



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



LEARNING MODULE FOR MAPEH 9

THIRD QUARTER



INTRODUCING THE INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD



INTRODUCING THE ARTS OF THE NEO CLASSIC AND THE ROMANTIC PERIOD

PHYSICAL EDUCATION



LEARNING MORE ABOUT SOCIAL DANCES FOR FITNESS PROGRESSION



LEARNING MORE ABOUT INJURY PREVENTION, SAFETY AND FIRST AID (UNINTENTIONAL)

TABLE OF CONTENTS

WEEK	ACTIVITY NUMBER	TITLE OF ACTIVITY	PAGE
1 (Music)	Activity 1	<i>Cross out</i>	7
	Activity 2	<i>Listen to me</i>	7
	Activity 3	<i>Complete me (scaffold 1)</i>	8
	Quiz		8
1 (Arts)	Activity 1	<i>Come and find it</i>	12
	Activity 2	<i>Compare and Contrast</i>	12
	Activity 3	<i>Your face look's familiar (scaffold 1)</i>	13
	Quiz		13 - 14
2 (Music)	Activity 4	<i>Performance Practice</i>	8
	Activity 5	<i>Listen (scaffold 2)</i>	9
	Activity 6	<i>KQL Chart</i>	9
2 (Arts)	Activity 4	<i>Neo Romantic</i>	14
	Activity 5	<i>Say Something (scaffold 2)</i>	14
	Activity 6	<i>KQL Chart</i>	14
3 (Music)	Activity 7	<i>Contemporary Showdown</i>	9
3 (Arts)	Activity 7	<i>Express Yourself</i>	15
4	3rd PRELIMINARY EXAMINATION		
5 (P.E)	Activity 1	<i>Let's Dance</i>	18 -19
	Activity 2	<i>Supply</i>	19
	Activity 3	<i>Let's Find (scaffold 1)</i>	19
	Quiz		20
5 (Health)	Activity 1	<i>Save Me</i>	25
	Activity 2	<i>Assess Yourself</i>	26
	Activity 3	<i>Fill it (scaffold 1)</i>	27
	Quiz		27
6 (P.E)	Activity 4	<i>Read</i>	20 – 21
	Activity 5	<i>Let's try it (scaffold 2)</i>	21
	Activity 6	<i>KQL chart</i>	21
6 (Health)	Activity 4		27 -28
	Activity 5	<i>Let's answer (scaffold 2)</i>	28
	Activity 6	<i>KQL chart</i>	28
7 (P.E)	Activity 7	<i>Let's try it</i>	22
7 (Health)	Activity 7	<i>What to do!</i>	28
8	3rd DEPARTMENTAL EXAMINATION		

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 IS 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 in your own.
8. Answer the posttest to measure how much you have learned from the lesson. **TAKE NOTE: YOU WILL SUBMIT THE POSTTEST.**
9. **ALWAYS FOLLOW THE TIME SCHEDULE INDICATED IN YOUR WEEKLY HOME PLAN.**
10. God bless and enjoy learning





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LEARNING MODULE FOR MUSIC 9

INTRODUCING THE INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD



CONTENT STANDARD

The learner demonstrates understanding of characteristic features of instrumental Romantic Music.

PERFORMANCE STANDARD

The learner sings and performs themes of selected instrumental pieces.

COMPETENCIES

- Describes musical elements of given romantic period pieces. **MU9ROIIIa-2**
- Listens perceptibly to selected Romantic period pieces.
- Explain the performance practice during Romantic period. **MU9ROIIIb-h-3**
- Performs selected music from the Romantic Period. **MU9ROIIIc-h-6**

Unit 1: Music of the Romantic Period

Do you like expressing yourself through music? There was an era in music history when people could hardly express their emotions in music. This was because they had to follow certain standards in creating music. However, people wanted to be more independent. They tried creating songs that could express their sentiments by means of using song-like melodies, richer harmonies, denser textures, and wider ranges of pitch. It was a time when composers used music to increase emotional expression.

This module is design for you to describe and explain the performance practice during the Romantic Period. At the end of this, you are expected to answer the question, “How does the standard from Classical Era affected the Romantic Music?”

UNIT CONCEPT MAP



Historical and Cultural Background



Program music, Piano Music



Components: Frederic Chopin, Peter Illych Tchaikovsky, Franz Liszt, Camille Saint-Saens

Let us check what you know about Music of the Romantic Period



What to do before? (Pretest) Try to answer the following questions and see if you find it right as you finish studying the unit. **You don't need to pass the pretest you can write your answer on your old notebook for your future reference.**

PRETEST

Direction: Read the questions carefully. Write only the letter of the correct answer.

- Which genre of music influenced the music of the Romantic period.
a. Country Music b. Jazz c. Pop Music d. Classical Music
- He was popular for donating to charity and humanitarian causes.
a. Franz Liszt b. Frederick Chopin c. Peter Tchaikovsky d. Franz Joseph Haydn
- Which of these is not a characteristic of the romantic period?
a. a freedom in writing and designing an intense personal expression of self-emotion.
b. has rich variety of piece types
c. The textures are more expressive
d. none of the above
- All are themes used during the romantic period, except:
a. national identity c. mystic and supernatural
b. surrender to nature d. social status
- People during the Romantic era were swayed away from which standard?
a. Neo classism b. Classical c. Renaissance d. Baroque

WEEK 1 (EXPLORE)



This week you will:

- ✓ describe characteristics of traditional and new music.

EXERCISE A: NAME IT

Direction: You will identify the following composers by supplying the missing letters. Write the complete name on your notebook. Note: You will not submit this activity, yet it is important for you to comply in this activity.



F E D R I C H P I



R N I S



P T R T C H A
I K V K



C A E S A I L
I S E S

Are you familiar with the names mentioned above?

What do you think is the genre of music that will become popular after the classical era?

How can you define the music of the Romantic period?

Exercise B: KQL CHART

Direction: Give your idea about the essential question below by answering the first column (**KNOW**) to measure your initial understanding about the lesson.

Please bear in mind this question as you go along in this module.

