



CAMARINES NORTE COLLEGE INC.  
Junior High School Department  
Labo, Camarines Norte  
S.Y. 2021-2022



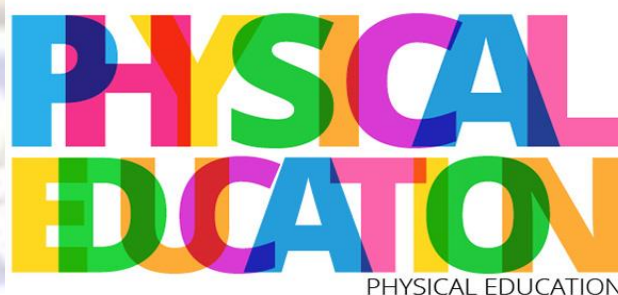
## LEARNING MODULE FOR MAPEH 8



***Music of South Asia and Middle East (India and Israel)***



***Arts of South, West, and Central Asia***



PHYSICAL EDUCATION

***Team Sports for Fitness Improvement***



***Prevention and Control of Diseases and Disorders (Communicable)***

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### GENERAL REMINDERS

**To do well in this lesson, you need to remember and do the following:**

1. Read and follow the instructions very carefully.
2. Answer the pretest. You will write your answer on your old notebook or paper just to have a note of what you already know. YOU CAN SELF-CHECK THE PRETEST. ANSWERS FOR PRETEST ARE GIVEN ON THE LAST PAGE OF THIS MODULE. YOU WILL NOT SUBMIT THIS TEST.
3. Read your reference book for you to answer the activities that are provided for you. Specific pages of book are given so that you are guided.
4. Perform all the activities diligently and patiently to help and guide you in understanding the topic.
5. If there are articles included in the module which is needed for the activity. Take time to read.
6. Open and view the indicated videos for supplementary learning. You can copy the link and watch it directly in YouTube or you can just visit our school website. Supplementary materials for learning are uploaded there.
7. As much as possible, always do the Transfer task on your own.
8. ALWAYS FOLLOW THE TIME SCHEDULE INDICATED IN YOUR WEEKLY HOME LEARNING PLAN.

**GOD BLESS, HAPPY LEARNING!**

MAPEH8//The 21<sup>st</sup> Century MAPEH in ACTION 8 //SY 2021 -2022



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## LEARNING MODULE FOR MUSIC 8



# MUSIC OF SOUTH ASIA AND MIDDLE EAST (INDIA AND ISRAEL)

### Content Standard

The learner demonstrates understanding of common and distinct musical characteristics of South Asia and the Middle East.

### Performance Standard

The learner performs South Asia and the Middle East music with appropriate pitch, rhythm, expression, and style.

### Learning Competencies

- Analyze musical elements of selected songs and instrumental pieces heard and performed.
- Explore ways of producing sounds on a variety of sources that would stimulate instruments being studied.
- Improvise simple accompaniment to selected South Asian and Middle Eastern music.

## UNIT 3:

# Music of South Asia and Middle East (India and Israel)

Asian music is widely known because of its aesthetic background and colorful cultural traditions. Music is a very important part of India's culture. It is a sacred form of artistic expression for the people of India. Its beginnings date back to the ancient times. Over the centuries, the Indians have developed their own musical style, form, and principle of composition that is extremely different from Western orientation.

Music of Israel is an important part of national Identity. It is a combination of Jewish and non-Jewish music traditions that have come together over the past century to create a distinctive musical culture.

This module is design for you to understand the music of South Asia and Middle East. At the end of this, you are expected to perform using improvised instrument and answer the essential question "How can you differentiate the unique identity of music from South Asia and Middle East? (India and Israel)"

## UNIT CONCEPT MAP



### PRE-TEST

Let us check what you know about the music of South Asia and Middle East. You don't have to perfect this quiz. Just try your best! You can check your work afterwards. Answer key is located at the end of the module.

**Directions:** Read and analyse the questions properly. Write the letter of the correct answer on your activity notebook.

- \_\_\_1. It is the classification of Musical instrument that is also known as Chordophones.  
a. string instruments      b. percussion instruments      c. wind instruments
- \_\_\_2. A musical element that is also known as the tune, voice or line, in music is the \_\_\_\_\_.  
a. rhythm      b. melody      c. harmony
- \_\_\_3. The unique or peculiar quality of a tone as sounded by given instrument or voice is called \_\_\_\_\_.  
a. rhythm      b. timbre or tone color      c. texture
- \_\_\_4. The overall structure or plan of a piece of music and it describes the layout of a composition as divided into sections is called \_\_\_\_\_.  
a. texture      b. form      c. tempo
- \_\_\_5. It is also known as the "Land of Spirituality and Philosophy", and it was the birthplace of some religions that exist in the world.  
a. India      b. Indonesia      c. Philippines

# WEEK 1 (EXPLORE)

## EXPLORE

### "WORD HUNT"

**Direction:** Find words as many as you can, it can be a country name, song, or anything that is related to music. You can write your answer on your old notebook or in any piece of paper.

I	F	V	C	Y	D	O	L	E	M
S	N	A	U	I	O	L	R	P	X
A	E	D	D	S	C	A	E	E	C
F	R	U	I	R	E	E	L	Y	I
E	U	O	U	A	A	Z	I	N	S
I	T	B	L	E	Z	W	G	O	U
L	X	O	I	L	F	L	I	N	M
E	E	K	C	O	O	I	O	R	Y
B	T	C	O	A	R	T	N	A	M
R	H	Y	T	H	M	K	Q	H	S

#### Process Questions:

1. How familiar you are with the words that you find?
2. Do you think that India and Israel has the same musical characteristics?

### "BEFORE AND AFTER"

Let us see how familiar you are with the topic of this unit.

**Direction:** Give your insight to the question. Answer only the "Before" column. It will help you as you go along on this unit.

