Objective 4

Managed classroom structure to engage learners, individually or in groups, in meaningful explanation, discovery and hands-on activities within a range of physical learning environments.

MOVs

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about managing classroom structure that engages learners in various activities

2. Lesson plans/modified DLLs highlighting various classroom management strategies that engage learners in activities/tasks in different physical learning environments

3. Others (Please specify and provide annotations)

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR

SHS in SAN NICHOLAS III, BACOOR CITY

San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Appendix J.2

RATING SHEET
(Teacher I-III)

OBSERVER: _____ GERALDINE M. TABING _____ DATE: _____ June 26, 2019 _____

NAME OF TEACHER OBSERVED: _____ JERICO D. CASTILLO _____

SUBJECT & GRADE LEVEL TAIGHT: _____ Computer System Servicing ICT 12-B _____

OBSERVATION: 1 ■   2 ☐   3 ☐   4 ☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach you Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas					✓	
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills					✓	
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills					✓	
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				✓		
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✓	
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences				✓		
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts					✓	
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals						
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements						

OTHER COMMENTS:
➤ The teacher used a variety of teaching strategies such as pretest-posttest, reflective learning through think-pair-share and exit ticketing and re-demonstration of procedures in installing one application software.
➤ He posited reflective learning by allowing his students `to connect ideas to past knowledge in order to solve problems.
➤ He showed mastery of the lesson.
➤ Students were listening and participating in the task given to them.
➤ A relax classroom environment was observed.
➤ A final rating of 7 was hereby given for this observation.

Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.

_____ GERALDINE M. TABING, Ed.D. _____
Signature over Printed Name of the Observer

_____ JERICO D. CASTILLO _____
Signature over Printed Name of the Teacher

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Daily Lesson Log in Computer Systems Servicing NC II

Date:	June 25, 2019	Grade Level:	12
Section/ Time:	ICT 12B/ 8:00 – 10:00	Quarter:	1st

OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determines the concepts of application software; (2) compare and contrast the types of application software; and (3) demonstrate the installation procedures of application software.
Content Standard	The learners demonstrate an understanding of concepts and principles in installing and configuring computer systems.
Performance Standard	The learners shall be able to install and configure computer systems based on established procedures and system requirements.
Learning Competencies	**LO4: Install Application Software** 4.1 Install Application Software based on software installation guides, end-user requirements and software license agreement 4.2 Carry out variation to application software in accordance to customer/ client requirements 4.3 Access software updates in accordance with manufacturer's recommendations and requirements 4.4 Install software updates in accordance with manufacturer's recommendations and requirements
CONTENT	Install Application Software
REFERENCES/ MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point presentation, LED TV, Hand-outs
Priming/ Review	✓ Prayer ✓ Greetings ✓ Checking of Attendance ✓ State the objectives of the lesson ✓ **Motivation: Logo Quiz** Directions: Show different logos. Identify the name of the logos shown. Ask the students what they have observed in all the logos that has shown.

	Microsoft PowerPoint
	Mozilla Firefox
	VLC Media Player
	Google Earth

Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

		Adobe Photoshop
	Ps	

✓ Pre-test

Directions: Modified TRUE or FALSE: Indicate whether the statement is True or False. If false, change the identified or underlined word or phrase to make the statement true. It describes any channel of communication includes anything from printed paper to digital data.

1. **System Software** is a term which is used for software created for a specific purpose.
2. **Custom software** can be purchased from software publishers.
3. **Freeware** is freely distributed for a trial period.
4. **Public-Domain Software** is un-copyrighted and may be used or altered without restriction generally developed under government grants.
5. **Commercial Software** is copyrighted and generally costly.

Key to Correction:

1. Application Software
2. Commercial/ Packaged Software
3. Shareware
4. True
5. True

Activity	**THINK-PAIR-SHARE**
	1. THINK on the task/s in school, in home or in business.
	   • List down the tool you used before without the help of application software.
	   • List down the application software/s that will help you in performing the task.
	2. Look for a PAIR and exchange ideas.
	3. SHARE in front the shared analysis about the activity.

Analysis	**Guide Questions:** 1. Did the activity help you realized the importance of application software? Explain. 2. How will you apply it in your daily activities?

Abstraction	**Application Software**
	• apply to real-world tasks
	• solves user problems
	• term which is used for software created for a specific purpose
	• generally a program or collection of programs used by end users
	
	Application Software Types
	
	Packaged/ Commercial
	• sold in stores or downloadable from the WWW
	• purchased from software publishers
	• must be installed
	   ○ standard or custom installation
	   ○ Setup process copies some of all of the software to the hard disk
	Custom
	• written by programmers
	• takes a lot of time to write and test
	
	Acquisition of Application Software
	
	Freeware
	• free to all
	• copyrighted
	• distributed in machine-readable format
	
	Shareware
	• freely distributed for a trial period
	• pay a nominal fee to register with the author
	
