
	<p>Cordillera Career Development College Buyagan, Poblacion, La Trinidad, Benguet Tel. No.: (074) 422-2221/Email: ccdc@ccdc.edu.ph COLLEGE OF BUSINESS EDUCATION AND ADMINISTRATION</p>	
<p>COURSE SYLLABUS IN COURSE NO. (NSTP 1 – “NATIONAL SERVICE TRAINING PROGRAM 1”)</p>		

Department Form No.: 1	Version No.: 3	Approval Date:	Effective date:
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<p>CCDC VISION The center of quality education for culturally diverse and global learners.</p> <p>CCDC MISSION Deliver quality education through holistic, accessible and inclusive learning (HAIL) experiences to build socially and environmentally responsible global citizens and leaders.</p> <p>GOAL Leverage our key strengths for effective delivery of quality education and services in order to achieve the following: 1. world-class programs, 2. committed, culturally aware, dignified, and</p>	<p>STRATEGIC OBJECTIVES World-class PROGRAMS The school offers quality, universal and accessible education for all.</p> <p>Competent PEOPLE Our human resource is competent and purpose-driven toward global competencies.</p> <p>Strong PARTNERSHIPS, LINKAGES and NETWORKS We strengthen and expand local and global linkages to ensure quality programs and enhance competence of diverse learners.</p> <p>Exemplary graduates/PRODUCTS We produce highly productive and employable graduates or innovative job-providers.</p> <p>Excellent POLICY and GOVERNANCE Our teamwork fuels a culture of excellence.</p> <p>Adequate and Adaptive PHYSICAL PLANT</p>	<p>CBEA ACADEMIC PROGRAM OBJECTIVES</p> <ul style="list-style-type: none"> • Equip students with distinctive competencies to ensure and sustain a competitive advantage • Instill personal and social values to build a body of convictions and guiding beliefs based on personal relations and social responsibilities • Provide opportunities and enable spaces for alternative learning for all students
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<p>community-oriented people, 3. strong partnerships, linkages, and networks, 4. productive, culturally sensitive, responsible, and innovative products/graduates, 5. culture of excellence in policy and governance, and 6. adequate and adaptive physical plant and resources.</p> <p>CCDC VALUES C – Committed C – Culturally Aware D – Dignified C – Civic-Oriented</p>	<p>Our facilities are adequate and are adaptive to evolving needs and times.</p>				
COURSE CODE:	NSTP 1	Number of Units/Hours per Week:	3/3 Hours	Prerequisite(s):	
COURSE TITLE:	NATIONAL SERVICE TRAINING PROGRAM 1				
COURSE DESCRIPTION:	<p>This course covers the common modules corresponding to RA 9163; Values Education and Social Change; Leadership and Team Building; Disaster Awareness and Management; Pollution; Drug Abuse Awareness; Fundamentals of First Aid; and Project Development and Management. The lectures will be anchored with community engagement and relevant activities for the students to acquire practical knowledge and skills necessary for developing their civic and environmental consciousness and spirit of volunteerism. Thus this course is focused on providing an understanding of the importance of NSTP in developing the youth to be part of the enhancement of life of the community in the fields of health, education, environment, entrepreneurship, safety, recreation, and morals of the citizenry.</p>				
COURSE LEARNING	<p>A. Knowledge CLO1. Understand and discuss the role of NTSP in realizing the civic role of the youth.</p>				

