

Module in MAPEH GRADE 7

Quarter: First

Music: Music of Cordillera

Competencies:

1. Analyzes an example of Philippine folk music from the music from the highlands and lowlands of Luzon and describe how the musical elements are used.
2. Explains the distinguishing characteristics of representative Philippine folk music from the highlands and lowlands of Luzon, in relation to history and culture of the area.
3. Analyzes the relationship of functions of Philippine music from the highlands and lowlands of Luzon, to the lives of the people.
4. Sing accurately representative folksongs from the highlands and lowlands of Luzon, alone and/or with others.
5. Performs on available instruments music from the highlands and lowlands of Luzon alone and/or with others.
6. Improvise simple rhythmic/harmonic accompaniments to selected Philippine folk music from the highlands and lowlands of Luzon.
7. Explores ways of producing sounds on a variety of sources that would emulate the instruments being studied.
8. Evaluates music and performances applying knowledge of music elements and style.

Activity 1: KWL (Known Want and Learned)

Instruction: Allow the students to fill in each column about their knowledge about the music of Cordillera.

KNOWN	WANT	LEARNED

Activity 2: Music analysis (Hudhud/any Cordillera Song)

Instruction: Let the students listen to the Hudhud/any Cordillera music and let them describe the following by checking:

Time Signature	Dynamics	Timbre	Pitch	Form
___ ² / ₄	A. Dynamics ___ soft ___ moderate	___ light	___ high	___ strophic
___ ³ / ₄	___ loud	___ bright	___ low	___ binary
___ ⁴ / ₄	B. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ dark	___ neutral	___ Ternary ___ Rondo

b. How do you feel after hearing the hudhud?

_____.

Activity 3: Vocal Singing with improvised musical instruments of Cordillera in the lowlands

Instruction: Students will be grouped and present to the class any Hudhud or any Cordillera song. Each group will be required to use improvised instruments as accompaniment.

Rubric title: Rubric for vocal singing with improvised musical instruments.

Target Intelligence: Musical

Performance Task: Each student will sing "Hudhud or any Cordillera song".

Objective: Sing the song following the given criteria below.

CRITERIA	25 Very Good	15 Good	5 Poor	RATING
Mastery	Able to perform all the listed skills.	Perform only some of the listed skills.	Unable to perform majority of the listed skills.	
Vocal Quality	Sung the song with exemplary vocals, proper breathing, and with perfect pitch.	Sung the song with good vocals, some inconsistency in breathing, and with only few error in pitch.	Sung the song with very poor vocals, no technique in breathing, and with erroneous pitch.	
Improvised instruments	Improvised instruments used near to the original.	Improvised instruments used were almost the same to the original.	Improvised instruments used were far from the original	
Total				

Evaluation: Portfolio making

Rubric title: Rubric for portfolio making

Target Intelligence: Visual-Spatial

Performance Task: The students will be grouped. Each group will create their own portfolio showing concept and ideas about the music of the Luzon (highlands and lowland)

Objective: Give importance to the music of Luzon.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Show very high sense of creativity and artistry.	Show just enough creativity and artistry	Creativity is not showed.	
Content	Illustrate impressive information.	Illustrate just information	Content is not seen.	
Punctuality	Submit on or before the deadline.	Submit a day after the deadline.	Submit 2 days and beyond the deadline	
TOTAL				

Arts: Drawing and Painting

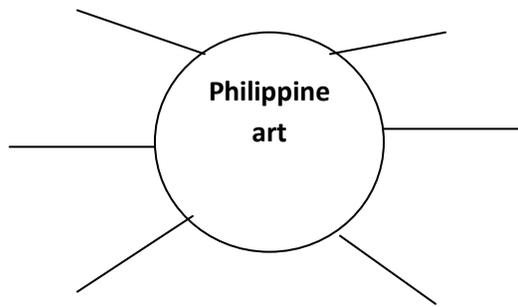
Objectives (Competencies)

1. Understand that art plays a significant role in the daily activities of the community.
2. Differentiate art motifs and designs from northern to southern Luzon, Visayas and Mindanao.
3. Write your impressions about the sources of inspiration of local folk artists for artistic expressions.
4. Describe the unique lines, forms and shapes found in representative artworks from Luzon, Visayas and Mindanao.
5. Use different motifs and designs of Luzon, Visayas and Mindanao to draw and make your own artworks.
6. Employ different art elements and principles in making your drawing.
7. Use art to discover the glorious art of our people.

Activity 1: Web Map

Instruction:

1. Research on historical background about the arts of the Philippines and its geographical representation.
2. Write important details about the topic and show its connection to each idea.
3. Prepare for class presentation.



Activity 2: Paper/straw weaving

Materials: straw or art paper (2 or more colors), pair of scissors, paste, oslo paper, coloring materials

Instruction:

1. Each student will prepare the mentioned materials.
2. Following the procedure shown by the teachers, students will also be given the freedom of their own design.
3. They may also add colors and other designs to show creativity.
4. Students give their own explanation regarding their output.

Activity 3: Art Around Us

Materials: Dried or fallen leaves, flowers, waste seeds, grains or even sand, other materials from surrounding

Instruction:

1. Students will try to make an image or any form of art using the materials mentioned.

Activity 4: Language of Art

Materials: coloring materials, oslo paper as canvas- the back of any textured plane or any surface you can paint on

Instruction:

1. Using the mentioned materials, students will create their own masterpiece.
2. They will prepare an explanation of their own art.

Activity 5: Paintings of Feelings and Emotions

Materials: paper or board, water color or pastel, paintbrush, cotton or cloth, or any coloring materials

Instruction:

1. Students will be allowed to paint according to their feelings and emotions.
2. They are encouraged to use as many colors as they want as long as it represents their true emotion.
3. Students will prepare an explanation about their output.

Activity 6: Landscape

Materials: paper or board, water color or pastel, paintbrush, cotton or cloth, or any coloring materials

Instruction:

1. Students will be allowed to paint according to their choice.
2. They may choose any view as long as it shows natural resources
3. Students will prepare an explanation about their output.

Activity 7: My Favourite National Artist

Materials: paper or board, water color or pastel, paintbrush, cotton or cloth, or any coloring materials

Instruction:

1. Students will be allowed to paint any national artist.
2. They will try to make a portrait of that artist.
3. Students will prepare an explanation about their output.

Evaluation: Portfolio making

Rubric title: Rubric for portfolio making

Target Intelligence: Visual-Spatial

Performance Task: The students will be grouped. Each group will create their own portfolio showing concept and ideas about the drawing and painting in the Philippines

Objective: Give importance to the drawing and painting in the Philippines

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Show very high sense of creativity and artistry.	Show just enough creativity and artistry	Creativity is not showed.	
Content	Illustrate impressive information.	Illustrate just information	Content is not seen.	
Punctuality	Submit on or before the deadline.	Submit a day after the deadline.	Submit 2 days and beyond the deadline	
TOTAL				

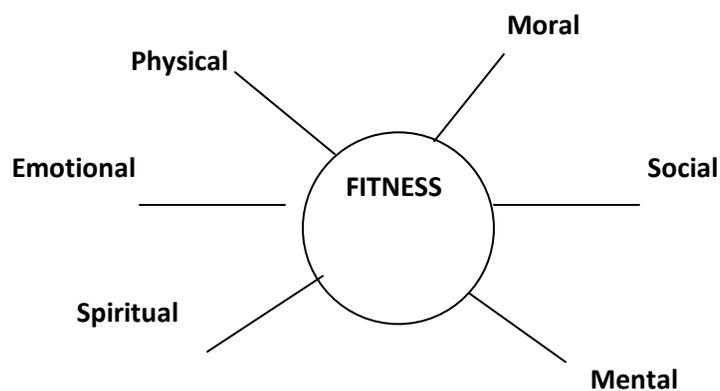
Physical Education: Fitness components, benefits and testing

Objectives (Competencies)

1. Define physical fitness and the three major components that constitute it.
2. Enumerate and define the different parameters that constitute each component.
3. Relate each fitness parameter; cardiorespiratory endurance, muscle strength and endurance, flexibility and body composition to health risks associated with a sedentary lifestyle
4. Test myself to know the degree to which I possess each of these health-related fitness parameters and identify which areas I need to improve on.
5. Using this information, write my own fitness plan that contains activities in the proper frequency, intensity and duration so I may achieve my fitness goal.
6. Keep an accurate record of my progress towards my fitness goals.
7. Make a portfolio that contains my written journals and pictures of my physical activity and exercise habits.

