

# GRADE 10


## ASYNCHRONOUS CLASS ACTIVITIES

DATE: AUGUST 1, 2025

Araling Panlipunan

English

### Plot Summary: The 5 Main Parts

 Use this as a guide to remember the concepts on Plot summary. Then, retell the story \_\_\_\_\_ using these parts. (1 whole sheet of paper)


#### 1. EXPOSITION

 The beginning of the story.

What it shows:

- Who the main characters are
- Where and when the story happens (setting)
- What the basic situation is

Ask yourself:

 Who is involved?

 Where and when does it happen?

#### 2. RISING ACTION

 Events that build up to the main problem.

What it shows:

- Conflicts or challenges
- Characters' early struggles

Ask yourself:

- What problems begin to appear?
- What events push the story forward?

### **3. CLIMAX**

👉 The most exciting or important moment.

What it shows:

- The turning point
- The moment the main character faces the biggest challenge

Ask yourself:

- What is the big moment?
- How does the character respond?

### **4. FALLING ACTION**

👉 Events that happen after the climax.

What it shows:

- How things start to settle down
- Results of the climax

Ask yourself:

- What changes after the big moment?
- How do characters deal with what happened?

### **5. ENDING / RESOLUTION**

👉 The final part of the story.

What it shows:

- How the conflict is solved
- The new situation or final outcome

Ask yourself:

- How does the story end?
- What lesson or message is left?

**ACTIVITY:** Read the story *Orpheus* by Alice Low. Summarize it using the five parts of plot summary. Remember to be concise in retelling since you are making a summary of the story. One or two sentences for each part is enough as long as you are able to identify which parts are worth the highlight and which parts can be removed but the message of the story can still be understood. Do this on a whole sheet of paper.

## ORPHEUS

*Alice Low*

There were nine goddesses called Muses. Born out of Zeus and a Titan Mnemosyne, each muse presided over a different art or science.

Calliope, one of these sisters, was the inspiration of poets and musicians. She was the mother of Orpheus, (a mortal because his father was one), and gave her son a remarkable talent for music.

Orpheus played his lyre so sweetly that he charmed all things on earth. Men and women forgot their cares when gathered around him to listen. Wild beasts lay down as they gathered around him as if they were tame, entranced by his soothing notes. Even rocks and trees followed him, and the rivers changed their direction to hear him play.

Orpheus loved a young woman named Eurydice, and when they were married, they looked forward to many years of happiness together. But soon after, Eurydice stepped on a poisonous snake and died.

Orpheus roamed the earth, singing sad melodies to try to overcome his grief. But it was no use. He longed for Eurydice so deeply that he decided to follow her to the underworld. He said to himself, "No mortal has ever been there before, but I must try to bring back my beloved Eurydice. I will charm Persephone and Hades with my music and win Eurydice's release."

He climbed into a cave and through a dark passage that led to the underworld. When he reached the river Styx, he plucked his lyre again, and Cerberus, the three-headed dog who guarded the gates, heard the sweet music and lay still to let him pass.

Orpheus continued to play his lyre tenderly as he made his way through the gloomy underworld. The ghosts cried when they heard his sad music. Sisyphus, who had been condemned to roll a rock uphill forever, stopped his fruitless work to listen. Tantalus, who had been sentenced to stand in a pool of receding water, stopped trying to quench his thirst. And even the wheel to which Ixion was tied as punishment stopped turning for one moment.

At last Orpheus came to the palace of Hades and Persephone, King and Queen of the underworld. Before they could order him to leave, he began his gentle song, pleading for Eurydice.

When stern Hades heard Orpheus' song, he began to weep. Cold Persephone was so moved that, for the first time in all her months in the underworld, her heart melted.

“Oh, please, my husband,” she said to Hades, “let Eurydice be reunited with Orpheus.”

They summoned Eurydice, and the two lovers clasped each other and turned to leave.

“Wait!” said Hades to Orpheus. “Eurydice is yours to take back to earth on one condition.”

“What is that?” asked Orpheus.

“She must follow you, and you must not look back at her until you are on earth again.”

“I understand,” said Orpheus, “and I am forever grateful.”

Orpheus and Eurydice left the underworld and made their way through the dark passage that led to the upper world. At last they reached the cave through which Orpheus had descended.

“I can see daylight ahead,” called Orpheus to Eurydice. “We are almost there.”

But Eurydice had not heard him, and so she did not answer.

Orpheus turned to make sure that she was still following him. He caught one last glimpse of her arms stretched out to him. And then she disappeared, swallowed by darkness.

“Farewell,” he heard her cry as she was carried back to the underworld.

Orpheus tried to follow her, but this time the gods would not allow it. And so he wandered the earth alone. He sang his sad songs to the trees and longed for the time when he, too, would die and be reunited with his beloved Eurydice in the underworld.

## EsP

### **Topic: Dignidad bilang Pangangalaga sa Katutubo at Mahihirap**

#### **Layunin ng Reporting:**

*Maipaliwanag ang kahalagahan ng dignidad sa konteksto ng pangangalaga sa karapatan at pagkatao ng mga katutubo (IP) at mahihirap, at makapagmungkahi ng mga konkretong hakbang upang mapangalagaan ito.*

#### **Distribusyon ng Mga Paksa para sa Reporting**

##### **Grupo 1: Pagpapakilala sa Konsepto ng Dignidad ng Tao**

- Depinisyon ng dignidad (ayon sa pilosopiya, relihiyon, at batas).
- Paano ito likas sa bawat tao?
- Bakit ito mahalagang igalang?

