



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

MODULE

1

1.1.2 APPLY KNOWLEDGE OF
CONTENT WITHIN AND
ACROSS CURRICULUM
TEACHING AREAS



INTRODUCTION TO TEACHER RESOURCE PACKAGE

*Hello, dear Teacher!
Welcome to this Resource Package.*



I am Teacher Jen!

We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

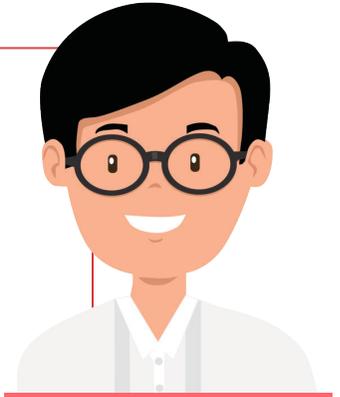
Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

In August 2017, Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among others, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.



And I am Teacher Mike!

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable and can help you achieve the target indicators across curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been created and compiled by teachers in support of other teachers.

You will find the materials here useful if you:

- reflect on your own classroom practices, and ensure that your teaching practices are aligned with the indicators;
- want to mentor beginning teachers so they become better in their practice;
- are a part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST and (ii) innovate on practices using the samples in the resource material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices or (ii) working on other career stages or indicators other than the 12 presented in this package.

***If learning is your passion,
this resource package is for you.***





What can you expect to find in each module?

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.

The modules explore the following indicators:

MODULE 1

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

MODULE 2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

MODULE 3

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

MODULE 4

2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

MODULE 5

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

MODULE 6

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

MODULE 7

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

MODULE 8

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

MODULE 9

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

MODULE 10

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

MODULE 11

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

MODULE 12

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

PART OF THE MODULES



The module contains the following parts:



OVERVIEW introduces you to the indicator and why you need to achieve the indicator;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines key concepts pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths and development needs and plans for specific action for professional development; and

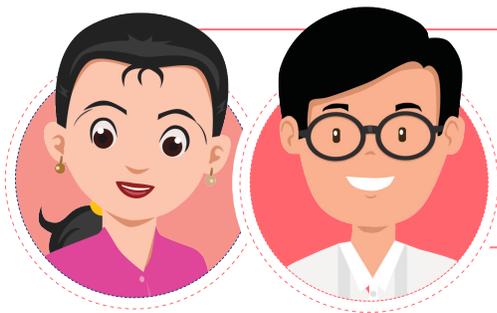


RESOURCE LIBRARY provides you with resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

Have a happy journey.





APPLY KNOWLEDGE OF CONTENT WITHIN AND ACROSS CURRICULUM TEACHING AREAS

CONTENTS

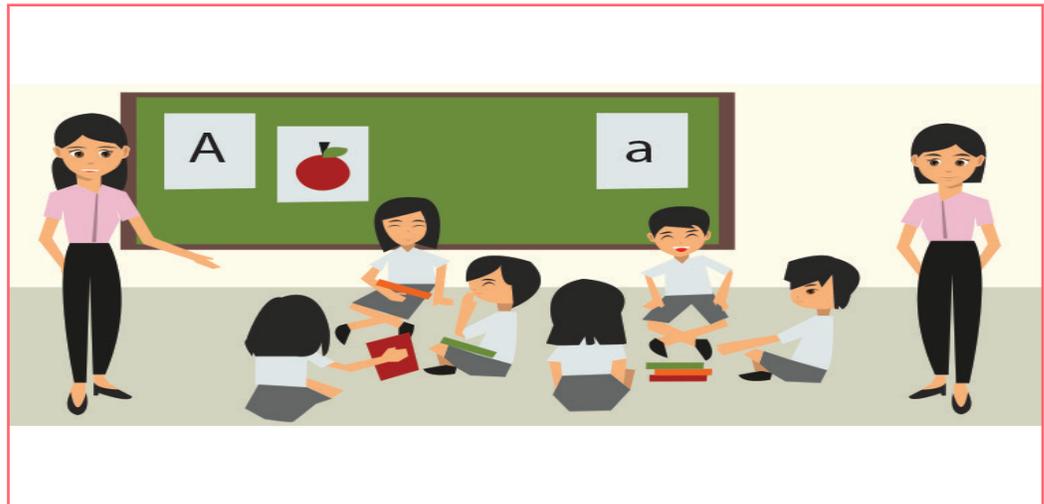
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Hello! Hi! I am Teacher Jen and with me is Teacher Mike, your teacher support group! We're here to help you better understand the indicator highlighting your vital roles in the application of knowledge of content.



Every day in our teaching profession is an opportunity for us to share with our diverse learners our knowledge of content within and across curriculum teaching areas.



Did you know that content knowledge application influences how we engage our learners with the subject matter, how we evaluate and use instructional materials and how our teaching creates impact on the achievement of our learners?

Imperative to our profession is our ability to demonstrate accurate, in-depth and broad knowledge of the concepts we deliver in every teaching opportunity. Likewise, our proficiency to make every learning occasion a meaningful way to connect one lesson to another and to the real world is a necessity.

That is why, in this module, we will show you sample teaching practices that apply content knowledge within and across the curriculum teaching areas.

In this module, we will focus on:



STRAND: Content knowledge and its application within and across curriculum areas



INDICATOR: 1.1.2 Apply knowledge of content within and across curriculum teaching areas.



KEY CONCEPTS



Understanding the following significant concepts facilitates deeper appreciation of the indicator and helps you deliver lessons that are responsive to content knowledge and pedagogy. So, let us now acquaint ourselves with the following key concepts.



CONTENT KNOWLEDGE. Competencies that teachers are expected to master for them to teach efficiently and effectively.

CURRICULUM AREAS. Different learning/subject areas taught and learned in the basic education curriculum.

WITHIN CURRICULUM TEACHING AREAS. Inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning area and grade level.

ACROSS CURRICULUM TEACHING AREAS. Making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning areas in any grade level.



SELF-REFLECTION



Before we go further, let us first reflect on our current practice. As Proficient teachers, we have our knowledge, skills and attitudes regarding application of content knowledge within and across curriculum teaching areas.



By looking at the indicator, I have written down my own reflections on this. How about you?

KNOWLEDGE

As a Proficient Teacher, I know...

... the subject matters I teach and the ways I integrate my topics to other subjects.

SKILLS

As a Proficient Teacher, I do...

...plan and organize teaching learning strategies to apply my expertise in my subject matter and to integrate my content knowledge of other learning areas.

ATTITUDES

As a Proficient Teacher, I feel...

... that my learners acquire the content better when I relate my subject matter to their enabling competencies and learning experiences from other disciplines.



Good reflection, Jen! Now, it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below.



KNOWLEDGE

As a Proficient Teacher, I know...

Blank writing area for Knowledge reflection with horizontal lines.

SKILLS

As a Proficient Teacher, I do...

Blank writing area for Skills reflection with horizontal lines.

ATTITUDES

As a Proficient Teacher, I feel...

Blank writing area for Attitudes reflection with horizontal lines.



