

GOVERNMENT PROPERTY
NOT FOR SALE

9
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 9
Quarter 1 – All Subjects
First Edition, 2022

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

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 (E)	: Reynaldo G. Cabrera
Science	: Gemima A. Estrabillo EdD	MAPEH (JHS/SHS)	: Walter C. Estabillo 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 9 Week 2	ENGLISH Conditionals in Expressing Arguments
-----------------------------	--

Name _____

Quarter 1: Week 2

Learning Competency with Code:

Use conditionals in expressing arguments

(EN9G-Ile-20)



ACTIVITY 1

Work in a triad. Construct five (5) sentences using conditional in expressing arguments. Get your topic from the Pandora's Box, which will be handed to you by your teacher.

1. Typhoon
2. Earthquake
3. Flood
4. Volcanic eruption

Rubric for scoring

Criteria	4	3	2	1
Sentence Structure	All the four sentences are structured correctly.	Three sentences are structured correctly.	Two sentences are structured correctly.	None or only one sentence is structured correctly.
Grammatical Accuracy	All the four sentences have no grammatical errors.	Three sentences have no grammatical errors.	Two sentences have no grammatical errors.	Only one sentence has grammatical errors.
Punctuation and Spelling	All the four sentences are properly punctuated and have no misspelled words.	Three sentences are properly punctuated and have no misspelled words.	Two sentences are properly punctuated and have no misspelled words.	None or only one sentence is properly punctuated and has no misspelled words.

REFERENCE

https://www.youtube.com/watch?v=krU_quaf540

Grade 9 Aralin 1	FILIPINO Denotatibo o Konotatibong Kahulugan
-------------------------------	--

Pangalan _____

Unang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Nabibigyang kahulugan ang malalim na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan (F9PT-la-b-39)

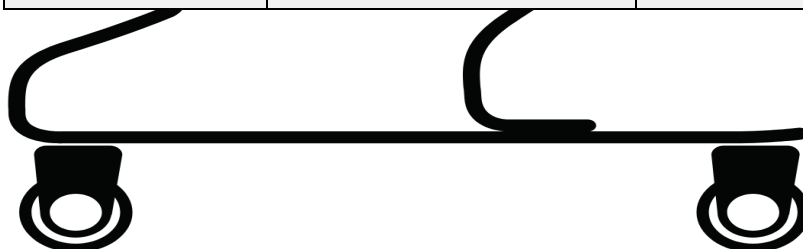


GAWAIN 1-ADD TO CART

Tukuyin ang konotasyon at denotasyon na kahulugan ng mga salitang nakatala sa loob ng cart. Piliin sa loob ng kahon ang tamang sagot at ilagay sa cart.

haligi ng tahanan	pagiging mapagbigay
nagbabadya na uulan nang malakas	lalaking magulang
bukas ang kamay	lto ay isang uri ng reptilya
isang taong traydor	matapang
larawan ng isang hugis puso	mapanakit o malupit na anak
pagmamahal	matigas ang loob
laruang bilog	di-pagsasabi ng totoo

DENOTASYON	SALITA	KONOTASYON
	AHAS	
	AMA	
	LITRATO NG PUSO	
	BOLA	
	MAITIM NA ULAP	
	KALUWAGANG PALAD	



SANGGUNIAN

Villanueva, Voltaire. 2018. *Ako Bibong 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

Grade 9 Lesson 4	SCIENCE Non- Mendelian Inheritance
-------------------------------	--

Name _____

First Quarter 1: Week 4

Learning Competency with Code:

Explain the different patterns of Non-Mendelian inheritance (**S9LT-Id-29**)



ACTIVITY 1

I. Objectives:

1. List the genotypes of the dog in the given problem;
2. Diagram and complete a Punnett square; and
3. Give phenotypic percentages of the offspring.

II. Materials:

(by group)

Marking pen and Manila paper

III. Procedure:

Read the given problem/situation and answer the questions that follow.

Mang Kanor who lives in Barangay Cutud Angeles City owns purebred dogs. A month ago he noticed that the cage was destroyed by his dogs. During the time that he fixes the cage, three (3) dogs, one from each neighbor, mingled with his dogs. For a while, he thought that one of the dogs had found his dog, but over the months, he noticed that all his dogs were pregnant. He suspected that one of his neighbor's dogs is the father. Which dog is it? Help Mang Kanor look for the dog's father by solving the given problem below.

1. Determine the possible traits of the dogs if:
 - a. a white (WW) is mated with a white (WW) Dog 1
 - b. a brown (BB) dog is mated with a white (WW) Dog 2
 - c. a roan (RW) is mated with a brown (BB) Dog 3
2. Illustrate your answers using a Punnett square.
3. Write your answers on a Manila paper.
4. Present and discuss your answers.
 - a. Will you be able to trace the father of the dogs? _____ What are the possible phenotypes of each dog?