	Public-Domain
	• un-copyrighted

Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

- may be used or altered without restriction
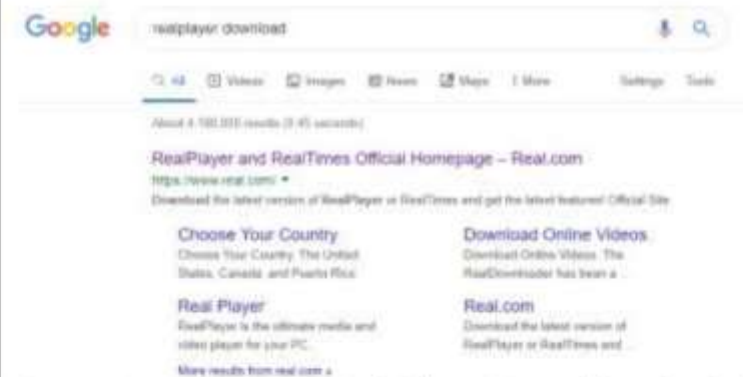- generally developed under government grants

Open-Source
- free to all
- source code is distributed
- may be used or altered
- popular under the LINUX OS

Commercial
- used most often
- copyrighted
- generally costly
- may not be copied without permission of manufacturer

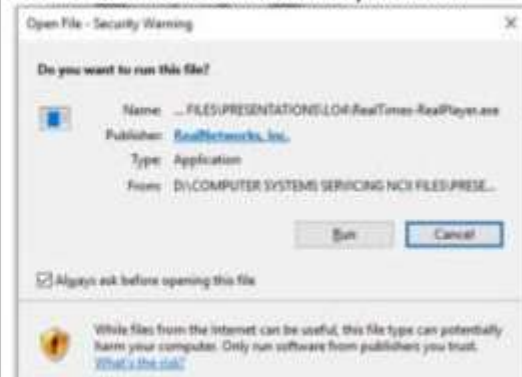**RealPlayer Installation Procedures**

Go to any Internet browsers like Google Chrome. Type realplayer download in the search bar. Click the first link. It will redirect you to the website.

Click the Download RealPlayer for Free button. Select Zip package. It will automatically download and save it to your local drive.

Double-click the RealTimes-RealPlayer.exe file.

Click Run. It will prompt a message "Do you want to install the program". Click Yes.
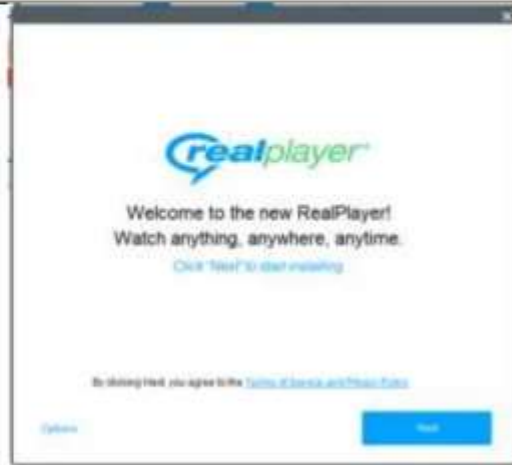
Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Click Next.

Click Agree.

Wait until installation completed.

Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

Republic of the Philippines
Department of Education
(MARZON)
DIVISION OF BACOOR
... III, BACOOR CITY
... City, Cavite
... No. 0917-1264983

managed classroom structure to engage learners, individually or in groups

Application	Click Start RealPlayer. **Demonstration:** The teacher will call 2 – 3 students to re-demonstrate the procedures in installing RealTime Player. **Instructions:** 1. Go to any Internet browsers like Google Chrome. Type realplayer download in the search bar. Click the first link. It will redirect you to the website. 2. Click the Download RealPlayer for Free button. Select Zip package. It will automatically download and save it to your local drive. 3. Double-click the RealTimes-RealPlayer.exe file. 4. Click Run. It will prompt a message "Do you want to install the program". Click Yes. 5. Click Next. 6. Click Agree. 7. Wait until installation completed. 8. Click Start RealPlayer. **Criteria for Grading:**

Criteria	1	2	3	4
Adequate Time	Student spent too much time/ and or too little time on entire task.	Student spent too much time and/ or too little time on parts of the task.	Student spent an adequate amount of time on task to ensure good results.	Student spent an adequate amount of time on task to ensure the best results.
Completion of Task	Student completed less than ½ of the task by the given time.	Student completed about ½ of the task by the given time.	Student completed about 80% of the task by the given time.	Student completed all of the task by the given time.
Effort	Student put little to no effort towards the task.	Student put little effort towards the task.	Student put a good amount of effort towards the task.	Student put a great deal of effort towards the task.

EXIT Ticketing

The students will accomplish an exit ticket given the format below:
After the conduct of today's lesson:

I learned that _____
I want to learn more about _____
I will apply what I have learned through _____

This activity will be taken for 5 minutes.

The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.

