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10

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 10
Quarter 2 – 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 10 Lesson 6	ENGLISH Techniques in Public Speaking
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Name _____

Quarter 2: Week 6

Learning Competency:

Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking.



ACTIVITY 1

Deliver a three-minute speech on a topic that interests you most, employing the techniques in public speaking. Refer to the rubric for scoring.

RUBRIC FOR SCORING

	5 pts	4-3 pts	2-1 pts
Organization	Ideas are organized, developed, and supported to achieve a purpose. There is an introduction that effectively states the main point and a conclusion that appropriately calls for overt action.	The main idea is evident, but the organizational structure may need to be strengthened. The introduction and conclusion are not well developed.	Ideas have no focus or development.
Topic Knowledge	The student has a clear grasp of the information. Supporting material is original, logical, and relevant.	The student has a partial grasp of the information. Supporting material lacks originality.	The student does not have a grasp of the information, which is evident in using a few sources.
Language Use	Language is familiar to the audience, appropriate for the setting, and free from bias; the presenter does “code-switching” (use a different language form) when appropriate.	Language is appropriate, but word choices are not particularly vivid or precise.	Language is inappropriate for a particular audience, occasion, or setting.

Delivery	The delivery is extemporaneous -- natural, confident, and enhances the message -- posture, eye contact, smooth gestures, facial expressions, volume, and pace indicate confidence, a commitment to the topic, and a willingness to communicate.	The delivery generally seems effective -- however, effective use of volume, eye contact, vocal control, etc., are not consistent; and some hesitancy are observed.	Eye contact is very minimal; gestures and movements are excessive. The delivery appears inconsistent with the message.
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Adapted from the Speech and Presentation Rubric of Northwest Regional Educational Laboratory (2005)

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Speech and Presentation Rubric of Northwest Regional Educational Laboratory (2005)

Grade 10 Aralin 1	FILIPINO Paghahambing ng Kultura ng Pilipinas sa Ibang Bansa
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Pangalan _____

Ikalawang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Naisusulat nang wasto ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa F10PU-IIa-b-74



GAWAIN 1

Panuto: Basahin ang buod ng Romeo at Juliet. Gamit ang Venn diagram sa ibaba, magtala ng mga kulturang napapaloob sa dulang binasa at ihambing ito sa ating bansa.

Sintahang Romeo at Juliet Mula sa Romeo and Juliet

ni William Shakespear

Isinalin sa Filipino ni Gregorio C. Borla

(Muling isinalaysay ni A.A. Apilado)

Sina Romeo at Juliet ay galing sa magkalabang angkan. Si Romeo ay galing sa angkan ng mga Montague samantalang si Juliet naman ay sa angkan ng mga Capulet. Subalit sa kabila ng hidwaan sa kanilang mga angkan ay nabihag ng pag-ibig ang puso ng binata at dalaga. Nagsimula ang pag-iibigan nina Romeo at Juliet dahil sa isang pagtitipong inihanda ng mga Capulet. Dumalo rito si Romeo nang hindi inaasahan at sa sayawan niya nasilayan ang kagandahang taglay ni Juliet. Simula noong nakita ni Romeo si Juliet ay umibig na ang binata sa kaniya, ganoon din ang naging tugon ng dalaga. Nakita ni Tybalt si Romeo sa pagtitipon at siya ay nagalit dito. Gusto niyang patayin si Romeo subalit pinigil siya ng kanyang tiyuhin.

Doon lamang napagtanto ni Romeo na si Juliet ay isang Capulet. Hindi lingid sa kaalaman nina Romeo at Juliet ang hidwaan sa kanilang mga pamilya kaya nakaramdam si Romeo ng pagdadalamhati sa kanyang nalaman. Nagpalitan ang dalawa ng kanilang pangungusap at hinalikan ni Romeo si Juliet. Sa kabila ng ganitong kalaking hadlang sa kanilang pagmamahalan ay hindi natinag ang dalawa sa hangaring sila'y magkasama.