SUPPORT GROUP

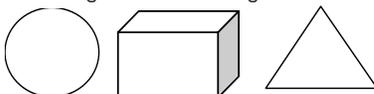


Welcome to our support group! It always feels great to help teachers who like to improve their practices.

Teacher Shiela is a Grade 8 teacher in Technology and Livelihood Education (TLE). She handles Mechanical Drafting as part of the exploratory TLE. In her lesson on Basic Mensuration and Calculation, she integrates enabling competencies in Mechanical Drafting and content in Araling Panlipunan (AP) in the teaching procedures.



Would you like to examine her DLL and help her improve it later? Below are Teacher Shiela's notes:

I. OBJECTIVES	
A. Learning Competencies	Perform Basic Mensuration and Calculation
B. Learning Outcome	LO1. Select and use measuring instruments
C. Learning Objectives (KSA)	1. Identify the drafting tools and drawing instruments. 2. Use the drafting tools and drawing instruments. 3. Show appreciation of the use of the drafting tools and drawing instruments by thinking of ways on how to apply them in daily lives.
II. CONTENT	
Drafting tools and drawing instruments	
III. LEARNING RESOURCES	
A. References	K to 12 Mechanical Drafting Learning Module Pages 31 - 44 https://etc.usf.edu/clipart/galleries/706-mechanical-drawing-tools
B. Other Learning Resources	https://www.draftingsteals.com/catalog-drafting---drawing-aides.html https://www.mathsteacher.com.au/year8/ch10_geomcons/O3_circles/comp.html
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	The students will give a recap about the previous lesson. Questions to be asked: -What are the two drawing papers used in mechanical drafting? -Why is it important to know the different kinds of eraser and pencil? -How can you differentiate the kinds of T-square?
B. Establishing a purpose for the lesson	"FLAG QUIZ" Directions: Identify the flags of the different Southeast Asian countries and give the shapes and symbols used. Questions to be asked: 1. What country does this flag represent? 2. What are the shapes/symbols used in this flag? 3. What do you think are the tools and instruments used to draw this flag? Explain your answer.
	
C. Presenting examples/ instances of the new lesson	The teacher will present actual measuring tools and instruments that the students will identify.
	
D. Discussing new concepts and practicing new skills #1	Drawing materials and tools/drawing instruments The students will identify the drafting tools and drawing instruments used on the given shapes. Questions to be asked: 1. What drafting tools and drawing instruments are used on the given object? 2. Why is it important to use appropriate drafting tools and drawing instruments in creating different shapes?
	

First, I examined concepts from other curriculum learning areas that could be potentially integrated to the current lesson.

Next, I determined the learners' knowledge and skills necessary to serve as basis for the level of integration to the subject matter. So, I used previous discussion on shapes as reference to the current lesson.

Then, I selected interdisciplinary content to be integrated into that of the current lesson. In this case, I used a concept from Araling Panlipunan.

I integrated properly chosen content knowledge within and across curriculum areas in specific parts of the Daily Lesson

Log or Daily Lesson Plan to aid learning and instruction. Further, I ensured that the integration would not replace the main lesson and would not hinder the attainment of the competency.

<p>F. Developing mastery (Leads to Formative Assessment 3)</p>	<p>Recitation#_: The students will identify the different tools and instruments based on the given pictures and give an example on how to apply it in drawing.</p> <p>Questions to be asked: 1. What kind of drawing tools should you use in creating angles? 2. When should you use a 45x45 degree triangle/30x60 degree triangle? 3. How can you differentiate a compass from a divider?</p> 																				
<p>G. Finding practical applications of concepts</p>	<p>How can you apply the drawing tools and instruments in your daily lives?</p>																				
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Questions to be asked: a. What are the tools used for measurement? b. Why is it important to use appropriate tools and instruments in drawing? c. How do you use the tools and instruments in doing a specific drawing?</p>																				
<p>I. Evaluating learning</p>	<p>PERFORMANCE ACTIVITY Directions: Using different drafting tools and drawing instruments in mechanical drafting, create a flag of any Southeast Asian country that is not presented on the discussion. Base the activity on the rubrics below.</p>																				
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Scoring Rubrics</th> </tr> <tr> <th>Criteria</th> <th>5 points</th> <th>3 points</th> <th>1 point</th> </tr> </thead> <tbody> <tr> <td>Accuracy</td> <td>The tools were accurately used in performing the operation without any help from the teacher.</td> <td>The tools were used in performing the operation with some help from the teacher.</td> <td>Guidance from the teacher was needed to the whole operation.</td> </tr> <tr> <td>Quality of work</td> <td>The output was neatly done without errors and mistakes.</td> <td>The output was neatly done but with minimal errors and mistakes.</td> <td>The output was unpleasant with errors and mistakes.</td> </tr> <tr> <td>Time</td> <td>Finished the task before the given time.</td> <td>Finished the task on time.</td> <td>Needs more time to finish the given task.</td> </tr> </tbody> </table>		Scoring Rubrics				Criteria	5 points	3 points	1 point	Accuracy	The tools were accurately used in performing the operation without any help from the teacher.	The tools were used in performing the operation with some help from the teacher.	Guidance from the teacher was needed to the whole operation.	Quality of work	The output was neatly done without errors and mistakes.	The output was neatly done but with minimal errors and mistakes.	The output was unpleasant with errors and mistakes.	Time	Finished the task before the given time.	Finished the task on time.	Needs more time to finish the given task.
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Lastly, I developed an assessment strategy that would incorporate intra- and interdisciplinary content in the performance task.

Probing



Have you seen how Teacher Shiela applied content knowledge within and across curriculum teaching areas in her DLL?



Later, Mike will provide feedback for her lesson but for now, please answer the following probing questions.

1 How did Teacher Shiela display extensive knowledge of content?

2 How were the learning competencies within the curriculum integrated into the teaching-learning procedures?

3 How did she establish the connection of the concepts from other learning areas in her current teaching objectives?

4 If you were to enhance this DLL, what activities would you add to emphasize the application of content knowledge within and across curriculum?



After answering the probing questions, you may compare your answers with Mike's feedback for Teacher Shiela's DLL.



Teacher Shiela displayed extensive knowledge of content during discussion as she labeled the drafting tools and instruments, gave their functions and discussed procedures on their proper uses.

The integration of the learning competency within the curriculum teaching area was shown in the presentation of new topic, where she provided sample shapes to integrate previous lesson in ICT. This is a good starting point for preparation and interpretation of technical drawing.

The lesson's connection to the other learning area (AP) was established by presenting several examples of flags with basic shapes and by asking the learners to do their own in the evaluation part.

Suggestions for Improvement



Now, here are some suggestions to enhance the previous DLL:



In establishing the purpose of the lesson, a short discussion or trivia on the history and meaning of shapes and symbols to relate this lesson to learners' prior knowledge in AP may be added. This interdisciplinary integration will further demonstrate the teacher's familiarity with basic information on the expected outputs at the end of the lesson.

In discussing the first new concept and skills, a discussion on the history of drawing tools and instruments may be included. Doing this can also help learners create a cognitive map on the significance of their skills in drawing and on the impact that their outputs can make.