- b. Do you think you will make Mang kanor happy about the result of your investigation? _____.
- c. How are you going to explain it to him? _____

_____.
- d. How would you apply what you have learned to improve the breeds of dogs in your area? _____

_____.

REFERENCES

Mittelsten Scheid, O. (2022). Mendelian and non-Mendelian genetics in model plants. The Plant Cell.

Ostrer, H. (1998). Non-Mendelian genetics in humans (No. 35). Oxford Monographs on Medical.

<https://en.m.wikipedia.org>

Name _____

Quarter 1: Week 3

Learning Competency with Code:

Characterize the roots of a quadratic equation using the discriminant (M9AL-Ic-2)



Activity 1

Material: Graphing Paper

Procedures:

1. Choose values for a, b, and c such that $b^2 - 4ac = 0$
Example : a= 2; b= 4; c= 2
2. Graph the resulting equation $y = ax^2 + bx + c$ in the coordinate plane.
Prepare a table of values for x and y.
3. In how many points does the graph intersect the x-axis? Estimate the root.
4. Repeat steps 1 to 3 for a different set of values.

Data 1:

a	b	c	$b^2 - 4ac$
			0

x								
y								

Equation 1 _____

Data 2:

a	b	c	$b^2 - 4ac$
			0

x								
y								

Equation 2 _____

Data 3:

a	b	c	$b^2 - 4ac$
			0

x								
y								

Equation 3 _____



ACTIVITY 2

Solve

Your family decided to go to Baguio. Your driver wanted to save his traveling minutes. By increasing the average speed by 10 miles per hour, he would have saved 36 minutes in traveling a distance of 120 miles. Find the average speed.

REFERENCES

Oronce, and Mendoza. 2003. Exploring Mathematics Intermediate Algebra II. Page 409. Rex Book Store, Inc.

Ymas, Najjar, Altares, and Concepcion. 2005. Colle Algebra with Recreational Mathematics.

Page 173. Sta. Monica Printing Corporation

Grade 9 Aralin 4	ARALING PANLIPUNAN Mga Sistemang Pang-ekonomiya
-------------------------------	---

Pangalan _____

Unang Markahan: Linggo: 4

Kasanayang Pampagkatuto at Koda:

*Nasusuri ang iba't-ibang sistemang pang-ekonomiya (Week 4, No Code)

