Edukasyon sa pagpapakatao grade 10 teacher's guide

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In this article you will find our compiled GRADE 10 Teachers Guide to make them available to our fellow teachers and help them complete their resources to make their efforts more focused on the actual learning process. You'll find the GRADE 10 Teachers Guide to download links at the bottom of this article. If you have time, please read the article below for more information to competence. Communication competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social conditions to perform communicative functions, and how knowledge of the size of the control of the communicative functions, and how knowledge of the size of the control of the control of the communicative functions of the communicative species of the communicative functions of the communicative functions of the communicative functions of the communicative species of the communicative functions of the comm
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Printed Corporation Department of Education-Instruction Materials Board Secretariat (DepEd-IMCS) Address: , DepEd Complex Meralco Avenue, Pasig City Philippines 1600 Telefax: (02) 634-1054 or 634-1072 Email Address: imcsetd@yahoo.com All Rights Reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 3. D EPED C or PY Content Record First Mark Module1: People
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ESP10MP -Ie-3.3 All rights reserved. No part of this material can be reproduced or transmitted in any form or by any means - electronic or mechanical, including photocopying - without the written permission of depEd's Central Office. First edition, 2015. 14. D EPED C O PY XVII NILALAMAN (ContentStandard) PAMANTHAYAN PANGNILAMAN (ContentStandard) PAMANTHAYAN SAPAGGANAP (Performance Standard) MGAKASANAYANG PAMMAGKATATO (Training Competence) CODE 3. Paghubogng Konsensiyabataysa LikasnaBatas Moral. Nakagawaang mag-aaralangpag- unawasakonsepto ngpaghubogng konsiyensiyabatay saLikasnaBatas Moral. Nakagawaang mag-aaralangpag- unawasakonsepto ngpaghubogng konsiyensiyabatay saLikasnaBatas Moral. Nakagawaang mag-aaralangpag- unawasatunayna kahuluganng kalayaan. Nakagawaang mag-aaralangpag- unawasatunaynakahanagan ngkalayaan EsP10MP -If-4.1 4.2Nasususuriangtunaynakahanagan ngkalayaan EsP10MP -Ig-4.4Nakagagagagagawangmggggkopna kilosupangmamahal atpaglilingkod EsP10MP -Ig-4.4 All rights reserved. No part of this material can be reproduced or transmitted in any form or by any means - electronic or mechanical, including photocopying - without the

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week of TRAINING KP1 Skills: Determining the characteristics of a characteristics of a characteristics of a characteristics of humanity are tools in achieving its mission in life (pT8): Proved: that project for mone perfact Central Office. First edition, 2015, 29. D EPBD C or Nat 70 III. Training Plan WHAT TO DOVIO HANCE TO DEMONSTRATE? 1. Distret edition, 2015 as you will not written permission from DepEdS Central Office. First edition, 2015 as you will not written permission from DepEdS Central Office. First edition, 2015 as you will not written permission from DepEdS Central Office. First edition, 2015 as you will not written permission from the current will not be a considered in a chieving its material has been reportable of the temperative or the surface of the surface

every action, what image of a person can I consist of myself? 2. Encourage students to explain their answers in a number of reasons. 3. Say: Now we will seek to understanding the content of the reading. 4. Read the general essay on page 9 - 15. Give them 15 - 20 minutes to read it. 5. Invite the student to read each section and ask him or her for an understanding of it. If he misunderstanding of it. If he misunderstanding of reading and its completeness, so that they can obtain concepts that are windowed into moral philosophy. 6. It is recommended that creativity is not inept for the student. 7. Performing creative presentations such as recording and applying voice over it to make it interesting for students enough time to write down important concepts they have received in reading. Point out the following: the difference between what and who, the three stages of the human race, are the three characteristics of humanity or man, and love as the development of the value of loved ones. 9. Write ideas on the board that can help you understand the topic and accept the basic concept. 10. make sure that in this section, 2015. 33. D EPED C or PY 7 Note to the Master: Between verses in reading contains boxes that can be used to assess students' understanding in each

reading section. They serve as a formative assessment. It is important not to force the discussion here to keep children overwhelmed and even more incapable of achieving the goal of a full understanding of the whole Basic concept. Leasting street, one chain protest question. So, Assign street, one chain protest question. So, Assign street, and the characteristics of humanity help a person achieve the mission of his life (a. Give each team five minutes to read answer to an important plant in the character and more of street, and the concepts are ready to serve as a guide for teachers. But teachers are not deprived of the opportunity to make a pasic concept or otherwise additional concepts are ready to serve as a guide for teachers. But teachers are not deprived of the opportunity to make a basic concept or otherwise additional concepts are ready to serve as a guide for teachers. But teachers are not deprived of the opportunity to make a basic concept or the horder. Go, Give the class five minutes to read and teach of the concept of thought and action by discussing legislation. But the concept based concept meets and attention of but and read the concept of thought and action by discussing legislation. But the concept of thought and action by discussing legislation when building a basic concept. The read the concept of thought and actions divide a person, so his choice and actions divide a person, and the proposal of a full minute and the proposal of a full mi

values as youth lack of documents revealed according to his age and condition as youth and learner are realistic; Realistic time on the task corresponding to each piece of paper; The tasks according to his age and condition as youth and learner are realistic; It is unrealistic time on the task There are activities that do not apply to each piece of paper; The tasks according to his age and condition as youth and learner are realistic; It is unrealistic to spend 1-2 tasks there are activities that are not suitable for each document; Other tasks are unrealistic to spend 1-2 tasks there are activities that are not suitable for each document; Other tasks are unrealistic to spend 1-2 tasks there are activities that are not suitable for each document; Other tasks are unrealistic to spend 1-2 tasks there are activities that are not suitable for each document; Other tasks according to his age and condition as youth and learner are realistic; It is unrealistic time on the task according to his actions on each piece of paper; The tasks according to his actions on each piece of paper; The tasks according to his actions, and the time requested for each piece of paper; The tasks according to his actions, and condition as youth and learner are realistic; It is unrealistic time on the tasks according to his age and condition as youth and learner are realistic; It is unrealistic time on the tasks according to his actions, and condition as youth and learner are realistic; It is unrealistic time on the tasks according to his according to his actions, and condition as youth and tearner are realistic; It is unrealistic time on the tasks according to his according to his actions, and condition as youth and tearner are realistic; It is unrealistic time on the tasks according to his according to his actions, and condition as youth and tearner are realistic; It is unrealistic to spend 1-2 tasks there are activities that do not apply to each paper and to his according to his according to his according to his according to his according

serve and to love What abilities should be demonstrated in understanding? Checking the correct use of mind and behavior according to the currency of them What knowledge is needed to demonstrate understanding? The use and thrust of thought and introduction or mind and pehavior is determined in the appropriate concept of this material has been reproduced or transmitted in understanding? Checking the currency Skills Assessment. Comparison of DepEd's Central Office. First edition, 2015. 38. D EPED C OR PY 12 II. Coordination of CP1 Literacy Skills Assessment to demonstrate and actions are used only to search for truth and service yes a they of P3: It is proven that thoughts and actions are used only to search for truth and service yes. All and propriate actions to demonstrated in understanding? Checking the correct use of only to search for truth and service yes. All appropriate actions to both folk learning skills in side the appropriate actions to be both folk learning skills in side the appropriate actions to be both folk learning skills in side the appropriate actions to be both folk learning skills in the appropriate actions to emonstrated in understanding? Checking the correct use of the paper possible and actions are used only to search for truth and actions the permission from DepEd's Central Office. First edition, 2015. 39. D EPED C OR PY 13 III. Training plan A. WHAT DO YOU HAVE TO DEMONSTRATE? 1. DEMONSTRATE

which it is reserved for it. 3. Do you want to clarify the offer? 4. Students have thrown questions on the board one at a time in the question section in the chart, allowing students are called upon to see a person's ability to use mind and action to find the truth and ignore his love for his neighbor, using situations as an example. Explain the job offer. Ask: Do you want to clarify in the sentences? 2. Give students ten minutes to complete the task. An appointment to get a partner to share. After sharing a partner, ask selected students to share their class answers with questions. Make sure that training can be used at the pace of future tasks. C. DEVELOPMENT OF SKILLS, SKILLS, AND UNDERSTANDING Goals: Help students answer an important question (MT) and get basic concepts (BK) using student skills from experience. All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 42. D EPED C Or PY 16 Challenge 3 This practice aims to assess the use of the mind and how it affects behavior as well as when the real melody of them is achieved. 1. This may be assigned to give a conversation to friends Buknoy and Tipboy. Explain the job offer. Tell students that by emphasizing the conversation. Discuss it as a class. Answer the other five questions afterwards. 6. Help students discover true mental and discipline through this situation. Ensure that students are gradually guided by the Basic Concept. D. Deepening Purpose: A Student Guide to Answer an Important Question (MT) and

Get a Basic Concept (BK) through Reading, which contains ideas and in-depth explanations on the subject based on eSPN discipline - ethics and career leadership. Focused on achieving KP 3. Note: It is also useful if the essay is read to evaluate students. Schwing creative presentations or videos is essential to inspiring their interest to the topic still make reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without writen the topic still member and the topic and the topic and the topic still member and the topic

is right. 1. Invite students to work out in the Performance section as a designated lesson. They can do this in their book activities. 2. Silently read the sentence. Give them three minutes to read. 3. It is important to apply learning in the module to do this work. 5. Think about the work experience in the classroom and linking it to the lesson. Reflecting on this work, which will give students the opportunity to evaluate and reflect on personal experiences. Also, discover their self-fulfillment. 1. Invite students to work out in the Reflection section. 2. This practice can be given as a designated lesson. You can also ask the class to do the same. If you are asked to do so, appoint them to bring the tools they need. 3. Invite the student to read the Offer in silence. Give them three minutes to read. Then ask: Is there anything unclear about the proposal? 4. Give students enough time to complete the task. 5. Remember: Give students to read the sentence in silence. Give them three minutes to read to a neighbor's needs or situation. 1. Have students do work in the section Invite students to read the sentence in silence. Give them three minutes to read to a neighbor's needs or situation. 1. Have students enough time to