Great suggestions, Mike! We hope that these suggestions can help you and other teachers too.

To further guide you in applying content knowledge within and across curriculum teaching areas, we provided several teaching practices in the next section.





ILLUSTRATIONS OF PRACTICE



We will now walk you through some illustrations of practice that could help you apply content knowledge within and across curriculum teaching areas.

Just to give us a short refresher on content knowledge and pedagogy, here are some additional notes from Mike:

Our fundamental task as a teacher is to help our learners understand the content standards and to teach in accordance with the performance standards. Therefore, our prime instrument in teaching is a strong foundation of knowledge within and across the curriculum teaching areas, which we will use in the development of teaching instructions for learners' target competencies.

In this segment, you will encounter varied illustrations of practice that adhere to Indicator 1.1.2. The first one is a set of Daily Lesson Logs for Kindergarten, Elementary and Secondary; the second is a variety of Culminating Activities in the classroom, in the school and in the community; and the third is Budget of Work for a specific learning area.

ILLUSTRATION OF PRACTICE NO. 1:

Daily Lesson Logs

1.1 KINDERGARTEN



The first illustration of practice is a DLL for Kindergarten, which shows connection of the activities provided for the developmental domains in different learning blocks. The same set of activities allows the teacher to apply content knowledge in different curriculum teaching areas.

Particularly, the connections were established between Meeting Time 1 and Work Period 1, and Meeting Time 2 and Story.

Now, let us look at the specific parts which demonstrate integration of a developmental domain to other curriculum teaching areas.

PROCEDURES (BLOCKS OF TIME)	OBJECTIVES	CONTENT MONDAY
ARRIVAL TIME	<p>Developmental Domain(s): Language, Literacy and Communication</p> <p>Content Standard: The child demonstrates an understanding of increasing his/her conversation skills</p> <p>Performance Standard: The child shall be able to confidently speak and express his/her feelings and ideas in words that makes sense</p> <p>Learning Competency Code: LLKVPD-la-13, LLKOL-la-1-2, LLKOL-lg-3 & 9, LLKOL-OO-10</p>	<p>Daily Routine: National Anthem Opening Prayer Exercise Kamustahan Attendance Balitaan</p>
MEETING TIME 1	<p>Developmental Domain(s): Pagpapaunlad sa Kakayahang Sosyo-Emosyunal</p> <p>Content Standard: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p>Performance Standard: Ang bata ay nagpapamalas ng kakayahang kontrolin ang sariling damdamin at paguugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.</p> <p>Learning Competency Code: SEKPSE OO-1, SEKPSe-la-1.1, SEKPSE-la-1.2, SEKPSE-la-1.3</p>	<p>Message: I have a name. I share part of my full name with my family. Some people have nicknames.</p> <p>Question: What is your name?</p>
WORK PERIOD 1	<p>Developmental Domain(s): • Pagpapaunlad sa Kakayahang Sosyo-Emosyunal • Language, Literacy and Communication</p> <p>Content Standard: Ang bata ay nagkakaroon ng pag-unawa sa: • sariling ugali at damdamin • similarities and differences in what he/she can see</p> <p>Performance Standard: Ang bata ay nagpapamalas ng: • kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain • critically observes and makes sense of things around him/her</p> <p>Learning Competency Code: SEKPSE OO-1, SEKPSe-la-1.1, SEKPSE-la-1.2, SEKPSE-la-1.3, LLKV-OO-2</p>	<p>Teacher Supervised: Graph: How many letters are in your name?</p> <p>Independent Activities: 1. Name Necklace 2. Name Dot Designs (Yellow paint) 3. Playdough: Make My Name 4. Boy/Girl Simple Puzzle 5. Birthday Cake</p>
MEETING TIME 2	<p>Developmental Domain(s): Pagpapaunlad sa Kakayahang Sosyo-Emosyunal</p> <p>Content Standard: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin</p> <p>Performance Standard: Ang bata ay nagpapamalas ng kakayang kontrolin ang sariling damdamin at paguugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.</p> <p>Learning Competency Code: SEKPSE OO-1, SEKPSE-la-1.1, SEKPSE-la-1.2, SEKPSE-la-1.3</p>	<p>Message: We see yellow objects around us.</p> <p>Questions: Whose favorite color is yellow? What yellow objects do you see around you?</p>
NAP TIME		
STORY	<p>Developmental Domain(s): Book and Print Awareness</p> <p>Content Standard: The child demonstrates an understanding of book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s), and illustrated by someone</p> <p>Performance Standard: The child shall be able to: use book - handle and turn the pages; take care of books; enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story</p> <p>Learning Competency Code: LLKBPA-OO-2 to 8</p>	<p>Story: Si Digong Dilaw</p>

In developmental domain of Pagpapaunlad sa Kakayahang Sosyo-Emosyunal, the teacher uses the pupils' names to deliver the message of the lesson.

Counting the letters in the pupils' names as a working activity enhances learners' skills in Mathematics.

Meanwhile, doing the suggested independent activities relates the lesson to contents and skills in Arts.

After using the yellow paint in one of the previous independent activities, an explicit link to Meeting Time 2 focuses on the yellow objects in the surroundings. The activity also encourages the learners to make their preferences.

Also, connected to the identified yellow objects in the Meeting Time 2 is the story entitled "Si Digong Dilaw" for Developmental Domain on Book and Print Awareness, Language, Literacy and Communication Domains.

1.2 ELEMENTARY



The next DLL in Music, Arts, Physical Education and Health (MAPEH) for Grade 4 integrates interdisciplinary contents in Araling Panlipuan (AP), English/Filipino and Edukasyon sa Pagpapakatao (EsP).

AP is used as a springboard of the lesson while English/Filipino concepts of role playing are applied in the discussion part. Lastly, the reflective questions, which promote aesthetic appreciation, cultural awareness and sense of nationalism among learners, are connected with certain values taught in EsP.

Are you ready to examine the parts where integrations in various learning areas are made? Let's take a look at the annotated segments of the DLL.