<p>OUTCOMES (CLOs)</p>	<p>CLO 2. Assess the needs of the community in the areas of health, education, environment, entrepreneurship, safety, recreation, and morals of the citizenry.</p> <p>B. Skills CLO3. Manifest a sense of volunteerism and patriotism through the implementation of activities that shall be benefited by the community and for national service. CLO 4. Identify and Design activities/ projects in response to the socio-civic environmental issues. CLO 5. Engage responsibly and sensitively in activities geared towards community development. CLO 6. Execute fundamentals of first aid and risk management.</p> <p>C. Values CLO7. Develop strong civic consciousness, and enhance the intellectual, physical, moral, spiritual, and social being of the students. CLO 8. Internalize positive Filipino values for harmonious and productive relationships with the other members of the community.</p>															
<p>COURSE POLICIES:</p>	<p>A. Attendance</p> <p>1. Students must attend the scheduled face-to-face classes and accomplish the requirements. Incurred absences are referred for dropping (Section 7 of the handbook for students).</p> <table border="1" data-bbox="432 791 2114 1077"> <thead> <tr> <th colspan="5">NUMBER OF ABSENCES TO CAUSE DROPPING</th> </tr> <tr> <th>Class Schedule</th> <th>WARNING: COUNSELLING</th> <th></th> <th>CALL PARENT</th> <th>DROPPED. (Final Grade: DR)</th> </tr> </thead> <tbody> <tr> <td>MT/WTh/FS(1.5 hours)</td> <td>2 consecutive absences or 3 non-consecutive absences</td> <td></td> <td>5 absences</td> <td>8 absences</td> </tr> </tbody> </table> <p>2. Students must follow the class schedule and must get to class on time and complete the required activities indicated in the Course Syllabus. Activities/assignments/quizzes/major examinations should be accomplished within the time frame or schedule indicated in the Course Syllabus. Submissions through the Learning Management System (LMS) is highly encouraged. Late submission of requirements (assignments, activities, quizzes), without any valid reason, will be given a credit of 75% of their obtained score. Failure to comply with the requirements for this subject will incur an NG mark in that particular grading period.</p> <p>3. Interaction and participation in class discussions is highly encouraged.</p>	NUMBER OF ABSENCES TO CAUSE DROPPING					Class Schedule	WARNING: COUNSELLING		CALL PARENT	DROPPED. (Final Grade: DR)	MT/WTh/FS(1.5 hours)	2 consecutive absences or 3 non-consecutive absences		5 absences	8 absences
NUMBER OF ABSENCES TO CAUSE DROPPING																
Class Schedule	WARNING: COUNSELLING		CALL PARENT	DROPPED. (Final Grade: DR)												
MT/WTh/FS(1.5 hours)	2 consecutive absences or 3 non-consecutive absences		5 absences	8 absences												

	<p>4. Proper grooming should be observed at all times on the school campus.</p> <p>5. Students must practice independence and utmost honesty in accomplishing all their designated activities. Plagiarism is strictly prohibited. When using data from other source/s, references should be properly cited.</p> <p>6. Students who do not participate in the scheduled learning activities and who have not submitted at least 30% of the requirements for the whole duration of the class schedule shall be considered dropped, thus, do not qualify for completion and requirements submitted during the completion period will not be considered.</p> <p>7. Students are encouraged to consult with their teacher according to the consultation hours indicated by the teacher in this Course Syllabus.</p> <p>B. General Guidelines for Face-to-Face Classes (Health Protocols)</p> <ol style="list-style-type: none"> <i>Vaccination Status.</i> Each student must be fully vaccinated. Students are required to upload their vaccination status in the Learning Management System (LMS). <i>Facemask and Ventilation.</i> The use of a facemask is mandatory while inside the institution. Classroom and indoor spaces should be properly ventilated to ensure a healthy environment. <i>Temperature Checks.</i> Each student should undergo regular temperature checks at the entry points. Students with a body temperature higher than 37.8°C or experiencing symptoms like sore throat, cough, cold, and headache are asked to go to the school clinic for further evaluation or referral by the school clinic staff. <i>Disinfection and Hand washing/sanitizing.</i> Students should disinfect their spaces before class begins and after class ends. Hand sanitizing stations are placed at various locations throughout the campus. <p><i>Illness Reporting and Assessment.</i> Students are advised not to attend class if they are not feeling well. In case of illness, students are instructed to contact the school clinic via the hotline (0910-660-3745) or Facebook page (Salud Salud) for proper assessment.</p>
<p>GRADING SYSTEM:</p>	<p>First Grading Grade: Raw Scores Transmuted</p> <p>Midterm Grade: $\frac{F.G. G. + (M.T.G. \times 2)}{3}$ Range: 99 (highest grade) 75 (lowest grade)</p> <p>Final Grade: $\frac{M. G. + (F.T.G. \times 2)}{3}$ 74 and below (failing grade)</p> <p>Composition: Class standing= 60%; Examination= 40%</p> <p>Cut-off (for class standing and examination):</p>

