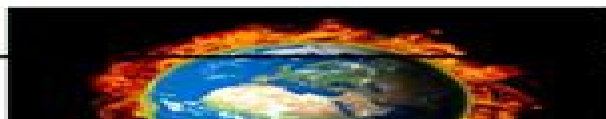


|  |                                  |          |                                      |          |                            |                |
|--|----------------------------------|----------|--------------------------------------|----------|----------------------------|----------------|
|  <b>DAILY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

|   |  |  |
|---|--|--|
| <b>I. OBJECTIVES</b>  |  | <p>Objectives must be behavior, measurable and connected to the curriculum standards. To meet the objectives, necessary materials must be fully used and if needed, additional designs, activities, materials, activities may be done. For developing content knowledge and understanding, these are obtained using formative assessment strategies. Learning objectives support the learning of content and competencies and enable children to find significance that lay in learning the lesson. Learning objectives must be aligned with the curriculum guide.</p> |
| <b>A. Content Standards</b>   | <i>The learners demonstrate an understanding of factors that affect climate, and the effects of changing climate and how to adapt accordingly.</i>   |  |
| <b>B. Performance Standards</b>   | <i>The learners shall be able to participate in activities that reduce risks and lessen effects of climate change.</i>   |  |
| <b>C. Learning Competency/ies</b><br><small>(with the LC Code for each)</small>   | <i>Describe certain climatic phenomena that occur on a global levels</i><br><b>(S9ES-III-f-31)</b>   |  |
| <b>D. Learning Objectives</b>   | <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> <ul style="list-style-type: none"> <li>&gt; Define climate change;</li> </ul> </li> <li>• <b>Skills:</b> <ul style="list-style-type: none"> <li>&gt; Explore and explain causes of climate change; and</li> </ul> </li> <li>• <b>Attitudes:</b> <ul style="list-style-type: none"> <li>&gt; Encourage students to take action or prevent further climate change.</li> </ul> </li> </ul> |  |
| <b>II. CONTENT/ TOPIC</b>   |  | <p>Content is what the lesson is about. It pertains to the subject matter the teacher aims to teach in the CL. The content can be broken in a week or two.</p> <p><i>The Climate Change</i></p>  |
| <b>III. LEARNING RESOURCES</b>  |  | <p>List the materials to be used in different days. Select content of materials within children's interest in the lesson and learning. Ensure that there is a mix of conventional and innovative materials as well as paper-based materials. Address the learning process for content development.</p>   |
| <b>A. References</b>  |  |  |
| 1. Teacher's Guide pages  | <i>pp. 35 -36</i>  |  |
| 2. Learner's Materials pages  | <i>Unit 3: Module 2 pp 43 - 57</i>   |  |
| 3. Textbook pages   | <i>Science textbooks pp 43 - 59</i>  |  |
| 4. Additional Materials from Learning Resource (LR) Portal  |  |  |
| <b>B. Other Learning Resources</b>  | <ol style="list-style-type: none"> <li><a href="https://www.nlc.org/stories/global-climate-change-what-you-need-to-know">https://www.nlc.org/stories/global-climate-change-what-you-need-to-know</a></li> <li><a href="https://www.youtube.com/watch?v=D_Np-3dVBQ">https://www.youtube.com/watch?v=D_Np-3dVBQ</a></li> <li>Audio and Video System</li> </ol>   |  |
| <b>IV. PROCEDURES</b>   |  | <p>These steps should be across the week. Spread out the activities appropriately so that students will learn well. Review the guided questions/worksheets assigned by the students which you can refer from formative assessment activities. Engage students and motivate by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusion about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.</p>          |
| <b>TEACHER PROCESS</b>  |  | <b>STUDENT PROCESS</b>   |
| <b>A. Reviewing previous lesson or presenting the new lesson.</b><br><br><b>ELICIT</b> (The activities in this section will evoke or draw out prior concepts of or experiences from the students) | <b>AWAKEN</b>  | <i>Good morning/afternoon class!</i><br><i>Please stand up for our prayer</i><br><br><i>How are you?</i><br><i>Before we move on to our new topic, who among can tell me all about our discussion last time?</i><br><i>Awesome, you did really listen to our last discussions and activities.</i>  |
| <b>B. Establishing a purpose for the lesson.</b><br><br><b>ENGAGE</b> (The activities in this section will stimulate their thinking and help them access and connect prior knowledge)             |  | <i>Now we will have a activity.</i><br><i>You guess what is this image/picture of earth all about?</i>   |



# 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 contains a wealth of practical advice on developmentally appropriate practical ideas 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 HLTAs 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 from 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 dvelopment 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

## Reviewing **9 Week Physical Education Lesson Plan Template**: Unlocking the Spellbinding Force of Linguistics

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. Within the pages of "**9 Week Physical Education Lesson Plan Template**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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