**e-RPH SCIENCE FORM 3**

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.1 Human Nervous System | **TIME** |  |
| **LEARNING OBJECTIVE** | | | |
| By the end of the PdPc, students will be able to:  1. Describe the structures and functions of the human nervous system through drawing. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher's explanation about the human nervous system. | | | |
| **Activities:**   1. ﻿ The teacher assigns the students to find information about the human nervous system and its importance. 2. Students search for information, discuss and the results of the discussion are presented in the form of Microsoft PowerPoint in class. 3. Students were also asked to watch a video about the human nervous system by scanning the QR code. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 33. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.1 Human Nervous System | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Make a sequence to show the pathway of impulses in voluntary and involuntary action. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the voluntary and involuntary action. | | | |
| **Activities:**   1. ﻿ In pairs, students carry out brainstorming activities for:  * Give examples of daily activities that involve voluntary actions and involuntary actions. * Comparing voluntary actions and involuntary actions. * Students build an i-Think map to compare voluntary actions and involuntary actions and to show the impulse flow in voluntary and involntary actions. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 34. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.1 Human Nervous System | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Justify the importance of human nervous system in life. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the importance of human nervous system network. | | | |
| **Activities:**   1. ﻿The teacher explains the activity procedure to study the importance of controlled actions and out-of-control actions. 2. In pairs, students carry out activities to find out:  * The importance of voluntary action – measuring the speed of the student's reaction time to catch a falling ruler (voluntary action) * The importance of involuntary actions – detecting changes in the pupil to the intensity of light (involuntary actions)  1. Students record their observations and discuss the findings of the activity. 2. Students conclude the activities carried out. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 35 and 36. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Draw the structures of sensory organs and explain their functions and sensitivities towards stimuli. 2. Explain the mechanism of hearing and sight through drawings. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the structure, function and sensitivity of organ towards stimuli and the mechanisms of hearing and sight. | | | |
| **Activities:**   1. ﻿Group activity, with a total of 5 members. 2. The teacher asks the students to discuss the structure and function of the eye and the response mechanism that occurs. 3. In groups, students discuss and collect information about the assigned task. Information is presented on Mahjong paper. 4. After finishing the discussion session, a student moves to another group to get the assignment information given. 5. ﻿After 10 minutes, all students return to their respective groups and share the information obtained with other group members. 6. The results of the discussion are posted in class. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 37 and 38. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Draw the structures of sensory organs and explain their functions and sensitivities towards stimuli. 2. Explain the mechanism of hearing and sight through drawings. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the structure, function and sensitivity of organ towards stimuli and the mechanisms of hearing and sight. | | | |
| **Activities:**   1. ﻿Group activity with a total of 5 members. 2. The teacher asks the students to discuss the structure and function of the ear and the reaction mechanism that occurs. 3. In groups, students discuss and gather information about the assignment given. The information is presented on Mahjong paper. 4. After finishing the discussion session, a student moves to another group to get information about the given assignment. 5. After 10 minutes, all students return to their respective groups and share the information obtained with other group members. 6. The results of the discussion are pasted in class. 7. Students were also asked to watch a video about the anatomy of the human ear by scanning the QR code. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 39 and 40. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Draw the structures of sensory organs and explain their functions and sensitivities towards stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the structure, function and sensitivity of organ towards stimuli. | | | |
| **Activities:**   1. Group activity with a total of 5 members. 2. The teacher asks the students to discuss the structure and function of the nose and the reaction mechanism that occurs. 3. In groups, students discuss and gather information about the assignment given. The information is presented on Mahjong paper. 4. After finishing the discussion session, a student moves to another group to get information about the given assignment. 5. After 10 minutes, all students return to their respective groups and share the information obtained with other group members. 6. The results of the discussion are pasted in class. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 41. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. Draw the structures of sensory organs and explain their functions and sensitivities towards stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the structure, function and sensitivity of organ towards stimuli. | | | |
