11

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 11
Quarter 2 – All Subjects
First Edition, 2022

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 11 Lesson 9	**ORAL COMMUNICATION** Effective Speech Writing and Delivery

Name _____

Quarter 2: Week 9

Learning Competency with Codes:

Use principles of effective speech writing focusing on:

- Audience profile
- Logical organization
- Duration
- Word choice
- Grammatical correctness

and

- Articulation
- Modulation
- Stage Presence
- Facial Expressions, Gestures and Movements
- Rapport with the Audience

(EN11/120C-IIcj-24; EN11/120C-IIcj- 25; EN11/120C-IIcj;25.125.5; EN11/120C-IIcj-25.5; EN11/120C—licj26; EN11/120C—licj26.1-26.5)

ACTIVITY 1

Pretend that you are the Secretary of Tourism, write and deliver a speech to persuade tourists to visit Angeles City and know its culture and traditions. Be sure to follow the principles of effective writing and speech delivery. Refer to the rubric for scoring.

Rubric for scoring

30	25-29	20-24	15-19	10-14
Uses all the 10 elements of effective writing and delivery	Uses 8 -9 elements of effective writing and delivery	Uses 6-7 elements of effective writing and delivery	Uses 3-5 elements of effective writing and delivery	Uses only 1-2 elements of effective writing and delivery

Reference

https://humejohnson.wordpress.com/2014/10/22/8-things-you-should-be-doing-when-delivering-a-speech/

Grade 11 Aralin 2	**KOMUNIKASYON AT PANANALIKSIK SA WIKA AT KULTURANG PILIPINO** Pagsulat ng Tekstong Deskriptibo

Pangalan _____

Ikalawang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

1. Naibabahagi ang katangian at kalikasan ng iba't ibang tekstong binasa (F11PS-IIIb-91)
2. Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto (F11PU-IIIb-89)

GAWAIN 1- Manood at Magsuri

Panuto: Manood ng isang dula o pelikula. Suriin ang lingguwistikong katangian, kultural na aspekto, at ang iba pang kahingian nito.Bumuo ng mga pangkat na may apat(4) na miyembro ang bawat isang pangkat. Magbunutan kung sino ang sasagot ng bahaging A, B, C, at D. Isulat ang sagot sa kahon.

A. Pamagat ng Pelikula/Dula	
Manunulat	
Direktor	
Mga Tauhan	Ginampanang Papel
1.	
2.	
3.	
4.	
5.	
Buod	

Pagsusuri		
B. Magbigay ng limang pahayag o diyalogo na tumatak sa iyo. Ipaliwanag ang kahulugan nito sa lipunang Pilipino.	1.	
	2.	
	3.	
	4.	
	5.	
C. Magbigay ng limang kulturang Pilipinong naihayag sa sinuring pelikula o dula. Ipaliwanag ang kahalagahan nito sa ating pagkabansa.	1.	
	2.	
	3.	
	4.	
	5.	
D. Magbigay ng limang aral na natutuhan sa sinuring pelikula o dula. Ilahad ang implikasyon ng bawat isa sa iyo bilang isang mag-aaral o mamamayang Pilipino.	1.	
	2.	
	3.	
	4.	
	5.	

Sanggunian:

Badayos, Paquito B. et al 2010, Komunikasyon sa Akademikong Filipino, Malabon City, Mutya Publishing House Inc.ph. 8-11

Bernales, Rolando A. et al 2016, Komunikasyon sa Makabagong Panahon, Malabon City, Mutya Publishing House Inc. ph. 105

Jocson, M. (2016). Komunikasyon at pananaliksik sa wika at kulturang Pilipino. Lungsod Quezon: Vibal Group, Inc.

Grade 11/12 Lesson 7	**S C I E N C E** Impacts of Genetic Engineering

Name _____

Quarter 2: Week 5

Learning Competency with Code:

- Evaluate the benefits and risks of using GMOs (**S11/12LT-IIej- 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.*

_____
_____
_____
_____
_____
_____

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Shannon, T.A. (1997). *An Introduction to Bioethics*. New York: Paulist Press.
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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
● Designer babies ● Gene selection ● Gender selection ● Trait selection	● Parents have the right to 'design' their offspring. ● The human race as a whole would become more and more perfect.	● 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.	● Who is to say what are the best traits? ● Is it ethical for parents to select their babies' traits?
Gene therapy	● 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).	● 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 seperate 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.	● 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 Lesson 2	G E N E R A L. M A T H E M A T I C S Simple and Compound Interest

Name _____

Quarter 1: Week 2

Learning Competency with Code:

Solve problems involving simple and compound interest (M11GM-IIb-2)

ACTIVITY 1

Solve and complete the table below. Computation is based on ordinary simple interest.

