



St. Luke's Institute Inc.  
Rizal Ave. Kabacan North Cotabato

### TEACHING GUIDE

Grade: 12

Core Subject Title: Understanding of Culture, Society and Politics

Semester: 1

No. of Hours/Semester: 80 hrs.

Prerequisites(if needed):

**Core Subject Description:** The origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

**Culminating Performance Standard:** The learner should be able to explain the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

**Power Standard:** The learner should be able to acquire the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

<b>Lesson Title:</b>	The Birth and Growth of the Social Sciences.
<b>Content Standards:</b>	The learner understands the birth and growth of the social sciences.
<b>Performance Standards:</b>	Minimum: The learner will explore the significant birth and growth of the social sciences. Beyond Minimum: The learner will be able to demonstrate curiosity and openness to explore birth and growth of the social sciences
<b>Learning Competencies:</b>	Minimum: Recognize the birth and growth of the social sciences. Beyond Minimum: Recognize the birth and growth of the social sciences the perspective on culture and society.
<b>Specific Learning:</b>	1. Define the Birth and Growth of the Social Sciences. 2. Explain the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.
<b>Time Frame (Session 1):</b>	70 minutes
<b>Lesson Outline:</b>	
<b>Introduction/Review (10minutes)</b>	Overview of the lesson objectives, key concepts and essential question.
<b>Motivation (10 minutes)</b>	Show some pictures about the Social Scientist.
<b>Instruction/Delivery (30 minutes)</b>	1. The birth and Growth of the Social Sciences 2. The Historical Background of the Growth of Social Sciences 3. The Birth of Social Sciences as a Response to the Social Turmoil of the Modern Period 4. The Colonial Origin of the Social Science
<b>Practice (10 minutes):</b>	1. What are the historical factors that gave birth to the social sciences in the West? 2. What are the basic goals of sociology, anthropology, and political science?
<b>Enrichment (10 minutes):</b>	Present another picture shows the birth and growth of Social Sciences.
<b>Evaluation:</b>	Assignment: Two-Paragraph Essay Quiz: Identification, Enumeration
<b>Materials:</b>	Laptop, TV
<b>Resources:</b>	Understanding Culture, Society, and Politics Gerry M. Lanuza Sarah S. Raymundo

# Teaching Learning Guide

**James J.F. Forest, Philip G. Altbach**



## Teaching Learning Guide:

*Approaches to Learning: a Guide for Teachers* Anne Jordan, Orison Carlile, Annetta Stack, 2008-07-16 This book provides a really sound grounding in the theories that underpin successful teaching and learning Without over simplification it provides accessible introductions to the key learning theories with which teachers and students are likely to engage and it has immense practical value Professor Sally Brown Pro Vice Chancellor Leeds Metropolitan University UK This comprehensive guide for education students and practitioners provides an overview of the major theories of learning It considers their implications for policy and practice and sets out practical guidelines for best pedagogical practice The book can be read as a series of stand alone chapters or as an integrated overview of theoretical perspectives drawn from the philosophy psychology sociology and pedagogy that guide educational principles and practice Each chapter contains An accessible introduction to each theory A summary of key principles Critical insights drawn from the theories discussed Examples and illustrations from contemporary research and practice Summary boxes that highlight critical and key points made Practical implications for education professionals *Approaches to Learning* is an invaluable resource for students and practitioners who wish to reflect on their educational constructs and explore and engage in the modern discourse of education

*Learning How to Learn* Mary E. Felton, 2016-12-17 I hope that this guide was helpful and that you gained insights on learning how to learn At the end of this book you should be equipped with the basic knowledge of how to be an effective teacher or learner This guide is certainly not an exhaustive discourse on this subject I advise further research and additional reading to access more information to bolster your knowledge Author Mary Felton

**Learning by Doing** Graham Gibbs, Claire Andrew, 2001

*Teaching How to Learn* Kenneth A. Kiewra, 2016-02-09 This innovative guidebook offers proven methods to strengthen instruction and help K 12 students acquire successful learning strategies using the SOAR approach Selecting key lesson ideas Organizing information using comparative charts and other representations Associating ideas to create meaningful memorable connections and Regulating and reinforcing learning through practice