| **Activities:**   1. Group activity with a total of 5 members. 2. The teacher asks the students to discuss the structure and function of the skin. 3. In groups, students discuss and gather information about the assignment given. The information is presented on Mahjong paper. 4. After finishing the discussion session, a student moves to another group to get information about the given assignment. 5. After 10 minutes, all students return to their respective groups and share the information obtained with other group members. 6. The results of the discussion are pasted in class. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 42. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Relate the human sensory organs and to the sensitivity towards various combination of stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher's explanation of the relationship between human sensory organs and sensitivity to various combinations of stimuli. | | | |
| **Activities:**   1. The teacher explains the procedure of the activity to study the sensitivity of the skin on different parts of the body with a different number of receptors to stimuli. 2. In pairs, students carry out activities by using one or two toothpicks on several parts of the body. The activity was carried out three times. 3. Students record observations, discuss and state the relationship between skin sensitivity and the number of receptors. 4. Students conclude the activities carried out. 5. Students make an i-THINK map to show the path of the impulse starting with the stimulus until the result of the response. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 43 and 44. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Relate the human sensory organs and to the sensitivity towards various combination of stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher's explanation of the relationship between human sensory organs and sensitivity to various combinations of stimuli. | | | |
| **Activities:**   1. The teacher explains the activity procedure of identifying different areas of the tongue that react to different tastes. 2. Students carry out the activity by placing sugar solution on the tip of their friend's tongue. 3. Students record the sense that can be detected. Rinse with distilled water. 4. Repeat the activity by placing the sugar solution on the front, back, middle and back of the tongue. 5. Repeat the activity with salt solution, coffee solution and lime juice. 6. Students create an i-THINK map to show how the tongue detects taste. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 45 and 46. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Relate the human sensory organs and to the sensitivity towards various combination of stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher's explanation of the relationship between human sensory organs and sensitivity to various combinations of stimuli. | | | |
| **Activities:**   1. The teacher explains the activity procedure to investigate the relationship between the sense of taste and the sense of smell. 2. The activity is carried out with students covering their eyes with a black cloth and pinching their noses. Fruit juice is dripped on the subject's tongue. Rinse with distilled water. 3. The activity is repeated using several different fruit juices. 4. The activity is repeated with the subject's nose not pinched. 5. Students record observations and discuss the findings of the activity. 6. Students conclude the activities carried out. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 47. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Explain through examples how the limitation of senses, defect in sensory organs and aging affect human hearing and sight. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about limitation of senses, defect in sensory organs and aging affect human hearing and sight. | | | |
| **Activities:**   1. ﻿The teacher explains the procedure for studying optical illusions. 2. In pairs, students carry out activities. 3. Students record observations and discuss the findings of the activity. 4. Students draw conclusions. 5. Students make i-THINK maps to define optical illusions. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 48. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Explain through examples how the limitation of senses, defect in sensory organs and aging affect human hearing and sight. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about limitation of senses, defect in sensory organs and aging affect human hearing and sight. | | | |
| **Activities:**   1. ﻿The teacher explains the procedure for studying the blind spot. 2. In pairs, students carry out activities. 3. Students record their observations and discuss the findings of the activity. 4. Students make conclusions. 5. Students create an i-THINK map to define blind spots. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 49. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Explain through examples how the limitation of senses, defect in sensory organs and aging affect human hearing and sight. 2. Justify how innovations and technologies can improve the ability to sense in sensory organs. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the limitation of senses, defect in sensory organs and aging affect human hearing and sight and how innovations and technologies can improve the ability to sense in sensory organs. | | | |
