

# SUPPLEMENTAL LESSONS

Science Grade 7  
4th Quarter



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# 4th Quarter Grade 7

## Revised Standards on Earth and Space

**Content Standards:** Demonstrate an understanding of the relation of geographical location of the Philippines to its environment

**Lesson Focus:** Locating the Philippines in Relation to Its Environment

### Introduction

#### 1. My Story

By pair, the students will share their story/experience about any place that they visited in the Philippines.

- What did they do there?
- What did they eat? What is the specialty dish of the place?

#### 2. Map Location

Show a map of the Philippines and ask the students to locate or mark the places they visited or if there's Internet access, interactive Google map may be used to locate the place (<http://www.gosur.com/map/?gclid=CK6-zdKOj74CFYWWvQod3yUAFw>), and other information about the place may also be accessed.

Ask the students:

- How does the place's location determine the kind of activity they engage in?

### Body/Development of the Lesson

#### 1. Discussion

Show the map of the world. Point out the general location of the Philippines and show its relationship to its neighboring countries.

Ask geographic questions like:

- Where is the Philippines located? (latitude, longitude, continent, hemisphere)
- How is its location related to the conditions and features of the country?
- What are the neighboring countries of the Philippines?
- Why do people in nearby countries have similarities in the physical aspect?

#### 2. Gallery Walk – I Love the Philippines

Pre-assigned task: Group the students and ask them to prepare a poster containing important information about the Philippines:

- Group 1: Geographical Location
- Group 2: Weather and Climate

- Group 3: Land Features
- Group 4: Water Features
- Group 5: General Human–Environment Interactions

If Internet access is available, interactive navigation may be a good alternative using Internet sources like:

- <http://www.experiencephilippines.org/>
- <http://www.namria.gov.ph/interactive.aspx>

Only Column 2 of Data Retrieval Chart will be completed as the students move around the stations:

<b>Data Retrieval Chart</b>		
	<b>Important Data</b>	<b>Effect to Environment</b>
Geographic Location		
Weather and Climate		
Land Features		
Water Features		
General Human–Environment Interactions		
Q1: How is the Philippines' location related to the conditions and features of the country?		
Q2: How does the Philippines' geographical location affect its environment?		

### 3. Group Discussion

After the Gallery Walk, the students will share in their group the data that they gathered. As a group they will also discuss and answer Question No. 1: How is the Philippines' location related to the conditions and features of the country?

### 4. Teacher's Processing

Process the students' answer to Question No. 1.

### 5. Geo-Poem 1

The students will construct a Geo-Poem about their answer in Question No. 1 as synthesis.

### 6. Video Clip

Video clip viewing on what happened to the Philippine environment will be conducted. Sample video could be about: Typhoon Yolanda, Earthquake in Bohol, Volcanic Eruption of Mt. Pinatubo, etc.

### 7. Individual Activity

The students will answer Column 3 of Data Retrieval Chart.

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8. Group Discussion

The students will share their answer to Column 3 and will discuss their answer to Question No. 2 – How does Philippines' geographical location affect its environment?

9. Teacher's Processing

Process the students' answer to Question No. 2.

10. Geo-Poem 2

The students will complete their Geo-Poem by adding their insights/answers to Question No. 2.

### Conclusion

1. Have the students create an Environment Bingo Card stating the things that they will do to protect the environment. Each time they do something for the environment, they will mark the corresponding square on the Bingo Card. The Bingo Card will be submitted to the teacher when all the squares have been marked, together with the accompanying short write-up.
2. The students will share their Environment Bingo Card to the class and will report what things have they done for the environment.
3. The students will perform the GRASPS activity.

### GRASPS for the Performance/Product Task:

<b>Goal</b>	To analyze the advantage of the location of the Philippines in relation to its climate, weather, and season
<b>Role</b>	You work in the Department of Tourism as a tourism brochure maker.
<b>Audience</b>	Tourists and Filipinos who love to travel and visit places
<b>Situation</b>	The Department of Tourism would like to come up with a brochure that will highlight Philippines as a tourism destination not only because of its beautiful sceneries and natural resources but also because of its advantageous climate, weather, and seasons.
<b>Product</b>	The brochure should also feature strategic location of the Philippines in relation to its climate, weather, and seasons.
<b>Standards</b>	Your product will be assessed based on the following criteria: Accuracy of content Organization of ideas Creativity

### Rubric for the Product

CRITERIA	DESCRIPTION				SCORE
	4	3	2	1	
<b>Accuracy of Content</b>	The student shows deep understanding of the concept presented.	The student shows considerable understanding of the concept presented.	The student shows shallow understanding of the concept presented.	The student shows limited understanding of the concept presented.	
<b>Organization</b>	All elements in the product are logically presented and consistent. A very clear message is conveyed to the audience.	Most elements in the product are logically presented and consistent. A clear message is conveyed to the audience.	Some elements in the product are logically presented and consistent. The message is conveyed to the audience is clear but lacks details.	Few elements in the product are logically presented and consistent. The message is conveyed to the audience is not clear.	
<b>Creativity</b>	The product is very creative; a lot of effort and detail went into the work.	The product is creative; some effort and detail went into the work.	The product is somewhat; limited effort and detail went into the work.	The product is somehow creative; very limited effort and detail went into the work.	
<b>TOTAL SCORE =</b>					<b>/12</b>

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