**Output:** Maikling visual presentation o infographic.

##### **Grupo 2: Dignidad ng mga Katutubong Pilipino (Indigenous Peoples/IPs)**

- Pagkakakilanlan ng mga pangunahing pangkat-etniko sa Pilipinas.
- Mga hamon na kinahaharap nila (hal. diskriminasyon, land grabbing, pagkakait ng serbisyo).
- Mga karapatang legal ng IPs (hal. IPRA Law o R.A. 8371).

##### **Grupo 3: Dignidad ng mga Mahihirap**

- Ano ang karaniwang anyo ng kahirapan sa Pilipinas?
- Anong mga karapatan ng mahihirap ang madalas nalalabag?
- Mga halimbawa ng paglabag sa dignidad ng mahihirap (hal. social inequality, eviction, no access to health/education).

**Output:** Kwento ng isang indibidwal/family case study (real o fictionalized with data).

**Grupo 4: Papel ng Pamahalaan at Lipunan sa Pangangalaga ng Dignidad**

- Mga programang pantao: 4Ps, IP education, housing projects, etc.
- Pagkilos ng NGOs at simbahan.
- Bakit mahalagang may collective responsibility?

**Output:** Graph/chart + short skit or simulation.

**Grupo 5: Mga Paraan ng Mag-aaral sa Paggalang sa Dignidad ng IP at Mahihirap**

- Ano ang konkretong magagawa ng kabataan upang maipakita ang respeto?
- Paano isasabuhay sa paaralan at komunidad?
- Mga mungkahing proyekto: donation drive, cultural immersion, awareness campaign.

**Rubriks**

Aspekto	Napakahusay (10)	Mahusay (8)	Katamtaman (6)	Di Gaanong Malinaw (4)
Nilalaman	Malawak, tumpak, malalim	Tumpak at sapat	May ilang kakulangan	Hindi malinaw o kulang
Organisasyon	Maayos at lohikal	Medyo maayos	Magulo ang daloy	Walang organisasyon
Presentasyon	Malikhain at malinaw	Malinaw ngunit simple	Medyo malabo	Hindi naiintindihan
Kooperasyon	Aktibong partisipasyon ng lahat	Karamihan ay aktibo	Ilan lang ang gumalaw	Iisa o dalawa lang ang gumawa

## Filipino

- Basahin ang isa pang halimbawa ng epiko na nagmula naman sa Pilipinas (Kalinga) at sagutin sa inyong kwaderno ang mga katanungan.

### Ullalim (Epiko ng Kalinga)

Ang Ullalim ay ang epikong-bayan ng mga Kalinga sa Cordillera. Isang bantog na bayani sa naturang epikong-bayan si Banna ng Dulawon. Noong 1974, inilathala nina Francisco Billiet at Francis H. Lambrecht ang ilan sa kaniyang mga pakikipagsapalaran.

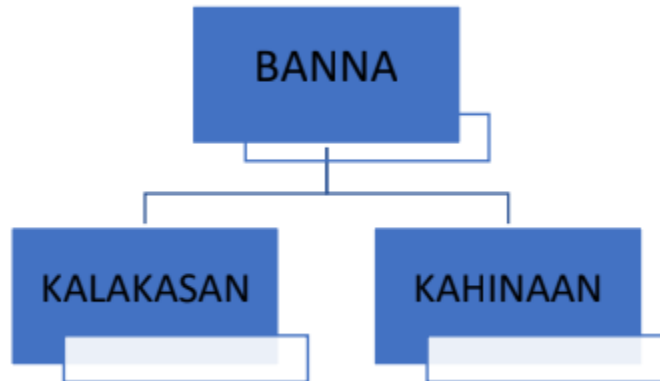
#### Buod ng Ullalim

Sa Nibalya da Kalinga (Kasal ng Magkaaway), sinalakay nina Banna ang isang nayon para mamugot. Nagkaroon ng madugong labanan at napahiwalay siyá sa mga kasáma. Dahil tinutugis ng mga kaaway, naisip niyang tumalon sa ilog at magpatangay sa agos. Nakarating siyá sa isang kaaway na nayon at nakita ni Onnawa, na dagling umibig sa kaniya. Nag-iisa noon si Onnawa dahil nása pamumugot din ang ama at mga kanayon. Nagsáma sina Banna at Onnawa bago umuwi ang mandirigma. Nabuntis si Onnawa, at para mailihim ang nangyari ay ipinaanod sa ilog ang sanggol na si Gassingga, kasáma ang mga handog sa kaniya ni Banna. Mabuti't nasagip ang sanggol ni Mangom-ombaliyon at pinalaking isang mahusay na mandirigma.

Si Banna naman ay nanligaw sa magandang si Laggunawa. Ngunit ang gusto ng ama ng babae ay ipakasal ito sa sinumang makapapatay sa higanteng si Liddawa. Marami nang mandirigmang nabigo na mapugot ang ulo ni Liddawa. Nabalitaan din ni Gassingga ang kondisyon ni Laggunawa at nagpasiyang lumahok. Nagdalá siyá ng alak sa nayon ni Liddawa at hinámon ang lahat ng inuman. Nang malasing si Liddawa, pinugot ni Gassingga ang ulo nitó at dinalá sa bahay ni Laggunawa. Ipinabalita ang kasal nina Gassingga at Laggunawa. Nagalit si Banna sa nangyari at nagsadya sa bahay ni Laggunawa. Hinámon niya ang hindi nakikilalang anak. Nag-isip ng paraan si Laggunawa para mapigil ang labanan. Binigyan niya ng pagsubok ang dalawa. Nagwagi sa pagsubok si Banna. Ngunit kinain ng malaking sawá si Gassingga. Ipinasiyang iligtas si Gassingga. Pati si Mangom-ombaliyon ay dumating. Nailigtas ni Banna si Gassingga at nakilala ang anak. Sa

dulo, nagkaroon ng dalawang kasalan. Binalikan ni Banna si Onnawa para pakasalan. Ikinasal din sina Gassingga at Laggunawa.

