



GEC 007 – READINGS ON PHILIPPINE HISTORY

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:

- a. discuss the current developments and advancements in the specific field of practice;
- b. demonstrate independently the 21st century competencies and skills;
- c. work collaboratively in multi-disciplinary and multi-cultural groups;
- d. exhibit professional, social and ethical accountability;
- e. preserve Filipino historical and cultural heritage;
- f. generate new knowledge through data-driven research and development projects; and

INSTITUTIONAL OUTCOMES (IO)						
a	b	c	d	e	f	g
✓	✓					✓
✓	✓		✓			✓
✓		✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	✓

- g. participate actively in the national, regional and local development plans.

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

1 COURSE CODE GEC 007

2 COURSE TITLE Readings on Philippine History/Mga Babasahin hingil sa Kasaysayan ng Pilipinas

3 PREREQUISITE None

4 CREDITS 3 units

5 COURSE DESCRIPTION

The course analyzes Philippine History from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine evidences presented in the documents. The discussion will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine Political, Economic, Cultural, Social, Scientific, and religious history. Priority is given to primary materials that could help students develop their analytical and communication . The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens. This includes mandatory topics on the Philippine Constitution, Agrarian Reform and Taxation.

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6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)	Program Outcomes						
	a	b	c	d	e	f	g
At the end of the course, a student can:							
a. Inculcate the SKSU VMGO, classroom policies, course overview, course requirements, grading system	/	/	/	/	/	/	/
b. Evaluate primary sources for their credibility, authenticity, and providence	/	/	/	/	/	/	/
c. Analyze the context, content and perspective of different kinds of primary sources	/	/	/	/	/	/	/
d. Determine the contribution of different kinds of primary sources in understanding Philippine History	/	/	/	/	/	/	/
e. Develop critical and analytical skills with exposure to primary sources	/	/	/	/	/	/	/
f. Demonstrate the ability to use primary sources to argue in favor or against a particular issue	/	/	/	/	/	/	/
g. Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topics	/	/	/	/	/	/	/

COURSE CONTENTS

WE EK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOME S (CLOs)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i>	At the end of the week, the pre-service teacher (PST) can: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	Individual participation in class discussion and group presentation	
2	Introduction to History: Definition, Issues, Sources, and Methodology a. Definition and Subject Matter b. Question and Issues in History c. History and the Historian d. Historical Sources	a. Evaluate primary sources for their credibility, authenticity, and provenance	<ul style="list-style-type: none"> ● Facilitate the class discussion about the topics: Meaning And Relevance Of History, Distinction Of Primary And Secondary Sources, External And Internal Criticism, Repositories Of Primary Sources and Different Kinds of Primary Sources ● Activity Implementation by partner, by group and individual about Library and Museum visitation ● Guided discussion 	a. Produce examples of primary sources and the corresponding secondary sources derived from them.	
3	Content and Contextual analysis of selected primary sources in the Philippines history a. a brief summary of the first voyage around the world by Magellan by Antonio Pigafetta - Analysis of Pigafetta's Chronicles c. The KKK and the "Kartilya ng Katipunan" - Analysis of "Kartilya ng Katipunan" d. Readings and Proclamation of the Philippine Independence - Analysis of Proclamation of the Philippine Independence e. A glance at selected Philippines Political Caricature in Alfred McCoy's Philippine Cartoons: Political Caricature of the American Era (1900-1941) - Analysis of Political Caricature during the American Period. f. Revisiting the Corazon Aquino speech before the U.S. Congress	a. Analyze the context, content, and perspective of different kinds of primary sources b. Determine the contribution of different kinds of primary sources in understanding Philippine history. c. Develop critical and analytical skills with exposure through primary sources.	<ul style="list-style-type: none"> ● Knowledge Check Students will have the library research and make an essay to analyze the context, content, and perspective of different kinds of primary sources. ● Focus Group Discussion Students will have the Film analysis ● Lecture/Discussion Lecture/Discussion Guide the students to abstract the main points and concepts of the Film. 	a. Graded Reporting b. Quizzes Critical Essay about a particular primary source: (Students are to discuss the importance of the text, the author's background, the context of the document, and its contribution to understanding Philippine history)	