Pangalan _____ Pangkat _____

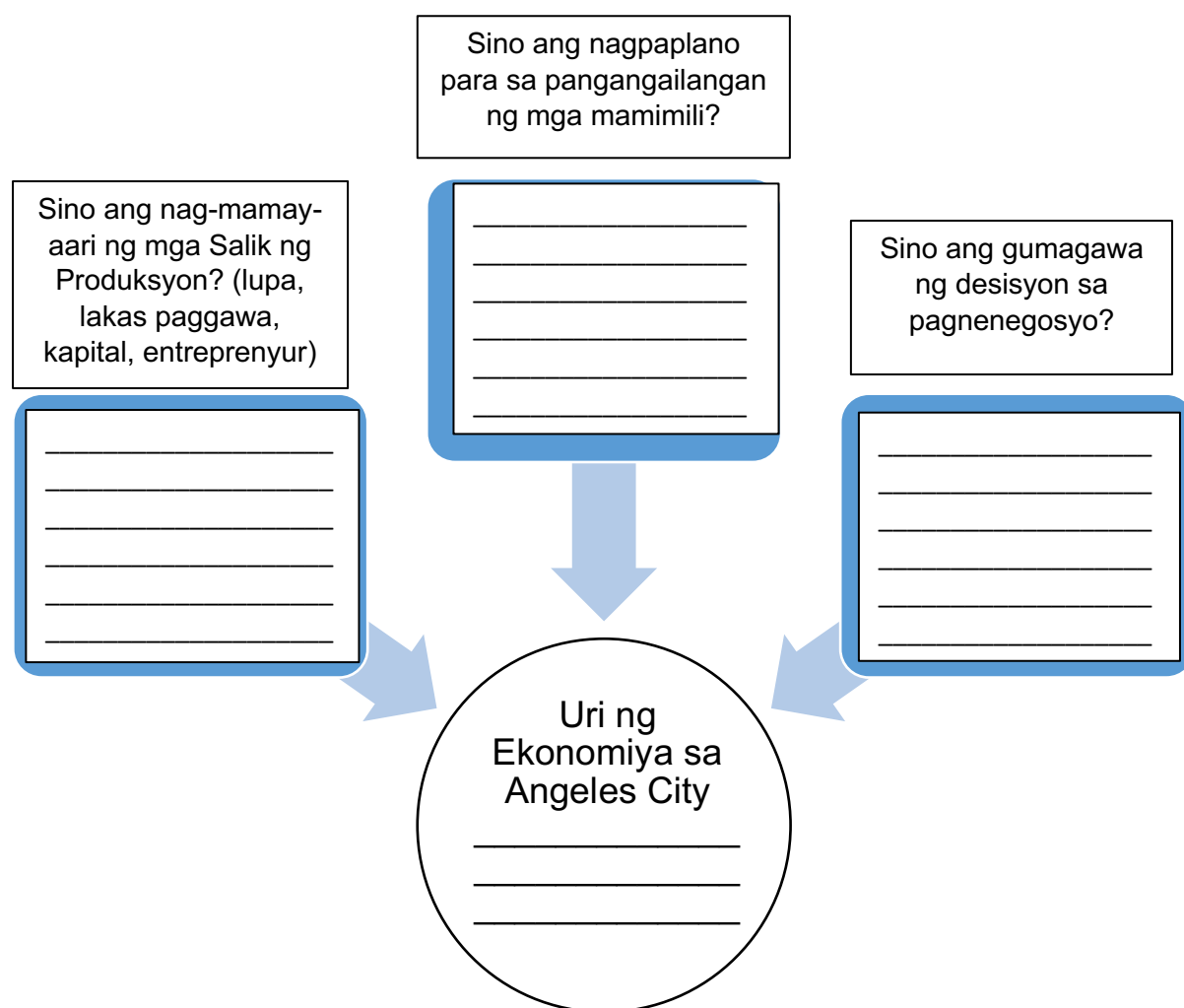
Uri ng Sistemang Pang-ekonomiya	Batayan ng Pag-aaring Publiko o Pribado sa mga Salik ng Produksyon	Saan nakatuon ang pagpaplano?	Laki ng Publiko at Pribadong Paggawa ng Desisyon
Pampamiliha ng Ekonomiya	Malawak ang antas ng pribadong pagmamay-ari ng salik ng produksyon kumpara sa publikong pagmamay-ari. Ang publikong pag-aari ay nakatuon sa mga kagamitan at serbisyong makatutulong sa mga mamamayan.	Ang pagpaplano ay nakatuon sa indibidwal, pamilya, pamayanan o pangkat at bansa. Sa paggawa ng planong pang-ekonomiya isinasaalang-alang ang kalayaang pumili ng bawat indibidwal. Halimbawa ng ganitong sistema ang Pilipinas at United States.	Ang indibidwal ang siyang gumagawa ng pagpapasya upang piliin ang mga mangangasiwa ng pamahalaan na siyang gagawa ng mga batas at magpapatupad nito upang maayos na magamit ang pinagkukunang-yaman.
Pinag-utos na Ekonomiya	Ang antas ng pag-aaring publiko ng mga salik ng produksyon ay mas malawak kaysa pribadong pagmamay-ari. Ang lupa at kapital ay pag-aari ng pamahalaan na siyang tatayo bilang entreprenyur. Ang paggawa ay sumusunod sa planong ginawa ng pamahalaan.	Nakatuon ang pagpaplano ng ekonomiya sa Estado kung saan ang prayoridad ng pamahalaan ay tungo sa pagpapatatag ng seguridad at militar bago ang ekonomiya. Halimbawa ng ganitong sistema ang North Korea at Cuba.	Ang paggawa ng desisyon ay sa pamamagitan ng pribadong pagpapasya na may kinalaman sa mga bagay na personal.
Pinaghalong Ekonomiya	Ang pribado at publikong pag-aari ng salik ng produksyon ay parehong makikita sa ganitong ekonomiya. Ang pangunahing industriya ay nasa kamay ng pamahalaan. Ang pribadong pag-aari ng kapital ay pinapayagan sa mga dayuhan.	Nakatuon ang plano ng estado subalit isinasaalang-alang din ang kapakanan ng indibidwal. Halimbawa ng ganitong ekonomiya ang Singapore at China.	Ang publikong pagpapasya ay nakikita sa malawak na kapangyarihan ng pamahalaan sa pagpapasya kung paano tatakbo ang ekonomiya. Ang pribadong sektor ay sumusunod sa pagpapasya ng pamahalaan.

