

## QUARTER 1: FORCE, MOTION AND ENERGY CULMINATING ACTIVITIES

Performance Task: Newton's Olympics

G	GOAL	You are to show the application of Newton's Laws of Motion through a Mini-Olympics and clippings.
R	ROLE	You are a Science Club office who is tasked to launch a project called "Newton to Win It"
A	AUDIENCE	Grade 8 students of Cavite National High School
S	SITUATION	Your school annually celebrates Science Week. This year's theme is focused on appreciating and acknowledging the contributions of scientists who made a significant impact on the improvement of man's life through science.
P	PRODUCT/PERFORMANCE	<p>The Mini-Olympics Game includes the performance of the following:</p> <p>Game 1- Back Flip: Catch increasingly larger sets of pencils, flipped off the back of your hand.</p> <p>Game 2- Defying Gravity: Tap 3 balloons to keep them off the ground for one minute.</p> <p>Game 3- Mouth to Mouth: Player must pull a peso bill from between two bottles balanced mouth-to-mouth on top of each other, while leaving the bottles balanced atop of each other.</p> <p>Game 4- Spoon Frog: Bang down on a spoon to propel another spoon into a glass.</p> <p>Clippings should show the application of the laws of motion through pictures, news clips and advertisements.</p>
S	STANDARD	<p>Your product must manifest the following characteristics (varies according to class decisions for rating):</p> <ol style="list-style-type: none"> <li>1. Organization/Mechanics</li> <li>2. Accuracy of Content</li> <li>3. Creativity</li> <li>4. Audience Appeal</li> </ol>

Prepared:

**JOALD G. CALPO**  
*Teacher, Grade 8 Science*

## QUARTER 1: FORCE, MOTION AND ENERGY CULMINATING ACTIVITIES

Performance Task: Making a Brochure

G	GOAL	To inform students with the ways to increase the amount of work that can be accomplished inside the school
R	ROLE	You are member of the Student Council who heads the Student's Welfare Committee
A	AUDIENCE	Students of Cavite National High School
S	SITUATION	It was found out that most of the problems addressed by the students in school involve their inability to complete the tasks and work assigned inside the school.
P	PRODUCT/PERFORMANCE	Brochure that includes tips and tools to increase the amount of work that can be done for a certain period of time
S	STANDARD	<p>Your product must manifest the following characteristics (varies according to class decisions for rating):</p> <ol style="list-style-type: none"> <li>1. Organization/Mechanics</li> <li>2. Accuracy of Content</li> <li>3. Graphics, Pictures</li> <li>4. Creativity</li> <li>5. Use of Different References</li> </ol>

Prepared:

**JOALD G. CALPO**  
*Teacher, Grade 8 Science*

## QUARTER 2: EARTH AND SPACE CULMINATING ACTIVITIES

Performance Task: Varied

G	GOAL	Your goal is to prepare a tangible output showing how to manage the effect of natural phenomena or events associated with earthquakes.
R	ROLE	You are a volunteer from the National Disaster Risk Reduction and Management Council (NDRRMC)
A	AUDIENCE	Grade 8 students
S	SITUATION	After the impact of what happened in Japan on March, 2011 when it was hit by 9.0 magnitude earthquake and Typhoon Pablo in Mindanao, the school decided to invite a volunteer from NDRRMC to orient all students on “Earthquake and Typhoon Preparedness.” You are invited to enlighten students on how to manage the effects of natural phenomena associated with earthquakes.
P	PRODUCT/PERFORMANCE	<p>Your group will choose one task to be presented before your teacher and classmates:</p> <p>Product 1: A poster showing tips and tools to do during earthquakes</p> <p>Product 2: Brochure discussing the precautionary measures before, during and after an earthquake</p> <p>Product 3: Infographic about the formation, features and movement of typhoons</p> <p>Product 4: Brochure discussing the precautionary measures before, during and after a typhoon</p> <p>Product 5: Dummy of “Emergency Preparedness Kit” for usage during earthquakes and typhoons.</p>

S	STANDARD	<p>Your product must manifest the following characteristics (varies according to class decisions for rating):</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Relevance</li> <li>3. Organization</li> <li>4. Creativity</li> </ol>
---	----------	--

Prepared:

**JOALD G. CALPO**  
*Teacher, Grade 8 Science*