KNOW	QUESTION	LEARNED
	How does the standard from Classical Era affected the Romantic Music?	

“Music should strike fire from the heart of a man and bring tears from the eyes of woman”

WEEK 1 (FIRM-UP)

Welcome to the first part of our lesson, this phase will help you to be familiar with some important life events of some Romantic Period composer and you will describe specific musical piece of Haydn, Mozart and Beethoven.



Use One whole Sheet of Paper for the FIRM UP activities.

Activity 1: CROSS OUT

Direction: Describe the compositions below by crossing out the wrong word/ phrase inside each box.

Rhythm	Tempo	Texture	Dynamics	Instrument Used
RONDEAU OP.1				
2/4 time signature		Polyphonic	Moderately loud to soft	Piano
¾ time signature	<i>Allegro</i>	<i>Homophonic</i>	Soft to moderately loud	Violin
Swan lake				
2/4 time signature		Polyphonic	Moderately loud to soft	Piano
4/4 time signature	<i>Allegro</i>	Homophonic	Gradually increasing in loudness	Violin, oboe, flute
Liebstraum No.3 in A Flat Major				
2/4 time signature	Vivace	Polyphonic	Very soft to loud	Piano
6/4 time signature	Allegro	<i>Homophonic</i>	Soft to moderately loud	Violin
Symphony, in C minor. 3 (First movement)				
2/4 time signature	Adagio	Polyphonic	Moderately loud to soft	Piano
¾ time signature	Allegro	Homophonic	Soft to moderately loud	Violin

What have you observed about the tempo of the music.

What can you say about the flow of the music.

Give at least three different mood you felt while listening to the compositions.

If you have given a chance to compose your own romantic composition, what emotion would you like to express? Why?

In history, music is considered a social status. Only the aristocrats and influential families during those times can afford to watch a musical performance.



You are done with the first part of this module. You are now introduced to the vocal form of classical music. Let's now find out more about the instrumental form of music in this era.

Activity 2: LISTEN TO ME

Direction: You will listen to the musical composition and must identify the elements present in the musical piece.

RONDEAU



<https://www.youtube.com/watch?v=VVivtti-n-w>

Alternative Activity: If you don't have cellphone and internet you may look on your textbook on page 51.




Activity 3: Complete Me! (Scaffold 1)

Direction: Analyze the composer instrument and composition to complete the table below.

NAME OF COMPOSER	ROMANTIC INSTRUMENTAL MUSIC	FAMOUS COMPOSITION
Charles- Camille Saint-Saens	Piano	1.
2.	3.	Leibestrum
Frederic Chopin	4.	5.
6.	7.	Swan Lake
8.	9.	Romeo and Juliet

SELF ASSESMENT

Before taking the quiz, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

I can....			
describe the musical elements of given Romantic period pieces.			
listen perceptibly to selected Romantic period music.			

QUIZ:

Direction: You will write True if the statement is correct and False if the statement is incorrect.

- _____ 1. The Industrial Revolution brought the rise of socialism and capitalism.
- _____ 2. As a result of the social and political standards of the 20th century, Romantic era music became the result of a period of change.
- _____ 3. The strophic form is almost always used in all folk songs.
- _____ 4. Romantic elements are presented in arts and media in the form of paintings and literature.
- _____ 5. Program music is a form of instrumental music of a narrative and descriptive kind that is intended to express a story or images that depict the theme and scenes in a literary text.
- _____ 6. Noteworthy are the characteristics of instrumental romantic music.
- _____ 7. Frederic Chopin is a is a composer of extraordinary skill, Chopin's genius in using the keyboard had a tremendous impact on other musicians.
- _____ 8. Franz Liszt is a Romantic Russian musician who produced various kinds of compositions that include operas, ballets, concertos, chamber music, and symphonies.
- _____ 9. Peter Tchaikovsky is a Hungarian pianist, by age 6, was renowned child prodigy.
- _____ 10. Charles-Camille Saint-Saens was an organist, conductor, pianist, and a composer of Romantic period.



Since you completed activity 1 and 2 you finally understood the Elements of Music in Romantic Period. I know you gathered lots of information from your book and from the given videos. Next week, we will move to the deepen part of our module

WEEK 2 (DEEPEN)



After familiarizing the instrumental music of the romantic period, you will analyze their musical characteristic by doing a Compare and Contrast activity. This will deepen your understanding about the relationship of the two musical characteristic and also their role and function.

Activity 4: Performance Practice

Direction: Read the statements about the performance practice during the Romantic period on your textbook page 53 and explain the practices by answering the open-ended questions.

1. How does the Romantic Music differ in Classical Music when it comes to performance practice?
2. Explain how the musical elements used as an expression of thoughts during the Romantic Era.
3. Explain how was the musical elements was used?

Activity 5: Listen (Scaffold for transfer 2)

Direction: You will listen and analyze the following musical compositions in Romantic era by answering the questions in this activity.

1. Why does the Romantic Music used a slow rhythm as their of expression?
2. How is it different from Classical Music?
3. How does the emotion from the Swan Lake expressed?
4. What emotions are portrayed in the musical compositions?

Activity 6: KQL CHART

Direction: Give your final idea about the essential question below by answering the third column (**LEARNED**) to measure your final understanding about the lesson.

KNOW	QUESTION	LEARNED
	How does the standard from Classical Era affected the Romantic Music?	

Week 3 (Transfer)



You are almost done; in this activity you will showcase your talent in rapping, singing or reciting with an appropriate musical background choice.

Before you start the performance task, make sure you answer the self-assessment form below to evaluate your readiness regarding the activity.

SELF ASSESSMENT

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.
analyze the composer instrument and their composition.			
analyze musical elements of selected instrumental pieces heard and performed.			

You are almost done. In this activity you will showcase your talent in singing, rapping or reciting with an appropriate musical background choice.

Activity 7: Contemporary Showdown

Direction A: You may choose your favorite song as your piece in this activity. Showcase your performance through video.