Activity 1: Web Map

Instruction: List 3 ways on how to achieve fitness in every aspects/dimension.



B. Define fitness base on your own understanding. (3-5 sentences)

Activity 2: Finding pulse rate

Instruction: Each student will be asked to get their own pulse rate for 1 minute. They will fill-in the table below and put their pulse rate on the given activities.

ACTIVITY	BPM(beat per minute)
Pulse At rest	
Walking (20m)	
Jogging (20m)	
Jumping (20m)	

B. Guide Questions:

1. Which activity has the lowest bpm?
2. Which activity has the highest bpm?
3. What is the reason behind why the bpm of every activity differs?

Activity 3: Getting the Moderate and Vigorous Intense Activity

Instruction: Solve for the Moderate rate using the following given data: (Age: 13 ; Pulse at rest: 65bpm)

MODERATE INTENSITY

- STEP 1. $208 - 0.7 (\text{age}) = \underline{\hspace{2cm}}$
 STEP 2. Step 1 - Resting Rate = $\underline{\hspace{2cm}}$
 STEP 3A. (For minimum heart rate): Step 2x 0.40 = $\underline{\hspace{2cm}}$
 STEP 4A. Resting heart rate + Step 3.A = $\underline{\hspace{2cm}}$
 STEP 3B. (For maximum heart rate): Multiply your answer to STEP 2 by 55%.
 Step 4B $\underline{\hspace{2cm}} \times 0.55 = \underline{\hspace{2cm}}$
 STEP 5. Resting heart rate + Step 4 = $\underline{\hspace{2cm}}$

My moderate intensity is from $\underline{\hspace{1cm}}$ to $\underline{\hspace{1cm}}$ bpm.

- STEP 1. $208 - 0.7 (\text{age}) = \underline{\hspace{2cm}}$
 STEP 2. Step 1 - Resting Rate = $\underline{\hspace{2cm}}$
 STEP 3A. (For minimum heart rate): Step 2x 0.50 = $\underline{\hspace{2cm}}$
 STEP 4A. Resting heart rate + Step 3.A = $\underline{\hspace{2cm}}$
 STEP 3B. (For maximum heart rate): Multiply your answer to STEP 2 by 85%.
 Step 4B $\underline{\hspace{2cm}} \times 0.85 = \underline{\hspace{2cm}}$
 STEP 5. Resting heart rate + Step 4 = $\underline{\hspace{2cm}}$

My vigorous intensity is from $\underline{\hspace{1cm}}$ to $\underline{\hspace{1cm}}$ bpm.

Identify the kind of activity. Right LOW, MODERATE or VIGOROUS Intensity.

ACTIVITY	BPM(beat per minute)	INTENSITY
Walking (20m)	60bpm	
Jogging (20m)	68bpm	
Jumping (20m)	96bpm	
Push-ups	105bpm	
20-meter sprint	115bpm	
Skipping rope	118bpm	
Jumping jack	110bpm	
1 kilometer run	125bpm	
Sack raise	123bpm	
Crawling	95bpm	

Activity 4: Exercise routine (Warm-up)

Instruction: The class will perform the following warm-up exercises together. Prepare for an individual/group performance.

1. Jog in place for 1 minute
2. Side shuffle (32 cts)
3. Carioca (32 cts)
4. Butt kicks (32 cts)
5. High knees (32 cts)

Activity 5: Exercise Routine (Dynamic Stretching)

Instruction: The class will perform the following dynamic stretching together. Prepare for an individual/group performance.

1. Knee hug to calf raise (32 cts)
2. Single leg deadlift (32 cts)
3. Lunge and twist (32 cts)
4. Toe touch (32 cts)

Activity 6: Philippine Physical Fitness and Sports Talent Test (PFSTT)

Activity 1: getting your body mass index

BMI: _____

- a. weight b. height c. sitting height d. arm span

Activity 2: test for muscular activities

- a. partial curl-ups b. trunklift c. right angle push-ups

Activity 3: test for flexibility fitness

- a. sit-and-reach b. shoulder stretch

Activity 4: test for cardiorespiratory endurance

- a. 1-kilometer run/walk

Activity 5: test for talent identification

- a. standing long jump b. basketball pass c. 40-meter sprint

Body-mass index				Muscular activities			Flexibility		Cardio	Talent identification		
A	B	c	D	a	B	c	a	b	a	a	B	c
								R	L			

Activity 7: Exercise Routine (Cool down/Static Stretching)

Instruction: The class will perform the following static stretching. Prepare for an individual/group performance.

1. Finger stretch (32 cts)
2. Overhead (322 cts)
3. Chest stretch (32 cts)
4. Triceps (32 cts)
5. Cross elbow (32 cts)
6. Zipper (shoulder stretch) (32 cts)

Evaluation: Portfolio making

Rubric title: Rubric for portfolio making

Target Intelligence: Visual-Spatial

Performance Task: The students will be grouped. Each group will create their own portfolio showing concept and ideas about health and fitness

Objective: Give importance to the benefits of fitness to our health.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Show very high sense of creativity and artistry.	Show just enough creativity and artistry	Creativity is not showed.	
Content	Illustrate impressive information.	Illustrate just information	Content is not seen.	
Punctuality	Submit on or before the deadline.	Submit a day after the deadline.	Submit 2 days and beyond the deadline	
TOTAL				

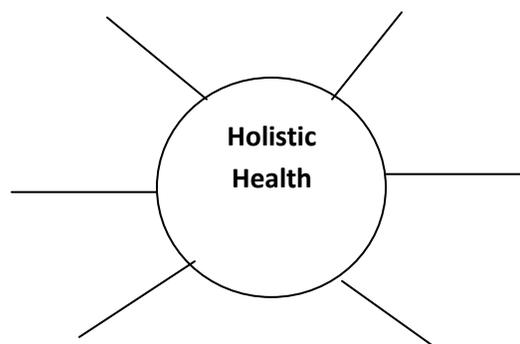
Health: Growing Healthy

Competencies:

1. Explain the dimensions of holistic health
2. Analyze the interplay among the health dimensions in developing holistic health.
3. Practice health habits to achieve health.
4. Describe changes in different aspects of growth that happen to boys and girls during puberty.
5. Explain the pattern of changes during puberty for each adolescent is similar but the pace of growth and development is unique.
6. Identify health concerns during puberty.
7. Apply coping skills in dealing with some health concerns during puberty.
8. Explain the importance of health appraisal procedures during adolescence in order to achieve holistic health.
9. Avail of health services in the school and community in order to appraise one's health.

Activity 1: Web Map

Instruction: Describe the Holistic health based on the readings in lesson 1.



Activity 2: Stations of health dimensions

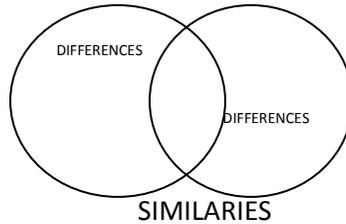
Post 5 sheets of Manila paper on the wall.