	- Analysis of Cory Aquino's Speech				
4	<p>"ONE PAST BUT MANY HISTORIES": Philippine History: Spaces for conflict controversies</p> <p>a. Site of the first mass b. Cavity Mutiny</p>	<p>a. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary sources.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Role Play <ul style="list-style-type: none"> ✓ Perform the first mass and physical features of the site ✓ Assign roles to students, such as Katipunan members, Spanish authorities, and local residents. <p>Analysis</p> <ul style="list-style-type: none"> • Source Evaluation & Document Analysis <ul style="list-style-type: none"> ✓ Students analyze and critically evaluate sources given by the teacher (historical accounts, diaries, letters) ✓ Students analyze the content documents related to the Cavity Mutiny, such as letters, proclamations, or newspaper articles <p>Abstraction</p> <ul style="list-style-type: none"> • Historical Timeline Creation and Concept Mapping <ul style="list-style-type: none"> ✓ Students create a timeline of events related to the first mass inclusion of different perspectives and controversies ✓ Students create a concept map illustrating the causes, events, and consequences of the Cavity Mutiny. <p>Application</p> <p>Writing Reflections ✓ Students write reflective essays on the controversies and diverse perspectives, critical thinking and synthesis of different viewpoints</p>	<p>a. Group discussion b. Debate c. Document analysis Reaction/Reflection paper</p>	b,c,d,e,f,g,h i,j
MIDTERM EXAMINATION					
5					
6	<p>"ONE PAST BUT MANY HISTORIES": CONTROVERSIES AND CONFLICTING VIEWS IN PHILIPPINE HISTORY</p> <p>a. Retraction of Rizal b.Cry of Balintawak or Pugad-Lawin</p>	<p>a. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary sources.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Role Play <ul style="list-style-type: none"> ✓ Students engage in role-playing activity to take on the persons of key figures <p>Analysis</p> <ul style="list-style-type: none"> • Debate <ul style="list-style-type: none"> ✓ Students debate the significance and interpretation of the pivotal events in Philippine history. <p>Abstraction</p> <ul style="list-style-type: none"> • Concept Mapping 	<p>a. Group Presentation b. Group discussion c. Round table discussion d. Grade Reporting</p>	b,c,d,e,f,g,h i,j

		<ul style="list-style-type: none"> ✓ Students identify patterns, relationships, and key concepts, fostering a deeper understanding of the complexity of historical narratives. <p>Application</p> <ul style="list-style-type: none"> • Historical Inquiry Project Students investigate a specific aspects of the controversies in Philippine history and apply their analytical skills to critically evaluate sources, draw conclusions and present their findings in a comprehensive manner. 		
7	<p>Social, Political, Economic, and cultural Issues in Philippine History</p> <p>a Agrarian reform - Agrarian reform efforts under Marcos - Post-1986 Agrarian Reform - CARPER and the future of Agrarian reform in the Philippines</p> <p>c. Evolution of Philippine Taxation - Taxation in Spanish Philippines - Taxation under the Americans - Taxation during the Commonwealth period - Fiscal Policy from 1946 to present</p>	<p>a. Effectively communicate, using various techniques and genres, historical analysis of a particular event or issue that could help other understand chosen topic</p> <p>Propose recommendations or solutions to present day problems based on their understanding of root causes, and their anticipation of future scenarios</p> <p>c. Display the ability to work in a multidisciplinary team and contribute to a group endeavor</p>	<p>Activity</p> <ul style="list-style-type: none"> • Conduct a Mock Debate ✓ Students will be divided into groups representing different stakeholders (ex.: farmers, government officials, landowners, etc.) and presents arguments for or against specific agrarian reform policies where students defend their positions and engage in discussions. <p>Analysis</p> <ul style="list-style-type: none"> • Case Study Analysis ✓ Provide students with real-life case studies related to Agrarian Reform in the Philippines and they will analyze the impact of specific policies on different stakeholders and present their findings. <p>Abstraction</p> <ul style="list-style-type: none"> • Policy Proposal ✓ Students work individually or in pairs to create a proposal for a new agrarian reform policy and emphasize the need for abstraction and critical thinking to address the complexities of the issue. <p>Application</p> <ul style="list-style-type: none"> • Community Outreach ✓ Depending on the type of program being conducted, students are assigned to organize a community outreach program. They plan to have a designated location and apply their knowledge by connecting with local residents. 	
8	<p>2. The Philippine Constitution:</p> <p>a. 1899 (Malolos) Constitution b. 1935 Constitution c. 1973 Constitution b. 1987 Constitution</p>		<p>Activity</p> <ul style="list-style-type: none"> • Timeline Construction ✓ In groups, students create a visual timeline highlighting key events in the evolution of Philippine constitutions (Malolos, 1935, 1973, 1987). This can include political changes, societal shifts, and major events that influenced constitutional developments. 	<p>a. Quiz b. Round table discussion</p>