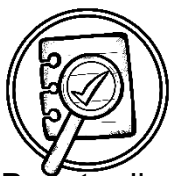




GAWAIN 1

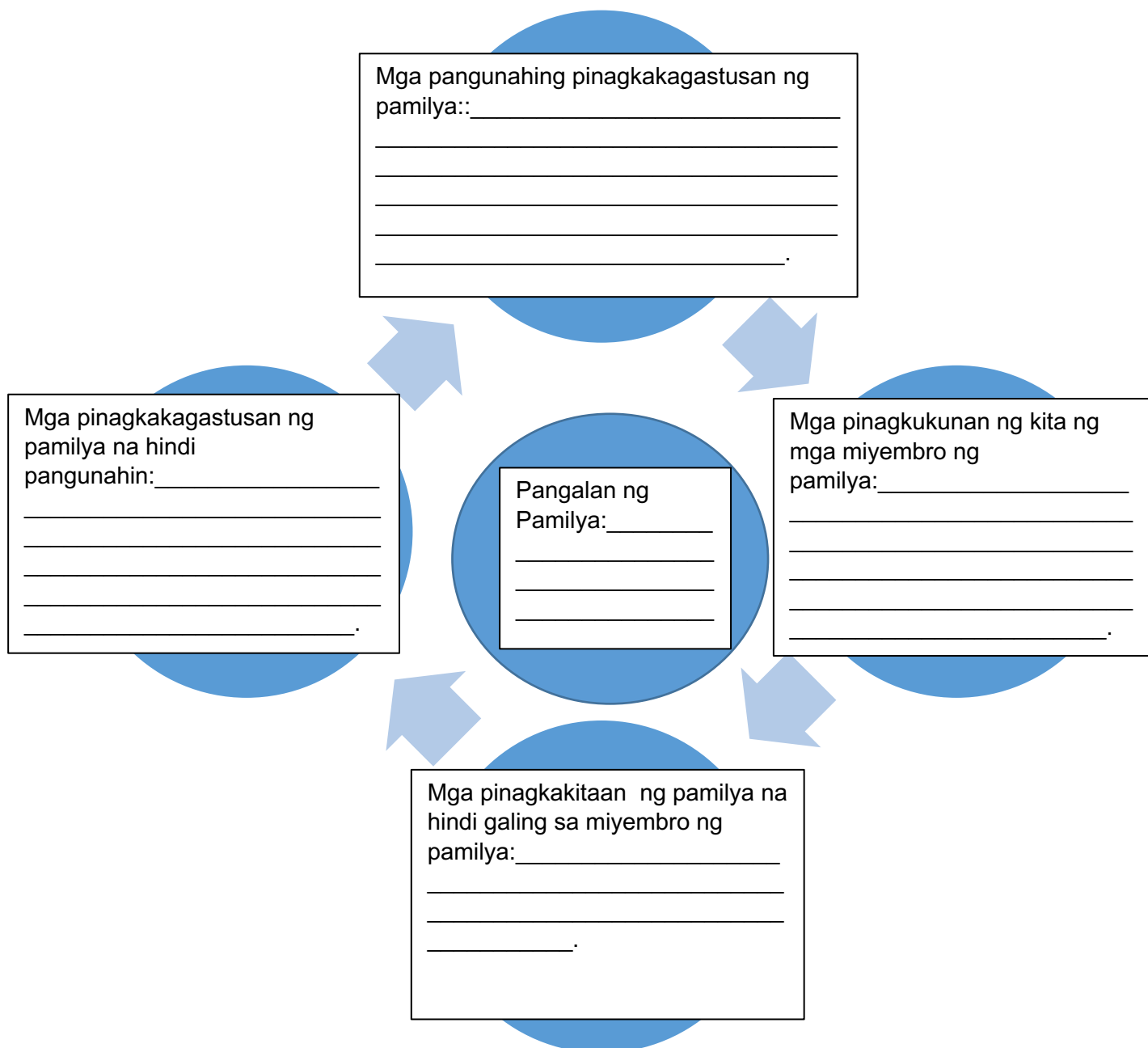
Panuto: Mula sa mga konseptong naipakilala sa talahanayan sa itaas, suriin ang ekonomiya ng **Angeles City** batay sa pag-aari ng mga salik ng produksyon, sentro ng pagpapalano at lawak ng paggawa ng desisyon.





GAWAIN 2

Panuto: Ilarawan ang simpleng ekonomiya ng iyong tahanan. Punan ng mga impormasyon ang simpleng dayagram.



