



MATATAG
Bansang Makabata Batang Makabansa

School:		Grade Level:	7
Teacher:		Learning Area:	TLE
Teaching Dates and Time:		Quarter:	Fourth
		Week:	Week 1-Day 1

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
A. CONTENT STANDARDS	The learners demonstrate an understanding of the concepts in industrial arts services.	
B. PERFORMANCE STANDARDS	The learners perform mensuration and calculations following safety precautions.	
C. LEARNING COMPETENCIES	Learning Competency Discuss the services of Industrial Arts	
D. LEARNING OBJECTIVES	Learning Objectives 1. Reiterate the history of Industrial Arts 2. Enumerate the different areas in Industrial Arts 3. Discuss the role of industrial arts in career education 4. Determine career and business opportunities in industrial arts	
I. CONTENT		
History of Industrial Arts		
II. LEARNING RESOURCES		
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B. OTHER LEARNING RESOURCES	
III. TEACHING AND LEARNING PROCEDURE	
BEFORE/PRE-LESSON PROPER	
ACTIVATING PRIOR KNOWLEDGE	Short Review: Picture Analysis Directions: Using a graphic organizer, trace the learners' prior knowledge of Industrial arts. Ask the learners to complete the picture about their idea of industrial arts. <pre> graph TD A((Industrial Arts)) --- B1(()) A --- B2(()) A --- B3(()) A --- B4(()) A --- B5(()) A --- B6(()) </pre> Feedback After checking the students' answers, ask them if the idea of Industrial Arts is clear. Then, proceed to the History of Industrial Arts. • At least 5 volunteers should share their answers. The teacher will use a graphic organizer to assess the student's knowledge of industrial arts. Prepare a set of questions for students to reflect on the graphic organizers. After the short review, the teacher must ask the students if they still have questions about industrial arts.
LESSON PURPOSE/INTENTION	Lesson Purpose At the end of the lesson, the students will be able to: • Trace down the history of Industrial Arts. • Identify the different areas in Industrial arts. • Emphasize the importance of the role of industrial arts in career education. The teacher could either play the video containing the lesson purpose or ask the learners questions covering the Industrial Arts lesson.

	• Enumerate the different career and business opportunities in Industrial Arts.	
LESSON LANGUAGE PRACTICE	Unlocking Content Vocabulary Definition of Terms: • Industrial Arts- a subject taught in elementary and secondary schools that aims to develop manual skills and familiarity with tools and machines. • Industrial Arts Education - an educational program that features the fabrication of objects in wood or metal using various hand, power, or machine tools. • Career Education- helps students develop the skills to evaluate potential career paths. • Technology- the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. • Work Simplification- removing tasks from existing roles to make them more focused.	
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	SUBTOPIC 1: History of Industrial Arts 1. Explication Industrial arts are an educational program that features the fabrication of objects made in wood or metal using a variety of hand, power, or machine tools. Industrial arts education encompasses many hands-on skills and trades that prepare students for careers in various industries. Some common examples include woodworking, metalworking, automotive, welding, graphics design, and computer-aided drafting. History of Industrial Arts	The teacher will introduce the lesson. You can ask questions to students about their idea of Industrial arts. Let the student watch the video clip to understand the history better. https://www.youtube.com/watch?v=VqCrHGiClcg Note: You may also let the student watch about the 4th Industrial Revolution so that they become aware of the current events and their