achieve this goal. This can be done within two weeks. It is their goal to earn students to split to observe and meet the needs of their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. They are also instructed to record their neighbor and his surroundings. 3. Write daily as a confirmation of your achievement. 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First edition, 2015. 47. D EPED C Or PY 21 Sketch modules DeepEning 2: High Use and Motivation II. The abilities of animals and humans vary, but there are different ways of using them 1. Small 2. Like 3. Movement IV. Um 1. From 2. Fight - Reality - The ability to reflect or meditate - Abstract V. Action 1. Nature 2. From 3. Crazy - Existing Love - Service VI. Summary All Rights Reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 48. D EPED C or PY 22 Rubric for work in the choice of skills, Skills and understanding of the situation react - Moral anchor is a basis of the moral basis of the reaction and unreasonable reaction and unreasonable reaction with the formation and unfounding reaction As the reaction was given to the 4 arguments presented by all rights protected. 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There are two concepts not explained organizer created his own graphic organizer created his own graphic organizer, but did not clearly provide or share the main concept. The graphic organizer created his own graphic organizer created his own graphic organizer, but did not clearly provide or share the main concept. used. The graphic organizer was used in the module, but did not clearly provide or share the basic concept used. All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 50. D EPED C or PY 24 Rubric for performance forecasts Craytiya 3 2 1 Realistic situation is presented. The situation presented is based on personal experience of the situation presented. The order of the mind is clear and healthy. The order of the mind is clear and healthy. The order of the situation presented. The situation presented. The order of the mind is clear and healthy. The order of the mind is clear and healt approach was shown to reach a solution. The solution. The solution presented is not very clear. No solution has been presented. All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or photocopying - without the written permission of DeppEd's central office. First edition, 2015. 51. D EPED C or PY 25 Rubric for predictions of writing Kraytiry 4 3 2 1 Way of writing - There is a solid writing style. The expression of thought is clear. - There is an understanding of high use and turtle mind and behavior. There is an understanding of thought and action. Committee expressed a strong personal plan necessary for the development of mental and internal use have been expressed. A way to use thought and behavior is expressed. There are no plans to improve the use of thought and action. All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 52. D EPED C or PY 26 rubric to apply appropriate actions to show the ability to find the truth to serve and love 4 3 2 1 Made ten, ascending opportunities to help or respond to the observed needs of both or the situation. respond to observable needs like or situations. Three opportunities have been made to help or respond to a neighbor's observable needs or situation. The date and time of each performance have been made to help or respond to a neighbor's observable needs or situation. There are about 2 of the dates and time of each performance have been made to help or respond to a neighbor's observable needs or situation. There are about 2 of the dates and time of each performance have been made to help or respond to a neighbor's observable needs or situation. situation was properly described. There are names of people who were helped, but have 2 signatures. The situation was described. Emotions and realization were clear and expressed in written reflection. There is a name of the person helped but has 4 signatures. It is not clear how this is done to described but has 4 signatures. The situation was not described. Emotions and realization were clear and expressed in written reflection. There is a name of the person helped but has 5 signatures. expression of emotion and realization in writing reflection. Emotions and realization were not too pronounced in the experience of writing reflection on the experience. It is not clear what All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 53. D EPED C OR PY 27 CRITERIA 10 First Mark InStruction Guidelines in Module 3: SHAPING CONCESSIONS BASED ON NATURAL MORAL LAW As Time: 4 I. Connecting Standards to Learning and Learning Standards: Students understand the concept of concessions based on natural moral law: Students can perform appropriate action to correct bad choices, Conscience, formed on the basis of the Natural Morality Act, serves as a guide to proper judgment and judgment. What is witness understanding? The right action is done on the basis of conscience formed by the Natural Morality Act What ability should be demonstrated to understanding? Consensus stages are recognized for analysis or reflection of a decision made by the standard in learning based on the concept of applying learning skills All rights reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy - without written permission from DepEd's Central Office. First edition, 2015. 54. D EPED C OR PY 28 II. Coordinating CP1 Literacy Skills Assessment: Writing ways or steps of bona fide KP2: Writing a complete solution and defining the basis/principle of building A FP3: Answers to questions in SECTION KP4: Forecloth's own ability of consensus to make the right and red the appropriate steps to change and develop bad choices and actions. Learning Cp1 Skills: Determining the stages of consensus in analyzing or pondering a decision made by CP2: Analyzing decisions made based on the principles of natural moral law KP3: This check that conscience formed by the Natural Law Act. All rights are reserved. No part of this material has been reproduced or transmitted in any form or by any means - electronic or mechanical photocopy without the written permission of DeppEd's central office. First edition, 2015. 55. D EPED C OR PY 29 III. Training Plan A. WHAT DO YOU HAVE TO DEMONSTRATE? 1. Discuss the introduction on page 42 of Module 3. It is important to link the current module. 2. It is important that students struggle from the outset to ensure that their interests are available for tasks. Some students may name their experiences in relation to the previous sentence in this section. 3. Read an important question on the farm on page 42. 4. Then read page 43 and consider the learning goals (learning skills) for module 3. 5. Say: Do you have any desire to explain the goals that have been read? Initial Forecerlary: Assessing a student's knowledge on the topic on LEVEL Knowledge, SKILLS (process/skills), and UNDERSTANDING (understanding concepts) 1. Read the preliminary page of the 43-45 module assessment, 4. Use its results to evaluate skills that require more in-depth discussion. 5. The learner sign the assignment and assign them to use it compared to the results of his response after reading Deeper. Note: The training module does not mention the entire CP3 to avoid the immediate presentation of the Basic Concept. It is important to ensure that by skipping activities and the fullness of the lesson, they can weaken the basic concept. It is important to ensure that by skipping activities and the fullness of the lesson, they can weaken the basic concept. It is important to ensure that by skipping activities and the fullness of the lesson, they can weaken the basic concept. It is important to ensure that by skipping activities and the fullness of the lesson, they can weaken the basic concept. It is important to ensure that by skipping activities and the fullness of the lesson, they can weaken the basic concept. 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