		Question		
<b>B</b>	efore the discussion	How can you differentiate the unique identity in music of India and Israel?	<b>A</b>	fter the discussion

"Music is life itself"  
-Louis Armstrong

# WEEK 1 (FIRM UP)

Musical Instruments has different classifications like **idiophones** which means those instruments that can be struck, hit banged, shaken, tapped, crushed, rubbed, clanged, beat, and twirled. Second one is **membranophones** it can also be struck and usually made by stretch animal skin. Third one is **chordophones** also known as string instruments it can be bowed, plucked, and strummed. The last one is **aerophones** which can be blown and made of metal or wood. Let's find out how familiar you are with the different kinds of musical instrument from India and Israel and how it used or played.

## ACTIVITY 1:

### "WHERE AM I BELONG?"

**Direction:** Identify these musical instruments from India and Israel write your answer if it is belong to the membranophones, aerophones, chordophones, or idiophones. You can turn your book on page **63-64** for information about these musical instruments. Use one whole sheet of pad paper. **You will submit this activity.**

### SOME TRADITIONAL MUSICAL INSTRUMENTS OF INDIA AND ISRAEL

1. Ghatam



2. Tabla



3. Jal Tarang



4. Bansuri



5. Mridanga



**ACTIVITY 2:**

**“PREPARATION”**

As a preparation for your upcoming performance task, you must need to do this activity. **You will not submit this.**

**Direction:** Prepare materials that you may used as a musical instrument like plastic bottles, empty can, stick, glass, or any available materials that you have.



**SELF ASSESSMENT**

**Direction:** Asses yourself by putting a check (/) mark on the column that correspond to your understanding.

I Can	 <p>I can do this by myself. I can talk about it to others</p>	 <p>I need help to do this but I can talk about it to others.</p>	 <p>I cannot do this by myself and I cannot talk about it to others.</p>
explore ways of producing sounds on a variety of sources that would stimulate instruments being studied			

**QUIZ TIME “Modified TRUE or False”**

**Direction:** Write TRUE if the statement is correct, if it is false change the underlined word/s to make the whole statement correct. **You will submit this.**

1. The study of **Indian music** begins with the religious and philosophical aspects of Indian culture.
2. **India** is known as the “*land of spirituality and philosophy*”.
3. **Hymn to Shiva** is a song with spiritual content.
4. **Bansuri** is a transverse flute of India with six or seven finger holes.
5. **Mridanga** is a primary rhythmic accompaniment in a Carnatic music ensemble.
6. **Rubab** is a pair of drums.
7. **Ghatam** is an earthen pot.
8. **Jal Tarang** consists of sets of ceramic bowls that are tuned using the water.
9. Sitar is a plucked **stringed instruments**.
10. **Khartal** is commonly used in religious songs.



**CONGRATULATIONS!**

YOU FINISHED THE FIRST PART OF THE MODULE, PLEASE BEAR IN MIND FOR THE DEEPEN PART.

# WEEK 2 (DEEPEN)

Welcome to the deepen part of this module. This part will help you to analyze specific music from India and Israel. Activity of this part will also help you to express your thoughts about their song.

Music of South Asia and Middle East has so much to offer. Let's find out the beauty in their song as we continue our activity.



Use one whole sheet of paper for deepen activity

## ACTIVITY 3:

### "MY OBSERVATION"

**Direction:** Analyze the musical elements that present to the song and write your thoughts about it. You can go to the posted link to listen or you can open your reference book and turn it on page 62-28 to read some insights about the song. **You will submit this activity.**



### "ZUM GALI GALI"

Israeli Folk song

<https://youtu.be/NUzY76tELj8>

Musical Elements: \_\_\_\_\_  
\_\_\_\_\_

My Observation: \_\_\_\_\_  
\_\_\_\_\_



### "HYMN TO SHIVA"

Indian Music

<http://youtu.be/dCwya1qrpuM>

Musical Elements: \_\_\_\_\_  
\_\_\_\_\_

My Observation: \_\_\_\_\_  
\_\_\_\_\_

### Guide Questions:

1. Are you familiar with these musical elements?
2. Did you notice the similarities of their musical elements?
3. How these musical elements affect a song?

## ACTIVITY 4:

### "Getting Ideas"

**Direction A:** For you to be able to have idea on how to make an improvised musical instruments, you can click the posted link or visit the school website to directly watch the videos.





<https://www.youtube.com/watch?v=6tYlor3r82M>



<https://www.youtube.com/watch?v=yrCEqdMfbno>

**Direction B:** For those students who don't have internet connection you can turn your book on page 63-64 to observe and have an idea to the different kinds of musical instruments that you will make for your performance task.

**"BEFORE AND AFTER"**

**Direction:** You're almost done! After completing the task in this module, write what you have learned in the column "After".

<h1>B</h1> <p>efore the discussion</p>	<p><b>Question</b></p>	<h1>A</h1> <p>fter the discussion</p>
	<p><b>How can you differentiate the unique identity in music of India and Israel?</b></p>	

## WEEK 3 (PERFORMANCE TASK)

**ACTIVITY 5: "MUSICAL PERFORMANCE"**

**Direction A:** With the help of the materials that you prepared from activity number 2, you are now instructed to create your own traditional musical instrument that inspired from India or Israel. You can browse these pictures as guide for your activity.



**Direction B:** You have to perform a musical performance with your improvised instrument, you have to show on how it used/played. You can choose any song that you want.

1. Record your performance using your cellphone or any device that you have.
2. Your video must at least thirty (30) seconds.
3. You may send it through:
  - a. Messenger
  - b. Gmail
4. **You will not submit your improvised instrument to your teacher.**

**ALTERNATIVE ACTIVITY:** For those student who do not have gadgets.

- A. In a white long bond paper, make a narrative paragraph on how you sing your preferred song and how you used your improvised instrument. Attached here you documentation while singing. (Pictures)



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## LEARNING MODULE FOR ARTS 8



# ARTS OF SOUTH, WEST, AND CENTRAL ASIA

### Content Standard

Demonstrates understanding that the South, West, and Central Asian countries have a rich, artistic, and cultural tradition from prehistoric to present time.