*Learning to Teach* Linda Shalaway, 1998 An essential guide for all teachers *Learning to Teach Not Just for Beginners* offers a wealth of great strategies for all those who desire to instruct others as a career

**A Practical Guide to Teaching and Learning** Oran Tkatchov, Michele Pollnow, 2011-12-16 A Practical Guide to Teaching and Learning contains a compilation of fifteen main ideas or concepts that will help teachers to become better at what they do to help learners reach their potential Each concept is a common sense approach that is backed by research and provides an understanding of what a teacher should know and be able to do as an effective professional in their classroom Ultimately it is the teacher behaviors that have an impact on the student behaviors and each chapter provides sound suggestions and tips to set the teaching and learning relationship up for success At the end of the chapters there are Reflection Scenarios to assist the reader in thinking through possible issues and assist the reader in applying the concept to situations in their own practice There are also guiding questions to stimulate

personal reflection and may be helpful if using the book for a book study for professional learning community dialog and discussion *Teaching respect for all: implementation guide* UNESCO,2014-07-14 **A Teacher's Guide to Online**

**Learning** Lindy Hockenbary,2021-06 Are you a K 12 educator who is teaching students over the internet with no face to face interaction Online learning presents new challenges Author Lindy Hockenbary does not sugarcoat the fact that online learning is different than face to face learning She tackles the most common questions of new online instructors including How do you engage learners in a virtual environment How do you develop relationships with students whom you never see in person What does classroom management even look like in an online class How do you assess students when there is no way to know if they are looking up all the answers How do you ensure clear communication since you cannot stand over a learner s shoulder and ensure a task is accomplished How do you communicate with and support the families of online learners How do you ensure equity when students are never in the same physical space This book addresses each of these questions head on by presenting key takeaways to guide online learning design Lindy brings her experience as a classroom teacher and instructional technologist to create a clear picture of online learning strategies Other classroom teachers school leaders and instructional technologists have contributed to the book to provide a well rounded perspective on the topic of online learning This book was designed with K 12 teachers in mind but the majority of information can be applied to higher education postsecondary learning environments as well **Teaching, Learning and Study Skills** Tom Burns,Sandra

Sinfield,2004-09-17 This is an essential guide for anyone aspiring to teach in Higher Education in the UK Not just because it is packed with practical tips and even lecture notes but crucially because it explains the nature of university teaching in the wake of the widening participation agenda In summary this book is well worth reading Educate Journal This is a book for tutors lecturers and teachers in further and higher education who need to teach their students how to study learn and communicate effectively Based around the same techniques and contents as Tom and Sandra s book Essential Study Skills which is itself based on many years experience of teaching and mentoring students in higher education this book is intended to work with traditional and non traditional students The material will be suitable for institutions concerned with widening participation with student retention with quality enhancement with equal opportunities and with professional and staff development SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips resources and videos on study success

**Guide to Teaching Puzzle-based Learning** Edwin F. Meyer III,Nickolas Falkner,Raja Sooriamurthi,Zbigniew Michalewicz,2014-07-23 This book provides insights drawn from the authors extensive experience in teaching Puzzle based Learning Practical advice is provided for teachers and lecturers evaluating a range of different formats for varying class sizes Features suggests numerous entertaining puzzles designed to motivate students to think about framing and solving

unstructured problems discusses models for student engagement setting up puzzle clubs hosting a puzzle competition and warm up activities presents an overview of effective teaching approaches used in Puzzle based Learning covering a variety of class activities assignment settings and assessment strategies examines the issues involved in framing a problem and reviews a range of problem solving strategies contains tips for teachers and notes on common student pitfalls throughout the text provides a collection of puzzle sets for use during a Puzzle based Learning event including puzzles that require probabilistic reasoning and logic and geometry puzzles      **Motivation & Learning** Spence Rogers,Jim Ludington,Shari Graham,1999

