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12
QUARTER 2



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 12
Quarter 2 – 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.

DEVELOPMENT TEAM

Writers

English : Rita P. Bundalian	EPP/TLE	: Josephine G. Figueroa PhD
Filipino : Rochella C. David	EsP	: Edgardo S. Nunag
Math : Ma. Esperanza S. Malang PhD	MAPEH	: Jeannieffer R. David
Science: Gemima A. Estrabillo EdD		
AP : Ramil D. Dacanay		

Evaluators

Ana Merla Magtoto, Agnes G. Manabat EdD, Ma. Tara Clemente, Leonida K. Quinto EdD, Amelita Pineda, Anastacia Nimfa Aquino, Cezar M. Hernandez, Ericson Cabrera, Emily F. Sarmiento PhD

Archiver	: Dennis M. Bautista
Layout Artist	: Noel S. Reganit

Management Team:

Ma. Irelyn P. Tamayo PhD., CESO V
Fernandina P. Otchengo PhD., CESE
Amando C. Yutuc PhD
Emily F. Sarmiento PhD

Published by the Department of Education – Angeles City

Office Address: Jesus St., Pulungbulo, Angeles City

Telefax: (045) 322 4106

E-mail Address: angeles.city@deped.gov.ph

Grade 12 Lesson 9	MEDIA INFORMATION TECHNOLOGY Producing Creative Text, Visual, Audio, Motion, and Manipulative-Based Presentation Using Design Principle and Elements
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Name _____

Quarter 2 : Week

Learning Competency:

Produce a creative text-based, visual-based, audio-based, motion-based, and manipulative-based presentation using design principle and elements.



ACTIVITY 1

Form your group consisting of five members. Make a five-minute video presentation on reading advocacy using design principles and elements. Refer to the rubric for scoring.

Rubric for Scoring

	5	4	3	2-1
Content	The main idea is very clear, well-developed, and with lots of details throughout the presentation.	The main idea is clear and the development throughout the presentation can be seen.	The main idea is somewhat clear and needs more development throughout the presentation.	The main idea is not clear or well-developed.
Organization	Information is very organized with well-constructed slide/ video continuity.	Information is organized with well-constructed slide/ video continuity	Information is organized, but the slides/video are not well-constructed.	Information is disorganized and the slides/video are not well – constructed.
Creativity	The presentation shows a high degree of creativity in a unique way.	The presentation shows a degree of creativity in a unique way.	The presentation shows a moderate degree of creativity.	The presentation does not show any degree of creativity.
Quality of information	Information is very relevant to the main topic.	Information is relevant to the main topic.	Information is somewhat relevant to the main topic.	Information is not relevant to the main topic.

REFERENCES

Criteria for Judging Grade 12 –Reading Advocacy Video Contest, SDO Angeles City
National Reading Month Celebration, Nov. 27, 2021

<https://www.scribd.com/document/457349544/rubric-for-video-presentation> accessed
August 10, 2022 Original Title: rubric for video presentation Uploaded by Suwaibah
Mohamed

Grade 12 Aralin 2	FILIPINO SA PILING LARANG- TECH-VOC. Pagbuo ng Panukalang Adyenda
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Pangalan _____

Ikalawang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Natutukoy ang mahahalagang impormasyon sa isang pulong upang makabuo ng sintesis sa napag-usapan (CS_FA11/12PN-0j-I-92)



GAWAIN 1- Ano ang Adyenda Mo

Panuto: Hatiin ang klase sa dalawang (2) pangkat at magsagawa ng isang pagpupulong. Punan ang kahingian ng panukalang adyenda batay sa sumusunod:

1. Pangalan ng Pangkat/Kagawaran:

2. Taguri/Katawagan sa Pulong:

3. Petsa ng Pagpupulong:

4. Oras ng Pagpupulong:

5. Lugar ng Pagpupulong:

PANUKALANG ADYENDA

- I. Pagsisimula ng Pulong
 - II. Pagpapatibay ng Panukalang Adyenda
 - III. Pagbasa at Pagpapatibay sa Katitikan ng Pulong noong
-

IV. Mga Dapat na Pag-usapan Kaugnay ng Nakaraang Pulong:

- 1. _____
- 2. _____
- 3. _____

V. Mga Panukalang Proyekto:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

VI. Iba Pang Pag-uusapan:

- 1. _____
- 2. _____
- 3. _____

VII. Iskedyul ng Susunod na Pulong:

VIII. Pagtatapos ng Pulong

Inihanda ni:

Lagda; _____

Pangalan: _____

Posisyon: _____

SANGGUNIAN:

Mangahas, G. & Villanueva, L. (2015). Patnubay sa korespondensiya Opisyal: Ikaapat na edisyon. Lungsod Maynila: Komisyon sa Wikang Filipino

Grade 11/12 Lesson 7	SCIENCE Impacts of Genetic Engineering
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Name _____

Quarter 2: Week 5

Learning Competency with Code:

- Evaluate the benefits and risks of using GMOs (**S11/12LT-Ilej- 19**)



ACTIVITY 1

I. Objective: Evaluate the impacts of genetic engineering on our daily life.

II. Materials: Given information

III. Procedures:

Read the following information and then answer the questions below.

