



Blessed Sacrament Catholic School
S.Y. 2017 - 2018

BUDGET OF WORK IN SCIENCE 5

SECOND QUARTER

UNIT TOPIC: Life Science

No. of days: 30 days

Reference/S: SCIENCE LINKS 5 (REX)

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day 1-3	<ul style="list-style-type: none">describe the parts of the reproductive system and their functions;describe the changes that occur during puberty;					
Day 4-5	<ul style="list-style-type: none">explain the menstrual cyclequiz					
Day 6-8	<ul style="list-style-type: none">give ways of taking care of the reproductive organs;.TASK #1					
Day 9-10	<ul style="list-style-type: none">describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs;quiz					
Day 11-13	describe the reproductive parts in plants and their functions					
Day 14-15	describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others;					
Day 16-18	<ul style="list-style-type: none">guided- task					
Day 19-20	Discuss the interactions among living things and non-living things in estuaries and intertidal zones					
Day 21-23	Discuss the interactions among living things and non-living things in estuaries and intertidal zones					
Day 24-25	<ul style="list-style-type: none">explain the need to protect and conserve estuaries and intertidal zones.					
Day 26-28	Transfer Task					
Day 29-30	Review Chapter Test					

LEGEND:
4 - I know (can do) it well enough to make connections that weren't taught.
3 - I know (can do) everything that was taught without making mistakes.
2- I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
1- With help, I know (can do) some of what was taught.
0 - I don't know (can't do) any of it.

Prepared by:

Miss Cyra Emerald C. Iman
Science Teacher, BSCS

Approved by:

Miss Meddy L. Sanchez
School Principal, BSCS



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BUDGET OF WORK IN SCIENCE 8

SECOND QUARTER
UNIT TOPIC: EARTH SCIENCE
No. of days: 30 days
Reference/S: SCIENCE (DIWA)

DIRECTION: To student, kindly indicate the level of your performance in each learning target by putting a (✓) check in your choice.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day 1-3	<ul style="list-style-type: none">LabWorkFaults(active and inactive)Types of Faults					
Day 4-7	<ul style="list-style-type: none">Fault GeometryEarthquake focus and epicenter					
Day 8-10	<ul style="list-style-type: none">Earthquake intensity and magnitudeTsunamigenesisTASK #1					
Day 11-15	Earthquake preparedness How earthquake waves provide information about the interior of the earth CHAPTER TEST					
Day 16-18	•Typhoon Genesis Coriolis Effect: Movement and Speed of Typhoon Tropical Cyclone and its Classification Typhoon Anatomy					
Day 19-20	<ul style="list-style-type: none">Infer how the movement of particles of an object affects the speed of sound through it (K)Investigates the effect of temperature to speed of sound through fair testing (P)					
Day 21- 25	<ul style="list-style-type: none">Demonstrate the existence of the color components of visible light using a prism or diffraction grating (K)Identify the regions of the visible light spectrumDescribe thermal energy and heat (K)Differentiate between heat and temperature at the molecular level Infer the relationship between current, voltage & resistance(P)					
Day 26- 30	•PERFORMANCE TASK UNIT TEST					

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BUDGET OF WORK IN SCIENCE 9

SECOND QUARTER

UNIT TOPIC: CHEMICAL BONDING & ORGANIC COMPOUND

No. of days: 30 days

Reference/S: SCIENCE (DIWA)

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day 1-3	Describe how Bohr model of the atom improved Rutherford's atomic model Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons					
Day 4-7	Explain the formation of ionic and covalent bonds Write the correct chemical formula and chemical name of some compounds Recognize different compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity					
Day 8-10	Explain the properties of metals in terms of their structures Explain how ions are formed					
Day 11-15	Explain how the structure of the carbon atom affects the type of bonds it forms Recognize the general classes and uses of organic compounds					
Day 16-18	Use the mole concept to express mass of substances					
Day 19-20	Task #3					
Day 21-23	Determine the percentage composition of a compound given its chemical formula and vice versa Quiz					
Day 21- 25	Performance Task					
Day 26- 30	UNIT TEST REVIEW					

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BUDGET OF WORK IN SCIENCE 10

SECOND QUARTER

UNIT TOPIC: ELECTROMAGNETISM & OPTICS

No. of days: 30 days

Reference/S: SCIENCE (DIWA)

DIRECTION: To **student**, kindly indicate the level of your performance in **each** learning target by putting a (✓) **check** in your choice.

TIME FRAME	LEARNING TARGETS	LEVEL OF PERFORMANCE				
		4	3	2	1	0
Day 1-3	Describe how electromagnetic (EM) wave is produced Compare the relative wavelengths of different forms the electromagnetic spectrum					
Day 4-7	Describe the regions of the electromagnetic spectrum, their properties and uses Cite examples of practical applications of the different regions of EM waves , such as the use of radio waves in telecommunication Explain the effects of electromagnetic (EM) radiation on living things and the environment					
Day 8-10	Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses. Apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses; Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and telescopes)					
Day 11-15	Guided Task					
Day 16-18	Demonstrate the generation of electricity by movement of a magnet through a coil Explain the operation of a simple electric motor and generator (P)					
Day 19-20	Make a simple investigation that shows how a magnetic field exerts a force on a wire					
Day 21- 25	PERFORMANCE TASK					
Day 26- 30	UNIT TEST REVIEW					

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