



**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	VI
Teacher:	File created by Ma'am MAYLENE M. TUBIG	Learning Area:	ARALING PANLIPUNAN
Teaching Dates and Time:	APRIL 8 - 12, 2024 (WEEK 2)	Quarter:	4TH QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. PamantayangPangnilalaman					
B. PamantayansaPagganap	Nakapagpakitangaktibongpakikilahoksagawaingmakatutulongsapag-unladngbansabilangpagtupadngsarilingtungkulinnasiyangkaakibatnapananagutansapagtamasangmgakarapatanbilan gisangbansang Malaya at maunladna Pilipino				
C. MgaKasanayansaPagkatuto (Isulatang code ngbawatkasanayan)	AP6TDK-IVb-2				
Layunin					
<i>Cognitive</i>	Naitatalaangmgapangyayaringn agbibigaywakassadiktatoryang Marcos	Natutukoyangmgakaranasangmgapiling taumbayansapanahongng Batas Militar	Naiisa-isaangmgapangyayaringnagp apakitangpagtutolsa Batas Militar	Naiisa-isaangmgapangyayarinanag bigay-daansapagganapng EDSA 1	Nabibigyang-diinangkahalagaha nng EDSA 1 sapagkamitngkalayaanngbansa
<i>Affective</i>	Nagugunitaangmgapangyayarin gnagbigaywakassadiktatoryang Marcos	Naisasapusoangmganagingkaranasa nngmgapiling taumbayansapanahongng Batas Militar	Naibabahagiangsaloobinukolsapagt utolsa Batas Militar	Nakalalahadngmgasaloobin at opinyontungkolsa EDSA 1 saharapngklase	Nakapagpapamalasngpaggalang sakahalagahanng EDSA 1
<i>Psychomotor</i>	Naisasadulaangmgapangyayarin gnagbigaywakassadiktatoryang Marcos	Nakapagbabahagingmgapinyontun gkolsamganabasangpanayamsamga piling taumbayansapanahongng Batas Militar	Nakapagsasagawangisang debate ngmgamabisangideya or opinyontungkolsapagtutul at pagsang-ayonsabatasMiliar	Nakabubuonmgakonseptomulasa napanoodna video clip	Nakalalahadngmgamahahalagan gpangyayarisa EDSA 1 sapamamagitanngisangtula, awit at dula.
II. NILALAMAN	HAMON NG DIKTATURYANG MARCOS				
III. KAGAMITANG PANTURO					
A. Sanggunian	AP6 TG 6, LM 6	BatayangAklatsaAP 6 LM, TG, CG, BOW	AP6 CG, mgalarawan, tsart, TM, TG	AP6 CG, mgalarawan, tsart, TM, TG	AP6 CG, mgalarawan, tsart, TM, TG
1. MgapahinasaGabayngGuro					
2. MgapahinasaGabayng Pang-mag-aaral	EASE I Modyul 18 2. * PilipinasIsangSulyap at Pagyakap I. 2006. pp.243-246 3. * Pamana 5. 1999. Pp.248				
3. MgapahinaTeksbuk					
4. KaragdagangKagamitanmulasa portal ngLearning Resource.	The 1986 Edsa Revolution (Philippine Nonformal Education Program) 2001. Pp150 5. AngRebolusyongEdsa 1986 Nonformal Education Program) 2001. Pp.1-51 6. * PilipinasBansang Malaya (BatayangAklat) 5. 1999. pp. 220-221 7. Pilipino Ako, Pilipinasang Bayan Ko (PatnubayngGuro) 5. 1999. pp. 172-177 8. * Ang Bayan Kong Mahal 5. 1999. pp. 232-233, 244-248,251-254 9. * Pilipinas: AngAtingBansa 5. 2000. pp. 215, 227-234				
B. Iba pang Kagamitangpangturo					