EVALUATION	Post-Test Directions: Modified TRUE or FALSE: Indicate whether the statement is True or False. If false, change the identified or underlined word or phrase to make the statement true. It describes any channel of communication includes anything from printed paper to digital data. 1. **Commercial Software** is copyrighted and generally costly. 2. **System Software** is a term which is used for software created for a specific purpose. 3. **Freeware** is freely distributed for a trial period. 4. **Custom software** can be purchased from software publishers. 5. **Public-Domain Software** is un-copyrighted and may be used or altered without restriction generally developed under government grants. Key to Correction: 1. True 2. Application Software 3. Shareware 4. Commercial/ Packaged Software 5. True
HOMEWORK	Research and jot down notes the Microsoft Office Installation.
Remarks	

Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

INDEX OF MASTERY	INDEX OF MASTERY			95.79%
	To get the Index of Mastery =(Total Item*Frequency/(Total Frequency*Highest Possible Raw Score))*100			
	SECTION	**ITEMS**	**FREQUENCY**	**ITEM * FREQUENCY**
	ICT 12B	5	30	150
		4	8	32
		3	0	0
		2	0	0
		1	0	0
		Total	38	182
Number of Learners Within Mastery Level	30 out of 38 students reached the mastery level			
Number of Learners Needing Reinforcement	0 out of 38 students needed reinforcement			
Number of Learners Needing Remediation	0 out of 40 students needed remediation			
Reflection	Giving students more time to explore and discover the task given allows them to fully grasp the lesson.			

Prepared by:

JERICO D. CASTILLO
Teacher III

Checked:

GERALDINE M. TABING, Ed D
Master Teacher II

Noted:

ADORANDO R. DARVIN
Principal II

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR

SHS in SAN NICHOLAS III, BACOOR CITY

San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Appendix J.2

RATING SHEET
(Teacher I-III)

OBSERVER: _____GERALDINE M. TABING_____ DATE: _____November 17, 2019_____

NAME OF TEACHER OBSERVED: _____JERICO D. CASTILLO_____

SUBJECT & GRADE LEVEL TAIGHT: _____Media and Information Literacy HUMSS 11-D_____

OBSERVATION:　1☐　　2■　　3☐　　4☐

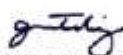### DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach you Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas					✓	
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				✓		
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills				✓		
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments					✓	
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✓	
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts					✓	
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✓	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements						

OTHER COMMENTS:
- An effective teacher in MIL because the students were able to sketch a simple typography, an inspirational wall hang.
- The priming activity was interesting, a picture analysis.
- Think-pair-share activity, the pictures said "Wait Paint" and "Setting Here is not Allowed".
- The students then reflected on it and give insight.
- A final rating of 7 was hereby given for this observation.

Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.

_____**GERALDINE M. TABING, Ed.D.**_____　　　_____**JERICO D. CASTILLO**_____
Signature over Printed Name of the Observer　　　Signature over Printed Name of the Teacher

Daily Lesson Log in Media and Information Literacy

Date:	November 17, 2019	Grade Level:	11
Section/ Time:	HUMSS 11D / 7:00 – 8:00	Quarter:	3rd

I. OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determine the concepts of text media; (2) discuss the basic principles of typography; and (3) follow the basic principles of typography.
A. Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
B. Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
C. Learning Competencies	▪ describes the different dimensions of text information and media **MIL11/12TIM-IVb-3** ▪ comprehends how text information and media is/ are formally and informally produced, organized, and disseminated **MIL11/12TIM-IVb-4** ▪ evaluates the reliability and validity of text information and media and its/ their sources using selection criteria **MIL11/12TIM-IVb-5** ▪ produces and evaluates a creative text-based presentation using design principle elements **MIL11/12TIM-IVb-6**
II. CONTENT	Text Media and Information (Typography)
III. REFERENCES / MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point presentation, LCD TV, Laptop ● 5 basic principles you must consider to master the art of typography http://tangledindesign.com/5-basic-principles-you-must-consider-to-master-the-art-of-typography/
IV. LEARNING TASKS	

Priming / Review	➤ Prayer
	➤ Greetings
	➤ Checking of Attendance
	➤ State the objectives of the lesson
	➤ Motivation: **4 Pics 2 Words Game**
	Directions:
	  1. *Review the pictures*. You will be shown a screen with four photographs. These four photographs each have something in common.
	  2. *Guess the theme*. Below the pictures, you will see blank spaces indicating how many letters are in the answer. Below that, there will be a scrambled keyboard of possible letters you can select from when typing in your guess for the answer.
	Note: You will be provided with more letters than necessary. This is not simply a scrambler-type game.
	
	T E X T M E D I A
	TTMEXDEAIDAINFO

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

	➤ Pre-test Directions: Read each statement or question carefully. Write the correct answer on your notebook. 1. It is any human-readable sequence of characters that can form intelligible words. 2. It is the appearance that can be changed using font parameters. 3. It is usually used for the body text of books, newspapers, magazines and research publication. 4. It is unformatted text document by an editor as notepad on Windows platform. 5. It is the space between your text and any other elements on the page. *managed classroom structure to engage learners, individually or in groups* 4. Text or .txt 5. Proximity
Activity	Think-Pair-Share 1. _THINK_ on the design principles used in text media. 2. Look for a _PAIR_ and exchange analysis about the text media. 3. _SHARE_ in front the shared analysis about the text media. Image 1 Image 2
Analysis	**GUIDE QUESTIONS:** 1. What are your observations about the principles of design used in the presented text media? 2. Did the text media creator/ developer consider the principles of design in the creation process of the text media? If yes, why? If no, why? 3. Are the principles of design effectively used in the text media material? Describe briefly. 4. If given a chance, change or modify the look the text media presented.
Abstraction	**_Definition of Term/s_** • _Text_ - any "human-readable sequence of characters" that can form intelligible words; simple and flexible format of presenting information or conveying ideas whether hand-written, printed or display on-screen **_Types of Text_** • _Hypertext_ - serve to link different electronic documents and enable users to jump from one to other • _Plain or unformatted text_ - fixed sized characters having essentially the same type of appearance • _Formatted text_ - appearance can be changed using font parameters (bold, italic, font size, font color) **_Different Typefaces_** • _Serif_ - connotes formality and readability in large amount of texts; usually used for the body text of books, newspapers, magazines and research publication; Example: Times New Roman, Garamond, Baskerville • _Sans Serif_ - brings a clean or minimalist look to the text; used for clear and direct meaning of text such as road signage , building directory or nutrition facts in food packages; Example: Arial, Helvetica • _Script_ - draws much attention to itself because of its brush-like strokes; usually used in wedding invitation cards or other formal events; Example: Edwardian, Vladimir • _Decorative_ - caters to a wide variety of emotions (such as celebration, fear, horror) or themes (such as cowboys, circus holidays, summer, kiddie); Example: Chiller, Jokerman, Curls MT

