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10

QUARTER 1



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 10
Quarter 1 – All Subjects
First Edition, 2022

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INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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Grade 10 Aralin 1	ENGLISH Critiquing a Short Story
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Name _____

Quarter 1: Week 6

Learning Competency with Code:

Evaluate and make judgments about a range of texts using a set of criteria e.g
critiquing a short story (EN10RCIIh-2)



ACTIVITY 1

Read the story of *Mariang Sinukuan*. After reading it, use the same guidelines in critiquing a story found in your Quarter 1 Week 6 Learning Activity Sheet (LAS). Refer also to the scoring rubric to guide you in this activity.

Note: Use another sheet of paper, preferably short bond paper in doing this task.

	10	7-9	4-6	1-3
Introduction	Has provided an in-depth background of the story and pertinent information about the author The information were relevant to the analysis of the story	Has provided background information about the story and some information about the author	Has provided basic information about the story and about the author	Has stated only the title of the story and has mentioned only the name of the author
Critical Analysis	All five required areas were discussed in details. Critical evaluation was evident.	Four areas were answered very well. Critical evaluation was evident.	Only three questions were intelligently answered.	Only one or two questions were answered well.
Personal Reflection	All four items were answered very well with personal experiences as support details.	Three items were answered well with personal experiences	Only two items were answered well and without relating to personal experiences	Only one item was answered and personal experiences were not included.
Conclusion	Arguments were established and answers were undeniably well-thought of for the three questions	All questions were answered well but some ideas lacked creativity	All questions were answered but without much details	Only one or two questions were answered.

CRITIQUING A SHORT STORY

Name: _____ Section: _____

Date: _____

I. Title and Author

- Write the title and the author of the story
- Provide background information about the story and a brief recount of the author's life. Cite your source.

II. Summary

- Include the following:
 - setting (place, time, social condition, and weather condition)
 - characters with their descriptions (based on their actions, thoughts, words, etc.)
 - plot
 - *introduction, rising action, climax, denouement, and resolution
 - *include the conflicts (man vs. man, man vs. himself, man vs nature etc.) encountered and the solutions done by the character/s

III. Critical Analysis

- Was the title appropriate? If yes, why? If not, suggest a different title.
- Was the setting useful in the development of the plot? Explain.
- Were the characters described well? How did the author reveal the characters' attitudes and values? Cite specific instances.
- Was the author's style effective? Did he use flashback, foreshadowing, irony, or figurative language? Cite instances.
- What was the purpose of the author in writing the story? Did he achieve it?

IV. Personal Reflection

- What did you like or dislike about the story?
- What have you learned from the characters and their experiences?
- How will you apply the lessons you have gained from the story? Cite specific plans or actions that you would do.
- Given the chance, who among the characters would you like to ask and what question will you ask?

V. Conclusion

- Would you recommend it to others? Why or why not?
- If you were the author, what literary techniques or devices will you use to make the story more interesting? How will you add the devices in the story?
- Given the chance, what questions would you like to ask the author about the story?

REFERENCES

SchoolPointe, Inc. n.d. "Guidelines to Writing a Short Story Critique." Home - Montgomery County Public Schools. Accessed August 20, 2020.
<http://www.montgomery.k12.ky.us/>.

"Short Story Grading Rubric - Hgms.psd202.Org." n.d. Accessed August 20, 2020.
<http://hgms.psd202.org/documents/lthomas/1506604611.pdf>.

The Best Philippine Short Stories Index
<https://www.sushidog.com/bpss/appendix.htm>

Syra Y. Manio, Learning Activity Sheet Quarter 1 Week 6, SDO Angeles City
Accessed May 28, 2022

Grade 10 Aralin 1	FILIPINO Sariling Opinyon sa Paksang Tinalakay
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Pangalan _____

Unang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay (F10PS-Ia-b-64)



GAWAIN 1-BINTANA NG PAG-UNAWA

Basahin at unawain ang kuwento ng mga Kapampangan na “Ang Alamat ni Mariang Sinukuan”.

Gamit ang format ng **BINTANA NG PAG-UNAWA** sa ibaba, isulat ang iyong sariling opinyon base sa natutuhan mo sa iyong binasa. Gamitin din ito sa talakayan lalo sa pagpapalalim, pagpapayaman at pagbabahagi sa klase ng aralin.

BINTANA NG PAG-UNAWA	
REYALISASYON	INTEGRASYON
EMOSYON	AKSYON

Upang maging makabuluhan ang bintana, mahalagang maglaman ng naaayong impormasyon at mensaheng angkla sa sumusunod na pamantayan ng rubrik:

PAMANTAYAN	PUNTOS
NILALAMAN	5
KAUGNAYAN SA ARALIN	5
KABUOAN	10

Alamat ni Mariang Sinukuan

Sa Bundok ng Arayat sa Pampanga nakatira ang isang engkantada. Kilala siya doon bilang Mariang Sinukuan.

Magandang-maganda si Maria. Matangkad siya at kaakit-akit kung pagmamasdan mula ulo hanggang paa. Kapansin-pansin ang tamis ng kaniyang ngiti. Mapapatingin ka kapag nagsalita na siya sapagkat hindi mo maipaliwanag kung anong misteryo ang bumabalot sa katauhan niya. Natural lang kasi na ituring siyang isang diyosa sapagkat engkantada nga ang dalaga.

Pero kahit na engkantada, tuwang-tuwa siya sa mga taong kaniyang nakikita. Natutuwa siya kapag nagmamano ang mga bata sa mga nakatatanda. Nasisiyahan siya kapag hinahainan ng maybahay ang pagod na asawa. Naliligayahan siya kapag nakikitang nagpapawis ang mga ama sa pagsasaka may mauwi lang na aning palay sa asawa at mga anak nila.

Sapagkat may angking kabaitan, lagi- laging tumutulong si Maria sa mga tao sa paligid ng kabundukan.

Hinahandugan niya lagi ng mga sariwang bungang kahoy ang bawat pamilya. Noong una takang-taka ang mga mag-anak. Paano nga raw bang nagkakaroon ng mga sariwang prutas sa kani-kanilang hagdan gayong wala namang sinomang dito ay naglalagay. Hindi alam ng mga tao na sa isang kisapmata ay nailalagay kaagad ni Maria ang handog sa bawat hagdag tunguhin niya.

Upang hindi naman maging kababalaghang walang kapaliwanagan, may mga pagkakataong nagpapakita si Mariang Sinukuan sa mga maybahay na siyang pinagbibigyan niya ng mga buwig ng mga matatamis na saging, bungkos ng matatabang kamoteng kahoy at pumpon ng mababangong rosas. Pagkabigay na pagkabigay ay ngingiti lang si Maria at magpapaalam na. Hindi na siya nakikipagkuwentuhan pa. Gustong-gustong nakikita ni Mariang kaagad ihahain ng mga maybahay sa kani-kanilang pamilya ang handog ng kalikasang dala-dala niya. Sa bawat hagdan ay iba ang inilalagay niya. May lansones, papaya at makopa. May ilang-ilang, ehempaea at kanya. May mabolo, balimbing at mangga. May rambutan, litsiyas at ehessa pa. May malunggay din, repolyo at kalabasa. May upo na, may

ampalaya pa at saka patola. Ang bawat mag-anak na dalawin ay natutuwa sa kaniya. Kaya kahit hindi nakikita si Maria ng lahat ay nagpapasalamat sa engkantada. Sa pagkakaroon ng sapat na pagkain, matanda at bata man ay may malulusog na pangangatawan. Nilalayo sila sa karamdaman.

