

**GOVERNMENT PROPERTY**  
NOT FOR SALE

**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 3 – 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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<b>Grade 11 Lesson 1</b>	<b>ENGLISH</b>  Patterns of Paragraph Development (Reading and Writing)
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Name: \_\_\_\_\_

## Quarter 3: Week 1

### Learning Competency

Compare and contrast patterns of written texts across discipline (Narrative, Descriptive, Definition, Examples, and Comparison)



## ACTIVITY 1

Write three (3) paragraph essay about **The Use of Technology in the Teaching-Learning Process of the Senior High School Students**. Use any of the five (5) Patterns of Development. Refer to the rubric for scoring.

### Rubric for Scoring

Criteria	4	3	2	1
<b>Introduction</b>	The introduction grabs the reader's attention and provides background information about the subject.	The introduction grabs the reader's attention and provides some background information about the subject.	The introduction grabs the reader's attention and provides little background information about the subject.	The introduction does not grab the reader's attention and does not provide background information about the subject.
<b>Thesis Statement</b>	The thesis statement identifies the topic of the essay and outlines the main points to be discussed.	The thesis statement identifies the topic of the essay and outlines most of the main points to be discussed.	The thesis statement identifies the topic of the essay and outlines some of the main points to be discussed.	The thesis statement does not identify the topic of the essay and outlines only a few points to be discussed.
<b>Body</b>	It includes 4 or more pieces of evidence that support the subject.	It includes 3 or more pieces of evidence that support the subject.	It includes 2 pieces of evidence that support the subject.	It includes one piece of evidence that supports the subject.
<b>Conclusion</b>	The conclusion is strong and leaves the reader a solid understanding of the writer's position.	The conclusion is somewhat strong and leaves the reader solid understanding of the writer's position.	The conclusion is weak and does not leave the reader solid understanding of the writer's position.	There is no conclusion – the essay just ends.

## REFERENCES

[https://www.google.com/search?q=argumentative+essay+outline&rlz=1C1VDKB\\_enPH1028PH1028&oq=Argumentative+essay&aqs=chrome.4.0i131i433i512l8j0i512l2.14398j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on](https://www.google.com/search?q=argumentative+essay+outline&rlz=1C1VDKB_enPH1028PH1028&oq=Argumentative+essay&aqs=chrome.4.0i131i433i512l8j0i512l2.14398j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on)

[https://www.google.com/search?q=rubric+for+argumentative+essay+grade+10&rlz=1C1VDKB\\_enPH1028PH1028&oq=Rubric+for+argumentative+essay&aqs=chrome.1.0i512l5j0i22i30l4.21982j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on](https://www.google.com/search?q=rubric+for+argumentative+essay+grade+10&rlz=1C1VDKB_enPH1028PH1028&oq=Rubric+for+argumentative+essay&aqs=chrome.1.0i512l5j0i22i30l4.21982j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on)

<b>Grade 11</b> <b>Aralin</b> <b>2</b>	<b>FILIPINO</b> <b>Pagbasa at Pagsusuri ng Iba't Ibang Teksto</b> <b>tungo sa Pananaliksik</b> <b>Pagsulat ng Tekstong Deskriptibo</b>
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Pangalan \_\_\_\_\_

**Ikatlong Markahan: Ikalawang 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. Ilarawan Mo**

Panuto: Sumulat ng sariling halimbawa ng tekstong deskriptibo na binubuo ng 200 salita na may paksang naglalarawan ng isang uri ng lutuing panrehiyonal o panlalawigan. Mangyaring isangkap ang hitsura, amoy, at lasa nito. Salungguhitan ang salita o mga salitang naglalarawan. Isulat din ang pangalan ng lutuin at kung saang rehiyon o lugar ito nagmula. Gawing gabay ang panukatan sa pagmamarka.