IV. PAMAMARAAN					
A. Balik –Aral sanakaraang aralin at/o pagsisimulang bagong aralin	Paligsahan Ang mga mag-aaral ay mag-uunahansapagbigay ng mga naging kontribusyon ng administrasyong Aquino	Anu-ano ang mga pangyayaring naging dahilansapagwakas ng diktaturang Marcos?	Pagbabalik-tanaw sa karanasan ng mamayansapanahon ng Batas-Militar	Pagwawastong takdang-aralin at pagbabahaginito sa buong klase	Pagwawastong takdang-aralin
B. Paghahabing layunin ng aralin at paglalahat. (Pagmomodelo at Paglalahat)	Ano ang pinakamahalagang naging kontribusyon ni pangulong Cory Aquino sa kasaysayan?	Kung hindi ito nagwakas, ano kaya ang naging pamumuhay ng mga Pilipino sa kasalukuyan?	Pagpapanood ng isang maikling video clip	Paglalahad ng mga news clips nanasaliksil	Pagpapawitsa kangang “Magkaisa” gamitang nasaliksil sa takdang-aralin
C. Pag-uugnay ng mahalimbaw sa bagong aralin. Pinatnubayang Pagsasanay)	Pagpapakitang isang maikling video clip tungkol sa EDSA Revolution 1	Naranasan niyona bang hindi makapaglarodahilpinagbawalan kayo? Ano ang inyong naramdaman?	Pagbabahaging opinyon uloksa video clip nanapanood	Pagtatalasang mahalagang pangyayarinanagbunsod sa EDSA 1	Ipapabahagi ang mensaheng hated ng makabayang awitin.
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasayan # 1 (Pinatnubayang Pagsasanay)	Pagtatalakaysa ang pangyayaring nagbibigay-wakas sa diktaturang Marcos	Pagtatalakaysa ang pangyayaring ng taumbayan sapanahon ng Batas Militar sa tungkol sa video presentation	Pagpapabuo ng isang semantic web nanagllaman ng pangyayaring ganapsapanahon ng Batas Militar	Pagpapalitan ng kuro-kuro o opinyon sa nasabing pangyayari	Pagtatalakaysa ang pagpapahalang Pilipino sapanahon ng EDA revolution
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasayan # 2 (Pagpapalawak ng Kasayan)	Pagpapagunitas ang mga mag-aaral sa pangyayaring nagbibigay-wakas sa diktaturang Marcos	Bataysanapanood na video, ano ang naging buhay ng mga Pilipino sapanahon ng Batas Militar?	Pag-uulat ng mga mag-aaral sa buong semantic web	Ipabasa ang aralin parasamalalim na talakayan	Pangkatang awain Pagsasadulang isang mahalagang pangyayaris sa EDSA 1
F. Paglinang sa kabihasaan (Tungosa Formative Assessment)	Pagpapanood ng isang maikling news clip Pagbibigay gabay-katanungan	Brainstorming Pagpapalitan ng opinyon ukol sa naging buhay ng mga Pilipino sapanahon ng Batas Militar	Pagsasadulang larong “Fact or Bluff”	Pagsunod-sunurin ang pangyayarin ng anapsa EDSA 1 sauring paamahala	Pagbabahaging opinyon tungkol sa iniladnadula-dulaan
G. Paglalapat ng aralin sa pang-arawaraw na buhay (Aplikasyon)	Pagpapakitasang dahilannag pagwakas ng diktaturang Marcos sa pamamagitan ng paglalahad ng isang sayaw	Triad *Kung ikaw ay magiging kapitan ng inyong barangay, magdedeklaraka bang Batas Militar? Bakit?	Brainstorming Pagbabahaging saloobin tungkol sa Batas Militar	Pagsagot ng katanungan: Anu-ano ang mga pagbabagong naihatid ng EDSA 1 auring pamamahala?	Pagsagot ng katanungan: Paanom ang papahalaganang naging kontribusyon sa pagpapantiling kalayaang natamodahilsa EDSA 1?
H. Pagtatayang aralin. (Optional nagawain parasaguro kung maganda ang kinalabasan ng Gawin Mo). (Malayang Pagsasanay)	Anu-ano ang mga dahilansapagwakas ng diktaturang Marcos? Magbigay ng 1-5 tanong tungkol sa EDSA Revolution 1	Ano ang naging buhay ng mga Pilipino sapanahon ng Batas Militar?	Sa tulong ng isang G.O, ipapakita ang mga magaganda at di-magagandang epektong Batas Militar	Pagsulat ng sanaysay tungkol sa epektong EDSA 1	Pagbabahaging sakahalagan ng EDSA 1 Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
I. Karagdagang Gawain parasatakdang aralin at remediation					
V.MGA TALA					

VI. PAGNINILAY					
A. Bilangng mag-aaralnanakakuhang 80% sapagtataya	___% of the pupils got 80% mastery	___% of the pupils got 80% mastery	___% of the pupils got 80% mastery	___ ___% of the pupils got 80% mastery	___ ___% of the pupils got 80% mastery
B. Bilangng mag-aaralnanangailanganngib a pang Gawain parasa remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C. Nakatulongbaang remediation? Bilangng mag-aaralnanakaunawasaaralin.	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
D Bilangng mag-aaralnamagpapatuloysa remediation?	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E. Alinsamgastratehiyangpagtuturonanakatulongnglubos? Paanoitonakatulong?	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anongsuliraninangakingnaranasannasolusyonsatulongngakingpun ungguro at superbisor?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab

	<input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
G. Anongkagamitangpanturoangaki ngginamit/nadiskubrenanaiskong ibahagisamgakapwakoguro?	Planned Innovations: <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	Planned Innovations: <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	Planned Innovations: <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	Planned Innovations: <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	Planned Innovations: <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards