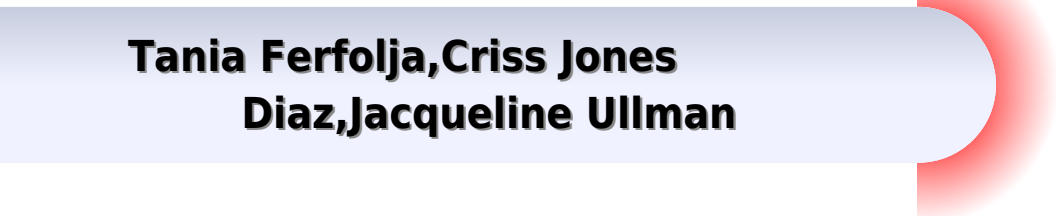


 DAILY LESSON PLAN	School	OPOL COMMUNITY COLLEGE	Grade Level	2 ND YEAR COLLEGE
	Teacher	GALLANO, JINKY S. PEÑAREDONDO JESSIE JAMES TORILLO, JHON SHERWIN J.	Learning Area	THE TEACHER THE COMMUNITY SCHOOL CULTURE AND ORGANIZATIONAL LEADERSHIP
	Teaching Dates and Time	THURSDAY 1:30-4:30PM	Quarter	MIDTERM

I. OBJECTIVES	
A. Content Standards	The learner will be able to understand the sociological perspective specially in Social Dimensions of Education, Schools and Social Institutions, and Education 4.O: Responding to the demands of Society
B. Performance Standards	✓ At the end of the period, the learners will be able to demonstrate understanding and appreciation of The teacher the community school culture and organizational leadership A written analysis and critical interpretation of the sociological perspective specially in Social Dimensions of Education, Schools and Social Institutions, and Education 4.O: Responding to the demands of Society
C. Learning Competencies/ Objectives Write the LC code for each	➤ identify the basic concepts of the subject matter. ➤ value the significance of studying the different sociological perspective
II. CONTENT	Sociological Perspectives
II. LEARNING RESOURCES	
A. References	(n.d.-b). https://www.studocu.com/ph/document/negros-oriental-state-university/the-teacher-the-community-school-culture-organizational-leadership/education-40-responding-to-the-demands-of-society/24993664 ITz_1. (n.d). <i>5 major social institutions</i> https://www.slideshare.net/ITz_1/5-major-social-institutions
1. Teacher's Guide pages	
2. Learner's Materials pages	

Sociological Perspective Lesson Plan

**Tania Ferfolja, Criss Jones
Diaz, Jacqueline Ullman**



Sociological Perspective Lesson Plan:

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and time However the two needn't be mutually exclusive The Pedagogy of Pop Theoretical and Practical Strategies for Success discusses a variety of strategies and approaches for using social and mass media as tools through which teachers might improve schooling While there is a vast body of literature in this field editors Edward A Janak and Denise Blum have created a text which differs in two substantive ways scope and sequence In terms of scope this work is unique in two facets first it presents both theory and practice in one volume bridging the two worlds and second it includes lessons from secondary and postsecondary classrooms allowing teachers on all levels to learn from each other In terms of sequence The Pedagogy of Pop draws on lessons from both historical and contemporary practice The introductory section of Janak and Blum's collection presents a pair of papers that use somewhat different approaches to examine the historical roots of contemporary critique Part I presents a series of chapters designed to provide guidelines and theories through which educators on all levels can think about their practice focusing more on the why of their approach than the how Part II presents a more hands on approach by sharing a variety of specific strategies for incorporating pop culture in all its forms technology music television video games etc in both secondary and postsecondary classrooms The conclusion shows the praxis of teaching with popular culture presenting a counterpoint to current thinking as well as a case study of the best of what can happen when popular culture is applied effectively

Classroom Management: An Ecological Model for Secondary Educators Donald Perras, Satya Mohan, 2012-03-27 This book was designed to provide secondary educators with a practical guide to classroom management practices Today's educators are confronted by a myriad of complex issues impacting students' behavioral conduct in school Without adequate training and assistance problems managing student behavior will result The Ecological Model system presented in our book offers an integrated approach to succeed with secondary students in any community or school environment

Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities Bosch, Chantelle, Laubscher, Dorothy Joy, Kyei-Blankson, Lydia, 2021-05-14 Challenges in the educational arena are not new phenomena However with the recent outbreak of the COVID 19 pandemic researchers and educators have been made even more aware of the need for a paradigm shift in education Blended learning as opposed to fully online learning or traditional face to face teaching has been well researched and has been found to have the potential to provide better educational solutions in challenging contexts These contexts range from pandemic situations where social distancing is the order of the day to financial and time constraints regarding full time study as well as limited physical capacity at institutions Blended learning solutions are often designed for resourceful institutions and cannot be easily implemented in developing countries and in communities where resources are limited Typical issues like connectivity accessibility lack of suitable devices and affordability need to be taken into consideration and in cognizance of blended learning interventions These challenges are often neglected in blended learning research but are critical discussions to be had Re Envisioning and Restructuring Blended Learning for Underprivileged Communities shares how institutions in the

developing world and less privileged communities have re imagined and restructured blended education to enhance teaching and learning for underprivileged communities This book aims to address blended learning solutions across institutional program course and activity levels The chapters will cover a variety of learning environments from rural settings to less developed countries and more and explore the programs and courses designed to improve student success and accessibility in diverse student populations This book is ideally intended for teachers administrators teacher educators practitioners stakeholders researchers academicians and students who are interested in blended learning opportunities in less privileged settings and to underserved and marginalized populations **Avant-Garde Sociology Workbook** Thomas D. Sharts