1. You may recite rap or sing the song you have chosen.
2. Choose an appropriate background for your performance (Neoclassical or Romanticism)
3. Your video presentation must be the following
 - a. Recorded
 - b. One minute presentation

Optional activity for those student’s who do not have any gadgets:

1. Choose from the following Neo-Classical Music:
 - a. **Jóhann Jóhannsson – Fordlândia**
 - b. **Max Richter – The Trees**
 - c. **Insa Donja Kai – Red Reflections**
2. Complete the table below.

Title	Time Signature	Tempo	Texture	Pitch	Dynamics



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LEARNING MODULE
FOR ARTS 9



Content Standard

The learner's demonstrate understanding of arts elements and processed by synthesizing and applying prior knowledge and skills.

Performance Standard

The Learner's shall perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic period.

Competency

- **LC1** Identifies distinct characteristics during the Neoclassic and Romantic period.
- **A9EL-IIa-3 LC2** Identifies representative artists from Neoclassic and Romantic period. **A9PLIIh-1**
- **LC 3** Compares the characteristics of artworks produced in the Neoclassic and Romantic periods **A9PLIIIh-4**
- **LC 4** Identify the timeline, artwork and the period of the given artists.
- **LC3** Analyze art elements and principles in the production of work following a specific art style. **A9EL-IIa-2**
- **LC 4** Reflects on and derive the mood, idea or message from selected artifacts and art objects. **A8PLIIIh-1**
- Perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic period.

Unit 1: Arts of the Neoclassic and Romantic Period

Many artists during the mid-17 century profited much from the nobles and the royals. They did this by catering to the vanities and extravagance of the rich people during those times as they were commissioned to paint for them. Neo classical art appears calm and clear. Although feelings are restrained, the expression looks complete

The word romantic originally referred to something “romance-like”. This means that one resembles the strange and fanciful character of the medieval romances. The word came to be associated with the increasing emphasis in aesthetic theory during those times.

At the end of this module, you are expected to answer the question, “Explain the difference between Neoclassic and Romantic period when it comes to art.”

Unit Concept Map

Famous Composers

Characteristics

Music Forms

Famous Compositions

Let us check what do you know about the Neoclassic and Romantic Period.



You do not have to perfect this quiz, just try your best! You can check your work after. Answer key is located at the end of the module.

PRETEST

Matching Type

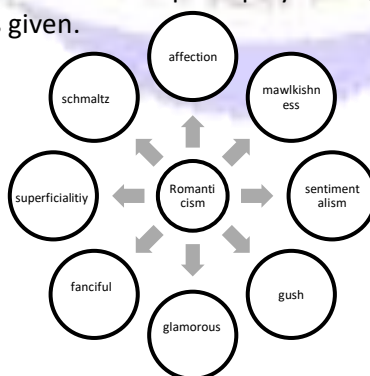
Direction: Match the description in column A to its term on column B. You will write only the letter of your answer on the space provided before each number.

- | | |
|--|---------------------|
| _____ 1. The French translation of renaissance. | A. baroque period |
| _____ 2. This painting is a good example of symmetrical balance. | B. chiaroscuro |
| _____ 3. He is considered pioneer of the renaissance period. | C. <i>renascita</i> |
| _____ 4. Its distinct characteristics is the use of curve linear and swirling lines. | D. The Last Supper |
| _____ 5. It pertains to the effect of light and shadow. the subject. | E. Masaccio |

WEEK 1 (EXPLORE)

EXERCISE A: CONCEPT MAP

Direction: You will complete the concept map by writing words that is related to “Romanticism” in arts. An example is given.



EXERCISE B: KQL CHART

Direction: Give your idea about the essential question below by answering the first column (**KNOW**) to measure your initial understanding about the topic.

Please bear in mind this question as you go along in this module.

KNOW	QUESTION	LEARNED
	Explain the difference between the Neoclassic and Romantic period when it comes to art.	

Creativity takes courage.

WEEK 1 (FIRM-UP)

Art as one of our culture it becomes an integral part in our society. But how does art become popular? Who were the artists who played an important role on this? What artworks are still considered a masterpiece until today? In today's lesson let's find out the artworks that becomes prominent during the Renaissance and Baroque period.



Use One whole Sheet of Paper for the FIRM UP activities.

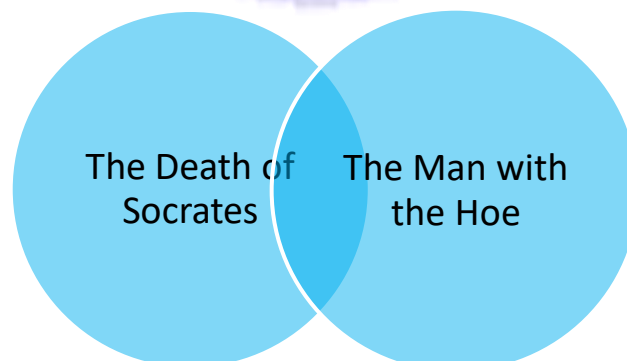
Activity 1: Come and find it.

Direction: Complete the table below by identifying the characteristics and artists during the Neoclassic and Romantic period. You may read the lesson on your textbook page 138-146.

ARTWORK	ARTIST	CHARACTERISTICS
The Oath of Horati		
Oedipus and the Sphinx		
The Gleaners		
The Raft of Medusa		

Activity 2: Compare and Contrast

Direction: Complete the Venn diagram to show the similarities and differences of the Neoclassic and Romantic period when it comes to arts. You may read and view the images from your textbook page 138-143.



Activity 3: Your Face Looks Familiar (Scaffold 1)

Direction: Below are the names and picture of artists. You will complete the template for the artist shown in the picture below by providing their year of birth and death, one example of their artworks and the period where they exist either Neoclassical or Romantic. Example is given for you to be guided.

EXAMPLE:

Artist: Jacques- Louis David
 Timeline: 1748-1825
 Artwork: The Death of Socrates
 Period: Neoclassical



Timeline: _____
 Artwork: _____
 Period: _____



Timeline: _____
 Artwork: _____
 Period: _____



Timeline: _____
 Artwork: _____
 Period: _____






Timeline: _____
 Artwork: _____
 Period: _____



SELF ASSESSMENT

Before taking the quiz, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

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.
identify the representative artists from Neoclassic and Romantic period.			
identify the timeline, artwork and the period of the given artists.			

