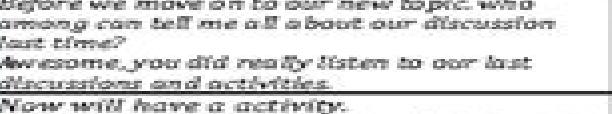


 <b>DAILY LESSON PLAN</b>	<b>School</b>	<i>Llaorente National High School</i>	<b>Grade &amp; Section</b>	9
	<b>Teacher</b>	<i>John Virgili C. Aradon</i>	<b>Learning Area</b>	<i>Science</i>
	<b>Teaching Dates &amp; Time</b>		<b>Quarter</b>	3
	<b>Week No.</b>	6	<b>Day</b>	1
			<b>Duration</b>	2 hours

I. OBJECTIVES		Instruction must be undertaken that is aligned and connected to the curriculum standards. As much as possible, instructional approaches must facilitate meaningful and relevant learning experiences, interactions, relationships among the learner, the teacher, other students, content, knowledge, skills, understandings, values, dispositions, and other competencies. Learning experiences must be designed to develop the knowledge, skills, and dispositions that learners need to be successful in their personal, professional, and civic lives.		
A. Content Standards	The learners demonstrate an understanding of factors that affect climate, and the effects of changing climate and how to adapt accordingly.			
B. Performance Standards	The learners shall be able to participate in activities that reduce risks and lessen effects of climate change.			
C. Learning Competencies/ies (ILOs, SLOs, SDOs, etc.)	Describe certain climatic phenomena that occur on a global levels (S9ES-BII-31)			
D. Learning Objectives	<ul style="list-style-type: none"> <li>- Knowledge: <ul style="list-style-type: none"> <li>&gt; Define climate change;</li> </ul> </li> <li>- Skills: <ul style="list-style-type: none"> <li>&gt; Explore and explain causes of climate change; and</li> </ul> </li> <li>- Attitudes: <ul style="list-style-type: none"> <li>&gt; Encourage students to take action or prevent further climate change.</li> </ul> </li> </ul>			
II. CONTENT/TOPIC		The Climate Change		
III. LEARNING RESOURCES		Use the materials to be used in different ways. Several sources of materials are included in this lesson plan document. Please refer to the Annex for a list of recommended resources and materials for use in lesson development. Annexum I contains the annexed documents.		
A. References	<ol style="list-style-type: none"> <li>1. Teacher's Guide pages pp. 35 - 36</li> <li>2. Learner's Materials pages Unit 3: Module 2 pp 43 - 57</li> <li>3. Textbook pages Science textbooks pp 43 - 59</li> <li>4. Additional Materials from Learning Resource (LR) Portal</li> </ol>			
B. Other Learning Resources	<ol style="list-style-type: none"> <li>1. <a href="https://www.unnid.org/stories/global-climate-change-what-you-need-to-know">https://www.unnid.org/stories/global-climate-change-what-you-need-to-know</a></li> <li>2. <a href="https://www.youtube.com/watch?v=D_Np-3dV8Q">https://www.youtube.com/watch?v=D_Np-3dV8Q</a></li> <li>3. Audio and Video System</li> </ol>			
IV. PROCEDURES		<p>Teacher: Please stand by during the class. Greet and ask the students to participate in their discussion with respect to the question that will be asked by the students which will be asked after the discussion of the topic. Teacher: Greet and ask the question to the prepared students with multiple ways to teach their friends, provide them with time to answer their questions, and answer their questions when they ask for an answer to their questions and previous knowledge. Encourage the students to answer their questions.</p>		
		<p style="text-align: center;"><b>TEACHER PROCESS</b></p>		<p style="text-align: center;"><b>STUDENT PROCESS</b></p>
A. Reviewing previous lesson or presenting the new lesson.	ELICIT (The activities in this section will evoke or draw out prior concepts of or experiences from the students)	<p>Good morning/afternoon class!</p> <p>Please stand up for our prayer.</p> <p>How are you?</p> <p>Before we move on to our new topic, who among can tell me all about our discussion last time?</p> <p>Awesome, you did really listen to our last discussions and activities.</p>	<p>Good morning/afternoon sir!</p> <p>(students will stand and the class will pray)</p> <p>(students responds may vary)</p> <p>(one student will be called)</p> <p>— response or answer may vary —</p>	<p>(choose a student)</p> <p>— response or answer may vary —</p>
B. Establishing a purpose for the lesson.		<p>Now will have a activity.</p> <p>You guess what is this image/picture of earth all about?</p> 		
ENGAGE (The activities in this section will stimulate their thinking and help them access and connect prior knowledge)				