Upang ipakita ang taos pusong pasasalamat, nangako ang lahat na hindi sila aakyat sa bundok ni Mariang Sinukuan. Ipinangako rin nilang hindi sila huhuli ng anomang hayop, mamimitas ng anomang bulaklak o manunungkit ng anomang bungang kahoy, kukuha ng gulay sa itaas man o paanan ng kabundukan. Nagkakaintindihan si Mariang Sinukuan at ang mga mamamayan.

Ngunit may mga bagong sibol na kabataang isinisilang at may mga magagandang pananaw na natatalo ng sakim na paninindigan. Dumating nga ang panahon na naging makasarili ang ilan. May nagpapawalang halaga sa pagiging engkantada ni Maria. Ang hayop at halaman daw ay para sa sangkatauhan kaya dapat akyatin ang kabundukan at huwag paniwalaan ang pagiging engkantada ni Mariang Sinukuan.

Isang grupo ang nangahas na umakyat sa bundok. Pinatotohanan ng mga nakita nilang hayop at halaman na ang lugar ay isa nga palang paraiso ng kalikasan.

Habang pinagsasaluhan ang napakaraming napitas na ehiko, lansones at sinigwelas ay natanawan nila ang isang papalapit na dalaga na kahit na nakayapak ay pagkaganda-ganda. Hindi sila kaagad nakapagsalita nang mapansin nilang may kung anong liwanag ang nakapalibot sa nakaputing engkantada na sa isang kisapmata ay tinitingala na nila.

"Ako si Maria ng Bundok Sinukuan", pagpapakilala ng dalaga na kapansin-pansing nakaangat ang mga paa habang nagsasalita siya.

"Ma...Maria ng Bundok Sinukuan? Ka...kayo ba ang nagbibigay ng mga gulay, bungang kahoy at bulaklak sa bawat bahay-bahay?"

Ngumiti lamang ang engkantada at nagpaalala, "Makakain ninyo ang lahat ng bungang kahoy subalit wala kayong dadalhing anoman sa inyong pagbaba sa kabundukan."

Tumango-tango lang ang kalalakihan. Napatunayan ng lahat na totoong mapagbigay si Maria nang anyayahan sila sa isang masaganang pananghalian.

Sapagkat noon lamang may dumalaw sa Bundok ng Sinukuan ay pinagsikapan ni Mariang pakitunguhan ang kalalakihan. Ginulat ni Maria ang mga bisita nang dalhin sila sa mesang kainan sa ilalim ng punong mangga. Isang masaganang pananghalian ang bumulaga sa kanila. May mga inihaw na baboy-damo, pabo at usa. May umuusok pang kanin sa mga dahon ng saging. May suha at guyabano at mabolo. Mayroon ding duhat, saging at balimbing. May malamig na tuba ring nakahain. Tiyak na maiibigan ng pinakapihikan man ang inihandang pagkain ni Mariang Sinukuan.

Hindi pa man pinadudulog ay nagsiupo na at nangagsikain ang mga panauhin. Matapos mabundat ay hindi man lang sila nagsipagpasalamat sa nag-imbintang engkantadang nagpakatao bilang pagbibigay sa kanila.

Nang pumanhik na si Maria sa ituktok ng bundok ay nag-usap-usap ang mga gahaman."Nagpapahinga na si Maria sa tirahan niya," sabi ng isa, "ilabas na ninyo ang mga sako ninyo."

Inilabas ng lahat ang mga sakong dala nila at may ilang nagsiakyat sa mga puno ng lansones, rambutan at papaya. May nanghabol ng nagtatabaang manok, gansa at pabo. Ang iba naman ay kumuha ng mga sariwang kalabasa, repolyo at kundol. Lahat ng sako ay napuno. Lahat ay tuwang-tuwa. Naisahan nila si Mariang Sinukuan. Kahit alam nilang pagnanakaw ang ginawa nila ay di man lang sila nahiya sa mga sarili.

Hindi nila alam na nagmamasid lang sa ituktok ng bundok ang engkantada. Hindi nila inalintana ang pakiusap ni Maria. Para kay Maria, ang kaniyang mga salita ay dapat na igalang bilang batas ng diyosa ng kalikasan.

Nang bababa na ang mga mapagsamantala ay nagtataka sila. Damang-dama nila na sa bawat hakbang na pababa sa kabundukan ay lalong bumibigat ang mga sakong kanilang pasan-pasan. Nang hindi na sila makahakbang sa bigat ay napilitan silang buksan ang mga sakong pasan. Nagulat sila nang makitang ang mga gulay, bungang kahoy at hayop na dala-dala ay naging mga batong bundok. Nang matingala sila sa tuktok ay nakita nilang galit na galit si Maria sa pagnanakaw na ginawa nila. "Mga pangahas!" sigaw ng engkantada na ang tinig ay sinlakas ng kulog.

Nang ituro ng engkantada ang mga magnanakaw ay naging baboy-damo silang di malaman kung tatakbo nang pababa o paitaas ng kabundukan.

Kahit hindi na nakabalik pa sa kani-kanilang tahanan ang pangahas na kalalakihan ay hindi pa rin nadala ang ilang mapagsamantalang naninirahan sa paligid ng kabundukan. Kung hindi pagnanakaw ay paninira sa kaiikasan ang krimeng isinasagawa ng maraming mamamayan.

Dumating sa puntong nawala ang pagtitiwala ni Mariang Sinukuan. Sa sobra niyang pagbibigay ay nagsasamantala ang marami sa kabutihan at pagkalinga ni Maria. "Hindi ako susuko sa kapangahasan nila!"

Bilang parusa, itinigil na ni Maria ang bigay pala niyang paghahandog araw-araw ng mga bungang kahoy mula sa kabundukan.

Napansin ng mga taong nagtampo na sa kanila ang engkantada. Nag-usap-usap sila. Sinuri nila ang mga kahinaan nila. Natunton nilang dahil sa kapangahasan at pagwawalang halaga sa kayamanan ng kabundukan ay nagalit at umakyat na sa tuktok ng bundok niya si Maria.

Ayon sa sabi-sabi, kahit nagsisuko na ang mga pangahas ay hindi na rin bumaba ng kabundukan si Mariang Sinukuan.

Iyan ang pinagmulan ng nagtampong Engkantada sa Bundok Sinukuan. Iyan ang alamat ni Mariang Sinukuan.