QUIZ: Identification

Direction: Identify the terms being described in each statement. Write your answer on your paper. No need to copy the statement.

- _____ 1. It is an art appears calm and clear.
- _____ 2. He used his great knowledge in Roman and Greek cultures in expressing his political views against the French monarchical system.
- _____ 3. It is the patriotic three sons on the left firmly saluted in the gesture of a gladiator who is ready to die.
- _____ 4. He was a student of David, however, he did not join the militant movement like his teacher.
- _____ 5. He became the official painter of the royal court of King Charles IV when he went back to Spain.
- _____ 6. In this painting it portrays emotions of disappointment and disgust over the killings of ordinary Spaniards by French soldiers.
- _____ 7. It is an art extends from about 1800 to 1850 in Europe and in America.
- _____ 8. His famous painting is “The Raft of the Meduse” (1818-1819) displayed in the Musee du Louvre in Paris, France.
- _____ 9. His famous painting is “The Man with the Hoe”, and he also painted “The Gleaners (1857).
- _____ 10. He is considered as the first major artist to paint outdoor.

WEEK 2 (DEEPEN)



Art is an integral part in our society. But how does art become popular? Who were the artists who played an important role in this? And what artworks are still considered a masterpiece until today?

In today's lesson let's find out the artworks that becomes prominent during the Neoclassic and Romantic period.

Use One whole Sheet of Paper for the DEEPEN activities.

Activity 4: Neo-Romantic

Direction: Study the artworks coming from the Neoclassic and Romantic period and analyze the picture by answering the guided generalization table.

Essential Question			
Explain the difference between Neoclassic and Romantic period when it comes to arts.	Explain the characteristics of the artwork especially its mood and emotions.	How does the emotion from the artwork expressed using the art elements?	
	Answer:	Answer:	
	Reason:	Reason:	

Activity 5: Say something (Scaffold for transfer 2)

Direction: You will make a reflection paper about the artwork "The Gleaners" by Jean Francois Millet.



Copy the link here:
https://en.wikipedia.org/wiki/The_Gleaners

Activity 6: KQL CHART




Direction: You will your final insights about the essential question. Answer the third column (LEARNED) to measure your final understanding about the lesson.

KNOW	QUESTION	LEARNED
	Explain the difference between the Neoclassic and Romantic period when it comes to art.	

WEEK 3 Performance Task

SELF ASSESMENT

Before taking the quiz, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

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>
can identify the timeline, artwork and the period of the given artists.			
can reflect on and derive the mood, idea or message from selected artifacts and art objects.			

Activity 7: EXPRESS YOURSELF

Direction: You will create an artwork (bookmark) guided by the techniques and styles during the Neoclassic and Romantic Period.

Materials: Oslo paper, used folder, crayon, ruler, pencil, a pair of scissors, colored strings or yarn.

- Procedure:**
1. Obtain pictures of a Romantic painting of your choice.
 2. Make sure that its size is just enough for your bookmark.
 3. Cut your Oslo paper or your short folder measuring 2x6 in size.
 4. Paste the painting reproduction.
 5. Include an art quotation expressing your feelings about the artwork.
 6. Punch a small hole on top to insert and tie a string or yarn.

You will add a quotation made by themselves to express their emotion and message about their chosen picture.





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LEARNING MODULE
FOR PHYSICAL EDUCATION 9

Learning More About Social Dances for Fitness Progression



Content Standard

The learner demonstrates understanding of lifestyle and weight management to promote community fitness.

Performance Standard

The learner maintains an active lifestyle to influence the physical activity participation of the community fitness.

Competencies

Executes the skills involved in the dance.

Involves oneself in community service through dance activities in the community.

Lesson 1: Social Dances for Community Fitness

The benefits of social dance are numerous and personal to each dancer. **Some dancers enjoy the physical aspect of dancing, which is a great cardio choice, especially when you are dancing hours on end at a party or dance.** It also develops the muscles of the arms, from holding a frame continually, and of course the legs and feet. Additionally, the latin dances improve flexibility through their trademark hip action and all the styles will bring about an overall better posture. Posture itself strengthens the core of the body and not only provides a physical benefit, but improves the appearance and promotes a confident air. And those are just a few of the advantages gained from social dancing!

The benefits of social dance are numerous and personal to each dancer. **Some dancers enjoy the physical aspect of dancing, which is a great cardio choice, especially when you are dancing hours on end at a party or dance.** It also develops the muscles of the arms, from holding a frame continually, and of course the legs and feet. Additionally, the latin dances improve flexibility through their trademark hip action and all the styles will bring about an overall better posture. Posture itself strengthens the core of the body and not only provides a physical benefit, but improves the appearance and promotes a confident air. And those are just a few of the advantages gained from social dancing!

Unit Concept Map

Social Dances

Purposes and Benefits

Zumba



You do not have to perfect this quiz, just try your best! You can check your work after. Answer key is located at the end of the module.

PRETEST

Multiple choice

Direction: Read the following questions carefully and write the letter of your answer on your notebook.