### Performance Standard

Creates artworks showing characteristic elements of the arts of South, West, and Central Asia.

### Learning Competencies

- Identify characteristics of arts and crafts in specific countries in South, West, and Central Asia.
- Analyze elements and principles of art in the production of arts and crafts inspired by the culture of South, West, and Central Asia.
- Creates arts and crafts that can be locally assembled with local materials, guided by local traditional techniques.

## UNIT 3:

# Arts of South, West, Central Asia

Art is a wide range of human activities that involve creative imagination and an aim to express technical proficiency, beauty, emotional power, or conceptual ideas.

The nature of art and related concepts, such as creativity and interpretation, are explored in a branch of philosophy known as aesthetics. The resulting artworks are studied in the professional fields of art criticism and the history of art.

This module is design for you to analyse the artistic elements of each country. At the end of this, you are expected to create an artwork that shows the beauty of Asian attire and answer the essential question “How South, West, and Central Asia differ from each other when it comes to their crafts and artworks?”

## UNIT CONCEPT MAP



### PRE-TEST

Let us check your prior knowledge about the arts of South, West, and Central Asia. You don't have to perfect this quiz. You can check your work afterwards. Answer key is located at the end of the module.

**Direction:** Match the column A to column B write the letter of the correct answer on your old notebook or in any piece of paper. You will not submit this activity.

#### COLUMN A

- \_\_\_1. Where is the “Taj Mahal” located?
- \_\_\_2. It is popularly known to be built by the Moghul emperor named Shah Jahan.
- \_\_\_3. Painting is not popular in this region.
- \_\_\_4. The art from this country shows the influence of the Hindu, Buddhist, and muslim religions.
- \_\_\_5. This country is considered as the home of many important arts produced by earlier cultures, including the Greeks and Byzantine.

#### COLUMN B

- A. Pakistan
- B. “Taj Mahal”
- C. India
- D. Turkey
- E. Israel
- F. Saudi Arabia
- G. Philippines

# WEEK 1 (EXPLORE)

EXPLORE

"JUMBLED LETTERS"

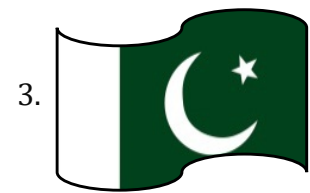
**Direction:** Arrange the jumbled letters to reveal the name of each country. Write your answer on the space provided on each number. **You will not submit this activity.**



DNIAI



RINA



KINASPAT

ANSWER:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Process Questions:**

1. Are you familiar with these countries?
2. Have you ever dream to visit any of these countries? Why?

"BEFORE AND AFTER"

**Direction:** Let us see how familiar you are with the topic of this unit. Give your insight to the question. Answer only the "Before" column. You will not submit this activity.

		Question		
<b>B</b>	efore the discussion	How South, West, and Central Asia differ from each other when it comes to their crafts and artworks?	<b>A</b>	fter the discussion

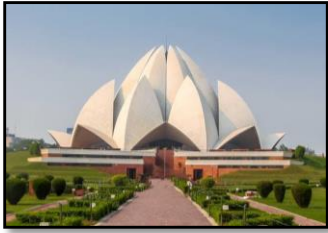
# WEEK 1 (FIRM UP)

ACTIVITY 1:

"Do you Know Me?"

**Direction:** Identify and give the name of each architectural design from South, West, and Central Asia. Choose your answer on the box. Write your answer on a one whole sheet of pad paper. **You will submit this activity.**

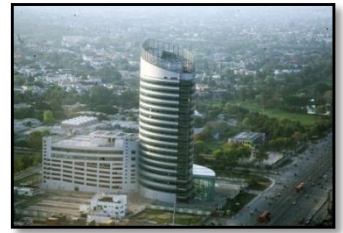
"Taj Mahal"	"Akshardam Temple"	"Lotus Temple"
	"Liberty Tower"	"Sha Mosque"
"The Ruins of Persepolis"	"Arfa Software Technology Park"	



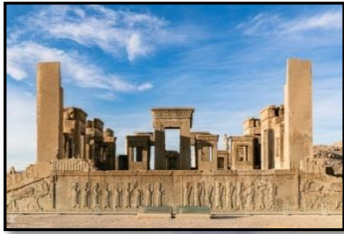
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_




**ACTIVITY 2: "Preparation"**

**Direction:** Prepare your art materials that you may use for your upcoming performance task on week 3. **You will not submit this activity.**



**SELF ASSESSMENT**

**Direction:** Asses yourself by putting a check (/) mark on the column that correspond to your understanding.

I Can	 <p>I can do this by myself. I can talk about it to others</p>	 <p>I need help to do this but I can talk about it to others.</p>	 <p>I cannot do this by myself and I cannot talk about it to others.</p>
identify characteristic of arts and crafts in specific countries in South, West, and Central Asia.			

**QUIZ TIME: Matching type**

**Direction:** Match column A to column B. Write your answer on a one whole sheet of intermediate paper. **You will submit this.**

**COLUMN A**

- \_\_\_ 1. Taj Mahal
- \_\_\_ 2. The Ruins of Persepolis
- \_\_\_ 3. Arfa Software
- \_\_\_ 4. Lotus Temple
- \_\_\_ 5. Liberty Tower
- \_\_\_ 6. Ceramic and glazed pottery
- \_\_\_ 7. Important art in India
- \_\_\_ 8. Home of many important arts
- \_\_\_ 9. Man's strip of cloth
- \_\_\_ 10. Traditional Indian clothing.