Source: <https://www.pinoyedition.com/mga-alamat/alamat-ni-mariang-sinukuan/>

SANGGUNIAN

Villanueva, Voltaire. 2018. Ako Bibo Kase Dapat #ABKD: Alpabeto ng inobatibo at Makabagong Guro sa Agham Panlipunan, Edukasyon sa Pagpapakatao, at Filipino. 2018.VMV11483 Book Publishing House. D2 2273 P. Binay st. Bangkal. Makati City

<https://www.pinoyedition.com/mga-alamat/alamat-ni-mariang-sinukuan/>

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Grade 10 Week 1	MATHEMATICS Patterns
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Name _____

Quarter 1: Week 1

Learning Competency with Code:

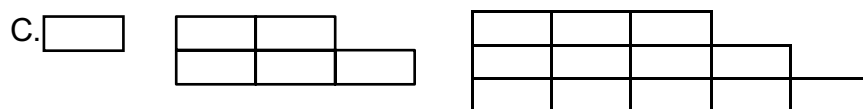
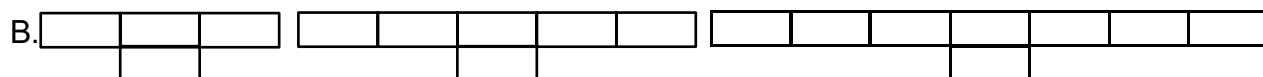
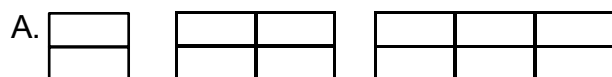
Generate Pattern (M10AL-Ia-1)



Activity 1: How does your Pattern Grow

In each of the diagrams below, the number of blocks is increasing. Use the following ideas to make sense of the pattern.

1. Draw the next 3 figures in each sequence.
2. Explain in words how the pattern is increasing.
3. Make a table to record the information.
4. Continue each table to include the n th term.
5. Make a graph of your data.



Reference

Oronce and Mendoza. 2003. Exploring Mathematics Intermediate Algebra II. Page 533 .
 Rex Book Store , Inc.

Grade 10 Lesson 1	SCIENCE Plate Tectonic Theory
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Pangalan _____

Quarter 1-Week 1-7

Learning Competency with Code:

Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory. **(S10ES –la-j-36)**



ACTIVITY 1

I. Objective:

Relate the locations of the active volcanoes, volcanic eruptions, and mountain ranges in the map to the placement of the tectonic plates.

II. Materials:

Map of active volcanoes, plate tectonics and the Ring Fire
Map of volcanic eruptions
Map of Mountain Ranges
Map of Tectonic Plates

III. Procedure:

- Below are maps of active volcanoes, volcanic eruptions, and mountain ranges. Observe the location of the mapped subjects in each image. Look at the image of the locations of the world's tectonic plates and relate the first three images especially, the locations of the active volcanoes, volcanic eruptions, and mountain ranges in the map to the placement of the tectonic plates using the provided diagram below.

Active Volcanoes, Plate Tectonics, and the “Ring of Fire”

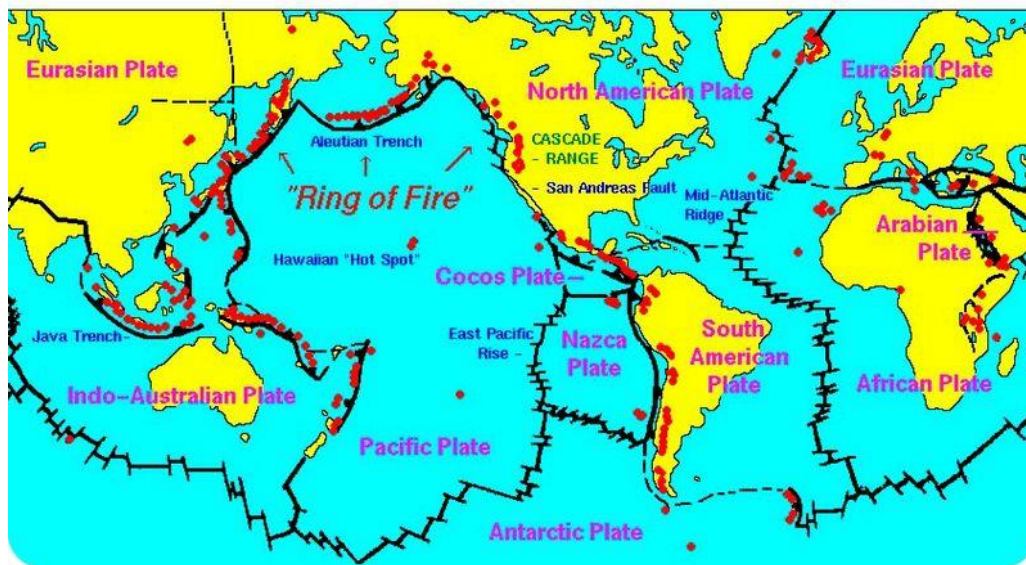
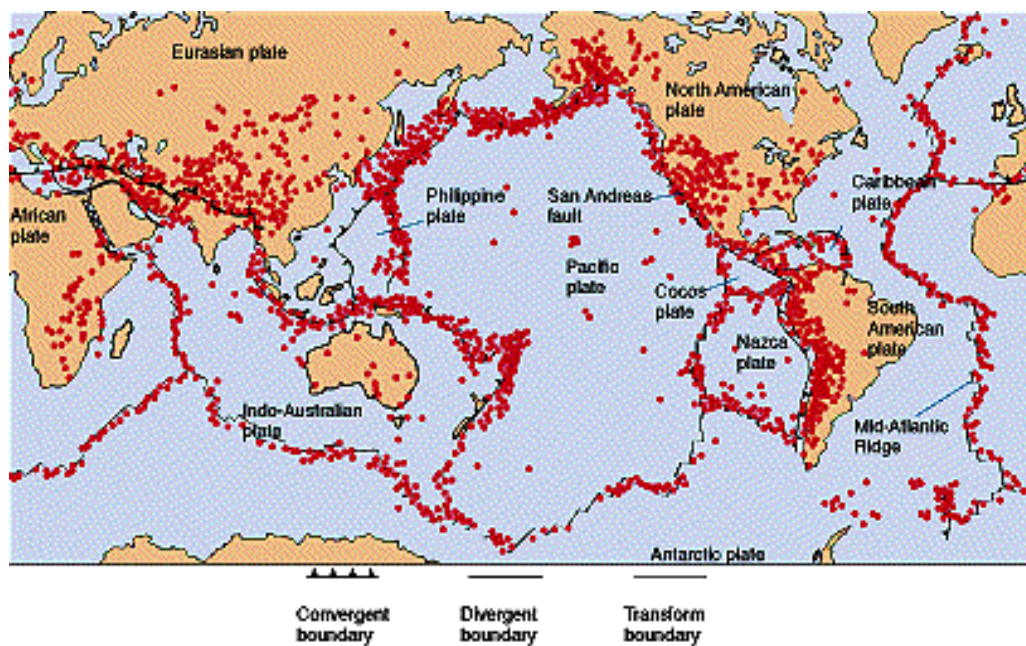


Photo credit: SBCTC & Lumen Learning. (n.d.). The Formation of Volcanoes | Geology. Lumen. Retrieved April 28, 2022, from <https://courses.lumenlearning.com/wmopen-geology/chapter/outcome-volcano-formation/>

Volcanic eruptions



© 1998 Wadsworth Publishing Company/ITP

Photo credit: earthquakes Lecture. (1998). West Virginia University - Department of Geology and Geography.