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR

SHS in SAN NICHOLAS III, BACOOR CITY

San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

	File Formats • *Txt (Text)* - unformatted text document by an editor as notepad on Windows platform; File Extension: .txt • *Doc (Document)* - a native format for storing documents created by MS Word package; File Extension: .doc • *Pdf (Portable Document Format)* - developed by Adobe systems for cross platform exchange of documents, supports image and graphics; File Extension: .pdf **Five Basic Principles of Design** *EMPHASIS* • importance or value given to a part of the text-based content • make the text **bold** *italicized* have a **heavier weight** darkened or lightened enlarged *PROXIMITY* • how near or how far the text elements from each other • when two things are closely related, bring them close together *ALIGNMENT* • how the text is positioned in the page • left, center, right, or justified *REPETITION* • consistency of elements; unity of the entire design; repeating some typefaces within the page *CONTRAST* • creates visual interest; two elements are different from each other
Application	**THANK YOU OR SORRY CARD** 1. Create a two-folded THANK or SORRY card using only text and following the principles of design. (10 minutes) 2. Present it to class. (maximum of 1 minute per presenter) Rubric:

Criteria	5	4	3	2	Score
Principles	All principles are identified, correctly described on text media	Most principles are identified, and generally are correctly described on text media	Some principles are identified, or incorrectly described on most of the objects	There are several missing principles or misidentified or incorrectly described or text media is missing	
Organization	The document is well organized, the descriptions of the principles are easy to find	The document is adequately organized, the descriptions of the principles can be found	The document is somewhat organized, the descriptions of the principles are confusing	The document is poorly organized, the descriptions of the principles are difficult to find or unclear	

EXIT Ticketing

The students will accomplish an exit ticket given the format below:
After the conduct of today's lesson:

I learned that _____
I want to learn more about _____
I will apply what I have learned through _____

This activity will be taken for 5 minutes.

The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR

SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

IV. EVALUATION	Post-test **Directions:** Read each statement or question carefully. Write the correct answer on your notebook. 1. It is usually used for the body text of books, newspapers, magazines and research publication. 2. It is unformatted text document by an editor as notepad on Windows platform. 3. It is the appearance that can be changed using font parameters. 4. It is any human-readable sequence of characters that can form intelligible words. 5. It is the space between your text and any other elements on the page. **Key to Correction:** 1. Serif 2. Text or .txt 3. Formatted Text 4. Text 5. Proximity
V. HOMEWORK	Read and jot down important concepts of visual media.
VI. REMARKS	

INDEX OF MASTERY	

INDEX OF MASTERY

To get the Index of Mastery =(Total Item*Frequency/(Total Frequency*Highest Possible Raw Score))*100

95.61%

SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY
	5	32	160
	4	9	36
	3	0	0
HUMSS11D	2	0	0
	1	0	0
	Total	41	196

Number of Learners within Mastery Level	32 out of 41 students reached the mastery level
Number of Learners Needing Reinforcement	0 out of 41 students needed reinforcement
Number of Learners Needing Remediation	0 out of 41 students needed remediation
Reflection	Student outputs are impressive as they were able to connect to the lesson and create new ideas in relevance to the topic discussed. Harnessing the creative abilities of my learners is proven to be very effective. Those learners who thought that they couldn't create artistic masterpieces were proven wrong; I believe I have brought out the artists within my students.

Prepared by:	Checked:	Noted:
JERICO D. CASTILLO Teacher III	**GERALDIN M. TABING, EdD** Master Teacher II	**ADORANDO R. DARVIN** Principal II

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BACOOR CITY
SHS IN SAN NICHOLAS III, BACOOR CITY
SAN NICOLAS III, CITY OF BACOOR, CAVITE

Appendix J.2

RATING SHEET
(Teacher I-III)

OBSERVER: _____ GERALDINE M. TABING _____ DATE: ___ February 12, 2020 ___

NAME OF TEACHER OBSERVED: _____ JERICO CASTILLO _____

SUBJECT & GRADE LEVEL TAIGHT: _____ Media and Information Technology   HUMSS 11-D _____

OBSERVATION: 1☐   2☐   3■   4☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✔) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach you Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas					✔	
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills					✔	
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills					✔	
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments					✔	
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments				✔		
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✔		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals					✔	
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements						

OTHER COMMENTS:

The lesson from the very beginning to end was learner-centered. The activity "Graphic Novel" and "Still Photography" aroused the imagination of the learners. They were able to create or draw their own understanding or story of the pictures. A final rating of 7 was hereby given for this observation.

Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet

_____   _____
GERALDINE M. TABING, Ed.D.   **JERICO CASTILLO**
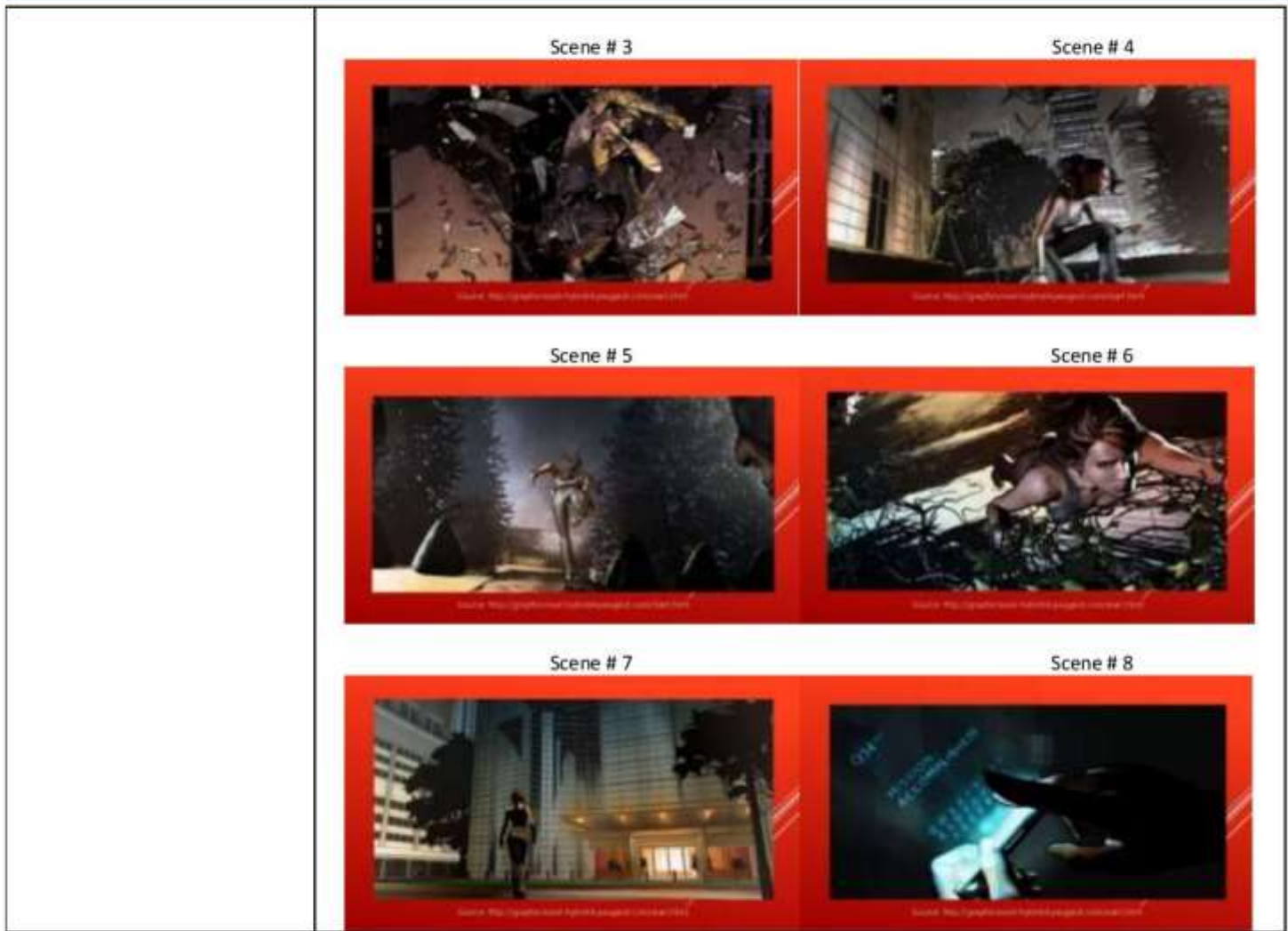Signature over Printed Name of the Observer   Signature over Printed Name of the Teacher

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Daily Lesson Log in Media and Information Literacy

Date:	February 12, 2020	Grade Level:	11
Section/ Time:	HUMSS 11D / 9:00 – 10:00	Quarter:	4th

OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) determine the basic concepts of visual information and media; (2) discuss the different visual design principles; and (3) apply visual design principles in taking a photo.
Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
Learning Competencies	• describes the different dimensions of visual information and media • comprehends how visual information and media is/are formally and informally produced, organized, and disseminated • evaluates the reliability and validity of visual information and media and its/their sources using selection criteria • produces and evaluates a creative visual-based presentation using design principle and elements
CONTENT	**Visual Information and Media**
REFERENCES/ MATERIALS	Curriculum Guide, online resources or readings found on the internet, Power Point presentation, LED TV, Hand-outs

Priming/ Review	✓ Prayer
	✓ Greetings
	✓ Checking of Attendance
	✓ State the objectives of the lesson
	✓ **Motivation:** The teacher will show a picture and ask the students what are their observations.
	