1. Divide the class into 5 groups and assign each group a station with sheet of Manila paper.
2. Write the following questions in each paper.
3. Let the members of the group discuss the dimension assigned and write their answers to the questions.
4. After 5 minutes, let the paper to be passed to the next group.
5. Make sure that all groups be able to answer in each paper.

Dimension: _____				
Guide questions:				
1. What are the characteristics of this dimension?				
2. How can you be healthy in this dimension?				
Group 1	Group 2	Group 3	Group 4	Group 5

Activity 3: Venn diagram

Instruction: Let the students discuss among themselves and list all the differences and similarities of changes in puberty between girls and boys.



Activity 4: Our Health Concerns

Instruction: Let the students answer following questions and let them give suggestions on how to solve the concern.

Questions:

Among the listed health concerns of adolescents, which do you think is more rampant in the society?

How can you solve this problem?

Activity 5: Health Appraisal

Instruction: Let the students fill-out the following data below.

Name: _____	Section: _____	Date: _____
What is health appraisal? _____.		
I am fit because _____.		
Fitness for me is _____.		
BMI: _____	Vision test: _____	

Evaluation: Portfolio Making

Rubric title: Rubric for Portfolio Making

Target Intelligence: Visual Spatial

Performance Task: Each student will compile their data from the activity in the lesson.

Objective: Give importance on their health.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Content	Illustrate impressive information.	Illustrate just information	Content is not seen.	
Punctuality	Submit on or before the deadline.	Submit a day after the deadline.	Submit 2 days and beyond the deadline	
TOTAL				

Module in MAPEH Grade 7

Quarter: Second

Music: Music of Mindoro, Palawan and Visayas

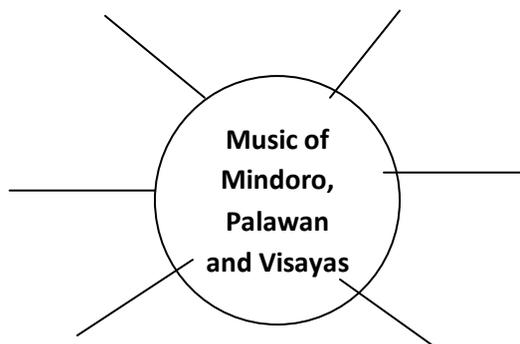
Competencies:

1. Analyzes an example of Philippine folk music from Mindoro, Palawan, and the Visayas, and describe how the musical elements are used.
2. Explains the distinguishing characteristics of representative Philippine folk music from Mindoro, Palawan, and the Visayas, in relation to history and culture of the area.
3. Analyzes the relationship of functions of Philippine music from Mindoro, Palawan, and the Visayas, to the lives of the people.
4. Sings accurately representative folk songs from Mindoro, Palawan, and the Visayas, alone and / or with others.
5. Performs on available instruments music from Mindoro, Palawan, and the Visayas, alone and / or with others.
6. Improvises simple rhythmic / harmonic accompaniments to selected Philippine folk music from Mindoro, Palawan, and the Visayas.
7. Explores ways of producing sounds on a variety of sources that would emulate the instruments being studied.
8. Evaluates music and music performances applying knowledge of musical elements and style.

Activity 1: Web Map

Instruction:

4. Research on historical background about the music of Mindoro, Palawan and Visayas
5. Write important details about the topic and show its connection to each idea.
6. Prepare for class presentation.



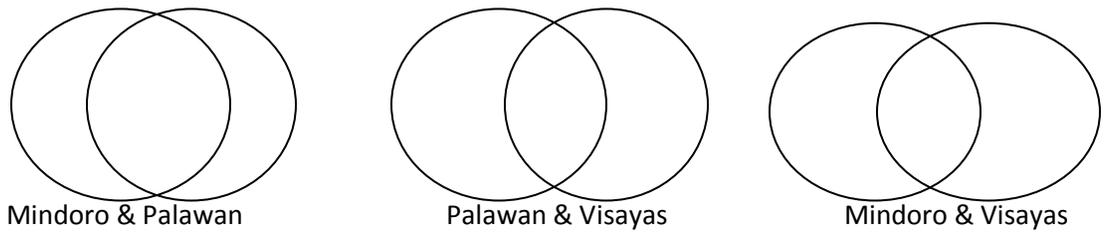
Activity 2: CAF (Consider all factors)

Instruction: List down all information needed in every column. (write as many as you can)

	Characteristics	Culture and arts	Folksong
Mindoro	1. 2. 3. 4. 5.	1. 2. 3. 4. 5	1. 2. 3. 4. 5
Palawan	1. 2. 3. 4. 5	1. 2. 3. 4. 5	1. 2. 3. 4. 5
Visayas	1. 2. 3. 4. 5	1. 2. 3. 4. 5	1. 2. 3. 4. 5

Activity 3: Venn diagram

Instruction: Compare and similarities and differences of the music of Mindoro, Palawan and Visayas. Then prepare for class presentation.



Activity 4: Music Analysis (Mindoro Music)

Instruction: Let the students listen to the Mindoro music and let them describe the following by checking:

Time Signature	Dynamics	timbre	Pitch	Form
___ $\frac{2}{4}$	C. dynamics ___ soft	___ light	___ high	___ strophic
___ $\frac{3}{4}$	___ moderate ___ loud	___ bright	___ low	___ binary
___ $\frac{4}{4}$	D. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ dark	___ neutral	___ Ternary ___ Rondo

b. How do you feel after hearing the Mindoro music? _____.

Evaluation: Vocal Singing with improvised instruments as accompaniment

Rubric title: Rubric for vocal singing.

Target Intelligence: Musical

Performance Task: Each student will sing the song “Dandansoy”.

Objective: Sing the song following the given criteria below.

CRITERIA	25 Very Good	15 Good	5 Poor	RATING
Mastery	Able to perform all the listed skills.	Perform only some of the listed skills.	Unable to perform majority of the listed skills.	
Vocal Quality	Sung the song with exemplary vocals, proper breathing, and with perfect pitch.	Sung the song with good vocals, some inconsistency in breathing, and with only few error in pitch.	Sung the song with very poor vocals, no technique in breathing, and with erroneous pitch.	
Improvised Instruments	Able to use improvised instrument during the whole performance	Able to use improvised instrument most of the time during the performance.	Able to use improvised instruments rarely	
			total	

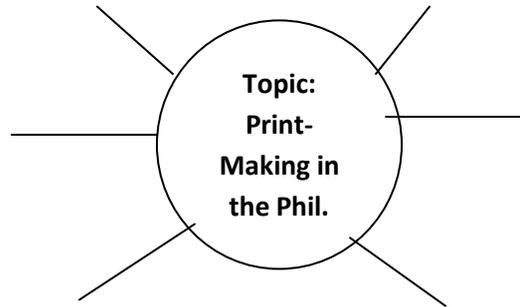
Arts

1. Research on the history of printmaking in the Philippines during pre-Hispanic times, the Spanish occupation and up to the present.
2. Make a creative presentation with a group on the history of printmaking in the Philippines, including samples of the different prints from the different historical periods or a presentation on the different kinds of printmaking techniques.
3. Appreciate and compare the unique characteristics of prints made in the Philippines and the contemporary prints using different techniques

4. Analyze the various designs and motifs created by other artists for various products: wall hanging, textile design, for borders of walls, plates, mugs, and book covers.
5. Name the kinds of designs seen in the display or pictures, using art Vocabulary.
6. Create a rubbing using various objects found in the room and the Environment following a particular pattern.
7. Realize that nature is a rich source of design as can be seen from different shapes of leaves
8. Create several motifs for a design using prints of different leaves, and apply it for a book cover or textile design.
9. Appreciate the variety of leaf designs and the uniqueness of each print created by other students and be able to select unusual designs.