Genetic engineering is the artificial manipulation, modification, and recombination of DNA (i.e. the carrier of genetic information which achieves its effects by directing the synthesis of proteins) or other nucleic acid molecules in order to modify an organism or population of organisms. An organism generated through genetic engineering is considered to be a genetically modified organism (GMO). The technology was invented in the 1970s and nourished rapidly in the past 3 decades in various fields, including agriculture and food industry, medicine, research, and entertainment etc

Agriculture and food industry – GM food has been selling in the markets since the 1900s. New genes are introduced for a variety of reasons, whether it's to grow higher yields, make crops more resistant to infection and pests, or even to infuse them with extra nutrients and vitamins. Some common GM food include: milk, soy, corn, potatoes, rice, papaya, tomatoes, canola, etc.

Medicine - Genetic engineering has been widely used in the medical field. Insulin and human growth hormone were the first 2 commercial medical products. Other medicines or treatments for cancer, immune deficiency, heart attacks etc. have also been produced using genetic engineering. In addition, vaccines and artificial transplanting organs created with DNA technology are also available. Furthermore, gene therapy has become more and more prevailing in both preventive and remedial ways while malfunction genes are detected





Research - Genetic engineering unveils a new chapter in natural science. Genes and other genetic information from a wide range of organisms are transformed into bacteria for storage and modification, creating genetically

modified bacteria in the process. Bacteria are cheap, easy to grow, clonal, multiply quickly, relatively easy to transform and can be stored at -80 °C. An isolated gene can be stored inside the bacteria providing an unlimited supply for research and experiments.

Entertainment – Novelties such as glowing pets, lavender-colored carnations, blue roses, BioArt etc. are made available for trend-followers.

Questions

1. *In which of the following aspects do you think it is worthwhile to develop genetic engineering? Rate the aspects 5 if it is very worthy and 1 if it is not worthy. Explain your answer*

Aspect	Worthiness of development 5= very worthy, 1= not worthy	Reasons
Agriculture and food industry  https://www.cpchem.com/what-we-do/industries/food-agriculture		
Medicine  https://www.gtai.de/en/invest/industries/healthcare/pharmaceuticals		
Research  https://www.consultancy.org/news/59/global-market-research-industry-worth-76-billion-top-10-companies		
Entertainment  https://canadianinquirer.net/v1/2020/07/30/house-leader-pushes-for-revitalization-of-ph-film-industry/		

2. *Imagine a world where you could pick your child's traits (like hair & eye color / height/ build/ intelligence/ chance of disease/ memory/ number of clones). Would this be a world you want to live in? Why or why not?*

3. *From your own knowledge, what are the pros and cons of Genetic Engineering in the following aspects?*

Aspects	Pros	Cons	Ethical concerns
Designer babies Gene selection Gender selection Trait selection			
Gene therapy			
Social-economic differences			
Military use			
Prolonged human life			

4. *Do you support applying GE on human? Explain and defend your answer using the theories of ethics.*

REFERENCES

Beauchamp, T.L. (et al.) (2008). *Contemporary Issues in Bioethics*. USA: Thomas Higher Education.

Shannon, T.A. (1997). *An Introduction to Bioethics*. New York: Paulist Press.