		<p>Analysis</p> <ul style="list-style-type: none"> • Comparative Analysis <ul style="list-style-type: none"> ✓ Assign students different pairs of constitutions (e.g., Malolos and 1987, 1935 and 1973). Have them analyze the similarities, differences, and the historical context that led to constitutional changes. <p>Abstraction</p> <ul style="list-style-type: none"> • Constitutional Amendment Simulation <ul style="list-style-type: none"> ✓ Students participate in a simulation where they propose and debate amendments to a fictional constitution. This activity encourages abstract thinking about the principles that should guide constitutional changes. <p>Application</p> <ul style="list-style-type: none"> • Constitutional Convention Simulation <ul style="list-style-type: none"> ✓ Organize a class-wide simulation of a constitutional convention. Students take on roles as delegates and work together to draft a new constitution, considering contemporary issues. 	c. Debate d. Group Reporting	
9	Taxation	<p>Activity</p> <ul style="list-style-type: none"> • Budgeting Simulation <ul style="list-style-type: none"> ✓ Provide students with a hypothetical scenario where they need to allocate funds for various government projects. They must understand taxation's role in revenue generation and make decisions based on economic and social priorities. <p>Analysis</p> <ul style="list-style-type: none"> • Tax Policy Evaluation <ul style="list-style-type: none"> ✓ Assign students different tax policies from different time periods. Have them analyze the economic and social impacts of these policies, considering factors like income distribution and government revenue. <p>Abstraction</p> <ul style="list-style-type: none"> • Design Your Tax System <ul style="list-style-type: none"> ✓ Students work in small groups to design their ideal tax system. They must consider the economic, political, and social implications of their proposed tax structure. <p>Application</p> <ul style="list-style-type: none"> • Tax Awareness Campaign <ul style="list-style-type: none"> ✓ Students create and execute a campaign to raise awareness about the importance of taxation in funding public services. This real- 		6

			world application helps them understand the cultural and societal aspects of taxation.		
10	CRITICAL EVALUATION AND PROMOTION OF : a. Local and Oral History	a. Manifest interest in local history and show concern in promoting and preserving the countries' historical and cultural heritage b. Understand the cultural traditions that are integral part of ASEAN's heritage in recognizing regional identities.	<p>Activity</p> <ul style="list-style-type: none"> • Oral History Interview Project <ul style="list-style-type: none"> ✓ Students conduct interviews with local community members to collect oral histories. Encourage them to ask open-ended questions that explore personal experiences and perspectives. The collected stories can be compiled into a class oral history archive. <p>Analysis</p> <ul style="list-style-type: none"> • Comparative Analysis of Oral Histories <ul style="list-style-type: none"> ✓ Students analyze common themes and differences in the oral histories collected. Discuss the impact of individual perspectives on the understanding of local history. <p>Abstraction</p> <ul style="list-style-type: none"> • Story Telling Workshop <ul style="list-style-type: none"> ✓ Organize a workshop where students learn different storytelling techniques. They can then use these skills to abstract key narratives from oral histories and present them in creative ways. <p>Application</p> <ul style="list-style-type: none"> • Community Story Telling Event <ul style="list-style-type: none"> ✓ Students organize a community event to share the oral histories they collected. This event promotes a deeper understanding of local history and strengthens community bonds. 	Interview Comparative Analysis Story telling workshop Museum Visitation Group Discussion Reporting	b,c,d,e,f,g,h i,j
11	b. Museum		<p>Activity</p> <ul style="list-style-type: none"> • Museum Critic and visit <ul style="list-style-type: none"> ✓ Organize a visit to a local museum. Students critically evaluate the museum's exhibits, presentation, and representation of historical events or cultural artifacts. <p>Analysis</p> <ul style="list-style-type: none"> • Exhibit Redesign Project <ul style="list-style-type: none"> ✓ Assign students the task of redesigning a section of the museum exhibit. They must justify their changes based on historical accuracy, inclusivity, and educational value. 		