SANGGUNIAN

Viloria, Evelina M., et al. EKONOMIKS, Batayang Aklat para sa Ikaapat na Taon. 2000

SD Publications, Inc. ph. 115

Grade 9 Aralin 2	EDUKASYON SA PAGPAPAKATAO Ang Lipunan at Ako Bilang Panlipunang Nilalang
-------------------------------	---

Pangalan _____

Unang Markahan: Ikalawang Linggo

Kasanayang Pampagkatuto at Koda:

Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan na binubuo ng lipunan ng tao o *sector* sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. (EsP9PL-Ib 1.4)



GAWAIN : Project KKK-Kabuhayan, Kultura at Kapayapaan

Panuto: Pangkatin ang klase sa lima. Ang bawat pangkat ay susulat ng isang “*Advocacy Campaign*” na makatutulong sa isang pamayanan, lipunan o *sector* sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan. Ito ay dapat na binubuo ng 2-3 saknong. Para sa presentasyon, ito ay kailangang awitin sa harap ng klase sa pamamagitan ng paglalapat ng kilalang lokal na himig sa lungsod ng Angeles o probinsya ng Pampanga.

RUBRIK SA PAGMAMARKA NG ADVOCACY CAMPAIGN

Pamantayan	Katangi-tangi (4)	Mahusay (3)	Nalilinang (2)	Nagsisimula (1)
Nilalaman	Ang <i>advocacy campaign</i> ay naglalaman ng impormasyon na makabuluhan, tumpak at may kalidad ukol sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	Ang <i>advocacy campaign</i> ay naglalaman ng sapat, tumpak at may kalidad na impormasyon ukol sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan.	Ang <i>advocacy campaign</i> ay naglalaman ng sapat at tumpak na impormasyon ukol sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan	Ang <i>advocacy campaign</i> ay kulang sa impormasyon ukol sa pangangailangan g pangkabuhayan, pangkultural, at pangkapayapaan.
Organisasyon	Maayos, detalyado at madaling maunawaan ang daloy ng mga kaisipan at impormasyong inilahad upang makahikayat sa pagtulong.	May wastong daloy ng kaisipan at madaling maunawaan ang impormasyong inilahad upang makahikayat sa pagtulong.	May lohikal na organisasyon ngunit hindi sapat upang makahikayat sa pagtulong.	Hindi maayos ang organisasyon at hindi maunawaan ang mga impormasyong inilahad.

Pamantayan	Katangi-tangi (4)	Mahusay (3)	Nalilinang (2)	Nagsisimula (1)
Kaangkupan	Kakaiba at mahusay na naiakma ang temang ginamit sa <i>advocacy campaign</i>	Akma ang temang ginamit sa <i>advocacy campaign</i>	Hindi gaanong naiakma ang temang ginamit sa <i>advocacy campaign</i>	Hindi akma ang temang ginamit sa <i>advocacy campaign</i>
Pagkamalik-hain at lokalisasyon	Malinaw at naaayon ang paglapat ng lokal na himig, mga disenyo at masining na pamamaraang ginamit sa <i>advocacy campaign</i>	May malinaw namga disenyo, paglapat ng lokal na himig at masining na pamamaraang ginamit sa <i>advocacy campaign</i>	May paglapat ng lokal na himig ngunit may kakulangan ang mga disenyong ginamit sa <i>advocacy campaign</i>	Hindi nilapatan ng lokal na himig at hindi angkop ang mga disenyong ginamit sa <i>advocacy campaign</i>
Impact	Ang dating sa manonood at mambabasa ay lubos na nakahihikayat at nakatatawag pansin	Ang dating sa manonood at mambabasa ay maayos.	Mahina ang dating sa manonood at mambabasa upang makapanghikayat.	Walang dating sa mga manonood at mambabasa ang <i>advocacy campaign</i> .

SANGGUNIAN:

Gayola, S. T., et al. (2015). *Edukasyon sa Pagpapakatao – Ikasiyam na Baitang Modyul para sa Mag-aaral*. Pilipinas ng FEP Printing Corporation. 5th floor Mabini Bldg. DepEd Complex Meralco Avenue, Pasig City, Philippines 1600

Grade 9 Week 3	TLE Cookery
-----------------------------	-----------------------

Name _____

Quarter 1: Week 3

Learning Competency with Code:

- 1.1 Differentiate between hot and cold appetizers; and
- 1.2 Prepare a variety of appetizers. (TLE_HECK9-12A-Ic-3)



ACTIVITY 1

Directions: Read each of the following questions carefully and choose the correct answer by underlining your choice.

