

 DAILY LESSON PLAN	School	OPOL COMMUNITY COLLEGE	Grade Level	2 ND YEAR COLLEGE
	Teacher	GALLANO, JINKY S. PEÑAREDOONDO JESSIE JAMES TORILLO, JHON SHERWIN J.	Learning Area	MYTHOLOGY AND FOLKLORE
	Teaching Dates and Time	THURSDAY 1:30-4:30PM	Quarter	FINAL TERM

I. OBJECTIVES	
A. Content Standards	The learner will be able to understand the different myths derived from scripture.
B. Performance Standards	✓ At the end of the period, the learners will be able to demonstrate understanding and appreciation Mythology and Folklore A written analysis and critical interpretation of different myths derived from scripture
C. Learning Competencies/ Objectives Write the LC code for each	> identify the basic concepts of the subject matter. > value the significance of studying the different myths derived from scripture.
II. CONTENT	Myths Derived from Scripture
II. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	internet
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	
B. Establishing a	The purpose of the lesson are the following:

Sociological Perspective Lesson Plan

Phyllis L. Newcomer

Sociological Perspective Lesson Plan:

Teaching Strategies for the Social Studies James A. Banks, Ambrose A. Clegg, 1977 **The Pedagogy of Pop** Edward Janak, Denise F. Blum, 2012-12-15 Media competes with public schools in terms of student engagement and time. However the two needn't be mutually exclusive. *The Pedagogy of Pop: Theoretical and Practical Strategies for Success* discusses a variety of strategies and approaches for using social and mass media as tools through which teachers might improve schooling. While there is a vast body of literature in this field, editors Edward A. Janak and Denise Blum have created a text which differs in two substantive ways: scope and sequence. In terms of scope, this work is unique in two facets: first, it presents both theory and practice in one volume, bridging the two worlds; and second, it includes lessons from secondary and postsecondary classrooms, allowing teachers on all levels to learn from each other. In terms of sequence, *The Pedagogy of Pop* draws on lessons from both historical and contemporary practice. The introductory section of Janak and Blum's collection presents a pair of papers that use somewhat different approaches to examine the historical roots of contemporary critique. Part I presents a series of chapters designed to provide guidelines and theories through which educators on all levels can think about their practice, focusing more on the why of their approach than the how. Part II presents a more hands-on approach by sharing a variety of specific strategies for incorporating pop culture in all its forms: technology, music, television, video games, etc. in both secondary and postsecondary classrooms. The conclusion shows the praxis of teaching with popular culture, presenting a counterpoint to current thinking as well as a case study of the best of what can happen when popular culture is applied effectively.

Resources in Education, 2000 *The Sociological Perspective* Scott G. McNall, 1974 **Understanding and Teaching Emotionally Disturbed Children and Adolescents** Phyllis L. Newcomer, 2003 **The Distance Learning Study Guide for the Way We Live Telecourse/Distance Learning Course** Intelecom, 2005-07 The Distance Learning Study Guide for The Way We Live Telecourse/Distance Learning Course. The distance learning study guide is available through Prentice Hall and can be packaged with the Macdonald's brief and comprehensive introductory sociology textbooks, *Society* and *Sociology*. It includes an overview of the video episode assignments, learning objectives, key terms and concepts, video focus points, test focus points, critical thinking questions, and Test Your Learning sections that include multiple choice, short answer questions, and review. Video component of course consists of 22 videos, 30 minutes each. Please contact your local Prentice Hall sales representative for more information about the video program. The Faculty guide is published by INTELECOM, the telecourse developer, and includes a test bank for the video and text components, general information on the course, as well as tips for teaching at a distance. The Faculty Guide is issued by INTELECOM once a course license is in place between the institution and INTELECOM. Closely correlated to Macdonald's *Society* brief and Macdonald's *Sociology* comprehensive textbooks. *Current Index to Journals in Education*, 1995 *Irish Soc in a Changing World* Kornblum, 2004-06 **Community-based Research** Sam Marullo, Kerry Strand, 2004 **Resources in Education**, 1997 **Index to Theses with Abstracts Accepted for**

Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards
,2002 **Current Index to Journals in Education, Semi-Annual Cumulation, July-December, 1976**,1976-10

Current Problems in the Supervision of Instruction Hubert Wilbur Nutt,1928 General Catalog -- University of California, Santa Cruz University of California, Santa Cruz,1990 Teaching Communication Skills in the Elementary School Gertrude A. Boyd,1970 **Man-environment Systems** ,1986 **Subject Catalog, 1981** Library of Congress,1981

Making Sense of Wales Graham Day,2002 Making Sense of Wales gives an account of the main changes that have taken place in Welsh society over the last fifty years as well as analysing the major efforts to interpret those changes By placing work done in Wales in the context of broader developments within sociological approaches over the period Graham Day demonstrates that there is a body of work on Wales worth considering in its own right as a specific contribution to sociology He also shows the relevance of sociological accounts of Wales for understanding contemporary empirical and theoretical concerns in social analysis Beginning with post war analysis which considered Wales in terms of regional planning and policy Day shows how more theoretically informed perspectives have come to the fore in recent years He also examines more contemporary developments such as gender and class transformations the emphasis on the centrality of the Welsh language for conceptions of Wales and Welshness as well as the impact of new forms of governance and questions of social exclusion *The Indian Review* G. A. Natesan,1953 *Social Forces and Schooling* Nobuo Shimahara,Adam Scrupski,1975

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