- Dancing improved the condition of heart and _____.
a. bones b. lungs c. kidney d. muscles
- Dancer tends to have a stronger bones and good posture, which illness is associated to bad posture?
a. osteoporosis b. rickets c. osteomalacia d. Paget's disease
- Which set of skills related fitness is involved in dancing?
a. coordination, strength and flexibility c. coordination, agility and flexibility
b. balance, coordination and strength d. body composition, endurance and strength
- Dance is classified according to?
a. step b. choreography c. purpose d. instruction
- It is a social dance which the movements interpret or depict or tell a story and emotion.
a. ballroom b. creative Dance c. festival Dance d. ceremonial Dance
- All are definitions of dancing, EXCEPT.
a. It gives financial stability.
b. It is an art that involves movement through rhythm and is oftentimes accompanied by music.
c. It is a social activity, a type of communication, and a form of recreation.
d. It can tell a story, can be used to explore emotion, or serve as a form of self- expression.
- This dance is a recreation perform in schools, offices, community parks and in open spaces.
a. Cha-cha b. Pangalay c. Zumba d. Folk dance.
- What illnesses are reduced due to dancing?
a. kidney failure, stroke and diabetes c. heat stroke, diabetes and obesity.
b. high-blood, stroke and kidney failure. D. heart diseases, diabetes and obesity.
- It is the ability to maintain an upright position while standing and moving.
a. strength b. balance c. coordinationd. endurance
- It refers to the linking of senses through the brain to the different parts of the body.
a. body composition b. strength c endurance d. coordination

WEEK 1 (EXPLORE)

During the last quarter, you have learned about the community dances. Did you enjoyed the dances you have learned? Have you ever participated in ballroom or folk dancing? For what purpose did you do the activity? Did you know that dancing may help improve your fitness?

There are people who are fond of dancing. Some people engage in dancing for recreation purposes. Others do it to improve their physical fitness.

In this module you will learn the Sua-Ku-Sua Dance, its nature and background and the basic step of folk dancing. At the end of this, you are expected to answer the question, “Why is it important to develop the community fitness?”



This week you shall:

- ✓ Appreciate the importance of developing community fitness



EXERCISE A:

Direction: You will identify the missing letter to complete the word.

1. H_P
2. BL_CK_NG
3. ST_P
4. SL_D_
5. BR_S_

6. EXERCISE B: KQL CHART

Direction: Give your idea about the essential question below by answering the first column (KNOW) to measure your initial understanding about the topic.

KNOW	QUESTION	LEARNED
	Why is it important to develop the community fitness?	

Fit is not a destination; it is a way of life.

WEEK 5 (FIRM-UP)

Welcome to the first part of the lesson. In this phase you will be provided with activities that will activate your prior knowledge about social dances.



Use One whole Sheet of Paper for the FIRM UP activities.

Activity 1: LET'S DANCE

Direction: You will identify the fundamental basic step in dancing by completing the table below. The combination of these steps will form a dance.

Dance Step	Step Patterns and Counting 2/4	Step Patterns and Counting 3/4
Blecking		
Change Step		
Hop, Step		
Slide		
Touch, Step		

Brush, Step		
Waltz		
Mazurka		
Redoba		

To visualize the following step-patterns you may watch this video.



Copy the link here:

<https://www.youtube.com/watch?v=rz1zhnuGHyQ>

If you don't have cellphone and internet you may look on textbook, page 51

Activity 2: SUPPLY

Direction: You will describe the Sua-Ku-Sua dance from Tausug by supplying the missing information to complete the statement.

The origin of the Sua-Ku-Sua is from (1) _____ which is classified as (2) _____ dance. Its basic dance movement is (3) _____. The music is set to it should be in (4) _____ time signature with three parts A, B and C.

The Tausug are fully dependent on getting their income in harvesting (5) _____ because of this, they compare the pomelo (sua), gentle leaves, its slender branches, and fragrant fruits to a lady's virtues.



Activity 3: LET'S FIND (Scaffold 1)

Direction: You will identify the purpose and equipment used in the given components of physical fitness.

Speed

Purpose: _____

Equipment: _____

Speed

Purpose: _____

Equipment: _____




Reaction Time

Purpose: _____

Equipment: _____

SELF ASSESSMENT

Before taking the quiz, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

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.
identify the fundamental basic step in dancing.			
describe the nature and background of Ballroom Dance.			

QUIZ: Multiple Choice

Direction: You will read the statements carefully. Choose only the letter of the correct answer and write it on your paper.

- Which of the following is a term used to refer to dance which is enjoyed socially and competitively because of its entertainment aspect?
a. ballroom Dance b. dancesport c. festival dance d. courtship dance
- What is the ability to perform a task or cover a distance in the shortest possible time.
a. reaction time b. speed c.power d. agility
- What is the ability to exert maximum force very quickly?
a. Reaction time b.speed c.power d. agility
- What is the amount of time it takes to make physical response to stimulus?
a. reaction b. time c. speed power d. agility
- What is the purpose of Reaction Time?
a. To measure the acceleration or maximum running speed an specified measure or distance
b. To measure the power of legs
c. To measure the hand eye quickness and attentiveness
d. None of the above
- Which of the following is a smooth progressive dance characterized by long, flowing movements, continuous turns, and rise and fall?
a. waltz b. tango c. cha Cha d. jive
- What is an injury resulting from accident that violently wrench or twist the ligaments of an ankle wrist or joint that causes pain and swelling.
a. ectrical Injuries b. sprain c.fractures d. dislocations
- These are following first aid treatment for sprain except. Except?
a.Protection b. ice c.rest d.warm water
- What occur when a muscle contracts and does not relax.
a. muscle Cramps b. sprain c. electrical Injuries d. dislocations
- What are are the ways to prevent muscle cramps.
a.Drink enough water.
b.Do warp up exercise before an activity.
c.Do not overwork your muscles.
d.All of the above.

WEEK 6 (DEEPEN)

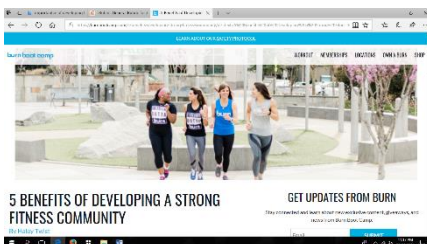


Use One whole Sheet of Paper for the DEEPEN activities.

Your goal in this section is to read and analyze the importance of developing the community fitness.

Activity 4: READ

Direction: You will read the following reading materials which will help them realize the importance of developing the community fitness.



<https://burnbootcamp.com/5-benefits-developing-strong-fitness-community/#:~:text=5%20Benefits%20of%20Developing%20a%20Strong%20Fitness%20Community,Energy,%20Energy%20is%20contagious.%20...%205%20Inspiration.%20>

1. Support

We've all had times in our lives where things aren't going the way we want them too. When we fall down, it's easy to realize that we can't always get back up on our own

2. Motivation

Finding motivation everyday can be a tough task, especially when going at it alone. It's inevitable that we'll wake up some days not feeling like doing anything and needing help to find the motivation to push ourselves.

