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8

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 8
Quarter 1 – All Subjects
First Edition, 2022

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INTRODUCTION

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

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

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

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Grade 8 Aralin 1	ENGLISH Noting Context Clues
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Pangalan _____

Quarter 1: Week 1

Learning Competency with Code:

Determine the meaning of words and expressions that reflect the local culture by noting context clues
(EN8V-If-6)



ACTIVITY 1

Read the poem, *Mang Teban and the Weather*. Then, follow the instructions in developing the meaning of the underlined vocabulary word.

Mang Teban and the Weather

Josue Rem Siat

One April noon when all was bright
And clear and dazzling to the sight,
Beside the road Mang Teban stood
Wiping his face in sullen mood.
He saw the heatwaves in the glare
As devils on the stage afire
And chafed in the sultry air
And wished for rainy days.

Then, (when salt sold at treble price)
And muddy pools mocked cloudy skies,
Mang Teban, passing dripping trees,
With trousers rolled up to his knees,
Reproached the sky and saw the rain,
As *diablos* dancing in the mire,
And shrank in the pelting rain,
And wished for sunny days.

Vocabulary Word: sullen

1. Write the line in which it appears in the text.

2. Based on how it is used in the poem, predict what the word means.

3. Give a clue or clues in the poem which show/s its meaning.

4. Consult an “**expert**” (teacher, dictionary, etc) for the actual definition:

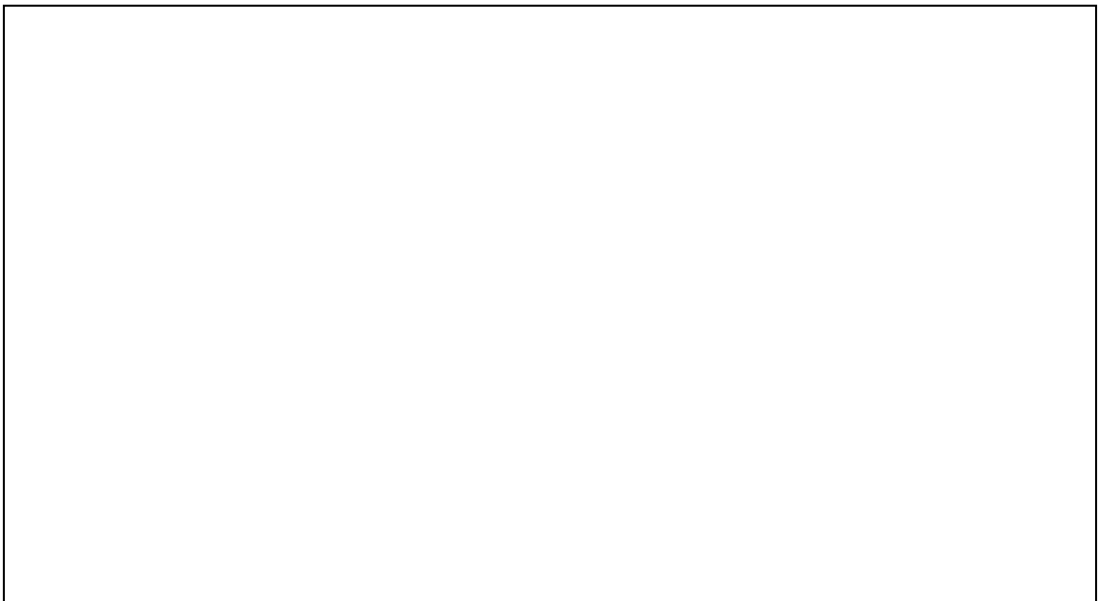
Name of the Expert: _____

Expert's definition: _____

5. Show your understanding of the word by using it in your own sentence.

6. Connect the word with something similar that you have heard - a story or a song, a news report

7. Draw a picture of what the word means to you.



References:

Lourdes M. Ribo et al English Arts Textbook for First Year, 2000 JTW Corporation

Teaching Reading in the Content Areas If not me, Then who? Rachel Billmeyer, PhD.
and Mary Lee Barton, M.Ed. McREL Mid - continent Research for Educational
and Learning 2550 S. Parker Road, Suite 500 Aurora, Colorado 80014

Grade 8 Aralin 7	FILIPINO Damdaming Namamayani sa mga Tauhan
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Pangalan _____

Unang Markahan: Ikapitong Linggo

Kasanayang Pampagkatuto at Koda:

Nasusuri ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan (F8PB-IVg-h-37)



GAWAIN 1-PERPEKTONG LARAWAN (1, 2,3 click)

Mga hakbang na gagawin:

Para sa guro:

1. Pangkatin ang klase sa apat o depende sa bilang ng mga mag-aaral.
2. Bawat pangkat ay kinakailangang ilarawan ang kahingian kaugnay ng paksa o tekstong tinalakay.
3. Bigyan ng pagkakataong makapaghanda ang mga mag-aaral.
4. Sikaping maipaliwanag sa bawat pangkat ang hinihinging detalye na dapat bigyang-pansin at kinakailangang paalalahanan ang bawat pangkat na sarili lamang ang dapat maging kasangkapan.

Sa mga mag-aaral:

1. Sa hudyat ng bilang sampu pababa ay mag-uumpisang bumuo ng pormasyon ang bawat pangkat hinggil sa napiling sitwasyong nagpapakita ng iba't ibang damdamin at motibo ang mga tauhan.
2. Hihinto na parang isang larawan na hindi kailangang gumalaw.
3. Ang mahahawakang kasapi ng pangkat ang siyang magpapalawak, magpapalalim, at mag-uugnay sa paksa.
4. Ang magpapaliwanag ay bibigyan ng dalawa hanggang tatlong minutong pagpapahayag.

Ang marka sa perpektong larawan ay nakabatay sa hinihinging pamantayan ng rubrik:

ITINAKDANG PAMANTAYAN				
Ayos- Maayos na pagkakaugnay ng mga pahayag at mga kaisipan sa perpektong larawan				
Suri- Mahusay na pagtanaw sa mga pangyayari bilang manipestasyon ng mayamang kabatiran sa paksa				
Tatas- Pagiging komprehensibo ng pagpapaliwanag tungo sa ganap na kalinawan ng pinagkasunduang perpektong larawan				
Impormasyon – May tiyak at wastong nilalaman kaugnay sa paksa, aralin o akdang nabasa				
Galing- Kakaiba at natatangi ang naging presentasyon. Hindi aakalaing kayang gawin ang ipinamalas na perpektong larawan.				
5 puntos	4 puntos	3 puntos	2 puntos	1 puntos
Nakamit ang mga itinakdang pamantayan	May isang pamantayan ang hindi nakamit	May dalawa o tatlong pamantayan ang hindi nakamit	Maraming pamantayan ang hindi nakamit	Walang natugunan sa itinakdang pamantayan

SANGGUNIAN

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

Name _____

Quarter 1: Week 4

Learning Competency:

- Investigates the effect of temperature on the speed of sound. (S8FE-Id-26)



ACTIVITY 1

I. Objective:

Determines the relationship between the speed of a sound and the temperature of the air it passes through.

II. Materials

- Metal pipe
- Hammer
- Partner
- Metronome
- Measuring tape
- Outdoor thermometer

Note: If Metronome is not available, you can use electronic metronome cellphone application as alternative (Metronome Pro)

III. Procedure:

1. Stand about 50 yards away from a large building in your school. Bang a metal pipe and listen to the echo. If you cannot hear it, try standing closer to the building, or find another building.
2. Slow down or speed up so that each tap on the pipe comes at the exact time as the echo from the previous tap. If you are doing this correctly, you should not hear the echo at all.
3. While you tap, your partner should turn on the metronome and try to adjust the frequency so that it matches the rate of your tapping.
4. Look at the metronome to figure out how many beats per minute you are tapping. Record this information.
5. Measure the exact distance between you and the building that is creating the echo. Multiply this distance by two to get the distance that the tapping sound traveled.
6. Calculate how long it took for the tapping sound to travel back and forth by dividing 60 seconds by the frequency. (The frequency should be in beats per minute.)

7. Calculate the speed of sound by dividing the speed that the sound traveled (from Step 6) by how long it took to travel that distance (from Step 7).
8. Record the outdoor temperature at different times of the day since it is cooler in the morning and warmer in the middle of the day.
9. Tap out a beat on the pipe, while still listening to the echo.

Table 1.1: Temperature-Sound Relationship Timetable

Time	Number of beats /minute you are tapping (f)	Distance travelled by the sound	Recorded temperature	Speed of Sound
7:00 AM				
9:00 AM				
12:00 PM				
1:00 PM				
3:00 PM				

Guide Questions:

1. Based on the timetable, how are you going to explain the relationship between temperature and speed of sound? Explain your answer.

2. Why does the speed of sound change at different times of the day? Explain your answer.

REFERENCE

First Place Science Fair Projects for Inquisitive Kids, by Elizabeth Snoke Harris.

Pp. 74-75.

Name _____

Quarter 1: Week 2

Learning Competency with Code:

Factor Completely the different types of Polynomials (M8AL-Ia-b-1)



ACTIVITY 1

Factor completely each polynomial below. Find your answer and notice the letter next to it. Write this letter in the box containing the number of that exercise.

1. $3x^2-15x+18$

2. X^3+11x^2+10x

3. $8x^3-18x$

4. $5x^3-40x^2+60x$

5. $4x^2+8x-60$

6. $2x^3-20x^2-48x$

7. $4m^2-18m+14$

8. $15m^3+24m^2+9m$

9. $15m^2-10m-25$

10. $50m^3-2m$

11. $3m^2-10m+8$

12. $60m^3+54m^2-6m$

Answers

I = $5x(x+3)(x-4)$

N = $2x(2x+3)(2x-3)$

L = $2x(x+6)(x-4)$

O = $3(x-2)(x-3)$

C = $4(x+5)(x-3)$

A = $x(x+5)(x+3)$

S = $4(x+5)(x-1)$

E = $x(x+10)(x+1)$

H = $2x(x-12)(x+2)$

O = $5x(x-2)(x-6)$

R = $2x(4x+9)(x+1)$

O = $3m(5m+3)(m+1)$

S = $5(3m+1)(m-5)$

R = $(3m-4)(m-2)$

F = $2(2m+1)(m+7)$

T = $5(3m-5)(m+1)$

M = $6m(5m-1)(2m-1)$

H = $3m(5m+1)(m-1)$

N = $2(2m-7)(m-1)$

B = $2m(5m+1)(5m-1)$

C = $6m(10m-1)(m+1)$

L = $(3m-2)(m+4)$

5	8	11	7
---	---	----	---

1	3
---	---

9	6	2
---	---	---

12	4	10
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ACTIVITY 2

Solve

1. A rectangular swimming pool is 10 m long and 12 m wide. A walk of uniform width is to be built around the pool, using 104 square meters of tile. How wide should the walk be?

References

Ymas, Najjar, Altares, and Concepcion. 2005. Colle Algebra with Recreational Mathematics. Page 170. Sta. Monica Printing Corporation

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<https://www.williamsoncentral.org/site/handlers/filedownload.ashx?moduleinstanc=8360&dataid=11152&FileName=Factoring%20Practice%20Packet%202017-2018.pdf-ALGEBRA> WITH PIZZAZZ-Creative Publication

Grade 8 Aralin 2	ARALING PANLIPUNAN Natatanging Kultura ng Angeles City
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Pangalan _____

Unang Markahan: Linggo 2-3

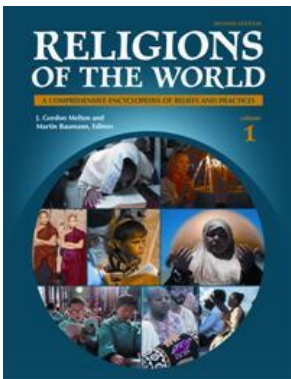
Kasanayang Pampagkatuto at Koda:

Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig) (Week 2-3 AP8HSK-le-5)



GAWAIN 1

Panuto: Bilang pagpapahalaga sa mga pamanang kultura ng ating mga ninuno sa buong daigdig, sumulat ng mga pamamaraan kung paano mo mapapanatiling buhay ang mga pamanang ito sa pamamagitan ng pagbuo sa talahanayan sa ibaba.

Natatanging Kultura	Paano Pahahalagahan?
Mga relihiyong Kristiyanismo, Islam, Hinduismo at iba pa 	
<i>Feng Shui</i> o <i>Geomancy</i> ay isang kaisipan ukol sa tamang pagbalanse ng <i>yin</i> at yang upang makapagdulot ng magandang kinabukasan sa buhay. Ang <i>yin</i> ay sumisimbulo sa kababaihan - malambot at kalmado samantalang ang	

yang naman ay tumutukoy sa kalalakihan – matigas at masigla. Nagmula ang kaisipang ito sa Tsina.



Paggamit ng Abacus at kalendaryo na unang naimbento sa Tsina



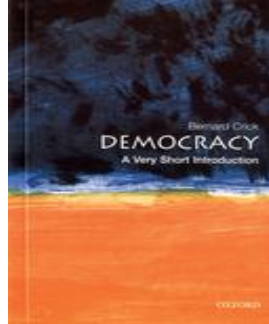
Natatanging Istrukturang tulad ng Taj Mahal ng India



Mummification o isang proseso kung saan ang katawan ng isang yumao ay sumasailalim sa preserbasyon bago ito tuluyang ilibing. Tanyag ang ganitong proseso noong sinaunang Ehipto.



Demokrasya na isinilang noong 500 BCE sa Athens kung saan nagkakaroon ng malaking bahagi ang mga mamamayan sa pamamalakad ng kanilang pamahalaan.



GAWAIN 2

Panuto: Bilang pagpapahalaga sa kulturang Kapampangan, punan ng mga angkop na impormasyon ang talahanayan sa ibaba tungkol sa natatanging pamanang kultura ng siyudad ng Angeles.

Pamanang Kulturang Kapampangan	Paano mapananatiling buhay at nagpapatuloy?
Sisig  Ang sisig ay naging bahagi na ng kasaysayan ng kultura ng pagluluto ng mga Kapampangan simula pa noong panahon ng mga Kastila ayon sa <i>vocabulario de la Lengua Pampanga</i>. Noong panahon na iyon, ang sisig ay isang uri ng salad na may maanghang na suka kasama ng mga maasim na hilaw na mangga at bayabas. Dito galing ang salitang <i>manyisig</i> o <i>magminindal</i> ng maasim. Noong 1980's nagbago ang kasaysayan ng sisig dito sa	

Angeles nang ihain ito bilang pulutan. Ginamit na ang ulo, tenga ng baboy, balunbalunan, puso, atay, puwet ng manok sa pagluluto ng sisig.

Mal a Aldo (Holy Week)



Ito ay isang linggong pagdiriwang bilang pag-alaala sa paghihirap ni Kristo. Ang pasyon ng mga Kapampangan ay may itinatayong “puni” kung saan kinakanta ang paghihirap ni Kristo sa wikang Kapampangan. Ang pinakatampok sa selebrasyon ay ang mga nagpipinetensya (*magdarama* at *sasalibatbat*) at ang pagpapapako sa krus tuwing Biyernes Santo sa ika-tatlo ng hapon.

Sabat Santacruzán



Ang santacruzán sa Angeles ay kakaiba sa mga santacruzán sa Pilipinas. Bagamat prosisyon ito na nagsasadula sa paghahanap ni *St. Helena*, ina ni *Constantine the Great* mula sa Jerusalem pabalik sa Roma matapos ipako si Kristo noong 326 AD. Ang pagdiriwang sa Angeles ay may kasamang sayaw, palitan ng mga diyalogo at pagpasok ng mga Moro sa eksena. Karaniwang ginagawa ang drama sa lansangan.

Fiestang Kuliat



Ang Fiestang Kuliat ay idinaraos sa buong buwan ng Oktubre kung saan tatlong pista ang ipinagdiriwang: ang ***Fiesta de los Santos Angeles Custodios*** na ipinagdiriwang tuwing Oktubre 2 bilang pagpupugay sa patron ng Holy Guardian Angels kung saan ipinaparada ang pitong arkanghel at ang Holy Guardian Angel kasama ang mga bata na nakasuot ng mga anghel. ***La Naval***, ipinagdiriwang tuwing ikalawang Linggo ng Oktubre bilang paggunita sa Birhen ng *Holy Rosary* na umano namagitan sa tagumpay ng hukbo ng mga Kastila laban sa mga Olandes (Dutch). ***Fiestang Apu***, o Fiesta ning Apung Mamacalulu ay isang taunang piyesta na ipinagdiriwang tuwing huling Biyernes ng Oktubre kung saan ang mga deboto ay nagsisimba sa Apu Shrine.

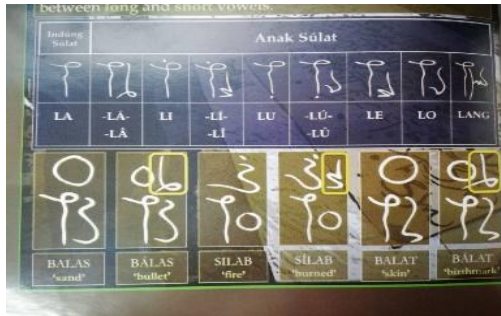
Lubenas Ning Pasku



Ang **Lubenas** ay isang tradisyon tuwing panahon ng kapaskuhan kung saan ipinuprosisyon ang mga patron ng mga barangay sa mga karosa. Ang mga kasama sa prosisyon ay kumakanta ng *Dios te salve Maria*. Ang nasa unahan ng prosisyon ay ang parol na hugis krus na sumisimbolo kay Kristo bilang ulo ng simbahan. Kasunod nito ay 12 parol na sumisimbolo sa 12 na mga apostol ni Kristo. Mga hugis ng hayop

tulad ng isda, kalapati, kordero (lamb) na gawa sa papel ang mga parol.

Kulitan



Ang **kulitan** ay isang Sistema ng pagsulat ng sinaunang mga Kapampangan. Nagmula ito sa salitang Kapampangan na “culit” na nangangahulugang “pagkudlit o maliit na paghiwa sa balat”. Ang sinaunang pagsulat sa Kulitan ay kinukudlit sa mga balat ng kawayan. Ang mga sinaunang Kapampangan ay gumagamit ng Kulitan sa pagsulat ng mga dasal sa papel na karaniwang sinusunog sa paniniwalang makakarating ang kanilang mga panalangin sa Diyos.

SANGGUNIAN

Blando, Rosemarie C. et al. Kasaysayan ng Daigdig, Araling Panlipunan – Modyul ng Mag-aaral. Kagawaran ng Edukasyon, 2014, ph. 31, 79, 106, 107, 108

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001/actrade-9780192802507

Pangalan _____

Unang Markahan: Ikalimang Linggo

Kasanayang Pampagkatuto at Koda:

Sa pagtatapos ng modyul na ito, ikaw ay inaasahan na:

- natukoy ang mga gawain o karanasan sa sariling pamilya o pamilyang nakasama, naobserbahan o napanood na nagpapatunay ng pagkakaroon o kawalan ng bukas na komunikasyon; at
- nabibigyang-puna ang uri ng komunikasyon na umiiral sa isang pamilyang nakasama, namasid o napanood.
(EsP8PB-Ie-3.1; ESP8PB-Ie-3.2)



GAWAIN: Pamilya Ko, Mahal Ko!

Panuto:

- Ipanood ang *video* ng awiting “**Ang Masayang Pamilya**” ng bandang Bilibili. Magkaroon ng *song analysis* at malayang talakayin sa klase tungkol sa mensahe ng awitin.
- Gamit ang iyong malikhaing isip at kamay, ilarawan ang KOMUNIKASYON sa loob ng inyong pamilya sa pamamagitan ng Malikhaing Gawain (*poster, slogan, tula, awit, atbp*). Maari mo itong lapatan ng mga lokal na bagay, ideya, pangyayari at kultura sa lungsod ng Angeles. Pagkatapos ay sumulat ng maikling salaysay tungkol dito. Gawin ito sa oslo paper or bond paper.

Salaysay

RUBRIK SA MALIKHAING GAWAIN

Kraytirya	5	4	3	2	Puntos
Nilalaman at Presentasyon	Malinaw ang mensahe ng gawain	Lubhang malinaw ang mensahe ng gawain	Hindi gaanong malinaw ang mensahe ng gawain	Hindi naging malinaw mensahe ng gawain	
Lokalisasyon	Lubos ang paglapat ng mga lokal na ideya o bagay	Nilapatan ng mangilan-ngilang lokal na ideya o bagay	Nilapatan ng kakaunting lokal na ideya o bagay	Hindi nilapatan ng mga lokal na ideya o bagay	
Kaangkupan sa Paksa	Angkop na angkop ang gawain sa paksang natalakay	Angkop ang gawain sa paksang natalakay	Hindi gaanong angkop ang gawain sa paksang natalakay	Hindi angkop ang gawain sa paksang natalakay	
Pagkamalikhain	Lubos na nagpamalas ng pagkamalik hain sa paghahanda ng gawain	Naging malikhain sa paghahanda ng gawain	Hindi gaanong naging malikhain sa paghahanda ng gawain	Walang ipinamalas na pagkamalik hain sa paghahanda ng gawain.	
Kabuuang puntos					

SANGGUNIAN

MELCs-Most Essential Learning Competencies, Edukasyon sa Pagpapakatao Curriculum Guide EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Bognot, Regina Mignon C., et.al. (2013). Edukasyon sa Pagpapakatao 8 Modyul para sa mga Mag-aaral. Vibal Publishing House Inc. Pasig City, NCR

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Grade 7/8 Lesson 3 1	T L E CARRY OUT MEASUREMENTS AND CALCULATIONS IN A REQUIRED TASK
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Name _____

Quarter 1: Week 3

Learning Competency with Code:

Carry out measurements and calculations in a required task (TLE_HECK7/8PM-0d-4)



ACTIVITY 1

Directions: Fill in the correct conversion of measurements.

CUPS	ENGLISH	METRIC
2 tablespoons	1. _____	30 ml
1/4cup	2 fluid ounces	2. _____
3. _____	4 fluid ounces	125 ml.
4. _____	32 fluid ounces (1quart)	5. _____
FAHRENHEIT (°F)	CELCIUS (°C)	TEMPERATURES
6. _____	120	Very Slow
300	7. _____	Slow
325-350	160-180	8. _____
9. _____	190-200	10. _____



ACTIVITY 2

Let's apply. Group yourselves into 5 groups. Measure the following ingredients and try to substitute the ingredients for any of the available ones.

Ingredients Equivalent

INGREDIENT	AMOUNT	SUBSTITUTIONS
Baking powder double acting	1 tsp.	¼ tsp. baking soda, ½ tsp. cream of tartar, and ¼ tsp. cornstarch. ¼ tsp baking soda, ½ tbsp. vinegar or lemon juice plus sweet milk to make ½ cup (decrease liquid in the recipe by ½ cup)
Breadcrumbs dry	¼ - 1/3 cup	1 slice bread; ¼ cup cracker crumbs; 2/3 cup rolled oats;
Butter	1 cup	1 cup margarine; 7/8 cup lard plus ½ tsp salt
Chocolate, Semisweet	1 2/3 oz	1 oz unsweetened chocolate plus 4 tsp. sugar.

Rubrics in measuring ingredients. Put a check mark on the points appropriate to the performance of the learners.

Rubrics in measuring ingredients	4 Performed best	3 Performed well	2 Performed quite well but needs more improvement	1 Did not perform well
1. Observance of safety precautionary measures				
2. Completeness of measuring tools and equipment				
3. Appropriateness and correctness of measuring ingredients				

REFERENCES

Curriculum Guide Home Economics Cookery May 2016

Grade 8 Lesson 1	ARTS Southeast Asian Arts
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Name _____

Quarter 1: Week 3

Learning Competency With Code:

Creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g. Batik, silk weaving, etc.). A8PR-Ic-e-1



LET US APPRECIATE

ACTIVITY NO. 1

Batik Art Making

Create and design your own Batik arts using Crayon Resist Technique.

Materials needed:

Oslo paper
white crayon,
water color and/ poster color, paint
brush, sponge

1. Prepare all materials needed



2. Draw patterns or images using Batik style on the space provided using the white crayon. You may draw geometric patterns or free form designs.



3. Apply desire colors using paint brush or sponge. Put little amount of water on the colors to achieve the batik effect.



4. You can put different colors you want. Notice the design will show resisting the water color.



5. Put some finishing touches and your batik making using crayon resist technique is done.



RUBRIC

CATEGORY	Excellent (5pts)	Good (4pts)	Fair (3pts)	Poor (2pts)
Following Directions	Student followed the directions correctly.	Student followed most of the directions.	Student followed some of the directions.	The student did not follow instructions.
Creativity and Workmanship	Student output is very creative and tidy.	Student output is good and tidy.	Student output is fair and has few errors.	Student output is dull with lots of errors
Pattern	Pattern of Southeast Asian culture is well-defined and used from beginning to end.	Pattern of Southeast Asian culture is visible but not clearly defined.	Pattern of Southeast Asian culture is somewhat visible but not continuous.	There is no visible pattern of Southeast Asian culture.

REFERENCE:

Rubric from DepEd ARTS and Music Grade 8 Learning Materials

For inquiries or feedback, please write or call:

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