


SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

Learning Area	English
Learning Delivery Modality	Modular Distance Modality (Learners-Led)

 LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	John Dela Cruz	Learning Area	English (SHS)
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days <small>(See PIVOT 4A BOW for the number of days)</small>

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
I. OBJECTIVES	At the end of the lesson, learners are expected to: a. Differentiate various models of communication; b. Explain the process of communication through elements involved; and c. Recognize the importance of models in understanding communication process in everyday lives.	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAV's). There may be three (3) objectives representing KSAV's. However, a single objective containing KSAV's may be formulated. In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies. At times, lesson objectives are already specified at the beginning portion of the module.
A. Content Standards	The learner understands the nature and elements of oral communication in	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates the various models of communication	Check the PIVOT 4A BOW and look for the MELC. Except for SHS subjects, MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for
D. Enabling Competencies <small>(if available, write the attached enabling competencies)</small>		Check the PIVOT 4A BOW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC. For this case, no enabling competencies were mapped for the identified MELCs. The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC. Usually, the content is already identified in the module.
II. CONTENT	Communication Models	
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the learner's
b. Learner's Material	pp. 1-22	Write the pages where you can find the specified content in the learner's
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled in online distance learning, blended

Grade 11 2002 Exemplar

Michelle G. Craske



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A Close Look at Close Reading Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson, 2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **The Prevention of Eating Problems and Eating Disorders** Michael P. Levine, Linda Smolak, 2006-04-21 This is the first authored volume to offer a detailed integrated analysis of the field of eating problems and disorders with theory research and practical experience from community and developmental psychology public health psychiatry and dietetics The book highlights connections between the prevention of eating problems and disorders and theory and research in the areas of prevention and health promotion theoretical models of risk development and prevention e g developmental psychopathology social cognitive theory feminist theory ecological approaches and related research on the prevention of smoking and alcohol use It is the most comprehensive book available on the study of prevention programs

especially for children and adolescents The authors review the spectrum of eating problems and disorders the related risk and protective factors the models that have guided prevention efforts to date the literature on the studies of prevention and suggestions for curriculum and program development and evaluation The book concludes with a new prevention program based on the Feminist Ecological Developmental model The 800 references highlight work done around the world The Prevention of Eating Problems and Eating Disorders addresses methodologies for assessing and establishing prevention the implications of neuroscience for prevention dramatic increases in the incidence of obesity the role of boys men and the media on body image prevention programming for minority groups and whether to focus on primary or secondary prevention Intended for clinicians and academicians from disciplines such as health clinical developmental and community psychology social work medicine and public health this book is also an ideal text for advanced courses on eating disorders

Exemplars of Assessment in Higher Education, Volume Two Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Technology-Enhanced Language Learning for Specialized Domains Elena Martín-Monje, Izaskun Elorza, Blanca García Riaza, 2016-03-10 Technology Enhanced Language Learning for Specialized Domains provides an exploration of the latest developments in technology enhanced learning and the processing of languages for specific purposes It combines theoretical and applied research from an interdisciplinary angle covering general issues related to learning languages with computers assessment mobile assisted language learning the new language massive open online courses corpus based research and computer assisted aspects of translation The chapters in this collection include contributions from a number of international experts in the field with a wide range of experience in the use of technologies to enhance the language learning process The essays have been brought together precisely in recognition of the demand for this kind of specialised tuition offering state of the art technological and methodological innovation and practical applications The topics covered revolve around the practical consequences of the current possibilities of mobility for both learners and teachers as well as the applicability of

updated technological advances to language learning and teaching particularly in specialized domains This is achieved through the description and discussion of practical examples of those applications in a variety of educational contexts At the beginning of each thematic section readers will find an introductory chapter which contextualises the topic and links the different examples discussed Drawing together rich primary research and empirical studies related to specialized tuition and the processing of languages Technology Enhanced Language Learning for Specialized Domains will be an invaluable resource for academics researchers and postgraduate students in the fields of education computer assisted language learning languages and linguistics and language teaching

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

A Course in Statistics with R Prabhanjan N. Tattar, Suresh Ramaiah, B. G. Manjunath, 2016-03-15 Integrates the theory and applications of statistics using R A Course in Statistics with R has been written to bridge the gap between theory and applications and explain how mathematical expressions are converted into R programs The book has been primarily designed as a useful companion for a Masters student during each semester of the course but will also help applied statisticians in revisiting the underpinnings of the subject With this dual goal in mind the book begins with R basics and quickly covers visualization and exploratory analysis Probability and statistical inference inclusive of classical nonparametric and Bayesian schools is developed with definitions motivations mathematical expression and R programs in a way which will help the reader to understand the mathematical development as well as R implementation Linear regression models experimental designs multivariate analysis and categorical data analysis are treated in a way which makes effective use of visualization techniques and the related statistical techniques underlying them through practical applications and hence helps the reader to achieve a clear understanding of the associated statistical models Key features Integrates R basics with statistical concepts Provides graphical presentations inclusive of mathematical expressions Aids understanding of limit theorems of probability with and without the simulation approach Presents detailed algorithmic development of statistical models from

