

ARALING PANLIPUNAN I

Pamamayan para sa Bukawag Taon Napamamalas ng mag-aaral ang pag-unawa sa mga pangunahing kaisipan at mga napapanahong isyu sa pag-aaral ng lipunan at kultura ng mga bansang Asyano gamit ang mga katanayan at pagpapahalaga tungkol sa pagkakaroon ng kamuwangang pangkultura (cultural literacy), pagkakaunawaan, pag-uusap at pagkakaisa ng mga mamamayan sa rehiyong Asya.

UNANG MARKAHAN

Stage 1: Results/Outcomes				Stage 2: Assessment		
STANDARDS		ESSENTIAL		Product Performance	At the level of	
Content	Performance	Understanding	Question		Understanding	Performance
Napamamalas ng mag-aaral ang pag-unawa sa kaugnayan ng heograpiya sa kultura at kasaysayan ng mga tao sa mga bansang Asyano. A. Heograpiya ng Asya Katanggap Katanggap Rakal ng Asya Mga Likas na yaman ng asya Mga Suliraning Pangkapaligiran at ang	Napamamalas ng mag-aaral ang katanayan sa pamamagitan ng Kritikal na pag-iuwi sa naging ugnyan/impluwensiya ng heograpiya sa kultura at kasaysayan ng mga bansa sa Asya	Angnayanang kultura at kasaysayan ng Asya ay may kaugnayan sa heograpiya nito. Mabik ang kaugnayan ng heograpiya sa pagkakaroon ng mayamang kultura at kasaysayan ng mga bansa bansang Asyano	Pano naimpluwensyahan ng heograpiya ang pag-unlad ng katuturan ng Asyano?	Pagpapahalaga ng kritikal na pag-iuwi sa naging impluwensiya/ugnyan ng heograpiya sa kultura at kasaysayan ng mga bansang Asyano	Pagpapalit ng Antas ng Pag-unawa : Napamamalas ng mag-aaral ang pag-unawa sa pamamagitan ng Pagpapahalaga Ipakita ang impluwensiya o ugnyan ng heograpiya sa kultura at sa mga tao sa mga bansang Asyano. Bitayon sa Pagmamarka: Katanggap-tanggap Malalim Interpretasyon Bigyang puna na panatagutan ng bawat mamamayan na pangalagaan ang kapaligiran at presentasyon ng pamamang kultural at kasaysayan ng bansa at ng kanilang komunidad.	Pagtayo sa lalim ng pag-iugnay-ugnay sa naging impluwensiya/ugnyan ng heograpiya at tao sa mga bansang Asyano sa pagkakaroon ng mayamang kultura at kasaysayan nito bitay sa mga sumusunod na kaugnayan: A. Bitay sa pananalisk B. Kasalanan sa korlektong pangkawayan C. Kalidad ng impormasyon

Araling Panlipunan Grade 8 Curriculum Guide

**Maguvhe, Mbulaheni Obert,Mpya,
Nwacoye Gladness,Sadiki, Marubini
Christinah**

Araling Panlipunan Grade 8 Curriculum Guide:

Resources in Education, 1997-07 **Handbook of Research on Inclusive and Accessible Education** Maguvhe, Mbulaheni Obert, Mpya, Nwacoye Gladness, Sadiki, Marubini Christinah, 2024-02-16 In the vast expanse of education a pervasive issue remains in the marginalization and lack of visibility of individuals with disabilities Despite a strong desire for inclusivity recent research suggests that fewer than 5% of children with disabilities in 51 countries across sub Saharan Africa and South Asia are enrolled in primary school This exclusion is not solely in enrollment numbers even those who manage to attend face learning environments ill equipped to adapt to their needs leading to further isolation Girls with disabilities in particular endure heightened vulnerability to abuse reflecting a systemic failure to provide an environment that fosters equality dignity and respect for all The Handbook of Research on Inclusive and Accessible Education emerges as an inspiration for change providing a profound solution to the persistent issue of exclusion The book encapsulates a collective effort to reimagine education It advocates for a paradigm shift moving away from the confinement of special schools and towards inclusive mainstream settings By addressing controversies sharing successes and outlining prospects the book serves as a comprehensive guide for special school governing bodies curriculum advisors university lecturers and all stakeholders committed to reshaping education