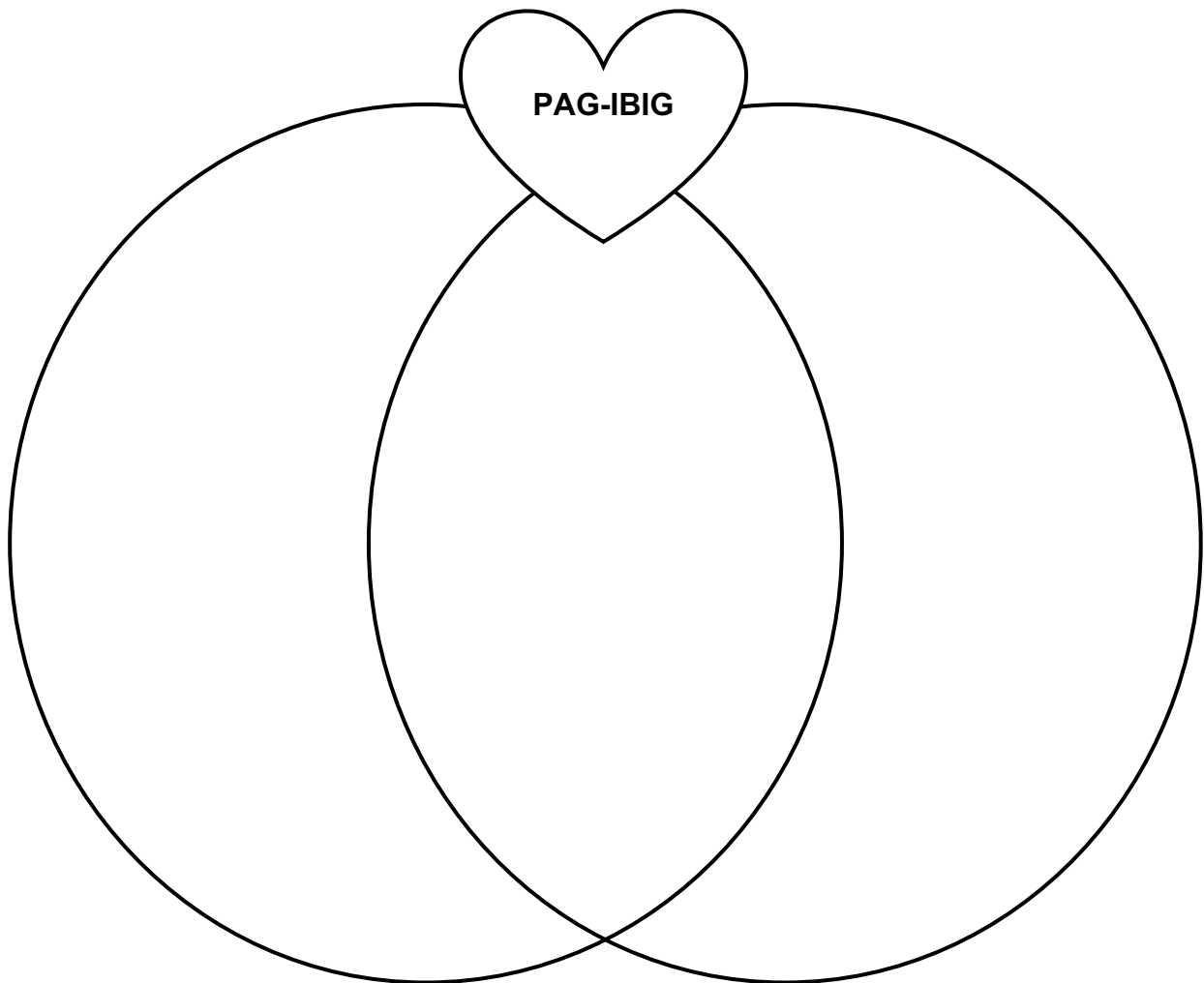
Nagplano ang dalawa na muling magkita at doon ay gagawin nila ang kanilang pag-iisang dibdib. Gagawin nila ang planong ito sa arawng kasal ni Juliet kay Paris na ipinagkasundo lamang ng kaniyang mga magulang upang kaniyang mapangasawa. Humingi sila ng tulong ng Padre at ito naman ay malugod na tumugon. Ramdam ng Padre ang wagas na pagmamahalan nina Romeo at Juliet kaya pinayuhan niya si Juliet ng kaniyang gagawin. Plinano ng Padre na pumayag siyang pakasal kay Paris subalit sa araw ng kasal ay iinumina niya ang ibinigay na alak ni Padre. Epekto nito'y titigil sa pagtibok ang puso ni Juliet at animo'y patay at magiging ganoon ang kalagayan sa loob ng apatnapu'tdalawang oras. Si Juliet ay