Retrieved April 28, 2022, from <http://pages.geo.wvu.edu/%7EWilson/Geol1/lec39/lec399.htm>

Mountain ranges

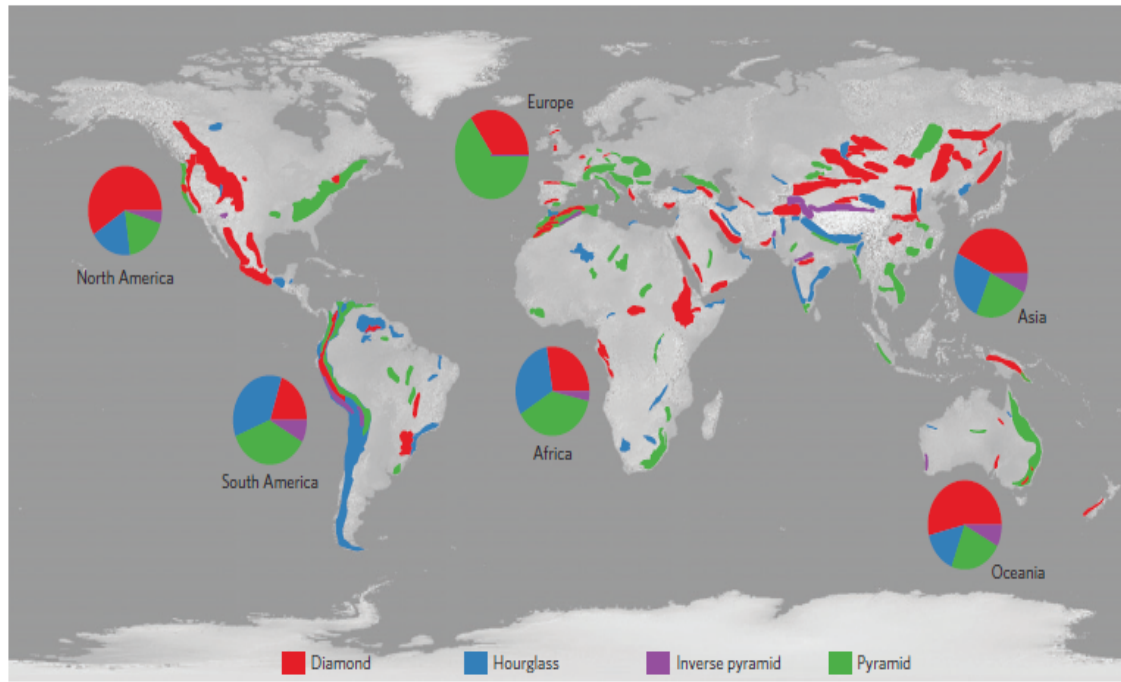


Photo credit: Elsen, Paul & Tingley, Morgan. (2015). Global mountain topography and the fate of montane species under climate change. *Nature Climate Change*. 5. 10.1038/nclimate2656.

Tectonic plates

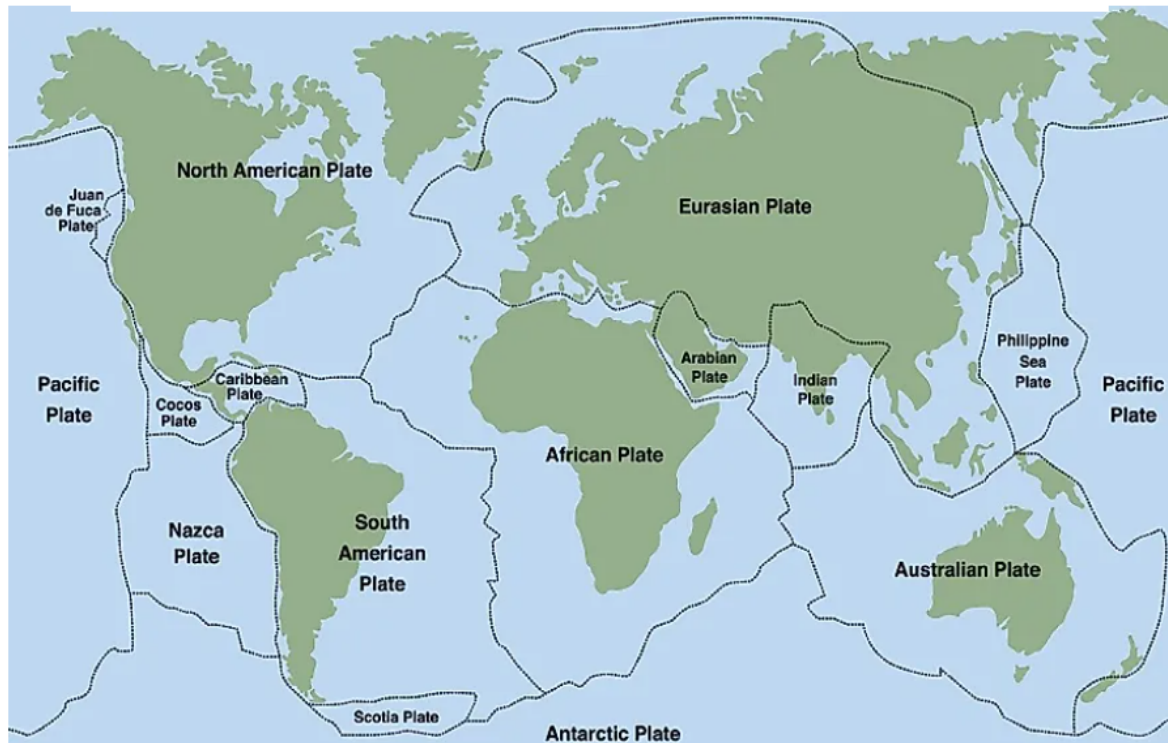
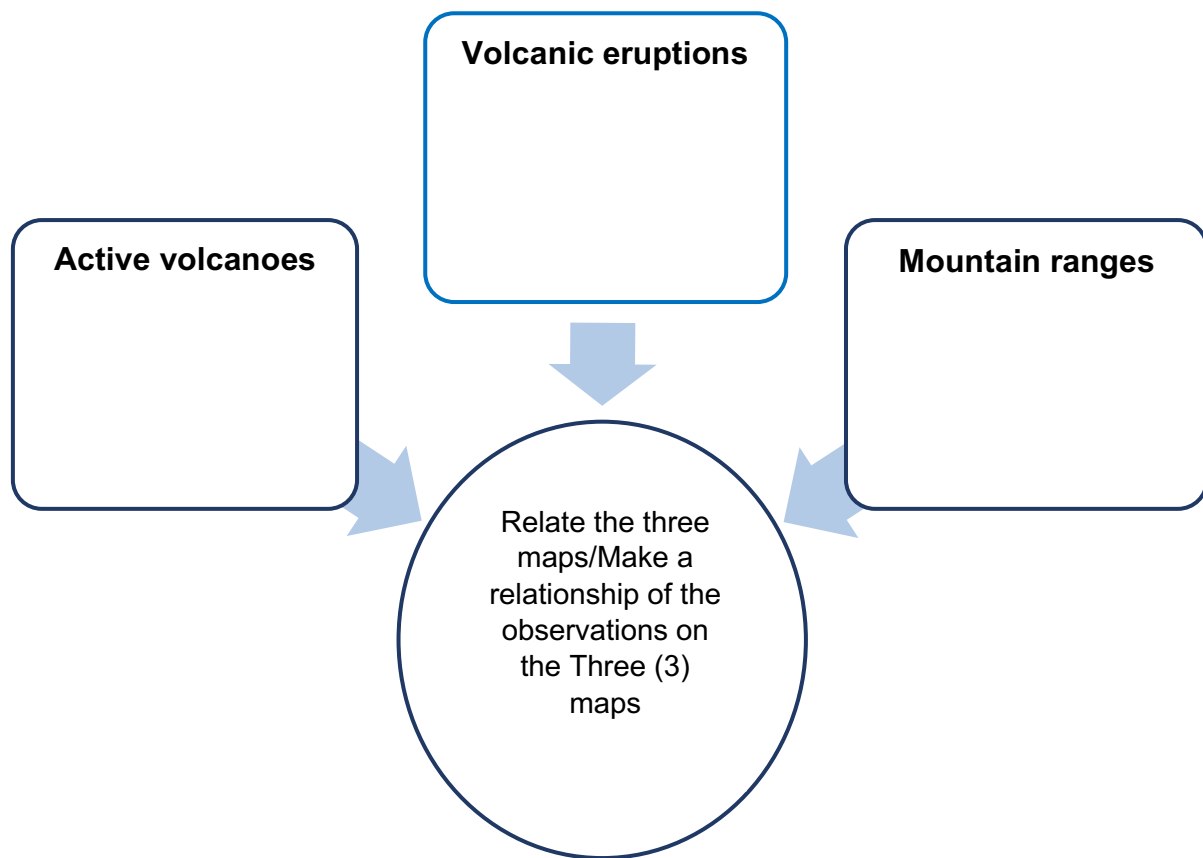


