picture of a Christian church. Let them answer the following questions:
   a. What Christian symbols can you find in the picture?
   b. What do these symbols mean?
   c. What is the relevance of going to church in Christianity?
✓ Let them read the lesson proper.
✓ Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
Let them do the following group activities:

- Skit: Read the Parable of the Prodigal Son from the New Testament and present it in class through a skit. Afterwards, you will initiate the discussion and ask how they interpret the story.
- Reporting through a graphic organizer. Complete the following diagram.

a. Compare the two Sacred Scriptures and briefly describe the teachings of each Book.

b. Let them answer the study aid regarding the church officials and their functions in the church.
✓ Knowledge/Skills/Processes Levels
  • Let them revise their initial idea about the lesson.
  • Let them answer the Traditional Assessment Part.

B.
  1. True
  2. False---Christian
  3. False---1ST Century C.E.
  4. False ---United States
  5. False ---Romans
  6. False ---Emperor Constantine
  7. False ---Martin Luther
  8. True
  9. False ---Sacrament of Holy Orders
  10. False---Creation Theory

A.
  1. i
  2. c
  3. g
  4. j
  5. e
  6. a
  7. h
  8. f
  9. d
  10. b

c. Based on students’ answer

C. REFLECT & UNDERSTAND
  Topic: Christianity
  • What do you think is the most important message imparted by Christianity?
  • How does the Jewish view of Christ differ from that of the Christians?
**Understanding Level**
- Let them answer the Authentic Assessment part.
  a. Debate

<table>
<thead>
<tr>
<th>Grading Rubric for Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pictures, Clip Art Background</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mechanics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
• Let them formulate their Final Idea about the lesson.
• Let them answer the Essential Questions for the lesson.

D. APPLICATION/ TRANSFER
   Product: Christianity
   1. Explain the instructions for the activity.
   2. Explain the rubric for grading the photo-essay activity.
   3. Let them do the activity for the lesson.
   4. Allot a particular day for the presentation of the photo-essay.
   5. Let them answer the questions under Critical Thinking part.

SPIN THE WHEEL

Create a wheel with a variety of review questions about Christianity. Then randomly call upon students to come up and spin the wheel to see if they can answer the question correctly. The team with the most number of correct answers will be given extra credit.
LESSON 6  Islam, p. 84

A. KNOW
1. Let them do the Motivational Activity.
2. Let them answer the following questions:
   a. Who among your favorite Hollywood stars are Muslims?
   b. Were you surprised when you found out they are Muslims? Why or why not?
3. Let them read the Essential Questions. Let them formulate their initial idea about Islam.
4. Let them do this activity: Let the students explain what they know about the following concepts which are considered as the Five Pillars of Islam.

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shahada</td>
</tr>
<tr>
<td>Salat</td>
</tr>
<tr>
<td>Sawm</td>
</tr>
<tr>
<td>Zakat</td>
</tr>
<tr>
<td>Hajj</td>
</tr>
</tbody>
</table>

B. DEVELOP
Topic: Islam
1. Let them analyze the Concept Map. Let this serve as a guide in studying the lesson.
2. Post a picture of a Muslim woman in hijab. Let them answer the following questions:
   a. Why do you think Muslim women have to wear the hijab?
   b. Do other religions (for example: Christianity) have the same practice for women?
3. Let them read the lesson proper.
4. Formative Assessment.
   Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
   Let them fill up the chart with the correct answers.

Topic: Islamic Sects

<table>
<thead>
<tr>
<th>SECT</th>
<th>MAJOR BELIEF</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shi'a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
✓ Knowledge/Skills/Processes Levels
  • Let them revise their initial idea about the lesson.
  • Let them answer the Assessment Part.

A.
  1. t
  2. f
  3. f
  4. t
  5. t
  6. t
  7. f
  8. f
  9. t
  10. f

B.
  1. e
  2. d
  3. f
  4. g
  5. b
  6. h
  7. i
  8. c
  9. a
  10. j

C. REFLECT & UNDERSTAND
  Topic: Islam
  • Why is Islam called the “religion of peace?”
  • Do you think a better understanding of Islam can lessen the discrimination experienced by Muslims in society? Why or why not?
✓ **Understanding Level**
  - Let them continue answering the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The illustrations were appropriate to the theme.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>The idea was clearly presented based on the pictures and words used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their final idea about the lesson.
- Let them answer the Essential Questions for the lesson.

**D. APPLICATION/ TRANSFER**

Product: Islam
1. Explain the instructions for the activity.
2. Explain the rubric for grading the timeline of important historic events in Islam.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the timeline.
5. Let them answer the questions under Critical Thinking.

**BEACH BALL**

Bring a white beach ball and write a variety of review questions about Islam on the ball. Have the students sit on top of their desks, then let them play catch. When a student catches the ball, he/she must answer the question his/her right thumb is touching.
LESSON 7  Comparative Analysis of Judaism, Christianity, and Islam, p. 104

A. KNOW

1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. How did geographic location play a major role in Abrahamic religions?
   b. Among the similarities identified, which is the most striking?
3. Let them read the Essential Questions. Let them formulate their initial idea about a comparative analysis of Judaism, Christianity, and Islam.

B. DEVELOP

   Topic: Comparative Analysis of Judaism, Christianity, and Islam

1. Let them analyze the Conceptual Map. Let this serve as a guide in studying the lesson.
2. Post a picture of a Jewish synagogue, Catholic church, and Islamic temple. Let them answer the following questions:
   a. How do the places of worship of the Jews, the Christians, and the Muslims differ?
   b. What do you think is the importance of having a place of worship for the three religions?
   b. What commonalities can you find in the three places of worship?
3. Let them read the lesson proper.
4. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
5. Complete the information needed in the chart. Explain your answers in class.

<table>
<thead>
<tr>
<th></th>
<th>Origin</th>
<th>Morality</th>
<th>Purpose</th>
<th>Destiny</th>
<th>Views on Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
✓ Knowledge/Skills/Processes Levels
   • Let them revise their initial idea about the lesson.
   • Let them answer the Traditional Assessment Part.

