



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

TEACHING GUIDE

Grade: 12

Core Subject Title: Understanding of Culture, Society and Politics

Semester: 1

No. of Hours/Semester: 80 hrs.

Prerequisites(if needed):

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

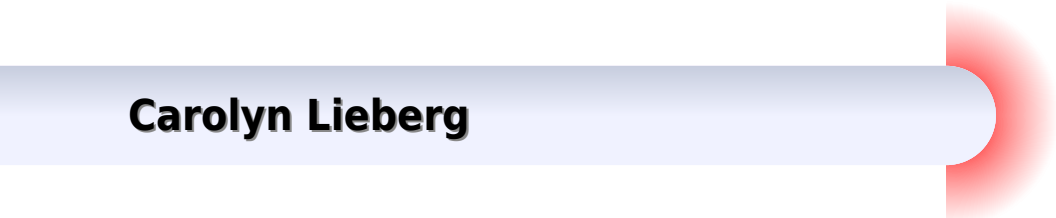
Culminating Performance Standard: The learner should be able to explain the origin and nature of the social sciences: anthropology, sociology, and political science: The birth of and growth of the social sciences.

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

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

Faculty Guide For Teachers

Carolyn Lieberg



Faculty Guide For Teachers:

The College Teacher's Handbook Magna Publications Incorporated, 2018-05 **Teaching in Nursing** Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award winning Teaching in Nursing A Guide for Faculty 5th Edition Recommended by the NLN for comprehensive CNE prep this insightful text is the only one of its kind to cover all three components of teaching instruction curriculum and evaluation As it walks through the day to day challenges of teaching readers will benefit from its expert guidance on key issues such as curriculum and test development diverse learning styles the redesign of healthcare systems and advancements in technology and information This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award along with updated information on technology empowered learning the flipped classroom interprofessional collaborative practice and much more Coverage of concept based curricula includes strategies on how to approach and implement concept based lessons Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction Evidence based teaching boxes cover issues such as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Updated research and references address forward thinking approaches to education and trends for the future Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice Strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching NEW Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes NEW Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards NEW Renamed unit on Technology Empowered Learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more [A Guide to Faculty Development](#) Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of

faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to envision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for the Advancement of Teaching and Learning Elon University

Faculty Guide for Moving Teaching and Learning to the Web Judith V. Boettcher, League for Innovation in the Community College (U.S.), 1999

A Survival Guide for New Faculty Members Jeffrey P. Bakken, Cynthia G. Simpson, 2011 A Survival Guide for New Faculty Members Outlining the Keys to Success for Promotion and Tenure provides new faculty members with practical down to earth wisdom and suggestions for successfully working through to tenure and promotion The authors both successful and experienced administrators and experts in higher education have provided an extremely well organized and useful guide for new faculty members It focuses on all aspects of becoming a new faculty member including the various expectations in completing a successful journey toward promotion and tenure The book underscores the importance of recognizing the three facets of faculty life of teaching research and service This volume clearly sets out compares and separates those three components with clarity and provides very useful advice for putting the three together Taken together with the chapters on Documenting Your Progress and Promotion and Tenure new faculty are provided with a solid practical introduction to building a foundation for success in higher education Feedback and tips are also provided within each chapter It is written in a style that readers will be able to easily comprehend and understand and is supported with many examples In addition the information can be easily applied to new faculty at various types of institutions of higher education EBL book details

Teaching in Nursing Diane McGovern Billings, Judith A. Halstead, 2009 This complete faculty guide covers the four major components of the educator role teaching curriculum information technology and evaluation of students and programs with comprehensive contemporary guidelines to help you develop the educator competencies needed to ensure your success in today's complex health care and academic environments This respected title is also one of the National League for Nursing's

recommended resources for nurses preparing to take the Certified Nurse Educator examination Nationally recognized contributing authors share their expertise to bring you the best and most comprehensive information available Presents innovative models of clinical teaching that show you how to effectively teach in an interdisciplinary setting how to evaluate students in the clinical setting and how to adapt your teaching for community based practice li Strategies to promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations help you ensure students can apply and synthesize nursing content to make clinical decisions li Web links with numerous resources related to each chapter topic available through the Evolve website provide even more learning opportunities Managing the Learning Environment chapter addresses classroom management and control motivating and engaging students and handling disruptive or problem students Multicultural Education chapter provides strategies for effectively teaching and communicating with a culturally diverse student population An entire chapter on simulations presents the development implementation and evaluation of simulations so you can successfully integrate this teaching method into your course Reflecting on the Evidence feature at the end of each chapter provides questions that are perfect for classroom and online discussion

An Evidence-based Guide to College and University Teaching Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and

doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers *Teaching Your First College Class* Carolyn Lieberg,2023-07-03 No other teaching experience will feel quite like the first time an instructor walks into a classroom to face a class of students This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time It provides an introduction to the theory of teaching describes proven strategies and activities for engaging students in their learning and offers advice on classroom management syllabus creation grading assessment and discipline issues among other topics It prepares readers for a confident start as teachers and gives them a firm foundation on which to develop their skills and personal classroom styles The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities and learn about what works and does not They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers and offers guidance on documenting their classroom success for the purposes of promotion and tenure For graduate student instructors the book is a companion that will give them confidence and pleasure in teaching and stand them in good stead if they decide on a in any future career in academe **A Faculty Guide for Succeeding in Academe** Darla Twale,2013-07-03 All too often a culture of silence permeates academia where faculty and administrators ignore or misunderstand difficult situations A Faculty Guide for Succeeding in Academe is a practical guide for prospective and current faculty that addresses real complex issues that are too often left unexamined Chapters explore typical aspects of the faculty career and life cycle such as appointment tenure promotion incivility plagiarism teaching online delivery interactions with chairs and deans and performance appraisal but focuses on the prickly issues as well as the routine A Faculty Guide for Succeeding in Academe presents authentic engaging vignettes that feature faculty and administrators as they maneuver through academe encountering authentic difficult situations Focusing on positive outcomes each case is analyzed and readers are encouraged to reflect about the ways these incidents could have been resolved Offering concrete suggestions and best practices this book provides insights that will help prospective new and current faculty maneuver more effectively through academe and their collegial culture This important resource enhances a culture of openness and will help faculty gain direction and support in their career **Teaching American Students** Ellen Sarkisian,1997 Many faculty and graduate students from other countries expect language difficulties when they teach but are unprepared for other surprises different cultures make different assumptions about the academic background of college students how students learn the appropriate roles of teachers and students and even the fundamental purpose of a college education The third edition of Teaching American Students explains the expectations of undergraduates at American colleges and universities and offers practical strategies for

teaching including how to give clear presentations how to teach interactively and how to communicate effectively Also included are illustrative examples as well as advice from international faculty and teaching assistants Appendices offer concrete suggestions on topics from planning the first day of class to grading papers and problem sets

A Handbook for Faculty Development William H. Bergquist, Steven R. Phillips, 1975

Teaching Your First College Class Carolyn S. Lieberg, 2008 No other teaching experience will feel quite like the first time an instructor walks into a classroom to face a class of students This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time It provides an introduction to the theory of teaching describes proven strategies and activities for engaging students in their learning and offers advice on classroom management syllabus creation grading assessment and discipline issues among other topics It prepares readers for a confident start as teachers and gives them a firm foundation on which to develop their skills and personal classroom styles The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities and learn about what works and does not They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers and offers guidance on documenting their classroom success for the purposes of promotion and tenure For graduate student instructors the book is a companion that will give them confidence and pleasure in teaching and stand them in good stead if they decide on a in any future career in academe

Resources in Education ,2000

The Teaching Portfolio Peter Seldin, J. Elizabeth Miller, Clement A. Seldin, 2010-08-30 Praise for The Teaching Portfolio This new edition of a classic text has added invaluable immediately useful material It s a must read for faculty department chairs and academic administrators Irene W D Hecht director Department Leadership Programs American Council on Education This book offers a wealth of wisdom and materials It contains essential knowledge salient advice and an immediately useful model for faculty engaged in promotion or tenure Raymond L Calabrese professor of educational administration The Ohio State University The Teaching Portfolio provides the guidelines and models that faculty need to prepare quality portfolios plus the standards and practices required to evaluate them Linda B Nilson director Office of Teaching Effectiveness and Innovation Clemson University Focused on reflection sound assessment and collaboration this inspiring and practical book should be read by every graduate student faculty member and administrator John Zubizarreta professor of English Columbia College All the expanded and new sections of this book add real value but administrators and review committees will clearly benefit from the new section on how to evaluate portfolios with a validated template Barbara Hornum director Center for Academic Excellence Drexel University This book is practical insightful and immediately useful It s an essential resource for faculty seeking promotion tenure or who want to improve their teaching Michele Stocker Barkley faculty Department of Psychology Kishwaukee Community College The Teaching Portfolio has much to say to teachers of all ranks disciplines and institutions It

offers a rich compendium of practical guidelines examples and resources Mary Deane Sorcinelli Associate Provost for Faculty Development University of Massachusetts Amherst Teaching portfolios help our Board on Rank and Tenure really understand the quality and value of individual teaching contributions Martha L Wharton Assistant Vice President for Academic Affairs and Diversity Loyola University Maryland

Teaching American Students Sarkisian, Ellen, 1990

Collaborative Learning Techniques Elizabeth F. Barkley, K. Patricia Cross, Claire H. Major, 2012-04-16 Engaging students in active learning is a predominant theme in today's classrooms To promote active learning teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching Collaborative Learning Techniques is a scholarly and well written handbook that guides teachers through all aspects of group work providing solid information on what to do how to do it and why it is important to student learning Synthesizing the relevant research and good practice literature the authors present detailed procedures for thirty collaborative learning techniques CoLTs and offer practical suggestions on a wide range of topics including how to form groups assign roles build team spirit solve problems and evaluate and grade student participation

New Faculty C. Lucas, John W. Murry, 2016-04-30 A useful compendium of survival advice for the faculty newcomer on a variety of subjects practical tips on classroom teaching student performance evaluation detailed advice on grant writing student advising professional service and publishing

Comprehensive Faculty Development Weldon Burge, 2019-04-17 Independent School Management developed this guide for schools in answering this question How do we ensure that we have a great faculty that teaches with excellence and ultimately increases student performance satisfaction and enthusiasm By supporting teachers your school supports students and helps ensure your institution's long term growth and success So this book is not about teachers it is really about students We believe by implementing the processes and procedures found here your school ultimately increases student performance satisfaction and enthusiasm Anyone who works with faculty should keep this invaluable book close at hand

On Course James M. Lang, 2010-05-10 On Course is full of experience tested research based advice for graduate students and new teaching faculty It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when trying to meet one's own demanding research and service requirements

Empowered Chavella T. Pittman, 2025-09-23 Drawing on extensive research Pittman provides active measures for withstanding intersectional race and gender tensions exercises to inoculate against toxic dynamics and tools to resist being silenced and support being heard Through these empowering strategies and exercises women faculty of color can become the most powerful versions of themselves in their classrooms and go on to make the most of their careers contributions and lives

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