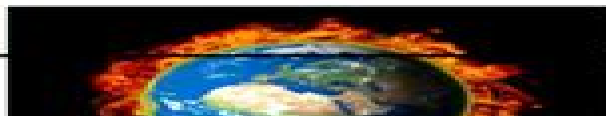




**DAILY LESSON PLAN**

<b>School</b>	Llorrente National High School			<b>Grade &amp; Section</b>	9
<b>Teacher</b>	John Virgill C. Araden			<b>Learning Area</b>	Science
<b>Teaching Dates &amp; Time</b>				<b>Quarter</b>	3
<b>Week No.</b>	6	<b>Day</b>	1	<b>Duration</b>	1 hour

<b>I. OBJECTIVES</b>	<p>Objectives must be tailored to the needs and interests of the curriculum standards. To meet the objectives, necessary resources must be fully used and if needed, additional lessons, activities, remedial activities may be done for demonstrating content knowledge and competencies. These are designed using Formative Assessment strategies. Learning objectives support the learning of content and competencies and enable children to find significance and joy in learning the lesson. Learning objectives shall be derived from the curriculum guide.</p>		
<b>A. Content Standards</b>	<p>The learners demonstrate an understanding of factors that affect climate, and the effects of changing climate and how to adapt accordingly.</p>		
<b>B. Performance Standards</b>	<p>The learners shall be able to participate in activities that reduce risks and lessen effects of climate change.</p>		
<b>C. Learning Competency/ies</b> <small>(with the LC Code for each)</small>	<p>Describe certain climatic phenomena that occur on a global levels <b>(S9ES-III-f-31)</b></p>		
<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 chosen based on about 10 percent to the subject content the teacher aims to teach in the Q3. The content can be broken in a week or two.</p> <p><b>The Climate Change</b></p>		
<b>III. LEARNING RESOURCES</b>	<p>Ask the students to be used in different days. Select content of materials within children's interest in the lesson and learning. Check that there is a mix of conventional and digital materials as well as paper-based materials. Materials learning resources for content development.</p>		
<b>A. References</b>	<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>B. Other Learning Resources</b>	<ol style="list-style-type: none"> <li>1. <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>2. <a href="https://www.youtube.com/watch?v=D_Np-3dVYBQ">https://www.youtube.com/watch?v=D_Np-3dVYBQ</a></li> <li>3. Audio and Video System</li> </ol>		
<b>IV. PROCEDURES</b>	<p>These should be across the week. Break-out the activities appropriately so that students will learn well. Always be guided by children's prior learning by the students which will vary. After that, encourage discussion on future. Encourage collaboration by providing students with multiple roles for their new topics, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Include the time allotted for each step.</p>		
<b>TEACHER PROCESS</b>			<b>STUDENT PROCESS</b>
<p><b>A. Reviewing previous lesson or presenting the new lesson.</b></p> <p><b>ELICIT</b> (The activities in this section will evoke or draw out prior concepts of or experiences from the students)</p>	<b>ASSESS</b>	<p>Good morning/afternoon class! Please stand up for our prayer</p> <p>How are you? Before we move on to our new topic, who among can tell me all about our discussion last time? 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) — response or answer may vary —</p>
<p><b>B. Establishing a purpose for the lesson.</b></p> <p><b>ENGAGE</b> (The activities in this section will stimulate their thinking and help them access and connect prior knowledge</p>		<p>Now will have a activity. You guess what is this image/picture of earth all about?</p>	<p>(choose a student) — response or answer may vary —</p>



# Grade 9 Science Wordpress

**G Orfield**



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*Innovative Physical Chemistry Perspectives* Praveen Kaushik, 2025-02-20 *Innovative Physical Chemistry Perspectives* offers a refreshing take on traditional concepts in physical chemistry presenting them through innovative approaches modern applications and interdisciplinary insights Authored by experts this comprehensive volume explores fundamental principles and cutting edge research topics inviting readers to engage with the dynamic and evolving landscape of physical chemistry Each chapter delves into specific aspects providing in depth discussions theoretical foundations and practical examples From nanochemistry and biomolecular interactions to quantum mechanics and statistical mechanics we cover a wide range of topics highlighting the interconnectedness of various subfields and their relevance to real world phenomena Through clear explanations illustrative examples and thought provoking discussions *Innovative Physical Chemistry Perspectives* aims to inspire curiosity critical thinking and a deeper appreciation for the complexities of matter and energy at the molecular level Whether you re a student researcher or enthusiast in the field this book serves as a valuable resource for expanding your knowledge and understanding With its emphasis on modern perspectives interdisciplinary approaches and practical applications *Innovative Physical Chemistry Perspectives* is set to become an essential reference for anyone seeking to explore physical chemistry from new and exciting angles

*Formative Assessment* Harry Grover Tuttle, 2014-01-09 This how to book on formative assessment is filled with practical suggestions for teachers who want to use formative assessment in their classrooms With practical strategies tools and examples for teachers of all subjects and grade levels this book shows you how to use formative assessment to promote successful student learning