I. OBJECTIVES	
A. Content Standard	Demonstrate understanding of lines, texture and shapes and balance of size and repetition of motifs/patterns through drawing.
B. Performance Standard	<ul style="list-style-type: none"> - Practice variety of culture in the community by way of attire, body accessories, religious practices and lifestyle - Create unique design of houses and other household objects used by cultural groups - Write a comparative description of houses and utensils used by selected cultural groups from different provinces
C. Learning Competencies (KSA)	Appreciate the rich variety of cultural communities in the Philippines and their uniqueness 1.3-MINDANAO (A4EL-1a)
II. CONTENT	ARALIN 3: Mga Disenyo sa Kultural na Pamayanan sa Mindanao

IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	<p>Pagpapakita ng larawan ng Pilipinas upang tukuyin kung saang bahagi ng bansa matatagpuan ang mga larawan ng mga kagamitan. Isasagawa ito sa pamamagitan ng pagguhit ng linya tungo sa mapa.</p> <p>Balik-Aral</p> <p>Hal. ng tanong:</p> <ol style="list-style-type: none"> 1. Ano-ano ang pagkakaiba at pagkakatulad ng mga disenyo na nakikita ninyo sa larawan? 2. Bakit mahalaga na malaman natin kung saan matatagpuan sa Pilipinas ang mga kagamitang ito?
B. Establishing a purpose for the lesson	<p>Pagpapakita ng larawan ng iba't ibang katutubong disenyo na gawa ng mga pangkat-etniko sa Mindanao (Sumangguni sa TG, p202).</p> <p>Pagganyak</p> <p>Hal. ng mga tanong:</p> <ol style="list-style-type: none"> 1. Ano ang nais ninyong malaman sa ating aralin batay sa mga larawang inyong nakikita? 2. Sa inyong palagay, saang bahagi ng bansa makikita ng mga larawang ito? 3. Ano ang masasabi ninyo sa mga larawan ipinakita? 4. Ano-ano ang mga hugis, linya at kulay na ginamit ng bawat pangkat-etniko?

The teacher uses the learners' prior knowledge of different geographical locations from the AP subject as a springboard to start the new lesson.

The teacher demonstrates knowledge in ICT integration by providing a video clip to provide additional information relevant to the topic.

C. Presenting examples/ instances of the new lesson	Pagpapakita ng isang video clip o maaaring larawan ng mga pangkat-etniko (Maranao, T'boli, Yakan) ukol sa kanilang pamayanan at ipinagmamalaking obra na ang mga disenyo ay hango sa mga bagay sa kalikasan o sa kanilang kapaligiran.
D. Discussing new concepts and practicing new skills #1	Ano-ano ang napansin ninyo sa video clip o larawan? May pagkakaiba ba ang kanilang mga disenyo? Alin ang higit ninyong nagustuhan? Bakit? Bakit nagkakaiba-iba o nagkakatulad ang mga disenyong mga pangkat-etnikong nabanggit?
E. Discussing new concepts and practicing new skills #2	Hatiin ang klase sa tatlong pangkat. Bigyan ng kalayaang pumili ang bawat pangkat kung anong pamayanan mula sa mga pangkat-etniko ang kanilang bibigyang-buhay s pamamagitan ng pagsasadula batay na rin sa napanood na video clip o ipinakitang larawan. Bigyan ng sapat na pahanon at ipakita sa klase ang nabuong konsepto.
F. Developing mastery (Leads to Formative Assessment 3)	Gawaing Pansining (Sumangguni sa LM, GAWAIN p. 203) Ang mga mag-aaral ay guguhit ng iba't ibang disenyo mula sa mga kultural na pamayanan sa Mindanao. Ito ay gagamitan ng cotton buds na isasawsaw sa chlorine solution at iguguhit sa colored construction paper upang lumabas ang disenyo.
G. Finding practical applications of concepts and skills in daily living	Itanong: 1. Ano ang naramdaman ninyo habang isinasagawa ang gawain? 2. Anong kultural na pamayanan ang inyong isinagawa? 3. Nagamit ba ninyo ang iba't ibang kulay, hugis at linya sa inyong ginawang diesnyo? Papaano? 4. Paano ninyo maipagmamalaki ang mga katutubong disenyong inyong isinagawa? 5. Saan maaaring gamitin ang mga disenyong katulad nito?
H. Making generalizations and abstractions about the lesson	Paano at saan makikilala ang isang kultural na pamayanan o pangkat-etniko? Ano-anong kultural na pamayanan ang nabanggit sa ating talakayan? Maipagmamalaki ba natin ito bilang isang Pilipino? Bakit?
I. Evaluating learning	Sumangguni sa LM, SURIIN p. 156-157.
J. Additional activities for application or remediation	Pagpapakita ng ilan pang larawan ng mga pangkat-etnikong nabanggit sa talakayan kabilang ang iba pa nilang disenyo o obra upang lubos na makilala at maunawaan ng mga mag-aaral. Maaari ring magsagawa ng pagsasaliksik ang mga mag-aaral upang lubos na maunawaan ang aralin.

The group role-playing activity requires the application of knowledge learned from literature lessons in English and Filipino.

Accomplishing individual interdisciplinary activity in Arts allows learners to enhance their creativity and to apply previously mastered drawing skills.

Reflective questions for the learners to appreciate the importance of cultural ethnicity of different communities provide integration to content in EsP.

1.3 SECONDARY



The next illustration of practice is a three-day Daily Lesson Log (DLL) that demonstrates the application of content knowledge in Reading and Writing Skills (a core subject in Senior High School). The lesson establishes meaningful connection of some teaching procedures across learning areas like English for Academic and Professional Purposes (EAPP), Oral Communication in Context (OCC), Understanding Culture, Society and Politics (UCSP), and General Science.



To show that indicator 1.1.2 can be observed in any part of the teaching procedures, this DLL has many intra- and interdisciplinary integrations. However, it does not necessarily require us to do the same in our everyday teaching.

Are you ready to examine the teaching procedures?

IV. PROCEDURES	Session 1	Session 2	Session 3
A. Reviewing previous lesson or presenting the new lesson	<p>The teacher shows a screenshot social media post about the coal-fired thermal power plant in a nearby municipality.</p> <p>Teacher asks the following questions: Did you know that the same structure is proposed to be erected in our place? Do you want that to happen? What do you think are the effects of having such structure here in our barangay?</p>	<p>The teacher facilitates a review session on the important points discussed and presented during the forum.</p>	<p>The class reviews their summary of supporting ideas for the pros and cons of establishing a coal-fired power plant in the barangay.</p>

Presenting a new lesson in the context of the learners' real-life experience allows the teacher to establish meaningful connections across curriculum content.

Linking this lesson in UCSP content: new challenges to human adaptation and social change like global warming and climate change; responding to social, political and cultural change, including social movements like environmentalism (UCSP11/12CSC-IIh-33 to 35), the teacher localizes the content and uses the learners' social context or information in their immediate community as springboard for new writing concepts.

B. Establishing a purpose for the lesson	The teacher leads the students to attend a parish-organized forum regarding the establishment of the coal-fired thermal power plant in their barangay.	The teacher lets the students watch video clip about the development and effects of coal-fired thermal power plant.
C. Presenting examples/ instances of new lesson	The students listen to the speakers invited by the parish priests, who discuss the effects of the same coal-fire power plant in a nearby town and describe their experiences and the destruction of lives and natural environment in the place. Students can also take notes while they observe and evaluate the speaker in the forum.	After viewing and analyzing the video clip, the teacher presented examples of explicit and implicit claims of fact, policy and value using direct instruction.

The teacher uses experiential instruction by directly involving the learners in societal activities like symposia and fora.

The teacher applies knowledge on interdisciplinary curriculum areas like General Science by using direct instruction in reinforcing teaching concepts and providing guide questions in the viewing activity. Supplementing the information from the forum, the teacher's use of video clips also demonstrates ICT integration in teaching and learning.