**COLUMN B**

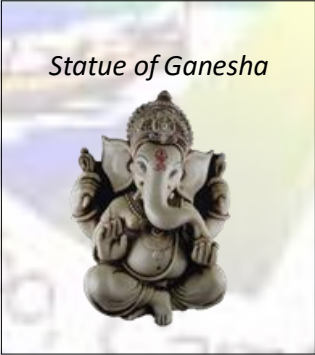
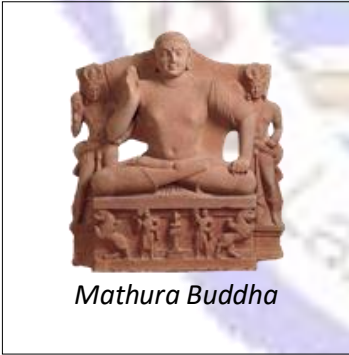
- A. India
- B. sculpture
- C. Iran
- D. Turkey
- E. Pakistan
- F. sari or saree
- G. dhoti
- H. Australia

***Congratulations! After completing the firm up activities you are now ready for the deepen part of this module.***

**WEEK 2 (DEEPEN)**

**ACTIVITY 3: "My Own Interpretation"**

**Direction:** Analyze the elements and principles of art that is present to each crafts from different countries, you can write your answer in one whole sheet of pad paper.



The most important art in India is sculpture. It is good to note that Indian sculpture is used mainly as a decoration.

A. How can you explain the elements of arts that is used in these Indian sculpture?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



A famous Persian miniature is shown in this jar which is found at the Grand Shah Abbas Caravanserai hotel in Isfahan. It shows Timur's campaign in India.

B. Why is it important to an artwork to convey message?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

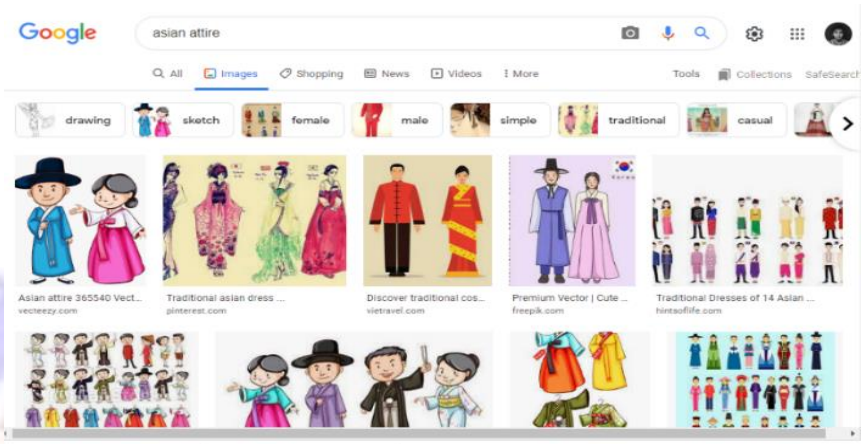
**Process Questions:**

1. What can you say about the crafts from different country?
2. Did you find it creative or boring?
3. How can you compare their crafts to the artwork of our country?

**ACTIVITY 4:** "Getting Ideas"

**Direction A:** You can browse the link to have some ideas on how to make an Asian attire you're your performance task.

[https://www.google.com/search?q=asian+attire&rlz=1C1BNSD\\_enPH978PH978&sxsrf=AOaemvKefknxcqGXAnN1GjGPe4tEYzYeWQ:1636367510198&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiU8qqByIj0AhWS62EKHUe4AHgQ\\_AUoAXoECAEQAw](https://www.google.com/search?q=asian+attire&rlz=1C1BNSD_enPH978PH978&sxsrf=AOaemvKefknxcqGXAnN1GjGPe4tEYzYeWQ:1636367510198&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiU8qqByIj0AhWS62EKHUe4AHgQ_AUoAXoECAEQAw)



**Direction B:** For those students who do not have access to internet, they can refer to their reference book and turn it on page 171-177 to have some ideas about the Asian attire that they will make for their performance task.

**"BEFORE AND AFTER"**

**Direction:** You're almost done! After completing the task in this module, write what you have learned in the column "After".

<p><b>B</b>efore the discussion</p>	<p><b>Question</b></p>	<p><b>A</b>fter the discussion</p>
	<p>How can you differentiate the unique identity in music of India and Israel?</p>	

**WEEK 3 (PERFORMANCE TASK)**

**ACTIVITY 5:** "Fashion Designer"

**Direction:** Make a sketch or drawing of any Asian attire. Draw the one that you think you will wear in a school festival celebrating the richness of Asian culture. Color your drawing so that it will represent your personality. Make sure to apply your knowledge of contrast and balance in your drawing of lines and use of colors. **You will submit this activity.**

You may use the pictures below as your guide.





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## LEARNING MODULE FOR PE 8



### Exploring Team Sports for Fitness Improvements

#### Content Standard

The learner demonstrates understanding of guidelines and principles in exercise program designed to achieve fitness

#### Performance Standard

The learner modifies a physical activity program for the family, school, or peers to achieve fitness

#### Learning Competencies

- Describe the nature and background of the sport
- Conduct physical activities and physical fitness assessments of family or school peers
- Perform appropriate first aid for injuries and emergency situations in physical activity and sport settings



## UNIT 3:

# Team Sports for Fitness Improvement

Physical education is an integral part of young people's education in senior cycle. As a result of their learning in physical education, young people can increase their enjoyment, confidence and competence in a range of physical activities. They can learn about health-related fitness and to take responsibility for being physically active now and in the future. Overall, they can develop positive attitudes to physical activity and its importance in a healthy and fulfilling lifestyle.

This module is design for you to learn the nature and background of softball and conduct a physical assessment for your family. At the end of this, you are expected to perform on how to give first aid and answer the essential question "How is it important to have physical activity program in achieving fitness?"

## UNIT CONCEPT MAP



## PRE TEST

Let us check your prior knowledge about the arts of South, West, and Central Asia. You don't have to perfect this quiz. You can check your work afterwards. Answer key is located at the end of the module.

**Direction:** Choose the letter of the correct answer to assess your prior knowledge about the lesson. You will not submit this.