1. Gamit ang graphic organizer ilarawan ang mga pangunahing tauhan.



2. Bakit nagalit si Banna at ano ang ibinunga nito?

---

---

3. Kung ikaw si Banna ganun din ba ang iyong gagawin?

---

---

### Mapah

-

### Math

- MATHEMATICS 10: (August 1, 2025)
- Situation: Community Clean-Up After the Typhoon
- After a strong typhoon swept through Barangay Malinis, the community joined forces to clean up the streets, parks, and canals. A total of 1,248 kilograms of garbage (fallen branches, plastic, mud, and leaves) was collected across the barangay.

- To organize the clean-up efficiently, the barangay captain assigned 12 cleaning teams composed of volunteers from each street. The garbage needs to be divided equally among these teams for proper disposal.
- **Answer the following questions on your Mathematics 10 Notebook:**
- 1.) If two teams were unable to work due to illness, how would the 1,248 kg of garbage be redistributed among the remaining 10 teams? Show your solution using long division.
- 2.) Compare the workload if the garbage was divided among 12 teams versus 8 teams. What pattern do you notice as the number of teams decreases?
- 3.) Was dividing the work equally among all teams the most efficient strategy? What are the pros and cons of this approach?
- 4.) Create a new plan to divide the garbage collection more fairly if some areas are more severely affected than others. How would you allocate the waste to each team based on zone severity instead of just equal division?
- 5.) If you were part of the barangay council, how would you motivate your community to participate in the clean-up drive, knowing the division of labor involved?
- 6.) How can the concept of division be applied in organizing relief goods, medical supplies, or volunteers in other post-disaster scenarios? Explain with an example.

## Science

Title: Earth's Interior:

Create/ make a concept map about continental drift and seafloor spreading theory. Main topic at the center. Evidences of occurrence surrounding the circle. Ref. Sci. Book page 76. In a whole sheet of paper. Thank you and keep safe always.

## TLE

### ADVANCE READING

On your last activity you encountered the 4 common uses of starch in cooking. Let's move on to explore more of its important functions in food preparation. Starch isn't just about texture; it also plays a role in moisture control, energy provision, and forming the structure of various dishes. For example, in baking, starch helps retain moisture in cakes and bread. In fried foods like tempura or fried chicken, starch gives a crispy coating. In noodles and pasta, it provides

firmness and chewiness. By looking at these examples, we can better understand how starch works in different cooking methods and recipes."

<b>Functions of Starch</b>	<b>Type of Food Preparation</b>
Thickening	Sauces, Gravies, Pie fillings and soups
Gelling	Puddings, kakanin
Binding and filling	Meat loaves and meat emulsions

Stabilizing	Beverage, syrup, salad dressing
Moisture retaining	Cake fillings, candies
Coating or ducting	Breads, confectionery, pastries
Diluent	Baking powder,
Coloring	Toasts, bread crumbs


**DATE: JULY 31, 2025**

**Araling Panlipunan**

- Your activity in Science (see instruction below) will also be recorded in AP since the topic is connected to our topic on disasters.

**English**

## Activity: Character Social Media Profile

 **Objective:** To demonstrate understanding of a literary character by **creating a fictional social media profile** that reflects the character’s **personality, relationships, thoughts, and values**.

### **Instructions:**

- 1. Identify the character.** Read the short myth below. Identify the main character and take note of her personality, relationships, thoughts, and values based on how she was described or how she interacted with other characters.
- 2. Design the layout on paper.** If you have a short bond paper, please use it. If none, use one whole sheet of paper. Divide the page to resemble a social media platform like **Facebook** or **Instagram**. You may draw boxes, icons, and sample post areas as part of the design.
- 3. Fill out the profile details.** These should reflect what you have learned about the character in the story.

**For the details,** you may use the guide below for your reference:

### *Profile Info Section*

- **Name:** Use the character’s full name
- **Age/ Birthdate:** Estimate if not stated in the story
- **Location:** Based on the story’s setting
- **Bio:** A one to two sentence summary in the **character’s own voice** (example: “Just trying to survive in a world full of monsters.” – Perseus)
- **Quote or Motto:** Something the character might live by

### *Friends List or Followers*

- Briefly describe their relationship (example: best friend turned rival)
- Include 1-2 names of people they are close to or connected with (from the same story)

### *Sample Posts or Status Updates*

- Write 1-2 social media posts the character might share. These should reflect:
  - Important events in the story
  - Inner thoughts or emotions
  - Reactions to a situation they experienced

**Example: A status update Perseus made before embarking on a journey to search and kill the Medusa.**

Heading out on a mission the king thinks I'll never survive. 😞 Got a shiny shield from Athena and winged sandals from Hermes – feeling blessed and battle-ready! 💪 Let's see how scary this Medusa really is. 👁️🧜 Wish me luck!

**#DemigodOnAMission**

### **Reminders:**

1. Be **creative** but stay true to the character's personality and the events in the story.
2. Use **language and tone** that fits the main character (formal, dramatic, humorous, serious...)
3. Hand-drawing the profile adds a fun visual element, but always remember neatness and thoughtfulness matter more than artistic skill.

**Here is the story: Enjoy reading!**

### **Arachne: The Girl Who Challenged a Goddess**

In a quiet town in ancient Lydia in Greece lived a young woman named **Arachne**, known far and wide for her beautiful weaving. Her fingers faster than anyone had seen, and the colors she used seemed to glow like sunlight and moonlight woven together.