scratch Includes practical applications with over 50 data sets *The Developmental Psychology of Reasoning and Decision-Making* Henry Markovits, 2013-11-26 Reflects very strongly many of the major changes that have arisen in the field of thinking and reasoning research over recent years World class contributors to the book focus on the latest ideas concerning developmental aspects of causal and counterfactual thinking Strongly represents the way in which developmental studies have informed an understanding of dual process theories of reasoning Key Topics in Sports Psychology Springer Behavioral & Health Sciences, 2022-11-12 This volume features cutting edge and impactful articles from across Springer's diverse journals publishing program In this curated collection our editorial team has brought together highly cited and downloaded articles on the topic of Sports Psychology into one single resource Moreover this book enables readers to review a broad spectrum of quality research on a specialized topic which we hope facilitates interdisciplinary and critical discussions of the topic at hand As part of the Key Topics in Behavioral Sciences book series this volume aims to serve as a quick reference for readers when writing or researching new topics or subject areas Other topics in the series will include Psychological Research Methods Health and Behavior Industrial and Organizational Psychology Sports Psychology and Consumer Behavior In the first section of the volume articles focus on such topics as Organized Sport Sport Confidence Vealey's Conceptual Model Externalizing Football Internalizing Organized Physical Activity and Social Functioning Next the second section features research on Early Intervention Parent Implemented Intervention Social Validity Telepractice Appraisal Tendency Framework Emotion Facial Recognition Software Feedback Self Efficacy Grit and Performance Feedback Lastly in the final section of this collection Ability Self Concept Depressive Symptoms Expectancy Value Theory Person Centered Approach Sport Motivation Subjective Task Values Adolescence Body Image Eating Disorders Fear of Negative Evaluation Weight And Shape Concerns Mindfulness Self Determination Theory and Well Being are discussed **Canadian Council of Teachers of English [and] Language Arts**, 2002 **Common Core for the Not-So-Common Learner, Grades 6-12** Andrea Honigsfeld, 2013-08-16 Offers advice tools and strategies to build struggling learners language skills Morphology and Systematics (Elateroidea, Bostrichiformia, Cucujiformia partim) Richard A.B. Leschen, Rolf G. Beutel, John F. Lawrence, 2011-05-09 Dieses Buch ist der zweite von vier Bänden der Reihe Handbuch der Zoologie die die Systematik Morphologie und Biologie der Coleoptera behandeln Die Bände beantworten alle Fragen zu Phylogenese Evolution und Biologie der Coleoptera Der zweite Band umfasst die Unterordnungen Elateroidea Bostrichiformia und Cucujiformia zum Teil Er informiert über weltweite Verbreitung Biologie Morphologie aller Lebensabschnitte einschließlich Anatomie und Phylogenese und liefert Erläuterungen zur Taxonomie Die morphologischen Abhandlungen sind besonders detailliert illustriert und enthalten SEM Bilder Zeichnungen und Habitus Darstellungen **Encyclopedia of White-Collar & Corporate Crime** Lawrence M. Salinger, 2005 In a thorough reappraisal of the white collar and corporate crime scene this Second Edition builds on the first edition to complete the criminal narrative in an outstanding reference resource *The*

Best Ways to Teach Primary Science: Research into Practice Michael Allen, 2016-07-16 This book provides an exceptional insight into how children learn science as well as which teaching approaches have been found to be most successful Drawing on the significant body of research carried out over the past 35 years the book provides valuable evidence about which tried and tested approaches enhance learning and help children actually learn science The book supports you in becoming more effective in teaching primary science offers a reliable evidential base founded on significant research findings helps you make informed choices about which approaches to use in your teaching repertoire provides support for completing your written assignments Overall the text helps you develop your knowledge and understanding of primary science as well as how best to plan for teaching this important subject Insights into how children best learn science together with practical teaching ideas that have been tested in a systematic way makes this an essential book for primary teachers in training and an invaluable guide for primary teachers teaching science in Key Stages One and Two This book makes a major evidence based contribution to teaching science in the primary school It provides a solid grounding for busy teachers to access and use research findings to enhance their professional development and practice Each chapter provides comprehensive coverage of a science topic including revision of subject knowledge research findings on children s ideas learning progression suggested ways to teach and research exemplars and lesson outlines This book is a valuable resource for student teachers and for teachers with many years of experience It is an indispensable addition to every primary teacher s bookshelf and every university education department Rob Toplis recently Senior Lecturer in Science Education Brunel University UK This is a great why to and how to book Michael Allen s use of progressive understanding underscores both the unfolding stories of primary science alongside children s developing grasp of the key ideas involved His work is based on a wealth of research that provides the basis for the why to in curriculum organisation and planning This is then brought to bear on considerable professional experience and classroom practice to provide the how to for teachers covering a range of important topics in primary science An excellent compendium of rationales and resources Mike Watts Professor of Education Brunel University UK

Origins of Phobias and Anxiety Disorders Michelle G. Craske, 2003-11-13 *Origins of Phobias and Anxiety Disorders*

Resources in Education, 2001-10 **Liberating Learning** Santiago Rincón-Gallardo, 2019-03-05 This book is about three complementary ideas 1 learning is a practice of freedom 2 liberating learning in public education requires widespread cultural change in classrooms schools and entire education systems and 3 social movements have been the most powerful vehicles for widespread cultural change and in their logic of operation lie the keys to liberate learning Drawing on existing knowledge and new research on educational change the author offers nine principles of action to liberate learning in schools and across entire educational systems Topics discussed include learning pedagogy leadership education policy widespread cultural change collective action and whole system improvement Written for educators and leaders interested in transforming teaching and learning in classrooms and schools as well as for public intellectuals and people interested in

widespread pedagogical change the book articulates a new way to think about and pursue educational change *On Developing Readers* Marge Scherer, 2016-04-15 This collection of articles on the teaching of reading pulls together some of the best and most clicked on articles on reading that Educational Leadership has published in the past few years from more than a dozen of the most respected experts in the field including Richard L Allington Nell K Duke and Sally E Shaywitz The articles cover what research says about the teaching of both reading and reading comprehension from teaching phonics to improving fluency to tackling complex texts *On Developing Readers* offers strategies for teaching informational texts as well as fiction Most important it also addresses how to inspire the love of reading *Library Literature & Information Science*, 2003 An index to library and information science literature **International Handbook of Research in Arts Education** Liora Bresler, 2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme

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