INSTRUCTIONAL PLAN

CLO's	TOPIC LEARNING OUTCOMES	TOPIC	METHODOLOGY (Strategies and Activities)		ASSESSMENT	WEEKS	RESOURCES
CLO5	1. get to know CCDC. 2. explain the meaning of the new CCDC Philosophy, Vision, Mission, Values, and Goals. 3. comprehend the contents of the course syllabus.	1. Getting to know CCDC 2. The New CCDC Philosophy, Vision, Mission, Values, and Goals, and the respective college objectives and program outcomes 3. Overview of the syllabus	1. A short presentation of CCDC 2. Discussions of the new CCDC philosophy, vision, mission, values, and goals, and the respective college objectives, and program outcomes (if applicable) 3. Discussions of the contents of the syllabus		Self-reflection Recitation (sharing of ideas)	Aug. 14	Video of CCDC (if available) Student Handbook Course Syllabus
		MAIN TOPICS					
CLO1, CLO7	1. explain the history and significance of the NSTP in the purview of national security and development; 2. support the implementation of NSTP-related activities and endeavors; and appreciate the value of NSTP as a citizenship training program.	Chapter 1: The National Service Training Program 1. CCDC History 2. CCDC Sustainable Development Goals - No poverty - Zero Hunger	Interactive discussion Group activity: Brainstorming to answer the following questions: - What is the relevance of NTSP in your profession/ as a student?	Preparation/ Shooting for music video	Recitation Quiz Evaluation of output through rubrics. CCDC Hymn	Week 1	1. Agas, Joyrencce Mervin Q. De Leon, Marie Katherine Camille C. Ricafrente, Michelle C.: National Service Training

		<ul style="list-style-type: none"> - Good health and Well-being - Gender Equality - Peace, Justice and ... - Partnership <p>3. The History of National Service Training Program</p> <p>2. Legal Basis of NSTP (R.A. 9163 NSTP Act of 2001)</p>	<p>- What could be the future of NSTP?</p> <p>Preparation/ Shooting for music video</p>				<p>Program: MAPUA-NSTP 2. BSU-CWTS Module 3. KCP-NSTP Module</p>
<p>CLO3 , CLO7 , CLO8</p>	<p>1. understand individual behaviors through theories, concepts, and paradigms; 2. discuss the values and virtues and how these affect our society; 3. appreciate the Filipino character, values, and virtues; and foster good Filipino characters, values, and culture awareness in daily life.</p>	<p>Chapter 2: Values Education and Social Change</p> <ol style="list-style-type: none"> 1. The nature of man 2. Awareness of the Self and Other 3. The Framework of Values Education 4. Social Values vis-a-vis Social Virtues 5. The Filipino Character 	<p>Lecture-discussion</p>	<p>Individual Activity: Library Work</p> <p>Seminar</p>	<p>Graded Recitation</p> <p>Analysis/Critique of given moral dilemma in your region and sharing of results</p> <p>Personal reflection: Most significant learning.</p>	<p>Week 2-3</p>	<p><i>Effective Discipline through Filipino Values.</i> 1996. Manila, Philippines: Rex Book Store, Inc.</p> <p>Andres, Tomas Quintin.: <i>"And the Pinoy Manager</i></p>

							<p><i>said... „Bahala na!“</i></p> <p>Philippine Values Digest. 1986. Manila, Philippines: Values and Technologies Management Centre.</p> <p>Jensen, M. C., & Meckling, W. H. (1994). The Nature of Man. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.5471</p> <p>Williams, R. G. (2017). Stanford Encyclopedia of Philosophy. ResearchG</p>
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							<p>ate. https://plato.stanford.edu/archives/fall2017/entries/dubois/ Morin, A. (2011, October). (PDF) Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. ResearchGate . https://www.researchgate.net/publication/230451703_Self-Awareness_Part_1_Definition_Measures_Effects_Functions_and_Antecedents</p>
			First Long Assessment	Preliminary Quiz/			Week 4