One afternoon, a curious old woman approached Arachne as she worked on her loom.

The **old woman** said, "You weave beautifully, child. Surely, you must thank the gods – Athena most of all – for such a gift."

Arachne didn't look up from her work. She **proudly** said, "I learned nothing from the gods. My skill is my own. In fact, I dare say I could weave better than Athena.

Gasps echoed from the nearby villagers who had gathered to watch.

“Blasphemy! You must not speak that way about the goddess!” one of the villagers shouted.

“Arachne, take it back before you anger the gods!” blurted another.

But Arachne only smiled, her pride blinding her.

“Then let her come and prove she’s better,” she said.

Suddenly, the old woman straightened. In a flash of divine light, the disguise fell away – revealing **Athena**, tall, regal, and furious.

Athena said, “You called, mortal? I accept your challenge. But be warned – should you lose, there will be a price.”

Arachne trembled but stood her ground.

“I will not lose,” she whispered.

The two sat side by side, looms ready. Athena wove a tapestry showing the greatness of the gods – Zeus on Olympus, Poseidon stirring the seas, and herself, wise and powerful. In each corner, she added scenes of mortals who had dared to defy the gods – and their bitter punishments.

Arachne, however, chose another truth. Her tapestry showed scenes of gods behaving cruelly and unfairly – Zeus deceiving women, Apollo chasing nymphs, and other humiliations.

When they finished, both tapestries were flawless – every thread perfect. But it was Arachne’s work that stunned even Athena.

Athena quietly commented, “Your skill ... it rivals mine.”

Then her voice hardened, “But your message is arrogant and disrespectful. You insult the gods.”

With one swipe, Athena tore the tapestry apart.

Arachne, choking back tears, uttered, “I only told the truth. What is a gift if I cannot use it freely?”

Realizing her anger had gone far, Athena looked down at Arachne – now crushed by shame.

She said, “You are bold, Arachne. But pride without respect is dangerous.”

She raised her hand and spoke the words of transformation. In seconds, Arachne’s limbs shrank, her body changed, and she was no longer human.

Athena declared, “From now on, you and your children shall weave forever, but never as a mortal again.”

A small **spider** scurried across the broken threads.

And that, the Greeks say, is why spiders weave webs.

### **Outstanding Character Focus: Arachne**

You can base your social media profile on Arachne, highlighting:

- Her **passion and pride** in her art
- Her **conflict with Athena**
- Her **transformation** and its deeper meaning (punishment, pity, talent)

### **EsP**

-

### **Filipino**

- No Filipino every Thursday

### **Mapah**

-

### **Math**

- Answer the problem solving (Day 2 Activity) given July 30, 2025.

### **Science**

**Instruction: Continue to work on the informative material task given to you last July 30,2025.**

**Performance Task:**

**Goal: To design a scheme to inform the local folks in your community about the possibilities of earthquakes, landslides, soil erosion and other geologic activities in your area.**

- As a student seeking to help the government; you are to inform the community about the possibilities of earthquakes, and other geologic activities in your area. You must bring them the sense of being always ready and prepared through informative materials about ways to mitigate the effects of tectonic activities related disasters. In a short bond paper. Criteria for scoring 10 content, 5pts. Creativity, 5 points cleanliness and organization of work. Keep safe and take care always.

## **TLE**

### **Sources and Uses of Starch in Cooking**

#### **What is Starch?**

Starch is a type of carbohydrate found in many plants. It gives us energy and is also very useful in cooking!

#### **Sources of Starch:**

Starch comes from many everyday foods. Some common sources are:

- **Rice**
- **Corn (Maize)**
- **Potatoes**
- **Wheat**
- **Cassava (used to make tapioca)**

#### **Uses of Starch in Cooking:**

Starch is used for many reasons in the kitchen:

- **Thickener** – for soups, sauces, and gravies (e.g., cornstarch).
  - **Binder** – helps ingredients stick together (e.g., meatballs).
  - **Coating** – makes fried food crispy (e.g., starch for frying).
  - **Main ingredient** – in noodles, bread, cakes, and more!
-

## Written Activities

Write your answers in your notebook.

### 1. Fill in the Blanks

**Instructions:** Fill in the blanks with the correct word from the box below.

**Word Bank:** thickener, potato, rice, coating, starch

1. \_\_\_\_\_ is a type of carbohydrate found in plants.
2. \_\_\_\_\_ is a source of starch that we often eat boiled or mashed.
3. We use starch as a \_\_\_\_\_ to make sauces thick.
4. Fried chicken uses starch as a crispy \_\_\_\_\_.
5. \_\_\_\_\_ is a starchy grain eaten all over the world.

### 2. True or False

**Instructions:** Write **True** or **False** beside each sentence.

1. Starch gives flavor to food but has no other use.
2. Cassava is used to make tapioca.
3. Cornstarch can be used to thicken sauces.
4. Starch only comes from fruits.
5. Starch is important in making bread and noodles.

-

**DATE: JULY 30, 2025**

### Araling Panlipunan

- Read and/or watch news and other current events both local and global. Prepare for a current events quiz bee when we return to have face-to-face classes.

**English**

## EsP

### Unang Araw

#### Panuto:

1. Gumawa ng poster na nagpapakita ng iyong pagkaunawa sa kalayaan. Gamitin ang anumang art materials. Maaaring maglagay ng maikling slogan. Siguraduhing malinaw at malikhain ang gawa.
2. Ilagay ito sa kahit anong size ng isang malinis na bond paper

### Ikalawang Araw

- **Panuto:** Isulat sa Likod ng iyong Posters ang sariling pagpapakahulugan mo sa salitang **kalayaan**. **Gamitin ang sariling salita at ipaliwanag kung ano ang kahulugan nito para sa iyo bilang isang mag-aaral at mamamayan.** Maaaring gumamit ng halimbawa upang higit na maipaliwanag ang iyong sagot.

## Filipino

- Panuto: Suriin ang mga alegoryang nagamit sa epikong binasa ninyo kahapon (**Epiko ni Gilgamesh**) sa pamamagitan ng pagsagot sa mga gabay na tanong. Kopyahin at isulat ang sagot sa inyong kwaderno.

1. Ipaliwanag ang mensaheng ibinabahagi ng may-akda tungkol sa pakikipagkaibigan.

---

2. Bakit kaya kahiya-hiya para kay Enkido ang kaniyang kamatayan?

---

3. Anong mahalagang kaalaman tungkol sa buhay ang ipinahihwatig ng Epiko?

---

4. Ano-ano ang mga nakitang kababalaghan sa epiko?

---

5. Ano-ano ang mga kinaharap na suliranin nina Gilgamesh at Enkido? Bigyan ito ng interpretasyon

---

---

-

### Mapah- July 30, 2025 Activity

- Make a fraud advertisement through comic strip with conversation in a long bond paper, the same margin and landscape, color your work

### Math

- Mathematics Grade 10 : July 30, 2025 (Wednesday)
- Title : Division of Polynomials Using Long Division
- Lesson:
- **A. Steps in Dividing Polynomials using long Division**
- 1. Arrange both dividend and divisor in descending order of exponents.
- 2. Divide the leading term of the dividend by the leading term of the divisor.
- 3. Multiply the entire divisor by the result.
- 4. Subtract the result from the dividend.
- 5. Bring down the next term.
- 6. Repeat the process until the degree of the remainder is less than the degree of the divisor.
- **B. Example (Explain step-by-step):**
- Divide:  $(x^2 + 3x + 2) \div (x + 1)$
- Solution:
- 1. Divide  $x^2 \div x = x$
- 2. Multiply  $x(x + 1) = x^2 + x$
- 3. Subtract  $(x^2 + 3x + 2) - (x^2 + x) = 2x + 2$
- 4. Divide  $2x \div x = 2$
- 5. Multiply  $2(x + 1) = 2x + 2$

- 6. Subtract:  $2x + 2 - 2x - 2 = 0$

- **Answer:**  $x + 2$

- **Activity:** Please write your answer on your Mathematics 10 notebook.

- **Day 1: Solve using Long Division**

- 1.  $(x^2 - 4x - 5) \div (x - 5)$

- 2.  $(2x^2 + 3x - 2) \div (x + 2)$

- **Day 2: Problem Solving**

- **1.) Problem:**

- A rectangular field has an area given by  $A = x^3 + 6x^2 + 11x + 6$  square meters. One of its side lengths is  $x + 1$  meters. What is the length of the other side?

- Solution: Use long division:  $A \div (x + 1) = x^2 + 5x + 6$

- 2.) Create a real-life scenario where polynomial division might be useful.

**Science**

- **Performance Task:**

**Goal: To design a scheme to inform the local folks in your community about the possibilities of earthquakes, landslides, soil erosion and other geologic activities in your area.**

- As a student seeking to help the government; you are to inform the community about the possibilities of earthquakes, and other geologic activities in your area. You must bring them the sense of being always ready and prepared through informative materials about ways to mitigate the effects of tectonic activities related disasters. In a short bond paper. Criteria for scoring 10 content, 5pts. Creativity, 5 points cleanliness and organization of work. Keep safe and take care always.

-

**TLE**

**DATE: JULY 29, 2025**

**Araling Panlipunan**

- Basahin ang sanaysay sa ibaba:

### **Education in Emergencies at ang Kahalagahan Nito sa Konteksto ng Pilipinas**

Ang *Education in Emergencies* (EiE) ay isang mahalagang bahagi ng karapatang pantao at pundasyon ng matatag na lipunan. Ayon sa **Inter-Agency Network for Education in Emergencies (INEE)**, ang EiE ay tumutukoy sa “**quality learning opportunities for all ages in situations of crisis**, including natural disasters, armed conflicts, and pandemics.” Hindi ito pansamantalang solusyon, kundi isang sistematikong tugon upang matiyak ang pagpapatuloy ng edukasyon kahit sa gitna ng kaguluhan at sakuna.

Sa konteksto ng Pilipinas, napakahalaga ng Education in Emergencies dahil ang bansa ay madalas nakararanas ng kalamidad gaya ng bagyo, lindol, pagbaha, at maging armadong tunggalian. Ang mga sakunang ito ay nagdudulot ng pansamantalang paghinto ng klase, pagkasira ng mga paaralan, at pagkahiwalay ng mga bata sa ligtas na espasyo ng pagkatuto. Naranasan ito nang husto noong **pandemya ng COVID-19**, kung saan napilitang magsara ang mga

paaralan at lumipat sa iba't ibang alternatibong paraan ng pagtuturo gaya ng modular, online, at blended learning.

Gayunman, maraming isyung kinakaharap ang pagpapatupad ng EiE sa bansa. Una ay ang **kakulangan sa kahandaan**—maraming paaralan at guro ang walang sapat na pagsasanay o kagamitan upang ipagpatuloy ang edukasyon sa panahon ng emerhensiya. Pangalawa, **ang digital divide** ay nagbunyag ng matinding hindi pagkakapantay-pantay sa pag-access ng mga mag-aaral sa teknolohiya at koneksyon sa internet. Pangatlo, **ang kakulangan sa koordinasyon ng mga ahensyang may tungkulin sa edukasyon at kalamidad**, na nagiging sanhi ng mabagal na pagtugon sa pangangailangan ng mga mag-aaral sa panahon ng krisis.