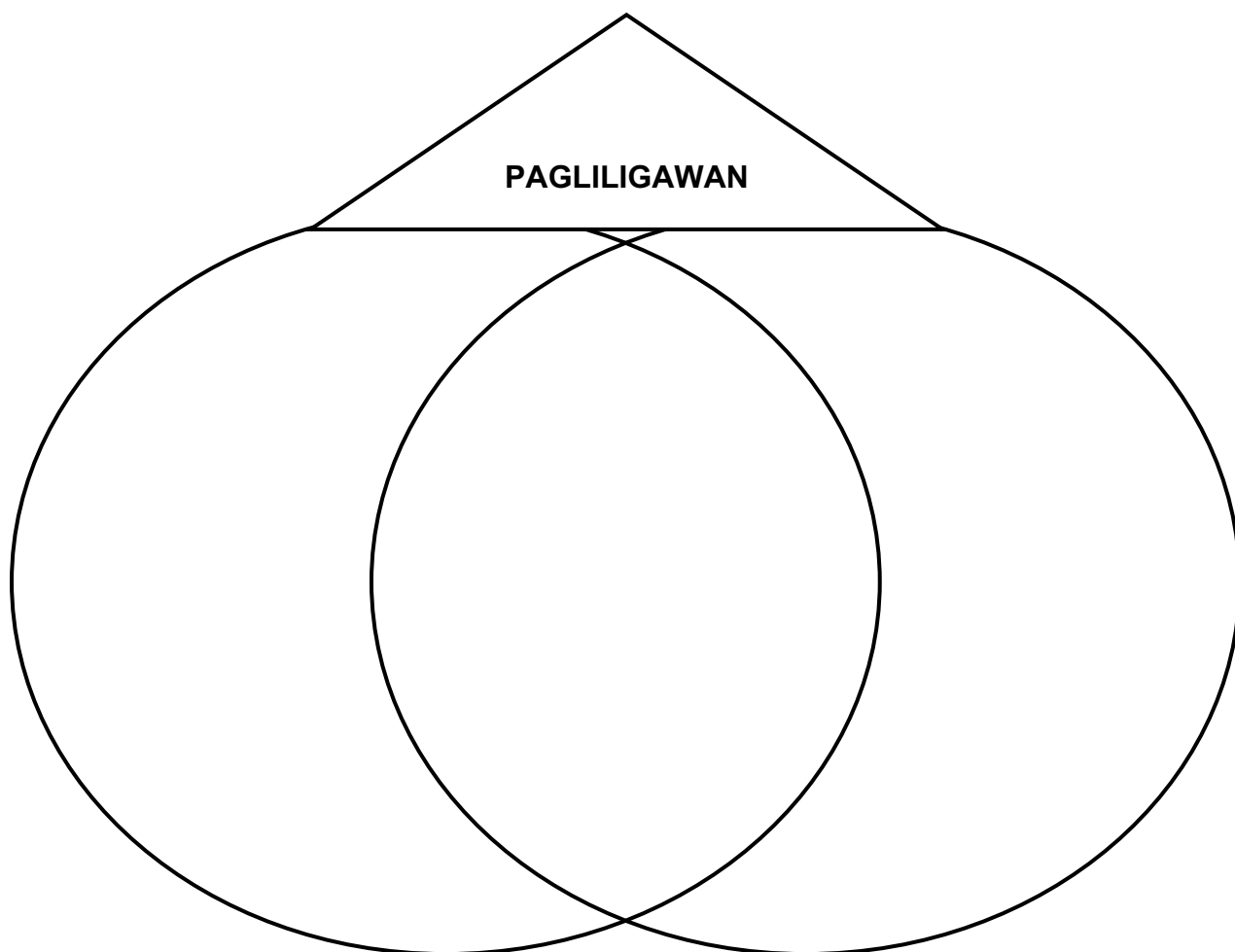
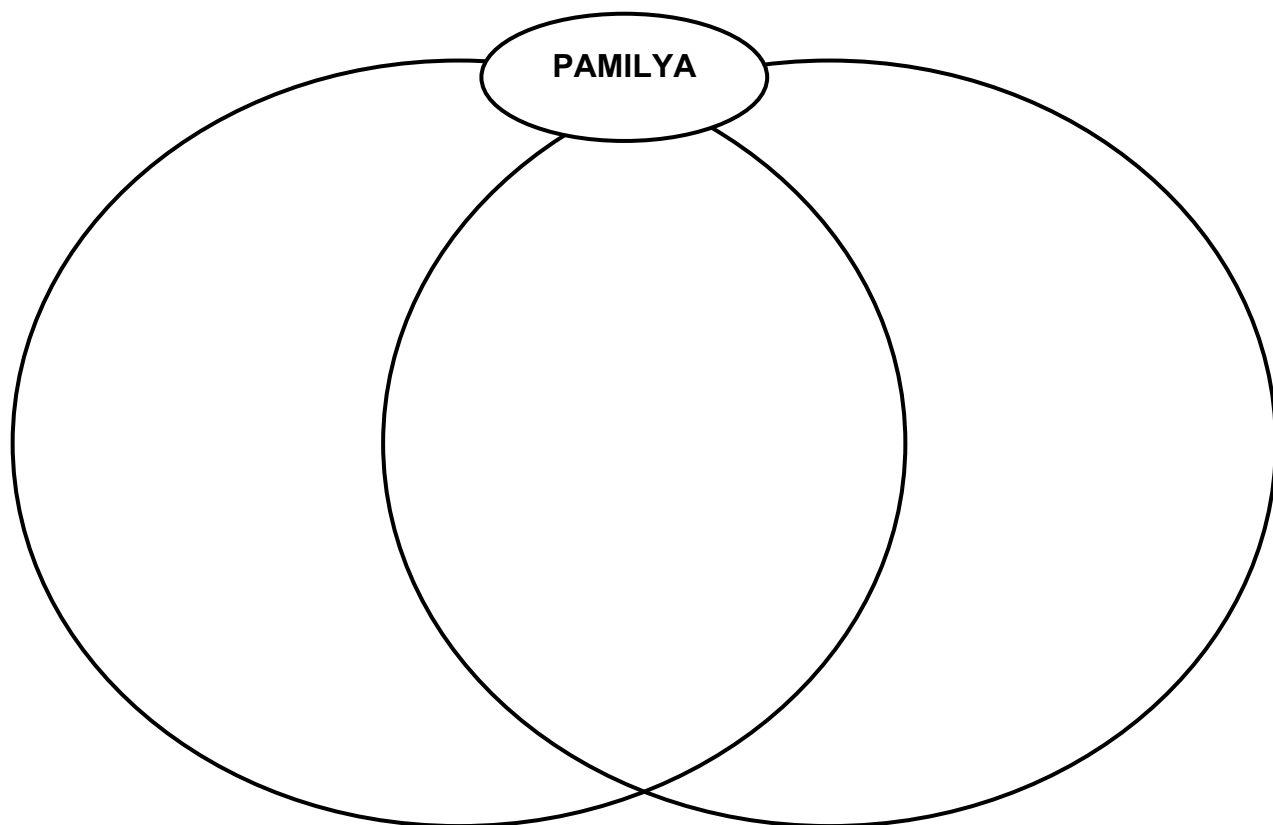
nagbihis nang magarang kasuotan pagkatapos ay nahiga. Nakita siya ng nars sa anyong iyon at siya'y nagsisisigaw sa pag-aakalang si Juliet ay patay na.

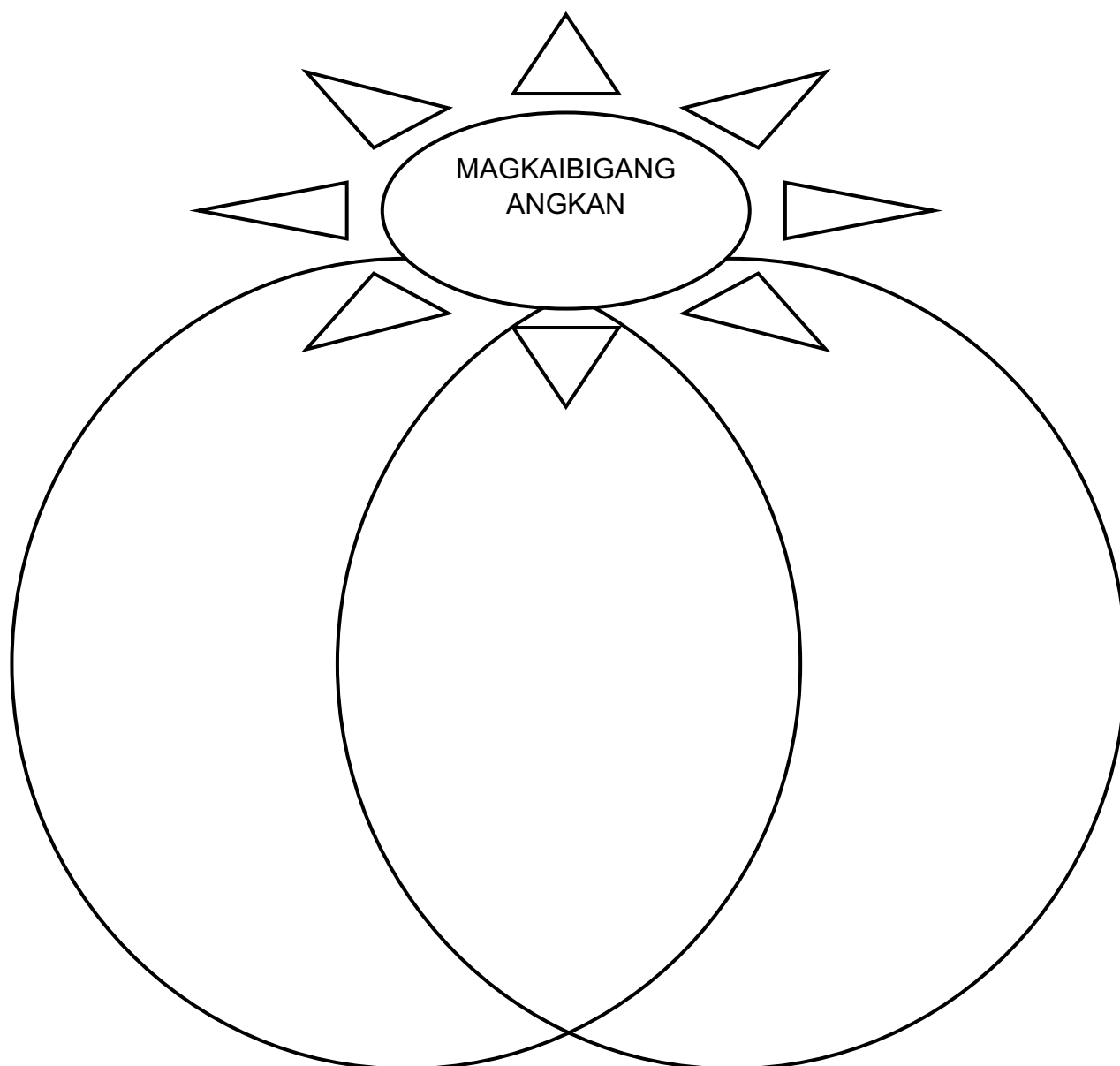
Sa kabilang banda, inutusan ni Padre si Juan na ibigay ang liham kay Romeo na naglalaman ng kanilang balak subalit sa kasamaang palad ay hindi ito nakarating kay Romeo at hindi nabatid ang balak ng Padre at ni Juliet. Ibinalita ni Baltazar kay Romeo ang kasawiang sinapit ni Juliet, sinabi niya rito na si Juliet ay patay na at nakahimlay sa tumba ni Capel. Agad niyang tinungo ang nasabing lugar at nakita niya si Juliet sa anyo ng kamatayan kaya naghanap siya ng lasong kikitil sa kaniyang buhay. Bumili siya ng lason sa isang butikaryo, kahit pa na ito ay ipinagbabawal, pinilit ni Romeo ang butikaryo na siya ay pagbilhan. Ininom ni Romeo ang lason at siya ay namatay sa tabi ni Juliet. Nang magising si Juliet ay labis ang kaniyang hinagpis na nadama nang makitang patay na ang kaniyang pinakamamahal na Romeo kaya kumuha siya ng punyal at sinaksak ang kaniyang sarili.

(Maaari mo ring panoorin ang kuwento sa link na ito:

<https://www.youtube.com/watch?v=4FHpmn-KYec.>)







Paalala: Humanap ng kamag-aral at pagkumparahin ang inyong mga sagot.

Grade 10 Lesson 7	SCIENCE Qualitative Characteristics of Images Formed by Plane and Curved Mirrors
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Name _____

Quarter 2: Week 7 (2-day activity)

Learning Competency with Code:

Predict the qualitative characteristics (orientation ,type, and magnification) of images formed by plane and curved mirrors and lenses. **(S10FE-IIg-50)**



ACTIVITY 1

I. Objective

Investigate how mirrors and other shiny surfaces are good reflectors of light ... effects of flat shiny surface, curved shiny surface.

II. Materials

Mirrors: Plane (i.e. flat) curved (convex and concave)
 spoons, tape (to tape two mirrors together), small objects (e.g. pencil), sheet of paper.

Note: Ensure that mirrors have no rough damages

III. Procedure

A. PLANE MIRRORS

1. Do the activity individually.
 - a. Hold up a plane mirror in front of you – what do you see?
 - b. Close (wink with) your left eye? Which eye seems to be winking back at you?
 - c. Hold up your right hand. Which hand is being held up in the mirror? Are both your feet the same?
 - d. Put one on top of the other, the same way up. Are they both exactly the same?

What manner does the word 'AMBULANCE' appear on the front of an ambulance? Why? _____

- e. Write your own name 'back-to-front. Does it appears right way round when you look at it in a mirror? _____.

2. Do the activity in pairs.

- a. Tape two plane mirrors together at the back, so that the tape acts like a hinge, and stand them upright.
- b. Put something small (e.g. upright pencil) between the mirrors. What do you see? _____

What happens when you make the angle between the mirrors greater or smaller? When do you see the most images? _____

- c. Put 2 plane mirrors standing up parallel to and facing each other. Put a small object between them. What do you see? _____

- d. Now hold the mirror as far away as you can, i.e. with your arm fully stretched. What do you see? _____

B. CONCAVE MIRRORS

1. Do it Individually

- a. Hold the concave mirror close in front of you. What do you see?
- b. Compare the size of this image with the image in the plane mirror.

_____.

2. Do it In pairs

- a. Tape two concave mirrors together at the back, so that the tape acts like a hinge, and stand them upright.
- b. Put something small (e.g. upright pencil) between the two concave mirrors. What do you see?

What happens when you make the angle between the mirrors greater or smaller? When do you see the most images?

- c. Put 2 concave mirrors standing up parallel to and facing each other. Put a small object between them. What do you see? _____

_____.

- d. Hold the mirror as far away as far as you can, i.e. with your arm fully stretched. What do you see? _____

_____.

3. Collecting Light:

- a. Using a concave mirror, get a beam of light to focus on a sheet of white paper. (You may need to move the paper and the mirror around in order to 'catch' a beam of light from a window or an electric light). Approximately how far is the sheet of paper from the mirror? _____

- b. Now measure the distance.

C. CONVEX MIRRORS

1. Hold a convex mirror close in front of you. What do you see? _____

_____.

2. Compare the size of this image with the size of the image in the plane and concave mirrors. _____

_____.

3. Hold the convex mirror further away. What do you see? _____

_____.

Questions:

1. What type of mirror do dentists usually use to clearly see the images of our teeth? Why?
2. What kind of curved mirror do you see in most of the department stores? Why do they use such a mirror?
3. If Jaden stands 3 feet in front of a plane mirror, how far from the person will his image be located?
4. If a baby crawls towards a mirror at a rate of 0.15 m/s, then at what speed will the baby and the baby's image approach each other?
5. You might have noticed that emergency vehicles such as ambulances are often labeled on the front hood with reversed lettering (e.g., ECNALUBMA). Explain why this is so.

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Grade 10 Lesson 2	M A T H E M A T I C S Polynomial Functions
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Name _____

Quarter 2: Week 2

Learning Competency with Code:

Solve problems involving polynomial functions (M10AL-IIb-2)



ACTIVITY 1: How does your Pattern Grow

A. Given the polynomial function $f(x) = -5x^2 - 4x + 6$, use synthetic division to evaluate each of the following:

1) $f(-1) = \underline{\hspace{2cm}}$ 2) $f(-2) = \underline{\hspace{2cm}}$ 3) $f(-4) = \underline{\hspace{2cm}}$

B. Find all zeros of the polynomial function $f(x) = 2x^4 + 7x^3 - 4x^2 - 27x - 18$



ACTIVITY 2

Solve the given problem.

In Barangay Sto. Domingo, Mang Edy recycles plastic products as a livelihood. The weekly recycling profit P (in pesos) is a function of the number of kilograms k of recycled plastic per week. The function approximating the profit is defined as

$$P(k) = 8k - 600, \text{ where } 0 \leq k \leq 400.$$

- Construct the graph showing the relation between the number of kilograms of recycled plastic and the weekly profit.
- How much is Mang Edy 's profit if he recycled 100 kg of plastic in a week?
- How many kilograms of plastic were recycled if Mang Edy's profit in a week is P 1000?
- Estimate his profit if he recycled 300 kg of plastic in a week.
- What is $P(0)$? Interpret this value.

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Grade 10
Aralin
7

ARALING PANLIPUNAN

Epekto ng Globalisasyon

Pangalan _____

Ikalawang Markahan: Linggo: 7

Kasanayang Pampagkatuto at Koda (Learning Competency)

*Naipahahayag ang saloobin tungkol sa epekto ng globalisasyon (Week 7-8)



GAWAIN 1

Panuto: Lagyan ng titulo ang pagsasalarawan ng globalisasyon.

Pamagat:





GAWAIN 2

Panuto: Sumulat ng dalawa hanggang tatlong talata tungkol sa epekto ng globalisasyon sa bansa, lungsod at sa sarili ayon sa nakalarawan sa itaas.

Pamagat

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Grade 10 Lesson 9	TECHNOLOGY AND LIVELIHOOD EDUCATION Cookery
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Name _____

Quarter 2: Week 9

Learning Competency with Code:

- 1.1 Clean, cut, and fillet seafood.
- 1.2 Prepare ingredients according to a given recipe.
- 1.3 Demonstrate various methods of cooking fish and shellfish. (TLE_HECK9-12A-Ilg-i10)



ACTIVITY 1

Directions: Call a friend and ask for help on how to gut and scale a whole fish.

How to Gut and Scale a Whole Fish

1. Begin by scaling your fish. Find a spot outside or in a place where you can clean up easily, as the scales will go flying. Then grab the easiest tool to scale fish with a butter knife. Start scaling your fish by holding it firmly with one hand and scraping from tail to head with the knife.
2. Scale up to the edges. Make sure you get the scales on the top of the fish and near the fins. Remember to clean the tail. Try not to press too hard or gash the fish, and be careful around the fins that can prick the skin.



3. Scale the collar



4. Start the cut. Start the gutting process by slipping the tip of your fillet knife into the vent. Slice upwards, away from the fish and the guts, and toward the head.



5. Cut to the gills. Complete the cut by forcing the knife through the bony portion. This part lies between the pelvic fins (that are paired up on the belly of the fish) and the base of the lower jaw.



6. Remove the guts. Remove the guts by reaching in and grabbing them right at the base of the head, where you feel everything connect. Pinch that spot and pull the whole lot out. On large fish, you will have to carefully cut this with your knife.



7. Scrape the liver. Scrape out the liver attached to the bone of the fish. Then cut out what remains of the swim bladder, which is a white sack that attaches itself to the cavity.



8. Snip the Gills. The gills will impart a bitter flavor to your fish and will make it spoil faster. Remove the gills by cutting them where they attach at either end of the arc that they form. You can use kitchen shears or a knife. On small fish, you can even just rip them out.



9. Remove the gills. Once the attachments are cut, you can remove the gills. Then wash the scaled and gutted fish well in ice-cold water. Pack it on a bed of crushed ice until you're ready to cook it.



How to Split or Butterfly a Fish

1. Gather your tools. Whether you call it splitting, butterflying, or kiting, removing the backbone and ribs of a whole fish is an important skill for a seafood cook to learn. Butterflying removes most but not all of the bones in a fish, and it creates a larger cavity for stuffing, and stuffing is the primary reason for a butterfly fish. Kiting, so called because it



makes the finished product look like a kite, is butterflying when you remove the head of the fish as well. Kiting is mainly used when smoking fish, especially haddock, to make the smoked fish. What you will need: kitchen shears, a very sharp fillet knife, a cutting board, and, of course, a fish that has been scaled and gutted. Make sure the gills are also removed.

2. Cut out the bottom fins. Start by slicing along the fish backbone toward the tail. You will soon come across a row of bottom fins. Remove these by guiding the knife along one side of the fin bones, which extend into the fillet about a half-inch. Once you reach the end of the row of fine bones, repeat the process on the other side of the fin bones.



3. Cut toward the tail. Leaving the fin bones in – this is a good guide and handles the continued cutting along the backbone toward the tail. A good way to do this is to slice and bounce the fillet knife on top of the backbone as you go; this keeps you in touch with the backbone and ensures that you don't lose any meat.



4. Remove the bottom fins. You no longer need the bottom fin bones, so lift them out with gentle pressure. If you need to, slice gently to free them to form the fillet.



5. Slice around the ribs. Slip the knife blade underneath the ribs of the fish and slice upward, away from the backbone. Make sure your blade is in contact with the ribs at all times so you do not lose any meat. You may have to cut through pin bones as you go through the ribs.



6. Free the meat from the backbone. Use the point of the fillet knife to free the meat from the backbone with short, gentle strokes. Take your time and you will have an almost meatless backbone.



7. Snip the tail end of the backbone. Use the shears to snip the backbone near the tail.



8. Lift out the backbone. Once you have snipped the tail end of the backbone, begin lifting it out of the fish. You may have to gently slice away some remaining bits to free it – do not yank on it, just move gently and smoothly.



9. Snip the head of the backbone. Use the shears to cut the rest of the backbone close to the head. This will require a bit of pressure here because the spine is strong near the head.



10. A finished split fish. This is what the finished butterflied fish should look like. You are now ready to smoke it or stuff it.



There are rubrics for scaling or making a butterfly fish.

Rubrics for scaling or making a butterfly fish.	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. Workmanship				
4. Cleanliness				



ACTIVITY 2

Group yourselves into 5 groups and prepare any of the fish or shell recipes of your choice. Sample of fish or shell recipes are suggested to prepare:

Daing na Bangus

Ingredients

- 1 medium-sized milkfish clean and scales removed.
- 10 tablespoons white or can vinegar
- 1 teaspoon crushed peppercorn
- 1 head garlic crushed $\frac{1}{4}$ teaspoon cayenne pepper powder optional
- $\frac{1}{2}$ teaspoon coarse sea salt
- $\frac{1}{2}$ cup cooking oil

Procedures:

1. Combine vinegar, pepper, salt, garlic, and cayenne pepper powder in a bowl. Stir to mix the ingredients. Set aside.
2. Butterfly the Bangus (slice from the top) and place it inside a large resealable plastic bag.
3. Pour the vinegar mixture into the bag and then let all the air out. Seal the bag and refrigerate it overnight.
4. Remove the fish from the bag and let the liquid drip.
5. Heat the cooking oil in a pan. Once the oil gets hot, fry the fish on medium heat until one side gets crisp. Turn it over and repeat the process on the other side.
6. Remove it from the pan and place it on a serving plate. Serve with a bowl of spicy vinegar.
7. Please share and enjoy!



Baked Tahong Cheese and Roasted Garlic Recipe

Ingredients

- 2 lbs. of mussels
- 1 tbsp. minced parsley
- $\frac{3}{4}$ cup shredded quick melt or sharp cheddar cheese
- $\frac{1}{4}$ cup butter
- 4 cups of water
- 4 tbsp. cooking oil



Procedures:

1. Prepare the fried garlic by heating oil in a small pot. As the oil heats up, add the garlic. Continue to cook on medium heat while stirring once in a while until the garlic turns golden brown. Separate the oil from the fried garlic. Set aside.
2. Prepare the mussels by pouring water into a cooking pot. Bring it to a boil.
3. Add the mussels and continue to cook for 1 minute or until they start to open. Discard the water and then let the mussels cool down.
4. Open the mussels completely and then peel off the shell that has no meat. We will only have the shell with mussel meat attached.
5. Preheat the oven to 350F.
6. Arrange the mussels (meat side up) on a baking tray. Distribute butter and shredded cheese equally over each piece of mussel. Put it in the oven and then bake for 5 minutes.
7. Remove the tray from the oven. Arrange the fried garlic on top of the mussels. Put the tray back into the oven. Continue to bake for 3 to 5 minutes more.
8. Remove it from the oven. Let it cool. Arrange on a serving plate. Sprinkle parsley on top.
9. Serve. Share and enjoy.



Pesang Isda Recipe

Ingredients:

- 2 sliced pieces of medium to large fish
- 2 bunches of baby bok choy or pechay, cleaned and with the ends removed.
- 2 cups of rice washing
- 1 tablespoon of salt
- 1 medium of onion quarter
- ½ cup sliced green onions or onion leeks
- ¼ cup sliced and pounded ginger
- 3 cloves of garlic, minced
- 1 tablespoon of fish sauce or patis
- ½ teaspoon whole peppercorn
- 8 tablespoons of cooking oil



Procedures:

1. Rub salt on the fish and set it aside.
2. Heat a frying pan, then pour in 6 tablespoons of cooking oil.
3. Fry the fish until the color of one side turns golden brown. Flip to fry the other side, then turn off the heat and set the fish aside.
4. Heated a cooking pot and poured in 2 tablespoons of cooking oil.
5. When the oil is hot enough, sauté the garlic, ginger, and onion.
6. Put in the fish sauce and the whole peppercorn, then stir.
7. Put in the rice washing, then let boil,
8. Put in the fried fish, then simmer for 10 minutes on low heat.
9. Add the chopped green onions and bok choy and simmer for 3 minutes.
10. Transfer to a serving plate, then serve.