Amount	Principal	Interest	Rate	Time
	P 1, 500		12%	2 years
	P 4, 000		10%	42 days
P 40 000	P 35, 000			2 years

ACTIVITY 2

Solve the given problems.

1. Your father borrowed P 30, 000 from the bank at the rate of 8% a year. What is the interest if it will be paid after two years?

2. Tonie secured a loan of P5, 000 from a cooperative bank which charged him 12% interest for 4 months. How much interest did he pay? What is the amount paid to the bank?

3. Your sister planned to put up her own business. She borrowed P 50, 000 from a bank. Find the total compound interest of her loan which is payable for 2 years at 10% per annum compounded semi-annually.

4. A vendor borrows a certain amount of money at 8 % simple interest for 3 months. Determine the principal that results in interest amounting to P 1, 200.00.

REFERENCES

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Zorilla et al. 2011. Business Mathematics. Page 159. Mutya Publishing House, INC.

Grade 11/12 Aralin 5	**PHILIPPINE POLITICS AND GOVERNMENT** Role of Civil Society and Social Movements

Name _____

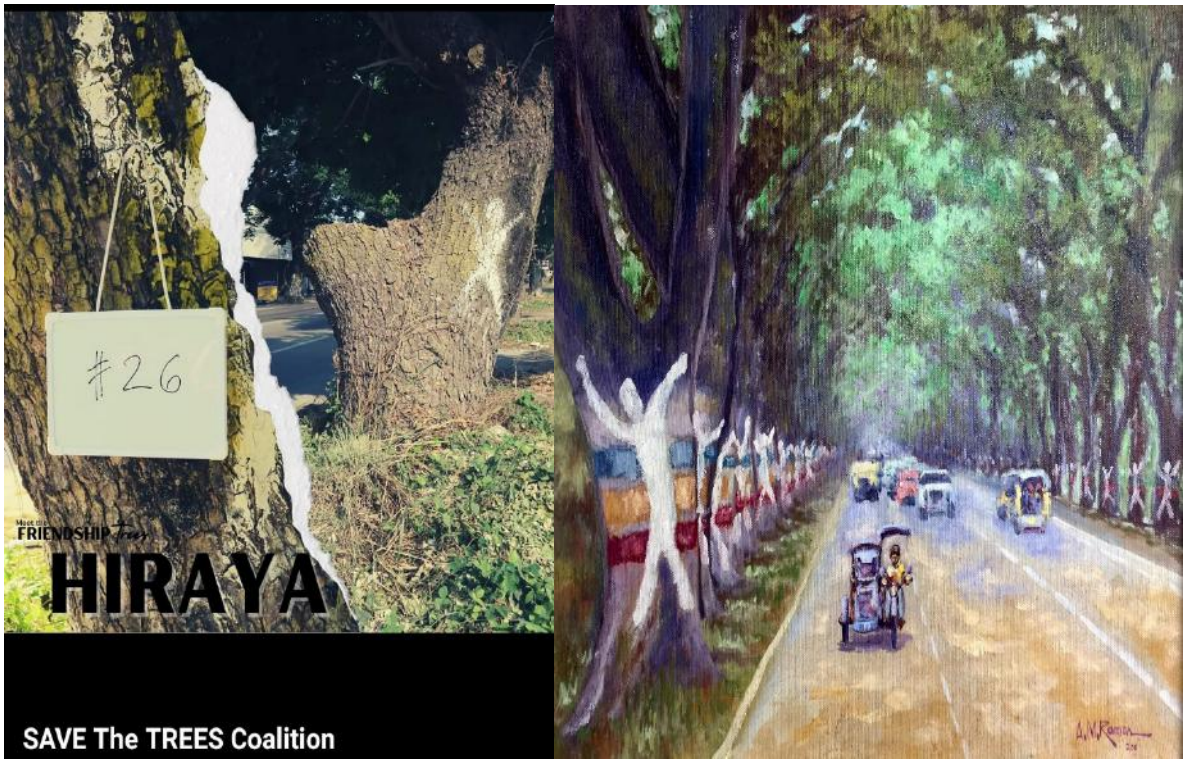
Quarter 2: Week 5

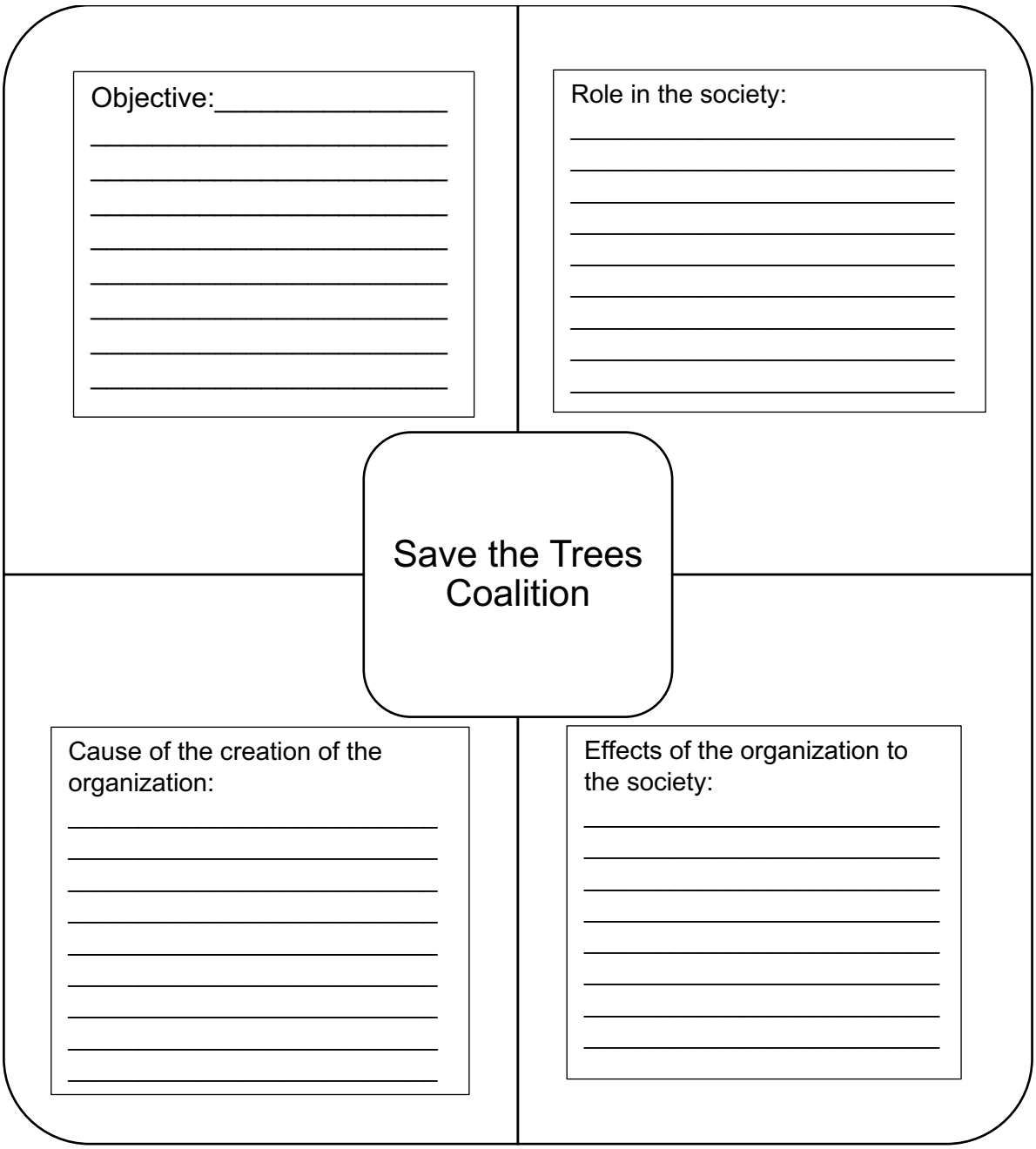
Learning Competency

Evaluate the role of civil society organizations and social movements (HUMSS_PG12-IIe-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.