Photo credit: Sawe, B. E. (2020, August 12). How Many Tectonic Plates Are There? *World Atlas*. Retrieved April 28, 2022, from <https://www.worldatlas.com/articles/major-tectonic-plates-on-earth.html>



Answer the following questions:

1. Is Mt. Pinatubo near the ring of Fire? If yes, say something about it.

2. How did the 1991 Mt Pinatubo eruption affect the rest of the globe?

3. Why does the eruption of Mt. Pinatubo have a positive effect to the world ?

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Photo credit: SBCTC & Lumen Learning. (n.d.). The Formation of Volcanoes | Geology. Lumen. Retrieved April 28, 2022, from <https://courses.lumenlearning.com/wmopen-geology/chapter/outcome-volcano-formation/>

Photo credit: earthquakes Lecture. (1998). West Virginia University - Department of Geology and Geography. Retrieved April 28, 2022, from <http://pages.geo.wvu.edu/%7Ewilson/Geol1/lec39/lec399.htm>

Photo credit: Elsen, Paul & Tingley, Morgan. (2015). Global mountain topography and the fate of montane species under climate change. *Nature Climate Change*. 5. 10.1038/nclimate2656.

Photo credit: Sawe, B. E. (2020, August 12). How Many Tectonic Plates Are There? *World Atlas*. Retrieved April 28, 2022, from <https://www.worldatlas.com/articles/major-tectonic-plates-on-earth.html>

Grade 10 Aralin 5	ARALING PANLIPUNAN Mga Hamong Pangkapaligiran
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Pangalan _____

Quarter 1: Week 5

Learning Competency with Code:

*Nasusuri ang kahalagahan ng kahandaan, disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran (Week 5-6 no code)



Gawain 1

Panuto: Punan ng impormasyon ang talahanayan sa ibaba patungkol sa pagsasagawa ng pagsisiyasat sa naging epekto ng kalamidad sa sariling komunidad. Maaaring gamiting basehan ang pinakahuling sakuna na nangyari sa inyong komunidad.

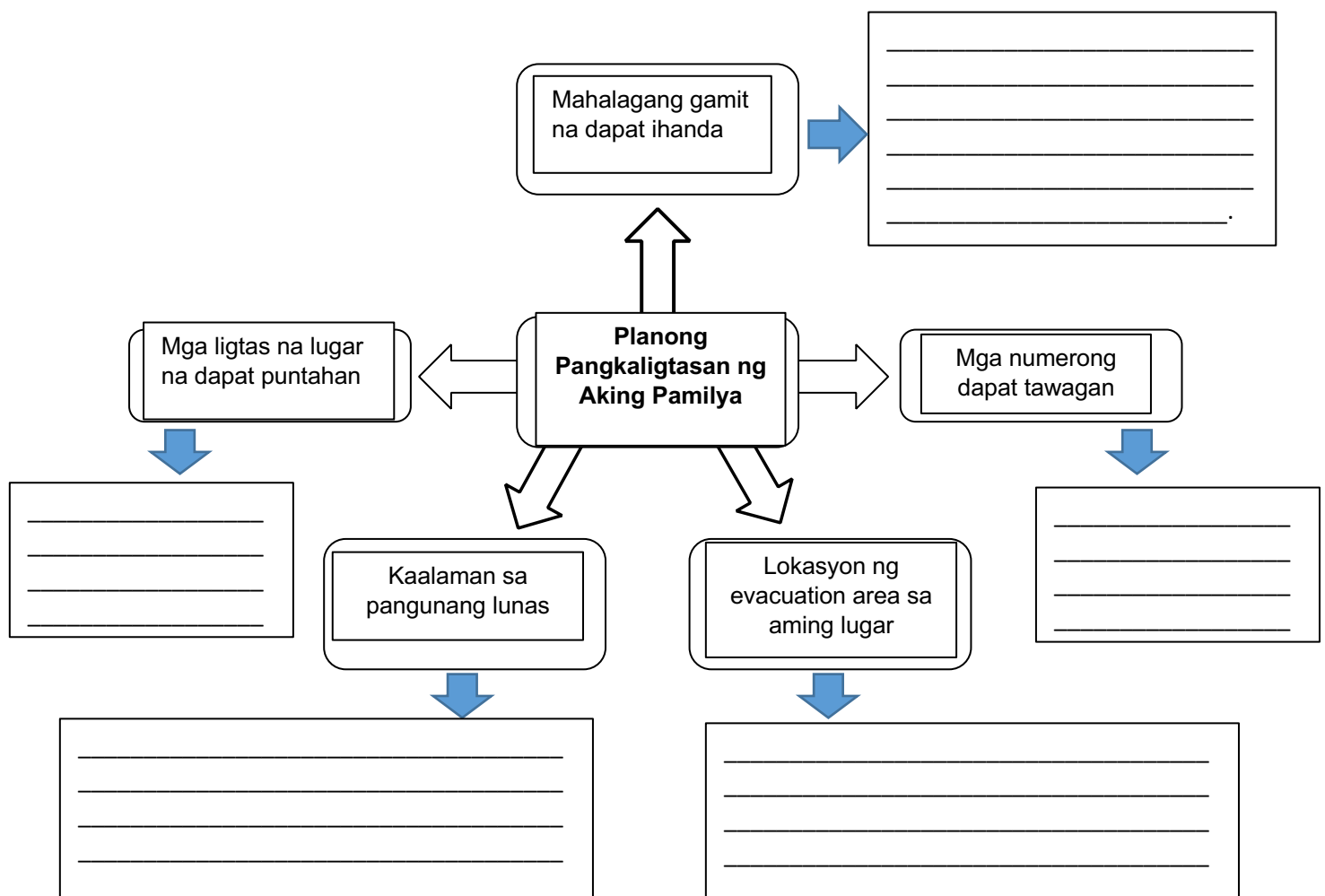
Disaster Monitoring Form			
I. Uri ng kalamidad:			
Pangalan ng Brgy./Bayan:		Bilang:	
Pangalan ng namumuno sa komunidad:			
Petsa:		Oras:	
II. Demograpiya			
Bilang ng mga taong:	<i>Namatay:</i>	<i>Nasugatan:</i>	<i>Nawawala:</i>
Bilang ng mga bahay na naapektuhan	<i>Bahagyang Pinsala:</i>	<i>Malubhang Pinsala:</i>	<i>Tuluyang Nawasak:</i>
Bilang ng pamilyang apektado	<i>Kasalukuyang bilang ng mga bakwit:</i>		<i>Tinatayang Kabuuang mga Pamilya:</i>
III. Pangangailangan ng mga tao (lagyan ng tsek)			
☐ Pagkain	☐ Tubig	☐ Damit	☐ Kumot
☐ Gamot	☐ Toiletries	☐ Sabong Panlaba	☐ Banig
Iba pang pangangailangan (ilista)			
Mga gamit sa paggawa ng bahay gaya ng pako, plywood at iba pa			
IV. Kalagayan ng mga Imprastruktura			
Nasira/natabunang kalsada			
Nasira/bumagsak na tulay			
Nasira/bumagsak na <i>telecommunications tower</i>			