Sa kabila ng mga hamong ito, malinaw na ang *Education in Emergencies* ay hindi lamang isang teknikal na usapin kundi isang moral na obligasyon—ang edukasyon ay hindi dapat huminto kahit sa gitna ng trahedyang. Mahalaga ito upang mapanatili ang kaayusan, pag-asa, at pag-unlad ng kabataan sa mga panahong sila'y pinaka-nanganganib at pinaka-nangangailangan.

Kung nais nating maging handa sa susunod na krisis, kailangang bigyang-pansin ng pamahalaan at ng lipunan ang pagkakaroon ng **resilient education systems**—mga paaralang ligtas, inklusibo, at may kakayahang tumugon sa anumang uri ng emerhensiya. Sa pamamagitan ng pagpapatibay ng Education in Emergencies, natutugunan natin hindi lamang ang pangangailangang pang-edukasyon kundi rin ang kabuuang kapakanan ng kabataan sa panahon ng sakuna.

**GAWAIN:** Bilang isang mag-aaral, ano ang maari mong imungkahi sa DepEd, sa pamahalaang lungsod, o sa ating paaralan upang mapabuti pa ang kahandaan sa edukasyon sa panahon ng emergency? Sagutin ang tanong na ito sa pamamagitan ng pagsulat ng isang liham para kay mayor, kay school principal o kaya sa ating schools division superintendent (pumili lang ng isang susulatan ng liham). Isulat ang liham sa kalahating papel.

## English

Study the picture below. Create a one-paragraph story about it. Highlight on the setting as can be seen in the image. Do it on a half crosswise. Don't forget to put a catchy title to your story.



EsP

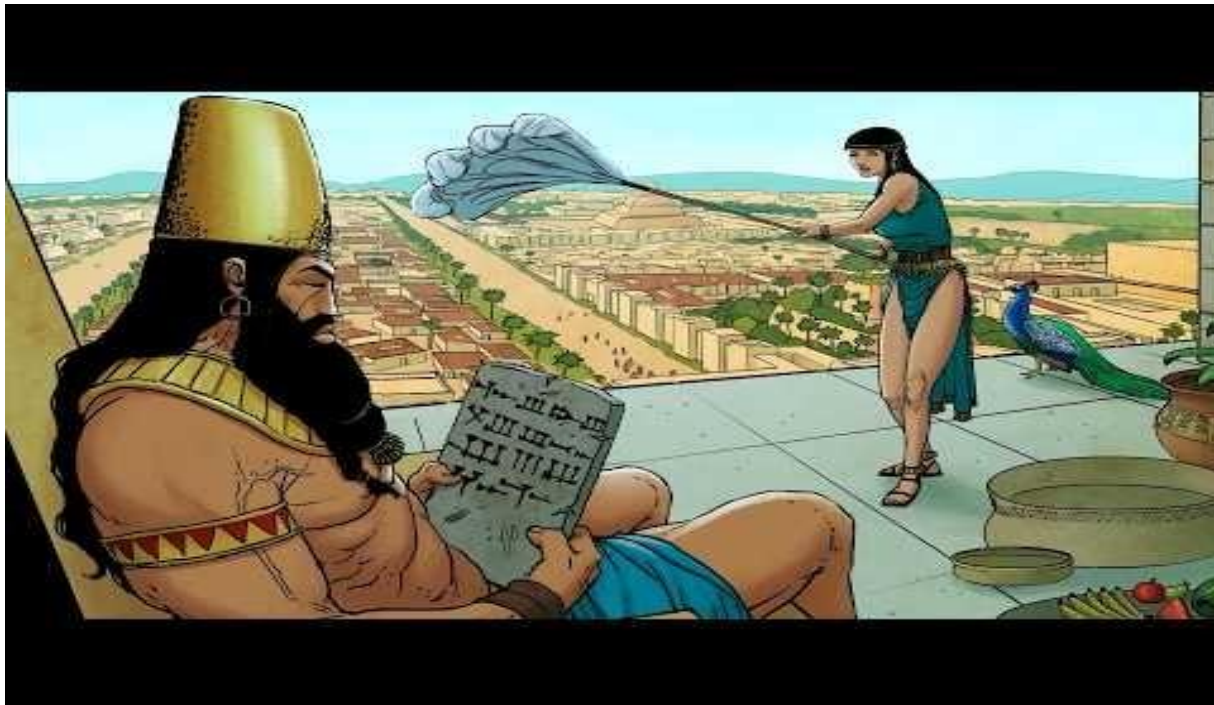
-

Filipino

**PANGKALAHATANG PANUTO:**

1. Kopyahin ang gawain sa kuwaderno at sagutin.
2. Iwasan ang anumang pambubura, gawing malinis at maayos ang gawain.
3. Huwag magkopyahan

**PANUTO:** Basahin at unawaing mabuti ang akdang “Epiko ni Gilgamesh” mula sa Iraq at sagutin ang mga sumusunod na tanong. (Maaari mo ring panoorin sa link na ito <https://www.youtube.com/watch?v=zBEIivjdFYM>)