		<p>Abstraction</p> <ul style="list-style-type: none"> • Virtual Museum Design <ul style="list-style-type: none"> ✓ In groups, students design a virtual museum exhibit on a specific historical or cultural theme. This encourages abstract thinking about how technology can enhance the museum experience. <p>Application</p> <ul style="list-style-type: none"> • Pop-up Museum <ul style="list-style-type: none"> ✓ Students create a pop-up museum in the school, showcasing artifacts and stories related to local history or cultural heritage. 	
12	C. Historical Shrines	<p>Activity</p> <ul style="list-style-type: none"> • Shrines Exploration and Documentation <ul style="list-style-type: none"> ✓ Students visit a historical shrine and document their observations, including the architecture, symbolism, and historical significance. They can use various mediums such as photography, sketches, or written description <p>Analysis</p> <ul style="list-style-type: none"> • Symbolism and Interpretation <ul style="list-style-type: none"> ✓ Discuss the symbolism present in the shrines visited. Students analyze how different elements contribute to the interpretation and representation of history. <p>Abstraction</p> <ul style="list-style-type: none"> • Create Your Historical Shrine <ul style="list-style-type: none"> ✓ Students design and present their conceptual historical shrine, explaining the symbolism and elements they chose. <p>Application</p> <ul style="list-style-type: none"> • Preservation Proposal <ul style="list-style-type: none"> ✓ Students develop proposals for the preservation and maintenance of a chosen historical shrine, considering factors such as cultural sensitivity and accessibility. 	
13	D. Cultural Performances	<p>Activity</p> <ul style="list-style-type: none"> • Cultural Performances Showcase <ul style="list-style-type: none"> ✓ Students research and present cultural performances from different regions or time periods. This can include traditional dances, music, or theatrical performances. <p>Analysis</p> <ul style="list-style-type: none"> • Impact of cultural Performances 	

		<p>Students analyze the impact of cultural performances on preserving and transmitting cultural identity. Discuss how these performances contribute to the understanding of history and traditions.</p> <p>Abstraction</p> <ul style="list-style-type: none"> • Modern Interpretation Project <ul style="list-style-type: none"> ✓ In groups, students create a modern interpretation of a traditional cultural performance, considering contemporary influences. <p>Application</p> <ul style="list-style-type: none"> • Community Cultural Festival <ul style="list-style-type: none"> ✓ Students organize a cultural festival showcasing various performances, promoting cultural diversity and understanding within the community. 		
14	E. Indigenous Practices	<p>Activity</p> <ul style="list-style-type: none"> • Cultural Study <ul style="list-style-type: none"> ✓ Assigned a cultural study between students from indigenous communities and those from other regions. Students share their research practices, fostering mutual understanding of indigenous community and from other regions. <p>Analysis</p> <ul style="list-style-type: none"> • Indigenous Practices Research Paper <ul style="list-style-type: none"> ✓ Students research and write a paper analyzing the historical, cultural, and social significance of specific indigenous practices. <p>Abstraction</p> <ul style="list-style-type: none"> • Sustainable Indigenous Practices <ul style="list-style-type: none"> ✓ In groups, students develop proposals for sustainable practices that preserve and promote indigenous cultures. <p>Application</p> <ul style="list-style-type: none"> • Indigenous Cultural Workshop <ul style="list-style-type: none"> ✓ Collaborate with indigenous communities to organize a workshop where community members teach traditional practices to students. 		
15	F. Religious Rites and Rituals, etc.	<p>Activity</p> <ul style="list-style-type: none"> • Ritual Observation/Documentation <ul style="list-style-type: none"> ✓ Students observe and document a religious ritual or ceremony. Emphasize the importance of respectful observation and understanding of cultural and religious practices. 		