# 9 Week Physical Education Lesson Plan Template

**ML Yell**

## 9 Week Physical Education Lesson Plan Template:

Physical Education and Development 3-11 Jonathan Doherty, Peter Brennan, 2012-08-21 Physical education plays a vital role in children's development health and well-being and is an increasingly important part of the government's strategy for healthy schools. The role and profile of physical education at primary level continues to grow as awareness of the need to encourage an active lifestyle at an early age increases. This accessible guide to teaching PE within the 3-11 age range will allow all non-specialist primary teachers to approach the subject with confidence, encouraging a better understanding of its role within schools and the special contribution it can make to children's lives. The book shows how to guide children's movement experiences from the Foundation Stage right through to adventurous activities and sports games at the end of Key Stage 2. It contains a wealth of practical advice on developmentally appropriate practical ideas that supports the PECCSL strategy. PE School Sport and Club Links of providing at least 2 hours a week on high quality PE and school sport within schools. Written for all early years and primary students on teacher education courses, this book is also relevant for teachers, HLTA's and other non-PE specialists working with children up to the age of 11.

**Physical Education Methods for Elementary Teachers** Katherine T. Thomas, Amelia M. Lee, Jerry R. Thomas, 2008 The authors show non-specialists how to develop a realistic and workable approach to teaching physical education. The book makes physical education worthwhile, practical and fun for students and teachers. The text provides the reader with a basic physical education curriculum and suggestions for how to implement this.

*Middle Level Teacher Preparation across International Contexts* Cheryl R. Ellerbrock, Katherine M. Main, David C. Virtue, 2022-09-02 This volume offers a cross-national analysis of teacher education programs designed to prepare teachers for work in middle level schools. The book showcases 15 detailed case studies of courses at institutions across North America, Europe, Asia and Africa, including countries currently underrepresented in middle level literature, which provide detailed information on programming whilst foregrounding the political, social and cultural factors which have influenced priorities within teacher education. Underpinning the book is a comparative case study framework used to identify divergences and commonalities within and across nations, whereby factors such as globalization, policy and socio-cultural views of teaching and adolescence are explored as determinants of the nature, success and challenges of middle level teacher preparation. This text will benefit scholars, academics and students in the fields of middle level education, teacher education and international and comparative education. Those involved with educational policy and politics as well as teacher training and the sociology of education more broadly will also benefit from this volume.

*Journal of Health, Physical Education, Recreation*, 1952   Dynamic Physical Education for Elementary School Children, 1992   *A Resource Guide for Secondary School Teaching* Eugene C. Kim, Richard Dean Kellough, 1987   *The Journal of Health and Physical Education*, 1930

*Resources in Education*, 1971-07   Catalog James Millikin University, 1912   **Dynamic Physical Education for Elementary School Children** Victor Paul Dauer, Robert P. Pangrazi, 1986

SUMMARY: Covers review and history of physical

education reasons why physical activity is important for children s growth and development principles for effective teaching of motor skills based on biomechanics and development curriculum development graded physical skills stunts and tumbling sports and track and field athletics training     **Research in Education** ,1971     *The Beginning Teacher* John Conrad Almack,Albert Ray Lang,1928     **Research Quarterly for Exercise and Sport** ,1994     **Resources in Education** ,1990

**Elementary Classroom Teachers as Movement Educators** Susan K. Kovar,2004     [Annual Catalog - Southwest Texas State College](#) Southwest Texas State College,1959     *Host Bibliographic Record for Boundwith Item Barcode 30112105943101 and Others* ,1921     **Announcement** Washington State University,1920     *Educator's Guide to Free Health, Physical Education & Recreation Materials, 2003-2004* Educators,2003     *Physical Education* G. S. Don Morris,Jim Stiehl,1985

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In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing.

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