

**Grade Level: Grade 10**

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| **Subject: Science Week of the Quarter/ Grading Period** | **Most Essential Learning Competencies** | **Lesson Exemplar/ Learning resources available** | **LR developer** | **Link (if available online)** | **Assessment (provide a link if online)** |
| Q1/ Week 1-3 | Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory | **Specify the material such as:**  **Learning Exemplar (LE, that is lesson plan) or any materials (video, DLL through ppt, SIM, Module, micro lessons..etc.. used IN YOUR PREVIOUS COT/DEMO that fall on the specified LC. If THE MATERIAL was used in your COT then it is considered**  **that it underwent QUALITY ASSURANCE at least in school level in any form of presentation.** | **GP L. Alcantara** | **Specify if it’s available** | **Specify if it’s available**  **Specify the type of assessment used.** |
| Q1/ Week 4 | Describe the different types of plate boundaries |  |  |  |  |
| Q1/ Week 5-6 | Explain the different processes that occur along the plate boundaries |  |  |  |  |
| Q1/ Week 7 | Describe the possible causes of plate movement |  |  |  |  |
| Q1/ Week 8 | Enumerate the lines of evidence that support plate movement |  |  |  |  |
| Q2/ | Compare the relative wavelengths of different forms of electromagnetic |  |  |  |  |
| Week 1-2 | waves |  |  |  |  |
| Q2/ Week 3-4 | Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications |  |  |  |  |
| Q2/ Week 5 | Explain the effects of EM radiation on living things and the environment |  |  |  |  |
| Q2/ Week 6-7 | Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses |  |  |  |  |
| Q2/ Week 8 | Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars) |  |  |  |  |
| Q2/ Week 9 | Explain the operation of a simple electric motor and generator |  |  |  |  |
| Q3/ Week 1 | Explain the role of hormones involved in the female and male reproductive systems |  |  |  |  |
| Q3/ Week 2 | Describe the feedback mechanisms involved in regulating processes in the female reproductive system (e.g., menstrual cycle) |  |  |  |  |
| Q3/ Week 3 | Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis |  |  |  |  |
| Q3/ Week 4 | Explain how protein is made using information from DNA |  |  |  |  |
| Q3/ Week 4 | Explain how mutations may cause changes in the structure and function of a protein |  |  |  |  |
| Q3/ Week 5 | Explain how fossil records, comparative anatomy, and genetic information provide evidence for evolution |  |  |  |  |
| Q3/ Week 6 | Explain the occurrence of evolution |  |  |  |  |
| Q3/ | Explain how species diversity increases the probability of adaptation and |  |  |  |  |
| Week 7 | survival of organisms in changing environments |  |  |  |  |
| Q3/ Week 7 | Explain the relationship between population growth and carrying capacity |  |  |  |  |
| Q4/ Week 1-2 | Investigate the relationship between:  1 volume and pressure at constant temperature of a gas  2 volume and temperature at constant pressure of a gas  3 explains these relationships using the kinetic molecular theory |  |  |  |  |
| Q4/ Week 3-4 | Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids |  |  |  |  |
| Q4/ Week 5-6 | Apply the principles of conservation of mass to chemical reactions |  |  |  |  |
| Q4/ Week 7-8 | Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion |  |  |  |  |

Learning materials codes for submission:

**A** – Assessment

**AS** – Activity Sheets

**LE** – Lesson Exemplar

**M** – Module

**ML** – Microlesson

**SIM** – Strategic Intervention Material

**V** - Video

For submission of Attachments:

Follow the format below:

**Grade Level Quarter\_CD\_TYPE OF Learning Material\_Surname\_School ES/HS/SHS**

**Gr10Q1\_CDV\_KLE\_Alcantara\_LHS**