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|  | **School** | DEBESMSCAT | **Grade & Section** | | MATHEMATICS 3A |
| **Practice Teacher** | JESSA MAE R. ARTOCILLO | **Learning Area** | | PROF ED 7 |
| **DAILY LESSON PLAN** | **Teaching Date & Time** | AUGUST 26, 2025  3:00 – 5:00 PM | **Quarter** | | 1ST SEMESTER |
| 1. **OBJECTIVES** |  | | | | |
| 1. **Content Standard** | The learners demonstrate understanding on the difference between content and outcomes approaches in Education. | | | | |
| 1. **Performance Standard** | The learners are able to justify how a shift from teaching content to teaching for outcomes, improves student learning and achievement in institutional goals. | | | | |
| 1. **Learning Competencies/Objectives (Write the LC code for each)** | **Specific learning objectives:**  The learner is able to:   * Explain the reasons for the shift from content to learning outcomes in education, including the benefits of Outcome-Based Education (OBE) for students, educators, and society. * List the key characteristics of effective learning outcomes. * Appreciate aligning outcomes with real-world needs reflecting their own experiences in sharing insights through reflective essay. | | | | |
| 1. **CONTENT** | **Shift of Educational Focus from Content to Learning Outcomes** | | | | |
| 1. **LEARNING RESOURCES** |  | | | | |
| 1. **References** |  | | | | |
| 1. **Teacher’s Guide pages** |  | | | | |
| 1. **Learner’s Materials pages** | pp.1-5 | | | | |
| 1. **Textbook pages** |  | | | | |
| 1. **Additional Materials from Learning Resource (LR) portal** | PowerPoint Presentation | | | | |
| 1. **PROCEDURES** | Teacher’s Activity | | | Student’s Activity | |
| 1. **Reviewing previous lesson or presenting the new lesson** | * Prayer * Checking of Attendance * Classroom Rules Reminders * Listen to your teacher attentively and follow instructions. * Talk when you are asked to and raise your hand before you speak. * Please participate in any activities. * Be polite and respectful. * Have fun while you are learning. * To recall the discussions, the teacher will ask the class and facilitate a motivation/engaging activity. | | | Students’ listen attentively and participate. | |
| 1. **Establishing a purpose for the lesson** | (Pre-requisites for the new lesson)  **Pre-test: “Content or Outcome? Check it or Shake it!”**  **Mechanics:**   * Teacher tells students: * *“We will play a quick game called* ***Content or Outcome?*** *I will read statements one by one. If you think the statement is* ***Content-based****, raise your LEFT hand. If you think it’s* ***Outcome-based****, raise your RIGHT hand.”* * Read the statements aloud (or flash them on the screen). * After each statement, briefly confirm the correct answer and explain *why*. * Good luck participants!   1.Students memorize historical dates.  2.Learners analyze causes of historical events and present implications.  3. Teacher asks students to recite definitions of terms.  4. Students demonstrate correct laboratory procedures.  5. Teacher gives a long lecture and expects note-taking.  6. Learners create a project applying science concepts.  7. Focus is on covering the textbook from start to end.  8. Focus is on achieving learning competencies regardless of textbook coverage.  9. Assessment relies mainly on paper-and-pencil tests.  10. Assessment includes performance tasks, portfolios, and real-life applications. | | | Students listen attentively and participate during discussion.  Students’ expected answer:   1. CONTENT-BASED 2. OUTCOME-BASED 3. CONTENT-BASED 4. OUTCOME-BASED 5. CONTENT-BASED 6. OUTCOME-BASED 7. CONTENT-BASED 8. OUTCOME=BASED 9. CONTENT-BASED   OUTCOME-BASED | |
| 1. **Presenting examples/instances of the lesson** | * **Shift of Educational Focus from Content to Learning Outcomes**   **Example 1: Content-Based vs. Outcome-Based Approach**   * *Content-Based (Traditional):* In Araling Panlipunan, the teacher discusses the dates and names of historical events (e.g., “The EDSA People Power happened in 1986, led by…”) and students simply memorize facts for a test. * *Outcome-Based (OBE):* Instead of memorizing, students are asked to analyze the causes and effects of People Power and then reflect on how peaceful movements can solve conflicts today. The focus is on *critical thinking and application*, not just recall.   **Example 2: Immediate vs. Deferred Outcomes**   * *Immediate Outcome:* After a lesson in AP, students can identify and explain civic duties like voting, following laws, and respecting others. * *Deferred Outcome:* Years later, the same students apply these values in real life by participating in community service, exercising their right to vote, or becoming socially responsible citizens. | | | Students listen attentively and participate during discussion. | |