D. Discussing new concepts and practicing new skills #1	The teacher facilitates an open Forum or Question and Answer Portion.	The teacher asks the students to determine their own claim or argument about the issue.
D. Discussing new concepts and practicing new skills #2		The teacher facilitates the class in identifying the types of claim in the arguments and other evaluative statements that they present to the class.

In formulating evaluative statements, which is part of the target learning competency, the teacher uses indirect instruction through reflective discussion. Facilitating this activity requires the teacher to demonstrate in-depth knowledge to qualify the learners' claim.

F. Developing mastery (Leads to Formative Assessment)	The teacher gives each group of learners a graphic organizer for them to organize their ideas on the pros and cons of the establishment of the said power plant.
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The teacher attempts to meet group or individual learning needs by using graphic forms to organize learners' arguments and evidences, and by explaining to them the importance of voicing one's argument or position in a particular issue in the society. Both activities are also relevant to another SHS applied subject, EAPP (CS_EN11/12A-EAPP-Ile-j-11 & (CS_EN11/12A-EAPP-Ila-d-2).

This part is also an excellent venue for the teacher to provide incidental teachings by responding to learners' questions and giving them more opportunities to construct their knowledge.

G. Finding practical applications of concepts and skills			The teacher explains the importance of voicing out their stand and writing their argument or position in a particular issue.
H. Making generalizations and abstractions about the lesson		The class summarizes supporting ideas for the pros and cons of establishing a coal-fired power plant in the barangay by reporting group works and using whole class discussion.	The class consolidates their identified significance of writing the argumentative essay. The teacher leads them to review the properties of well-written text before giving them the rubrics to be used in writing their argumentative essay.

The teacher uses intra-disciplinary content relationship by incorporating previously learned enabling competencies within the Reading and Writing Skills curriculum (EN11/12RWS-IIIgh-4). This also supports the spiral progression feature of the curriculum learning area.

By using the students' outputs in the first two days of the lesson, the teacher is able to show the congruency of the current task to the big structure of the Reading and Writing curriculum.

I. Evaluating learning	The teacher observes how student representatives voice out their opinions regarding the establishment of the coal-fired power plant.	The teacher explains the importance of voicing out their stand and writing their argument or position in a particular issue.	The teacher gives instructions in writing argumentative essay on the issue by using the individual claims and supporting details the students learned in the first two days. A rubric which embeds the concepts of identifying claims, formulating evaluative statements, and the properties of well-written text is also presented to the class.
J. Additional activities for application or remediation		Students may be asked to make a research on additional evidences to support their arguments.	Paper Exhibit can be done to showcase learners' outputs in the form of collaborative creation and development of advocacy project for Social Change relating to "environmental conservation and action"

Promoting independent study and research, the teacher also directs the learners to functionally link their tasks to another learning competency from EAPP (CS_EN11/12A-EAPP-Id-f-12).

Showcase of learners' outputs in collaboration with the Empowerment Technology learning competencies on developing an ICT project for social change: advocacy projects (CS ICT11/12-ICTPT-III m-p16 and 17) also requires the teacher to apply broad knowledge and meaningful interdisciplinary relationship.



From the given illustrations of practice, you have noticed how the teacher displays in-depth and broad knowledge of different concepts by selecting significant, appropriate and timely issue for her Reading and Writing class. Bringing the learners to a community-organized forum provides interdisciplinary teaching and learning opportunities for the class, and makes the lesson contextualized and localized at the same time.





HOW TO DO IT?

In applying intra- and interdisciplinary concepts in your teaching practices, you may consider the following steps.

1. Analyze the target learning competencies. Think of how you can translate these competencies to learning objectives.
2. Assess learners based on their diverse learning styles, needs, interests, engagement level, previously mastered enabling competencies, and progression in the past lessons.
3. Assess the setting, time and resources. Consider possible involvement of other teachers/resource persons and expanding learning locale.
4. Localize or contextualize the lesson and use relatable issues/concerns. You may use the following criteria:
 - a. Is it a real issue?
 - b. Are you personally interested in it?
 - c. Is the scope of the issue manageable?
5. Plan activities for each part of the DLL.
 - a. Make and deliver activities/exercises aligned with the lesson objectives.
 - b. Have each activity reinforce ideas and/or skills from different subjects to indicate the importance of combining disciplines.
 - c. Vary activity types to increase engagement level.
6. Give time for learners to reflect on their answers/outputs.
7. Determine proper assessment strategies.
8. Develop rubrics based on the measurable lesson objectives and use criteria that appropriately describe the target output.
9. Reflect on learners' participation rate, products and performances.
10. Reflect on the relevance and appropriateness of interdisciplinary teaching process in your class.

ILLUSTRATION OF PRACTICE NO. 2:

Culminating Activities

2.1 CLASSROOM-BASED



Doing final tasks or performance standards in specific disciplines is also a good platform to carry out content knowledge application within and across curriculum teaching areas.

Briefly demonstrated in a simple activity plan are instructions for a final task in English which attempts to connect the current task to other learning areas.

Further, the task also promotes independent study, collaborative learning, localization and contextualization in the learning process, and integrates ICT skills in developing their brochures.

Aiming to promote local tourism industry, you are tasked to develop a travelogue brochure that will showcase distinct features of your community. In constructing your statements, use embedded sentences and figures of speech in describing the tourist destination/s and potential experiences in your community. You may use photos and other illustrations to enhance the layout of your brochure.

Each group shall focus on the following details:

- Group 1: Landmarks and their historical significance
- Group 2: Popular foods, dishes and the predominant cuisine
- Group 3: Special features of language spoken in the area
- Group 4: Cultural events that take place in the town
- Group 5: Budgetary allotment for suggested itinerary

Giving the learners different focus for their final output clearly sets interdisciplinary connection of the current lesson (writing a travelogue) to specific concepts in Araling Panlipunan, Language subjects like Filipino and Mother Tongue, and TLE specialization areas, namely: Architectural Drafting, Cookery, Food and Beverage, and Tourism and Travel Services.



HOW TO DO IT?

1. Analyze the learning competencies and lesson objectives.
2. Review the Learners' Material (LM) and Teaching Guide (TG) in your subject to align your target culminating activity with the DepEd-suggested set of activities.
3. Consider interdisciplinary connections and enabling competencies that can be applied by your learners in the target output.
4. Create the task card or activity plan for your target output.

2.2 SCHOOL-BASED



School culminating activities can also demonstrate application of content knowledge within and across curriculum teaching areas. These activities are considered learning experiences that complement and supplement the content of the National Curriculum.

The excerpt of an action plan in Youth for Environment in School Organization (YES-O) exemplifies application of content knowledge within and across curriculum teaching areas by providing variety of learning activities and competitions as part of the National Science Club Month. Such celebration attempts to create meaningful and experiential connections among different disciplines that require teachers to apply in-depth and high level knowledge of content and pedagogy.