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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 7	TECHNOLOGY AND LIVELIHOOD EDUCATION BREAD AND PASTRY

Name _____

Quarter 1: Week 5

Learning Competency with Code:

1.1 Select, measure, and weigh ingredients according to recipe requirements, and enterprise practices;

1.2 Select the required oven temperature to bake goods by the desired characteristics standard recipe specifications and enterprise practices;

1.3 Prepare sponges and cakes according to recipe specifications, techniques and conditions, and desired product characteristics;

1.4 Use appropriate equipment according to required pastry and bakery products and standard operating procedures; and

1.5 Cool sponges and cakes according to established standards and procedures. (TLE_HEBP9-12A-IIIA-F-7)

ACTIVITY 1

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

1. It is used for general mixing.
   a. Dough Arm b. Paddle c. Wire Whip d. Wire Whisk

2. It is a special box in which the ideal conditions for fermenting yeast dough can be created. This box maintains a preset warm temperature and humidity level appropriate to the specific dough.
   a. Convention Oven c. Proofer
   b. Deck Oven d. Rack Oven

3. This oven contains fans that circulate the air and distribute the heat rapidly throughout the interior. The forced air makes foods cook more quickly at lower temperatures.
   a. Convention Oven c. Proofer
   c. Deck Oven d. Rack Oven

4. A kind of pan, usually with slightly flared sides, used for baking loaf bread. This can be used for molding refrigerated and frozen desserts.
   d. Cake Pan b. Loaf Pan c. Sheet Pan d. Tube Pan

5. A deep cake pan with a tube in the center. The tube promotes even baking of angel food cakes and chiffon cakes.
   a. Cake Pan b. Loaf Pan c. Sheet Pan d. Tube Pan

6. These are ideals for medium to larger amounts of dry and liquid ingredients.
   a. Liquid Measuring Cups
   b. Measuring Cups
   c. Scoops
   d. Weighing Scale

7. These come in standard sizes and have a lever for mechanical release. They are used for portioning soft solid foods.
   a. Liquid Measuring Cups
   b. Measuring Cups
   c. Scoops
   d. Weighing Scale

8. This is like a slicer, but with a serrated edge. Used for cutting bread, cakes, and similar item.
   a. Cutting Board
   b. Offset Spatula
   c. Pastry Wheel
   d. Serrated Knife

9. This is used for cutting and slicing different types of ingredients.
   a. Cutting Board
   b. Offset Spatula
   c. Pastry Wheel
   d. Serrated Knife

10. These are essential for mixing, stirring, and serving. These are strong, flexible, and poor conductors of heat, which make them ideal for beating and creaming.
    a. Mixing Bowl
    b. Strainer
    c. Spoon
    d. Wooden Spoon

11. This is used to hold baked goods while cooling.
    a. Cooling Rack
    b. Food Rack
    c. Table Rack
    d. Cake Rack

12. A type of cake that contains a high percentage of fat or shortening and depends upon eggs, flour, and milk for structure.
    a. Angel Food Cake
    c. Foam Type Cake
    c. High Fat or Shortened Cakes
    d. Sponge Cake

13. A cake using either whole eggs or yolks or a combination of both.
    a. Angel Food Cake
    b. Foam Type Cake
    c. High Fat or Shortened Cakes
    d. Sponge Cake

14. A type of cake that is also known as an unshortened cake.
    a. Angel Food Cake
    b. Foam Type Cake
    c. High Fat or Shortened Cakes
    d. Sponge Cake

15. A combination of shortened cake and foam-type cake.
    a. Angel Food Cake
    b. Foam Sponge Cake
    c. Modified Sponge Cake
    d. Sponge Cake

ACTIVITY 2

Group yourself into 5 groups and prepare any of the types of cakes of your choice. Sample of suggested cakes to prepare:

Pianono (Filipino Sponge Cake Roll)

Ingredients:

- 5 pieces of eggs
- ½ teaspoon of cream of tartar (optional)
- ½ cup of granulated sugar
- 1 teaspoon of vanilla extract
- ½ cup of flour
- 2 tablespoons of cornstarch
- 1 ½ teaspoon of baking powder
- 3 tablespoons powdered sugar

Filling

- 1 stick of margarine, softened.
- 2 tablespoons of granulated sugar.

Instructions:

1. Separate egg yolks from egg whites.
2. In a bowl, beat the egg whites using a mixer at low speed for 1 minute or until frothy.
3. Sprinkle the cream of tartar on top and continue beating until soft peaks form.
4. While continuously beating, gradually add 14 cups of granulated sugar, a tablespoon at a time. Once all the sugar is added, turn the speed up to medium and continue beating the meringue until it forms stiff, glossy peaks.