| 1. **Discussing new concepts and new skills #1** | * Teacher presents characteristics of OBE:  1. Student-centered 2. Faculty-driven 3. Meaningful  * The teacher discuss:   **To implement Outcomes-Based Education on the subject or course level, the following procedure is recommended;**   * 1. Identification of the educational objectives of the subject/course.   2. Listing of learning outcomes specified for each subject/course objective. * A good source of learning outcomes statements is the Taxonomy of educational objectives by Benjamin Bloom.   •**Bloom’s Taxonomy of Educational Objectives is group into three (3):**   * Cognitive * Psychomotor * Affective   3. Drafting outcomes assessment procedure.   * Teacher explains **Immediate Outcomes vs. Deferred Outcomes** with simple examples:   + **Immediate Outcomes**: Students solving math problems correctly after the lesson.   + **Deferred Outcomes**: Students applying problem-solving in real-life budgeting situations. * Teacher explains the institutional, program, course and learning outcome highlighting its importance with examples: * **Institutional:**  what graduates of the institution should be able to do after completing their degree.   **EX:**  Graduates demonstrate professional competence, critical thinking, ethical responsibility, and a commitment to lifelong learning in their chosen field.   * **Program:**  What students should achieve after completing a particular program (e.g., BSEd, BEEd, BSCS, etc.).   **EX:**  Demonstrate mastery of subject matter and effective teaching strategies**.**   * **Course or Subject:**  Specific outcomes expected after completing a particular course.   **EX:**  Evaluate learning outcomes using appropriate assessment tools.   * **Learning or Instructional:**  These are lesson-level objectives or competencies expected at the end of a specific class/session.   **EX:** Identify the differences between content-based and outcomes-based education. | | | Students listen attentively and participate during discussion. | |
| 1. **Discussing new concepts and new skills #2** |  | | |  | |
| 1. **Developing mastery (Leads to Formative Assessment 3)** | **ACTIVITY 1** (15 minutes)  **Check your Understanding!**  **Part A – Multiple Choice** (Choose the correct answer)  1. Which of the following is the main focus of Outcomes-Based Education (OBE)? a) Teacher performance b) Student learning outcomes c) Lesson content only d) School facilities  2. Which of the following is **not** a characteristic of OBE? a) Student-centered b) Faculty-driven c) Meaningful d) Teacher memorization  3. Who proposed the **Taxonomy of Educational Objectives**? a) John Dewey b) Benjamin Bloom c) Paulo Freire d) Howard Gardner  4. The ability to demonstrate teamwork in a group project falls under which domain of Bloom’s Taxonomy? a) Cognitive b) Psychomotor c) Affective d) Knowledge  5. When students apply learned concepts in their future workplace, this refers to: a) Immediate outcomes b) Deferred outcomes c) Content mastery d) Lesson objectives    **Part B – Jumbled Outcomes**  Direction**:** Below is a pool of outcomes. Place them correctly in the table.  Outcome Pool:  1.Students can differentiate between inductive and deductive reasoning.  2.Apply logic and critical analysis to real-world problems.  3.Institution promotes holistic human development.  4.Communicate effectively in oral and written form.  5.By the end of the lesson, students can create a PowerPoint presentation to summarize research findings.  6.Exhibit professional and ethical responsibility in practice.  7.Use basic statistical tools to analyze research data.  8.Institution cultivates global citizens committed to sustainability.  9.By the end of the lesson, students can solve quadratic equations using factoring.   |  |  |  |  | | --- | --- | --- | --- | | Institutional Outcomes | Program Outcomes | Course Outcomes | Learning Outcomes | | 1.  2. | 1.  2. | 1.  2. | 1.  2. | | | | Students’ expected answer:  **Part A – Multiple Choice**   1. b) Student learning outcomes 2. d) Teacher memorization 3. b) Benjamin Bloom 4. c) Affective 5. b) Deferred outcomes   **Part C – Jumbled Outcomes**   |  |  |  |  | | --- | --- | --- | --- | | Institutional Outcomes | Program Outcomes | Course Outcomes | Learning Outcomes | | 1. Institutions promotes holistic human development.  2. Institution cultivates global citizens committed to sustainability. | 1. Apply logic and critical analysis to real-world problem.  2. Communicate effectively in oral and written form.  3. Exhibit professional and ethical responsibility in practice. | 1. Use basic statistical tools to analyze research data. | 1.Students can differentiate between inductive and deductive reasoning.  2. By the end of the lesson, students can create a PowerPoint presentation to summarize research findings.  3. By the end of the lesson, students can solve quadratic equations using factoring. | | |