A. Modified True or False.
   1. False---Polygyny
   2. True
   3. False---Adultery
   4. True
   5. False---Predestiny
   6. False---Free Will
   7. True
   8. False---Old Testament
   9. False---Zakat
   10. False---Halakhah

B. Identification.
   1. e
   2. f
   3. g
   4. i
   5. j
   6. h
   7. d
   8. c
   9. a
   10. b

c. Matching Type
   1. e
   2. a
   3. b
   4. i
   5. c
   6. j
   7. h
   8. f
   9. d
   10. g
C. REFLECT & UNDERSTAND
Topic: Comparative Analysis of Judaism, Christianity, and Islam
• What do you think is the most important commonality among the three religions?
• Why do you think we need to emphasize more on the commonalities rather than the differences of the three religions?

✓ Understanding Level
• Let them continue answering the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>Concepts are clearly used and explained.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>The idea was clearly presented based on the words used.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20

Poster-making: Make a poster showing the commonalities among the three Abrahamic religions. Use the rubric below as a guide.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The illustrations were appropriate to the theme.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>The idea was clearly presented based on the pictures and words used.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20
• Let them formulate their Final Idea about the lesson.
• Let them answer the Essential Questions for the lesson.

D. APPLICATION/ TRANSFER
1. Explain the instructions for the activity.
2. Explain the rubric for grading the Venn Diagram.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the Venn Diagram.
5. Let them answer the questions under Critical Thinking part.

HEADBANDS

Select some ideas and terms discussed in the Comparative Analysis of Judaism, Christianity, and Islam. Write down the ideas and terms on a post-it note. Divide the team into two groups. Let each team choose a post-it note and stick it on their forehead without looking at it. The team will have to figure out what the term on their forehead is.
Level I---Expected Outcome

**Content Standard**
Students should understand the history, origin, and doctrines of the three Dharmic religions: Hinduism, Theravada Buddhism, and Mahayana Buddhism.

**Essential Understanding:**
General: Hinduism, Theravada Buddhism, and Mahayana Buddhism are Dharmic religions that originated from South Asia and have largely influenced the world today. They share common beliefs such as dharma, karma, and samsara and all seek to attain liberation from the cycle of rebirth by attaining Moksha (for Hindus) and Nirvana (for Buddhists). A comparative study of the three religions reveals similarities and differences in issues such as morality, purpose, destiny, and views on women.

1. Hinduism was founded by the Aryans around 1500 BCE and its sacred texts are the Vedas, Upanishads, and Bhagavad-Gita. Its basic doctrines include the dharma (duty); kama (pleasure); artha (wealth); moksha (liberation); Brahman (universal soul); atman (individual soul); The Four Yogas (Yoga of Knowledge, Yoga of Work, Yoga of Devotion or Love, and Yoga of Psychological Exercises). Hindus have as many as 33 million gods and goddesses. Some issues with regards to Hinduism are gender inequality, caste system, and poverty.
2. Theravada Buddhism was founded by Siddharta Gautama around 500 BCE and its sacred text is the Tripitaka. Its basic doctrines include the Four Noble Truths, Eight-fold Path, Law

**Performance Standard**
Student can demonstrate a deeper understanding of the elements of the three Dharmic religions—Hinduism, Theravada Buddhism, and Mahayana Buddhism.

**Essential Questions:**
General: How can a deeper understanding of the three Dharmic religions help you further appreciate your faith or religion and that of others? Cite some examples.

1. How do you explain the core teaching of Hinduism which is the attainment of liberation in the identification of Atman and Brahman through the Four Yogas?
2. How do you explain the core teaching of Theravada Buddhism which is the belief that life is full of suffering, that suffering is due to craving, that there is a way to overcome craving, and the way to overcome craving is the Eight-fold Path, and the Middle Way (the path between pleasure and mortification)?
3. How do you explain the core teaching of Mahayana Buddhism which is to seek complete enlightenment for the benefit of all beings through insight and compassion?
4. How do the three Dharmic religions compare in terms of origin, morality, purpose, destiny, and views on women?
of Dependent Origination, and the Impermanence of Things. It is considered a non-theistic philosophy/religion and one of the issues related to it is the territorial conflict in Mainland Southeast Asia.

3. Mahayana Buddhism was founded by Siddharta Gautama around 500 BCE.

<table>
<thead>
<tr>
<th>Students understand the following:</th>
<th>This section contains the ideas and core principles of Hinduism, Theravada Buddhism, and Mahayana Buddhism that students are expected to learn in each lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The core teaching of Hinduism is the attainment of liberation in the identification of Atman and Brahman through the Four Yogas.</td>
<td></td>
</tr>
<tr>
<td>2. The core teaching of Theravada Buddhism is the belief that life is full of suffering, that suffering is due to craving, that there is a way to overcome craving, and the way to overcome craving is the Eight-fold Path and the Middle Way (the path between pleasure and mortification).</td>
<td></td>
</tr>
<tr>
<td>3. The core teaching of Mahayana Buddhism is to seek complete enlightenment for the benefit of all beings through insight and compassion.</td>
<td></td>
</tr>
<tr>
<td>4. Comparing the three Dharmic religions’ views on origin, morality, destiny, purpose, and views on women will help us see the uniqueness, similarities, and differences among the three Dharmic religions.</td>
<td></td>
</tr>
</tbody>
</table>
Level II---Assessment

Preparing students to perform the Expected Outcome in the Chapter. It is important that students are ready so that they can effectively attain the Expected Outcome in the Chapter. It is better to train them by conducting activities related to the Expected Outcome. That way, they are able to enhance their skills which are needed to achieve the Expected Outcome. To achieve this, Expected Outcomes are placed in each lesson.

In formulating the Expected Outcome in each lesson and each chapter, it is important to consider its relevance to the Performance Standards located in Level I of each grading period.

