	School:		**Grade Level:**	**7**
	Teacher:		**Learning Area:**	**Science**
	Teaching Dates and Time:		**Quarter:**	**Fourth**
			Week:	**Week 4-Day 5**

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		***ANNOTATIONS***
A. CONTENT STANDARDS	The learners learn that the damage or effects on communities depend on the magnitude of and distance from an earthquake.	
B. PERFORMANCE STANDARDS	By the end of the Quarter, learners will appreciate the value of using systems to analyze and explain natural phenomena and demonstrate their understanding of the dynamics of faults and earthquakes. They are confident in identifying and assessing the earthquake risk for their local communities using authentic and reliable secondary data. They use the country's disaster awareness and risk reduction management plans to identify and explain to others what to do in the event of an earthquake. Learners explain the cause and effects of secondary impacts that some coastal communities may experience should a tsunami be produced by either local or distant earthquake activity. Learners use reliable scientific information to identify and explain how solar energy influences the atmosphere and weather systems of the Earth and use such information to appreciate and explain the dominant processes that influence the climate of the Philippines.	
C. LEARNING COMPETENCIES	**Learning Competencies:** Refer to the local disaster readiness plans to demonstrate what to do during and after an earthquake **Learning Competencies:** Describe procedures that the authorities have in place to alert communities of pending	

	tsunamis and what procedures can be implemented should a tsunami impact a community;	
D. LEARNING OBJECTIVES	**Learning Objectives:** 1. Identify the key components of the local disaster readiness plan related to earthquakes; 2. Demonstrate the correct technique for "Drop, Cover, and Hold On" during simulated earthquake drills.; and 3. Increased confidence in their ability to respond effectively during and after an earthquake by following the local disaster readiness plan. **Learning Objectives:** 1. Describe the communication channels through which authorities disseminate tsunami warnings; 2. Demonstrate the ability to follow evacuation procedures in response to a tsunami warning; and 3. Appreciate the importance of preparedness for tsunamis.	
I. CONTENT		
Earthquake and Tsunami Preparedness		
II. LEARNING RESOURCES		
A. REFERENCES	● The San Andreas Fault - VIII. “Magnitude” and “Intensity.” (n.d.). https://pubs.usgs.gov/gip/earthq3/magnitude.html ● Oxford Languages Dictionary ● simulate. (2024). https://dictionary.cambridge.org/dictionary/english/simulate ● The Modified Mercalli Intensity Scale | U.S. Geological Survey. (n.d.). https://www.usgs.gov/programs/earthquake-hazards/modified- mercalli-intensity-scale	
B. OTHER LEARNING RESOURCES		
III. TEACHING AND LEARNING PROCEDURE		

BEFORE/PRE-LESSON PROPER		
ACTIVATING PRIOR KNOWLEDGE		
LESSON PURPOSE/INTENTION		
LESSON LANGUAGE PRACTICE		
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM		
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM		
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS		
EVALUATING LEARNING	**Formative Assessment** 1. Which of the following statements best describes the purpose of intensity scales in assessing earthquake effects? A) Intensity scales measure the depth of an earthquake's epicenter. B) Intensity scales quantify the energy released by an earthquake. C) Intensity scales evaluate the effects of an earthquake on people, structures, and the environment. D) Intensity scales determine the duration of shaking during an earthquake. 2. How does the Modified Mercalli Scale differ from the Richter Scale? A) The Modified Mercalli Scale measures earthquake magnitude, while the Richter Scale measures earthquake intensity.	Answers: 1. C) Intensity scales evaluate the effects of an earthquake on people, structures, and the environment. 2. C) The Modified Mercalli Scale measures earthquake effects, while the Richter Scale measures ground shaking. 3. A) Stay inside and hide under a sturdy piece of furniture. 4. D) All of the above. 5. B) To seek high ground or move inland to avoid tsunami waves.

	B) The Modified Mercalli Scale measures earthquake depth, while the Richter Scale measures earthquake duration. C) The Modified Mercalli Scale measures earthquake effects, while the Richter Scale measures ground shaking. D) The Modified Mercalli Scale measures earthquake frequency, while the Richter Scale measures earthquake location. 3. During an earthquake, what is the most appropriate action to take if you are indoors? A) Stay inside and hide under a sturdy piece of furniture. B) Run outside and seek open space immediately. C) Stand in a doorway to prevent door collapse. D) Turn off all utilities and evacuate the building. 4. Which of the following items should be included in an earthquake preparedness kit? A) Matches and candles for lighting. B) A battery-operated radio and extra batteries. C) Bottled water and non-perishable food items. D) All of the above. 5. What is the primary goal of tsunami evacuation procedures? A) To gather belongings and secure valuables. B) To seek high ground or move inland to avoid tsunami waves.	

	C) To stay inside buildings and wait for rescue. D) To drive to the coast and observe the tsunami.	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

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Subject Teacher

Reviewed by:

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