Resources in Education, 1997 **Diversity and the Law** Gayle Mertz, 1995 Providing legal perspectives on multiculturalism this curriculum guide assists lawyers making classroom presentations and teachers at all levels This booklet contains lesson plans and ancillary materials on the topic of Diversity and the Law for three different levels of students elementary grades 4 6 Level A middle school grades 6 8 Level B and high school grades 9 12 Level C The level is identified near the page number Additionally each grade level contains pages for the lawyer marked by the scales of justice the teacher an apple and the student a pencil At the beginning of each level a chart of materials is provided along with photocopying instructions Overhead transparencies can be made of the main activity pages marked by all three icons The elementary school curriculum provides students with a working knowledge of the concepts of majority and minority status and the application of this knowledge to legal issues Students learn that majority status changes with different situations and that individuals sometimes become members of a group by choice and sometimes by circumstance The lesson thus introduces the concept of diversity After students name groups of people they think should be legally protected the lesson outlines groups that are protected by law and the protections they are given Finally students discuss the importance of protecting minority rights The secondary school curriculum focuses on attempts to desegregate U S society specifically in public education as well as efforts to segregate schools to benefit certain groups Students first examine the increasing diversity of the U S population and the development of governmental acknowledgment of diversity They then examine U S Supreme Court decisions and legislative acts defining the constitutionality of classifying students in public schools They conclude by evaluating proposals to segregate students to benefit certain groups group exclusive public

schools In addition to lesson plans the booklet contains transparency masters instructions for a student forum suggested activities for teachers after the lawyer s visit puzzles and other exercises for students LH **The California State**

Environmental Education Guide Carolie Sly,Leslie Comnes,Celia Cuomo,1988 The purpose of this guide is to provide teachers and other educators with classroom lessons and instructional techniques that build a fundamental understanding of the environment The guide is aimed at grades kindergarten through sixth and consists of eight instructional units and six action projects Each unit is organized around a theme and the lessons within each unit build upon each other sequentially to provide an increasingly sophisticated understanding of the theme Lessons are based upon concepts that are taken directly from the California State Department of Education frameworks All units attempt to integrate content areas consider developmental levels of learning and learning styles and balance content and learning processes The units cover such topics as 1 diversity of life 2 homes and habitats 3 earth supporting life 4 caring for the environment 5 communities and cultures 6 adaptation and variation 7 energy and 8 fostering a healthy environment The six action projects are designed to provide teachers and students with ways to participate in a cycle of investigation action and reflection Action projects address concerns that are closely related to the themes of the instructional units TW **Social Studies Curriculum Guide** ,2002

Architecture in Education Marcy Abhau,Rolaine Copeland,Greta Greenberger,1986 The activities presented in this book encompass a variety of perceptual social and technological issues as they relate to the built environment They are organized to present a coherent cumulative series Generalizations become specific as vocabulary is developed and planned techniques explained Curriculum guide charts indicate subject areas related to each activity Approximate grade levels and related subject areas also are given at the end of each activity Chapter content areas are 1 Teaching Aids which contains the vocabulary an illustrated glossary and suggestions for the introduction and reinforcement of architectural terminology 2 Design focuses on general design principles essential to the nature of architectural planning 3 Materials looks at the sensory and the structural aspects of building materials as a reference point for further study 4 Structures gives exercises in the essential principles of building construction many of which can be developed to demonstrate some of the basic laws of physics 5 Home provides student activities with personally relevant built environments 6 Interiors helps articulate responses to aspects of interior design and explains some of the professional architect s working methods 7 Exteriors looks at a variety of facade elements and their functions 8 In Neighborhoods and Streets students use drawings maps and photography to study a living community as an integral series of interwoven systems with direct impact upon the residents and 9 Cities has students planning and constructing a model community based on various aspects of public and private life A special section focuses on Philadelphia as a Museum of Architecture A 42 item bibliography concludes the book MM *Social Studies, Grade 8* Mukwonago Area Schools,1976 *Curriculum Guide* Des Moines Independent Community Schools,1983 Career Education Grade 8 Curriculum Guide Wicomico County (Md.). Board of Education,1998

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