Rubrics in preparing fish or shellfish recipes. Mark checks on the points appropriate to the performance of the learners.

Rubrics in for preparing fish or shell recipes.	4 Highly Observed	3 Observed	2 Not everything was observed.	1 Did not observe
1. Observance of safety precautionary measures				
2. Completeness in measuring tools, equipment, and ingredients				
3. Palatability				
4. Texture				
5. Nutrition				

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Grade 10 Aralin 3	EDUKASYON SA PAGPAPAKATAO Ang Pagkukusa ng Makataong Kilos at mga Salik na Nakaaapekto sa Pananagutan ng Tao sa Kahinatnan ng Kilos at Pasya
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Pangalan _____

Ikalawang Markahan: Ikatlong Linggo

Kasanayang Pampagkatuto at Koda:

Pagkatapos ng araling ito, ikaw ay inaasahan na:

- nakapagsusuri ng isang sitwasyong nakaaapekto sa pagkukusa sa kilos dahil sa kamangmangan, masidhing damdamin, takot, karahasan at gawi (EsP10MK-Ild-6.3)



GAWAIN: “Ginintuang Aral ng Karanasan”

Panuto: Pumili ng isa sa mga salik na nakaaapekto sa pananagutan ng tao (kamangmangan, masidhing damdamin, gawi, takot at karahasan) na kung saan ay nagkaroon ka ng karanasan. Maaaring gumupit o gumuhit ng larawan sa napiling salik at ilagay sa malinis na papel. Ipaliwanag sa ibaba ng larawan kung paano mo naranasan ito at paano ito nakaaapekto sa pananagutan ng iyong pasya at kilos. Gawing batayan ang rubrik sa pagmamarka bilang gabay sa pagtupad ng gawaing ito.

Paliwanag

Rubrik sa Pagbuo sa Salik

Kraytirya	5	4	3	1-2
Pagkamalikhain	Lubos na nagpamalas ng pagkamalikhain sa gawain	Naging malikhain sa gawain	Hindi gaanong naging malikhain sa gawain	Walang ipinamalas na pagkamalikhain sa gawain
Organisasyon	Buo ang kaisipan, konsistent, at kumpleto ang paliwanag	May kaisahan at may sapat na detalye at malinaw ang paliwanag	Konsistent, may kaisahan, kulang sa detalye at hindi gaanong malinaw ang paliwanag	Hindi ganap ang pagkakabuo, kulang ang detalye at di-malinaw ang paliwanag
Kaangkupan sa Paksa	Angkop na angkop ang paliwanag at ang larawan na nilagay sa gawain	Angkop ang paliwanag at larawan na nilagay sa gawain	Hindi gaanong angkop ang paliwanag at larawan na nilagay sa gawain	Hindi angkop ang paliwanag at larawan sa gawain
Kabuuang Puntos				

SANGGUNIAN

MELCs – Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao Curriculum Guide

Edukasyon sa Pagpapakatao Grade 10 Learners Material, Department of Education, 2015

Grade 10 Lesson 5	MUSIC Afro-Latin American and Music (Pop, Jazz, and OPM Music)
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Name _____

Quarter 2: Week 5

Learning Competency with Code:

Performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression. **(MU10APIIa-h-6)**



ACTIVITY 1

Directions: Use your existing instruments or an improvised instrument to play simple rhythmic and harmonic accompaniments to selected Afro-Latin American and popular music, either alone or in a group.

Performance Rubric			
Outstanding (5points)	Very Satisfactory (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
The work has a tone that is clearly defined throughout	Clean and concise tone	Clearly defined tonality, yet inconsistent at the extremes	unclear tone
Accurate timing and pitch	Clearer dynamic levels	Several recurring rhythmic, tone, and phrase faults	Unusual rhythm
Dynamic levels are exact	There are isolated phrase, pitch, and rhythmic mistakes	Noticeable dynamic levels	Inconsistent dynamics

References:

Department of Education, Horizon's Grade 10 Learner's Materials Music and Art

Appreciation for Young Filipinos (2015). Retrieved from:

https://www.academia.edu/29357777/HORIZONS_Grade_10_Learners_Materials_Music_and_Arts_Appreciation_for_Young_Filipinos

Honing You Skills Through MAPEH 10 Learning Guide (New Enhanced Edition Based on K to 12 Curriculum) Mojica, A; Natividad-Tangco, R. Afro-Latin and Popular Music.

Retrieved from: Jo-es Publishing Inc.

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