<table>
<thead>
<tr>
<th>Expected Outcome in Chapter 3</th>
<th>Travel Brochure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will prepare a travel brochure showing the elements of Hinduism, Theravada Buddhism, and Mahayana Buddhism, featuring a map of South Asia which shows the places of origin of the three religions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 8: Hinduism</th>
<th>Reflection Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will simulate a particular yoga and write individual reflection papers on their insights on Hinduism.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9: Theravada Buddhism</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will write a journal about the life-story of Siddharta Gautama.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 10: Mahayana Buddhism</th>
<th>Pamphlet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will make a pamphlet featuring the doctrines of Mahayana Buddhism such as the Four Noble Truths, Eight-fold Path, and The Six Perfections to Become a Bodhisattva (generosity, morality, patience, perseverance, meditation, and insight).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 11: Comparative Analysis of Dharmic Religions</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will conduct an interview with followers of each religion (Hinduism, Theravada Buddhism, and Mahayana Buddhism) or an expert on the three religions (a teacher of World Religions) and make a comparison of the three religions in terms of origin, morality, purpose, destiny, and views on women.</td>
</tr>
</tbody>
</table>
### Expected Outcome/Performance

**Chapter 3---Travel Brochure**

Making a Travel Brochure with the theme, "**Dharmic Religions.**"

1. Divide the class into four groups.
2. Assign the Travel Brochure to group 1; Reflection Paper to group 2; Journal to group 3; and Pamphlet to group 4.
3. Allow one meeting per group for their presentation.
4. Explain the grading standards based on the rubric.
5. Give each group 15 minutes to set up, 30 minutes to present, and another 15 minutes for post-presentation discussion.

### Rubric

- **a. Content:** All the data/information used in the brochure were accurate and appropriate. Information as well as pictures/illustrations/maps used were informative and enlightening and made the reader encouraged to visit the places mentioned in the brochure to know more about the Dharmic religions (5 points).
- **b. Religious Appreciation:** The relevance of Dharmic religions was shown and their significance to the present society (5 points).
- **c. Appropriateness:** Words, pictures, and maps used were appropriate (3 points).
- **d. Creativity:** Made use of various maps, pictures, and designs to make the brochure attractive and interesting (3 points).
- **e. Presentation:** Voice of the presenter was clear and audible. Explanation of the parts of the brochure was clear and

Total: ____ points

### Other Assessment

- Give a formative assessment
- Conduct an open-forum and analysis
- Provide activities and exercises
- Make graphic organizers
- Create a metacognitive activity
### Lesson 8: Reflection Paper

The group will simulate a particular yoga and write individual reflection papers on their insights on Hinduism.

1. Make them read the lesson on Hinduism.
2. Ask them to choose one from the Four Yogas (Yoga of Knowledge, Yoga of Work, Yoga of Devotion or Love, and Yoga of Psychological Exercises).
3. After choosing one Yoga, ask them to perform it by group.
4. Ask them to write a reflection paper on their particular thoughts and actual experience from the activity.
5. Ask them to read their paper.
6. Explain the grading standards based on the rubric.

### Rubric

- **a. Understanding the topic:** Information presented accurate; clear; the group showed that they understood the topic well (8 points).
- **b. Presentation:** Interesting, comprehensive, and voice was clear and audible; (8 points)
- **c. Cooperation among members:** All members cooperated in the assigned activity; there was openness to welcome each other’s ideas (4 points)

**Total: 20 points**
Lesson 9: Journal

The group will write a journal about the life-story of Siddharta Gautama.

1. Ask the group to read the lesson on Theravada Buddhism.
2. Ask them to concentrate on the life story of Siddharta Gautama and take note of the turning points in his life.
3. Ask them to write these turning points in Siddharta's life on a journal.
4. Let them analyze how Siddharta managed to overcome all the trials and challenges he faced in attaining Nirvana.
5. Ask their leader to present the journal in class.
6. Explain the grading standards based on the rubric.

Rubric

1. Content: Information written were based on facts; specifically on the life history of Buddha (8 points).
2. Analysis: The spiritual journey made by Siddharta Gautama was clearly presented (8 points).
3. Style and Method: Standards in writing a journal were followed; appropriate words and symbols were used (4 points).

Total: 20 points
Lesson 10: Pamphlet

The group will make a pamphlet featuring the doctrines of Mahayana Buddhism such as the Four Noble Truths, Eight-fold Path, and The Six Perfections to Become a Bodhisattva (generosity, morality, patience, perseverance, meditation, and insight).

1. Ask the group to read about the lesson on Mahayana Buddhism.
2. Ask them to research on data and pictures about the doctrines of Mahayana Buddhism.
3. Let them present the data and pictures gathered in a creative way.
4. Ask the group leader to present the pamphlet in class.
5. Explain the grading standards based on the rubric.

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content: Information used was accurate, and made use of more than 5 sources (6 points).</td>
</tr>
<tr>
<td>2. Analysis: Presentation of analysis was fair; ideas presented were supported by facts (6 points).</td>
</tr>
<tr>
<td>3. Explanation: Similarities and differences of the two branches of Buddhism were explained well (4 points).</td>
</tr>
<tr>
<td>4. Presentation: The presenter was able to present the parts of the pamphlet clearly and comprehensively (4 points).</td>
</tr>
<tr>
<td>Total: 20 points</td>
</tr>
</tbody>
</table>
Lesson 11: Interview

The group will conduct an interview with followers of each religion (Hinduism, Theravada Buddhism, and Mahayana Buddhism) or an expert on the three religions (a teacher of World Religions), and make a comparison of the three religions in terms of origin, morality, purpose, destiny, and views on women.

1. Ask the group to look for a Hindu, a Theravada Buddhist, and a Mahayana Buddhist; or someone who is knowledgeable on the three religions.

2. Ask them to write and submit their sample questions which they will use in the interview. Analyze the questions and make comments. Ask them to concentrate on the following aspects:
   - ORIGIN
   - MORALITY
   - PURPOSE
   - DESTINY
   - VIEWS ON WOMEN

3. Ask them to write an invitation letter which will be sent to the interviewees. Read it and comment on it.

4. Ask them to send the letter to the person who will be

1. Appropriateness of questions to the topic: questions were clearly stated; questions asked were appropriate to the topic and objective of the interview (8 points).

2. Flow of the Interview: interview flow was orderly, clear, and organized; questions were answered by the interviewees (8 points).

3. Synthesis: Information gathered from the interview was significant and appropriate to the topic. The interviewers were able to synthesize important points raised in the interview (4 points).

Total: 20 points
LESSON 8  Hinduism, p. 119

Level III---Learning Plan

Guide in Teaching/Learning the Lesson

A. KNOW
1. Let them formulate their initial idea on the question “What can be done to attain liberation in the identification of Atman and Brahman?”
2. Let them answer the Motivational Activity in the lesson. Let them answer the following questions:
   a. Which Hindu god/goddess did you draw?
   b. What traits do you possess that made you identify with that particular Hindu god/goddess you drew?
   c. Did you find this activity enjoyable and worthwhile? Why or why not?
3. Let them read the Essential Questions. Let them formulate their initial idea about Hinduism.