	✓ Pre-test
	Directions: Read each statement or question carefully. Write the correct answer on your notebook.
	   1. It is the sources of data or information in the form of visual representation.
	   2. It is the popular image file format used by digital cameras to store photos.
	   3. It has the ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity.
	   4. Elements on either side of the axis are arranged similarly.
	   5. A sense of the distance between elements.
	
	Key to Correction:
	   1. Visual Media
	   2. JPEG or JPG
	   3. TIFF
	   4. Symmetry
	   5. Proximity

Activity	**Graphic Novel**
	Instructions:
	   1. Write the story of the graphic novel in your notebook.
	   2. You are not allowed to talk your classmates. (5 minutes)
	
	Scene # 1 Scene # 2

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

Scene # 3 | Scene # 4

Scene # 5 | Scene # 6

Scene # 7 | Scene # 8

Analysis	**Guide Questions:** 1. What is the story in this graphic novel? 2. Who is the main character in the story? How did you know? 3. What do you know about the main character? How did you know it? 4. Is it important to have a visual presentation in understanding a story? Why or Why not?

Abstraction	*Definition of Term/s*
	
	Visual Media - sources of data or information in the form of visual representation; may be abstractions, analogues, rough illustrations or digital reproduction of objects
	
	Purpose of Visual Media
	• gain attention
	• create meaning
	• facilitate retention
	
	Common Visual Media File Types
	• *JPEG* - Joint Photographic Experts Group; popular image file format used by digital cameras to store photos; JPEG is great for images when you need to keep the size small, such as when you need to upload it online
	• *GIF* - Graphics Interchange Format; image file format used for images on the web for its flexible web support and portability; Not all GIFs are animated, but the popular usage of GIF connotes the animated kind.
	• *TIFF* - Tagged-Image File Format; best and only choice for professionals when images are intended for print. Its ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity
	• *PNG* - Portable Network Graphics; If you want to keep the size small, but still retain the image quality, use PNG. If you want to use transparencies, the PNG is the format for you.
	
	Principles of Visual Design
	• *Unity and Harmony*
	    ○ Proximity – a sense of the distance between elements
	    ○ Similarity – ability to seem repeatable with other elements
	    ○ Continuation – the sense of having a line or pattern extend
	    ○ Repetition – elements being copied or mimicked numerous times
	    ○ Rhythm – achieved when recurring position, size, color, and use of a graphic element has a focal point interruption

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

- *Balance*
  - o Symmetry – elements on either side of the axis are arranged similarly
  - o Asymmetry – elements on each side differ in shape but still are in visual equilibrium
  - o Radial – elements are arranged around a circular form

- *Hierarchy*
  - o Trees – elements arranged in the order of a tree with a trunk, branches & sub branches
  - o Nests – elements mapped on to each other as parents, children & grand children
  - o Weight – elements of the same weight belong to the same class of hierarchical positions

- *Scale / Proportion*
  - o Size – elements of different sizes in relationships with each other
  - o Ration – elements related to each other in a ration appear together in visual harmony
  - o Divisions – these create focal points that automatically give a sense of the relationships

- *Dominance/ Emphasis*
  - o Highlight – breaking the visual hierarchy using form to lay emphasis
  - o Colour – distinguish between elements in a series of similar forms
  - o ... erent sizes focus the viewers' attention accordingly

managed classroom structure to engage learners, individually or in groups

- ... foreground & background separation lend contrast between
- ... elements of varying textures & forms bring about a contrasting effect

Application

Still Photography
Instructions: (Individual)
Photoshoot: Using your own thing/s, choose one principle of design and take a photo based on your chosen principle.
- Using the share it app, send your taken pictures to your group leader then the leader will upload it to the Group's Google Drive.
- Do not send it to your FB messenger as it will reduce the resolution.

Principles and Elements of Design Rubric

	Excellent	Good	Average	Below Average	Failing
Principles and Elements of Design	Represented use of all principles and elements Displayed a clear effort in regards to decision making	Showed most of the principles and elements Displayed a decent effort in regards to decision making	Showed few of the principles and elements Displayed some effort in regards to decision making	Showed one principle or element Displayed little effort in regard to decision making	Showed no principles or elements Displayed no effort to make appropriate decisions while shooting
Quality	Perfectly in focus- no shakiness or blur Correct exposure and have accurate white balance or range of tones	Mostly in focus- some shakiness or blur Mostly correct exposure/ white balance/ range of tones	Somewhat in focus- lots of shakiness or blur Somewhat correct exposure/ white balance/ range of tones	Barely in focus- mostly shaky and blurry exposure/ white balance/ range of tones are mostly off	Extremely blurred exposure/ white balance/ range of tones are completely off

EXIT Ticketing

The students will accomplish an exit ticket given the format below:
After the conduct of today's lesson:

I learned that _____
I want to learn more about _____
I will apply what I have learned through _____

This activity will be taken for 5 minutes.
The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.

Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
CITY SCHOOLS DIVISION OF BACOOR
SHS in SAN NICHOLAS III, BACOOR CITY
San Nicolas III, Bacoor City, Cavite
Tel No. (046) 236 3371 / Cell No. 0917-1264983

EVALUATION	Post-test
	Directions: Read each statement or question carefully. Write the correct answer on your notebook.
	1. A sense of the distance between elements.
	2. It is the popular image file format used by digital cameras to store photos.
	3. Elements on either side of the axis are arranged similarly.
	4. It has the ability to read CMYK and YCBCR color and has the ability to store such high pixel intensity.
	5. It is the sources of data or information in the form of visual representation.
	Key to Correction:
	1. Proximity
	2. JPEG or JPG
	3. Symmetry
	4. TIFF
	5. Visual Media
HOMEWORK	Read and jot down important concepts of manipulative media.
Remarks	
INDEX OF MASTERY	

INDEX OF MASTERY

To get the Index of Mastery =(Total Item*Frequency/(Total Frequency*Highest Possible Raw Score))*100

96.59%

SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY
	5	34	170
	4	7	28
	3	0	0
HUMSS11D	2	0	0
	1	0	0
	Total	41	198

Number of Learners Within Mastery Level	34 out of 41 students reached the mastery level
Number of Learners Needing Reinforcement	0 out of 41 students needed reinforcement
Number of Learners Needing Remediation	0 out of 41 students needed remediation
Reflection	Power Point presentations are also very useful for students. It facilitates easy and faster delivery of the lesson. Respecting student's point of view is very much needed inside the classroom. They will do the same thing to their fellow students.

Prepared by:	Checked:	Noted:
JERICO D. CASTILLO	**GERALDIN M. TABING, EdD**	**ADORANDO R. DARVIN**
Teacher III	Master Teacher II	Principal II

Appendix J.2

RATING SHEET
(Teacher I-III)

OBSERVER: _____ GERALDINE M. TABING _____   DATE: ___March 6, 2020___
NAME OF TEACHER OBSERVED: _____ JERICO CASTILLO _____
SUBJECT & GRADE LEVEL TAIGHT: _____ Media and Information Technology   HUMSS 11-D _____

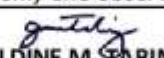OBSERVATION: 1☐   2☐   3☐   4■

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✔) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to their indicators.
3. Attach you Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas					✔	
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills					✔	
3. Applies a range of teaching strategies to develop critical thinking, as well as other higher-order thinking skills					✔	
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				✔		
5. Manages learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✔	
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts					✔	
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals						
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements					✔	

OTHER COMMENTS:

The classroom setting was very conducive to learning. Student-teacher interaction was observed and found to be remarkable. A final rating of 7 was hereby given for this observation.

Note: for schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.

_____ GERALDINE M. TABING, Ed.D. _____   _____ JERICO CASTILLO _____
Signature over Printed Name of the Observer   Signature over Printed Name of the Teacher

Republic of the Philippines

Department of Education

REGION IV-A CALABARZON
SCHOOLS DIVISION OF BACOOR CITY
SHS IN SAN NICHOLAS III, BACOOR CITY
SAN NICOLAS III, CITY OF BACOOR, CAVITE

Daily Lesson Log in Media and Information Literacy

Date:	March 6, 2020	Grade Level:	11
Section/ Time:	HUMSS 11D / 11:00 – 12:00	Quarter:	4th

|	
OBJECTIVES	At the end of the lesson, 80% of the students should be able to: (1) describe ubiquitous learning; (2) discuss some of the technological advancements; and (3) create a simple paper prototype.
Content Standard	The learner demonstrates understanding of different resources of media and information, their design principle and elements, and selection criteria.
Performance Standard	The learner produces a living museum or electronic portfolio or any creative forms of multimedia showcasing their/ his/ her understanding, insights, and perceptions of the different resources of media and information.
Learning Competencies	▪ evaluates current trends in media and information and how it will affect/ how they affect individuals and the society as a whole ▪ describes massive open on-line ▪ predicts future media innovation ▪ synthesizes the overall knowledge about media and information with skills for producing a prototype of what the learners think is a future media innovation
CONTENT	**Visual Information and Media**
REFERENCES/ MATERIALS	Current and Future Trends of Media and Information
Priming/ Review	✓ Prayer ✓ Greetings ✓ Checking of Attendance ✓ State the objectives of the lesson ✓ Motivation: The teacher will show a picture and ask the students what are their observations. ✓ Pre-test Directions: Read each statement or question carefully. Write the correct answer on your notebook. 1. It is a category of technology devices that can be worn by a consumer. 2. It is a software that examines and reacts to an individual's changing context. 3. It is a process of capturing spoken words using a microphone. 4. It can be defined as an everyday learning environment that is supported by mobile. 5. It is a model for delivering learning content online to any person who wants to take a course. Key to Correction: 1. Wearable Technology 2. Contextual Awareness 3. Voice and Tone Recognition 4. Ubiquitous Learning 5. Massive Open Online Course (MOOC)
Activity	**Watching Videos** The students will watch a video about:

	• Wearable Technology https://www.youtube.com/watch?v=1tIQHh7Rs_g • Haptics Technology https://www.youtube.com/watch?v=6IhQnWb44zk • Contextual Awareness https://www.youtube.com/watch?v=mFnZNNOrA00 • Voice and Tone Recognition https://www.youtube.com/watch?v=7dnXUnswl60 • Eye Tracking Technology https://www.youtube.com/watch?v=XE0aANnzrL8 • Internet Glasses https://www.youtube.com/watch?v=Nc4ox89bofk

Analysis	**Guide Question/s:**
	 1. Based on the technological advancements, create a mind map.
	     a. Which one did you like best?
	     b. Which ones already exist?
	 2. Which ones do you think might become a reality next year?