1. It is the act of passing the ball to a teammate.  
a. throwing      b. fielding      c. catching      d. batting
2. The act of hitting the ball by swinging the arms backward is called \_\_\_\_\_.  
a. catching      b. batting      c. fielding      d. throwing
3. The process of receiving the ball from a pitch or throw is called \_\_\_\_\_.  
a. batting      b. catching      c. throwing      d. fielding
4. Defensive act of catching the ball after successful hit was made \_\_\_\_\_.  
a. fielding      b. catching      c. throwing      d. batting
5. It is the one who throws the ball toward a batter.  
a. pitcher      b. catcher      c. baseman      d. shortstop

# WEEK 5 (EXPLORE)

## EXPLORE

## “Connect Me”

**Direction:** Match column A to column B to reveal the meaning of each picture. **You will not submit this activity.**

### COLUMN A



### COLUMN B

A. basketball

B. softball

C. muscle cramps

D. volleyball

E. first aid kit

## “BEFORE AND AFTER”

**Direction:** Let us see how familiar you are with the topic of this unit. Give your insight to the question. Answer only the “Before” column.

		Question		
<h1>B</h1>	<p>efore the discussion</p>	<p>How is it important to have physical activity program in achieving fitness?</p>	<h1>A</h1>	<p>fter the discussion</p>

# WEEK 5 (FIRM UP)

## ACTIVITY 1:

“Complete the Statement”

**Direction:** You will describe the nature and background of the sport (*softball*) by completing the statement below. Students can open their books on page 260 as their reference. **You will submit this activity.**

### The Nature and Background of the Sport (*Softball*)

Softball is a game which is similar to 1. \_\_\_\_\_ but played on a smaller 2. \_\_\_\_\_ area and uses a larger ball than the latter. The set of rules of baseball is almost the same with 3. \_\_\_\_\_.

This game uses a 4. \_\_\_\_\_ ball but with a 5. \_\_\_\_\_ field. It was in 6. \_\_\_\_\_ that this was developed in Chicago which is considered as a 7. \_\_\_\_\_ game. It was only in 8. \_\_\_\_\_ that it earned the name *softball*. There are two types of softball game. One is the 9. \_\_\_\_\_ pitched softball and the other one is 10. \_\_\_\_\_ pitched softball.

## ACTIVITY 2:




“Getting Ideas 1”

**Direction:** Read articles about sprain and muscle cramps by clicking the link below, if internet connection is not available you can open your books on page 266-267.

- CRAMPS <https://www.mayoclinic.org/diseases-conditions/muscle-cramp/symptoms-causes/syc-20350820>
- SPRAIN <https://www.mayoclinic.org/diseases-conditions/sprains/symptoms-causes/syc-20377938>

## SELF ASSESSMENT

**Direction:** Asses yourself by putting a check (/) mark on the column that correspond to your understanding.

I Can	 I can do this by myself. I can talk about it to others	 I need help to do this but I can talk about it to others.	 I cannot do this by myself and I cannot talk about it to others.
describe the nature and background of the sport (softball)			

## QUIZ TIME: Modified TRUE or FALSE

**Direction:** Write TRUE if the statement is correct, if it is false change the underlined word/s to make the whole statement correct. The students will submit this.

1. **Speed** is the ability to perform task and cover a distance in the shortest time possible.
2. **Softball** is a similar game to softball.
3. **Underhand** is the act of passing the ball below the shoulder level.
4. **Catching** is the process of receiving the ball.
5. **Pitcher** is the one who throw the ball
6. **Batting** is the act of passing the ball to a teammate
7. **Throwing** the act of hitting the ball by swinging the arms backward
8. The player who controls the pitcher’s throw is the **catcher**.
9. **Reaction time** is the amount of time it takes to make physical response to a stimulus.
10. **Muscle crump** is a sudden contraction and tightening of the muscles that is extremely painful.

***Congratulations for finishing the firm up activities, embrace yourself for the deepen part of this module.***

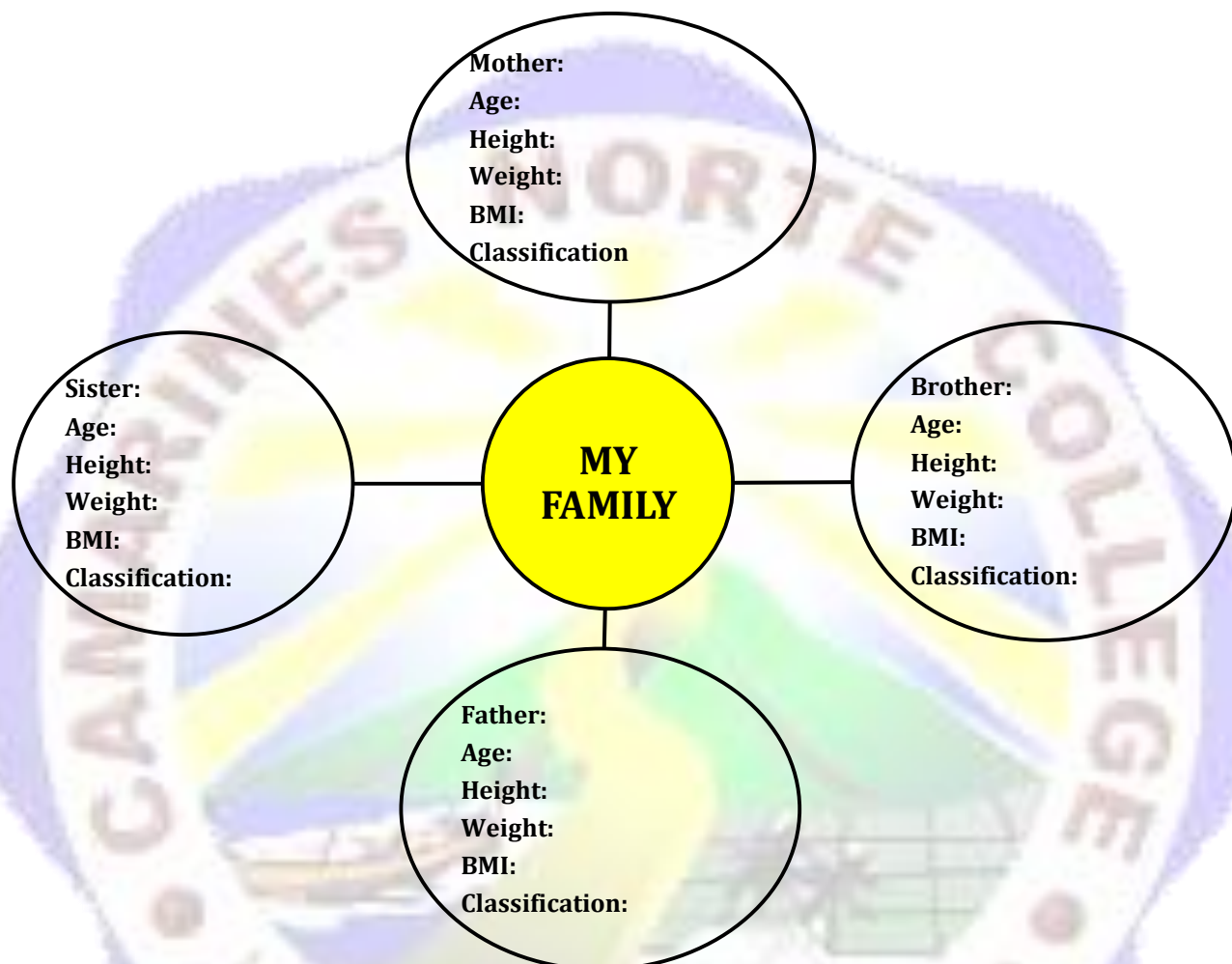
# WEEK 6 (DEEPEN)