20	15	10	5
Nakasulat ng tekstong deskriptibo na may 200 salita o higit pa.	Nakasulat ng tekstong deskriptibo na may 151-199 na salita.	Nakasulat ng tekstong deskriptibo na may 101-150 salita.	Nakasulat ng tekstong deskriptibo na may 1-100 salita.
Nakasulat ng 10 o higit pang salitang naglalarawan patungkol sa paksa.	Nakasulat ng 7- 9 na salitang naglalarawan patungkol sa paksa.	Nakasulat ng 4-6 na salitang naglalarawan patungkol sa paksa.	Nakasulat ng 1-3 salitang naglalarawan patungkol sa paksa.
Nakagamit ng 10 o higit pang kohesiyong gramatikal.	Nakagamit ng 7-9 na kohesiyong gramatikal.	Nakagamit ng 4-6 na kohesiyong gramatikal.	Nakagamit ng 1-3 kohesiyong gramatikal.
Walang nakitang pagkakamali sa balarila at pagbabantas.	May nakitang 1- 5 pagkakamali sa balarila at pagbabantas.	May nakitang 6-10 pagkakamali sa balarila at pagbabantas.	May nakitang 11 o higit pang pagkakamali sa balarila at pagbabantas.
Nakasulat ng tekstong deskriptibo nang may kaisahan, nang may pagkakaugnay-ugnay, at nang may diin o empasis sa paksa.	Nakasulat ng tekstong deskriptibo na nasunod ang dalawang katangian nito.	Nakasulat ng tekstong deskriptibo na nasunod ang isang katangian nito.	Nakasulat ng tekstong deskriptibo nang hindi nasunod ang mga katangian nito.

**SANGGUNIAN**

Dayag, A. & Del Rosario, M. (2016). Pinagyamang pluma: Pagbasa at pagsusuri ng iba't ibang teksto tungo sa pananaliksik. Lungsod Quezon; Phoenix Publishing House Inc.



<b>Grade 11</b> <b>Aralin</b> <b>3</b>	<b>FILIPINO</b> <b>Pagbasa at Pagsusuri ng Iba't Ibang Teksto</b> <b>tungo sa Pananaliksik</b> <b>Pagsulat ng Tekstong Naratibo</b>
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Pangalan \_\_\_\_\_

## **Ikatlong Markahan: Ikalawang Linggo** **Kasanayang Pampagkatuto at Koda:**

1. Nakasulat ng ilang halimbawa ng iba't ibang uri ng teksto (F11PU-IIIb-89)
2. Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto (F11WG-IIIc-90)

### **Gawain 1. Isalaysay Mo**

Panuto: Sumulat ng sariling halimbawa ng tekstong naratibo base sa iyong di-makakalimutang karanasan noong kasagsagan ng pandemya. Ito ay binubuo ng 200 salita. Gawing gabay ang panukatan sa pagmamarka.

20	15	10	5
Nakasulat ng tekstong naratibo na may 200 salita o higit pa.	Nakasulat ng tekstong naratibo na may 151-199 na salita.	Nakasulat ng tekstong naratibo na may 101-150 salita.	Nakasulat ng tekstong naratibo na may 1-100 salita.
Nasunod ang 4 na elemento ng tekstong naratibo.	Nasunod ang 3 elemento ng tekstong naratibo.	Nasunod ang 2 elemento ng tekstong naratibo.	Nasunod ang 1 elemento ng tekstong naratibo.
Nagamit ang 4 na pananaw sa tekstong naratibo.	Nagamit ang 3 pananaw sa tekstong naratibo.	Nagamit ang 2 pananaw sa tekstong naratibo.	Nagamit ang 1 pananaw sa tekstong naratibo.
Nakagamit ng 10 o higit pang kohesiyong gramatikal.	Nakagamit ng 7-9 na kohesiyong gramatikal.	Nakagamit ng 4-6 na kohesiyong gramatikal.	Nakagamit ng 1-3 kohesiyong gramatikal.
Walang nakitang pagkakamali sa balarila at pagbabantas.	May nakitang 1- 5 pagkakamali sa balarila at pagbabantas.	May nakitang 6-10 pagkakamali sa balarila at pagbabantas.	May nakitang 11 o higit pang pagkakamali sa balarila at pagbabantas.

### **SANGGUNIAN:**

Dayag, A. & Del Rosario, M. (2016). Pinagyamang pluma: Pagbasa at pagsusuri ng iba't ibang teksto tungo sa pananaliksik. Lungsod Quezon; Phoenix Publishing House Inc.