B. DEVELOP
   Topic: Hinduism
1. Let them analyze the concept map in the lesson. Let this serve as their guide in studying the lesson.
2. Let them read the lesson proper which discusses the development of Hinduism.
3. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
4. Let them do the following group activities:
   a. Skit: Make a short skit on the creation story in Rig Veda.
   b. Reporting through a graphic organizer. Complete the following diagram.

---

Four ends of the Human Person

---

---
5. Formative Assessment: Written below is a statement related to the topic. State if you are in favor or not in favor of the statement by encircling the word which expresses your opinion. Explain your answer.

Statement: Hinduism is a monotheistic religion because despite the fact that it has as many as 33 million gods and goddesses, they are believed to be manifestations of one universal god.

Opinion: 

Agree
Disagree

Explanation

✓ Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.
  A. True or False
    1. t
    2. f
    3. f
    4. t
    5. t
    6. f
    7. f
    8. t
    9. f
    10. t
B. Identification
1. Samsara
2. 15
3. Bhagavad Gita
4. Saraswati
5. Yuj
6. Varanasi
7. Smartism
8. Arya Dharma
9. Rig Veda
10. Purusharta

C. REFLECT & UNDERSTAND
Topic: Hinduism
- What was the context of Hinduism’s development in India?
- How is the caste system related to one’s dharma and karma according to Hinduism?
- Why is union of Atman with the Brahman important in attaining moksha?
- How will the Four Yogas help in attaining liberation in the identification of Atman and Brahman?

✓ Understanding Level
- Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The different practices were thoroughly explained and examples were provided.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The idea was clearly presented based on the words used.</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20
• Let them formulate their Final Idea about the lesson.
• Let them answer the Essential Questions.

D. APPLICATION/ TRANSFER
1. Explain the instructions for the activity.
2. Explain the rubric for grading the reflection paper.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the reflection paper.
5. Let them answer the Critical Thinking part.

FAMILY FEUD

Divide the class into two teams. Students work as a team to answer a review question about Hinduism. One member from each team must compete against one another to a review question. If they get it right, their team gets a point.
LESSON 9  Theravada Buddhism, p. 134

A. KNOW
   1. Let them do the Motivational Activity in the lesson.
   2. Let them answer the following questions:
      a. Was it difficult to compare the Ten Commandments with the Eight Fold Path?
      b. Did you find similarities and differences between the two doctrines?
      c. What lesson did you learn from this activity?
   3. Let them read the Essential Questions. Let them formulate their initial idea about Theravada Buddhism.

B. DEVELOP
   Topic: Theravada Buddhism
   1. Let them analyze the concept map in the lesson. Let this serve as their guide in studying the lesson.
   2. Let them read the lesson proper which discusses the development of Theravada Buddhism.
   3. Take note of the following:
      a. Essential Questions
      b. Guide Questions
      c. Web Links
      d. Trivia
   ✓ Let them do the following group activities:
      b. Reporting through a graphic organizer. Complete the following diagram.

```
      Four noble truths
         /
        /   /
       /     /
      /
```
Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.
  
  A. Identification
  1. g
  2. d
  3. j
  4. a
  5. i
  6. b
  7. c
  8. f
  9. d
  10. h

B. Fill in the blanks
  1. Four Noble Truths
  2. Untruthfulness
  3. Tale-bearing
  4. Killing
  5. Living thing
  6. Overcome
  7. Maintain
  8. Feeling
  9. Single object
C. REFLECT & UNDERSTAND

Topic: Theravada Buddhism

• Why is Theravada Buddhism considered as a non-theistic religion?
• What conditions in life did Siddharta discover that made him decide to look for a way out of human suffering?
• Do you think it is easy to follow the Eight-fold Path? Why or why not?
• How does one achieve the Middle Way according to Theravada Buddhism?

✓ Understanding Level

• Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVITY</td>
<td>The exhibit was interactive and inviting to different audiences</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The important milestones of his life were highlighted and explained.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The idea was clearly presented based on the words used.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20

• Let them formulate their Final Idea about the lesson.
• Let them answer the Essential Questions.

D. APPLICATION/ TRANSFER

1. Explain the instructions for the activity.
2. Explain the rubric for grading the journal.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the journal.
5. Let them answer the Critical Thinking part.

UBUSAN LAHI

Prepare review questions about Theravada Buddhism and write them on a piece of paper.

1. Divide the class into two groups.
2. Each group will pick a piece of paper and let the other team answer the review question. If the other team is not able to answer the question, they will tag two players to their team. If the other team answers the question, the other team will tag two members from the team. The team with the most number of tagged members will be declared the winner.
LESSON 10  Mahayana Buddhism, p. 150

A. KNOW

1. Let them do the Motivational Activity.
2. Let them answer the following questions:
   a. Were you able to find a Buddhist song?
   b. How did you feel after listening to the song?
   C. Do you think that song can help for meditation? Why or why not?
3. Let them read the Essential Questions. Let them formulate their initial idea about Mahayana Buddhism.

B. DEVELOP

Topic: Mahayana Buddhism
1. Let them analyze the Concept Map. Let this serve as a guide in studying the lesson.
2. Let them read the lesson proper which discusses the development of Mahayana Buddhism.
3. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia

✓ Formative Assessments:
   a. Skit: Make a short skit on the beginnings of Mahayana Buddhism.
   b. Reporting through a graphic organizer. Complete the following diagram.

```
Three Aspects or Nature of “Buddha-hood”

```
Knowledge/Skills/Processes Levels
- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.
  A.
  1. e
  2. c
  3. a
  4. b
  5. i
  6. j
  7. f
  8. g
  9. h
  10. d

B. The teacher will evaluate the answers of students.

C. REFLECT & UNDERSTAND
Topic: Mahayana Buddhism
- Let them answer the following questions:
  a. What is the main difference between Theravada and Mahayana Buddhism?
  b. What is a bodhisattva?
  c. What role does a bodhisattva play in helping other Buddhists attain Nirvana?
✓ Understanding Level
  • Let them continue answering the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>REPORT ON THE TZU CHI FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>ORGANIZATION</td>
</tr>
<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

• Let them formulate their Final Idea about the lesson.
• Mahayana Buddhism

D. APPLICATION/ TRANSFER
  Product: Mahayana Buddhism
  1. Explain the instructions for the activity.
  2. Explain the rubric for grading the pamphlet.
  3. Let them do the activity for the lesson.
  4. Allot a particular day for the presentation of the pamphlet.
  5. Let them answer the Critical Thinking part.