	According to the Journal of Technology Education, industrial arts began as early as prehistoric times when humans first developed tools. Formal instruction for industrial arts arose during the late 1800s and consisted of manual training for trades in manufacturing. Industrial arts education became popular in the 1900s as an alternative for students seeking to learn a trade, known as vocational school. The purpose of industrial arts classes included teaching students' specific skills such as automobile repair or furniture design. Today, the meaning of industrial arts encompasses various technical specialties. Purpose of Industrial Arts The purpose of industrial arts incorporates societal factors such as technology with personal career development. A student trained in industrial art contributes to the advancement of society regardless of whether the career is in manufacturing or design. For example, a graduate of an industrial arts program focusing on machinery learns advanced safety techniques and methods of streamlining manufacturing. A design student creates new and advanced packaging for toys, which reduces waste. The meaning behind the demand for people trained in industrial arts changes with the needs of the employing corporations. For example, the demand for industrial artists during the 1940s included people adept at shortwave radio design for use in World War II, according to the Encyclopedia of Chicago. Talented designers offer companies an edge over the competition and provide society with the desired technologically advanced products. 2. Worked Example Class sharing: • How and why did the Industrial Revolution happen? • What was the message of the Industrial Revolution? • How did the 4th Industrial Revolution affect the Industrial Arts?	possible effects on industrial arts. CNBC International. (2019, January 22). <i>What is the Fourth Industrial Revolution?</i> CNBC Explains. YouTube. https://www.youtube.com/watch?v=v9rZOa3CUC8 Proper citation of the video is needed to avoid copyright issues. Note: You may use another image that will represent the same context.
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	3. Lesson Activity: Picture Analysis Directions: Based on the photo shown in the presentation, answer the following questions. Guide Questions: a. What do you think is the message of the picture? b. Can you tell me more about the picture? c. How will you interpret the picture shown? d. What do you think of the idea or message of the picture?	
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	Activity Steps: 1. Group Formation (5 minutes) • Divide the class into four groups. • Assign each group a specific historical period to research: 1. Ancient & Medieval Era (Stone Age tools, early metalwork, blacksmithing, carpentry) 2. Renaissance & Pre-Industrial Period (guilds, woodcraft, shipbuilding, printing press) 3. Industrial Revolution (factories, mass production, mechanization) 4. Modern & Digital Age (automation, robotics, AI in industrial arts) 2. Research & Timeline Creation (20 minutes) • Each group will research key advancements in industrial arts for their assigned period. • Identify major inventions, materials, techniques, and their impact on society. • Organize findings into a timeline format (either a physical chart or digital presentation). • Include illustrations, images, or examples to enhance their timeline. 3. Presentation & Discussion (15 minutes)	

	- Each group will present their timeline to the class (3-4 minutes per group). - After each presentation, classmates can ask questions or add insights. - Encourage connections between different time periods (e.g., how medieval tools influenced industrial machines).	
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS	Worksheet Synthesis/Extended What you have learned In a one sheet of paper write something you understand about the lesson we discussed today.	
EVALUATING LEARNING	Instruction: Read each question carefully and choose the best answer from the options provided. 1. Which of the following best describes the role of industrial arts in ancient civilizations? A. The use of computers and automated machinery for production. B. The development of hand tools, metalworking, and blacksmithing. C. The rise of mass production through assembly lines. D. The introduction of digital design software for manufacturing. 2. What major invention during the Renaissance period significantly impacted industrial arts and the spread of knowledge? A. Steam engine B. Assembly line C. Printing press D. Electric motor 3. Which historical period is known for the development of factories and mechanization in industrial arts?	Answer: 1. B. The development of hand tools, metalworking, and blacksmithing. 2. C. Printing press 3. C. Industrial Revolution 4. A. It introduced mass production, machinery, and factory work. 5. C. The development of robotics, automation, and AI-driven manufacturing.

	A. Ancient & Medieval Era B. Renaissance & Pre-Industrial Period C. Industrial Revolution D. Modern & Digital Age 4. How did the Industrial Revolution improve industrial arts? A. It introduced mass production, machinery, and factory work. B. It focused mainly on handcrafted goods made by artisans. C. It eliminated the need for skilled workers. D. It slowed down technological advancements. 5. What is a key characteristic of industrial arts in the Modern & Digital Age? A. The use of simple hand tools and manual labor. B. The rise of steam-powered machines for production. C. The development of robotics, automation, and AI-driven manufacturing. D. The reliance on guilds and traditional craftsmanship.	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Reviewed by:

Subject Teacher

Master Teacher/Head Teacher