<p>CLO2 , CLO3 , CLO5 , CLO7</p>	<p>1. understand the principles underpinning good citizenship, rights, as well as the responsibilities of citizen, service, and volunteerism for national development; 2. describe and analyze issues that relate to the good citizenship values, rights and the responsibilities of student-citizens in the country; 3. make reasonable decisions, address issues, explain concepts, and /or solve problems using relevant examples pertaining to the exercise of rights fulfillment of the obligation, and promotion of values towards responsible citizenship and gender equality; and 4. appreciate the significance of good citizenship towards</p>	<p>Chapter 3: Citizenship Training</p> <ol style="list-style-type: none"> 1. RA 8491- Flag Code of the Philippines 2. The Philippine Constitution 3. The Bill of Rights 4. Duties and Responsibilities of Filipino Citizen 5. Rights to Suffrage 6. SDG 5- Gender Equality 	<p>Lecture-discussion</p>	<p>Action Plan: Ways to address socio-civic concerns in the country with the integration of gender equality.</p> <p>Seminar</p>	<p>Graded Recitation</p> <p>Quiz</p> <p>Evaluation of output through rubrics.</p>	<p>Week 5</p>	<p>Simons,Jan et A. Irwin,Donal d B. ; Drinnien, Beverly A.: <i>The Search for Understanding</i>: NewYork. 1987. West Publishing Company.</p> <p>The Constitutio n of the Republic of the Philippines. Official Gazette. https://ww w.officialga zette.gov.p h/constituti ons/1987- constitution /</p> <p>Vera, A. D. (n.d.). DUTIES AND</p>
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	<p>the attainment of national development.</p>					<p>RESPONSIBILITIES OF A FILIPINO CITIZEN VISION AND MISSION OF A GOOD CITIZENSHIP MOVEMENT .</p> <p>Www.academia.edu. https://www.academia.edu/40343586/DUTIES_AND_RESPONSIBILITIES_OF_A_FILIPINO_CITIZEN_VISION_AND_MISSION_OF_A_GOOD_CITIZENSHIP_MOVEMENT</p> <p>Sustainable Development Goals. United Nations. https://www.</p>
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							un.org/sustainabledevelopment/gender-equality/
CLO2 , CLO7	<p>1. Articulate the concept of national security and peace in the promotion of national development;</p> <p>2. Identify values that must be developed and strengthened among students in the furtherance of national security and peace building;</p> <p>3. Manifest concrete actions in forgoing national security and peace in the country.</p>	<p>Chapter 4: National Security Concerns: Peace, Justice, and Strong Institution -SDG 16 (Target)</p> <p>1. Concept of National Security 2. Threats to National Security 3. Understanding values of peace and Order 4. Role of schools in promoting values of Peace</p>	Lecture-discussion	<p>Library/Internet research of the topics.</p> <p>Seminar</p>	<p>Quiz</p> <p>Evaluation of output through rubrics.</p>	Week 6	<p>Buenaflo, R.C. (2016). Outcome-based learning manual on the introduction to philosophy and the verbal and non-verbal logic: Basic tools for life United Nations Development Programme (UNDP). <i>Human Development Report 1994</i>. New York: Oxford University Press, 23. http://www</p>

							.undp.org/hrdo/1994/94.htm : "The TRUTH About Lies": Modules on Good Citizenship Values. Manila, Philippines: The Institution Building Team, 2004.*
			FIRST GRADING EXAMINATION			Week 7	
CLO2 , CLO4 , CLO7 , CLO8	1. unleash one's potential of becoming a leader; 2. the ability to communicate openly and demonstrate care with authenticity; 3. the skill to leverage strengths and use others' capabilities. the energy into teams; and 4. the ability to take personal risks	Chapter 5: Leadership and Team Building 1. Definition of terms 2. Nature of Leadership 3. Variables of Leadership 4. Roles of a Leader 5. Types of a Leader	Lecture-discussion	Seminar	Reflection Paper Quiz	Week 8-9	Structured Training Module: Leadership, Team Building, and Performance Enhancement . Regional Training Institute, Kolkata. https://caq.g