TEKS GAME CARDS

Prepare game cards containing review questions about Mahayana Buddhism. Divide the class into two groups and each group will toss the card to the air until the card hits the ground. The group will read the question and if they are able to answer it, they can keep the card. The team with the most number of cards wins the game.
LESSON 11 Comparative Analysis of Hinduism, Theravada Buddhism, and Mahayana Buddhism, p. 167

A. KNOW
1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Did you find it difficult to find pictures of Hindu gods and goddesses? What about bodhisattvas?
   b. Do you think we can compare the powers of these gods/goddesses/bodhisattvas to the domains of Christian saints? Why or why not?
3. Let them read the Essential Questions. Let them formulate their initial idea about the topic.

B. DEVELOP
Topic: Comparative Analysis of Dharmic Religions
1. Let them analyze the concept map in the lesson. Let this serve as their guide in studying the lesson.
2. Let them read the lesson proper which discusses the comparative analysis of Hinduism, Theravada Buddhism, and Mahayana Buddhism.
3. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
Let them do the following group activities.
   a. Interactive Storytelling. This activity is a way to connect the story of the storyteller and his/her classmates who know the story. The teacher will choose three great storytellers in class. Each storyteller will be assigned a particular Dharmic religion (Hinduism, Theravada Buddhism, and Mahayana Buddhism). Then each storyteller will narrate what he/she knows about the religion assigned to him/her in terms of:

<table>
<thead>
<tr>
<th>Origin</th>
<th>Morality</th>
<th>Purpose</th>
<th>Destiny</th>
<th>Views on Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinduism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theravada Buddhism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mahayana Buddhism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Reporting through a graphic organizer. Draw a Venn diagram showing the uniqueness and similarities among the three Dharmic religions of Hinduism, Theravada
Buddhism, and Mahayana Buddhism.

✓ Knowledge/Skills/Processes Levels
  a. Let them revise their initial idea about the lesson.
  b. Let them answer the Assessment Part.
    1. b
    2. g
    3. j
    4. a
    5. c
    6. i
    7. h
    8. d
    9. f
   10. e

C. REFLECT & UNDERSTAND
  Topic: Comparative Analysis of Dharmic Religions
   • What are the similarities and differences among the three Dharmic religions?
   • What is the basis that the three Dharmic religions originated from India?
   • Do you think the three Dharmic religions have a large influence on the world today?
     Explain your answer.

✓ Understanding Level
  • Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>RUBRIC FOR PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>ORGANIZATION</td>
</tr>
<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>PRESENTATION</td>
</tr>
</tbody>
</table>
• Let them formulate their Final Idea about the lesson.
• Let them answer the Essential Questions.

D. APPLY
Product: Comparative Analysis of Dharmic Religions
1. Explain the instructions for the activity.
2. Explain the rubric for grading the interview.
3. Let them do the activity for the lesson. You can use the product in Lesson 11 for this activity.
4. Allot a particular day for the presentation of the interview.
5. Let them answer the Critical Thinking part.

PITIK-BULAG

1. Divide the class into two groups.
2. Select one member from each group who will do the pitik-bulag by one member covering his/her eyes with a hand while the member from the other team flicks a finger over the hand covering the eyes.
3. The person with the covered eyes goes a number with his/her hand the same time the other does. if their numbers are the same, the teacher will give a review question about Comparative Analysis of Dharmic Religions to the first team. The team with the most number of correct answers gets bonus points for the activity.
## Level I---Expected Outcome

### Content Standard

Student can demonstrate understanding of the three Daoic religions---Confucianism, Daoism, and Shintoism.

### Essential Understanding:

**General:** Confucianism, Daoism, and Shintoism are Daoic religions that originated from East Asia and have largely influenced the world today. They share common traits in viewing nature and ancestors. A comparative study of the three religions reveal similarities and differences in issues such as morality, purpose, destiny, and views on women.

1. Confucianism started as a philosophy founded by Confucius. Its sacred texts are the Confucian Classics and its basic doctrines include: Mandate of Heaven; T’ien; human nature as intrinsically good (Mencius) or evil (Hsun Tze); rectification of names; the Moral Way consisting of the five cardinal virtues; filial piety; and ancestor worship. It considers Heaven as its God and some issues worth discussing are gender inequality and authoritarianism.

2. Daoism was founded by Lao Zi with Dao De Jing and Book of Zhuang Zi as its sacred texts; Its basic doctrines include: Wu-Wei; Law of Reversion; and following nature. Daoists believe in the Dao as the origin of all beings, which is unnameable and eternal. Some issues worth discussing are inaction; superstitious practices; and environmentalism.

3. Shintoism was founded by prehistoric animists of Japan and its sacred texts include the Kojiki and Nihongi. Its basic doctrines include: belief in kami and divinity of emperors. One of the issues in Shintoism is the shrine visits of Japanese Prime Ministers.

### Performance Standard

Student can demonstrate a deeper understanding of the elements of the three Daoic religions---Confucianism, Daoism, and Shintoism.

### Essential Questions:

**General:** How does a deeper understanding of the three Daoic religions can help appreciate one’s faith and that of others?

1. How can you justify that the core teaching of Confucianism is to be a “gentleman” by following the moral way consisting of the virtues of love, righteousness, wisdom, propriety, and loyalty in order to promote harmony in society?

2. How do you explain the core teaching of Daoism which is becoming one with the Dao?

3. How do you explain the core teaching of Shintoism which is to worship the ancestors and forces of nature to achieve harmony in all dimensions?

4. How do the three Daoic religions compare in terms of origin, morality, purpose, destiny, and views on women?
A comparative study of Confucianism, Daoism, and Shintoism in the aspects of origin, morality, purpose, destiny, and views on women. This section contains the skills students are expected to develop in the study of each lesson.

**Level II---Assessment**

Preparing students to perform the Expected Outcome in the Chapter. It is important that students are ready so that they can effectively attain the Expected Outcome in the Chapter. It is better to train them by conducting activities related to the Expected Outcome. In this way, they are able to enhance their skills which are needed to achieve the Expected Outcome. To achieve this, Expected Outcomes are placed in each lesson.