Nasirang mga gusali	
V. Kalagayan ng Agrikultura	
Mga nasirang taniman	
Mga nasirang palaisdaan	
Mga nasirang paghahayupan	
Iba pang mga tala	



Gawain 2

Panuto: Makibahagi sa iyong kapamilya at gumawa ng pagpapalano sa mga hakbang na dapat gawin sa pagharap sa sakuna at kalamidad. Pagtulung-tulungan ito ng lahat ng miyembro ng pamilya. Gamitin ang graphic organizer sa ibaba upang makabuo ng planong pangkaligtasan.



SANGGUNIAN

Edukasyon, Kagawaran ng. 2016. *Gabay Pangkurikulum*. Pasig, City: Department of Education.

Edukasyon, Kagawaran ng. 2020. *Most Essential Learning Competencies*. Pasig, City, Philippines

Grade 10
Aralin
4

EDUKASYON SA PAGPAPAKATAO

LIKAS NA BATAS MORAL: GABAY SA TAMANG PAGPAPASIYA AT PAGKILOS

Pangalan _____

Unang Markahan: Ika-apat na Linggo

Kasanayang Pampagkatuto at Koda: Napatutunayan na ang konsensiyang nahubog batay sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos (EsP10MP-Ic-2.3)



GAWAIN: Konsensya Ko, Gabay Ko!

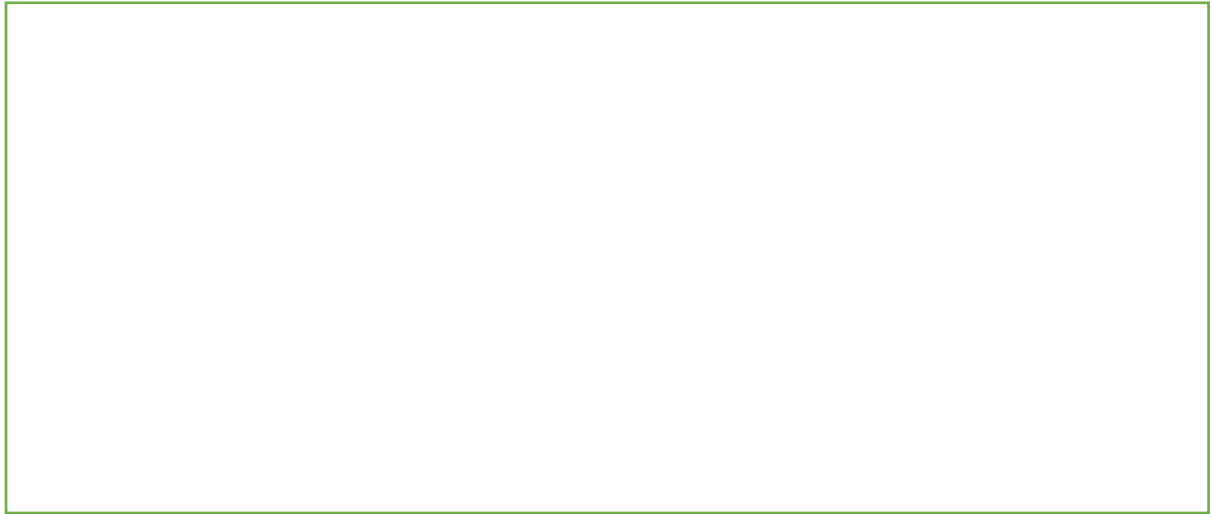
Panuto: Basahin at unawain ang bawat sitwasyon sa ibaba. Sakaling ikaw ang maharap sa ganitong sitwasyon, ano ang iyong gagawin? Isulat ang kasagutan sa loob ng kahon. Pagkatapos ay gawin ang kasunod na Gawain sa “Paghubog ng Konsensya”.

Sitwasyon 1

Bilang menor de edad ay hindi ka nararapat na lumabas ng bahay dahil malalagay sa alanganin ang iyong kaligtasang pangkalusugan. Subalit dumating ang iyong mga kaibigan at niyayaya ka nilang lumabas habang wala ang iyong mga magulang sa bahay. Sobrang naiinip ka na sa bahay dahil mahigit tatlong buwan ka nang hindi nakakapamasyal at gustong-gusto mo nang lumabas. Ngunit mahigpit na bilin ng iyong mga magulang na huwag kang lalabas para na rin sa iyong kaligtasan.

Sitwasyon 2

Nalalapit na ang pagbubukas ng klase sa bagong normal (*New Normal*). Nalaman mo mula sa isa mong dating kamag-aral ang mga paraan sa pag-aaral sa bagong normal ay *online*, modyular at maaari ding kombinasyon. Naisip mo na wala ka nga palang sariling *cellphone* na gagamitin kung sakaling *online learning* ang iyong pipiliin. Isang araw, ikaw ang hinayaan ng iyong ina na magbantay sa inyong tindahan sapagkat mayroon silang importanteng lalakaran ng iyong ama. Nagkataon na noong araw na iyon ay nakalikom ka ng sapat na pera para pambili ng nais mong *cellphone*. Naisip mo na itabi na lamang ito at sabihin sa iyong magulang na wala kang napagbentahan.



