GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	ARALING PANLIPUNAN
	Teaching Dates and Time:	NOVEMBER 6 – NOVEMBER 10, 2022 (WEEK 1)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. LAYUNIN					
A. Pamantayang Pangnilalaman	Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan.	Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan.	Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan.	Naipamamalas ang mapanuring pag- unawa sa konteksto ang bahaging ginagampanan ng simbahan sa layunin at mga paraan ng pananakop ng Espanyol sa Pilipinas at ang epekto ng mga ito sa lipunan.	
B. Pamantayan sa pagganap	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon.	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon.	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon.	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto at dahilan ng kolonyalismong Espanyol at ang epekto ng mga paraang pananakop sa katutubong populasyon.	
C. Mga Kasanayan sa Pagkatuto Isulat ang code ng bawat kasanayan	Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas AP5PKE-IIa-1	Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas AP5PKE-IIa-1	Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas AP5PKE-IIa-1	Natatalakay ang kahulugan ng kolonyalismo at ang konteksto nito kaugnay sa pananakop ng Espanya sa Pilipinas AP5PKE-IIa-1	Lingguhang Pagsusulit
II. Nilalaman	Konteksto at Dahilan ng Pananakop sa Bansa 1. Kahulugan at layunin ng kolonyalismo	Konteksto at Dahilan ng Pananakop sa Bansa 1. Kahulugan at layunin ng kolonyalismo	Konteksto at Dahilan ng Pananakop sa Bansa 1. Kahulugan at layunin ng kolonyalismo	Konteksto at Dahilan ng Pananakop sa Bansa 1. Kahulugan at layunin ng kolonyalismo	
III. KAGAMITANG PANTURO	Video Clips tungkol sa pananakop sa bansa ng mga Espanyol	Video Clips tungkol sa pananakop sa bansa ng mga Espanyol	Video Clips tungkol sa pananakop sa bansa ng mga Espanyol	Video Clips tungkol sa pananakop sa bansa ng mga Espanyol	
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pang- Mag-aaral					
3. Mga Pahina sa Teksbuk	AP ph.104-105	Kasaysayang Pilipino 5 Bigkis ng Lahi 5	Kasaysayang Pilipino 5 Bigkis ng Lahi 5	Kasaysayang Pilipino 5 Bigkis ng Lahi 5	

4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba pang Kagamitang Panturo	Tsart, manila paper, pentel pen	Tsart, manila paper, pentel pen	Tsart, manila paper, pentel pen	Tsart, manila paper, pentel pen	
IV. PAMAMARAAN					
A. Balik-Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Pagbabalik aral ukol sa kabihasnan/kultura ng sinaunang Pilipino	Ano ang Kolonyalismo?	Bakit ang Pilipinas ang sinakop ng mga Espanyol?		
B. Paghahabi sa layunin ng aralin	Pag-usapan ang napapanahong isyu.	Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin	Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin	Magkaroon ng dugtungan tanungan ukol sa nakaraang aralin	
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas	Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas	Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas	Magpanood ng video tungkol sa Pananakop ng Espanyol sa Pilipinas	
D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Pagtalakay sa napanood na video	Ipabasa at ipaunawa ukol sa pagsakoip ng Espanya sa Pilipinas	Pag-usapan ang mga layunin ng Espanyol sa pananakop sa Pilipinas.	Ipabasa sa mga bata ang mga dahilan o layunin ng mga Espanyol sa Pagsakop sa bansa.	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ano ang Kolonyalismo?	Pag-usapan ang mga layunin ng pananakop ng mga Espanyol sa Pilipinas	Magkaroon ng kuro- kuro ukol sa aralin	Pag- usapan at magkaroon ng kuro-kuro tungkol sa aralin	
F. Paglinang sa Kabihasnan (Tungo sa Formative Assessment)	Magkaroon ng pangkatang Gawain	Magkaroon ng pangkatang Gawain	Magkaroon ng pangkatang Gawain	Magkaroon ng pangkatang Gawain	
G. Paglalapat ng aralin sa pang-araw-araw na buhay				Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
H. Paglalahat ng Aralin	Magkaroon ng pagbubuod sa napag- usapang aralin.	Hayaan ang mga bata na magkaroon ng pagbubuod ukol sa aralin	Magkaroon ng pagbubuod ukol sa aralin	Hayaan ang mga bata na magkaroon ng pagbubuod ukol sa aralin	
I. Pagtataya ng Aralin	Tukuyin ang inilalarawan sa bawat bilang. _____1. Ito ang sistemang pangkabuhayan tungkol sa akumulasyon ng ginto at pilak, pagtatatag ng kolonya, at regulasyon ng kalakalang panlabas upang pakinabangan ng bansang mananakop.	Sagutin ang Tanong: Sa iyong palagay, alin sa tatlong dahilan o layunin ng pananakop ng mga Espanyol sa Pilipinas ang matagumpay nilang naisakatuparan? Bakit? Ipaliwanag sa sariling pangungusap ang sagot.	Kumuha ng kapareha. Magsaliksik kung paano ginamit ng mga Espanyol ang Kristiyanismo sa kanilang pananakop sa Pilipinas at ang naging epekto nito sa buhay ng mga Pilipino. Iulat sa klase ang mga impormasyong nakalakap.	Sagutin sa sariling opinyon o pangungusap ang sumusunod na mga tanong. 1. Makatuwiran ba o di-makatuwiran ang ginawang pananakop ng mga Espanyol sa Pilipinas?	

	_____2. Ito ay tuwirang pananakop ng isang bnasa sa ibang bansa o lugar upang makakuha ng kagamitan at likas na yaman o makuha ang iba pa nitong pangangailangan. _____3. Ang mga bansa sa bahaging ito ng mundo ay naging tanyag noon sa mga taga-Europa dahil sa saganang mga likas na yaman. _____4. Nais na Espanya na palaganapin ang pananampalatayang ito upang matiyak ang paglakas ng kapangyarihan ng Imperyong Espanya. _____5. Ito ang tawag sa bansang nasakop ng isang malaki at malakas na bansa.			2. Nakatulong ba o di- nakatulong ang pangyayaring ito sa kasaysayan sa buhay ng mga Pilipino?	
J. Karagdagang Gawain para sa takdang- aralin at remediation	Buuin ang Graphic Organizer. Tukuyin at ilarawan ang mga layunin at dahilan ng Espanya ng pananakop ng ibang bansa.				
V. MGA TALA					
VI. PAGNINILAY	.				
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery

B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin.	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D. Bilang ng mga mag-aaral na magpapatuloy sa 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. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	___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

F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punungguro at superbisor?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:**Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel

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