M.Ed,2017-11-09 The purpose of this book is to illuminate the multitudinous opportunities for students to comprehend the versatile and diverse ways that sociological knowledge can be applied and analyzed in reference to the areas of multiple social problems and life at stake issues Moreover in reference to student learning this workbook underscores the profound and pervasive relevance of sociology as an academic discipline along with providing any sociology instructor with a plethora of ideas regarding how to teach sociological knowledge through various pedagogical methods and exercises **Resources in Education** ,2000 The Emerald Handbook of the Sociology of Emotions for a Post-Pandemic World Paul R.

Ward,Kristen Foley,2023-04-14 The Emerald Handbook of the Sociology of Emotions for a Post Pandemic World offers a sociological examination of the lived impacts of the COVID 19 pandemic through culture s of emotion offering a refreshing contribution to a new and exciting sub discipline The Sociological Perspective Scott G. McNall,1974 **Economic Lives**

Viviana A. Zelizer,2013-03-24 Revealing the human side of economic life Over the past three decades economic sociology has been revealing how culture shapes economic life even while economic facts affect social relationships This work has transformed the field into a flourishing and increasingly influential discipline No one has played a greater role in this development than Viviana Zelizer one of the world s leading sociologists Economic Lives synthesizes and extends her most important work to date demonstrating the full breadth and range of her field defining contributions in a single volume for the first time Economic Lives shows how shared cultural understandings and interpersonal relations shape everyday economic activities Far from being simple responses to narrow individual incentives and preferences economic actions emerge persist and are transformed by our relations to others Distilling three decades of research the book offers a distinctive vision of economic activity that brings out the hidden meanings and social actions behind the supposedly impersonal worlds of production consumption and asset transfer Economic Lives ranges broadly from life insurance marketing corporate ethics household budgets and migrant remittances to caring labor workplace romance baby markets and payments for sex These examples demonstrate an alternative approach to explaining how we manage economic activity as well as a different way of understanding why conventional economic theory has proved incapable of predicting or responding to recent economic crises Providing an important perspective on the recent past and possible futures of a growing field Economic Lives promises to be

widely read and discussed **Teaching Science with Context** Maria Elice de Brzezinski Prestes, Cibelle Celestino Silva, 2018-07-25 This book offers a comprehensive overview of research at interface between History Philosophy and Sociology of Science HPSS and Science Teaching in Ibero America It contributes to research on contextualization of science for students teachers and researchers and explains how to use different episodes of history of science or different themes of philosophy of science in regular science classes through diverse pedagogical approaches The chapters in this book discuss a wide range of topics under different methodological epistemological and didactic approaches reflecting the richness of research developed in Spanish and Portuguese speaking countries Latin America Spain and Portugal The book contains chapters about historical events topics of philosophy and sociology of science nature of science applications of HPSS in the classroom instructional materials for students and teacher training courses and curriculum CG Pre B.ED 2024 :
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Grounded in the literature of many fields such as Adult Education Psychology Sociology Cultural Anthropology and Communication as well as the author's own decades of experience the book connects the concepts surrounding learning resistance directly to engagement and human motivation drawing these ideas together to make the case for practicing motivational immediacy in all learning spaces The second section of the book focuses on the various tools effective teachers might use to mitigate learner resistance and foster authentic and lasting engagement The author devotes a chapter to using curriculum and Instructional Systems Design ISD processes to effectively foster engaged learning in different learning spaces and contexts Two chapters are devoted to applying the theory and methods to specific domains online learning environments and face to face classrooms with both undergraduate and graduate students The last section includes a chapter that provides a potential method to measure effectual learning in the classroom and one that addresses the ethical issues sometimes said to exist in efforts to mitigate learner resistance and foster engagement in its place The final chapter draws the book to a close by presenting a fluid whole that will greatly improve understanding of the ideas as well as the methods best used to reduce learning resistance increase learner engagement and facilitate motivational immediacy and effectual learning

Classroom Control (RLE Edu L) Martyn Denscombe, 2012-05-04 Survival as a school teacher depends on an ability to achieve classroom control In the years since this book was first published little has changed in this respect Classroom control continues to lie at the heart of competent teaching Teachers know it pupils know it They know it implicitly because they experience it as a normal part of their daily lives in schools But in this book the author stands back from our everyday knowledge about how things work in classrooms to ask what control actually consists of What is it How is it recognized How is it challenged by pupils How is it done by teachers How is it negotiated Drawing on extensive ethnographic fieldwork in three large secondary schools in England Martyn Denscombe explores the meaning of classroom control He looks at the influence of teacher training and the role of school organization in establishing expectations about control and then shows how control is played out through the interaction of teachers and pupils in class His analysis travels well across the many contexts in which teaching occurs and provides an illuminating insight into the work of teaching and the nature of classroom life His evidence is drawn from ethnographic fieldwork in three schools in England and secondary sources covering the phenomenon of classroom control in the UK USA and Australia

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