Gabay na tanong:

1. Masasabi mo ba na tama ang naging pasya mo sa bawat sitwasyon? Ipaliwanag.

2. Ano ang naging gabay mo sa tamang pagpapasiya at pagkilos?

“Paghubog ng Konsensiya”

Panuto: Bumuo ng isang Malikhaing Gawain (tula, awit, slogan, poster, collage, sanaysay, atbp) na nagpapahiwatig ng paghingi ng gabay sa Diyos upang mahubog ang konsensiya sa pamamagitan ng pagsunod sa mga Likas na Batas Moral. Lapatan ito ng mga lokal na ideya, kagamitan, kultura atbp. Gawing batayan ang rubriks sa pagmamarka bilang gabay sa pagtupad ng gawaing ito.

Rubrik sa Paggawa ng Malikhaing Gawain

Kraytirya	5	4	3	1-2	Puntos
Nilalaman at Presentasyon	Lubhang malinaw ang mensahe ng gawain	Naging malinaw ang mensahe ng gawain	Hindi gaanong malinaw ang mensahe ng gawain	Hindi naging malinaw mensahe ng gawain	
Organisasyon at lokalisasyon	Buo ang kaisipan konsistent, at kumpleto ang detalye at nilapatan ng mga lokal na bagay	May kaisahan at may sapat na detalye at malinaw at nilapatan ng mga lokal na bagay	Konsistent, may kaisahan, kulang sa detalye at hindi gaanong malinaw at kulang sa paglalapat ng mga lokal na bagay	Hindi ganap ang pagkakabuo, kulang ang detalye at di-malinaw at hindi nilapatan ng mga lokal na bagay	
Kaangkupan sa Paksa	Angkop na angkop sa paksang natalakay	Angkop sa paksang natalakay	Hindi gaanong angkop sa paksang natalakay	Hindi angkop sa paksang natalakay	
Kabuuang Puntos					

SANGGUNIAN

MELCs – Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao Curriculum Guide

EsP Grade 10 Learning Activity Sheets, DepEd Angeles City. 2021

Brillon, L. A. & Rallama, Z. V. (2008). Ang Tao sa Kanyang Moral at Ispiritwal na Dimensiyon (Edukasyon sa Pagpapahalaga IV), 58. Gabay Eskwela Publishing House.

Grade 10 Aralin 1	TLE Cookery
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Pangalan _____

Quarter 1: Week 9

Learning Competency with Code:

1.1 Prepare starch and cereal dishes (TLE_HECK9-12A-Ig-i6)



ACTIVITY 1

Directions: Help a friend by responding to her letter.

May 27, 2022

Dear Classmate,

Greetings!

I was absent yesterday due to unavoidable circumstances. May I know what our teacher discussed about the importance of eating starchy foods, the source of starchy foods and their benefits to the body?

I'm hoping that you can help me with this even through a short paragraph so I will be ready when our teacher calls me during the recitation.

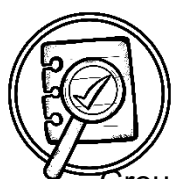
Thank you so much and God bless.

Sincerely yours,

JOSEPHINE

Rubrics for written response.

Criterion	Outstanding	Meets Expectations	Emerging
Overall Assessment	The output was distinguished by its completeness, thoroughness, originality or specific insights. 10 9 8	The output met all of the basic requirements. The level of work was well thought- out. 7 6 5 4	The work did not meet the minimum requirements. 3 2 1
Organization	The writing was clear, logical and internally consistent. 5 4	The writing was generally clear and consistent. 3 2	There was no clear organization.
Grammar and Mechanics	Spelling and grammar were accurate. 5 4	Spelling and grammar were mostly accurate. 3 2	There were multiple grammatical errors. 1
Total			



ACTIVITY 2

Group yourselves into 5 groups and prepare any of the appetizers of your choice. Sample of starchy foods are suggested to prepare:

Kapampangan Tamales



<https://amiablefoods.com/tamales/>

Ingredients:

- ½ pound chicken
- salt and pepper to taste
- 1 tablespoon canola oil
- 1 onion, peeled and finely chopped
- 2 cloves garlic, peeled and minced
- 4 cups coconut milk
- 1 cup chicken broth (reserved from cooking the chicken)
- 2 ¼ cups rice flour
- 1 tablespoon annatto powder diluted in 1 tablespoon water.
- 1 tablespoon smooth peanut butter
- 3 hard-boiled eggs peeled and quartered

Instructions:

1. In a saucepan over medium heat, add chicken and enough water to cover. Bring to a boil, skimming scum that may float on top. When the broth has cleared, season with salt and pepper to taste.
2. Lower heat, cover, and simmer for about 15 to 20 minutes or until chicken is cooked. Drain chicken, reserving about 1 cup of the broth. Allow chicken to cool to touch and then flake.
3. In a wide pan over medium heat, heat oil. Add onions and garlic. Cook until softened.
4. Add coconut milk and broth. Bring to a gentle boil.
5. Slowly add rice flour, whisking vigorously to prevent lumps. Cook, stir regularly, for about 30 minutes until it resembles a thick paste.
6. Separate 2/3 of the mixture into one bowl and the remaining 1/3 in another bowl. Add the dissolved annatto and the peanut butter to 1/3 of the mixture. Stir until well combined and evenly colored.
7. Wash banana leaves and with a paper towel, wipe down any grit and dirt. Briefly pass-through gas flames or soak for a few minutes in hot water until softened and more pliable. Set aside.
8. Scoop about 2 tablespoons of plain mixture on a banana leaf and spread to about 3-inches wide.
9. Scoop about 1 tablespoon of the colored mixture onto the plain mixture and spread across the top.
10. Arrange the pieces of flaked chicken and sliced hard-boiled eggs on top of the colored mixture. Fold banana leaves over tamales mixture to fully enclose and tie kitchen twine to secure.
11. Arrange prepared tamales in a steamer basket and steam for about 20 to 30 minutes or until cooked. Alternatively, arrange tamales in a pot and add enough water to cover. Over medium heat, boil for about 20 to 30 minutes.
12. Carefully remove tamales from heat and let stand for 1 or 2 minutes to make the texture firm. It may be served hot or cold.

Kapampangan Mochi



<https://amiablefoods.com/mochi->

Ingredients:

For the filling

- ¼ cup butter
- ½ cup hydrated coconut flakes (shredded)
- 3 tablespoon water (for hydrating coconut flakes)
- ¾ cup brown sugar (add more depending on preference)
- ¼ teaspoon salt

For rice cake

- 2 cups of glutinous rice flour
- 1 cup of warm water (add more if needed)
- 2 liters of water for boiling the mochi (adjust if needed)

For sauce or topping

- 1 ½ cup coconut milk (or coconut cream)
- 2 tablespoons granulated sugar (add more depending on preference)
- 2 ½ tbsp rice flour (or all-purpose flour)

Instructions:

Making the filling

1. In a pan melt butter over low-medium heat. Add brown sugar until caramelized then tip in grated coconut or coconut flakes. Stir until well incorporated.
2. Once the coconut is translucent and rendered moist, taste and adjust sweetness according to preference. Remove from heat and transfer in a bowl to completely cool down. Set aside.

