Objective 9

Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.

MOVs

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using appropriate teaching and learning resources, including ICT
2. Examples: Activity sheets/tasks sheets/work sheets, PowerPoint presentations, video clips, module, SIMs-Strategic Intervention Materials, Other
3. Lesson plans/modified DLLs with appropriate instructional materials appended
4. Others (Please specify and provide annotations)

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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

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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 ion software in accordance to customer/ client requirements ccordance with manufacturer's recommendations and n accordance with manufacturer's recommendations and quirements
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.

varied teaching and learning resources, including ICT

	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 ✓ 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

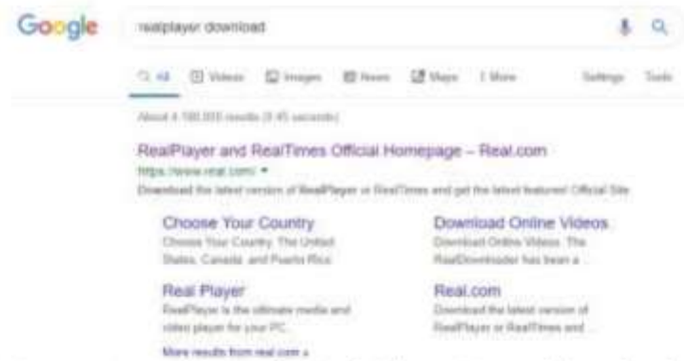
Open-Source

- 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.

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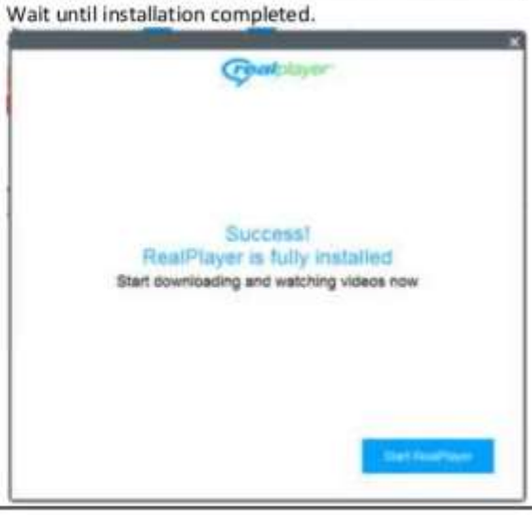
Click Next.

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

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	Click Start RealPlayer.
Application	**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

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INDEX OF MASTERY	**INDEX OF MASTERY** To get the Index of Mastery =(Total Item*Frequency/(Total Frequency*Highest Possible Raw Score))*100			**95.79%**
	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

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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.
Signature over Printed Name of the Observer

JERICO D. CASTILLO
Signature over Printed Name of the Teacher

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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	s of text information and media ***MIL11/12TIM-IVb-3*** on and media is/ are formally and informally produced, organized, and disseminated dity of text information and media and its/ their sources using selection criteria and evaluates a creative text-based presentation using design principle elements ***MIL11/12TIM-IVb-6***
	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.

varied teaching and learning resources, including ICT

T E X T M E D I A

TTMEXDEAIDAINFO

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	➢ 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. Key to Correction: 1. Text 2. Formatted Text 3. Serif 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

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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.

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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
HUMSS11D	5	32	160
	4	9	36
	3	0	0
	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.
Signature over Printed Name of the Observer

JERICO CASTILLO
Signature over Printed Name of the Teacher

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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	s of visual information and media tion and media is/are formally and informally produced, dity of visual information and media and its/their sources using duces 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

varied teaching and learning resources, including ICT

	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* o Proximity – a sense of the distance between elements o Similarity – ability to seem repeatable with other elements o Continuation – the sense of having a line or pattern extend o Repetition – elements being copied or mimicked numerous times o Rhythm – achieved when recurring position, size, color, and use of a graphic element has a focal point interruption

- *Balance*
  - Symmetry – elements on either side of the axis are arranged similarly
  - Asymmetry – elements on each side differ in shape but still are in visual equilibrium
  - Radial – elements are arranged around a circular form
- *Hierarchy*
  - Trees – elements arranged in the order of a tree with a trunk, branches & sub branches
  - Nests – elements mapped on to each other as parents, children & grand children
  - Weight – elements of the same weight belong to the same class of hierarchical positions
- *Scale / Proportion*
  - Size – elements of different sizes in relationships with each other
  - Ration – elements related to each other in a ration appear together in visual harmony
  - Divisions – these create focal points that automatically give a sense of the relationships
- *Dominance/ Emphasis*
  - Highlight – breaking the visual hierarchy using form to lay emphasis
  - Colour – to distinguish between elements in a series of similar forms
  - Size – elements of different sizes focus the viewers' attention accordingly
- *Similarity & Contrast*
  - Light & Dark – clear foreground & background separation lend contrast between elements

Line – 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
HUMSS11D	5	34	170
	4	7	28
	3	0	0
	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 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: 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.
Signature over Printed Name of the Observer

JERICO CASTILLO
Signature over Printed Name of the Teacher

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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:

varied teaching and learning resources, including ICT

	• 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: o tracking your point of gaze o duration of your stare at any given point o when you blink and how your pupils react to different visual stimuli • *Ubiquitous Learning* - can be defined as an everyday learning environment that is supported by mobile and embedded computers and wireless networks in our everyday life (Ogata et al. 2009). It is aimed to provide learners with content and interaction anytime and anywhere (Hwang et al. 2008). • *Massive Open 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.

<table>
<tr><td>EVALUATION</td><td>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</td></tr>
<tr><td>HOMEWORK</td><td>Read and jot down important concepts of manipulative media.</td></tr>
<tr><td>Remarks</td><td></td></tr>
<tr><td>INDEX OF MASTERY</td><td>
<table>
<tr><td colspan="3">INDEX OF MASTERY
To get the Index of Mastery =(Total Item*Frequency/(Total Frequency*Highest Possible Raw Score))*100</td><td>98.95%</td></tr>
<tr><td>SECTION</td><td>ITEMS</td><td>FREQUENCY</td><td>ITEM * FREQUENCY</td></tr>
<tr><td rowspan="6">HUMSS11D</td><td>5</td><td>36</td><td>180</td></tr>
<tr><td>4</td><td>2</td><td>8</td></tr>
<tr><td>3</td><td>0</td><td>0</td></tr>
<tr><td>2</td><td>0</td><td>0</td></tr>
<tr><td>1</td><td>0</td><td>0</td></tr>
<tr><td>Total</td><td>38</td><td>188</td></tr>
</table>
</td></tr>
<tr><td>Number of Learners Within Mastery Level</td><td>36 out of 38 students reached the mastery level</td></tr>
<tr><td>Number of Learners Needing Reinforcement</td><td>0 out of 38 students needed reinforcement</td></tr>
<tr><td>Number of Learners Needing Remediation</td><td>0 out of 38 students needed remediation</td></tr>
<tr><td>Reflection</td><td>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.</td></tr>
</table>

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