Activity 1: Web Map

Instruction: Read the information about Print-Making in the Philippines and create your own idea using the Web Map.



Activity 2: Coin Rubbing

Materials: Any coin, pencil colors, crayons, oslo paper with margins

- Instruction:**
1. Put the coin put under the oslo/coupon bond.
 2. Rub the coin using crayons or pencil colors.
 3. Add designs that will suit to the design of the coin.

Activity 3: Leaf Printing

Materials: Any leaf (dry), pencil colors, crayons, oslo paper with margins

- Instruction:**
1. Put the leaf put under the oslo/coupon bond.
 2. Rub the leaf using crayons or pencil colors.
 3. Add designs that will suit to the design of the leaf.

Activity 4: Etching

Materials: oslo/coupon bond, Crayons different colors (light and dark)

- Instruction:**
1. Fill the space of the coupon bond/oslo paper with various light colors.
 2. Cover the lights colors with black or dark.
 3. Sketch you design by etching the dark colors and let the light colors come out.

Activity 5: Art Vocabulary

Materials: oslo/coupon bond, dictionary

- Instruction:**
1. Find the meaning of the listed words using dictionary.
 2. Put the word and its definition in the coupon bond.
 3. Use web mapping in presenting your activity

Printmaking	Relief print	linoleum	intaglio
lithography	Woodcut	engraving	etching
Ground	aquatint	Dry point	silk screen
			craftsman

Evaluation: Portfolio making

Rubric title: Rubric for portfolio making

Target Intelligence: Visual-Spatial

Performance Task: The students will be grouped. Each group will create their own portfolio showing concept and ideas about Print-making in the Philippines

Objective: Give importance to the printmaking in the Philippines.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Show very high sense of creativity and artistry.	Show just enough creativity and artistry	Creativity is not showed.	
Content	Illustrate impressive information.	Illustrate just information	Content is not seen.	
Punctuality	Submit on or before the deadline.	Submit a day after the deadline.	Submit 2 days and beyond the deadline	
TOTAL				

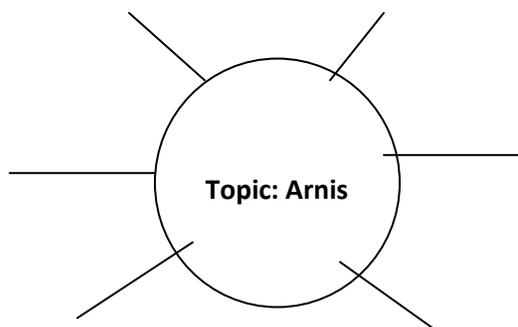
Physical Education:

Competencies:

1. Practice the skills learned in this course with few observable errors in technique.
2. Execute with confidence the fundamental skills of Arnis.
3. Understand the rules, conventions and terminology in Arnis by using them during the execution of skills.
4. Perform the warm-up, stretching and cool-down exercises properly and on my own.
5. Determine my fitness levels and identify areas for improvement.
6. Be open to criticism when a peer is evaluating my performance, and at the same time, is critical and fair when evaluating others.
7. Be honest and fair at all times.

Activity 1: Web Map

Instruction: Read the information about Arnis and create your own idea using the Web Map.



Activity 2: Warm-up exercise

Instruction: The class will perform the following warm-up exercises together. Prepare for an individual/group performance.

6. Jog in place for 1 minute
7. Side shuffle (32 cts)
8. Carioca (32 cts)
9. Butt kicks (32 cts)
10. High knees (32 cts)

Activity 3: Dynamic Stretching

Instruction: The class will perform the following dynamic stretching together. Prepare for an individual/group performance.

5. Knee hug to calf raise
6. Single leg deadlift
7. Lunge and twist
8. Toe touch

Activity 4: Fundamental skills

Instruction: The class will perform the following fundamental skills. Prepare for an individual/group performance.

1. Proper grip
2. Basic stance and salutation
3. Forward stance
4. Backward stance

Activity 5: Cool down (Static Stretching)

Instruction: The class will perform the following static stretching. Prepare for an individual/group performance.

7. Finger stretch
8. Overhead
9. Chest stretch
10. Triceps
11. Cross elbow
12. Zipper (shoulder stretch)

Activity 6: Striking Techniques

Instruction: The class will perform the striking techniques. Prepare for an individual/group performance.

1. Left side of the head attack
2. Right side of the head attack
3. Left side of the body (trunk) attack
4. Right side of the body (trunk) attack
5. Thrust to the solar plexus (stomach) attack
6. Left chest stub
7. Right chest stub
8. Left lower leg (knee/shin/ankle) strike
9. Right lower leg
10. Left eye poke
11. Right eye poke
12. Crown attack

Activity 7: Blocking Techniques

Instruction: The class will perform the blocking techniques. Prepare for an individual/group performance.

1. Inward
2. Outward
3. Rising
4. Downward inward
5. Downward outward

Evaluation: Final Performance of the following skills

Skills	Repetition
Warm-up	32 counts each
Dynamic stretching	32 counts each
Striking techniques	1 round
Blocking techniques	1 round
Warm-up (static stretching)	32 counts each

Rubric title: Rubric for Warm-up, Arnis basic techniques and cool down exercises

Target Intelligence: Kinaesthetic

Performance Task: Each student will perform the listed skills above.

Objective: Show the proper execution of the basic skills in Arnis.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Skills	Shows very high ability in all the skills.	Shows high ability in only some skills	Shows very low ability in some skills.	
Mastery	Able to perform all the listed skills.	Perform only some of the listed skills.	Unable to perform majority of the listed skills.	
Attitude	Shows enthusiasm in the activity during the whole performance	Shows enthusiasm but demonstrate inconsistency during the whole performance	Shows no enthusiasm in the activity during the whole performance	
TOTAL				

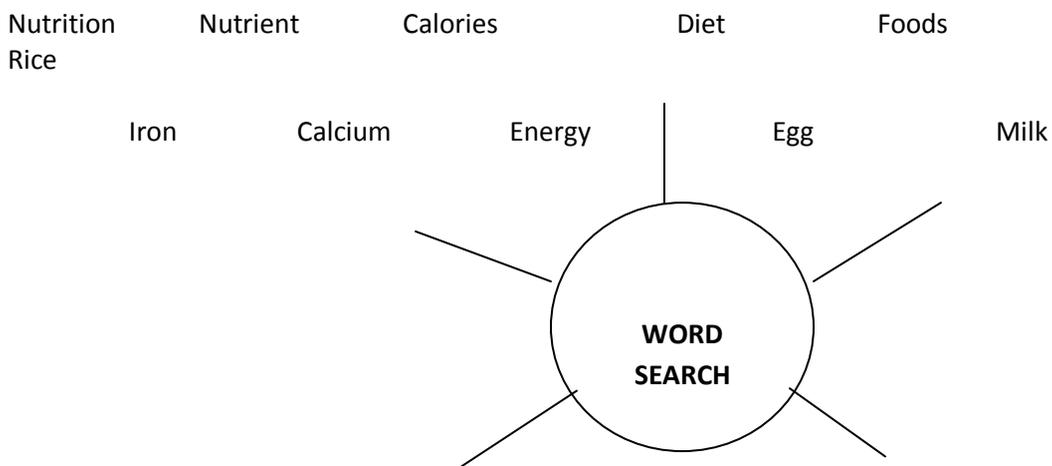
Health:

Competencies:

1. Follow the appropriate nutritional guidelines for healthy eating.
2. Explain the need to select food based on the nutritional needs of adolescents.
3. Follow the Food Guide Pyramid for adolescents in choosing food to eat
4. Discuss the importance of following the nutritional guidelines appropriate for Filipino adolescents
5. Discuss the nutritional problems among adolescents.
6. Analyze the current nutritional status of Filipino adolescents.
7. Describe the signs and symptoms, prevention, and control of malnutrition (underweight and overweight) and micro-nutrient deficiencies.
8. Explain the characteristics, signs and symptoms, prevention and control of eating disorders (anorexia nervosa, bulimia nervosa, compulsive eating disorders).