**Teaching and Learning Secondary School Mathematics** Ann Kajander, Jennifer Holm, Egan J Chernoff, 2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

**Life and Moral Education in Greater China** John Chi-Kin Lee, Stephen Yam-wing Yip, Raymond Ho-Man Kong, 2021-03-29 Arguing for life moral and values education as a bedrock for the original goals of school education this monograph explores how life and values education is conceptualised and imparted in Greater China Under a globalized transnational and technological world where there has been an increase in people s mobility in information and cultural exchanges there is also a growing emphasis on personal and professional ethics Against

this context life moral and values education has gained attention for its impact on shaping students characters as future citizens However the cultivation of these values is made deeply diversified and complex by varying interpretations of life education and values education across societies given that different societies are influenced by different socio cultural traditions educational ideologies and religious beliefs The means and approaches towards life education also vary vastly from formal school subjects school based programmes as well as teachers and peers role modelling community services extra curricular activities school discipline charity work pastoral care and school ethos Recognising this inherent diversity and complexity in the approach to and the dissemination of life education the contributors to this volume survey the practice of life education in Greater China so far suggesting that life education is most effective when it is diversified dynamic and developmental across contexts This book will provide the opportunity for engaging in important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China

**The ESL/ELL Teacher's Survival Guide** Larry Ferlazzo, Katie Hull Sypniewski, 2022-04-11 Maximize the educational potential of your ESL ELL class with this singular resource The ESL ELL Teacher s Survival Guide Ready to Use Strategies Tools and Activities for Teaching English Language Learners of All Levels 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English The newly revised 2nd Edition includes brand new chapters on Working with Long Term English Language Learners Teaching English internationally Teaching Elementary Age ELLs Teaching Adult ELLs Teaching ELLs with learning challenges Culturally Responsive Instruction Effective online instruction Working with co teachers and para professionals In addition to the new chapters The ESL ELL Teacher s Survival Guide contains updated material on topics including math science social studies Common Core Standards the Next Generation Science Standards and 150 pages of new highly engaging content An essential resource for anyone involved in teaching English as a Second Language to students of all ages this book is perfect for general education teachers and ESL specialists for students in grades six through twelve It s also highly instructive for teachers of adult ESL classes elementary and teacher educators and resource specialists

**Validation of Score Meaning for the Next Generation of Assessments** Kadriye Ercikan, James W. Pellegrino, 2017-03-27 Despite developments in research and practice on using examinee response process data in assessment design the use of such data in test validation is rare Validation of Score Meaning in the Next Generation of Assessments Using Response Processes highlights the importance of validity evidence based on response processes and provides guidance to measurement researchers and practitioners in creating and using such evidence as a regular part of the assessment validation process Response processes refer to approaches and behaviors of examinees when they interpret assessment situations and formulate and generate solutions as revealed through verbalizations eye movements response times or computer clicks Such response process data can provide information about the extent to which items and tasks

engage examinees in the intended ways With contributions from the top researchers in the field of assessment this volume includes chapters that focus on methodological issues and on applications across multiple contexts of assessment interpretation and use In Part I of this book contributors discuss the framing of validity as an evidence based argument for the interpretation of the meaning of test scores the specifics of different methods of response process data collection and analysis and the use of response process data relative to issues of validation as highlighted in the joint standards on testing In Part II chapter authors offer examples that illustrate the use of response process data in assessment validation These cases are provided specifically to address issues related to the analysis and interpretation of performance on assessments of complex cognition assessments designed to inform classroom learning and instruction and assessments intended for students with varying cultural and linguistic backgrounds The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Improving K-12 STEM Education Outcomes through Technological Integration Urban, Michael J., Falvo, David A., 2015-11-12 The application of technology in classroom settings has equipped educators with innovative tools and techniques for effective teaching practice Integrating digital technologies at the elementary and secondary levels helps to enrich the students learning experience and maximize competency in the areas of science technology engineering and mathematics Improving K 12 STEM Education Outcomes through Technological Integration focuses on current research surrounding the effectiveness performance and benefits of incorporating various technological tools within science technology engineering and mathematics classrooms Focusing on evidence based approaches and current educational innovations this book is an essential reference source for teachers teacher educators and professionals interested in how emerging technologies are benefiting teaching and or learning efficacy **Canadian Almanac and Directory 2021** Grey House Canada, 2020-12 The Canadian Almanac Directory is the most complete source of Canadian information available cultural professional and financial institutions legislative governmental judicial and educational organizations Canada s authoritative sourcebook for almost 160 years the Canadian Almanac Directory gives you access to almost 100 000 names and addresses of contacts throughout the network of Canadian institutions **School Library Journal**, 2009 Medical Books and Serials in Print R. R. Bowker LLC, R.R. Bowker Company, 1978 Yearbook of International Organizations 2014-2015, Volumes 1A And 1B (SET) Union of International Associations, 2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events **Cumulative Author Index to Psychological Abstracts**, 1975 Cyberarts, 2005

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