General Objective	Activities/Strategies	Target Date	Persons Responsible	Budget Source	Expected Output
To promote academic excellence, scientific skills, and talents students	National Science Club Month Culminating Activities: Quiz Bee On-the-Spot Painting Sci-Dama Sci-Doku Sci-Photojournalism Sci-Writing Collage Making Impromptu Speaking Essay writing Film viewing Robotics Dance Shadow puppetry Sci-Kalokaliike Science Exhibits Creative Sci-Modeling	September 26-30, 2016	Students Club Officers Science Teachers	Science Club Fund Science teachers' donations Solicited Funds	Increased academic excellence, developed talents and skills of students ready for Regional competitions

All the activities are relevant to one or more content areas in the Junior High School Curriculum. To wit, Sci-quiz bee entails vertical integration of Science content; on the spot painting, collage making, shadow puppetry, Sci-Kalokaliike, Robotics Dance and Creative Sci Modeling can be linked to Music, Arts, Physical Education and Health (MAPEH); Sci-Dama and Sci-Doku integrate Mathematics skills; Sci-Writing, Film viewing, and impromptu speaking contests enhance communication skills in language subjects like English and Filipino.



HOW TO DO IT?

1. Review the national theme of the target culminating activity (e.g., Science Month Celebration).
2. Create a general objective for the culminating activity.
3. Coordinate with your colleagues from other grade levels to review intra-disciplinary learning competencies and select which ones to target in the culminating activity.
4. Identify learning competencies essential in choosing appropriate and meaningful activities to display the acquired knowledge and skills of learners in a specific discipline.
5. Plan varied activities aligned with the learning goals.
6. Develop specific objectives and mechanics for each activity.
7. Identify responsible persons and resources necessary to carry out all activities.
8. Evaluate the processes and outputs of the culminating activity.

2.3 COMMUNITY-BASED



Application of content knowledge within and across curriculum learning areas can also be observed in school or community programs/projects.

Both of these activities incorporate interdisciplinary content relationships by applying relevant concepts to meaningful and authentic activities.

PROJECT TITLE	PROJECT OBJECTIVE	ACTIVITIES	PERSON(S)	BUDGET SOURCE	OUTPUT FOR THE YEAR
Apple Drive Project (2nd Bite)	Educate children about the importance of having a healthy lifestyle Promote good personal hygiene. Inspire children to dream bigger dreams through storytelling. Give apples and hygiene kits to elementary students. Teach children the value of giving and sharing.	Seminar on proper hygiene Giving of apples and hygiene kits Storytelling	SHS Coordinators, Subject Group Heads, Teachers,	Donation from private individuals	Promoted the school to elementary school
Trash to Cash Project	To alleviate the problem of trash in school campus in economical way. To generate funds for the accomplishment of other projects To develop the value of cleanliness and care for the environment	Collection of plastic bottles, white paper, colored paper and the like.	ABMSS members, Advisers, Teachers, Students		Funds for use in other projects were generated. Cleanliness is observed and trash lessen

As illustrated in this excerpt of a school's annual implementation plan, the first project dubbed as Apple Drive promotes contents in Health, Literacy and Edukasyon sa Pagpapakatao.

The Trash to Cash Project aims to provide solution to cleanliness concerns in school campus by applying science concepts of Reduce, Reuse, Recycle while generating funds for future school projects and inculcating the values of cleanliness and environmental care.



HOW TO DO IT?

1. From the identified needs or problems in your community, select one that your school wants to attend to or solve.
2. Determine curriculum learning areas that will be reflected in the culminating activity.
3. Develop your objectives for the target activity.
4. Plan activities to deliver your objectives.
5. Seek for potential partnership to shoulder expenses and all other resources.
6. Identify responsible persons and create set of instructions for each activity.
7. Evaluate the success of the undertaking and the use of interdisciplinary activities to deliver the service.

ILLUSTRATION OF PRACTICE NO. 3:

Budget of Work



The excerpt of a typical Budget of Work in English for Academic and Professional Purposes (EAPP) shown on the next page includes the learning competencies taken from the Curriculum Guide of the subject.



CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	NO. OF DAYS	TOPIC	STRATEGIES	ASSESSMENT	REFERENCES
Writing Concept Paper (Weeks 7 to 10) Exam	The learner... understands the principles and uses of a concept paper	The learner... produce a well-balanced concept paper in a specific discipline	The learner... 1. defines what a concept paper is CS_EN11/12A-EAPP-la-c-19	1	Defining Concept and Concept Paper	Lecture/ Discussion Powerpoint Presentation	Pen and Paper Test	EAPP Reader, TG, seminar papers, online references
			2. determines the ways a writer can elucidate on a concept by definition, explication and clarification CS_EN11/12A-EAP-la-c-20	3	Formal Sentence Definition	Small Group Discussion	Pen and Paper Test	EAPP Reader, TG, seminar papers, online references
			3. identifies situations in which a concept paper may be effectively used to improve our society CS_EN11/12A-EAPP-la-c-21	1	Analyzing Sample Concept Papers: HUMSS Boondocks Months of the Year	Research Activity (focused on Paper Objectives and/or Significance)	Group Presentation	EAPP Reader, TG, seminar papers, online references
			4. comprehends what kinds of concept paper CS_EN11/12A-EAPP-la-c-22	3	Days of the Week Words to the Intellectuals HE: Cookery Ketchup Why Sinigang? FSTEM: Fusion vs. Fission Mercury Pollution Arts/Technical Drafting	Presentation of Sample Papers Powerpoint Presentation Video Presentation Lecture/ Discussion	Writing Test Writing Test (Analyzing concept papers on specific disciplines applying critical reading strategies)	EAPP Reader, TG, seminar papers, online references EAPP Reader, TG, seminar papers, online references
			5. explains and clarifies concepts in field (CS_EN11/12A-EAPP-ig-j-2) such as: a. Art b. Business c. Law d. Philosophy e. Politics f. Religion g. Science h. Sports i. TechVoc j. Agro-fishery k. LA l. ICT					



HOW TO DO IT?

1. Review the Curriculum Guide (CG) in your learning area.
2. Look for components that are suggestive of intra- and interdisciplinary connections.
3. Identify topics, concepts, activities, materials or assessment strategies that can be used to establish meaningful and appropriate relationship among curriculum learning areas.
4. Embed such teaching-learning opportunities to apply content knowledge within and across curriculum areas in the development of your budget of work.

These parts require the teacher to involve concepts in different fields and to analyze sample papers for different specializations.



After showing you the Illustrations of Practice, we also want to leave you the following reminders, which can be useful in our adherence to indicator 1.1.2:

- Aside from integrating topics or activities to the lesson, content knowledge application can also be shown in our skillful facilitation of our teaching practices.
- Incidental teaching is also a good venue to demonstrate and apply content knowledge within and across learning areas.
- Teachers may integrate content knowledge within and across subject areas in any part of the DLL/DLP.
- Culminating activities integrating learning competencies from different subjects can also be considered as an application of this indicator.
- Calendared school activities like Nutrition Month, Buwan ng Wika, and Science Fair, can also include interdisciplinary teaching applications.

Applying this indicator is actually a practice we do in our classrooms. We just have to emphasize, enhance and sustain its application to ensure achievement of our teaching and learning goals.