5. In a large mixing bowl, cream together the egg yolks, the remaining 14 cups of sugar, milk, and vanilla extract until light in texture and color.

6. Sift the flour, cornstarch, and baking powder and add them to the egg yolk mixture. Mix well.
7. Gently fold in a third of the meringue until it forms stiff, glossy peaks.
8. Pour the batter into a 15x10x1-inch pan lined with wax or parchment paper.
9. Bake in a 375 F oven for about 15 minutes, or until the cake is golden.

10. Remove it from the oven and loosen the edges of the cake. Transfer the cake, including the wax paper, to a rack and allow it to cool.
11. Dust wax or parchment paper with powdered sugar and invert the cake onto the paper. Gently peel the other wax paper off the cake.
12. Beginning with the narrow side, roll the cake up together with the wax paper. Let it cool down completely, and seam side down, for 10 to 15 minutes.
13. Once the cake has cooled, gently unroll and spread the cake with softened margarine. Sprinkle with granulated sugar and re-roll.
14. Cut into 1-inch-thick slices to serve.

Meringue Making Hints

1. Eggs are easier to separate when cold but allow the egg whites to reach room temperature before whisking to create more volume.
2. Use fresh eggs, if possible; they might not create as much volume as older (3-5 day-old) eggs, but they make a more stable meringue.
3. Make sure there is not a speck of grease, fat, or even a smear of yolk in the whites, which will prevent them from foaming properly.
4. For best results, use clean, grease-free bowls and whisk attachments. Use glass or metal bowls as plastic can have a greasy film that will keep the whites from whipping up to full volume.
5. Avoid using a high speed while whisking or beating the whites. As it incorporates more air and creates larger bubbles, it tends to deflate the meringue during or after baking.

1. Start with fresh eggs and separate them. A fresh egg will whip up quicker and be more stable than whites from older eggs. Eggs are easiest to separate when they are cold, but they are easiest to whip up effectively when they are at room temperature. So separate the eggs when they are cold and let the whites sit out for about half an hour to take the chill off them before whipping if you can spare the time.

Be very careful when you separate the eggs. Any yolk (or other fat, oil, or grease) that makes its way into the whites will keep the whites from whipping up as big and fluffy as possible. When separating more than a few eggs, consider using the three-bowl method: one bowl to crack the egg into, one to put the whites in, and one to put the yolks in. That way, the accumulated whites are not contaminated by yolk if you accidentally break one.

2. Add salt and/or cream of tartar. To whip the eggs just until slightly foamy, use a big clean whisk (a balloon whisk is ideal), clean beaters, or the whisk attachment of a standing mixer. After that, for every 2 to 4 egg whites, add a pinch of salt and/or cream of tartar. When working with more egg whites than that, add 1/8 teaspoon for up to 8 whites and 1/4 teaspoon for up to 12 whites. Both salt and cream of tartar have to stabilize properties that assist egg whites to maintain their form when beaten.

Keep in mind: if you are using a copper bowl, skip the cream of tartar. Also, do not panic or run to the shop if you do not happen to have the cream of tartar on hand; plenty of egg whites have been beaten without it.

3. Soft Peaks. Now it is time to whip, or beat, the egg whites. If doing it by hand, you want to do this vigorously, in a big up-and-down circular motion to work as much air into the mixer, medium speed beats the eggs while also letting you monitor their progress sufficiently.

Here, soft peaks have formed. When the whisk or beaters are pulled out of the whites, a peak forms where the tools were, but the peak pretty much immediately droops. Soft peak is the stage you usually want when you're simply

adding whipped egg whites to a dish to lighten it (a useful trick with pancakes and waffles for extra fluffy, light-as-air results).

4. Firm Peaks. If you keep beating the egg whites, they will quite quickly go from soft peaks to firm peaks. The difference is that firm peaks keep their shape without drooping.
5. Stiff Peaks. Keep going and you'll quickly get stiff peaks. These egg whites keep their shape, even when turned upside down and round and round, as you can see on the whisk above.

This is the last stage you are going to want to go to. If you keep whipping the whites, they will first turn dry, losing their glossy sheen, and then start to pull apart a bit, the way foam in the ocean does, and then the protein strands you have so carefully stretched and filled with air will simply collapse and break apart. The water and protein in the egg whites will separate, and you will be left with a sad bowl of eggy water and clumps of foam.