## ACTIVITY 3:

### “My Family Assessment”

**Direction:** Using this graphic organizer below, conduct a physical assessment to your family. To get the Body Mass Index (BMI) you should follow the given formula. **You will submit this activity.**

$$\text{BMI} = \frac{\text{Weight (in kilogram)}}{\text{Height (in meters)}^2}$$



#### Guide Questions:

1. Why is it important to evaluate the health of your family?
2. How does the daily routine affect someone's health?
3. With the result of your assessment, did you find it healthy or not?

## ACTIVITY 4:

### “Getting Ideas 2”

**Direction:** Click the posted link to directly watch the video on how to give first aid to an injured person. If the internet is not available you can open your book on page 266-267.



#### VIDEO 1

[https://www.youtube.com/results?search\\_query=first+aid+for+sprain](https://www.youtube.com/results?search_query=first+aid+for+sprain)  
“SPRAIN”



#### VIDEO 2

<https://www.youtube.com/watch?v=whPp8q9afT0>  
“MUSCLE CRAMPS”

**“BEFORE AND AFTER”**

**Direction:** You’re almost done! After completing the task in this module, write what you have learned in the “After” column.


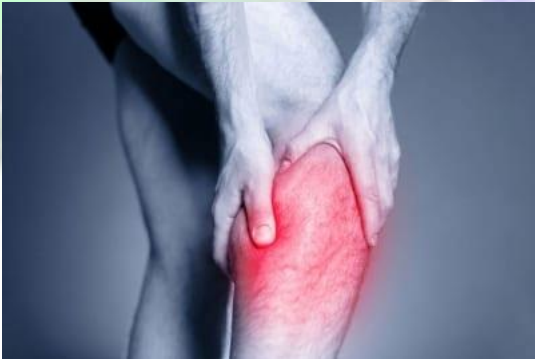
<h1 style="font-size: 4em; margin: 0;">B</h1> <p style="margin: 0;">efore the discussion</p>	<b>Question</b>	<h1 style="font-size: 4em; margin: 0;">A</h1> <p style="margin: 0;">fter the discussion</p>
	<p>How is it important to have physical activity program in achieving fitness?</p>	

## WEEK 7 (PERFORMANCE TASK)

**ACTIVITY 5:** “I’m a First Aider”

**Direction:** For your performance task you have to think that you are a “First Aider”. As a first aider you have to perform on how give first aid to an injured person through writing. In a white long bond paper, write the steps or procedure on how to give first aid to the given situation on the table below. **You will submit this activity.**

Since softball includes batting, running, and catching skills, injuries may happen no matter how careful we are. You need to have some knowledge on how to handle common injuries that may be associated with it. The most common injuries are muscle cramps and sprains.

FIRST AID TREATMENT FOR SPRAIN	FIRST AID TREATMENT FOR CRAMPS
	



## LEARNING MODULE FOR HEALTH 8



### Learning More about the Prevention and Control of Diseases and Disorders (Communicable)

#### Content Standard

The learner demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness.

#### Performance Standard

The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases.

#### Learning Competencies

- Correct misconception, myths, and beliefs about common communicable diseases.
- Analyse the leading causes of morbidity and mortality in the Philippines.
- Promote programs and policies to prevent and control communicable diseases

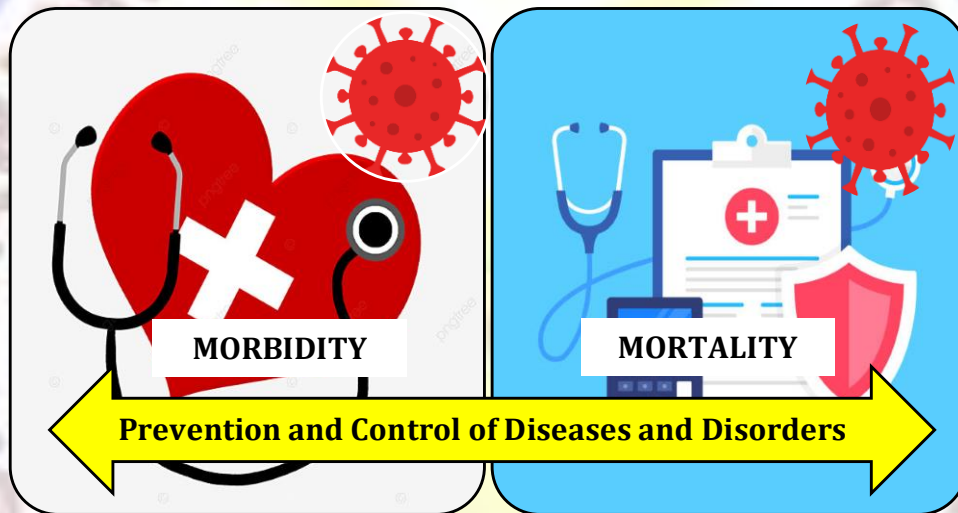
## UNIT 3:

# Prevention and Control of Diseases and Disorders (Communicable)

Health can be defined as the physical, social, psychological and spiritual well-being of individuals. Overall health of the population is determined by people's income, education, employment and housing, as well as a combination of preventive and rehabilitative approaches and services. Making a positive impact on the health of individuals is the common goal among partners in the continuum of wellness promotion, illness prevention and health care.