<b>Grade 11</b> <b>Lesson</b> <b>5</b>	<b>PHYSICAL SCIENCE</b> Simple Collision Theory
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Name: \_\_\_\_\_

## Quarter 3: Week 5

### Learning Competency with Code:

- Use simple collision theory to explain the effects of concentration, temperature, and particle size on the rate of reaction (Week 5 S11/12PS-III-f-23)



### ACTIVITY 1

#### I. Objectives:

- apply collision theory in the different chemical reactions
- explain the different factors affecting the rate of reaction

#### II. Materials:

Videos of experiments

Links:

[https://www.youtube.com/watch?v=o\\_TJEHzjBLM](https://www.youtube.com/watch?v=o_TJEHzjBLM)

<https://www.youtube.com/watch?v=izqJkdj1d4U>

<https://www.youtube.com/watch?v=kQtKRBL3rJY>

#### III. Procedure

- Watch the three (3) videos of experiments in the given links.
- After watching, answer the following questions:

- Explain the effects of concentration on the rate of chemical reaction.

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- How does temperature affect the rate of chemical reaction?

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3. How does particle size affect the rate of a chemical reaction?

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C. Use the collision theory to explain the following:

4. Why does milk (molecules) stored in the refrigerator have less energy than milk stored at room temperature?

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5. Why do most fruits and vegetables ripen in the summer when the temperature is much warmer?

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6. Why is it better to use a lump of sugar in a hot cup of tea and granulated sugar in iced tea?

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7. Suppose you held a lighted match to a solid piece of acacia wood and another match to a pile of acacia wood flakes. Which form of wood would catch fire more easily and why?

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8. Why does a candle burn more rapidly when placed in an open jar than in air? What accounts for this reaction?

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## REFERENCE

[https://chem.libretexts.org/Bookshelves/Introductory\\_Chemistry/Map%3A\\_Introductory\\_Chemistry\\_\(Tro\)/15%3A\\_Chemical\\_Equilibrium/15.02%3A\\_The\\_Rate\\_of\\_a\\_Chemical\\_Reaction](https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Map%3A_Introductory_Chemistry_(Tro)/15%3A_Chemical_Equilibrium/15.02%3A_The_Rate_of_a_Chemical_Reaction)

ActivationEnergy: <http://www.mhhe.com/physsci/chemistr.sh/activa2.swf>

Molecules in Action ([www.learner.org/vod/vod\\_window.html?pid=806](http://www.learner.org/vod/vod_window.html?pid=806))

**Grade 11  
Lesson  
5**

**BASIC STATISTICS**  
Sample Size Determination

Name: \_\_\_\_\_

## Quarter 3: Week 10

### Learning Competency with Code:

Solve problems involving sample size determination (M11/12SP -IIIj-4)



### Activity 1

Solve the given problems.

1. You want to estimate the mean systolic blood pressure in children with congenital heart disease who are between the ages of 3 and 5. How many children should be enrolled in the study? You plan on using a 95% confidence interval (so  $Z=1.96$ ) and want a margin of error of 5 units. The standard deviation of systolic blood pressure is unknown, but you conduct a literature search and find that the standard deviation of systolic blood pressure in children with other cardiac defects is between 15 and 20. To estimate the sample size, you consider the larger standard deviation to obtain the most conservative (largest) sample size.
2. You want to estimate the proportion of freshmen at your school who currently smoke cigarettes (i.e., the prevalence of smoking). How many freshmen should be involved in the study to ensure that a 95% confidence interval estimate of the proportion of freshmen who smoke is within 5% of the true proportion?
3. You want to estimate the prevalence of breast cancer among women who are between 40 and 45 years of age living in Angeles. National data suggest that 1 in 235 women are diagnosed with breast cancer by age 40. This translates to a proportion of 0.0043 (0.43%) or a prevalence of 43 per 10,000 women. Suppose you want the estimate to be within 10 per 10,000 women with 95% confidence, how many women must be involved in the study to ensure that the estimate is precise?