Making the galapong/rice cake

1. Mix glutinous rice flour and warm water until dough forms.

Assembly

1. Once the filling is completely cold, scoop 1 ½ tablespoon of rice dough and mold it into a ball using the palm of your hands. Flatten by hand to make a round shape approximately 2 ½ inches in diameter.
2. Place 1 ½ tablespoon of coconut filling in the center of the dough and fold. Using your fingers pinch the edges of the dough to seal. Mold the mochi into oval shapes by folding the sides.
3. Place water into a pot and bring to a boil. Once the water is boiling, tip the mochi in 3 batches. Once the mochi floats, remove it from the pot and arrange it in a baking pan/dish. Set aside.

Make the sauce

1. Preheat the oven to 180°C or 356°F. Grill setting.
2. In a saucepan pour coconut milk. Add sugar and rice flour. Stir until no traces of flour are left.
3. Place the saucepan on the stove and cook over low-medium heat. Continue stirring until the sauce thickens but is still pourable.
4. Pour the cooked sauce over the mochi but leave some for toppings. Place the mochi in an oven and bake for 20 minutes or until the top part of the mochi is slightly torched.
5. Remove from the oven and serve while warm. Top with remaining sauce.

Rubrics in preparing starchy foods. Mark check on the points appropriate to the performance of the learners.

Rubrics in preparing starchy foods.	4 Highly Observed	3 Observed	2 Not everything was observed.	1 Did not observe
1. Observance of safety precautionary measures				
2. Completeness in measuring tools, equipment, and ingredients				
3. Palatability				
4. Texture				
5. Nutrition				

REFERENCES

Curriculum Guide Home Economics Cookery May 2016

Manalo, L. (2019). Kapampangan Tamales <https://www.kawalingpinoy.com/filipino-tamales/>

Mia, (2020). Mochi Kapampangan <https://amiablefoods.com/mochi-kapampangan/>

Grade 10 Lesson 1	ARTS 20th Century Art Movement
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Pangalan _____

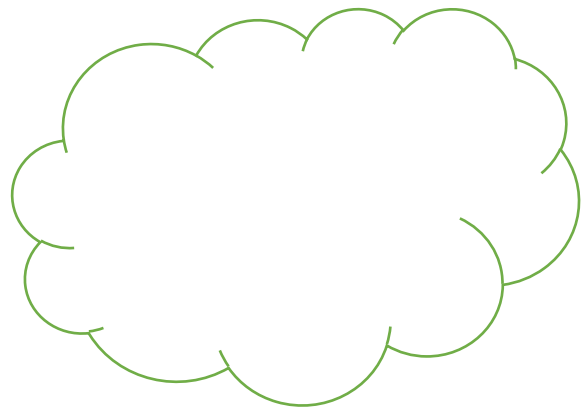
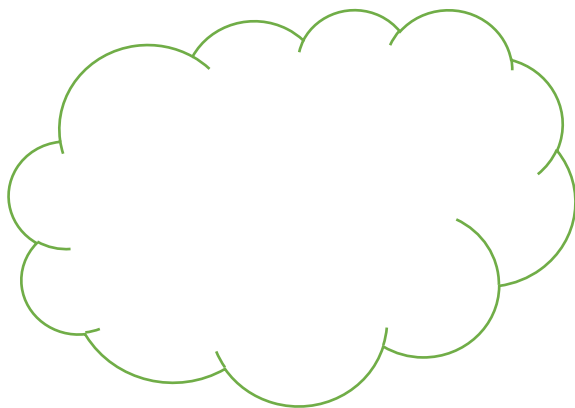
QUARTER I: MODERN ART (WEEK 1)

Learning Competency: creates artworks guided by techniques and styles of the various art movements. **(A10PR-Ic-e-1)**



ACTIVITY 1: REVOLUTIONARY TECHNIQUE

Using watercolors, choose one secondary color and apply it to the left cloud below. Beside it, color the right cloud using strokes of two primary colors.



Guide question:

1. Ask one of your classmates to give his/her comment on the “impression” of the secondary color you have created and the actual color itself.

ACTIVITY 2: MY IMPRESSIONIST, EXPRESSIONIST, AND ABSTRACTIONIST ARTWORK

Choose one from among the following art movements. The artwork will be graded using the rubric below.

- **My Impressionist Artwork**
 - Sketch a simple design for your artwork on a 1/8 illustration board.
 - Apply the paints to your design with a brush then more thickly with the popsicle sticks.
 - In certain spots, squeeze the paint directly from the tube.

- Allow paint to dry thoroughly before submitting the finished artwork.
- Explain to the class why submitted work is under the impressionist art movement.
- **My Expressionist Artwork**
 - Create a work of “Social Realism.”
 - Choose a current issue in society that needs to be addressed.
 - Prepare materials to be used such as Oslo paper, pastel color, pencil, glue, scissors, and pictures from magazines or newspapers to express the message on the chosen social issue.
 - Give a title to your artwork.
 - Present your artwork in the class. Explain why it is under expressionist art movement.
- **My Abstractionist Artwork**
 - Create a cubist artwork using a magazine, assorted photographs, glue/paste, and scissors.
 - Choose a large photograph from the magazine and or/ other photos and cut these up into parts of different shapes and sizes.
 - Paste the parts on the Oslo paper in a creative way, but with the image still recognizable.
 - Give your cubist artwork a title.
 - Present it to the class and ask one of your classmates to give his/her reaction to your artwork.

Creativity	15 points	12 points	8points	5 points	1 point
Creativity	Work exceptionally unique, detailed, and interesting. Explores several different options and takes many creative risks.	Work is generally unique, detailed, and interesting. Explores several different options and takes many creative risks.	Work is somewhat unique, detailed, and interesting. Shows some developing ideas but without a true sense of originality	Work is occasionally unique, detailed, and interesting. Shows minimal risks taken. Like the examples shown.	Work not unique, detailed, or interesting, and shows no original ideas or risks taken.
Use of elements and principles	Exceptional understanding and application of the elements of art and principles of design	Good understanding and application of the elements of art and principles of design	Basic understanding and application of the elements of art and principles of design	Minimal understanding and application of the elements of art and principles of design	No understanding and application of the elements of art and principles of design
Craftmanship and skills development	Work done with exceptional care and attention to detail and neatness. Shows exceptional growth in skills and techniques.	Work done with good care and attention to detail and neatness. Shows good growth in skills and techniques.	Work done with basic care and attention to detail and neatness. Shows some growth in skills and techniques.	Work done with minimal care and attention to detail and neatness. Minimal some growth in skills and techniques.	Work done with nocare and attention to detail and neatness. Minimal no growth in skills and techniques.
Understanding, achievement, and completion	Exceptional understanding of the various movements and artwork is all complete.	A good understanding of the various movements and artwork is mostly complete.	A basic understanding of the various movement and artwork is somewhat complete.	Minimal understanding of the various movement but the artwork is incomplete.	Lack of understanding of the various movement and artwork is incomplete.
Total:					

Reference: Music and Art 10 Learner's Material

For inquiries or feedback, please write or call:

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