1. Kung ikaw si Gilgamesh, gusto mo bang maging isang pinuno gaya niya? Bakit?

---

2. Nanaisin mo rin bang makita ang hinaharap? Bakit?

---

3. Ano ang kaya mong gawin para sa isang kaibigan?

---

4. Maituturing bang bayani si Gilgamesh? Pangatuwiranan.

---

5. Anong pambihirang mga katangian ang taglay ng pangunahing tauhan? Patunayan.

---

### **Mula sa Epiko ni Gilgamesh**

salin sa Ingles ni N.K. Sandars

saling-buod sa Filipino ni Cristina S. Chioco

#### **Mga Tauhan:**

**Anu** - Diyos ng kalangitan; ang Diyos Ama

**Ea** - Diyos ng karunungan; kaibigan ng mga tao

**Enkido**- Kaibigan ni Gilgamesh; matapang na tao na nilikha

mula sa luwad

**Enlil** - Diyos ng hangin at ng mundo

**Gilgamesh**- Hari ng Uruk at ang bayani ng epiko

**Ishtar**- Diyosa ng pag-ibig at digmaan; ang reyna ng mundo

**Ninurta**- Diyos ng digmaan at pag-aalitan

**Shamash**- Diyos na may kaugnayan sa araw at sa mga batas ng tao

**Siduri**- Diyosa ng alak at mga inumin

**Urshanabi**- Mamamangkang naglalakbay araw-araw sa dagat ng kamatayan patungo sa tahanan ng Utnapishtim

**Utnapishtim** - Niligtas ng mga diyos mula sa malaking baha upang sirain ang mga tao; binigyan ng mga diyos ng buhay na walang hanggan.

1. Nagsimula ang epiko sa pagpapakilala kay Gilgamesh, ang hari ng lungsod ng Uruk, na ang dalawang katlo ng pagkatao ay diyos at ang sangkatlo ay tao. Matipuno, matapang, at makapangyarihan. Ngunit mayabang siya at abusado sa kaniyang kapangyarihan. Dahil sa kaniyang pang-aabuso, patuloy na nananalangin ang kaniyang mga nasasakupan na nawa'y makalaya sila sa kaniya.

2. Tinugon ng diyos ang kanilang dasal. Nagpadala ito ng isang taong kasinlakas ni Gilgamesh, si Enkido, na lumaking kasama ng mga hayop sa kagubatan. Nagpang-amok ang dalawa nang sila ay magkita. Nanalo si Gilgamesh. Ngunit sa bandang huli ay naging matalik na magkaibigan sila. Di naglaon ay naging kasa-kasama na ni Gilgamesh si Enkido sa kaniyang mga pakikipaglaban. Una, pinatay nila si Humbaba, ang demonyong nagbabantay sa kagubatan ng Cedar. Pinatag nila ang kagubatan. Nang tangkain nilang siraan ang diyosang si Ishtar, na nagpahayag ng pagnanasa kay Gilgamesh, ipinadala nito ang toro ng Kalangitan upang wasakin ang kalupaang pinatag nila bilang parusa. Nagapi nina Gilgamesh at Enkido ang toro. Hindi pinahintulutan ng mga diyos ang kanilang kawalan ng paggalang kaya itinakda nilang dapat mamatay ang isa sa kanila, at iyon ay si Enkido na namatay sa matinding karamdaman.

3. Habang nakaratay si Enkido dahil sa matinding karamdaman, sa sama ng loob ay nasabi niya sa kaniyang kaibigan ang ganito: “Ako ang pumutol sa punong Cedar, ako ang nagpatag ng kagubatan, ako ang nakapatay kay Humbaba, at ngayon, tingnan mo kung ano ang nangyari sa akin. Makinig ka kaibigan, nanaginip ako noong isang gabi. Nagngalit ang kalangitan at sinagot ito ng galit din ng sangkalupaan. Sa pagitan ng dalawang ito ay nakatayo ako at sa harap ng isang taong ibon. Malungkot ang kaniyang mukha, at sinabi niya sa akin ang kaniyang layon. Mukha siyang bampira, mang kaniyang mga paa ay parang sa leon, ang kaniyang mga kamay ay kasintalim ng kuko ng agila. Sinunggaban niya ako, sinabunutan, at kinubabawan kaya ako ay nabuwal. Pagkatapos ay ginawa niyang pakpak ang aking mga kamay. Humarap siya sa akin at inilayo sa palasyo ni Irkalla, ang Reyna ng Kadiliman, patungo sa bahay na ang sinumang mapunta roon ay hindi na makababalik

4. Sa bahay kung saan ang mga tao ay nakaupo sa kadiliman, alikabok angkanilang kinakain at luad ang kanilang karne. Ang damit nila'y parang mgaibon na ang pakpak ang tumatakip sa kanilang katawan, hindi silanakakikita ng liwanag, kundi pawang kadiliman. Pumasok ako sa bahay namaalikabok, at nakita ko ang dating mga hari ng sandaigdigan na inalisang korona habang buhay, mga makapangyarihan, mga prinsipeng naghari samga nagdaang panahon. Sila na minsang naging mga diyos tulad nina Anu at Enlil ay mga alipin ngayon na tagadala na lamang ng mga karne at tagasalok ng tubig sa bahay na maalikabok. Naroon din ang mga nakatataas na pari at ang kanilang mga sakristan. May mga tagapagsilbi sa templo, at nandun si Etana, ang hari ng Kish, na minsang inilipad ng agila sa kalangitan. Nakita ko rin si Samugan, ang hari ng mga tupa, naroon din si Ereshkigal, ang Reyna ng Kalaliman, at si Belit-Sheri na nakayuko sa harapan niya, ang tagatala ng mga diyos at tagapag-ingat ng aklat ng mga patay. Kinuha niya ang talaan, tumingin sa akin at nagtanong: “Sino ang nagdala sa iyo rito? Nagising akong maputlang-maputla, naguguluhan, tila nag-iisang tinatahak ang kagubatan at takot na takot.”