http://en.wikipedia.org/wiki/Genetic_engineering

<http://gmoinside.org/gmo-timeline-a-history-genetically-modified-foods/>

<http://global.britannica.com/EBchecked/topic/228897/genetic-engineering>

<http://recipes.howstuffworks.com/5-common-genetically-modified-foods.htm>

<http://www.infoplease.com/cig/biology/dna-technology-applications.html>

http://en.wikipedia.org/wiki/Genetic_engineering

<http://www.globalchange.com/geneticengin.htm>

<http://www.who.int/genomics/public/patientrights/en/>

For Teacher's Reference

1. From your own knowledge, what are the pros and cons of GE in the following aspects?

Aspects	Pros	Cons	Challenging level (optional) Ethical concerns
<ul style="list-style-type: none"> • Designer babies • Gene selection • Gender selection • Trait selection 	<ul style="list-style-type: none"> • Parents have the right to 'design' their offspring. • The human race as a whole would become more and more perfect. 	<ul style="list-style-type: none"> • Human race would become more and more uniformed. • The attempt to design babies is to play God. • If genetically altered humans are successful, ones' accomplishments would no longer be admired, because those achievements are not their own, but rather the products of science. 	<ul style="list-style-type: none"> • Who is to say what are the best traits? • Is it ethical for parents to select their babies' traits?
Gene therapy	<ul style="list-style-type: none"> • Somatic engineering can be used to correct genes with defect that cause lifelong & deadly diseases (e.g. severe combined immunodeficiency). • It can cure disorders caused by genetic mutation (e.g. Down syndrome / Alzheimer's disease). 	<ul style="list-style-type: none"> • It could cause super diseases. • It may lead to unpredictable consequences and side effects. e.g. we can alter the genes of mice to increase its memory but it may become more sensitive to pain at the same time. That might also happen to human beings. 	Engineered baby may be born to save the life of a brother/sister. Is it moral to design humans for such a purpose?
Social-economic differences	Rich people can make their children more intelligent / athletic.	Social-economic differences that would separate genomic classes, causing discrimination.	Is it fair and just if genomic classes are created in our future society?
Military use	The gene of soilers' eyes can be altered, such that they can see the infrared of the enemy in the dark for defense purposes.	The development of GE on the military aspect could cause huge casualties.	Is it ethical to modify human genes to serve military purposes?
Prolonged human life	Humans can enjoy longer life with better physical condition by modifying their genes.	<ul style="list-style-type: none"> • Overpopulation & lack of resources • It may lead to the development of new species of humans. 	Who has the right to determine how long a person should live?
Others (e.g. Human cloning)			

Grade 11/12
Aralin
5

**UNDERSTANDING CULTURE SOCIETY
AND POLITICS**
Education as a Human Right

Name _____

Quarter 2: Week 7

Learning Competency

Promote primary education as a human right. (UCSP11/12HSOIIf-27)



ACTIVITY 1

Instructions: Write a short story of the image below. Write your answer on the box provided in the next page.

Street Children in Angeles City



Head Line: _____

[illegible]

References

Department of Education. Kto12 Most Essential Learning Competencies 2019. Senior High School

Angeles City:

<https://www.facebook.com/photo.php?fbid=322173403437180&set=pb.100069335674273.-2207520000..&type=3>

Grade 11/12
Aralin
5

PHILIPPINE POLITICS AND GOVERNMENT
Role of Civil Society and Social Movements

Name _____

Quarter 2: Week 5

Learning Competency

Evaluate the role of civil society organizations and social movements
(HUMSS_PG12-Ile-12)



ACTIVITY 1

Instruction: Based on the given picture above, fill in the figure below with some information regarding the role of the civic organization, *Save the Trees Coalition*. Write its objectives, role in the society, cause and effects of the organization.



<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Objective: _____ _____ _____ _____ _____ _____ _____ _____ _____ </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Role in the society: _____ _____ _____ _____ _____ _____ _____ _____ </div>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> Save the Trees Coalition </div>	
<div style="border: 1px solid black; padding: 5px;"> Cause of the creation of the organization: _____ _____ _____ _____ _____ _____ _____ _____ _____ </div>	<div style="border: 1px solid black; padding: 5px;"> Effects of the organization to the society: _____ _____ _____ _____ _____ _____ _____ _____ _____ </div>

Reference

Department of Education. 2020. Most Essential Learning Competencies MELCS.

https://en.wikipedia.org/wiki/List_of_political_ideologies

<https://www.facebook.com/SAVETheTREESPhilippines/>

Grade 11 Lesson 10	TECHNOLOGY AND LIVELIHOOD EDUCATION WELLNESS
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Name _____

Quarter 2: Week 10

Learning Competency with Code:

1. Perform wellness massage techniques. (TLE_HEWM9-12WT-IIIa-j-3)



ACTIVITY 1

Directions: Multiple Choice: Choose the best answer and encircle the letter of the correct answer.

