


The HUMSS Strand

UPDATE Annual Convention
The Heritage Hotel
November 22, 2016



A gamut
of
emotions




A vertical image on the left side of the slide shows a dark silhouette of a person climbing a tall, thin, vertical structure. The person is positioned near the top, with their arms extended upwards. The background is a bright, hazy sky with soft clouds. The overall tone is inspirational or aspirational.

HUMSS – How is this pronounced?

Is it HUMSS as in ho-hum or HUMSS as in humus?

The other strands in the Academic Track (STEM, ABM, GAS) do not have this

A vertical image on the left side of the slide shows the silhouette of a person climbing a tall, dark structure, possibly a tree or a rock formation. The background is a bright, hazy sky with warm colors from a sunset or sunrise. The person is positioned on the left side of the structure, reaching up.

Some Pertinent Data about HUMSS UST Context

Number of sections: 17

Total number of learners: 819

Number of female: 606

Number of male: 213

School where JHS was
completed:

Private: 89%

A vertical image on the left side of the slide shows the silhouette of the Statue of Liberty against a bright, hazy sky at sunset or sunrise. The statue's torch is raised high, and the sun is visible behind the clouds, creating a strong backlight effect.

Some Pertinent Data about HUMSS UST Context

Add to these data are the skills we need to develop to make them world-ready, future-ready, climate-change ready, Trump-ready and whatever unforeseen exigencies will happen in the

Beyond the 3Rs - the new skills the world is looking for.



Leadership



Digital literacy



Communication



Emotional intelligence



Entrepreneurship



Global citizenship



Problem solving




Team-working

Required Inputs in this Session

A. Delivery of content – there are two approaches we employ that allow us not so much to deliver content, but to facilitate learning and to develop the so-called 'non-cognitive skills'. These are the abilities important for social interactions (Pearson, 'The Importance of Social Skills', 2015).



A vertical image on the left side of the slide shows a dark silhouette of a person's arm and hand reaching upwards towards a bright, hazy sky with soft clouds. The person appears to be standing on a dark surface, possibly a ledge or a tree branch.

A. Delivery of content – 1. From I-R-E to W-D-C

IRE - from initiation-response-evaluation, 'I-R-E,' or recitation to whole class discussion.


(Rethinking Whole Class Discussion, 2013.
Retrieved November 17, 2016 from <https://www.edutopia.org>

A vertical image on the left side of the slide shows a dark silhouette of a person's arm and hand reaching upwards towards a bright, hazy sky with soft clouds. The person appears to be standing on a dark, possibly rocky, surface.

A. Delivery of content –

1. From I-R-E to W-D-C

IRE - Typical teacher-student discourse resembles a quiz show, with teachers asking a question, the student replying, and the teacher evaluating the student's response. This is called initiation-response-evaluation, 'I-R-E,' or recitation

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A. Delivery of content – 1. From I-R-E to W-D-C

WDC - involves purposeful questions prepared in advance, assessment, and starting points for further conversations.

(Rethinking Whole Class Discussion, 2013.
Retrieved November 17, 2016 from <https://www.edutopia.org>)



A. Delivery of content –

1. From I-R-E to W-D-C

WDC – we train our teachers to make use of Question Circles* Here is an example: The teacher, directing the learners to a blog on moral dilemma involves the class in the discussion through the following questions.

Text: What moral dilemma do countries where refugees seek shelter have? Why is it a moral dilemma?

Reader: Have you experienced a moral



A. Delivery of content –

1. From I-R-E to I-D-C

IDC – we train our teachers to make use of Question Circles*

Text/Reader: In what situations might you refuse a known troublemaker who asks you for help?

Reader/World: What do you think should the United Nations or the



A. Delivery of content –

1. From I-R-E to I-D-C

IDC – we train our teachers to make use of Question Circles*

Text/World: What other moral issues arise from the problem of refugees?
Present evidence to support your answer.

Dense Question: Which is the higher good, to protect the citizens of your country from terrorists who masquerade

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A. Delivery of content

2. Transform, Interact, Learn, Engage

(TILE)*
The Transform, Interact, Learn, Engage (TILE) project facilitates lively interaction, enhanced learning, and increased faculty/student engagement.

It is founded on the principles of student-centered, active learning.

It is designed for a classroom built around the issues of pedagogy, practice, and technology.

(* based on the TILE project by the University of Iowa

A. Delivery of content

2. Transform, Interact, Learn, Engage



A. Delivery of content

2. Transform, Interact, Learn, Engage



A. Delivery of content

2. Transform, Interact, Learn, Engage



A. Delivery of content

2. Transform, Interact, Learn, Engage





Required Inputs in this Session

A. Assessment

Our Performance Tasks are designed in such a way that they support the kind of learners we have in the HUMSS: social media savvy, articulate and are interested to engage in a career in broadcast media.

Filipino: Performance Task:

Presentasyon ng Pagsusuri sa Isang Isyung Pangwika

1. Hatiin ang klase sa pito hanggang siyam na grupo
2. Ang bawat grupo ay maghahanap ng iba't-ibang kontemporaryong isyung



Required Inputs in this Session

Filipino: Performance Task:

Presentasyon ng Pagsusuri sa Isang Isyung Pangwika

3. Kapag nakapili na ang mga mag-aaral, hayaan silang magpalitang-kuro tungkol sa isyung pangwikang napili nila.
4. Mag-iipon ang mga mag-aaral ng iba't-ibang online articles, blog at iba pang sulatin tungkol sa napili nilang paksa. Maari rin silang tumingin sa comment section ng mga online news portal at artikulong na-share sa facebook tungkol sa paksa, unang matimbang ang pulong na



Required Inputs in this Session

Filipino: Performance Task:

Presentasyon ng Pagsusuri sa Isang Isyung Pangwika

5. Bubuo ng presentasyon ang grupo gamit and powerpoint presentation o iba pang aplikasyon na maaaring gamitin . Ang presentasyon ay kailangang bumubuo ng mga sumusunod na bahagi:
 - Introduksyon sa paksa
 - Presentasyon sa nilalaman ng paksa at pagusuri sa iba't-ibang nalakap na



Required Inputs in this Session

Filipino: Performance Task:

Presentasyon ng Pagsusuri sa Isang Isyung Pangwika

6. Itatakda sa ikaapat na sesyon ang petsa ng presentasyon. Bigyan ng sapat na panahaon ang mga mag-aaral upang paghandaan ito. Talakayin ang magiging batayan ng grado: a)Lalim ng pananaliksik sa paksa; b)Talas ng pagusri sa isyung pangwika;

Thank you!