		<p>6. Characters of a Potential Leader</p> <p>7. Methods of Selecting Local Leaders</p> <p>8. Methods Used in Training and Developing Leaders</p> <p>9. The Team Building Cycle</p> <p>10. Necessities of Team Building</p> <p>Various Roles of Team Members</p>					ov.in/uploads/media/C-1-STMLeadershipandTeamBuilding-20200601125232.pdf
<p>CLO3 CLO6 CLO7</p>	<p>1. update knowledge on disaster Risk reduction and management;</p> <p>2. acquire skills in responding on disaster incidence with their capacity; and</p> <p>3. appreciate the impact of disaster by building sustainable and resilient communities.</p>	<p>Chapter 6: Disaster Awareness and Management</p> <p>1. Brief Introduction and Definition of Terms</p> <p>Common Disasters and Disaster Risk Management</p>	Lecture-Discussion	<p>Lecture-discussions with Resource Speaker</p> <p>Research Work: Enumerate the strategies that increase the</p>	<p>Quiz</p> <p>Reflection paper</p> <p>Evaluation of output through rubrics.</p>	Week 10	<p>Disaster Preparedness . Official Gazette.</p> <p>https://www.officialgazette.gov.ph/aquino-administration/disaster-preparedness/</p>

				country's resiliency to disasters. Seminar			Disaster Management for Local Government and Their Constituencies: A Guide to Developing, Maintaining and Implementing Emergency Plan, 2012
CLO3 , CLO6 , CLO7	1.update knowledge on disaster Risk reduction and management; 2. acquire skills in responding on disaster incidence with their capacity; and 3. appreciate the impact of disaster by building sustainable and resilient communities.	Chapter 7: Fundamentals of First Aid with Fire Prevention 1. Introduction and Definition of Terms 2. Fundamental Concepts 3. Emergency Action Principles 4. Situational Action Guided 5. Artificial Respiration 6. Cardiopulmonary Resuscitation	Lecture-discussion	Demonstration-First Aid	Quiz Reflection paper Performance Assessment	Week 11-12	Community-Based Health and First Aid Flipchart. Philippine Redcross. https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2016/07/Community-Based-Health-and-First-Aid-Flipchart-.pdf

		7. Common Instances for First Aid Application					
			SECOND GRADING EXAMINATION			Week 13	
CLO2 , CLO3 , CLO4 , CLO7 , CLO8	1. gain and verbalize concepts principles and importance of environmental education; 2. formulate action plan that shall address environmental concerns; and 3. value the importance of environment education as part of developing youth to be good citizens.	Chapter 8: Pollution 1. Introduction 2. Basic Types of Pollution 3. Ways of Combating Pollution 4. Pollution Control Points 5. Environmental Education -Sustainable Development and Local Community Issues: a. Environmental Protection b. Zero Waste c. Women, Children family welfare	Lecture-discussion Campaign materials in relation to the topic	Conduct environmental activities with the community with CWC organization. Seminar	Evaluation of output through rubrics.	Week 14-15	The Republic Act (RA) 9003, otherwise known as the Ecological Solid Waste Management Act of 2000. Republic Act 3931. An Act Creating The National Water and Air Pollution Control Commission. https://lawphil.net/statutes/repacts/ra1964/ra_3931_1964.html#:~:text=Republic%20Act%20No.,3931&text=AN%20ACT%20CREAT

							ING%20THE%20NATIONAL%20WATER%20AND%20AIR%20POLLUTION%20CONTROL%20COMMISSION . Singh, R. L., & Singh, P. K. (2016). Global Environmental Problems. Principles and Applications of Environmental Biotechnology for a Sustainable Future, 13-41. https://doi.org/10.1007/978-981-10-1866-4_2
CLO2 , CLO3 ,	1. explore the nature and effects of drugs of abuse and substances such as alcohol, tobacco, and others on personal	Chapter 9: Drug and Substance Abuse 1. Introduction and	Case analysis	Seminar	Quiz Evaluation of output	Week 16	Comprehensive Dangerous Drugs Act of 2002