4. You want to plan a clinical trial to evaluate the efficacy of a new drug designed to increase HDL cholesterol (the "good" cholesterol). The plan is to enroll participants and randomly assign them to receive either the new drug or a placebo. HDL cholesterol will be measured in each participant after 12 weeks of the assigned treatment. Based on prior experience with similar trials, you expect that 10% of all participants will be lost to follow-up or will drop out of the study over 12 weeks. A 95% confidence interval will be estimated to quantify the difference in mean HDL levels between patients taking the new drug as compared to the placebo. You like the margin of error to be no more than 3 units. How many patients should be recruited for the study?
5. You want to compare two diet programs for children who are obese. One diet is a low-fat diet, and the other is a low-carbohydrate diet. The plan is to enroll children and weigh them at the start of the study. Each child will then be randomly assigned to either the low-fat or the low-carbohydrate diet. Each child will follow the assigned diet for 8 weeks, at which time they will again be weighed. The number of pounds lost will be computed for each child. Based on data reported from diet trials in adults, you expect that 20% of all children will not complete the study. A 95% confidence interval will be estimated to quantify the difference in weight loss between the two diets and the investigator would like the margin of error to be no more than 3 pounds. How many children should be recruited into the study?



## Activity 2

Create a problem involving sample size determination

## REFERENCE

Retrieved from [https://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704\\_power/bs704\\_power\\_print.html](https://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704_power/bs704_power_print.html)

<b>Grade 11</b> <b>Lesson</b> <b>8</b>	<b>BASIC CALCULUS</b> Chain Rule
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Name \_\_\_\_\_

## Quarter 3: Week 8

### Learning Competency with Code:

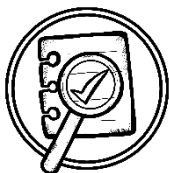
Solve problems using Chain Rule (STEM\_BC11D-IIIh-1)



### Activity 1

Differentiate the given function.

- $f(x) = (6x^2 + 7x)^4$
- $g(t) = (4t^2 - 3t + 2)^{-2}$
- $y = 3\sqrt{1 - 8z}$
- $R(w) = \csc(7w)$
- $G(x) = 2\sin(3x + \tan(x))$
- $h(u) = \tan(4 + 10u)$
- $f(t) = 5 + e^{4t + t^7}$
- $g(x) = e^{1 - \cos(x)}$
- $H(z) = 2^{1 - 6z}$
- $u(t) = \tan^{-1}(3t - 1)$
- $F(y) = \ln(1 - 5y^2 + y^3)$
- $V(x) = \ln(\sin(x) - \cot(x))$
- $h(z) = \sin(z^6) + \sin^6(z)$
- $S(w) = \sqrt{7w} + e^{-w}$
- $g(z) = 3z^7 - \sin(z^2 + 6)$



## Activity 2

A. Solve the given problems.

1. Determine where  $V(z)=z^4(2z-8)^3$  is increasing and decreasing.
2. The position of an object is given by  $s(t)=\sin(3t)-2t+4$ . Determine where in the interval  $[0,3]$  the object is moving to the right and moving to the left.
3. Determine where  $A(t)=t^2e^{5-t}$  is increasing and decreasing.
4. Determine where in the interval  $[-1,20]$  the function  $f(x)=\ln(x^4+20x^3+100)$  is increasing and decreasing.

B. Create a problem involving Chain Rule

## REFERENCE

Retrieved from <https://tutorial.math.lamar.edu/Problems/Calcl/ChainRule.aspx>

**Grade 11/12**  
**Aralin**  
**5**

**PHILIPPINE POLITICS AND GOVERNMENT**  
Political Engagement and Youth Empowerment

Pangalan \_\_\_\_\_

**Quarter 3: Week 5**

**Learning Competency**

Assess an existing program that addresses an issue related to political engagement and youth empowerment (HUMSS\_PG12-Ile-f-18)



Linggo ng Kabataan 2022 presents the theme “Intergenerational Solidarity: Creating a World for All Ages” upholding and acknowledging that the full potential of every generation is necessary in achieving a community development where no one is left behind. Every person, despite differences in the way of thinking, feeling, acting, despite the huge differences in age, forms part in the betterment of every community.

In celebration of this year’s Linggo ng Kabataan, we present to you activities prepared by the SK Federation Angeles City and Angeles City Youth Development Office...



## Activity 1

**Instructions:** Based on the given picture above, assess the program for the youth as implied on the poster in terms of its objective and contribution to society as a whole.

