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| Module | Topic | Learning Intent  (Objectives) | Learning Episode  (Strategies/Activities) | Learning Evidences  (Assessment) |
| 1 | Preparation for the Journey | 1. established rapport with their new classmates by introducing themselves. 2. articulated their fears and hopes as they start their college life.        1. picked a word, line, or phrase from the FYDP theme song, “The Pilgrim’s Theme,” which they find meaningful 2. shown the significance of the song with the FYDP theme, goals and its importance to their transition to college life.          1. formulated, agreed, and owned classroom rights and responsibilities and honored them as their covenant. | 1. **ACTIVITY A** 2. **THE BOAT IS SINKING** 3. introducing and briefly describing oneself and expressing their hopes and fears as they start college life            1. **ACTIVITY B** 2. **SONG ANALYSIS** 3. Review and expound the FYDP theme and goal through the song: Pilgrim’s Theme. The students may pick a word, line or phrase from the song that they find meaningful and briefly share to the group.              1. **ACTIVITY C**   **My Rights, My Responsibilities**  This activity will allow the class to process certain rights of each one in the class and come up with a corresponding responsibility | Boat is Sinking Checklist (Personal Assessment)              Checklist for Song Analysis Activity (Peer and Personal Assessment)                  Rubrics for My Rights and Responsibilities Activity (Guide Assessment) |
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Boat is sinking activity checklist (personal assessment)

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| **Criteria** | **Yes** | **No** |
| * 1. Able to join a group |  |  |
| * 1. Able to share with a partner |  |  |
| * 1. Able to find a partner immediately |  |  |
| * 1. Share personal information about oneself |  |  |
| * 1. Share fears about college life |  |  |
| 6.Share hopes about college life |  |  |

Checklist for Song Analysis (peer and personal assessment)

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| **Criteria** | **Yes** | **No** |
| 1. Join others in the singing of the song |  |  |
| 1. Pick a word from the song |  |  |
| 1. Pick a line from the song |  |  |
| 1. Explain the word/line of the song in relation to personal life experience |  |  |
| 1. Explain the word/line of the song in relation to school experiences |  |  |
| 1. Explain the word/line of the song in relation to FYDP goals and objectives |  |  |
| 7.Share with classmates according to time allotment |  |  |

Rubrics for My Rights and Responsibilities Activity (Guide)

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| **Criteria** | **President (10 pts)** | **Congressman (8 pts)** | **Mayor (6 pts)** | **Barangay captain (4 pts)** |
| 1. Formulated rights | Formulated 5 rights | Formulated 4 rights | Formulated 3 rights | Formulated 2 rights |
| 1. Formulated corresponding responsibilities | 5 corresponding rights | 4 corresponding rights | 3 corresponding rights | 2 corresponding rights |
| 1. Explanation | Explained 5 rights and responsibilities | Explained 4 rights and responsibilities | Explained 3 rights and responsibilities | Explained 2 rights and responsibilities |
| 1. teamwork | All members participate (8) | 6 members participate | 4 members participate | 2 members participate |