1. It is small pieces or portions of highly seasoned food, usually served before a meal to induce and stimulate one's appetite.
 - a. Appetizers b. Salad c. Hamburger d. Desserts
2. These are constructed from a base (bread, cucumber, endive, mussel, etc.).
 - a. Canapes b. Cocktail c. Hors d'oeuvres d. Relishes
3. Which of the following appetizers consists of fruits, vegetable juices, shrimp, and lobsters?
 - a. Cocktail b. Hors d'oeuvres c. Canapes d. Relishes
4. What kind of appetizers are pickled herring, smoked salmon, chopped chicken, livers, and stuffed eggs?
 - a. Cocktail b. Hors d'oeuvres c. Canapes d. Relishes
5. This can be served hot or cold.
 - a. Cocktail b. Hors d'oeuvres c. Canapes d. Relishes
6. It may consist of two kinds of cold meat, such as ham, smoked beef, and peppered ham.
 - a. Rich Hors d'oeuvres c. Grissom Platter
 - b. Plate of Hors d'oeuvres d. Hors d'oeuvres Platter

7. It is placed on top of the base, so the garnish sticks to it without falling.
a. Base b. Spread c. Butter d. Cream
8. Any food item or combination of items placed on the top of the spread usually gives color, design, texture, or flavor accent to the canape.
a. Relishes b. Spread c. Garnish d. Dips
9. Accompaniment to raw vegetables, and sometimes potato chips and crackers.
a. Relishes b. Cocktail c. Garnish d. Dips
10. These are made of seafood or fruit, usually with a tart or tangy sauce. These appetizers are always served chilled, often on a bed of crushed ice.
a. Relishes b. Cocktail c. Garnish d. Dips



ACTIVITY 2

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

Pako Salad or Ensaladang Pako Recipe

Ingredients:

- ½ kilo pako, washed and cut
- 4 tomatoes washed and sliced into rings
- 2 medium red onions sliced into rings
- 4 hard-boiled eggs sliced into rings
- 3 medium potatoes peeled, boiled, and sliced into cubes
- 1 cup cane or apple cider vinegar
- ½ teaspoon white sugar
- 1 teaspoon black pepper, freshly ground
- Salt to taste



<https://www.lutongpinoyrecipe.com/recipes/pako-salad-or-ensaladang-pako-fern-salad-recipe/>

Instructions:

1. Blanch the pako. For blanching, boil up some water in a large pot, then prepare a large bowl with water and lots of ice, or an ice bath.
2. Plunge the pako into the boiling water and switch it around for just 15 or 20 seconds. Then take the pako out and shock in the ice bath to stop the cooking to retain the beautiful green color and drain it well.
3. In a crystal bowl or Salad bowl, arrange the pako.

4. Top with sliced tomatoes and onions, cut into cubes the potatoes and the sliced hard-boiled eggs.
5. In another dressing bowl, combine vinegar, sugar, black pepper, and salt.
6. Serve salad with the vinegar dressing.

Kapampangan Sisig



Ingredients:

- 1-pound pork belly – sliced about half-inch thick
- Salt and pepper
- 3 pieces of chicken liver
- 1 big red onion – finely chopped
- ½ lemon or ¾ kalamansi juice
- 1-2 chili peppers – minced or ¼ tablespoon chili flakes
- 1/2tablespoon soy sauce
- 1/8 teaspoon ground black pepper

Instructions:

1. Season pork belly slices with salt and pepper. Let it marinate for at least 30 minutes.
2. Grill pork belly and chicken liver until well done. Pork skin should be crispy.
3. Once grilled, chop the pork belly and chicken liver into small fine pieces.
4. In a bowl, combine the chopped meat, onions, lemon juice, and chili pepper. Season with soy sauce and pepper.
5. Warm it in a pan with a bit of oil if desired. Alternatively, heat a sizzling plate and add some butter or margarine. Add the Sisig and serve while still sizzling.

Lumpiang Ubod

Ingredients:

- 1 lb. heart of palm ubod
- 1 piece Knorr Shrimp Cube
- 4 ounces pork thinly sliced
- 12 pieces of shrimp deveined
-
- 2 tablespoons parsley chopped
- 1 piece of onion chopped
- 4 cloves garlic crushed
- 3 tablespoons cooking oil
- Fish sauce and ground black pepper to taste
- 8 pieces of lettuce leaves
- ½ cup roasted peanut crushed.