This module is design for you to know on how to prevent and control different diseases. At the end of this, you are expected to make an slogan and answer the essential question "Why is it important to study the prevention of communicable diseases?"

## UNIT CONCEPT MAP



## PRE TEST

Let us check what you know about the music of South Asia and Middle East. You don't have to perfect this quiz. Just try your best! You can check your work afterwards. Answer key is located at the end of the module.

**Direction:** Choose the letter of the correct answer to assess your prior knowledge about the lesson. **You will not submit this.**

- It is the time between the exposure to a pathogen and the appearance of symptoms.  
a. acute stage      b. convalescent stage      c. declining stage      d. incubation stage
- The period when the disease is at its peak is called \_\_\_\_\_.  
a. acute stage      b. incubation stage      c. declining stage      d. convalescent stage
- It is the stage in which the symptoms of the disease begin to fade.  
a. acute stage      b. convalescent stage      c. declining stage      d. incubation stage
- The period when symptoms start to subside and the severity of the disease declines is called \_\_\_\_\_.  
a. declining stage      b. acute stage      c. prodromal stage      d. incubation stage
- It is the time when the sign and symptoms of disease start to appear.  
a. declining stage      b. acute stage      c. prodromal stage      d. incubation stage

# WEEK 5 (EXPLORE)

EXPLORE:

“My Interpretation”

**Direction:** To begin our discussion write your thoughts about the posted picture on your activity notebook or in any piece of paper that you have. **You will not submit this.**



As a teenager living in the 21<sup>st</sup> century show your interpretation about the posted picture. Write words as many as you can.

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“BEFORE AND AFTER”

**Direction:** Let us see how familiar you are with the topic of this unit. Give your insight to the question. Answer only the “Before” column. You will not submit this activity.

		Question		
<b>B</b>	efore the discussion	Why is it important to study the prevention of communicable diseases?	<b>A</b>	fter the discussion

# WEEK 5 (FIRM UP)

ACTIVITY 1:

“Tell Me the Truth”

**Direction:** Correct some misconceptions regarding on communicable diseases. You can open your book on page 353 to read some insights about the activity. You can write your answer on a one whole sheet of pad paper. **You will submit this activity.**

Misconception 1: Once vaccinated, you can't get the diseases again.

**Truth:** \_\_\_\_\_  
\_\_\_\_\_

Misconception 2: If you have already had the flu, you can't get it again.

**Truth:** \_\_\_\_\_  
\_\_\_\_\_



Misconception 3: If you are healthy, you don't need to get vaccinated.

**Truth:** \_\_\_\_\_  
 \_\_\_\_\_

Misconception 4: You can't spread a communicable disease if you are not sick.

**Truth:** \_\_\_\_\_  
 \_\_\_\_\_

Misconception 5: You can only infect others when you are in the healing stage.

**Truth:** \_\_\_\_\_  
 \_\_\_\_\_




**ACTIVITY 2: "Preparation"**

**Direction:** As a preparation for your upcoming performance task, you have to prepare any available art materials that you have.



**SELF ASSESSMENT**

**Direction:** Asses yourself by putting a check (/) mark on the column that correspond to your understanding.

I Can	 <p><b>I can do this by myself. I can talk about it to others</b></p>	 <p><b>I need help to do this but I can talk about it to others.</b></p>	 <p><b>I cannot do this by myself and I cannot talk about it to others.</b></p>
correct misconceptions, myths, and beliefs about common communicable diseases			

**QUIZ TIME: Matching type**

**Direction:** Match column A to column B. write your answer on a one whole sheet of pad paper. **You will submit this activity.**

**COLUMN A**

- \_\_1. infection in the upper or lower respiratory tract that prevents normal breathing
- \_\_2. A highly contagious viral infection affecting the respiratory system
- \_\_3. inflammation of the bronchial tubes, the air passages between the nose and the lungs
- \_\_4. infection of the lungs wherein the

**COLUMN B**

- A. pneumonia
- B. bronchitis
- C. dengue
- D. influenza (flu)

air sac or alveoli are filled with pus and fluid which limit oxygen intake

\_\_5. an infectious bacterial disease that commonly affects the lungs

\_\_6. a mosquito-borne disease mostly occurring in tropical and subtropical Areas

\_\_7. this is done through direct person to person contact

\_\_8. this occurs when the pathogen is transferred from one person to another indirectly

\_\_9. this occurs when pathogen is being transferred through carriers or vectors

\_\_10. this occurs when pathogens such as viruses or bacteria are transferred from one person to another through small respiratory droplets or dust