Having seen how Indicator 1.1.2 can be achieved, we believe that you are now ready to make your own lesson, or in-school or out-of-school activity proposals where you can demonstrate your content knowledge application within and across curriculum teaching areas. You may consult your mentors in school or from other institutions for their comments and suggestions. You may also collaborate with your colleagues to share your best teaching practices.

Further, below are illustrations of practice that you may consider in aligning your teaching practices with this indicator.



CONTENT KNOWLEDGE APPLICATION WITHIN CURRICULUM TEACHING AREAS

ILLUSTRATIONS OF PRACTICE	EXAMPLES
<p>The teacher demonstrates accurate and in-depth knowledge by delivering error-free foundational knowledge and finer details of curriculum learning areas. He or she applies broad knowledge of all concepts within and across curriculum teaching areas in the presentation of the lesson.</p>	<p>A Physical Education (PE) teacher does research to ensure accurate information is given to learners in every teaching and learning opportunity. In presenting a new concept, the teacher gives a comprehensive discussion on Philippine folk dances. Additional information like history and cultural significance of the dance is also given to the class. To better exemplify such folk dances, the teacher also demonstrates both basic and intricate dance steps.</p>
<p>The teacher promotes learning and responds to learners' questions in a manner that is responsive to learners' developmental needs. He or she answers learners' questions by providing extensive discussion of content learning areas to create opportunities for the learners to fully understand the content.</p>	<p>After discussing ways to solve two-step word problems, a learner, who still finds difficulty in comprehending and solving given word problems, asks the teacher to reteach the process and to give more tips in performing mathematical operations correctly. The teacher extends the discussion of this content and provides more board exercises and paired problem-solving activities to help all the learners to fully understand the topic.</p>
<p>The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>During coloring session, when the kindergarten Arts class are tasked to color objects like sun, moon, stars and clouds, a pupil asks the teacher questions like "Where does the sun sleep?" The teacher promptly explains the Science concept on day and night, including that of the earth's rotation.</p>
<p>The teacher cites intra-disciplinary content relationships. He or she establishes linear connection of his or her current lesson to the enabling learning competencies within the current or previous curriculum guide of the subject he or she teaches.</p>	<p>In a Grade 6 Mathematics class, the teacher uses her learners' knowledge on LCD as part of the fifth grade curriculum) to present the new lesson on adding and subtracting dissimilar fraction.</p>

ILLUSTRATIONS OF PRACTICE

The teacher has a repertoire of appropriate teaching strategies to deliver the content teaching areas.

EXAMPLES

A teacher employs different instructional strategies inside the classroom to achieve objectives of a lesson. Such strategies include direct, indirect, interactive, experiential instructions, independent study as described in DO 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program).

CONTENT KNOWLEDGE APPLICATION ACROSS CURRICULUM TEACHING AREAS

ILLUSTRATIONS OF PRACTICE

The teacher applies interdisciplinary content knowledge to teach specific learning content to learners from various fields of specialization.

EXAMPLES

An English teacher uses content knowledge in different disciplines by teaching academic and TVL students the varied types of reaction or review paper and guiding learners to do different outputs depending on their field of specialization like movie review, food review, gadget review, digital commercial review or architectural review.

The teacher shares content knowledge and expertise across teaching areas by training his or her learners for scholastic competitions.

A teacher in Araling Panlipunan (Social Studies) mentors in an oratorical contest featuring the town's local hero and prepares the learner for the speech competition. In another example, a school paper adviser trains school journalists in various areas like news, feature, Science, sports, editorial cartoon, layouting, photojournalism, collaborative publishing, and radio and TV broadcasting.

The teacher extends content knowledge application in conceptualizing and implementing school or community outreach programs.

Learners' outputs in Contemporary Philippine Arts in the Region (CPAR) are arranged for a school exhibit. The teacher invited different school stakeholders to attend the exhibit and incorporates the learners' entrepreneurial skills in selling their outputs for a cause. The proceeds are proposed to be used in a community project to feed children in a nearby barangay.



With your aspiration to deliver quality teaching practices and with the new ideas that you can take home from this module, let's be confident that we can conform to the Philippine Professional Standards for Teachers.

Happy teaching!



PROFESSIONAL DEVELOPMENT PLAN



After exploring the different key concepts on applying content knowledge within and across curriculum teaching areas, you now have a better appreciation of the indicator.

Based on your learning in this module, think of what you can do to enhance your professional development.

Fill in the personal action plan below.



STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



Happy planning!





RESOURCE LIBRARY



This section provides you with resources that can help you further understand the indicator.



Annotated Bibliography

Comat, H. (2011). Technology Integration Lesson Planning for Teachers in 4 Easy Steps. Retrieved from <http://www.technokids.com/blog/technology-integration/lesson-planning-for-teachers/>.
The author explains the importance of incorporating technology education in lesson planning by providing four easy steps, including a sample application.

Department of Education (2013). Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Department Order No. 42, s. 2016).
This department order provides policy guidelines that “aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners’ success, allows the use of varied instructional and formative assessment strategies including the use of ICTs and enables (them) to guide, mentor, and support learners in developing and assessing their learning across the curriculum.” Two of the Daily Lesson Logs presented in this module are taken from the Annexes of this Department Order, specifically Annex 2A, a kindergarten DLL by Nanelyn T. Bontoan and Fatima Corina A. Robles, and Annex 2B.1, a MAPEH 4 DLL by Marilou Vispo and Blessedca Cahapay.

Department of Education (2017). National Adoption and Implementation of the Philippine Professional Standards for Teachers. Department Order No. 42, s. 2017.
This set of standards defines teacher quality in the country and describes the roles of teachers, the professional standards for teachers, the teacher quality in the Philippines, the seven domains which collectively comprise 37 strands, and the career stages. Further, the definitions of some key concepts in this module are taken from the PPST glossary of terms.

Department of Education. (2018). Results-based Performance Management System (RPMS) Manual for Teachers and School Heads.
The RPMS Manual contains Classroom Observation Tool for teacher I-III, which includes a rubric summary used to measure the level of teachers’ performance in different career stages. The COT also includes features of practices per level and clarifications on certain key words or phrases used in the rubrics.

Educational Broadcasting Corporation. (2004). Step-by-step Guide to Interdisciplinary Curriculum Design. Retrieved from <https://www.thirteen.org/edonline/concept2class/interdisciplinary/implementation.html#s6p>.
This material gives suggestions on how to realize interdisciplinary teaching concepts from assessing students and learning setting to planning integrated activities and evaluating the process. A downloadable template on developing a unit plan is also provided. Likewise, this material also provides an interdisciplinary learning rubric with the following criteria: rationale, interdisciplinary component, designed to benefit the learner, essential questions, skills, assessments, procedures, use of resources, mechanics and language usage. The rubric was crafted by Heidi Hayes Jacobs, Ed.D. (2000).

Heaggart, K. (2016). How Important is Subject Matter Knowledge for a Teacher? Retrieved from <https://www.edutopia.org/discussion/how-important-subject-matter-knowledge-teacher>.

