The HUMSS Strand

UPDATE Annual Convention
The Heritage Hotel
November 22, 2016

A gamut of emotions

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

Some Pertinent Data about HUMSS UST Context

Number of sections: 17

Total number of learners: 819

Number of female: 606

Number of male: 213

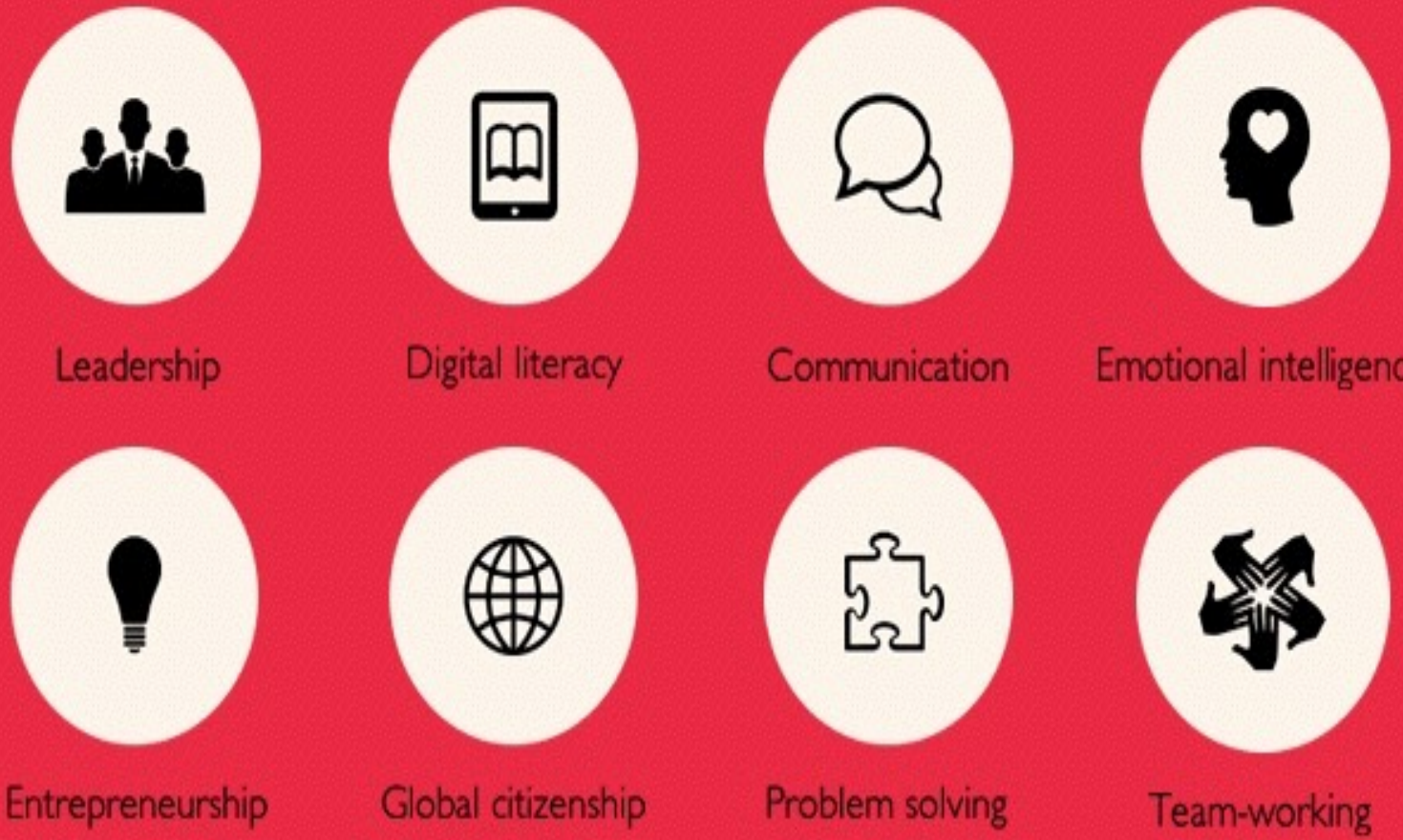
School where JHS was completed:

Private: 89%

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.



http://thelearningcurve.pearson.com/2014-report-summary/

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,

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. 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

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

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

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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

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!