In formulating the Expected Outcome in each lesson and each chapter, it is important to consider its relevance to the Performance Standards located in Level I of each grading period.

<table>
<thead>
<tr>
<th>Expected Outcome in Chapter 4</th>
<th>Multimedia Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will prepare a multimedia presentation on what they have learned about the three religions and compare them in the aspects of individual, family, society, government, and nature.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 12: Confucianism</th>
<th>Skit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will present a character sketch of a person who personifies the Confucian virtues. They will also show the Rectification of Names as one of the Confucian doctrines meant to ensure social harmony and order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 13: Daoism</th>
<th>Video Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will do a video recording of each member’s belongings or properties (TV, toys, books, etc.) that can be found in the living room. Each member will identify the things he or she can live without. Afterwards, the members will talk to each other and reflect on Daoism based on the result of the inventory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 14: Shintoism</th>
<th>Dance Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will narrate the Kojiki creation story through an interpretative dance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 15: Comparative Analysis of Confucianism, Daoism, and Shintoism</th>
<th>News Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The group will present their own comparative analysis of the three religions through a news reporting, focusing on the aspects of individual, family, society, government, and nature.</td>
</tr>
<tr>
<td>Expected Outcome/ Performance</td>
<td>Rubric</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Chapter 4---Multimedia Presentation</td>
<td>Conducting a multimedia presentation in class with the theme, “Daoic Religions”&lt;br&gt;1. Divide the class into four groups.&lt;br&gt;2. Assign skit to group 1; video presentation to group 2; dance performance to group 3; and news reporting to group 4.&lt;br&gt;3. Allot one meeting per group for their presentation.&lt;br&gt;4. Explain the grading standards based on the rubric.&lt;br&gt;5. Give each group 15 minutes for set-up, 30 minutes to present, and another 15 minutes for post-presentation discussion.</td>
</tr>
</tbody>
</table>

Total: 50 points
Lesson 12: Skit

Make a skit presenting a character sketch of a person who personifies the Confucian virtues. Show the Rectification of Names as one of the Confucian doctrines meant to ensure social harmony and order.

1. Make them read the lesson on Confucianism.
2. Ask them to list down the Confucian traits and the Five Relationships being valued in Confucianism.
3. Present these traits in class through a skit.
4. Explain the grading standards based on the rubric.

a. Understanding the topic: Information presented was accurate, and clear; the group showed that they understood the topic well (8 points).

b. Presentation is interesting; dialogue was clear; actions were appropriate; props and costumes used were suitable (8 points).

c. Cooperation among members: All members cooperated in the assigned activity; there was openness to welcome each other’s ideas (4 points).

Total: 20 points
### Lesson 13: Video Presentation

The group will do a video recording of each member’s belongings or properties (TV, toys, books, etc.) that can be found in the living room. Each member will identify the things he or she can live without. Afterwards, the members will talk to each other and reflect on Daoism based on the result of the inventory.

1. Let the group schedule each member’s inventory of personal belongings found in the bedroom.
2. Let them assign a member who will record the inventory, or a family member who will do the recording (it can be done using the video camera of a mobile phone).
3. After all the inventories have been video recorded, they will have an informal discussion which will also be recorded and reflect on Daoism based on their inventory.
4. After editing the video clips, the group will show the video.
5. Explain the grading standards based on the rubric.

### Rubric

1. **Content:** Video presentation was rich in content (8 points).
2. **Creativity:** Video presentation was done in a creative and interesting way (8 points).
3. **Presentation:** Video presentation was interesting and pleasant to watch (4 points).

**Total:** 20 points
### Lesson 14: Dance Performance

The group will narrate the Kojiki creation story through an interpretative dance.

1. Ask the group to read about the Kojiki narration story.
2. Let them assign mythical characters to each member and make a dance interpretation of the Kojiki creation story.
3. Let them present their dance interpretation in class.
4. Explain the grading standards based on the rubric.

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content: Information presented were clear and accurate (8 points).</td>
</tr>
<tr>
<td>2. Creativity: Music, costume, and props used were appropriate (8 points).</td>
</tr>
<tr>
<td>3. Presentation: Dance presentation was interesting and pleasant to watch (4 points).</td>
</tr>
<tr>
<td>Total: 20 points</td>
</tr>
</tbody>
</table>

### Lesson 15: News Reporting

The group will present their own comparative analysis of the three religions through a news reporting, focusing on the aspects of individual, family, society, government, and nature.

1. Ask the group to compare the three Daoic religions based on the aspects of individual, family, society, government, and nature.
2. Ask them to write reports about it which will be presented in class through a simulated news reporting.
3. Explain the grading standards based on the rubric.

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content: Information presented were accurate (6 points).</td>
</tr>
<tr>
<td>2. Analysis: Similarities and differences among the three religions were analyzed accordingly (6 points).</td>
</tr>
<tr>
<td>3. Explanation: Similarities and differences of the three religions were explained well (4 points).</td>
</tr>
<tr>
<td>4. Presentation: Similarities and differences were clearly presented through the news reporting, which was creatively and orderly presented (4 points).</td>
</tr>
<tr>
<td>Total: 20 points</td>
</tr>
</tbody>
</table>
LESSON 12  Confucianism, p. 179

Level III---Learning Plan

Guide in Teaching/Learning the Lesson

A. KNOW

1. Let them formulate their Initial Idea on the question, “What can be done to achieve harmony in society according to Confucianism?”
2. Let them answer the Motivational Activity in the lesson. Let them answer the following questions:
   a. Do you think harmonious relationship is achieved by knowing where you stand in a particular relationship?
   b. Will your positions in these relationships change as time goes by? If yes, how?
3. Let them read the Essential Questions. Let them formulate their initial idea about Confucianism.

B. DEVELOP

Topic: Confucianism

1. Let them analyze the concept map in the lesson. Let this serve as their guide in studying the lesson.
2. Let them read the lesson proper which discusses the development of Confucianism and its basic tenets and doctrines.
3. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
4. Let them do the following group activities:
   a. Skit: Divide the class into three groups. One group will present the philosophy of Mozi; another group will present the philosophy of Mengzi, and the last group will present the philosophy of Xunzi.
   b. Reporting through a graphic organizer. Complete the following diagram:
6. Formative Assessment: Written below is a statement related to the topic. State if you are in favour or not in favour of the statement by encircling the word which expresses your opinion. Explain your answer.