Activity 1: Activity: Word Search

Instruction: Let the students answer Word Search individually then design their own Web map.



Activity 2: Check Your Daily Food Diet

Instruction: Answer to this activity may vary. This activity allows students to evaluate the foods they eat and decide on what to do after becoming aware of their food choices. It also teaches them to develop self monitoring, self- awareness, and decision-making skills. Call on students to share their answer to the questions.

QUESTION	ANSWER
Do you eat meals regularly?	
Where do eat your meals?	
Do you follow any nutritional guidelines?	
What do you discover about the food you ate?	

Activity 3: Food Groups

Instruction: Within your group, lists down any food and identify to what group it belongs.

FOOD	FOOD GROUP (grow, go and glow)

Activity 4: Canteen Visit (25 mins.)

Group the students with 6-8 members in a group. Set standards for the canteen visit and have the leaders take responsibility for the behavior of their group members. The actual visit should last for 10-15 minutes or this can be assigned to the students, then have a class discussion of their observation at the next meeting.

GUIDE QUESTION	ANSWER
To what food groups do most of the foods belong?	
Does the canteen serve nutritious food?	
Do they serve less nutritious foods such as chips, carbonated beverages and “artificial” fruit juices?	
Are the foods appropriate to students’ dietary needs?	
What foods do students mostly buy?	
Are they choosy in selecting their lunch/snacks?	
Do students eat hurriedly?	

Write your recommendations/suggestions:

Our school canteen _____

Most of the students’ eat _____

I suggest that our school canteen _____

I recommend that students _____

Activity 5: A Healthy Meal for Me (10 mins.)

Instruction: Draw the food pyramid in the manila paper. <http://www.the-food-guide-pyramid>.

Instruction:

1. Choose foods from the Food Guide Pyramid. Show what kinds of food you need every day and the number of servings you need from each food group.
2. Cut out pictures of different kinds of foods. Show the correct number of servings you need from each food group. For example cut out 6 to 11 pictures of foods from the bread, cereals, rice, root crops, and noodles group.
3. Draw a big paper plate on construction paper. Paste the cut-out foods on the plate.
4. Write one way your body uses food from each food group
5. Use proper grammar.

Evaluation: My Own Food Pyramid

Instruction: Each student will choose their own food base on the food pyramid. They are expected to put pictures of every food they choose.

Rubric title: Rubric for “My Own Food Pyramid”

Target Intelligence: Visual

Performance Task: Each student will choose their own food base on the food pyramid. They are expected to put pictures of every food they choose.

Objective: Show importance on the food they intake and its benefits they can get.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Right choose of food	Chooses the right food in each food group correctly and its enough amount	Some foods are not suitable in every food group	All the foods are not suitable for the group.	
Presentation	Over-all presentation is very scholarly.	The presentation has some deficiencies which affect to its totality.	Shows very poor even to its appearance.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
TOTAL				

Module in MAPEH Grade 7

Quarter: Third

Music: COMPOSED VOCAL MUSIC: NATIONALISTIC SONGS AND LOVE SONGS

Competencies: Nationalistic Songs and Love Songs

1. Analyzes a representative example of a work by a Filipino composer, and describes how the musical elements are used.
2. Explains the distinguishing characteristics of representative works by Filipino composers, in relation to history and culture of the area.
3. Analyzes the relationship of functions of the representative works of Filipino composers to the lives of the people.
4. Sing accurately representative works of Filipino composers, alone and / or with others.
5. Performs on available instruments works of representative Filipino composers, alone and / or with others.
6. Improvises simple rhythmic / harmonic accompaniments to selected works of representative Filipino composers.
7. Explores ways of producing sounds on a variety of sources that would simulate the sound of instruments being studied.
8. Evaluates music and music performances applying knowledge of musical elements and style.

Competencies: Solo and Choral Music (San Pedro and De Leon)

1. Describes how a specific idea or story is communicated through Philippine Traditional Musical Forms.
2. Illustrates how the different elements of music are combined in creating Philippine Traditional Musical Forms.
3. Creates / improvises appropriate sound, music, gesture, movements, and costume for a rendition of particular Philippine Traditional Musical Forms.
4. Researches and analyzes the lives, works, and influences of early Filipino composers
5. Performs examples of early Philippine music, alone and with others.

Activity 1: Music Listening

Instruction: The teacher will allow the students to listen to one of our Nationalistic songs entitled “Lupang Hinirang and Maalaala mo kaya, a Love song”. The students may sing the song provided that they will sing it with emotion and understanding on the song is conveying.

After do so, the class is now open for a discussion with the following guide questions:

1. What is the title of the song?
2. Who do you think is the composer and writer of the song
3. What kind of song are Lupang Hinirang and Maalaala Mo Kaya?
4. Why do you think the song is composed?

Activity 2: Music Analysis

Instruction: Again, the students will listen to Lupang Hinirang. This time they will try to analyze the song through answering the following table:

Time Signature		timbre	Pitch	Form	Persons Involved
$\frac{2}{4}$	E. Dynamics ___ soft ___ moderate ___ loud	___ light	___ high	___ strophic	Music: _____
$\frac{3}{4}$		___ bright	___ low	___ binary ___ Ternary	Lyrics: _____
$\frac{4}{4}$	F. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ dark	___ neutral	___ Rondo	_____

b. How do you feel after hearing the Lupang Hinirang?

_____.

Activity 3: Open Ended Statement

Instruction: After hearing and analyzing the song, the students will complete the following statements:

After discussion and some activities about the Lupang Hinirang, I have learned that

Therefore, _____

Activity 4: Music Analysis

Instruction: Again, the students will listen to Maalaala Mo Kaya song. This time they will try to analyze the song through answering the following table:

Time Signature		timbre	Pitch	Form	Persons Involved
$\frac{2}{4}$	A. Dynamics ___ soft ___ moderate ___ loud	___ light	___ high	___ strophic	Music: _____
$\frac{3}{4}$		___ bright	___ low	___ binary	Lyrics: _____
$\frac{4}{4}$	B. tempo ___ fast (allegro) ___ moderate(moderato) ___ slow (lento)	___ dark	___ neutral	___ Ternary	_____
				___ Rondo	

b. How do you feel after hearing the Maalaala Mo Kaya?

_____.

Activity 5: Open Ended Statement

Instruction: After hearing and analyzing the song, the students will complete the following statements:

After discussion and some activities about the song Maalaala Mo Kaya I have learned that

Therefore, _____

Activity 6: Music Analysis

Instruction: Again, the students will listen to Ugoy sa Duyan. This time they will try to analyze the song through answering the following table:

Time Signature		timbre	Pitch	Form	Persons Involved
$\frac{2}{4}$	A. dynamics ___ soft ___ moderate ___ loud	___ light	___ high	___ strophic	Music: _____
$\frac{3}{4}$		___ bright	___ low	___ binary	Lyrics: _____
$\frac{4}{4}$	B. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ dark	___ neutral	___ Ternary	_____
				___ Rondo	

b. How do you feel after hearing the Ugoy sa Duyan? _____.

Activity 7: Music Analysis

Instruction: Again, the students will listen to Mapayapang Daigdig. This time they will try to analyze the song through answering the following table:

Time Signature		timbre	Pitch	Form	Persons Involved
___ $\frac{2}{4}$	A. dynamics ___ soft ___ moderate ___ loud B. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ light	___ high	___ strophic	Music: _____
___ $\frac{3}{4}$		___ bright	___ low	___ binary	Lyrics: _____
___ $\frac{4}{4}$		___ dark	___ neutral	___ Ternary ___ Rondo	

b. How do you feel after hearing the Mapayapang Daigdig?