3. Accountability

Everyone needs someone to hold them accountable. Whether it means not skipping out on those last couple reps at the gym, choosing the healthier option when out to eat with friends, or pushing through a tough workout when you feel like you have nothing left in the tank, your community is there to [push you](#) past your own limitations.

4. Energy

Energy is contagious. When someone comes up to you with a big smile and a high five, it's nearly impossible to hold back your own smile and reciprocate! When that energy is magnified by an entire group of people, it becomes even more infectious.

5. Inspiration

Watching someone accomplish something you thought was impossible will expand your perceived limits. It will open your eyes to new possibilities you never thought you were capable of. Remember you know. Sometimes we need our [support systems](#) to show us that we're not alone in the challenge we're facing and to remind us that we have a supportive group of people who may be experiencing the same journey we're on.

Activity 5: Let's Try it. (Scaffold 2)

Direction: You will analyze the step patterns and its counting in 2/4.

EXAMPLE:

Bleeking Heel-Place, Close

1. Close, Step _____
2. Change Step _____
3. Hop, Step _____
4. Slide _____
5. Touch, Step _____
6. Brush, Step _____

Activity 6: KQL CHART

Direction: Give your insights about the essential question. Answer the third column (**LEARNED**) to measure your final understanding about the lesson.

KNOW	QUESTION	LEARNED
	Why is it important to develop the community fitness?	




Performance Task



Welcome to transfer part of the lesson. This activity will display and enhance your dancing skills. You will learn that dancing is fun and exciting, without knowing that you are also improving your fitness. Goodluck!

SELF ASSESSMENT

Before taking the performance task, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

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 the purpose and equipment used in the given components of physical fitness.			
analyze the step patterns and its counting in 2/4.			

You are almost done. In this activity you will showcase your talent in singing or making paragraph.

Activity 7: Let's Try it.

Direction: You will choose at least 3 basic dance step to be executed in this activity.

1. create your own unique social dance using the basic dance steps
2. one minute video
3. with proper exercise clothes
4. recorded

If you don't have any gadgets:

1. Search for any articles about social dances and fitness progression that promotes an active lifestyle.
2. Make a 3 paragraph reflection paper about this.
3. The article must be attached on your reflection paper.

You may refer on your textbook or watch the video from Activity 1 to have a guide in this activity.

You are done with the topic in this module, I hope it helps you understand that dancing is also a form of exercise which can help you achieve your dream body.

Congratulations!



LEARNING MODULE
FOR HEALTH 9



Content Standard

The learner demonstrates understanding of first aid principles and procedures.

Performance Standard

The learner performs first aid procedures with accuracy.

Competencies

- Explains the principles of wound dressing
- Demonstrates proper first aid procedures for common unintentional injuries.
- Demonstrates appropriate bandaging techniques for unintentional injuries

Unit 1: Injury Prevention, Safety, and First Aid

Unintentional injuries are sometimes called accidental injuries. An accident is a sequence of unexpected events that could result to injury, property damage, and even death. Example of these accidents are vehicular accidents, poisoning, drowning, and household fires.

Have you been injured in the past? How did it happen? What did you do? Did you see a doctor? Oftentimes, you suffer from injuries that occur without the intent of getting hurt.

Unit Concept Map

First Aid Guidelines and Procedures

Use of Dressing and Bandages (Alternative Include Clean Cloth or Handkerchief)

Transporting the victim (Drag and Carry Techniques)

First Aid for Common Unintentional Injuries and Medical Emergencies



You do not have to perfect this quiz, just try your best! You can check your work after. Answer key is located at the end of the module.

PRETEST: MULTIPLE CHOICE

Direction: You will read the statements carefully. Choose only the letter of the correct answer and write it on your paper.

- Your check of the scene suggests that a victim has suffered an electrical shock. The first thing to do is
 - Cover all burns with a dry loose dressing.
 - Ask a bystander to help you move the victim.
 - Place the victim on one side with the head down.
 - Make sure the power is turned off.
- A victim of a car accident has just vomited and now appears to be coughing up blood. He is breathing very quickly and his pulse is weak and fast. What is most likely wrong?
 - He is having a seizure.
 - He has internal bleeding.
 - He is having a heart attack.
 - He is having a diabetic emergency.
- You are caring for a victim with a burned hand. Put the hand in cool water if
 - The burns are very deep
 - There are burns with open blisters.
 - The burns are minor with no open blisters.
 - You should put the hand in cool water for all of the above.
- A victim has lost a lot of blood through a deep cut in his leg. He is breathing fast and seems pale and restless. He is probably.
 - having a stroke.
 - having a heart attack.
 - in shock.
 - choking.
- You suspect that a person has been poisoned. She is conscious. Your first call should be to...
 - The Poison Control Center or your local emergency phone number.
 - The victim's physician.
 - The hospital emergency department.
 - The local pharmacy.



The process of developing awareness of immediate hazards and dangers, equipping you with the appropriate accident prevention skills to overcome these hazards and keeping everyone alive are components of safety education. Safety education is important because life will be more enjoyable when we are safe.

In this module you are provided with different activities that will help you to be aware of the skills needed in emergency situations. After this, you are expected to answer the question, "Why is it important to assess first before applying first aid?"

EXERCISE A:

Direction: You will study the picture to identify the steps that must be done in case they saw someone lying on the ground injured.



1. In this kind of situation, what is the first thing to do?
2. As a student, how will you help the injured person?

EXERCISE B: KQL CHART

Direction: Give your idea about the essential question below by answering the first column (**KNOW**) to measure your initial understanding about the topic.

KNOW	QUESTION	LEARNED
	Why is it important to assess first before applying first aid?	

WEEK 5 (FIRM-UP)



Use One whole Sheet of Paper for the Firm up activities.