<p>CLO4 , CLO5 , CLO7</p>	<p>health and social relationships; and 2. values one's contribution in the prevention of controlling drugs and substances</p>	<p>Definition of Common Terms 2. Good Health and Well-being 3. Drugs and Substances Commonly Abused 4. Causes of Drug Abuse 5. How Drugs are Taken 6. Symptoms of Drug Addiction 7. Effects of Drug Abuse Some Solutions on Drug Abuse</p>			<p>through rubrics.</p>		<p>(Republic Act No. 9165). Boys, A., Marsden, J., & Strang, J. (2001). Understanding reasons for drug use amongst young people: a functional perspective. Health Education Research, 16(4), 457-469. https://doi.org/10.1093/her/16.4.457</p>
<p>CLO2 - CLO8</p>	<p>1. discuss the theoretical aspects of project development and management design, implementation, and evaluation and put it into practice; 2. assess issues and concerns of a community;</p>	<p>Chapter 10: Project Development and Management 1. Definition of Common Terms 2. Characteristics of Project Development and</p>	<p>Lecture-discussion</p>	<p>Group Activity: Action Plan- Create and implement community-based activity in response to local</p>	<p>Quiz Recitation Evaluation of output</p>	<p>Week 17</p>	<p>Coming Up with the Money: Launching a Successful Community Development Initiative. Federal Reserve Bank of St. Luis.</p>

	<p>3. prepare scholarly activity design for community development; and strengthen community engagement and volunteerism among the students.</p>	<p>Management 3. The Project Proposal Capsule Format 4. Importance of multi-stakeholder partnership for the achievement of goals -SDG17 Local and Global Concerns: Poverty-SDG 1; Zero Hunger-SDG 2; Food Security- SDG 2.... / Climate Change SDG</p>		<p>and global concerns. Seminar</p>		<p>https://www.stlouisfed.org/community-development/how-to-launch-community-development-project Mwaniki, C., Wawira, & Were, S. (n.d.). EFFECTS OF PROJECT MANAGEMENT PRACTICES ON COMMUNITY DEVELOPMENT IN NAIROBI CITY COUNTY. Retrieved August 12, 2023, from https://serialpublishers.org/Journals/Effects%20of%20project%20management%20practices%20on%20c</p>
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							<p>community%20development%20in%20Nairobi%20City%20County.pdf</p> <p>The College Editor Guild of the Philippines. Kasasaad ti Agtutubo: The Cordillera Youth Situation and Challenges. https://voice.global/assets/2018/10/Kasasaad-ti-Agtutubo-Cordillera-Youth-Situation-and-Challenges.pdf</p> <p>Mulligan, T. et.al. 2015. Using Project Management Skills for Your Community</p>
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							<p>Economic Development Project. Community Economic Development Project in Carolina and Beyond. https://ced.sog.unc.edu/2015/05/using-project-management-skills-for-your-community-economic-development-project/</p>
	7.		FINAL GRADING EXAMINATION			Week 18	

A. RUBRICS FOR SCORING

A. Written Outputs (100 Points)

CRITERIA	POINTS PER DESCRIPTOR			SCORE
	Excellent	Very Good	Good	
1. Identification of the main topic/ issue (30)	Demonstrates comprehensive deep understanding of all main issues/points (26-30)	Demonstrates acceptable understanding of most issues/ points (11-25)	Demonstrates inadequate understanding of some issues/points (1-10)	
2. Content: Quality of analysis, evaluation, completeness (40)	Insightful and thorough; complete, clear, accurate, and concise analysis and	Thorough analysis and assessment of most of the issues/points identified; explained/ answered some;	Presents a superficial or incomplete analysis and assessment of identified issues; did not include important	

	assessment of all points (31-40)	acceptable integration; some impacts mentioned (21-30)	points; poor integration; no inclusion of impacts (1-20)	
3. Application/link to course, discussion, experience, and other sources (20)	Makes appropriate and powerful connections between issues and concepts/theories or principles studied, experienced or discussed (16-20)	Vague and limited connections between issues and concepts/principles studied/limited research (10-15)	Inappropriate or little connection between issues identified and the concepts/principles studied; incomplete research (1-10)	
4. Writing mechanics and formatting guidelines; Ontime (10)	Demonstrates clarity, conciseness, and accuracy; organized; format is appropriate; correct grammar and spelling (8-10)	Occasional grammar or spelling errors but still a good presentation of ideas; organization can be improved (4-7)	Unfocused writing, rambling/contains serious errors; poorly organized; does not follow guidelines (1-3)	