Abstraction	***Different Technological Advancements***
	
	 • *Wearable Technology* - wearable gadgets; category of technology devices that can be worn by a consumer and often include tracking information related to health and fitness
	
	 • *Haptics Technology* - Haptics (pronounced HAP-tiks); word derives from the Greek haptein meaning "to fasten"; science of applying touch (tactile) sensation and control to interaction with computer applications; used in game controllers, joysticks, and steering wheels and is becoming more common in Smartphones
	
	 • *Contextual Awareness* - software that examines and reacts to an individual's changing context (situation, environment) - Schilit, Adams, & Want 1994; any information that can be used to characterize the situation of an entity (identity, activity, time, location) - Dey et al., 2000
	
	 • *Voice and Tone Recognition* - process of capturing spoken words using a microphone or telephone and converting them into a digitally stored set words; Software is used for automatic translations, dictation, hand-free computing, medical transcription, automated customer service
	
	 • *Eye Tracking Technology* - about understating the state and activity of the eye and includes:
	     ○ tracking your point of gaze
	     ○ duration of your stare at any given point
	     ○ when you blink and how your pupils react to different visual stimuli
	
	 ...ed as an everyday learning environment that is ...ed computers and wireless networks in our everyday ... to provide learners with content and interaction ...t al. 2008).
	
	 ...pen Online Course - model for delivering learning content online to any person who wants to take a course, with no limit on attendance

Application	**Paper Prototype** Instructions: • The task of each group is to design a model of a piece of technology that will help the lives of Filipino students. • Each group will give a name and present their output. Rubric: **10 points for clarity** – were the interface details clear? (i.e. buttons labeled, text readable) **15 points for execution** – could a user actually interact with the interface (use post-its or transparency as appropriate, swapping bits in and out) **10 points for completeness** – were all the three tasks actually supported? Could a user do more than one thing at a time? **EXIT Ticketing** The students will accomplish an exit ticket given the format below: After the conduct of today's lesson: I learned that _____ I want to learn more about _____ I will apply what I have learned through _____ This activity will be taken for 5 minutes. The teacher will ask students the application/ importance or its relationship to other discipline. Relate or give importance of having knowledge about the topic presented, give examples of other disciplines were the topic presented is applicable.

managed classroom structure to engage learners, individually or in groups

EVALUATION	Post-test
	Directions: Read each statement or question carefully. Write the correct answer on your notebook.
	1. It can be defined as an everyday learning environment that is supported by mobile.
	2. It is a model for delivering learning content online to any person who wants to take a course.
	3. It is a software that examines and reacts to an individual's changing context.
	4. It is a category of technology devices that can be worn by a consumer.
	5. It is a process of capturing spoken words using a microphone.
	Key to Correction:
	1. Ubiquitous Learning
	2. Massive Open Online Course (MOOC)
	3. Contextual Awareness
	4. Wearable Technology
	1. Voice and Tone Recognition
HOMEWORK	Read and jot down important concepts of manipulative media.
Remarks	

INDEX OF MASTERY

INDEX OF MASTERY

To get the Index of Mastery $= ($Total Item*Frequency$/($Total Frequency*Highest Possible Raw Score$))*100$

98.95%

SECTION	ITEMS	FREQUENCY	ITEM * FREQUENCY
	5	36	180
	4	2	8
	3	0	0
HUMSS11D	2	0	0
	1	0	0
	Total	38	188

Number of Learners Within Mastery Level	36 out of 38 students reached the mastery level
Number of Learners Needing Reinforcement	0 out of 38 students needed reinforcement
Number of Learners Needing Remediation	0 out of 38 students needed remediation
Reflection	Collaboration is evident and effective during the delivery of my lesson. The students are seen to be very cooperative in learning process. Always showing positivity in everything encourages the students to do more and strive more to please their teacher and get the good grades that they wanted was very evident inside the classroom. Happiness is the best thing to be shown to the students.

Prepared by:	Checked:	Noted:
JERICO D. CASTILLO Teacher III	**GERALDIN M. TABING, EdD** Master Teacher II	**ADORANDO R. DARVIN** Principal II

OBJECTIVES	MEANS OF VERIFICATION	DESCRIPTION OF THE MOV	ANNOTATIONS
Objective # 4 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	Daily Lesson Plan		I told my students to remove all unnecessary objects on their arm rest before the class begins. Also, to keep their cellphones in silent mode or to keep inside their bags. I recognized students who answered questions or finished their task on time. I encouraged them also to ask questions at any time if in case they did not understand certain concepts.

ANNOTATIONS