1. This use passive stretching and gentle pressure along the body's energy lines to increase flexibility, relieve muscle and joint tension and balance the body's energy system.
 - a. Reflexology
 - b. Shiatsu
 - c. Swedish Massage
 - d. Thai Massage
2. It is done with the palm at surface of the hand palpating the body surface of the patient in determining balance of hot and cold.
 - a. Hilot Pagkapa/Palpation of hot and cold syndrome
 - b. Hilot Pagsasalat/Palpation of skin tissues and stiff muscles
 - c. Effleurage
 - d. Swedish Massage
3. It is where the hands skim over the surface of the tissues.
 - a. Effleurage
 - b. Petrissage
 - c. Stroke
 - d. Vibration
4. This means "to knead". This technique is like kneading dough.
 - a. Effleurage
 - b. Petrissage
 - c. Stroke
 - d. Vibration
5. This is a rhythmic tapping, pounding, and patting of the body. The motion is like drumming hands by cupping, hacking, and chopping. This technique is usually used as the last technique.
 - a. Friction
 - b. Petrissage
 - c. Tapotement
 - d. Vibration
6. This technique can be done by rubbing and forth. The movement creates heat, warming up muscles in the body the treated for deep massage technique.
 - a. Friction
 - b. Petrissage
 - c. Tapotement
 - d. Vibration
7. It is an oscillatory movement that shake and vibrates the body. This movement can be done rapidly or slowly.
 - a. Friction
 - b. Petrissage
 - c. Tapotement
 - d. Vibration

8. The primary goal of this massage technique is to relax the entire body. This is accomplished by rubbing the muscles with long gliding stroke in the direction of blood returning to the heart.
 a. Effleurage b. Petrissage c. Reflexology d. Swedish Massage
9. It is an alternative technique that involve manual pressure applied to specific points on the body in an attempt to relieve the tension and pain.
 a. Effleurage b. Reflexology c. Shiatsu d. Swedish Massage
10. This can be a deep relaxing and therapeutic modality for those suffering from plantar fasciitis, ankle injuries or even everyday work and play.
 a. Reflexology c. Swedish Massage
 b. Shiatsu d. Thai Massage



ACTIVITY 2

Directions: Find a partner and perform any of the following massage techniques:

1. Effleurage
2. Shiatsu
3. Swedish Massage
4. Thai Massage

Rubric in Performing Massage Techniques	Excellent 3 pts.	Good 2 pts.	Needs Improvement
Touch/Contact	Student demonstrated one hand contact throughout the massage session. The pressure was consistent and transitioned appropriately when needed in application of massage technique	Hand contact during massage was interrupted, pressure was applied inconsistently on an occurrence of 2 or more times during the session.	Student consistently disconnected from instructor during the session. Needs improvement and practice when applying the appropriate amount of pressure.
Rhythm/Sequence	The massage session had a	The student displayed some	The massage session was interrupted

	continuous flow. Student transitioned massage applications with appropriate follow through. Student demonstrated smooth movement of massage techniques.	hesitation transitioning into massage applications or body part. Massage techniques were not followed through correctly.	continuously through the session. The student displayed on numerous occasions hesitations/disruptions massage applications.
Performance of Massage Techniques	Student correctly applied all applications of massage techniques during the session. Used proper techniques in assigned order.	Student applied massage techniques with minimal errors. Massage applications were applied to wrong area of the body or hand placement was incorrect.	Student displayed 3 massage applications incorrectly or not applied to the appropriate part of the body.
Complete and bilateral performance	Massage applications were applied consistent and balanced on the right and left sides of the body.	Massage applications were consistent and balanced on half of the body.	Massage applications were not consistent throughout the massage.
Draping Skills	Performs proper draping skills, by covering the client for privacy. Procedure turning client over is correct. Communicates with the client proper instructions for turning over.	Draping skill was acceptable with minimal amount of client exposure. Communications cues were not given correctly to the client.	Client's privacy and security is not intact, communication for turning over is not given.
Use of Lubricants	Complete massage session was	Students' applications of lubricant was	The application of lubrication was not consistent throughout

	performed with appropriate application of lubricant when needed.	either excessive or not applied enough on a portion of the body (upper/lower torso).	the session. Lubricant application was either excessive or depleted.
Proper Positioning	Student properly positions the bolster and face rest.	Bolstering or face rest position was forgotten once during the massage application.	Bolstering under the client's knee/ankle or face rest is not in position when needed during the massage session more than once.
Timing	Students' massage on the instructor was completed on time.	Students massage on instructor was under/over 3-5 minutes.	Student's massage on instructor was under/over 5 minutes or more.
Preparedness	Student comes to the massage session prepared and on time.	Student comes to the massage session late.	Student does not come to massage session.