B. Presentation (50 Points)

CRITERIA	POINTS PER DESCRIPTOR			SCORE
	Excellent	Very Good	Good	
1. Content (15)	Very Complete (11-15)	Limited (1-5)	Limited (1-5)	
2. Depth/ Clarity (15)	Detailed/ Very clear (11-15)	Substantial/ Clear in most parts (6-10)	Limited/ not clear in most parts (1-5)	
3. Structure (10)	There is a logical progression of ideas (8-10)	There are few areas of disjointedness or intermittent lack of logical progression of ideas (5-7)	Ideas are somewhat disjointed and/ or do not always flow logically, making a bit difficult to follow (1-4)	
4. Delivery (5)	Communicate clearly with no difficulty (4-5)	Answers with little difficulty (3)	Unable to respond to questions (2)	
5. Presentation (5)	With written report, PPT, and activities (4-5)	With written report and PPT (3)	With written report or PPT (2)	

C. Music Video (50 Points)

CRITERIA	POINTS PER DESCRIPTOR			SCORE
	Excellent	Very Good	Good	
1. Concept	-The music video has a distinguishable	Accomplished/ Performed	Needs improvement in	

development (30 points)	concept. -Music videos flow and make sense. -Smooth transition of each part of the video.	all the elements. (30-26)	some elements (25-16)	
2. Content (30 points)	- The meaning of the Hymn is well presented. - Interpretation is accurate and correct. - The content is clear.	Accomplished/ Performed all the elements. (30-26)	Needs improvement in some elements (25-16)	
3. Originality and Uniqueness (20 points)	- The concept is unique. Audio, footage, and photos are original.	Accomplished/ Performed all the elements. (20-16)	Needs improvement in some elements (15-11)	
4. Overall Quality of output. (20 points)	- The audio is audible and the lyrics are clear. - Video/ photos are visible. - The video goes along with the music. - Mechanics were followed. Entry submitted on time.	Accomplished/ Performed all the elements. (20-16)	Needs improvement in some elements. (15-11)	

B. ACTIVITY TEMPLATE (if applicable)

1. Format for Case Analysis/ Presentation

- I. Introduction
- II. Definition of problem/ key issues
- III. Summary of Main Points
 - a. Findings
 - b. Discussion
 - c. Conclusion/ Recommendations
 - d. Implementation (If applicable)
- IV. Insights
- V. Reference (APA 7 Format)

REFERENCES (APA Format)

- A. Books

Andres, Tomas Quintin.: *"And the Pinoy Manager said... „Bahala na!""* Philippine Values Digest. 1986. Manila, Philippines: Values and Technologies Management Centre.

Agas, Joyrencce Mervin Q. De Leon, Marie Katherine Camille C. Ricafrente, Michelle C.: National Service Training Program: MAPUA-NSTP.

BSU-CWTS Module

Effective Discipline through Filipino Values. 1996. Manila, Philippines: Rex Book Store, Inc.

KCP-NSTP Module

Simons, Janet A. Irwin, Donald B.; Drinnien, Beverly A.: *The Search for Understanding*: New York. 1987. West Publishing Company.

B. E-books

C. Videos or other online materials/websites

CCDC AVP

Boys, A., Marsden, J., & Strang, J. (2001). Understanding reasons for drug use amongst young people: a functional perspective.

Health Education Research, 16(4), 457–469. <https://doi.org/10.1093/her/16.4.457>

Coming Up with the Money: Launching a Successful Community Development Initiative. Federal Reserve Bank of St. Luis.

<https://www.stlouisfed.org/community-development/how-to-launch-community-development-project>

Comprehensive Dangerous Drugs Act of 2002 (Republic Act No. 9165).

https://lawphil.net/statutes/repacts/ra2002/ra_9165_2002.html

Jensen, M. C., & Meckling, W. H. (1994). The Nature of Man. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.5471>

Morin, A. (2011, October). (PDF) Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. ResearchGate.

https://www.researchgate.net/publication/230451703_Self-Awareness_Part_1_Definition_Measures_Effects_Functions_and_Antecedents

The Constitution of the Republic of the Philippines. Official Gazette. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>

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Schedule: Day: _____ Time: _____ Venue: _____	

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