| 1. **Finding practical application of concepts and skills in daily living** | **ACTIVITY 2: Pair Share!** (5 minutes)  **Direction**: Answer the following real-life situation. The students will share insights with partners, then volunteers to share with the class.  **Questions:**  1.If you were to teach your younger sibling or child a skill (like cooking rice or budgeting allowance), how would you apply OBE instead of just teaching facts?”  2.If you were asked to tutor a classmate struggling in math, how would you apply the OBE approach? | | | Students’ expected answer:  1.Instead of just telling them the steps, I will let them actually cook the rice or plan a budget and then evaluate if they can do it on their own. The focus is on what they can *do* after the lesson.  2. I would not just explain formulas but give them practice problems and check if they can solve on their own. Mastery of solving the problems is the real outcome. | |
| 1. **Making generalizations and abstractions about the lesson** | The teacher will ask the following questions: (*Students will answer.)*   * **Teacher asks:** “What is the main difference between content-based and outcomes-based education?” **Expected answer:** *“Content-based focuses on what is taught, while outcomes-based focuses on what the learner can do.”* * **Teacher asks:** “Why is OBE considered student-centered?” **Expected answer:** *“Because it focuses on students’ learning outcomes, not just the teacher’s delivery of content.”* * **Teacher asks:** “How does Bloom’s Taxonomy support Outcomes-Based Education?” **Expected answer:** *“It helps in setting clear learning outcomes in cognitive, psychomotor, and affective domains.”* * **Teacher asks:** “What is the difference between immediate and deferred outcomes?” **Expected answer:** *“Immediate outcomes are shown right after learning, while deferred outcomes are seen later when students apply learning in real-life situations.”* * **Teacher asks:** “Why is alignment important in institutional, program, course, and learning outcomes?” **Expected answer:** *“Because alignment ensures that every lesson contributes to the bigger goals of the program and institution*.” | | | | |
| 1. **Evaluating learning** | **Reflection**  Individual Activity(10 mins)  Get ½ sheet of paper (crosswise).  1.In your own words, why it is important to focus on learning outcomes instead of just content in education?  2.How can focusing on outcome helps you in your future career?  **Post-test**  **Content or Outcome?**  *Direction: Identify if the statement refers to Content-Based Education (CBE) or Outcomes-Based Education (OBE):*  1. Emphasizes memorization of facts.  2. Students are at the center of the process.  3. Teacher is the sole authority of knowledge.  4. Success is measured through demonstration of skills.  5. Coverage of the syllabus is the main concern.  6. Provides data for improving instruction.  7. Ends with recall and understanding only.  8. Encourages real-life application.  9. Faculty-driven responsibility for assessment.  10. Assessment focuses only on paper-pencil tests. | | | Students’ expected answer:  **Reflection**  1.Focusing on learning outcomes is important because it shows what I can actually do with what I learned, not just what I memorized. It makes learning more practical and meaningful.  **2.** This helps in my future career since nowadays they value skills and application. By focusing on outcomes, I will be more confident and prepared to use my knowledge in real-life work situations.  **Post-test**   * 1. CBE   2. OBE   3. CBE   4. OBE   5. CBE   6. OBE   7. CBE   8. OBE   9. OBE   10. CBE | |
| 1. **Additional activities for application and remediation** | **ASSIGNMENT:**   * Interview one teacher/professor on how they apply OBE in their class. Write a one-page reflection and be ready to share in the next session. | | | Students will do their assignment on their vacant time. | |
| 1. **REMARKS** |  | | | | |
| 1. **REFLECTION** |  | | | | |
| No. of learners who earned 80% in the evaluation |  | | | | |
| No. of learners who require additional activities for remediation who scored below 80% |  | | | | |
| Did the remedial lessons work? No. of learners who have caught up with the lesson |  | | | | |
| No. of learners who continue to require remediation |  | | | | |
| Which of my teaching strategies worked well? Why did these work? |  | | | | |
| What difficulties did I encounter which my principal or supervisor can help me solve? |  | | | | |
| What innovation or localized materials did I use/discover which I wish to share with other teachers? |  | | | | |

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