REFERENCES

Curriculum Guide Home Economics Wellness May 2016

<https://anyflip.com/houlb/nbot/basic>

<https://www.rcampus.com/rubricshowc.cfm?code=PBA6AB&sp=true>

Grade 11/12 Lesson 1	INTRODUCTION TO THE PHILOSOPHY OF THE HUMAN PERSON Freedom of The Human Person
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Name _____

Quarter 2: Week 1

MELC and Code:

After going through this module, you are expected to:

1. evaluate and exercise prudence in choices (PPT11/12-IIa-5.2);
2. realize that:
 - a. choices have consequences;
 - b. some things are given up while others are obtained in making choices (PPT11/12-IIb- 5.3); and
3. show situations that demonstrate freedom of choice and the consequences of their choices (PPT11/12-IIc-5.4).



ACTIVITY:

“Freedom and Responsibilities of the Angeleños”

Directions:

With the guidance of the teacher, the class will be divided into three groups. Each group will make a creative presentation of their own choice (song, dance, poem, poetry, role play, poster, etc.) on the theme “**Freedom and Responsibilities of the Angeleños**”. Specific issues, challenges or situations related to the use of freedom of the people of Angeles City including the possible solutions should be incorporated in the presentation.

Rubric in Scoring the Creative Presentation

	Level 1 (1-3 points)	Level 2 (4-6 points)	Level 3 (7-9 points)	Level 4 (10 points)
Content (local issues & solutions presented)	Level 1 Information is sparse, inadequate, incorrect or outdated.	Level 2 Information is inadequate and lacks support of facts.	Level 3 Information and facts are adequate and current.	Level 4 Information and facts are abundant, current and interesting.
Creativity (choice of presentation)	Level 1 The choice of presentation was poorly delivered.	Level 2 The choice of presentation was satisfactorily delivered.	Level 3 The choice of presentation was very satisfactorily delivered	Level 4 The choice of presentation was outstandingly delivered.

Relevance to Local Community (Information is relevant, accessible and grabs attention of the community.)	Level 1 Information shows a lack of relevance and connection to the community.	Level 2 Information provides somewhat a relevance and connection to the community.	Level 3 Information is presented in a way that is mostly relevant and connected to the community.	Level 4 Information is thoroughly relevant to the community and allows for a high degree of significance and connection.
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REFERENCES

Abella, R. (2016). *Introduction to the Philosophy of the Human Person*. Quezon City: C & E Publishing, Inc.

<https://www.rcampus.com/rubricshowc.cfm?code=TX4344C&sp=yes> on retrieved on May 16, 2022

Grade 11/12 Aralin 1	PERSONAL DEVELOPMENT Personal Relationships
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Name _____

Quarter 2: Week 1

MELC with Code:

At the end of the module the learners will be able to:

1. discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions (EsP-PD11/12PR-IIa-9.1); and
2. express your ways of showing attraction, love, and commitment (EsP-PD11/12PR-IIa-9.2).



ACTIVITY 1

“The Body as Vehicle for Healthy Relationships”

Directions:

Students will select one volunteer to come and trace a body on a large sheet of paper. Once the body is traced, place the paper on the wall. Students will then take turns writing or drawing positive traits of potential partners or relationships on the body. If students have an idea of a negative character or relationship trait, they will write or draw them around the outer border of the body. Once everyone has had an opportunity to write on the body, discuss what was drawn or written with emphasis on the qualities of a healthy relationship.



ACTIVITY 2: “Relationships’ Symbols & Meaning”

Directions: In each box, describe your relationships with your parents, siblings, friends, and with someone special (*if applicable*) by illustrating/drawing a symbol. Write a short explanation below the symbol. Do the following activities on a bond paper and submit it to your teacher for checking/evaluating.

MY RELATIONSHIP WITH MY PARENTS.

MY RELATIONSHIP WITH MY SIBLINGS.

MY RELATIONSHIP WITH MY FRIENDS.

MY RELATIONSHIP WITH SPECIAL SOMEONE.

Rubric for Activity 2

Criteria	10	8-9	6-7	3-5	1-2	score
Symbol	highly creative	very creative	creative	a bit creative	not creative	
Explanation	outstanding	very satisfactory	satisfactory	needs improvement	poor	
score	total					

REFERENCES

<http://www.poehealth.org/wp-content/uploads/2014/07/Healthy-Relationships-Session-Outline.pdf>

Cox, M.G. (2016). Personal Development. Pasay City. JFS Publishing Services

Rubin, K. H., Bukowski, W. M., & Parker, J. G. (2006). Peer interactions, relationships, and groups. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Social, emotional, and personality development* (6th ed., Vol. 3, pp. 571–645). Hoboken, NJ: John Wiley & Sons

For inquiries or feedback, please write or call:

Department of Education – Region III

Schools Division of Angeles City

Jesus St., Pulungpulu
Angeles City, 2009 Pampanga

Telephone No.: (045) 322-4101

Email Address: angeles.city@deped.gov.ph