Your goal in this section is to understand the significance of global health initiatives and the different sustainable development goals.

Safe response to emergencies for the benefit of casualties, bystanders and rescuers. Securing the emergency site to reduce further harm to the casualty. ... Safely moving the casualty, minimizing pain and helping stabilize the condition.

Activity 1: Save Me

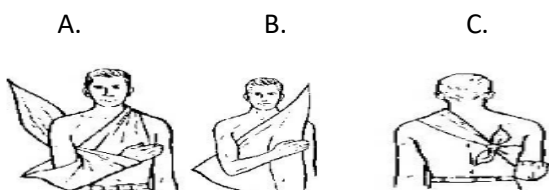
Direction: You will arrange the following statements and pictures to picture out the proper procedure of first aid, dressing and bandaging. You may refer on their textbook page 318-321. Write only the letters of the correct sequence on your answer sheet.

- Heart Attack**
- a. Monitor the condition.
 - b. Place the victim in a comfortable position.
 - c. Call for medical help.
 - d. Have a trained person give CAB if breathing stops and the victim has no pulse.

- Bleeding or hemorrhage**
- a. Bandage dressing in place.
 - b. Raised and support the injured part.
 - c. Call for emergency help.
 - d. Lay the victim down.
 - e. Apply direct pressure to the wound.

- Heatstroke**
- a. When the body cools down, seizure and vomiting may occur, hence, position the victim for easy drainage.
 - b. Establish airway and if possible, move to a cool place. Remove as much clothing as possible.
 - c. Pour or spray cool water and fan vigorously. If the victim begins to shiver, slow the cooling method as shivering produces heat. Never use isopropyl alcohol as the skin absorbs alcohol which can be toxic.
 - d. Monitor the victim's temperature until emergency personnel arrives

Arm Sling



- Dislocation**
- a. Use RICE method
 - b. Immobilize dislocations in the position found. Splint or sling above and below the dislocated joints to keep immobile. Do not try to straighten or reduce any dislocation.
 - c. Keep the victim warm and quite and in the position most comfortable, treat for shock.
- Dislocation**
- d. Use RICE method
 - e. Immobilize dislocations in the position found. Splint or sling above and below the dislocated joints to keep immobile. Do not try to straighten or reduce any dislocation.
 - f. Keep the victim warm and quite and in the position most comfortable, treat for shock.

Cravat of Head

A.



B.



C.



You can watch this video to visualize the following procedure:

- a. 10 Different Types of Bandaging using Triangular Bandage.

<https://www.youtube.com/watch?v=mUCo4XXzZIE>

1. MAPEH 9/ HEALTH/ First Aid for Common Unintentional Injury

<https://www.youtube.com/watch?v=y9qHVIOaBps> Students can watch this video to visualize the following procedure:

- b. 10 Different Types of Bandaging using Triangular Bandage.

<https://www.youtube.com/watch?v=mUCo4XXzZIE>

2. MAPEH 9/ HEALTH/ First Aid for Common Unintentional Injury

<https://www.youtube.com/watch?v=y9qHVIOaBps>



Activity 2: ASSESS YOURSELF

Direction: You will describe the guidelines and procedures in assessing the victim by completing the table below.

Primary Survey	Secondary Survey
What is the first thing to check in Primary Survey? _____	What to do in Secondary Survey? _____

Students may watch this video to learn more about the guidelines and procedures in assessing the victim.

Copy the link here:

Red Cross: Canada

<https://www.youtube.com/watch?v=2BICvIu9bHg>



Activity 3: FILL IT (Scaffold 1)

Direction: You will identify the missing letter to complete the sentence of first aid procedures for burn. All the words they need are on the box.

cover	overcool	victim	clean	10
cool	injury	emergency	stuck	overcool

1. Help the v_____ to sit or lie down.
Prevent b_____ body part from ground contact.
2. C___ the injury by flooding it with plenty of cold water. But do not prolong the transfer to a hospital. Call for e_____ help and if possible, let someone do it while you cool the burn.
3. Continuously cool the affected area for at least 1_ minutes or until pain is relieved. Monitor signs of breathing difficulty. Do not o_____ the victim for it might lower the body temperature to a dangerous level.
4. Do not touch the i_____. Safely remove accessories like belts, shoes, watches, and burnt clothing. Do not remove clothes s_____ to the burn.
5. C_____ the injured area and protect it from infection. Use c_____ materials.

SELF ASSESMENT

Before taking the quiz, answer first the assessment below by checking the appropriate column on how your learning goes through this is to measure your understanding in the different learning targets.

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>
discuss the significance of global health initiatives			
identify the different sustainable development goal.			

QUIZ: Matching Type

DIRECTION: Match the terms in column A with the corresponding definition in column B. You will write the letter of your answer for each number

COLUMN A

- ___1. Vital Sign
- ___2. Body Temperature
- ___3. Pulse Rate
- ___4. Respiration Rate
- ___5. Blood Pressure
- ___6. Compression
- ___7. Airway
- ___8 Breathing
- ___9. Triangular Bandage
- ___10. Cravat Bandage

COLUMN B

- A. It is a folded triangular bandage
- B. It tells you the heart rate or the number of times The heart beat per minute.
- C. Clearing the airway of the victim for breathing
- D. A thermometer may not be available during emergency cases so you may just use your hands to check the temperature of the victim
- E. This can be used to form slings and cravats
- F. It is important to know whether the victim is still breathing normally, breathing too fast, or too slow.
- G. It is restoring blood circulation by chest Compression
- H. These are measurements of our body's most basic functions such as the body temperature, pulse rate, respiration rate, and blood pressure.
- I. It is also the force of blood pushing the artery walls of the victim must also be checked.
- J. It is for the victim through mouth to mouth or mouth to nose

WEEK 6 (DEEPEN)



Activity 4

Your goal in this section is to explain what will you do when someone is needed your help

Use One whole Sheet of Paper for the Deepen activities.

Your friend fell from the tree and the school nurse was absent that day.

Your two siblings were playing outside the house under a very hot temperature, suddenly fainted

After a strong earthquake You see many victims lying on the ground Wounded from falling objects. Some are conscious, some are not.