		<p>Analysis</p> <ul style="list-style-type: none"> • Comparative religious Practices <ul style="list-style-type: none"> ✓ Students compare religious rites and rituals from different cultures, exploring similarities and differences. <p>Abstraction</p> <ul style="list-style-type: none"> • Symbolism in Religious Practices <ul style="list-style-type: none"> ✓ Assign students to create visual representations highlighting the symbolism in various religious rites and rituals. <p>Application</p> <ul style="list-style-type: none"> • Interfaith Dialogue <ul style="list-style-type: none"> Students organize an interfaith dialogue where representatives from different religious communities discuss their rites and rituals, fostering understanding and respect. 		
16	<p>Other topics:</p> <ul style="list-style-type: none"> • Filipino cultural heritage • The place of Local History to the ASEAN declaration of Cultural Heritage • Filipino – American relations • Government Peace Treaties with Muslim Filipinos • Institutional History of School, Corporations, Industries, Religious Groups, and the like • Biography of a prominent Filipino 			
17	Onsite Visit on Museum			
18		FINAL EXAMINATION		

Lecture Hours = 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

- 1. Class Participation and Recitation (10%)**
 - Active involvement in discussions, group activities, and recitations.
 - Preparedness in assigned readings prior to class.
- 2. Quizzes (15%)**
 - Short quizzes given after selected topics to assess comprehension.
 - May be in written, oral, or online format.
- 3. Midterm Examination (20%)**
 - Covers topics from Week 1 to Week 8.
 - Combination of objective, essay, and application-type questions.
- 4. Assignments and Reflection Papers (10%)**
 - Individual and group outputs such as essays, reaction papers, or concept maps based on assigned readings.
- 5. Group Project / Case Study Presentation (15%)**
 - Analysis of a real-world STS-related issue with proposed solutions.
 - Includes written report and oral presentation.
- 6. Final Examination (20%)**
 - Covers topics from Week 9 to Week 17.
 - Integrates concepts and applications learned throughout the course.
- 7. Portfolio (10%)**
 - Compilation of key learnings, research outputs, and personal reflections on STS topics.

8. Museum Visit

Attendance Policy

COURSE POLICIES

- Students must attend at least **90%** of total class hours to receive credit for the course.
- Arriving **15 minutes late** will be considered **half-day attendance**; arriving **30 minutes late or more** is **absent**.
- Excused absences require valid documentation (medical certificate, official school activity memo, etc.).

2. Academic Integrity

- Cheating in any form during examinations or activities will result in **zero** for the activity and may warrant disciplinary action.
- Plagiarism in assignments and reports will result in an automatic **failing mark** for the requirement.

3. Submission of Requirements

- Deadlines are **strictly observed**. Late submissions will be penalized **10% per day** unless justified with valid reasons and approved by the instructor.
- All written outputs must follow the **APA 7th Edition** referencing style unless otherwise specified.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade		Final Term Grade	
Quizzes	30%	Quizzes	30%
Examination	40%	Examination	40%
Class Participation/Laboratory/ Video Presentation/ Attendance	20%	Class Participation/Laboratory/ Video Presentation/ Attendance	20%
	100 %		100 %

Final Grade

$$\text{Midterm Grade} + \text{Final Grade} / 2 = \text{Final Term Grades}$$

RUBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
Content Accuracy & Relevance	<ul style="list-style-type: none"> Content is mostly inaccurate, unclear, or off-topic. 	<ul style="list-style-type: none"> Some parts are correct, but key concepts are missing or confused. 	<ul style="list-style-type: none"> Mostly accurate content with minor errors or omissions. 	<ul style="list-style-type: none"> Content is accurate, well-researched, and clearly aligned with the topic.
Organization & Clarity	<ul style="list-style-type: none"> Lacks structure; disorganized and hard to follow. 	<ul style="list-style-type: none"> Some structure is evident but transitions are weak. 	<ul style="list-style-type: none"> Generally organized with logical flow; minor lapses in clarity. 	<ul style="list-style-type: none"> Well-structured, clear, and easy to follow throughout.
Creativity & Engagement	<ul style="list-style-type: none"> No effort to engage audience; lacks visual or creative elements. 	<ul style="list-style-type: none"> Some creative effort; limited audience engagement. 	<ul style="list-style-type: none"> Creative and somewhat engaging; visuals and examples used. 	<ul style="list-style-type: none"> Highly creative and engaging; excellent use of visuals, demonstrations, or examples.
Delivery & Communication	<ul style="list-style-type: none"> Speech is unclear, too soft, or rushed; poor group coordination. 	<ul style="list-style-type: none"> Basic delivery; uneven voice clarity or pacing. 	<ul style="list-style-type: none"> Clear and understandable delivery; good group coordination. 	<ul style="list-style-type: none"> Clear, confident, and enthusiastic delivery; excellent group coordination and timing.
Technical Quality	<ul style="list-style-type: none"> Poor video/audio quality; difficult to watch or hear. 	<ul style="list-style-type: none"> Video or audio has some distracting issues. 	<ul style="list-style-type: none"> Mostly good quality with minor technical distractions. 	<ul style="list-style-type: none"> High-quality video and audio; smooth editing and clear visuals.