<p>Objective: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Role in the society:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>"Linggo ng Kabataan"</i></p>	
<p>Cause of the creation of the organization:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Effects of the organization to the society:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Reference

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

<https://www.facebook.com/photo/?fbid=383416017309343&set=a.167418432242437>

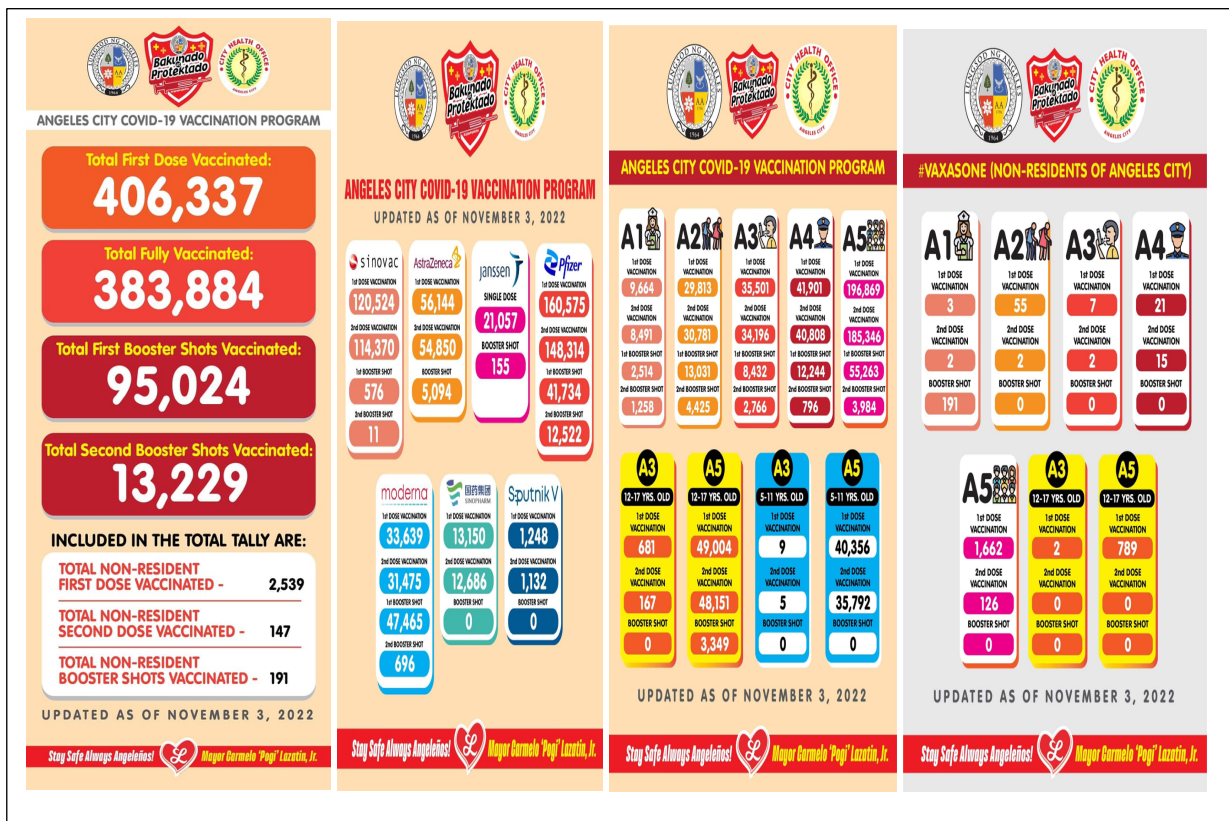
**Grade 11/12**  
**Lesson**  
**7**

**UNDERSTANDING CULTURE  
SOCIETY AND POLITICS**  
Covid-19 Inoculation Program,  
a Means to Address Social Inequalities

Pangalan \_\_\_\_\_

**Quarter 3: Week 7**  
**Learning Competency**

Explain government programs and initiatives in addressing social inequalities  
e.g. local, national, global (Week 10)





**Title:** \_\_\_\_\_

# References

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

<https://www.facebook.com/photo?fbid=512136414291643&set=pcb.512136554291629>

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<https://www.facebook.com/photo?fbid=512136474291637&set=pcb.512136554291629>

<https://www.facebook.com/photo?fbid=512136484291636&set=pcb.512136554291629>



<b>Grade 11</b> <b>Lesson</b> <b>8</b>	<b>TECHNOLOGY AND LIVELIHOOD EDUCATION</b> Food and Beverages Services
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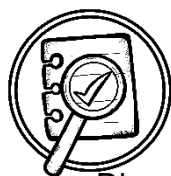
Pangalan \_\_\_\_\_

### Quarter III: Week 5

### Learning Competency with Code:

**LO 4. Serve Beverage Orders (TLE-HEFBS 9-12SG-III-f-g-7)**

4.4 Serve beverages efficiently according to established standards of service



#### ACTIVITY 1

Directions: Group yourselves into five (5) groups and prepare any beverage of your choice and serve efficiently according to established standards of service.

Rubric in serving beverages. Mark checks on the points appropriate to the performance of the learners.

Rubric in preparing the beverages	Good	Fair	Poor
1. Preparing to Serve			
a. Personal Preparation			
b. Station and Bar Preparation			
c. Bar/Counter Set-up			
d. Floor & Table Set Up			
2. Welcoming the Guest			
a. Service Skills			
3. Taking An Order			
a. Sales Skills			
b. Product Knowledge			
4. Making and Serving Drinks			
a. Mixology			
b. Presentation			

5. Delivering Enhanced Service Through Upselling			
6. Beverage Service			
a. Delivering Beverages			
b. Checking Back			
c. Alcohol Awareness			

## REFERENCES

Most Essential Learning Competencies Food and Beverage Services May 2020

<https://www.mwrresourcecenter.com/application/files/8015/5202/7497/Customer-Service-Training.pdf>

<b>Grade 11 Lesson 4</b>	<b>HOPE</b> Engaging in Moderate to Vigorous Dance Activities (Elements of Dance)
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Name: \_\_\_\_\_

## Quarter 3: 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-la-t-8)



### Activity 1— LET US APPRECIATE

#### Activity 1 – I like to Move It, Move It!

Directions: Form four groups in the class. Create a 2 minute video presentation of choreographing your own dance movements in the adaptation of classic 12 Most Popular Filipino Folk Dances in relation to the elements of dance. Use the Filipino Tagalog Folk Song : Paru-parong Bukid.

#### Dance Presentation will be assessed using the following criteria:

<b>Dance Steps and Choreography</b> (step created incorporated the HR-Fitness Component)	<b>20 pts.</b>
<b>Synchronization</b> (performance showed effort in dancing)	<b>20 pts.</b>
<b>Enthusiasm</b> (performance was done in positive vibe with great amount of energy)	<b>10 pts.</b>
<b>Total</b>	<b>50 pts.</b>

References:

<https://www.studocu.com/ph/document/partido-state-university/bs-education/health-optimizing-physical-education-3-module2/18525296>

<https://www.zenrooms.com/blog/philippine-folk-dances/>

[https://www.bilibili.tv/en/video/2005844514?bstar\\_from=bstar-web.ugc-video-detail.related-recommend.all](https://www.bilibili.tv/en/video/2005844514?bstar_from=bstar-web.ugc-video-detail.related-recommend.all)

<https://kpbsd.org/Workarea/DownloadAsset.aspx?id=36260#:~:text=The%20elements%20of%20movement%20are,concepts%20should%20be%20viewed%20holistically.>

<b>Grade 11</b> <b>Lesson</b> <b>11</b>	<b>HOPE</b> HR-Fitness in Dance Participation and One's Diet
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Name: \_\_\_\_\_

### Quarter 3: Week 1

#### Learning Competency with Code:

Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet (PEH12FH-Ig-i-6)



**LET US APPRECIATE**

#### Activity 1 – My Healthy Week Meal-Prep-Plan

Directions: Group yourselves into four and brainstorm with your groupmates. Then, make a weekly meal planner by completing the chart below. Make sure to follow the principles of planning diets.

TIME	Breakfast	Lunch	Snacks	Dinner
Example	Fried Egg 1 Cup of rice Water	Sinigang na Baboy" 1 cup of Rice Water	Banana Cue Water	Pinakbet Fried Fish 1 Cup of Rice Water
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

## **REFERENCES:**

Physical Education 11 Learning Material pages 15-19

<http://ecoursesonline.iasri.res.in/mod/page/view.php?id=2142>



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