_____.

Activity 8: Open Ended Statement

Instruction: After hearing and analyzing the song, the students will complete following statements:

After discussion and some activities about the Ugoy sa Duyan and Mapayapang DAigdig, I have learned that _____

Therefore, _____

Activity 9: Vocal Singing

Instruction: Students will be grouped and present to the class the song. "Ugoy ng Duyan".

Rubric title: Rubric for vocal singing.

Target Intelligence: Musical

Performance Task: Each student will sing "Ugoy ng Duyan".

Objective: Sing the song following the given criteria below.

CRITERIA	25 Very Good	15 Good	5 Poor	RATING
Mastery	Able to perform all the listed skills.	Perform only some of the listed skills.	Unable to perform majority of the listed skills.	
Vocal Quality	Sung the song with exemplary vocals, proper breathing, and with perfect pitch.	Sung the song with good vocals, some inconsistency in breathing, and with only few error in pitch.	Sung the song with very poor vocals, no technique in breathing, and with erroneous pitch.	
Total				

Evaluation: web Map/Concept Map

Rubric title: Rubric for Concept Map

Target Intelligence: Knowledge

Performance Task: Students will show their understanding about the Nationalistic songs and Love songs through making a Web Map.

Objective: Show understanding about the lesson in Quarter three.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Completeness	All activities are in.	2 activities are not found.	More than 3 activities are not found.	
Content	Importance details are present	Some details are missing	No important details are included.	
Neatness	The presentation is cleanly submitted	There are some areas which are not neatly presented	The whole project is a mess.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
Total				

Arts: New Media

Competencies: Printing Using Media

1. Understand the role of technology and new media in printmaking.

2. Create posters for special occasions.
3. Research on new duplicating techniques available in the locality.
4. Use new media to create a story as a reaction to current events.
5. Understand that sculpture was already a form of art since pre-historic Philippines.

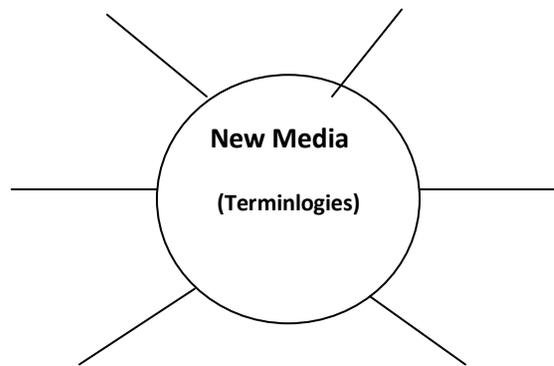
Competencies: Evolution of Philippine Printing

6. Review the evolution of sculpture in the different parts of the Phil.
7. Analyze the unique forms, materials, colors, and uses of sculpture in the Philippine culture.
8. Identify unique crafts from different parts of the country
9. Record steps and procedures in making unique sculpture from the locality
10. Interview local craftsmen in the community create an assemblage from trash and discards make a sculpture using available materials (e.g. soap, wood, and clay).
11. Identify the unique style and materials used by Filipino sculptors found in the locality.

Activity 1: Web Map (Terminologies)

Instruction:

1. Read about the New Media fact sheets.
2. List down difficult term you encountered and try to check it in the dictionary.
3. Put your new found meaning in a Web Map using oslo paper.



Activity 2: Picture Memory

Materials: oslo paper, coloring materials, family picture or any group picture, paste

Instruction: Paste the picture in the oslo paper and describe the memory you have while seeing the picture.

Activity 3: Personalized computer-based art project

Materials: oslo paper, empty bottle water, family picture or any group picture, water cellophane, masking tape.

Instruction: Create your own design on a bottle printing using the materials mentioned.

Evaluation: Portfolio Making about the Evolution of Printing in the Philippines

Rubric title: Rubric for Portfolio Making about the Evolution of Printing in the Philippines

Target Intelligence: Visual

Performance Task: Students will make their research about the evolution of printing in the Philippines.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Student shows a very unique portfolio with the use of different materials.	Student shows just enough uniqueness in the portfolio.	Students shows no uniqueness in the portfolio	
Content	The portfolio bares a very informative product which explains the details of the task.	The portfolio bares inadequate information.	The portfolio bares no information at all.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
TOTAL				

Physical Education: Running

Competencies:

1. Practice the skills learned in this course with few observable errors in technique.
2. Execute with confidence the fundamental technique of running.
3. Show determination and honest effort in the performance of drills.
4. Understand the rules, conventions and terminology in running by using them during the execution of skills.
5. Perform the warm-up, stretching and cool-down exercises properly and on my own.
6. Determine my fitness levels and identify areas for improvement.
7. Be open to criticism when a peer is evaluating my performance, and at the same time, be critical and fair when evaluating others.
8. Be honest and fair at all times.

Activity 1: Warm-up Exercise

Instruction: Students will execute the set of warm-up, dynamic & stretching and cool down exercises learned in the previous quarter.

Activity 2: Sprinting (100-meter run) 2 days

- Instruction: 1. Each student will run for 100 meters as fast as the can.
2. After running they will get their heart rate in 1 minute

Activity 3: Sprinting (200-meter run) 2 days

- Instruction: 1. Each student will run for 200 meters as fast as the can.
2. After running they will get their heart rate in 1 minute.

Activity 4: Relay Competition 2 days

Instruction:

1. The class will be divided into a group of four.
2. Each group will compete against each other in a 4x100m.

Activity 5: Compute for heart rate before and after exercise/performance (Refer to the computation from 1st quarter)

Evaluation: Portfolio Making about running

Rubric title: Rubric for Portfolio Making about Running.

Target Intelligence: Visual

Performance Task: Students will make their research about running.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Student shows a very unique portfolio with the use of different materials.	Student shows just enough uniqueness in the portfolio.	Students shows no uniqueness in the portfolio	
Content	The portfolio bares a very informative product which explains the details of the task.	The portfolio bares inadequate information.	The portfolio bares no information at all.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
TOTAL				

Health: Shielding the Body from Communicable Disease Invaders

Competencies:

1. Discuss the concept of health and disease.
2. Accept personal responsibility for one's health.
3. Practice ways to attain holistic health.
4. Analyze the major beliefs about the cause of disease.
5. Discuss the factors in the development of disease.

6. Formulate guidelines to lessen the impact of these factors.
7. Explain the elements of the chain of infection and their interrelationship with one another.

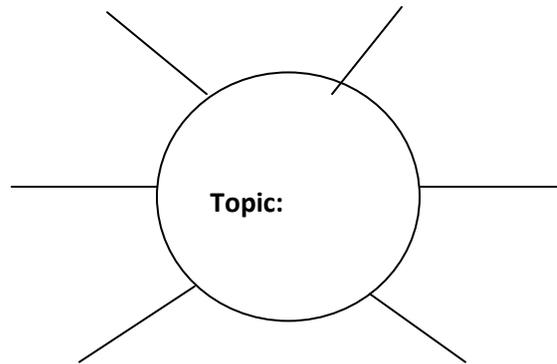
Activity 1: Activity: Word Search

Instruction:

1. Students will read the facts about the lesson.
2. They will identify new found terminologies and check it in a dictionary.
3. They may write it in their notebooks for future references

Activity 2: Web Map

Instruction: Students will plot terminologies they found in the previous activity using the sample map.



Activity 3: MY Health Pledge

Instruction: The students will supply the following:

MY HEALTH PLEDGE	
I accept personal responsibility for my own health and I will show my commitment by practicing the following activities to attain holistic health:	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Activity 4: K-Q-V Chart

Instruction: Complete the following chart based on the lesson.