RUBRIC FOR THE INDIVIDUAL/ GROUP LABORATORY

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
Cocktail Mixing Technique	<ul style="list-style-type: none"> Incorrect ingredients or technique; no garnish or consistency. 	<ul style="list-style-type: none"> Basic mixing done with multiple flaws. 	<ul style="list-style-type: none"> Correct recipe with acceptable presentation. 	<ul style="list-style-type: none"> Perfect recipe execution with professional flair and garnish.

Mocktail Preparation and Presentation	<ul style="list-style-type: none"> ▪ Unbalanced flavor or improper method; no visual appeal. 	<ul style="list-style-type: none"> ▪ Prepared with effort but lacks balance or visual appeal. 	<ul style="list-style-type: none"> ▪ Well-prepared mocktail with proper garnishing. 	<ul style="list-style-type: none"> ▪ Creative, visually appealing, and perfectly balanced mocktail.
Bar Inventory Check & Stock Management	<ul style="list-style-type: none"> ▪ Failed to identify items; no inventory accuracy. 	<ul style="list-style-type: none"> ▪ Incomplete or inaccurate list; missed key items. 	<ul style="list-style-type: none"> ▪ Mostly accurate count and label of inventory items. 	<ul style="list-style-type: none"> ▪ Accurate, complete, and neatly organized inventory check.
Tool Handling & Station Sanitation	<ul style="list-style-type: none"> ▪ Unsafe or improper tool use; dirty or disorganized station. 	<ul style="list-style-type: none"> ▪ Basic tool knowledge but minor safety or cleanliness issues. 	<ul style="list-style-type: none"> ▪ Proper use of tools and cleanliness maintained. 	<ul style="list-style-type: none"> ▪ Excellent tool handling and hygienic, well-maintained station.
Time Management & Workflow	<ul style="list-style-type: none"> ▪ Excessive delays; unprepared or rushed performance. 	<ul style="list-style-type: none"> ▪ Task is completed but time was poorly used. 	<ul style="list-style-type: none"> ▪ Task completed in a timely manner with minor delays. 	<ul style="list-style-type: none"> ▪ Highly efficient workflow; task completed within ideal time.
Professionalism & Teamwork	<ul style="list-style-type: none"> ▪ Disrespectful, uncooperative, or careless. 	<ul style="list-style-type: none"> ▪ Somewhat engaged; needs reminders to focus. 	<ul style="list-style-type: none"> ▪ Shows good collaboration and responsibility. 	<ul style="list-style-type: none"> ▪ Exemplary professionalism, leadership, and team contribution.

10 REFERENCES

Textbooks

- Aguinaldo, Emilio. (1964). *Mga gunita ng Himagsikan*. Manila: C.A. Suntay
- Alvarez, Santiago. (1998). *Katipunan and the Revolution: Memoirs of a General*. Quezon City: Ateneo de Manila University Press.
- Blount, James. (1968). *The American Occupation of the Philippines, 1898-1912*. Quezon City: Malaya Books Inc.
- National Historical Institute. (1997). *Documents of the 1898 Declaration of the Philippine Independence, The Malolos Constitution and the First Philippine Republic*. Manila.
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- Pigafetta, Antonio (1969). *First Voyage Around the World*. Manila: Filipina Book Guild

Online References

- Kamow, Stanley. (1989) *In our Image: America's Empire in the Philippines*. New York: Random House Querol, Mariano. (1974). *A Nation in the Making: The Philippines and the United States*

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