Squash Cake Ingredients

Ingredients

- 150 ml cooking oil
- 2 eggs
- 140g light brown sugar
- 180g self-rising flour
- 2tsp cinnamon
- 1 tsp baking powder
- 50g sultanas
- Just weigh and add 150g of grated squash. You do not need to peel the squash. You can eat the peel if you like. It will just cook into the batter. However, if you prefer to peel it, then do so.

For the Orange Cream Cheese Frosting Recipe,

- 200g Cream Cheese
- 80ml double cream
- 100g icing sugar
- Zest of an orange

How to make butternut squash cake with orange cream cheese frosting

- Preheat the oven to 180C
- Grease and line a 2lb loaf tin.
- Add in the sugar, flour, cinnamon, and baking powder and mix with a wooden spoon.
- Tip the cake batter into the loaf tin and bake for 40-50 minutes, until a skewer comes out clean.
- Cool the cake in the tin, then remove it and top with the cream cheese frosting – make sure the cake is cool before covering it in frosting.
- To make the frosting, simply add the cream cheese, double cream, and icing sugar to a food processor and whizz until stiff and spreadable.
- Top the squash cake with the frosting in a rustic way, then scatter with orange zest.

Note: If squash is not available, you can make use of carrots or potatoes.

Rubrics in preparing starchy foods. Mark checks 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				

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Watson, M. (2020). Successful Egg Whites https://www.thespruceeats.com/how-to-whip-egg-whites-2216960

https://cookpad.com/us/recipes/12297871-easy-squash-cake

Grade 11/12 Aralin 1	**PERSONAL DEVELOPMENT** Personal Relationships

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	

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Grade 11 Lesson 4	**H O P E 2** Engaging in Physical Activities

Name _____

Quarter 2: Week 4

Learning Competency with Code:

Engage in moderate to vigorous physical activities (MVPA's) for at least 60 minutes most days of the week in a variety of settings in- and out- of school.
(**PEH11FH-Ia-t-8**)

Activity 1– LET'S PRACTICE

Activity 1 – My Fitness Plan
In order for you to engage in a physical activity, choose your favorite dance song/music. Perform a dance and record your performance. Present your performance to your teacher. Example: Dance to BTS – Dynamite, etc. You will be graded with the following rubric:

Proficient	Demonstrate excellent knowledge of the choreography and do it well	18-20 Points
Approaching Proficiency	Demonstrate good knowledge of choreography. Few errors however it does not interfere with performance	15-17 Points
Developing	Demonstrates knowledge of choreography with some errors.	10-14 Points
Basic	Demonstrates some knowledge of choreography but unsure of some movements and look lost and out of sync	1-9 Points

**Note: Don't forget to check your heart rate before and after the activity.
Heart Rate before activity: _____
Heart Rate after activity: _____

Reference:

Physical Education and Health, Teacher's Guide First Edition. (2016). Department of Education

Grade 11 Lesson 6	**H O P E 2** Proper Etiquette and Safety in the Use of Facilities and Equipment

Name _____

Quarter 2: Week 6

Learning Competency with Code:

Demonstrates proper etiquette and safety in the use of facilities and equipment**.**
(PEH11FH-Ia-t-12)

ACTIVITY 1– Signage Project

Directions: Create signage with a list of suitable etiquette in a short bond paper thatou may place anywhere in your house using recyclable materials. Make it interesting and creative so that your family members will notice it. You could even take a photo of it and post it to one of your social media profiles so that everyone can see it and be reminded that etiquette must begin in the home.

Rubric for Individual Project (Signage Project)

	1-9 Points	10-14 Points	15-17 Points	18-20 Points
Supporting Information	The project includes little to no examples of supporting information.	The project includes a few examples of supporting information.	The project includes many examples of supporting information including a few links to more information.	The project gives complete detail with supporting examples including several links to more information.
Uses creative promotional techniques	Does not use creative techniques to promote the theme	Has some creative techniques to promote the theme	The project has developed the theme through most of the signage, giving an organized appearance.	The project has a well-developed theme and a well-organized and well-throughout appearance.
Design and Images (clean layout and photograph)	The project does not include a layout or media.	The project includes a difficult-to-read layout, graphics, and 1 photo.	The project includes distracting layout, graphics, and 2 photos.	The project includes an approximate layout, graphics, and 3 photos.

Reference:

Physical Education and Health, Teacher's Guide First Edition. (2016). Department of Education

For inquiries or feedback, please write or call:

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