<https://panlasangpinoy.com/lumpiang-ubod/>

Fresh Lumpia Wrapper Ingredients

- 1 cup all-purpose flour
- 2 tablespoons canola oil
- 1 ½ cups of water
- ¼ cup cooking oil or cooking oil spray

Lumpia Sauce Ingredients

- 6 tablespoons brown sugar
- 1 ½ tablespoons soy sauce
- 1 ½ cups of water
- 6 cloves garlic crushed
- 1 tablespoon cornstarch

Instructions:

1. Make the lumpia filling. Start by heating 3 tablespoons of oil in a pan. Saute onion and garlic until the onion softens.
2. Add pork and sauté until light brown. Pour 1 ½ cup water into the pan. Let it boil.
3. Add Knorr Cube. Stir. Continue boiling in medium heat until the liquid evaporates.
4. Add hearts of palm (ubod). Cook for 5 minutes. Toss every few seconds.
5. Add carrots. Cook for 3 minutes.
6. Put the shrimp into the pan. Toss and continue cooking until the shrimp turns orange.
7. Add chopped parsley and season with ground black pepper and fish sauce. Set aside.

8. Make the sauce by pouring water into a saucepan. Let it boil.
9. Add brown sugar and stir until completely diluted.
10. Put the garlic in the saucepan. Cook for 20 seconds.
11. Combine cornstarch with 3 tablespoons of water. Stir until blended. Pour the mixture into the pan. Continuously stir while cooking until the mixture thickens. Set aside.
12. Make the fresh lumpia wrapper by heating eggs in a bowl.
13. Stir in cooking oil and add water. Gradually add all-purpose flour. Continue stirring until all ingredients are well blended. Note: you can let the mixture pass through a strainer to filter lumps.
14. Cook the wrapper by heating a non-stick pan. Grease it with oil. Pour wrapper mixture into the pan enough to cover the area. Continue cooking using medium heat until the wrapper can freely slide on the pan when you shake it. Transfer the wrapper to a clean plate. Note: Do the same step until the mixture is fully consumed.
15. Assemble the lumpiang ubod by laying a piece of wrapper flat on a plate. Place a piece of lettuce leaf over the wrapper. Scoop a good amount of filling (hearts of palms) over the lettuce. Gently wrap.
16. Arrange the wrapped lumpia on a serving plate. Pour sauce over it and finish by topping it with crushed peanuts.

Rubric in preparing the appetizers. Mark check on the points appropriate to the performance of the learners.

Rubric in preparing the appetizers.	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

<https://www.lutongpinoyrecipe.com/recipes/pako-salad-or-ensaladang-pako-fern-salad-recipe/>

<https://www.foxyfolksy.com/sisig-recipe-using-pork-belly/>

Grade 9 Lesson 1	HEALTH Community and Health Environment
-------------------------------	---

Name _____

Quarter 1: Week 5

Learning Competency With Code:

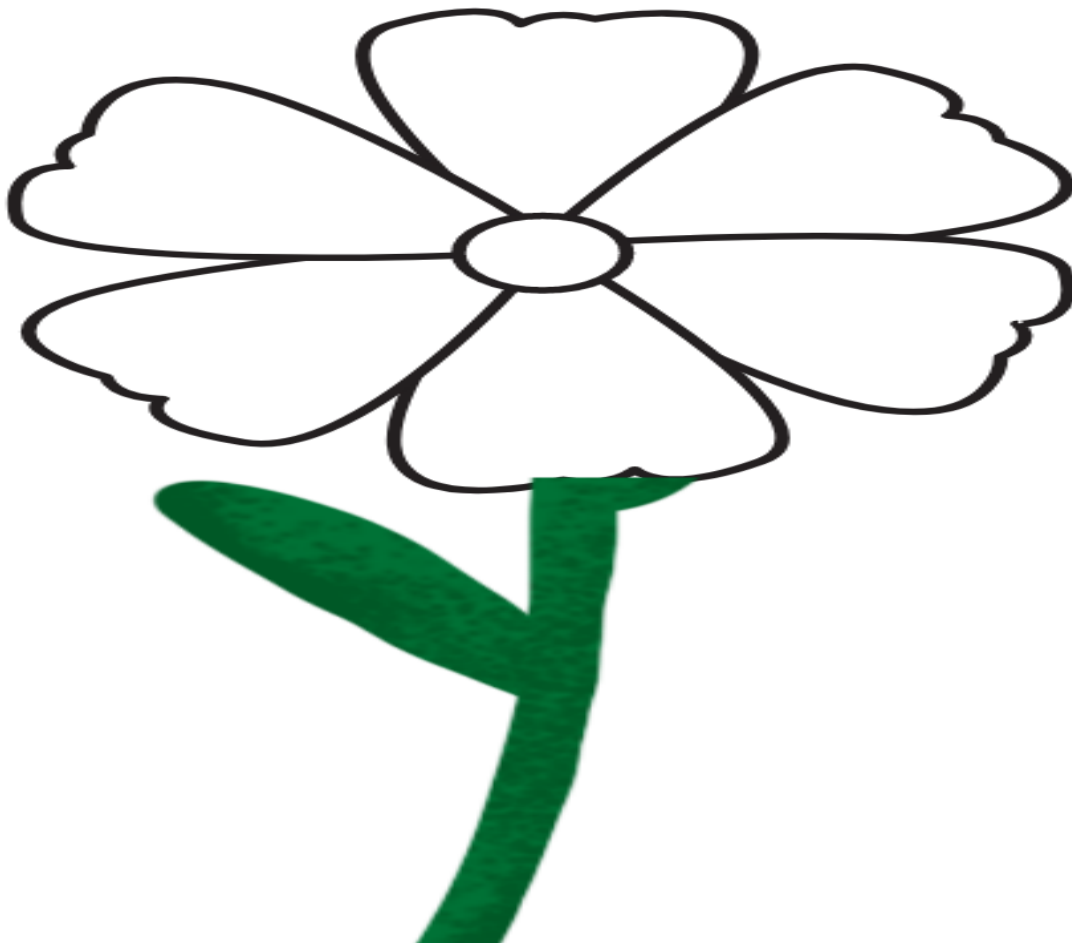
Suggests ways to prevent and manage environmental health issues. (H9CE-le-f-13)



