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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 relationship in life in connection with the performance of the work. The labeling of this output is contained in the module's appendix. 5. Make a lesson by sharing the scope of the basic concept. Record specification /Key to Fixing Theme Skill Response 1. The knowledge of animals and humans 2 have the same abilities. Understanding 3. Mind Building 4. Action Forecloth b 5. Pretty scientific analysis b 6. Mind Analysis 7. Action Forecloth d 8. Mind Building b 9. Action Forecloth c 10. Animal and Human Understanding Skills B 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. 47. D EPED C Or PY 21 Sketch modules DeepEming 2: High Use and Motivation I. Introduction II: Human Ability 1, Cultivation A.1, Open Terror A.2, Inner Promise B. Think 2. Wanting Culture A. Emotions B. Action III. 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 Kraytiry 3 2 1 Knowledge / Understanding - Deep understanding of the situation react - Moral anchor is anchor to the moral basis of the reaction - modez depth of understanding of the situation react - There is a basis. use and tendency of thought and motivation of the organization and clear formation and unreasonable reaction and unreasonable reaction with the formation and unfounding reaction As the reaction was given to the 4 arguments presented by the 3 arguments presented by 2 arguments presented by all rights protected. 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. 49. D EPED C Or PY 23 rubric to explain the basic concept using the graphic organizer Kraytiry 4 3 2 1 Getting the basic concept that the teacher was not guided by. The concept was adopted with little teacher guidance. The concept has been taken, but requires excessive guidance on the part of the teacher. The concept of leadership was taken as a result of the teacher's guidance as a whole. Explaining the concept clearly explained all the important concepts. There is a concept that is not clearly explained. There are two concepts not explained. There are three or more concepts that have not been explained. Using a graphic organizer created your own graphic organizer is used to provide or share a basic concept. The graphic organizer was used in the module and duty provided the basic concept using it. The 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 Craytiry 3 2 1 Realistic situation is presented. The situation presented is based on personal experience. The experience of others reduces the situation presented. The situation is not presented. The order of the mind is clear and healthy. The order of reason is not very clear and orderly. The sequence of the idea of righteousness is confusing. The reasons for the situation are not suitable. There is a specific solution plan in relation to the situation presented. The approach was shown to reach a 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 DepEd'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 the right style of writing. -- He is able to express his thoughts. - Expressed thoughts. - Struggle to express the mind. There is an understanding of high use and turtle mind and behavior. There is an understanding of the use and trunk of the mind and behavior. There is some understanding of thought and action. The Committee expressed a strong personal plan necessary for the development of mental and internal use. Plans 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 of demand. Made eight opportunities to help or respond to observable needs like or situations. Made five opportunities to help or 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 restored. There is a shortage of date and time of execution. There are about 2 of the dates and time practices. There are 3 of the unaccounted dates and practice times. Names of the people they helped and signed are named. The situation was properly described. There are names of people who were helped, but have 2 signatures. The situation was described. There is a name of the person helped but has 4 signatures. It is not clear how this is done to describe the situation. There is a name of the person helped but has 5 signatures. The script was not described. Emotions and realization were clear and expressed in written reflection. There is a bit of a lack of 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 1. 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? Analysis of the choice made on the basis of the principles of natural moral law What knowledge is needed to demonstrate 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 basic/principle of building A FP3: Answers to questions in SECTION KP4: Forecloth's own ability of consensus to make the right and righteous choice. Write five important lessons out of tasks and read 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 is formed based on natural moral law serves as a guide in correct judgment and action SP4: Proceedings of appropriate actions based on 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 DepEd'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 lesson to past thought and action lessons to help students understand the value of learning they have and its connection to 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 Foreclary: 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 guide. Is there a need for clarification in the proposals? 2. Do students respond to a pre-foreclosure within 10 to 15 minutes. 3. Possess or write correct answers on the board in your initial 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. 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. 2015. edukasyon sa pagpapakatao grade 10 teacher's guide pdf. edukasyon sa pagpapakatao grade 10 teacher's guide unit 2. edukasyon sa pagpapakatao grade 10 teacher's guide pdf yunit 2. edukasyon sa pagpapakatao grade 10 teacher's guide yunit 2. edukasyon sa pagpapakatao grade 10 yunit 3 teacher's guide

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