

LESSON PLAN

Banghay-aralin

Topic and Targeted Takeaways to Learn About and Retain *Paksa at Inaasintang mga Matututunan at Maalala ng Mag-aaral*

Week 3 Topic
Paksa ng Linggo

Diversity of Species

Naglipanang Species

Main Question

Susi na Tanong

Why dominant species are dominant? Why humans?
Paano nangingibabaw ang nangingibabaw? Bakit mga tao?

Key Learnings *Dapat Magagap*

1. In nature, the fit and fortunate survive and dominate.
Sa kalikasan, namamayagpag ang matitibay at mapapalad.
2. Due to size, strength, lifespan, ubiquity, adaptability.
Dahilan sa laki, lakas, haba ng buhay, dami, pakiki-angkop.
3. Humans gain decisive advantage over other species thru technology, language, and social cohesion.
Nangibabaw ang tao sa ibang species dahil sa abanteng teknolohiya, lenggwahe, at organisadong pagsasama.

[illegible]

I. Animating the Affective Senses and Sustaining the Recollection of Learning
Pagpupukaw ng Pakiramdam at Malaunang Pagpapatimo sa Alaala ng Napag-aralan



societrix.com/
exemplars/03

Magkapareho at Magkaiba

LIBRARY OF SONGS AND SOCIETY

*Magkapareho
at magkaiba
Ang buhay sa mundo
paano nagmula*

*Magkapareho
at magkaiba
Ang di magkaanyo
magkahawig pala*

*Magkapareho
at magkaiba
Natutuwa ako
at nakilala ka*

[illegible]

II. Engaging the Cognitive Faculties through Critical Freewheeling Exchange of Inquiries, Suppositions, Information, and Opinions

Pag-uudyok ng Kaisipan sa pamamagitan ng Mapanuri at Malayang Pagpapalitan ng mga Pagpapalagay, Katanungan, Kuro-kuro, at Kaalaman

Biodiversity



societrix.com/eigen/species

COGNITIVE CLASS EXERCISES

III. Employing Physical Activities, Tactile Tools and Manipulatives to enhance Absorption and Internalization of the Subject and Key Learnings

Paggalaw ng Katawan at Paggamit ng mga Aparatong Nabubusisi't Nahahawakan upang mapaigi ang Pagnguya at Pagsaloob ng Paksa at Kaakibat na Aral

EIGEN | Elements of Ecology
Five Key Ecological Considerations

Virtual
Eigen

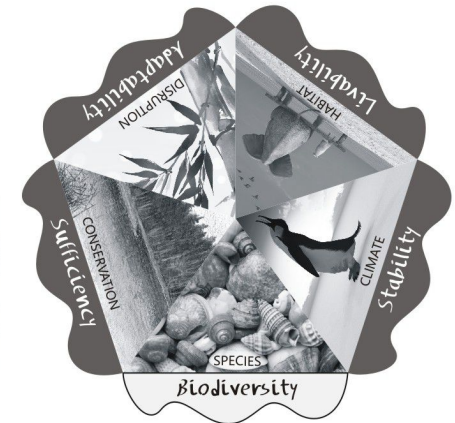


societrix.com/virtualeigen

How to build
the Eigen



societrix.com/manipulatives



PHYSICAL AND TACTILE CLASS EXERCISES

IV. Active Integration <i>Aktibong Paghahabi</i>	Content Creation for popularizing Citizens' Concerns <i>Paglikha ng Mensaheng may Pakialam sa mga Mamamayan</i>
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Matira ang matibay
Sa patimpalak ng buhay
Matira ang matibay
Ang mahina'y gudbay!

*The fit and fortunate
Prevail and propagate
And I am bound to drink
Be merry and extinct*

INTEGRATIVE CREATIVE CONTENT ADVOCACY CLASS EXERCISES

V. Process and Impact Assessments from the views of Teachers and Students
Pagtatasa ng Proseso at Epekto batay sa tingin at danas ng mga Guro at Mag-aaral

KEY ASSESSMENT INDICATORS					
AFFECTIVE : Feelings over the Subject <i>Pagdama sa Paksang Pinag-aaralan</i>	Numb <i>Namanhid</i> 1	Disdainful <i>Nangutya</i> 2	Affected <i>Nabagbag</i> 3	Hopeful <i>Nag-alab</i> 4	Shaken <i>Nayanig</i> 5
COGNITIVE : Thoughtful Consideration <i>Pagsasa-isip ng Usaping Tinatalakay</i>	Falsehood <i>Bulaan</i> 1	Irrational <i>Baligho</i> 2	Mindful <i>Mapagtanto</i> 3	Thorough <i>Mabusisi</i> 4	Analytic <i>Mapanuri</i> 5
PHYSICAL : Participation in Activities <i>Paglahok sa mga Pisikal na Aktibidad</i>	Unwilling <i>Umiiwas</i> 1	Hesitant <i>Atubili</i> 2	Cooperative <i>Sumasalí</i> 3	Involved <i>Ganado</i> 4	Animated <i>Bibo</i> 5
APPLIED : Creative Content Advocacy <i>Pagbabahagi ng Natutunan sa Klase</i>	Negligent <i>Pabaya</i> 1	Wanting <i>Kulang</i> 2	Compliant <i>Bastante</i> 3	Consistent <i>Palagi</i> 4	Persistent <i>Pursigido</i> 5
PROCESS : Generating Joy in Learning <i>Paglinang ng Kasiyahan sa Pagkatuto</i>	Annoyed <i>Nayayamot</i> 1	Bored <i>Nababagot</i> 2	Content <i>Kampante</i> 3	Eager <i>Natutuwa</i> 4	Excited <i>Nagagalak</i> 5

Tactile and manipulative learning tools are almost always certified instant classroom hits. Araling Panlipunan employs both physical and digital versions of Societrix, Eigen, Bincu, Docky and Pyrum. Such devices greatly enhance spatial visualization of otherwise often profound but wearisome concepts and high-minded principles. Exercises involving body movement especially in the open effectively reinforce learning without forcing the issue.

Reluctance to take part in light physical instructional activities is not typical of students. When this happens, teachers will do well to take a closer inspection and check for signs that might indicate factors and reasons that are well beyond plain academic disinterest.

TEACHER'S ADAPTIVE NOTES | INNOVATIVE WAYS FORWARD