BELIEF	KEY POINT	QUESTION/S	VALUE OR IMPORTANCE
EXAMPLE: Supernatural	Disease is caused by spirits, magic or sorcery	Is there proof that supports this belief?	This belief can enhance one’s faith in a supernatural being and encourages a person to do good so as not to suffer from disease.
1. Supernatural			
2. Poison Gas Belief			
3. Germ Belief			
4. Agent-Host-Environment Belief			

Activity 5: This is My Belief

Instruction: Write your own belief on how a disease started and developed. (100 word at least)

Activity 6: I’ll Change It My Way

Instruction: Write your own opinion on how you can change the agent, host and environment to prevent disease.

AGENT	HOSTS	DISEASE

Activity 6: Disease Detective Report

Instruction: Based on the previous discussions and activities, disease transmission can be stopped or lessened by following these guidelines:

FACTORS INFLUENCE DISEASE TRANSMISSION	FACT 1	FACT 2
1. ENVIRONMENTAL		
2. PERSONAL		
3. ECONOMIC		
4. EDUCATIONAL		
5. CULTURAL		
6. POLITICAL		

Evaluation: Compilation

Instruction: Each student will make a compilation of all the activities relating to communicable diseases.

Rubric title: Rubric for Compilation

Target Intelligence: Knowledge

Performance Task: Students will compile and collect all the activities in health for third quarter.

Objective: Show understanding about the lesson in Quarter three.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Completeness	All activities are in.	2 activities are not found.	More than 3 activities are not found.	
Content	Importance details are present	Some details are missing	No important details are included.	
Neatness	The presentation is cleanly submitted	There are some areas which are not neatly presented	The whole project is a mess.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
Total				

Module in MAPEH Grade 7

Quarter: fourth

Music: Representative Instrumental Music Composed by Filipino Composers

Competencies:

1. Describes how a specific idea or story is communicated through Philippine Traditional Musical Forms.
2. Illustrates how the different elements of music are combined in creating Philippine Traditional Musical Forms.
3. Creates / improvises appropriate sound, music, gesture, movements, and costume for a rendition of particular Philippine Traditional Musical Forms.
4. Researches and analyzes the lives, works, and influences of early Filipino composers
5. Performs examples of early Philippine music, alone and with others.

Philippine Popular Music

1. Analyzes an example of Philippine popular music, and describes how the musical elements are used.
2. Explains the distinguishing characteristics of representative a works of Filipino popular musicians, in relation to history and culture of the area.
3. Analyzes the relationship of functions of the works of representative Filipino popular musicians, to the lives of the people.
4. Sing accurately Philippine popular music, alone and / or with others.
5. Performs on available instruments Philippine popular music, alone and / or with others.
6. Improvises simple rhythmic / harmonic accompaniments to selected works of representative Filipino popular musicians.
7. Explores ways of producing sounds on a variety of sources that would emulate the instruments being studied.8.Evaluates music and music performances applying knowledge of musical elements and style.

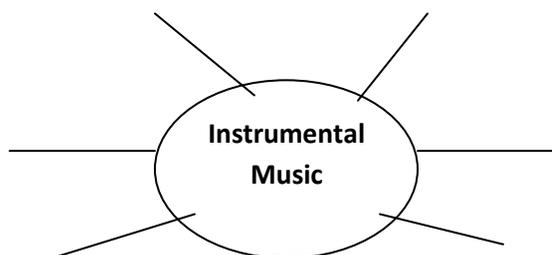
Activity 1: Music analysis: Malikmata or any Instrumental Music Composed by a Filipino

Instruction: Let the students listen to the **Malikmata(Antonio Molina)** or any Instrumental Music and let them describe the following by checking. After listening the students will be allowed to listen to the instrumental music again with improvised instruments as accompaniment.

Time Signature	Dynamics	timbre	Pitch	Form
<input type="checkbox"/> $\frac{2}{4}$	A. Dynamics <input type="checkbox"/> soft <input type="checkbox"/> moderate	<input type="checkbox"/> light	<input type="checkbox"/> high	<input type="checkbox"/> strophic
<input type="checkbox"/> $\frac{3}{4}$	<input type="checkbox"/> loud	<input type="checkbox"/> bright	<input type="checkbox"/> low	<input type="checkbox"/> binary
<input type="checkbox"/> $\frac{4}{4}$	B. tempo <input type="checkbox"/> fast (allegro) <input type="checkbox"/> moderate (moderato) <input type="checkbox"/> slow (lento)	<input type="checkbox"/> dark	<input type="checkbox"/> neutral	<input type="checkbox"/> Ternary <input type="checkbox"/> Rondo

Activity 2: Web Map Instrumental Music Composed by Filipino Composers)

Instruction: Read about the instrumental music of Filipino composer. Put your Web Map using oslo paper.



Rubric title: Rubric for Web Map

Target Intelligence: Knowledge

Performance Task: Students will show their understanding about instrumental music of the Filipino composer

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Completeness	All activities are in.	2 activities are not found.	More than 3 activities are not found.	
Content	Importance details are present	Some details are missing	No important details are included.	
Neatness	The presentation is cleanly submitted	There are some areas which are not neatly presented	The whole project is a mess.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
Total				

Activity 3: Music analysis: Anak (Philippine Popular Music) with improvised instruments as accompaniment

Instruction: Let the students listen to the “Anak” song and let them describe the following by checking:

Time Signature	Dynamics	timbre	Pitch	Form
___ ² / ₄	G. Dynamics ___ soft	___ light	___ high	___ strophic
___ ³ / ₄	___ moderate ___ loud	___ bright	___ low	___ binary
___ ⁴ / ₄	H. tempo ___ fast (allegro) ___ moderate (moderato) ___ slow (lento)	___ dark	___ neutral	___ Ternary ___ Rondo

Activity 4: Vocal Singing

Instruction: Students will be grouped and present to the class “Anak” song. Each group will be required to use improvised instruments as accompaniment.

Rubric title: Rubric for vocal singing with improvised musical instruments.

Target Intelligence: Musical

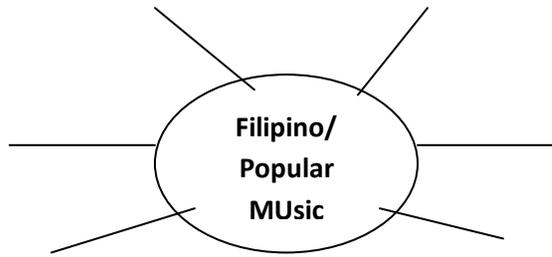
Performance Task: Each student will sing “Anak”.

Objective: Sing the song following the given criteria below.

CRITERIA	25 Very Good	15 Good	5 Poor	RATING
Mastery	Able to perform all the listed skills.	Perform only some of the listed skills.	Unable to perform majority of the listed skills.	
Vocal Quality	Sung the song with exemplary vocals, proper breathing, and with perfect pitch.	Sung the song with good vocals, some inconsistency in breathing, and with only few error in pitch.	Sung the song with very poor vocals, no technique in breathing, and with erroneous pitch.	
Improvised instruments	Improvised instruments used near to the original.	Improvised instruments used were almost the same to the original.	Improvised instruments used were far from the original	
Total				

Evaluation: Web Map (Philippine Popular Music)

Instruction: Read about the instrumental music of Filipino composer. Put your Web Map using oslo paper.