E. direct transmission

F. tuberculosis

G. airborne transmission

H. indirect transmission

I. COVID-19

J. vector-borne transmission

K. acute respiratory infection

**END OF FIRM UP**

*Please prepare yourself for the deepen part of this module*

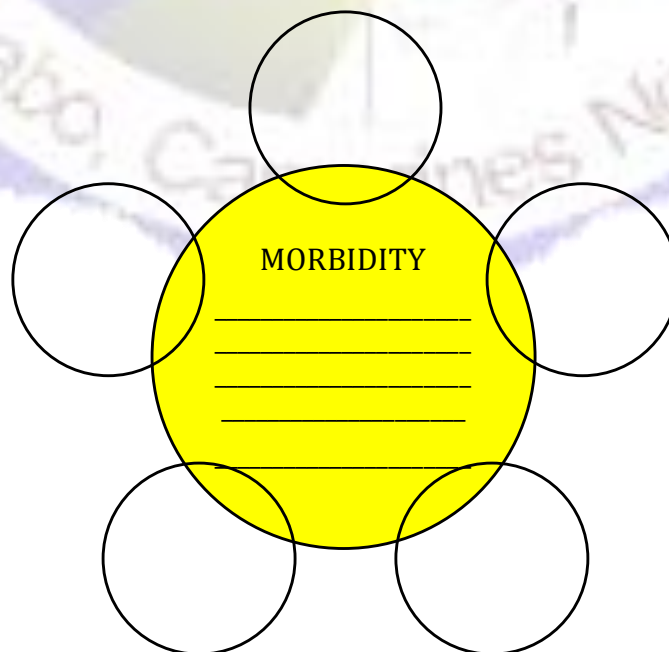
## WEEK 6 (DEEPEN)

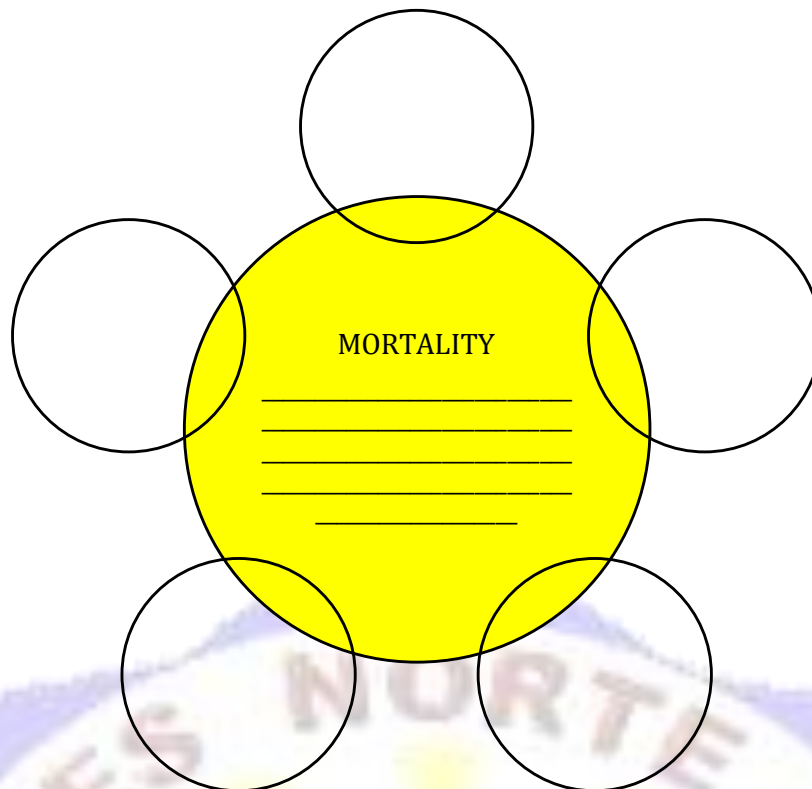
Welcome to the deepen part of this unit, your goal in this section is to differentiate morbidity and mortality. Activity in this section will help you to learn the leading causes of morbidity and mortality.

**ACTIVITY 3:**

**“Morbidity VS. Mortality”**

**Direction:** Using the graphic organizer below explain what is morbidity and mortality. Give at least five example of leading causes. Write your answer on a one whole sheet of pad paper. **You will submit this activity.**





Guide Questions:

1. How is it important to have knowledge about communicable diseases?
2. Why some people are not aware on how to prevent or control some communicable diseases?
3. How can you make your environment aware about diseases?

**ACTIVITY 4:**

**“Getting Ideas”**

**Direction:** Click the link to watch video on youtube about communicable diseases, if internet is no available you can open your book on page 350 to cite some insights about leading causes of morbidity and mortality.



[https://www.youtube.com/watch?v=LBkXQ\\_mB03Q](https://www.youtube.com/watch?v=LBkXQ_mB03Q)

**“BEFORE AND AFTER”**

**Direction:** You’re almost done! After completing the task in this module, write what you have learned in the column “After”.

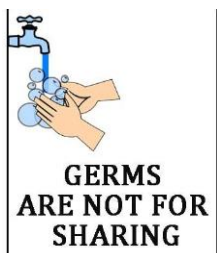
		Question		
<b>B</b> efore the discussion	Why is it important to study the prevention of communicable diseases?			<b>A</b> fter the discussion

## WEEK 7 (PERFORMANCE TASK)

**ACTIVITY 5:**

**“Slogan against Diseases”**

**Direction:** Create a slogan that promotes on how to “Prevent and Control Communicable Diseases”. Use your colour pencils or any art materials that you prepared from activity 2 to showcase your creativity.



## KEY TO CORRECTION

### MUSIC

Pre-test

1. A
2. A
3. B
4. B
5. A

Firm Up

1. Idiophones
2. Membranophones
3. Idiophones
4. Aerophones
5. Membranophones

### PHYSICAL EDUCATION

Pre-test

1. D
2. C
3. A
4. E
5. B

Firm Up

1. Baseball
2. Diamond
3. Softball
4. Larger
5. Smaller
6. 1887
7. Indoor
8. 1926
9. Slow
10. Fast

### ARTS

Pre-test

1. C
2. D
3. E
4. F
5. A

Firm Up

1. Lotus Temple
2. The Ruins
3. Arfa Software
4. Liberty Tower
5. Taj Mahal

### HEALTH

Pre-test

1. D
2. A
3. B
4. A
5. C

Firm Up

1. There are viruses that have different strains. You may become immune with a particular strain of the virus but not in all the strains.
2. Influenza virus is so contagious that according to studies, a person may acquire the virus more than a hundred times during his/her lifetime.
3. Pathogens may still infect healthy body, but the difference would be on strength of body to fight the pathogen.
4. 20% to 30% of people have the flu and don't show symptoms.
5. You may infect others as long as they are exposed to the pathogens at any stage of disease.