Direction: You will analyze the following situations to answer the guided generalization table. In situations like this, what should you consider first? How can you help the victims?

Activity 5: LET'S ANSWER (Scaffold 2)

Direction: Students will answer the following questions.

1. Explain the importance of Do's and Don'ts in giving first aid?
2. Give the importance of guidelines and procedure of first aid.
3. How is first aid helps us?

Activity 6: KQL CHART

Direction: Give your insights about the essential question. Answer the third column (**LEARNED**) to measure your final understanding about the lesson.




KNOW	QUESTION	LEARNED
	Why is it important to develop the community fitness?	

WEEK 7 Performance Task



Welcome to transfer part of the lesson. This activity will make you understand that you also have a responsibility to perform in case of emergency in the community.

Your goal in this section is to recommends ways of adopting global health initiatives to local or national context.

I can....			
identify the sequence of proper dressings and bandages.			
identify the first aid procedures for common unintentional injuries.			

Activity 7: WHAT TO DO?

Task	Content
Create a video presentation	<ul style="list-style-type: none"> ➤ First Aid Guidelines and Procedures ➤ Use of Dressing and Bandages ➤ First Aid for Common Unintentional Injuries.
Create an info graphics about DO's and DON'T'S in giving First Aid.	<ul style="list-style-type: none"> ➤ Create a poster about the DO's and DON'T'S in giving First Aid
Write a newspaper article about unintentional injuries. Your story should include the cause of the accident that leads to the injuries	

What should you do in case there will be an emergency within your neighborhood?

Direction: Create your own video presentation on how to treat a first-aid.

1. One minute video
2. With proper execution
3. Recorded
4. Your video presentation must be the following

Optional activity for those students who do not have any gadgets:

1. You will make a info graph stating the DO's and DON'T'S in giving first aid

Hurray! You are done in this module. I hope you are aware now just in your body but also in school and in your community. And what you have to do in case this issue is present in your neighborhood.

Well Done!

MUSIC ANSWER KEY

Pretest

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

Explore

- Frederic Chopin
- Peter Tchaicovsky
- Franz Liszt
- Charles Camille Saint Saens

Firm up

- Rondoau OP.1
Rhythm – 2/4 time signature
Tempo – Allegro
Texture – Homophonic
Dynamics – Soft to moderate loud
Instrument – Piano
- Swan Lake
Rhythm – 4/4 time signature
Tempo – Allegro
Texture – Polyphonic
Dynamics – Gradually increasing loudness
Instrument – Violin, Oboe, Flute,
- Liebestraum No.3 in a Flat Major
Rhythm – 6/4 time signature
Tempo – Virace
Texture – Homophonic
Dynamics – Very soft to loud
Instrument – Piano
- Symphony in C minor
Rhythm – 4/4 time signature
Tempo – Adagio
Texture – Polyphonic
Dynamics – Moderately loud to soft
Instrument – Piano

Activity 3

answers may vary

1. Violin concerto No. 3 / Cielo Concerto
2. Franz Liszt
3. Piano, Violin
4. Piano, Violin
5. Nocturnes
6. Peter Tchaikovsky
7. Violin, Piano
8. Peter Tchaikovsky
9. Violin, Piano

Physical Education Answer Key

Pretest

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

Activity 1

Exercise A

1. Hop
2. Blecking
3. Step
4. Slide
5. Brush

ARTS ANSWER KEY

Pretest

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

Explore (Answers may vary)

- Romance like
- Fanciful character
- Aesthetic theory
- Movement in art
- Imagination
- Emotion
- Intense feelings
- Political life

Firm Up Activity 1

The Oath of Horati

- Jacques Louis David
- Juxtaposition

Oedipus and the Sphinx

- Jean Auguste Dominique Ingres
- Well combine by the colors and direction of lines

The Gleaners

- Jean Francois Millet
- Bold and thick strokes

The Raft of Medusa

- Theodore Gericault
- Suffering of men on a makeshift life raft

Activity 2

The death of Socrates

- Human characters and virtuous actions are powerfully conveyed.

The man with the hoe

- Conveyed by making the rock's texture shows rough and hard sensations.

Activity 3

A. Jacques Louis David

Timeline: 1748 – 1825

Artwork: The death of Socrates, The oath of Horati

Period: Neoclassical Period

B. Francisco De Goya

Timeline: 1746 - 1828

Artwork: Isabel, The third of May

Period: Neoclassical Period

C. J.M.W. Turner

Timeline: 1775 - 1851

Artwork: Neopolitan, Fisher Girls, Surprised

Period: Romantic Period

Dance Steps	Step Patterns and Counting 2/4	Step Patterns and Counting 4/4
Bleking	Heel-Place, Close	
Close, Step	Step, Close 1 2	Step Close 1-2 3
Change, Step	Step, Close, Step 1 and 2	1,2,3
Hop, Step	Step Hop 1 2	1,2,3
Slide	Slide Close 1 2	Slide Close 1-2 3
Touch, Step	Point Close 1 2	Point Close 1-2 3
Brush, Step	Brush Close 1 2	Brush Close 1-2 3
Waltz	1 and 2	Slide Close Step 1 2 3
Mazurka	1 and 2	Slide Cut Hop 1 2 3
Redoba	1 and 2	Slide Cut Cut 1 2 3

Activity 2

1. Jolo Sulu
2. Courtship dance
3. Is like tiny sail, face mirrors, butterflies, shields and leaves
4. 4/4
5. Pomelo

HEALTH Answer Key

Pretest

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

Activity 1

Heart Attack Heat Stroke Dislocation Cravat Head

- | | | | |
|------|------|------|------|
| 1. C | 1. B | 1. B | 1. B |
| 2. B | 2. C | 2. A | 2. C |
| 3. A | 3. A | 3. D | 3. A |
| 4. D | 4. D | | |

Activity 3

1. Victim, Burnt
2. Cool, Emergency
3. 10, Overcool
4. Injury, Stuck
5. Cover, Clean