5. Pinunit ni Gilgamesh ang kaniyang damit, at pinunasan niya ang kaniyang luha. Umiyak siya nang umiyak. Sinabi niya kay Enkido, “Sino sa mga makapangyarihan sa Uruk ang may ganitong karunungan? Maraming di- kapani-paniwalang pangyayari ang nahayag. Bakit ganyan ang nilalaman ng iyong puso? Hindi kapani-paniwala at nakatatakot na panaginip. Kailangan itong paniwalaan bagaman ito’y nagdudulot ng katatakutan, sapagkat ito’y nagpapahayag na ang matinding kalungkutan ay maaaring dumating kahit sa isang napakalusog mang tao, na ang katapusan ng tao ay paghihinagpis.”At nagluksa si Gilgamesh.“Mananalangin ako sa mga dakilang diyos dahil ginamit niya ang aking kaibigan upang mahayag ang kasasapitan ng sinoman sa pamamagitan ng panaginip.”

6. Natapos ang panaginip ni Enkido at nakaratay pa rin siya sa karamdaman. Araw-araw ay palala nang palala ang kaniyang karamdaman. Sinabi niya kay Gilgamesh, “Minsan ay binigyan mo ako ng buhay, ngayon ay wala na ako kahit na ano.” Sa ikatlong araw ng kaniyang pagkakaratay ay tinawag ni Enkido si Gilgamesh upang siya’y itayo. Mahinang-mahina na siya, at ang kaniyang mga mata ay halos di na makakita sa kaiiyak. Inabot pa ng sampung araw ang kaniyang pagdadalamhati hanggang labindalawang araw. Tinawag niya si Gilgamesh, “Kaibigan, pinarusahan ako ng mga dakilang diyos at mamamatay akong kahiya-hiya. Hindi ako mamamatay tulad ng mga namatay sa labanan; natatakot akong mamatay, ngunit maligaya ang taong namatay sa pakikipaglaban, kaysa sa katulad kong nakahihiya ang pagkamatay.” Iniyakan ni Gilgamesh ang kaniyang kaibigan.

7. Pinagluksa ni Gilgamesh ang pagkamatay ng kaniyang kaibigan sa loob ng pitong araw at gabi. Sa huli, pinagpatayo niya ito ng estatwa sa tulong ng kaniyang mga tao bilang alaala.

-

**MAPEH**

-

**Math**

## Mathematics 10 : July 29, 2025 (Tuesday)

**Direction:** Copy and Answer the following Activity on your Mathematics 10 notebook.

<b>Activity Title:</b>	Long Division of Polynomials
<b>Learning Target:</b>	To divide polynomials using the long division method.
<b>References:</b> (Author, Title, Pages)	1) F.B. Orines, et al., Next Century Mathematics, pp. 98-100 2) V.J.A. Dublin and M.V. Carpio-Bernido, CVIF Learning Activities

**Example:** Find the quotient of  $(2x^2 + 4x - 32) \div (x - 3)$ .

**Step 1:** First, arrange the terms of the polynomial in order of descending powers of  $x$ . If any term is missing (no term in a certain power of  $x$ ), use zero as a numerical coefficient for the missing term.

**Step 2:** Rewrite the equation in the form,  $b \overline{)D}$ , where  $D$  is the dividend and  $b$  is the divisor.

**Step 3:** Divide the first term of the dividend by the first term of the divisor. Write the answer on top of the dividend.

**Step 4:** Multiply the answer obtained by the divisor in step 3.

**Step 5:** Subtract the product in step 4 and bring down the next term.

**Step 6:** Repeat steps 3-5 with the difference obtained in step 5 as the new dividend.

$$\begin{array}{r}
 2x + 10 \rightarrow \text{quotient} \\
 x - 3 \overline{) 2x^2 + 4x - 32} \\
 \underline{2x^2 - 6x} \qquad \qquad \text{subtract} \\
 10x - 32 \\
 \underline{10x - 30} \qquad \qquad \text{subtract} \\
 -2 \rightarrow \text{remainder}
 \end{array}$$

Step 7: If after the last term of the dividend the difference is not zero, this means we have a remainder. To represent the remainder, we write it in the form  $\frac{\text{remainder}}{\text{divisor}}$ .

$$\text{Therefore, } (2x^2 + 4x - 32) \div (x - 3) = \boxed{2x + 10 - \frac{2}{x-3}}$$

**Exercises:** Find the quotient of the given polynomials.

$$\text{a) } (4x^2 - 10x - 12) \div (x - 4) \qquad \text{b) } (6x^2 + 4x + 2) \div (x + 1)$$

**Thank you. Keep Safe.**

## Science

Watch the theory of seafloor spreading in this YT [link](#):

<https://youtube.com/watch?v=G4nDcczMoBw&si=782q-8wUM31gfUgC>

If you don't have internet connection, read about the theory from your Science book page 73..

Explain the theory of seafloor spreading and magnetic reversal in a 1/2 crosswise paper. Include your reflections about the video.

## TLE

Here's your activity to be passed as classes resume.

Activity #2: Starch and cereal Dishes

Create a Weekly Menu Plan:

Design a 7-day menu (Monday to Sunday).

For each day, plan three meals: Breakfast, Lunch, and Dinner.

Include Cereal and Starch Varieties:

Each meal should include at least one cereal or starchy food.

Use a different type of cereal or starch each day (avoid repetition).

Try to include a wide range such as: rice, corn, oats, barley, wheat, millet, potatoes, sweet potatoes, yam, cassava

Neatly present your work using a table or chart.

Criteria:

Use of different cereals/starches	20 points
Nutritional balance of meals	20 points
Clarity and neatness of menu	20 points
Creativity and effort	20 points
Total :	80 points