Statement: Confucianism developed during the Chou period in China as a way to bring back social order which was disrupted due to the wars among the states.

Opinion: Agree Disagree

Explanation

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.

A. Identification

1. j
2. f
3. c
4. e
5. h
6. i
7. a
8. g
9. b
10. d
B. Matching Type
1. d
2. c
3. e
4. a
5. f
6. j
7. i
8. g
9. h
10. b

c. Give examples of Chinese traditions that still reflect the following Confucian doctrines (based on the students’ answers).

C. REFLECT & UNDERSTAND

Topic: Confucianism
• What was the context of Confucianism’s development in China?
• What was Confucianism’s solution to bring back social order in society?
• What is the importance of virtue in Confucianism?
• What is the place of women in the family and society according to Confucianism?

✓ Understanding Level
• Let them answer the Authentic Assessment Part.

a. Based on your understanding of Confucianism, make a poster showing its positive and negative effects on society.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The illustrations were appropriate to the theme.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>The idea was clearly presented based on the pictures and words used.</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their final idea about the lesson.
- Let them answer the Essential Questions.
D. APPLICATION/ TRANSFER

Product: Confucianism

1. Explain the instructions for the activity.
2. Explain the rubric for grading the skit.
3. Let them do the activity for the lesson.
4. Allot a particular day for the presentation of the skit.
5. Let them answer the Critical Thinking part

PINOY HENYO

Have one student sit facing the class. Write a vocabulary word from the lesson on Confucianism on the board behind their seat. The audience raises their hands and the student facing the class can call on three students for clues to guess the word. Change the student sitting in front of the class if they don't get the word correctly.
LESSON 13  Daoism, p. 198

A. KNOW

1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Was it difficult to assess which of the things in your bedroom you need and which are the ones you don’t need?
   b. Was it difficult to let go of the things you don’t need? Why or why not?
   c. What lesson/realization did you learn from this activity?
3. Let them read the Essential Questions. Let them formulate their initial idea about Daoism.

B. DEVELOP

Topic: Daoism
✓ Let them analyze the Conceptual Map. Let this serve as a guide in studying the lesson.
✓ Post a picture of a Daoist painting. Let them answer the following questions:
   a. What can you see in the picture?
   b. Based on the things you see in the picture, what is your idea of Daoism?
   c. How does Daoism value nature?
✓ Let them read the lesson proper.
✓ Let them read the Study Aid regarding the concept of Dao (Dao De Jing 11). Ask them how the passage tries to give us an idea about the nature of Dao.
✓ Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
✓ Let them do the following group activities:
   a. Skit: Divide the class into two groups. One group will show people who have everything in life but feel like something is missing. Another group will show people who only have basic needs but they are happy with their lives. Ask them to share their thought on what makes a person happy.
   b. Reporting through a graphic organizer: Ask them to complete the graphic organizer by stating the contributions of Laozi and Zhuangzi in the development of Daoism.
Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.

A. Identification.
1. e 6. d
2. g 7. j
3. f 8. b
4. h 9. a
5. i 10. c

B. Matching type
1. e 6. f
2. a 7. h
3. d 8. g
4. b 9. i
5. c 10. j

c. Watch the link https://www.youtube.com/watch?v=NBtR6wSVoVg. Based on your understanding of Winnie-the-Pooh characters, how would you describe the traits of the following characters? Which of them possesses the Daoist ideals? Why?

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winnie the Pooh</td>
<td>Child-like; simple</td>
</tr>
<tr>
<td>Piglet</td>
<td>Insecure</td>
</tr>
<tr>
<td>Tigger</td>
<td>Happy-go-lucky</td>
</tr>
<tr>
<td>Eeyore</td>
<td>pessimist</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Know-it all</td>
</tr>
<tr>
<td>Owl</td>
<td>Know-it all</td>
</tr>
</tbody>
</table>

- Winnie-the-Pooh possesses the ideal Daoist traits of simplicity and being child-like.
C. REFLECT & UNDERSTAND

Topic: Daoism

- What do you think is the most important message imparted by Daoism?
- How should one relate to nature according to Daoism?

✓ Understanding Level
- Let them answer the Authentic Assessment part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The illustrations were appropriate to the theme.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>VISUAL PRESENTATION</td>
<td>The idea was clearly presented based on the pictures and words used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their final idea about the lesson.
- Let them answer the essential questions for the lesson.

D. APPLICATION/ TRANSFER

Product: Daoism
1. Explain the instructions for the activity.
2. Explain the rubric for grading the video presentation.
3. Let them do the activity for the lesson. You can use the product in Lesson 13 for this activity.
4. Allot a particular day for the video presentation.
5. Let them answer the questions under Critical Thinking part.

PING PONG

Divide the class into two teams. Students will work as a team to answer a review question about Daoism. If they answer it correctly they get a chance to bounce a ball into one of the three plastic cups in front to get a prize for the team. Prizes may vary from homework pass to lunch in the classroom.
LESSON 14  Shintoism, p. 212

A. KNOW
1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Did you find it difficult to think of Filipino practices that show belief in spirits
   b. How would you compare them with the Japanese animistic view of nature?
3. Let them read the Essential Questions. Let them formulate their initial idea about Shintoism.

B. DEVELOP
Topic: Shintoism
1. Let them analyze the Conceptual Map. Let this serve as a guide in studying the lesson.
2. Post a picture of a Shinto shrine. Let them answer the following questions:
   a. What do you see in the picture?
   b. Have you seen a shrine in real life? If yes, describe it.
   c. What function does a shrine serve?
3. Let them read the lesson proper.
4. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
5. Let them accomplish the cluster map on the main Shinto sects and their brief descriptions.

![SHINTO SECTS Diagram]
✓ Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.

a. Modified True or False.
   1. False---Shrines/Toriis
   2. False---Kami
   3. False---Shinto
   4. False---Folk/Popular Shinto
   5. True
   6. False---Kojiki
   7. False---Nihongi
   8. True
   9. False---Yakusuni Shrine
   10. True

b. Fill in the blanks
   1. Izanagi   6. Amaterasu-o-mi-kami
   2. Dao       7. Harai
   4. Izanami   9. Meditation
   5. Jimmu Tenno 10. kami

C. REFLECT & UNDERSTAND

   Topic: Shintoism
   - Why do you think purification is important in Shintoism?
   - What is the basis of morality according to Shintoism?

✓ Understanding Level

- Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>RUBRIC FOR ESSAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>ORGANIZATION</td>
</tr>
<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>PRESENTATION</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
RUBRIC FOR KAMIDANA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>The concept was clearly and creatively conveyed.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The elements were clearly identified.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>The importance of kamidana in the Japanese’ everyday Shinto life was explained.</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Total: 20

- Let them formulate their Final Idea about the lesson.
- Let them answer the Essential Questions for the lesson.

D. APPLICATION/ TRANSFER

Product: Shintoism
1. Explain the instructions for the activity.
2. Explain the rubric for grading the dance performance.
3. Let them do the activity for the lesson.
4. Allot a particular day for the dance presentation.
5. Let them answer the questions under Critical Thinking part.

SIPA

Divide the class into two teams. Each team will be given a chance to play sipa by throwing it upwards for other members of the team to toss using his/her foot. Whenever the sipa touches the ground, the team will be asked a review question about Shintoism and if they did not get the answer right, the other team will be given the chance to play the sipa. The team with the most number of correct answers wins the game.
LESSON 15 Comparative Analysis of Confucianism, Daoism, and Shintoism, p. 232

A. KNOW
1. Let them do the Motivational Activity in the lesson.
2. Let them answer the following questions:
   a. Which among the Daoic religions have the most numbers of followers?
   b. Explain the importance of Analects to Confucianism, Dao De Jing to Daoism, and Nihonshoki to Shinto.

B. DEVELOP
Topic: Comparative Analysis of Confucianism, Daoism, and Shinto
1. Let them analyze the Concept Map. Let this serve as a guide in studying the lesson.
2. Post a picture of the symbols of Confucianism (scholar), Daoism (yin yang), and Shinto (torii). Let them answer the following questions:
   a. What does each symbol mean?
   b. How does each symbol represent each religion?
   c. Which of these symbols do you usually see? Explain your answer.
3. Let them read the lesson proper.
4. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
5. Complete the information needed in the chart. Explain your answers in class.

<table>
<thead>
<tr>
<th></th>
<th>Origin</th>
<th>Morality</th>
<th>Purpose</th>
<th>Destiny</th>
<th>Views on Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confucianism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daoism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shintoism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.

A. Modified True or False.
   1. False, Zhou dynasty
   2. True
   3. True
   4. True
   5. False, Kung Fuzi (Confucius) 5. False--Kung Fu
   6. False--purification
   7. False--Daoism
   8. False--yin
   9. False, descriptive interpretation (NOTE, sa TEXTBOOK PAGE 241, ang lagyan ng underline ay ang normative interpretation)
   10. False, grown-up son (NOTE, sa TEXTBOOK PAGE 241, ang lagyan ng underline ay ang word na brother)

B. Fill in the blanks
   1. j
   2. b
   3. c
   4. d
   5. a
   6. e
   7. f
   8. g
   9. h
   10. i

c. Complete the Table (based on the students’ answers)
C. REFLECT & UNDERSTAND

Topic: Comparative Analysis of Confucianism, Daoism, and Shintoism

- What do you think is the most important commonality among the three religions?
- Why are Confucianism, Daoism, and Shintoism considered as Daoic religions?

✓ Understanding Level

- Let them answer the Authentic Assessment Part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>Concepts are clearly used and explained.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The idea was clearly presented based on the words used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their Final Idea about the lesson.
- Let them answer the Essential Questions for the lesson.

D. APPLICATION/TRANSFER

Product: Comparative Analysis of Confucianism, Daoism, and Shintoism

1. Explain the instructions for the activity.
2. Explain the rubric for grading the news reporting.
3. Let them do the activity for the lesson.
4. Allot a particular day for the News Reporting.
5. Let them answer the questions under Critical Thinking part.

BULONG-PARI

Divide the class into two teams. The teacher will act as the priest who will whisper to a member of each team a vocabulary word about Comparative Analysis of Confucianism, Daoism, and Shintoism. The member will then act out the word for his/her team to guess. The team with the most number of correct answers gets bonus points for the activity.
A. KNOW

- Let them do the Motivational Activity in the lesson.
- Let them answer the following questions:
  a. Is religion still significant in our modern times?
  b. What is the role of religion in shaping our morality and ways of life?
  c. Will religion continue to become relevant in the future? Explain your answer.

B. DEVELOP

Topic: Religion in the 21st Century

1. Post a picture of the symbols of all religions (or you can ask them to take a look at opening photo in the lesson).
   a. Ask them to identify to which religion does each symbol belong to.
   b. Ask them to tell something they have learned from each religion.
2. Let them read the lesson proper.
3. Take note of the following:
   a. Essential Questions
   b. Guide Questions
   c. Web Links
   d. Trivia
4. Let them do this activity:

From the important uses of religion discussed in the lesson, give at least three uses which you can identify with. Write a short essay about it and report your output in class.

✓ Knowledge/Skills/Processes Levels

- Let them revise their initial idea about the lesson.
- Let them answer the Traditional Assessment Part.
  a. Enumeration (based on students’ answers)
  b. Identification
     1. a
     2. e
     3. d
     4. b
     5. c
  c. Complete the table below.
C. REFLECT & UNDERSTAND

Topic: Religion in the 21st Century

- What is the significance of world religions?
- What are the similarities among world religions?
- What is the religious landscape in the 21st century?

✔ Understanding Level
- Let them answer the Authentic Assessment part.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
<th>POINTS OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>The concept was clearly and creatively conveyed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CONTENT</td>
<td>The concepts were clearly discussed.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The idea was clearly presented based on the words used.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Let them formulate their Final Idea about the lesson.
- Let them answer the Essential Questions for the lesson.

D. APPLICATION/TRANSFER

Product: Religion in the 21st Century
1. Explain the instructions for the activity.
2. Explain the rubric for grading the panel discussion.
3. Let them do the activity for the lesson. You can use the product in Lesson 16 for this activity.
4. Allot a particular day for the Panel Discussion.
5. Let them answer the questions under Critical Thinking part.

LAST PERSON STANDING

Ask for 10 volunteers from the class who will join the review activity about Religion in the 21st Century. Let the 10 volunteers stand in front of the class facing the teacher. The teacher will then ask each volunteer a review question and if he/she answers it correctly, he/she may take a seat. If not, he/she will remain standing until he/she is able to answer a review question.