Evaluation: Web Map

Rubric title: Rubric for Web Map

Target Intelligence: Knowledge

Performance Task: Students will show their understanding about the Popular music of the Filipino composer

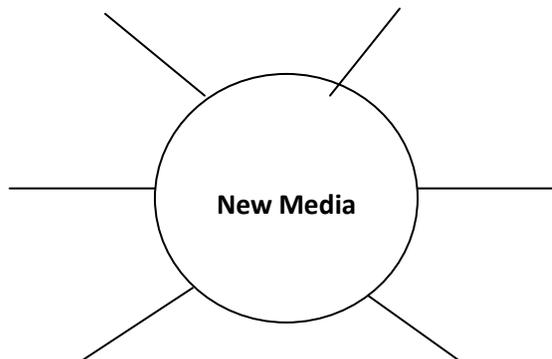
CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Completeness	All activities are in.	2 activities are not found.	More than 3 activities are not found.	
Content	Importance details are present	Some details are missing	No important details are included.	
Neatness	The presentation is cleanly submitted	There are some areas which are not neatly presented	The whole project is a mess.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
Total				

Arts: Sculpture, Drama, and Festivals visual arts in Philippine Drama and Festivals Competencies:

1. Understand that art is an integral component of Philippine dramas and festivities
2. Create a motif using a particular festival
3. Analyze the unique forms, materials, colors, and uses of the arts in Philippine dramas and festivals
4. Identify unique features of different festivals in each region
5. Relate the visual components of the festivals to the values, religious rituals, rites, and its meaning in the life of the people.
6. Design sets, costumes, accessories, and props for a selected play or festival
7. Analyze a modern telenovela and how it uses color, costume, setting, props, accessories, and in enhancing the elements of a story.

Activity 1: Web Map

Instruction: Read about the fact about Sculpture, drama and festivals in Philippine Visual Arts Drama and Festivals. Put your new found meaning in a Web Map using oslo paper.



Activity 2: Research work (Traditional Drama Analysis)

Instruction: Research any popular festival in the Philippine. Supply the following column for your future discussions.

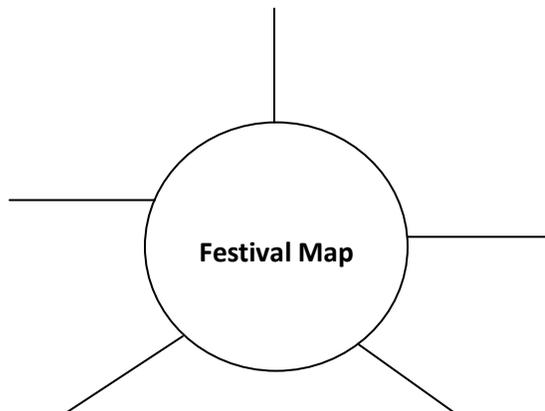
Festival	Time started	Origin	Brief Description

Activity 3: Soap Carving

Instruction: Make your own design of any of the following (bul-ol, mununggul, sarimanok, UP Oblation) as an example of the Philippine sculpture.

Activity 4: Festival Map

Instruction: Make your own concept about the Philippine drama using the Web map design. Put it in an oslo paper.



Evaluation: Web Picture

Rubric title: Rubric for Web picture about the Philippine Festivals.

Target Intelligence: Visual-Spatial

Performance Task: Students will create a web map using pictures and description gathered in your activity 3.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Student shows a very unique portfolio with the use of different materials.	Student shows just enough uniqueness in the portfolio.	Students shows no uniqueness in the portfolio	
Content	The portfolio bares a very informative product which explains the details of the task.	The portfolio bares inadequate information.	The portfolio bares no information at all.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
TOTAL				

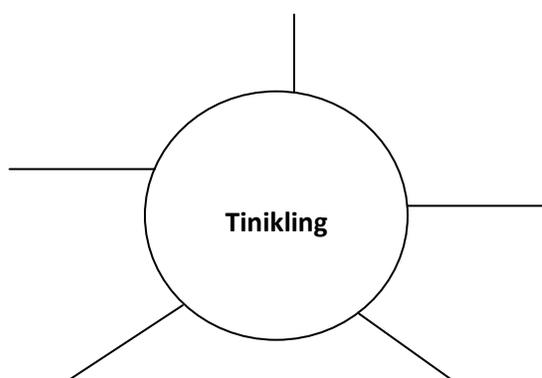
Physical Education: Philippine local and indigenous dances

Competencies:

1. Discusses the nature/background of local and indigenous dances.
2. Explains significant benefits to health and fitness when folk dancing.
3. Performs basic steps peculiar to each dance.
4. Executes rhythmic patterns of selected local and indigenous dances through various ways.
5. Describes costumes, props and accessories of local and indigenous folk dances.
6. Interprets dance figures correctly following the step by step instruction of the teacher.
7. Performs figures of the dance with grace, form and sense of rhythm.

Activity 1: Web Picture

Instruction: Create a web map out of the pictures about tinikling. You may include facts, terms, costumes and others about the dance. Put it in an oslo paper.



Activity 2: Basic Dance Positions

Instruction: Perform the basic dance positions both arms and feet with the use of Tinikling music.

Activity 3: Basic Dance Steps in Tinikling

Instruction: Perform the basic dance steps used in Tinikling dance.

Evaluation: Portfolio Making about the Tinikling dance

Rubric title: Rubric for Portfolio Making about the Tinikling dance

Target Intelligence: Visual

Performance Task: Students will make their research about tinikling.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Creativity	Student shows a very unique portfolio with the use of different materials.	Student shows just enough uniqueness in the portfolio.	Students shows no uniqueness in the portfolio	
Content	The portfolio bares a very informative product which explains the details of the task.	The portfolio bares inadequate information.	The portfolio bares no information at all.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
TOTAL				

Health: My Space, My Environment

Competencies:

1. Explain the concept of environmental health.
2. Describe the environmental problems in the Philippines.
3. Analyze the impact of the environmental problems on people’s health.
4. Identify pressing health problems in the community.
5. Survey community health resources
6. Make a plan of action implement the plan.
7. Evaluate the plan.
8. Promote health among the students, staff, families and the community.
9. Describe the characteristics of a healthy community
10. Make decisions about buildings, businesses, services, housing areas and other structures to include in the development of a healthy new town

Activity 1: Environmental Problems

Instruction: Fill in the table below about the identified environmental problems. (You may base your answer in the fact sheet provided).

Environmental Problems	Description	Causes
Deforestation		
Soil Erosion		
Air Pollution		
Water Pollution		

Activity 2: Causes and Effects

Instruction: Identify the cause and effect of the following environmental problems.

Environmental Problems	Cause	Effects
Deforestation		
Soil Erosion		
Air Pollution		
Water Pollution		

Activity 3: Open-Ended

Instruction: Complete the following statement regarding your idea about your environment. Place answer in a sentence.

<p>I have learned that _____</p> <p>_____.</p> <p>Therefore, _____</p> <p>_____.</p>
--

Activity 4: Six Thinking Skill

Instruction: Fill in the table below regarding environmental problems.

RED	YELLOW	BLACK	GREEN	WHITE	BLUE
FEELINGS	STRENGTHS	WEAKNESSES	NEW IDEAS	INFORMATION	NEEDED

Evaluation: Compilation

Instruction: Each student will make a compilation about the environmental problems. Please include pictures that are happening in reality.

Rubric title: Rubric for Compilation

Target Intelligence: Knowledge

Performance Task: Students will compile and collect all the activities in health for fourth quarter

Objective: Show understanding about the lesson in Quarter four.

CRITERIA	10 Very Good	5 Good	3 Poor	RATING
Completeness	All activities are in.	2 activities are not found.	More than 3 activities are not found.	
Content	Importance details are present	Some details are missing	No important details are included.	
Neatness	The presentation is cleanly submitted	There are some areas which are not neatly presented	The whole project is a mess.	
Punctuality	Submits the output on or before the deadline.	Submits the output a day after the deadline	Submits the output 2 days and beyond the deadline.	
Total				

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