

**LESSON PLAN** | Topic and Targeted Takeaways to Learn About and Retain  
**Banghay-aralin** | *Paksa at Inaasintang mga Matututunan at Maalala ng Mag-aaral*

**Week 6 Topic** | Human Diversities by Birth and thru Training  
**Paksa ng Linggo** | *Pagkakaiba-iba ayon sa Pagkasilang at Pagkasanay*

**Main Question** | Are human distinctives due to nature and/or nurture?  
**Susi na Tanong** | *Ang Kakanyahan ba ay sanhi ng pagkasilang at/o pagkasanay?*

**Key Learnings** | 1. **Natural Selection** | Features of organisms are sculpted  
**Dapat Magagap** | by genetic mutation and environmental adaptation;  
*Ang pagkakaiba-iba ng mga species ay pinaghalong mutation  
 ng hene at pagsabak sa kani-kanilang likas na kapaligiran;*  
 2. **Artificial Selection** | and also cultivated thru schooling.  
*at nahuhubog din ang mga katangian ng aral at pagsasanay.*

NOTES | REFERENCES | SOURCES | TASKS

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

Awitalakayan  
 DOWNLOAD  
 TOPIC SONG



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### ***Sa-Lah-Ed-An-Ga-Na***

LIBRARY OF SONGS AND SOCIETY

*Ang mga kakanyahan  
 Ay sadyang iba-iba  
 Kapwa pahalagahan  
 Sa-lah-ed-an-ga-na*

*Sari, lahi, at edad  
 Anyo, galing, at nais  
 Ang mga komunidad  
 Ang magbibigkis*

*Sa-lah-ed-an-ga-na  
 Sa-lah-ed-an-ga-na  
 Kapwa pahalagahan  
 Sa-lah-ed-an-ga-na*

AFFECTIVE CLASS EXERCISES

## 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*

### THE SYMBIOSIS BETWEEN PERSONAL HAPPINESS AND COMMON GOOD

Because we share quite a few important things in common with other people (sex, race, age, physical and mental conditions), yet also get to live our lives in different ways, it might help to think of society as a challenging balancing act between things that make us happy personally, as well as all of us universally.

#### 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*

### BINCUB | Box of Biases

*Six Societal Planes of Discriminations between and among Peoples and Persons*

Virtual  
Bincu

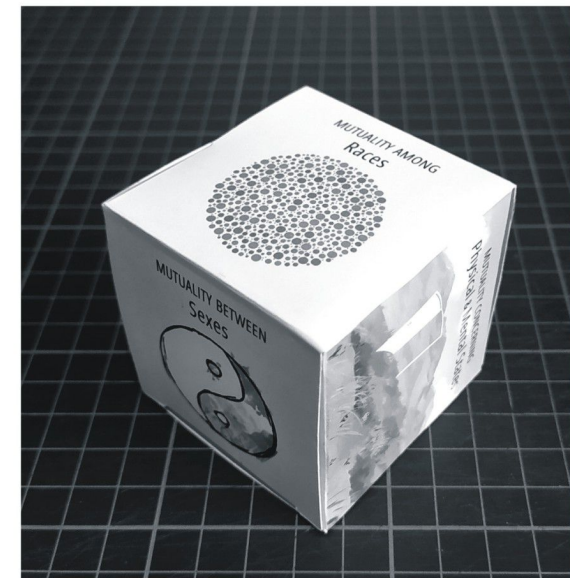


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#### PHYSICAL AND TACTILE CLASS EXERCISES

**IV. Active Integration** | Content Creation for popularizing Citizens' Concerns  
**Aktibong Paghahabi** | Paglikha ng Mensaheng may Pakialam sa mga Mamamayan

Bugtong-bugtong  
 Pag kanya-kanya  
 tig-iisa  
 Dugtong-dugtong  
 Pag kakanyahan  
 anim ka

*Diddle riddle*  
*On my own, I'm all alone*  
*Twist a little*  
*Half a dozen, all my own*

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

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

To involve the students in assessing the effectiveness or ineffectiveness of the lesson plan for a particular week in terms of the reaction and disposition of the class as enumerated in the above parameters, students might take turns a few at a time as in-house observers.

More telling perhaps than the tabulated "objective" scores is an accounting of conditions (internal, external, size of class, size of classroom, ambient noise, smell, heat and the like) not as an excuse, but as reality check if the pedagogical approach is in fact up to the task.

TEACHER'S ADAPTIVE NOTES | INNOVATIVE WAYS FORWARD