The author explains the importance of teachers' knowledge on the subject matter. The material also emphasizes that teachers need broad knowledge and skills of curriculum teaching areas to help learners meet the standards and achieve high performance.

How to Plan a Successful Interdisciplinary Thematic Unit at Your School. Retrieved from <https://plandisc.com/how-to-plan-a-successful-interdisciplinary-thematic-unit-your-school/>.

This material includes best practices and steps in delivering interdisciplinary thematic units and a link to circular academic plans, which can be used to plan integration of topics between and among teaching areas.

Hughes, Derek (n.d.). The Importance of Knowing Your Students. Retrieved from <https://study.com/academy/lesson/the-importance-of-knowing-your-students.html>.

The author presents a transcript about the importance of knowing the learners well. The author explains how different the learners are in terms of their learning styles, cultural backgrounds, relationships, interests and personalities. The author also provides different scenarios that need different approaches to attend to learner diversity.

Jacobs, H. H. (2004). Concept to Classroom. Retrieved from <https://www.thirteen.org/edonline/concept2class/interdisciplinary/index.html>.

The author explains the concept and structure of an interdisciplinary curriculum through online workshop. The online workshop focuses on the history of interdisciplinary curriculum, impact of integration to the teachers and learners and teaching styles. The workshop also contains video clips of different schools with interdisciplinary content.

Lutucan National High School. (2017). Annual Implementation Plan. Sariaya, Quezon.

The school's annual implementation plan summarizes programs and projects that cater to access, quality and governance. Some programs and projects exemplify how intra and interdisciplinary content knowledge can be applied in culminating activities in the school and community.

Lutucan National High School – Science Department. (2016). Science Club Action Plan. Sariaya, Quezon.

This organizational action plan includes a summary of activities proposed by the club for school year 2016-2017. It includes the program objectives, specific activities, target dates, persons involved, source of fund and expected output.

Medrano, F. V. A. (2018). Daily Lesson Log (DLL) in Technology and Livelihood Education (TLE) – Mechanical Drafting Grade 8. Governor Luis A. Ferrer Jr. East National High School, Gen. Trias City, Cavite.

The author presents a Grade 8 DLL in TLE - Mechanical Drafting with integration of content in Araling Panlipunan (AP). The sample DLL shows how the current lesson incorporates another lesson from Grade 8 AP, i.e., presentation of new concepts, and ending, i.e., evaluating learning, parts of the lesson to enhance the delivery of target learning competencies.

Mossgrove, J. (2014). Deepening Content Knowledge for Teaching. Retrieved from <https://knowlesteachers.org/blog/deepening-content-knowledge-teaching>.

The author presents different school scenarios that require teachers to draw out multiple decisions on the understanding of learning engagement and opportunities. The author also emphasizes that there is no best approach/strategy/method/technique appropriate in different situations.

Regulto, D. C. (2017). Daily Lesson Log in Reading and Writing Skills Grade 11. (Rea-Santes, S. N.L., Ed) Castanas National High School, Sariaya, Quezon.

The DLL shows how a writing lesson is used as an opportunity to develop awareness and social responsibility among learners by integrating contents in UCSP, EAPP, ET and General Science. Using interdisciplinary content knowledge, the teacher contextualized and localized the lesson by soliciting the learners' stand on a timely issue in their community.

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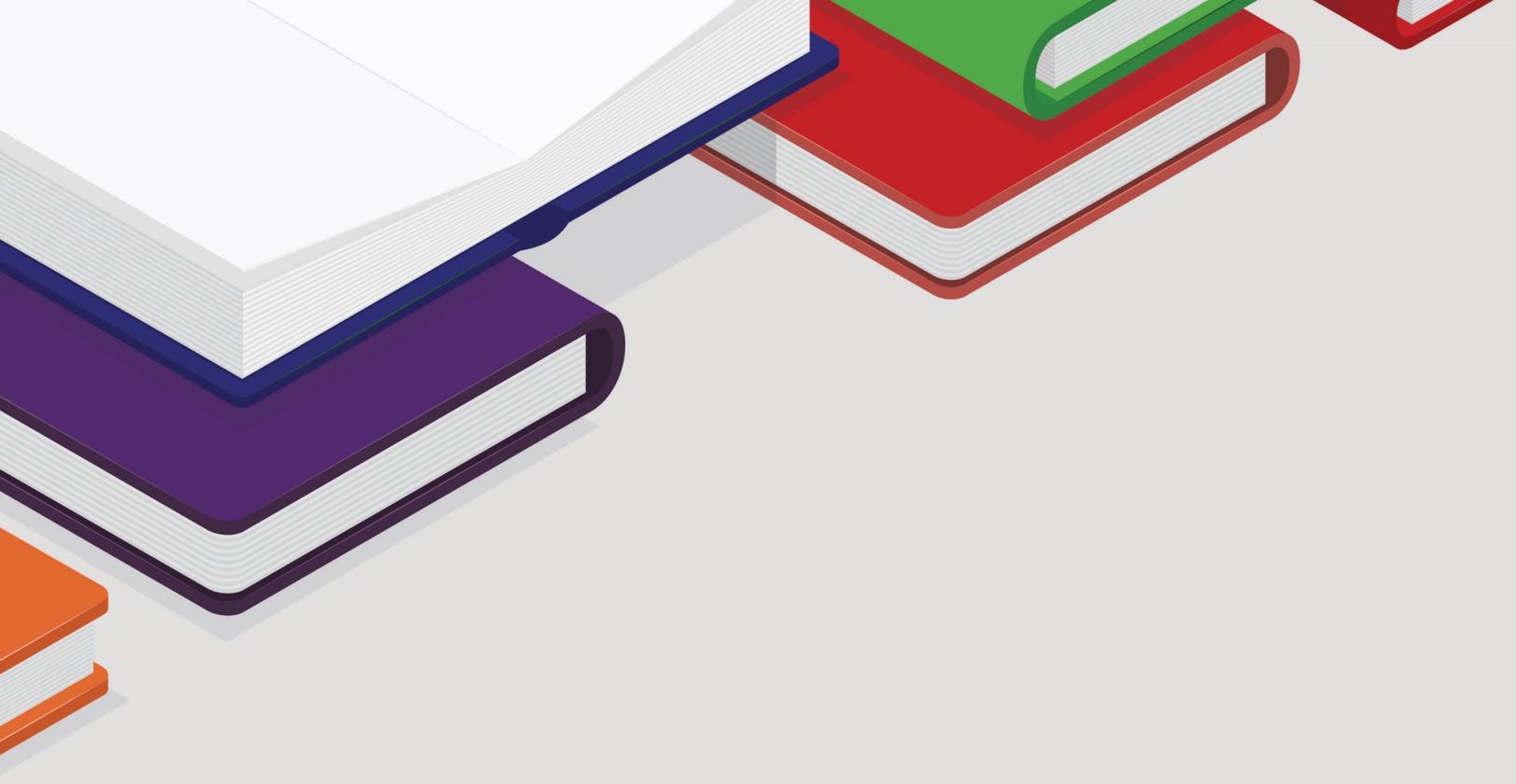
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