| **Activities:**   1. The teacher explains the activity procedure of studying long-sightedness and short-sightedness and how to correct it. The activity is carried out in a dark room. 2. To study long-sightedness, students prepare apparatus and materials by using a thicker convex lens. 3. Students carry out activities and draw light rays. 4. Place the concave lens on the lens holder and draw the ray diagram. 5. To study short-sightedness, students prepare apparatus and materials by using a thinner convex lens. 6. Students carry out activities and draw rays of light. 7. Place the convex lens on the lens holder and draw the ray diagram. 8. Students discuss the findings of the activity and determine the appropriate lens to correct long-sightedness and short-sightedness. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 50 and 51. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.2 Stimuli and Responses in Human | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Explain through examples how the limitation of senses, defect in sensory organs and aging affect human hearing and sight. 2. Justify how innovations and technologies can improve the ability to sense in sensory organs. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the limitation of senses, defect in sensory organs and aging affect human hearing and sight and how innovations and technologies can improve the ability to sense in sensory organs. | | | |
| **Activities:**   1. ﻿The teacher asked the students to make a multimedia presentation about different types of ear damage and how to fix it 2. In groups, students search for information, discuss and present it in the form of Microsoft PowerPoint. 3. The results of the discussion are presented in class. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 52. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.3 The Stimuli and Responses in Plants | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Describe the parts of a plant that are sensitive towards stimuli. 2. Justify how responses in plants ensure their sustainability and survival. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the parts of a plant that are sensitive towards stimuli and how responses in plants ensure their sustainability and survival. | | | |
| **Activities:**   1. ﻿Students are divided into several groups with a number of 4 members. Students in groups are labeled with numbers 1 to 4. 2. Students will be grouped according to their respective numbers. 3. Each group chooses one plant response to the stimulus:   • Phototropism • Geotropism  • Hydrotropism • Thigmotropism and nastic reactions   1. Each group is asked to discuss:   • How plants respond to stimuli  • Its importance to growth   1. In groups, students need to find, understand and discuss information related to the assignment. 2. After finishing the discussion, students return to the main group to share the information obtained. 3. In conclusion, students make an i-THINK map to show the relationship between stimulation and tropism response. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 53. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.3 The Stimuli and Responses in Plants | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Carry out experiment to study responses in plants towards various stimuli. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the experiment to study responses in plants towards various stimuli. | | | |
| **Activities:**   1. ﻿The teacher refers to the experimental video in the digital resource as a guide. 2. The teacher explains the procedure for conducting experiments on plant responses to light, water and gravity. 3. Students prepare the arrangement of apparatus:   A: Plant response towards light  B: Plant response towards gravity  C: Plant response towards water   1. Students keep each set of apparatus in different conditions according to the established procedure. 2. After three days, students observe and sketch the condition of the shoots and roots of the seedlings. 3. Students draw conclusions about the plant's response to light, water and gravity. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 6 and 9. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.4 Importance of Responses to Stimuli in Animals | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Explain with examples the types of sight and hearing in animals. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about the types of sight and hearing in animals. | | | |
| **Activities:**   1. ﻿The teacher assigns a multimedia presentation with different titles to the group, namely:   • Describe stereoscopic vision and its importance to animals  • Describe monocular vision and its importance to animals  • Describe stereophonic hearing and its importance to animals   1. Stdents discuss, find information and present it in Microsoft PowerPoint format. 2. Students present the results of the discussion in class. 3. By using the i-THINK map, students make:   • Comparison between stereoscopic vision and monocular vision  • Characterizing stereophonic hearing | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 pages 54 and 55. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | 1.4 Importance of Responses to Stimuli in Animals | **TIME** |  |
| **LEARNING OBJECTIVES** | | | |
| By the end of the PdPc, students will be able to:   1. ﻿Communicate how sensory organs ensure the survival of animals on Earth. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**   1. Students and teachers do questioning and answering (Q&A) sessions to test the level of students’ existing knowledge. 2. Students pay attention to the teacher’s explanation about how sensory organs ensure the survival of animals on Earth. | | | |
| **Activities:**   1. ﻿The teacher raised the question of how the sense organs and responses in animals ensure the continuity of animals on Earth. 2. Students need to give examples of animals and examples of responses. 3. Students are given time to think. 4. In groups, students take turns responding to questions asked by the teacher. 5. Students make an i-THINK map to show the relationship between animals and the responses that ensure the continuity of the animal. | | | |
| **Closure:**  Students are answering questions in Amali Sains Tingkatan 3 page 56. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to achieve the learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students able to complete the exercises given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need extra exercise and teacher guidance.  Note: Today’s lesson will be carried forward due to:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |