

**GOVERNMENT PROPERTY**  
NOT FOR SALE

11

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 11**  
**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 11 Aralin <b>1</b>	<p style="text-align: center;"><b>FILIPINO</b></p> <p style="text-align: center;">Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</p> <p style="text-align: center;">Konseptong Pangwika</p>
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Pangalan \_\_\_\_\_

### Unang Markahan: Unang Linggo

#### Kasanayang Pampagkatuto at Koda:

1. Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika (F11PT – Ia – 85)
2. Naiuugnay ang mga konseptong pangwika sa mga napakinggang sitwasyong pangkomunikasyon sa radyo, talumpati, at mga panayam (F11PN –Ia -86)



### GAWAIN 1: FB POST, IPALIWANAG MO

Panuto: Basahin at ipaliwanag ang mga pahayag sa ibaba na sinipi mula sa isang *Facebook post*. Isulat ang iyong sagot sa kahon. Gamitin ang konsepto o/at antas ng wika na nakaatas sa bawat bilang sa pagpapaliwanag.

	Unang Wika
--	------------

<p>• Si Jose Rizal ay naniniwala na ang wika ay malaking Bagay upang mapagbuklod ang kanyang mga kababayan.</p> 	<p>Antas Pampanitikan</p>
	<p>Antas Balbal</p>

### Panukatan sa Pagmamarka sa Bawat Bilang

<b>Kaugnayan ng paliwanag sa paksa sa nabasang sitwasyong pangkomunikasyon</b>	<p>Matibay at malinaw ang kaugnayan ng paliwanag sa paksa</p> <p>15</p>	<p>Bahagyang may kaugnayan ang paliwanag sa paksa</p> <p>10</p>	<p>Walang kaugnayan ang paliwanag sa paksa</p> <p>5</p>
<b>Pagkakagamit ng konsepto o/at antas ng wika</b>	<p>Nagamit nang wasto ang konsepto o/at antas ng wika nang walang pagkakamali sa balarila nito</p> <p>15</p>	<p>Nagamit ang konsepto o/at antas ng wika nang may 1-3 nakitang pagkakamali sa balarila nito</p> <p>10</p>	<p>Hindi ganoong nagamit ang konsepto o/at antas ng wika dahil may nakitang 4 o higit pang pagkakamali sa sa balarila nito</p> <p>5</p>

**Sanggunian:**

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Name \_\_\_\_\_

**Quarter 1: 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-Ilcj-24; EN11/120C-Ilcj- 25; EN11/120C-Ilcj;25.125.5;  
EN11/120C-Ilcj-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/>

Pangalan \_\_\_\_\_

### Quarter 1-Week 5

#### Learning Competency with Code:

Describe how the Earth's history can be interpreted from the geologic time scale (**S11/12ES-Ie-29**)



### ACTIVITY 1

#### I. Objective:

Investigate how scientists determine the ages of rock layers using models and cross sections.

#### II. Materials:

Modelling clay (red, yellow and blue)  
Pictures of geologic cross sections

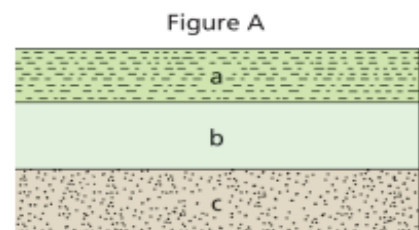
#### III. Procedure:

##### A. Basic Geologic Principles

1. Roll out three different colors of soft modeling clay: red, yellow, and blue.
2. Place the red layer flat on the table.
3. Place the yellow layer on top of it, followed by the blue layer.

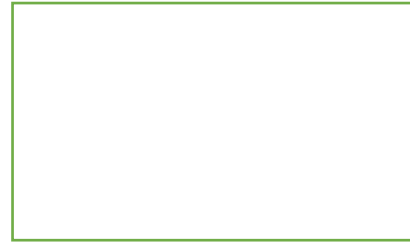
- Which layer is the “oldest” (that is, has been there the longest)? \_\_\_\_\_ Which layer is the “youngest”? \_\_\_\_\_.

4. Look at Figure A. The geologic cross-section shows a series of layers of sedimentary units. As you read, sedimentary rocks are laid down in layers, much like the layers of clay in Step 1.

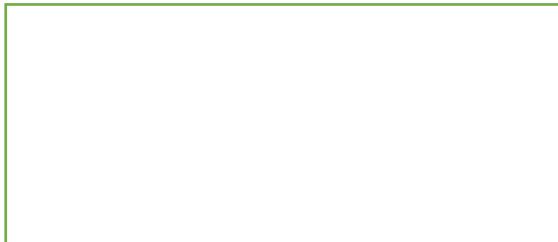
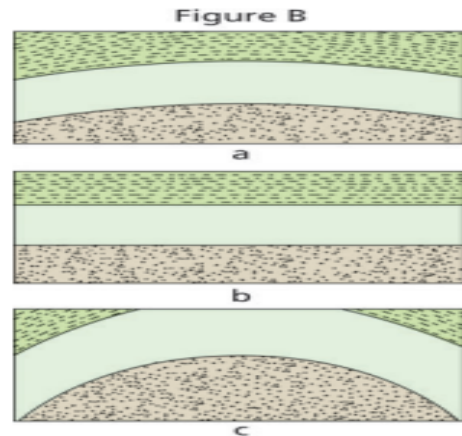


- Which of the units in the cross-section do you think is the oldest? \_\_\_\_\_.
- Which unit do you think is the youngest? \_\_\_\_\_. How do you know?

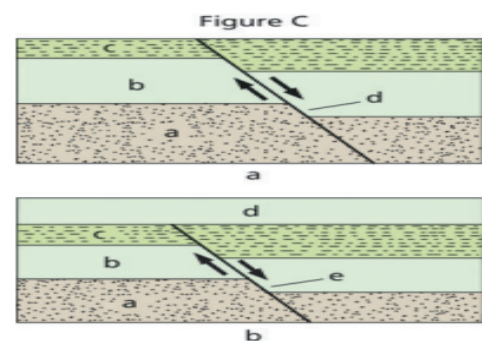
5. Examine the clay layers from Step 1.
6. Sketch a side view of what you see, then form the layers into folds, as you did in the previous section. Use the box on the right for your Sketch.
7. Sedimentary and extrusive igneous rocks are originally laid down in nearly horizontal layers.



- **Why do you think that the layers are not horizontal?** \_\_\_\_\_.
8. Look at Figure B . Number the cross sections in the order in which they would occur.
  9. Flatten out the clay layers and again stack them into a block.
  10. Make a slanting cut through the block. Lift the lower side up relative to the upper side so that the red layer on the left matches up with the yellow layer on the right.
  11. Recall from Section 6 that you have produced a normal fault. Sketch what you see. Use the box below for your sketch.



12. Now, look at the two cross-sections shown in Figure C.
- **What is the youngest feature in each of the two cross sections?\_\_\_\_\_.** How do you know?

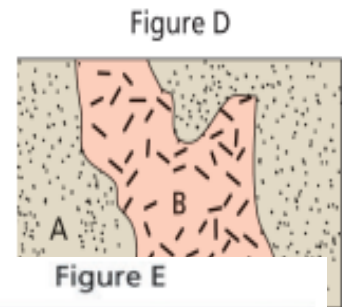



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13. The geologic cross section shown in Figure D, a sedimentary rock unit A and an intrusive igneous rock unit B.

- Which of these units do you think is older?  
\_\_\_\_\_ How do you know?  
\_\_\_\_\_.



14. The rock units in the cross-section shown in Figure E have been assigned approximate age ranges.

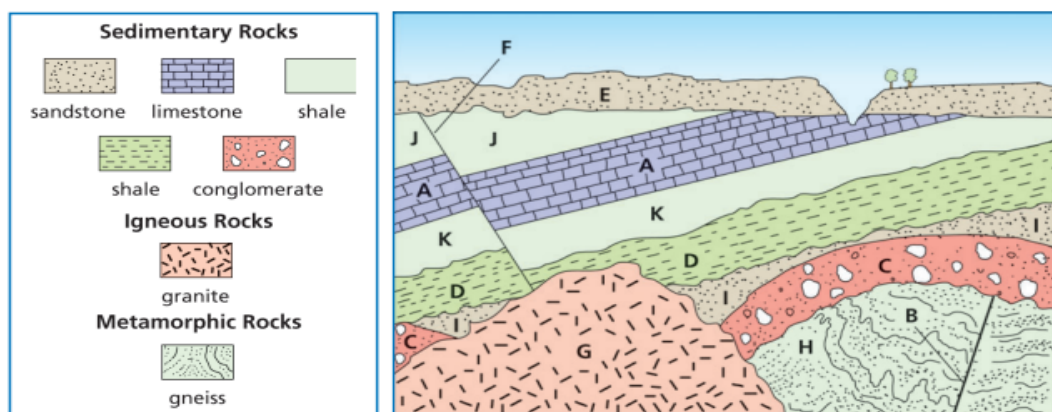
- Are the ages continuous, or do you see any time gaps? \_\_\_\_\_.

15. Assume that these are sedimentary rocks that were formed as sediment and were slowly deposited layer upon layer.

- Can you think of an explanation for why there is a time gap in the record? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Part II: Using the Principles to Interpret Geologic History

1. The following cross-section shows several rock units in an area that has had a long and varied geologic history.
2. Put the rock units and other geologic features marked with letters in the cross section in order of occurrence from earliest to latest. Start by asking yourself what was there first, and then work your way forward through time. You can think of this as a “geologic puzzle.”



A simplified cross section of strata.

## REFERENCES

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Name \_\_\_\_\_

## Quarter 1: Week 1

### Learning Competency:

Express :

- fractions to decimal and percent;
- decimal to fraction and percent; and
- percent to fraction and decimal .



### ACTIVITY 1

- A. Solve the puzzle by answering the items below. A decimal point takes up a whole space by itself. All insignificant zeroes need not be written.

#### Across

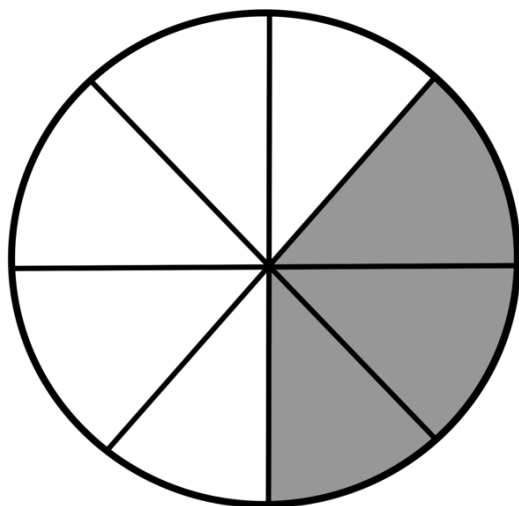
- $1.5 \times 3$
- $45.6 + 46.4$
- $74.5 - 44.7$
- $40 \times 0.8$
- $50 \times 0.5$
- $133.180 + 75.100 + 38.920$
- $0.617 + 0.200$
- $10 \times 0.0855$
- $3.2 \times 2.5$

#### Down

- $0.72 \times 6$
- $13 \times 4$
- $11.527 - 2$
- $14 \times 2$
- $200 - 107.85$
- $20 + 4.8$
- $476.5 + 308.5$

1		2		3	4
		5	6		
7	8		9		
10		11			
	12				
13					14

- B. Give the ratio of the number of shaded parts to the unshaded parts. Then change the result to fraction, decimal, and percent.



Ratio\_\_\_\_\_Fraction\_\_\_\_\_Decimal\_\_\_\_\_Percent\_\_\_\_\_

**C.** Answer the following:

- 1.) The school building occupies 85% of the school land area. Express 85% as a decimal: \_\_\_\_\_.
- 2.) In Grade V class 30% are boys while in Grade VI, 0.3 are boys. How does 30% compare with .03? \_\_\_\_\_.
- 3.) Out of 100 apples 60 were sold. How will you write 60 out of 100 in ratio?  
\_\_\_\_\_in fraction? \_\_\_\_\_
- 4.) 5%out of 100 workers were absent? Write 5% in decimals.\_\_\_\_

## Reference

Name \_\_\_\_\_

**Quarter 1: Week 1**

**Learning Competency with Code:**

Perform addition , subtraction, multiplication, and division of composition of functions ( M11AL-Ia-3)



## Activity 1

**Solve the following:**

A. Using  $f(x) = 4x + 3$  and  $g(x) = x - 2$ , find:

1.  $f(g(5))$

2.  $g(f(-6))$

3.  $f(f(7))$

4.  $g(f(x))$

B. Using  $f(x) = 6x^2$  and  $g(x) = 14x + 4$  find:

o

1.  $(f \circ g)(x)$

2.  $(g \circ f)(x)$

3. Are these two answers the same about composition? What does this information tell you ?

C. The notation  $[x]$  means the greatest integer not exceeding the value of  $x$ . Given  $f(x) = [x]$ ,  $g(x) = 12x$  and  $h(x) = 6/x$  find:

1.  $(f \circ g)(5)$
2.  $(f \circ h)(x)$
3.  $(h \circ f)(3)$



## Activity 2

Solve

A cylindrical container has  $500 \text{ cm}^3$  of water and is being filled at a constant rate of  $100 \text{ cm}^3$  per second. The radius of the container is 50 cm. Write a formula for the quantity  $Q$  of water in the container after  $t$  seconds.

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Grade 11  
Aralin  
**1**

# UNDERSTANDING CULTURE SOCIETY AND POLITICS

Ethnocentrism and Cultural Relativism as Orientations in  
Viewing Other Cultures

Pangalan \_\_\_\_\_

**Quarter 1: Week 4**

**Learning Competency with Code:**

Become aware of why and how cultural relativism mitigates ethnocentrism  
(UCSP11/12DCSIId-10)



## Activity 1

**Instructions:** Compare the cultural heritage of Angeles City to other heritage in our country. Use the information below as a starting point to complete the table below.

### SISIG

Sisig is a popular Filipino dish made by boiling, chopping, and grilling parts of pig's head such as ears, cheeks, and jowls, which are then seasoned with salt, pepper, and vinegar. The meat is combined with fried onions, sili, and chicken livers, and the whole concoction is traditionally topped with a raw egg.

Some cooks like to add mayonnaise or pork cracklings into the dish for extra flavor. Originally, sisig had no meat in it, and was first described in a 1732 Kapampangan dictionary by Fr. Diego Bergano as a salad consisting of guava or green papaya.

The name of the dish is believed to derive from the word sisigan, meaning to make sour. It was used as an early remedy for nausea and hangovers, because its sour flavor was considered a vomit suppressant, and that is why today sisig is almost always paired with an ice-cold beer on the side.

What started as a simple sour salad has crossed land and sea to become one of the favorite dishes of beer drinkers worldwide.

## KULITAN

Kulitan is the writing system of the Kapampangans. It comes from the Kapampangan word “culit” which means, “to incise”. Early writings in Kulitan were incised on smooth surfaces such as bamboo barks. Ancient Kapampangans used Kulitan to write prayers on paper that they would burn in the belief that they will be heard by the gods. The writing system is believed to be a gift to the first Kapampangans by the sun-god, Apung Sinukuan. Thus, the writing system is considered to be sacred. It is written from right to left, top to bottom, as homage to the movement of the sun.

There are 14 characters in Kulitan that can be altered by using diacritical marks. Kulitan is an *abugida* or alphasyllabary system where consonant characters possess a default vowel sound. In Kulitan’s case, the default vowel is /a/.

This differs Kulitan from Baybayin, where latter interchanges between the /u/ and /o/ sounds. It does not have a vowel-killer of the cross-kudlit. Baybayin has a rule, “*kung ano ang bigkas, siya and baybay*” whereas in Kulitan, it is important for the writer to be aware of the root word he wishes to write.

Similar to Latin, writing words in Kulitan should contain their root word. It should not disappear in the process of writing new words from the root word. For example, in writing the word KATAUAN (body), the characters should contain the root word, TAU (Man). Written in Kulitan with the syllables KA-TA-U-AN. In writing the word Kapampangan, the root word PANGPANG (BAY) is written, the place where the first inhabitants of these islands used to live. Learning about our past gives us an understanding of our present. In Kapampangan we say, “*ing e biyasang maligid king keang penibatan, e ya miras king keang puntalan*”.

## ANGELES TRADITIONAL PARUL

The lanterns of Angeles have remained almost unchanged since Mariano D. Henson described them in his book *The Town of Angeles* (1948): “*The Angeles parul is a paper sculpture with a bamboo frame. Papel de hapon, or tracing paper, is traditionally used. Palara (typically silver or gold, but other colors may be used according on the color motif of the patron saint of the neighborhood) cut-on dainty lacey patterns and two hanging paper cut-out tails.*”

The traditional Angeles Parul, also known as the star lantern, symbolizes the star of Bethlehem, which is mentioned in the Bible. The star guided the wise men to the newborn king, Jesus. The star observed that night was thought to be a comet, hence the tail on the lantern. The white color also evokes the gleaming light in the black night sky.

<b>Angeles Cultural Heritage</b>	<b>Description</b>	<b>What sets it apart from other parts of the country?</b>
<b>Sisig</b>		
<b>Kulitan (traditional system of writing)</b>		
<b>Angeles Traditional Parul</b>		

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Angeles City. <https://www.tasteatlas.com/sisig>

Angeles Tourism Council. 2017. Angeles City Heritage Guidebook, Volume 2, December 2017. Angeles City



Grade 11/12  
Week  
**2**

# PHILIPPINE POLITICS AND GOVERNMENT

Political Ideologies

Name \_\_\_\_\_

## Quarter 1: Week 2

### Learning Competency with Code:

Examine the relationship between political ideologies and configurations of political communities (HUMSS\_PG12lb-c-8)

Political Ideologies	Description
<b>Anarchism</b>	Anarchism is a political philosophy and movement that is sceptical of authority and rejects all involuntary, coercive forms of hierarchy. It calls for the abolition of the state, which it holds to be unnecessary, undesirable, and harmful. As a historically left-wing movement, placed on the farthest left of the political spectrum, it is usually described alongside communalism and libertarian Marxism as the libertarian wing of the socialist movement, and has a strong historical association with anti-capitalism and socialism.
<b>Authoritarianism</b>	Authoritarianism is a form of government characterized by the rejection of political plurality, the use of strong central power to preserve the political status quo, and reductions in the rule of law, separation of powers, and democratic voting. Political scientists have created many typologies describing variations of authoritarian forms of government. Authoritarian regimes may be either autocratic or oligarchic and may be based upon the rule of a party or the military.
<b>Communitarianism</b>	Communitarianism is a philosophy that emphasizes the connection between the individual and the community. Its overriding philosophy is based upon the belief that a person's social identity and personality are largely molded by community relationships, with a smaller degree of development being placed on individualism. Although the community might be a family, communitarianism usually is understood, in the wider, philosophical sense, as a collection of interactions, among a community of people in a given place (geographical location), or among a community who share an interest or who share a history.[1] Communitarianism usually opposes extreme individualism and rejects extreme laissez-

	faire policies that de-prioritize the stability of the overall community.
<b>Communism</b>	Communism is a far-left philosophical, social, political, and economic ideology and movement whose goal is the establishment of a communist society, namely a socioeconomic order structured upon the ideas of common or social ownership of all property, including the means of production, and can involve the absence of social classes, money, and the state. Communism is a specific, yet distinct, form of socialism. Communists often seek a voluntary state of self-governance, but disagree on the means to this end, reflecting a distinction between a more libertarian approach of communization, revolutionary spontaneity, and workers' self-management, and a more vanguardist or Communist party-driven approach through the development of a constitutional socialist state followed by Marx's withering away of the state.
<b>Conservatism</b>	Conservatism is a cultural, social, and political philosophy, which seeks to promote and to preserve traditional social institutions and practices. The central tenets of conservatism may vary in relation to the status quo of the culture and civilization in which it appears. In Western culture, conservatives seek to preserve a range of institutions such as organized religion, parliamentary government, and property rights. Conservatives tend to favor institutions and practices that guarantee stability and evolved gradually. Adherents of conservatism often oppose progressivism and seek a return to traditional values.
<b>Corporatism</b>	Corporatism is a collectivist political ideology which advocates the organization of society by corporate groups, such as agricultural, labour, military, business, scientific, or guild associations, on the basis of their common interests. The term is derived from the Latin corpus, or "body". The hypothesis that society will reach a peak of harmonious functioning when each of its divisions efficiently performs its designated function, as a body's organs individually contributing its general health and functionality, lies at the center of corporatist theory. Corporatism does not refer to a political system dominated by large business interests, even though the latter are commonly referred to as "corporations" in modern American legal and pop cultural parlance; instead, the correct term for this theoretical system would be corporatocracy. However, the Cambridge dictionary says that a corporatist state is a country in which a large part of the economy is controlled by the government.
<b>Democracy</b>	Democracy is a form of government in which the people have the authority to deliberate and decide legislation, or to choose

	governing officials to do so. Who is considered part of "the people" and how authority is shared among or delegated by the people has changed over time and at different rates in different countries, but over time more and more of a democratic country's inhabitants have generally been included. Cornerstones of democracy include freedom of assembly, association, property rights, freedom of religion and speech, inclusiveness and equality, citizenship, consent of the governed, voting rights, freedom from unwarranted governmental deprivation of the right to life and liberty, and minority rights.
<b>Environmentalism</b>	Environmentalism or environmental rights is a broad philosophy, ideology, and social movement regarding concerns for environmental protection and improvement of the health of the environment, particularly as the measure for this health seeks to incorporate the impact of changes to the environment on humans, animals, plants and non-living matter. While environmentalism focuses more on the environmental and nature-related aspects of green ideology and politics, ecologism combines the ideology of social ecology and environmentalism. Ecologism is more commonly used in continental European languages, while environmentalism is more commonly used in English but the words have slightly different connotations.
<b>Fascism</b>	Fascism is a form of radical, authoritarian ultranationalism, characterized by dictatorial power, forcible suppression of opposition, and strong regimentation of society and the economy that rose to prominence in early 20th-century Europe. The first fascist movements emerged in Italy during World War I, before spreading to other European countries. Opposed to anarchism, democracy, liberalism, and Marxism, fascism is placed on the far-right wing within the traditional left–right spectrum.
<b>Liberalism</b>	Liberalism is a political and moral philosophy based on the rights of the individual, liberty, consent of the governed and equality before the law. Liberals espouse a wide array of views depending on their understanding of these principles, but they generally support individual rights, liberal democracy, secularism, rule of law, economic and political freedom, freedom of speech, freedom of the press, freedom of religion, private property and a market economy.
<b>Libertarianism</b>	Libertarianism is a political philosophy that upholds liberty as a core value. Libertarians seek to maximize autonomy and political freedom, and minimize the state's violation of individual liberties; emphasizing free association, freedom of choice, individualism and voluntary association. Libertarians often share a skepticism of authority and state power, but

	<p>some libertarians diverge on the scope of their opposition to existing economic and political systems. Various schools of Libertarian thought offer a range of views regarding the legitimate functions of state and private power, often calling for the restriction or dissolution of coercive social institutions. Different categorizations have been used to distinguish various forms of Libertarianism. Scholars distinguish libertarian views on the nature of property and capital, usually along left–right or socialist–capitalist lines.</p>
<b>Nationalism</b>	<p>Nationalism is an idea and movement that holds that the nation should be congruent and govern with the state. As a movement, nationalism tends to promote the interests of a particular nation, especially with the aim of gaining and maintaining the nation's sovereignty (self-governance) over its homeland to create a nation state. Nationalism holds that each nation should govern itself, free from outside interference (self-determination), that a nation is a natural and ideal basis for a polity and that the nation is the only rightful source of political power. It further aims to build and maintain a single national identity, based on shared social characteristics of culture, ethnicity, geographic location, language, politics, religion, traditions and belief in a shared singular history, and to promote national unity or solidarity. Nationalism, therefore, seeks to preserve and foster a nation's traditional culture. There are various definitions of a "nation", which leads to different types of nationalism. The two main divergent forms are ethnic nationalism and civic nationalism.</p>
<b>Populism</b>	<p>Populism refers to a range of political stances that emphasize the idea of the people and often juxtapose this group against the elite. The term developed in the late 19th century and has been applied to various politicians, parties and movements since that time, often as a pejorative. Within political science and other social sciences, several different definitions of populism have been employed, with some scholars proposing that the term be rejected altogether.</p>
<b>Progressivism</b>	<p>Progressivism is a political philosophy in support of social reform. Based on the idea of progress in which advancements in science, technology, economic development and social organization are vital to the improvement of the human condition, progressivism became highly significant during the Age of Enlightenment in Europe, out of the belief that Europe was demonstrating that societies could progress in civility from uncivilized conditions to civilization through strengthening the basis of empirical knowledge as the foundation of society. Figures of the Enlightenment believed that progress had universal application to all societies and that these ideas would spread around the world from Europe.</p>

<b>Socialism</b>	Socialism is a left-wing political, social, and economic philosophy encompassing a range of economic and social systems characterized by social ownership of the means of production, as opposed to private ownership. It includes the political theories and movements associated with such systems. Social ownership can be public, collective, or cooperative. While no single definition encapsulates the many types of socialism, social ownership is the one common element. Socialisms vary based on the role of markets and planning in resource allocation, on the structure of management in organizations, and from below or from above approaches, with some socialists favoring a party, state, or technocratic-driven approach. Socialists disagree on whether government, particularly existing government, is the correct vehicle for change.
<b>Syndicalism</b>	Syndicalism is a current in the labor movement to establish local, worker-based organizations and advance the demands and rights of workers through strikes. Most active in the early 20th century, syndicalism was predominant amongst revolutionary left in the Interwar era which preceded the outbreak of World War II.
<b>Transhumanist politics</b>	Transhumanist politics constitutes a group of political ideologies that generally express the belief in improving human individuals through science and technology.



## Activity 1

**Instruction:** Based on the characteristics of the various political ideologies discussed above, complete the diagram below on the political ideologies in the Philippines.

The diagram consists of a large blue rounded rectangle divided into four quadrants by a central vertical and horizontal line. In the center, where the lines intersect, is a light blue rounded rectangle containing the text "Political Ideologies of the Philippines". Each of the four quadrants contains a white rectangular box with ten horizontal lines for writing.

Political Ideologies of the Philippines



## Activity 2

**Instruction:** Discuss your political views during the 2022 Presidential Elections. Write your answer on the figure below.

A large rectangular area designed for writing, enclosed within a blue border with rounded corners. The area contains 20 horizontal lines for text entry. The top-left and bottom-left corners of the writing area feature decorative gray tabs that overlap the blue border.

### **Reference**

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

[https://en.wikipedia.org/wiki/List\\_of\\_political\\_ideologies](https://en.wikipedia.org/wiki/List_of_political_ideologies)



Name \_\_\_\_\_

**QUARTER 1: WEEK 1**

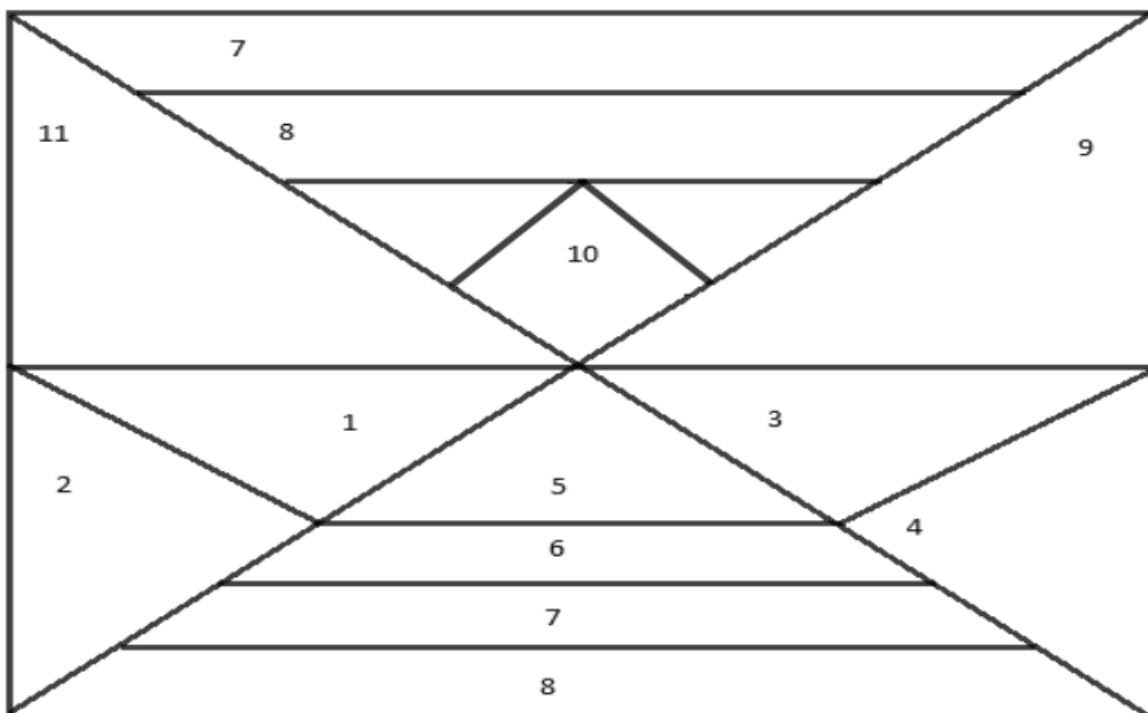
**MELC WITH CODE:**

At the end of the module the learners...

- a. explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better (EsP-PD11/12KO-la-1.10)
- b. share his/her unique characteristics, habits, and experiences (EsP-PD/12KO-la-1.2)



**ACTIVITY 1: “My Banner: The Treasure in Me”**



**Directions:**

In the spaces indicated by numbers, write down the following:

- 1. and 2. two things I do very well
- 3. and 4. my two greatest achievements in life
- 5. what in myself am I proudest of
- 6. my happiest moment

- 7. positive words that my friends use to describe me
- 8. a personal goal that I have already achieved
- 9. three blessings for which I am most thankful to God
- 10. three of my positive qualities
- 11. difficulties, challenges, and problems that I was able to solve and overcome

### Journal Reflection for my Banner: Answer the following:

1. What do you consider as your weaknesses, abilities and talents?
2. What are the remedies you will take to improve your weakness?
3. How can you further enrich your assets and strengths?
4. Where and how do you use it to your best advantage?



### Activity 2: Talent / Variety Show Presentation

#### Directions:

1. The class will be divided into 3 or 4 groups with a leader per group.
2. Each group will prepare for a talent/variety show that depicts the members' strengths, limitations, characteristics, habits or experiences.
3. The groups can decide what talent to showcase, it can be singing, dancing, acting or any talent they find interesting and creative. The presentation may as well incorporate the use of local ideas, culture, materials and other things that are distinctively Angelenos'.
4. Each group will be given a minimum of 7 minutes and a maximum of 10 minutes to perform.
5. The leaders of all the groups, including the performing group, will rate the performance of the other groups using these criteria:

Criteria	50	25	15	10
<b><u>Originality</u></b> The performers' ability to create a piece of work that is distinctive or different from the other performers	The performance showcased originality. It was distinctive or different from other performers	The performance was very original and the work was distinctive from the other performances. Although 1 or 2 things can be described as common or overused.	Some material in the performance were original and showcased creativity although few things have been repeated along with that a few adjustments are necessary	Overall, it was not original and new
<b><u>Creativity and Resourcefulness/ Localization</u></b> A judgement based on the creativity of the performers. For example did the	Act was completely creative and unique with incorporation of	The performance was creative with incorporation of some local culture/	There were some aspects of creativity in the performance with incorporation of	The performance exhibits very little creativity whatsoever. No

performers have creative dance moves or were creative signs added to the performance?	local culture/ materials.	materials.	few local culture/ materials.	local culture/ materials was incorporated.
<b><u>Teamwork and Coordination</u></b> This is a judgement on purely the organization of the performance. For example, was the spacing off in the performance, or were words forgotten in the performance, or were dancers coordinated?	Was completely organized and coordinated. The performance appeared to be well rehearsed.	Act was organized and coordinated almost fully. The act showed potential.	Act had some organization and coordination	Act lacked organization and coordination
<b><u>Appearance and Presence</u></b> A judgement on the performer(s) attitude, personality, confidence, their eye contact with the audience during the performance. Also a judgement on their overall appearance's display.	The performers presented themselves very neatly and in character, with a lot of confidence	The performers presented themselves neatly and in character	The performers presented themselves slightly neatly and in character	The performers presented themselves unorganized and messy
Total Score				

6. Groups have to give qualitative comments too. Be reminded that the key to effective feedback is the sandwich formula. Identify and tell their strong points, then be honest by suggesting areas for improvement and sandwich it with another strength that you can see in their performance.
7. All the ratings will be submitted to the teacher.

## REFERENCES

<https://www.rcampus.com/rubricshowc.cfm?code=W78549&sp=true>

Answerbag. (2007, March 20). What were you like as a teenager? (e.g., cool, nerdy, awkward?). Retrieved from [http://www.answerbag.com/q\\_view/171753](http://www.answerbag.com/q_view/171753)

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

Grade 11/12  
Week  
**6-7**

**TLE**  
Bread and Pastry Production

Pangalan \_\_\_\_\_

**Quarter 1: Week 6-7**

**Learning Competency with Code:**

1.1 Bake bakery products according to techniques and appropriate conditions  
(TLE\_HEBPP9-12BP-Ia-f1)



**ACTIVITY 1**

Directions: Read the statement carefully.

Suppose you are hunting for a job and there is a bakeshop in your community where you can apply. The manager asks you to describe the characteristics of the best pastry. What will you say to the manager? Write your answer here.

Rubric for your answer to the manager.	
Excellent 90-100	Ideas are thoroughly explained; highly coherent writing with almost no grammatical errors.
Good 80-89	Ideas are explained; coherent writing with few grammatical errors.
Satisfactory 70-79	Ideas are partially explained; somewhat coherent writing with several grammatical errors.
Needs Improvement 0-60	Ideas are poorly explained; incoherent writing with countless grammatical errors.



## ACTIVITY 2

Group yourselves into 5 groups and bake your favorite pastry. Sell your products to your family, friends or classmates and ask them to comment on the finished product according to:

1. Packaging of the product
2. Taste
3. Texture
4. Originality
5. Nutrition

Ratee	Criteria				
	Packaging of the product	Taste	Texture	Originality	Nutrition
1.					
2.					
3.					
4					
5.					

5– Excellent

4 – Very Good

3 – Good

2- Fair

1 – Needs of Improvement

Make a reflection based on the result of the survey.

## REFERENCES

Curriculum Guide Home Economics Bread and Pastry May 2016

[https://www.youtube.com/watch?v=VwrMTHavx\\_E](https://www.youtube.com/watch?v=VwrMTHavx_E)

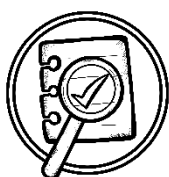
Grade 11 Lesson <b>1</b>	<b>HOPE 2</b> Coping With Stress Through Physical Activity
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Pangalan \_\_\_\_\_

**Quarter 1: Week 1**

**Learning Competency with Code:**

Describe the role of physical activity assessments in managing one's stress  
(PEH11FH-lf-5)



**LET US ENGAGE**

**Activity No. 1 – I Know Someone Who...**

Your teacher will give you one Bingo Card. Find someone who engages in one of these things on a regular basis. Obtain his or her signature in the appropriate box. Each box should be assigned to a different person. If you have 5 signatures in a row, horizontally, vertically, or diagonally, yell out "Bingo."

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Goes for biking	Plays musical instrument	Listens to music	Enjoys going for a drive	Sleeps more than 8 hours
Loves hiking	Does Tik-tok Challenge	Plays computer games a lot	Regularly eats breakfast	Has aquarium at home
Works out at a gym	Plays Tennis	Practices martial arts	Loves to Dance	Plays outside after school
Plays individual or dual sports	Talks to family members about problems	Makes "to do" list	Enjoys swimming	Competes in Chess
Keeps diary	Enjoys baking	Enjoys nature	Watches movie on the weekends	Goes shopping



## LET US APPRECIATE

### Activity No. 2 – Deep Breathing Exercise

Following the instructions below, introduce and show the concept of deep breathing as a stress-reduction strategy.

1. Stand tall with your feet shoulder-width apart.
2. Arms and hands are relaxed downward.
3. Body is relaxed.
4. Eyes are closed.
5. Focus on the lower abdomen (belly) and imagine a small balloon in that space.
6. Inhale slowly and deeply through your nostrils, imagining the balloon gently inflating (becoming larger/larger). Hold for a few seconds.
7. Slowly exhale through the mouth as if blowing out a candle, imagining the balloon softly deflating (becoming smaller, shrinking).
8. Tip: Place your palm over your lower abdomen to feel it move up and down, and make sure you're not breathing through your mouth.
9. Repeat at least 10 times.

Answer the following:

A. After doing the exercise:

1. Are you more relaxed/calm? ☐ Yes ☐ No ☐ Not Sure
2. Do you feel lighter? ☐ Yes ☐ No ☐ Not Sure
3. Do you feel Great? ☐ Yes ☐ No ☐ Not Sure
4. Do you feel tired? ☐ Yes ☐ No ☐ Not Sure

B. In the box below, draw something that can best describe your feeling after doing the exercise.

## References:

*Department of Education, Personal Development, Teacher's Guide (First Edition).* (2016).

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*Stress management.* (2022). Retrieved from <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/exercise-and-stress/art-20044469>

*STRESS MANAGEMENT ACTIVITIES.* (2022). Retrieved from <https://blog.trainerswarehouse.com/stress-management-activities>

*Stress Reduction Activities for Students.* (2014). Retrieved from <https://www.edutopia.org/sites/default/files/resources/stw-glenview-stress-reduction-activities.pdf>



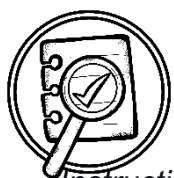
Grade 11 LESSON <b>4</b>	<b>HOPE 1</b> Heart Rate and Exercise
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Pangalan \_\_\_\_\_

**Quarter 1: Week 4**

**Learning Competency with Code:**

Analyze physiological indicators such as heart rate, rate of perceived exertion, and pacing associated with MVPAs to monitor and/or adjust participation or effort (PEH11FH-Ik-t-9)



## LET US DISCOVER

### Activity No. 1- Heart Beats

**Instructions:** Predict how each of the activities described below will affect your pulse rate by checking the relevant box before beginning. Then, for one minute, do each action. Stop for 15 seconds and take your pulse (multiply by four (4) to get the number of beats per minute). Make sure you complete the activities in the correct order and that you only make one prediction at a time.

Before beginning each new activity, sit quietly until your heart rate is near to your resting rate. After each activity, calculate the difference between your resting pulse rate and your heart rate. Fill in the blanks in the corresponding column.

Type of Activity To be conducted for one minute)	Predicted Effect of Activity on Pulse Rate (Check One Box)			Pulse Rate Immediately After Activity (Beats Per Minute)	Difference Between Pulse Rate and Rate after Activity (Beats per Minute)		
	Increase	Decrease	Same		Increase	Decrease	Same
1. Listen to soft music							
2. Listen to fast music							
3. Breathe deeply							
4. Walk briskly around the room							
5. Do jumping jacks							
6. Do sit-ups							
7. _____ (Your choice of activity)							



## LET US REMEMBER

### Activity No. 2 – My THR Range

*Instructions:* In four simple steps, determine your Target Heart Rate Range. Complete the following blanks.

1. Get the *Maximum Heart Rate (MHR)*

$$\text{MHR} = 220 - \frac{\quad}{\text{(your age)}}$$

$$\text{MHR} = \underline{\quad}$$

2. Determine the *Heart Rate Reserve (HRR)*

$$\text{HRR} = \text{MHR} - \frac{\quad}{\text{(Resting Heart Rate)}}$$

(\*Check your *Resting Heart Rate (RHR)* sometime in the evening after sitting quietly for 15 to 20 minutes. You may take your pulse for 30 seconds.)

$$\text{HRR} = \underline{\quad}$$

3. Take 60% and 80% of the HRR

a.  $0.60 \times \text{HRR} = \underline{\quad}$

b.  $0.80 \times \text{HRR} = \underline{\quad}$

- I. Add each HRR to Resting Heart Rate (RHR) to obtain the *Target Heart Rate (THR)* range.

a.  $\frac{\quad}{\text{(60\% of HRR)}} + \frac{\quad}{\text{(RHR)}} = \underline{\quad}$  beats per minute

b.  $\frac{\quad}{\text{(80\% HRR)}} + \frac{\quad}{\text{(RHR)}} = \underline{\quad}$  beats per minute

Therefore, your **THR range** is

from  beats per minute  beats per minute.  
(Your answer in 4. a) (Your answer in 4. b)

## REFERENCES:

- Bhattacharya, C. (2015). *How to Determine Your Maximum Heart Rate*. Retrieved from <https://www.dignityhealth.org/articles/how-to-determine-your-maximum-heart-rate>
- Heart Rate and Exercise*. (2001). Retrieved from Bioed Online: <https://www.bioedonline.org/lessons-and-more/lessons-by-topic/human-organism/fitness-and-physical-activity/heart-rate-and-exercise/>
- Physical Education and Health, Teacher's Guide First Edition*, p.31-36. (2016). Department of Education.

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