LET US APPRECIATE

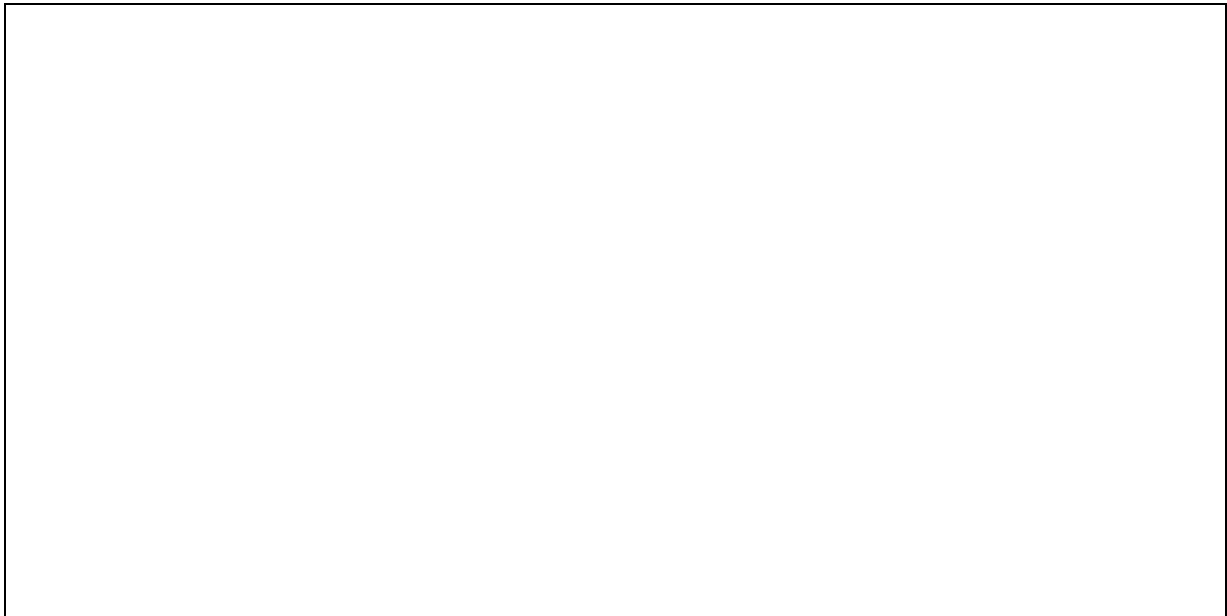
Activity No. 1

Flower Diagram. In each petal, write one word that shows the characteristic of your ideal community.



ACTIVITY No. 2

Draw and color your dream community in the box provided below.



Answer the following questions:

1. Based on your drawing can you say that you have a healthy community? Explain your answer.

2. What possible environmental health issues/problems that may affect your dream community?

RUBRICS

CRITERIA	EXCELLENT(4PTS)	GOOD(3PTS)	FAIR(2PTS)	POOR(1PT)
Content	All contents were covered, and students presented the content creatively.	All contents were covered.	Most of the content was covered.	Not all the contents were covered.
Visual Attractiveness	Format and layout are exceptionally attractive.	Format and layout are very attractive.	Format and layout are attractive.	Format and layout are not attractive.
Pictures	Pictures go well with the content and information.	Pictures are good but are too many that they dominated the material.	Pictures are good but are too few that they dominated the material.	No graphics and pictures are used.
Creativity	Student is creativity.	Student is somewhat creative.	Student attempted to be creative.	Student is not creative.

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