**Resources in Education** ,1997      *A Guide to Teaching Elementary Science* Yvette F. Greenspan,2015-12-21 Nationally and internationally educators now understand the critical importance of STEM subjects science technology engineering and mathematics Today the job of the classroom science teacher demands finding effective ways to meet current curricula standards and prepare students for a future in which a working knowledge of science and technology will dominate But standards and goals don t mean a thing unless we grab students attention capture and deepen children s natural curiosity create an exciting learning environment that engages the learner and make science come alive inside and outside the classroom setting *A Guide to Teaching Elementary Science Ten Easy Steps* gives teachers at all stages of classroom experience exactly what the title implies Written by lifelong educator Yvette Greenspan this book is designed for busy classroom teachers who face tough conditions from overcrowded classrooms to shrinking budgets and too often end up anxious and overwhelmed by the challenges ahead and their desire for an excellent science program This book helps teachers develop curricula compatible with the Next Generation Science Standards and the Common Core Standards provides easy to implement steps for setting up a science classroom plus strategies for using all available resources to assemble needed teaching materials offers detailed sample lesson plans in each STEM subject adaptable to age and ability and designed to embrace the needs of all learners and presents bonus information about organizing field trips and managing science fairs Without question effective science curricula can help students develop critical thinking skills and a lifelong passion for science Yvette Greenspan received her doctorate degree in science education and has developed science curriculum at all levels A career spent in teaching elementary students in an urban community she now instructs college students sharing her love for the teaching and learning of science She considers it essential to encourage today s students to be active learners and to concentrate on STEM topics that will help prepare them for the real world      **Made for Learning:** Debra Crouch,Brian Cambourne,2020-07-31 This is a book for teachers that explores Brian Cambourne s Conditions of Learning and the Processes That Empower Learning incorporating abundant examples of the ways teachers implement the conditions to lead to durable learning Written by Debra Crouch and Brian Cambourne this is the primary source of insight and information about the Conditions of Learning      *Teaching in Nursing* Diane M. Billings,Judith A. Halstead,2015-12-01 Set yourself up for success as a nurse educator with the award winning *Teaching in Nursing A Guide for Faculty* 5th Edition

Recommended by the NLN for comprehensive CNE prep this insightful text is the only one of its kind to cover all three components of teaching instruction curriculum and evaluation As it walks through the day to day challenges of teaching readers will benefit from its expert guidance on key issues such as curriculum and test development diverse learning styles the redesign of healthcare systems and advancements in technology and information This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award along with updated information on technology empowered learning the flipped classroom interprofessional collaborative practice and much more Coverage of concept based curricula includes strategies on how to approach and implement concept based lessons Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction Evidence based teaching boxes cover issues such as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Updated research and references address forward thinking approaches to education and trends for the future Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice Strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching NEW Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes NEW Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards NEW Renamed unit on Technology Empowered Learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more

**Teaching Online** Susan Ko,Steve Rossen,2017-02-24

Teaching Online A Practical Guide is an accessible introductory and comprehensive guide for anyone who teaches online The fourth edition of this bestselling resource has been fully revised maintains its reader friendly tone and offers exceptional practical advice new teaching examples faculty interviews and an updated resource section New to this edition entire new chapter on MOOCs massive open online courses expanded information on teaching with mobile devices using open educational resources and learning analytics additional interviews with faculty case studies and examples spotlight on new tools and categories of tools especially multimedia Focusing on the hows and whys of implementation rather than theory the fourth edition of Teaching Online is a must have resource for anyone teaching online or thinking about teaching online

**A Resource Guide for Teaching K-12** Richard D. Kellough,2007 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching With its hallmark practicality

the text uses case studies sample units with lessons opportunities for practice and feedback and activities to equip future teachers with numerous examples of best practices current research findings and proven teaching strategies This is truly one of the most comprehensive texts on the market today made even better in this latest edition with its organization designed around the decision making phases of instruction     *Teaching with Style* Anthony F. Grasha,1996 An innovative 412 361 5425 800 718 4287 FAX 412 362 6195 e mail richlin vms cis pitt edu     **On a Hymn Song of Philip Bliss** Robert Joseph Garofalo,2000 Meredith Music Resource From the Meredith Music Publications Masterworks Instructional Series a teaching learning unit based on David Holsinger s outstanding work for band Includes a teacher lesson plan interpretive analysis and student learning guide     *Exam Copy* Beverly Stanford,Forrest Parkay,2004-02

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