

RPH Guidelines

BAB 8 Lokus dalam Dua Dimensi *Loci in Two Dimensions*

Content Standards (CS)	Learning Standards (LS)	Questions & Performance Levels (PL)		Pages
8.1 Locus <div>Textbook pages 200 - 203</div>	8.1.1 Recognise loci in real life situations and hence explain the meaning of locus.	Q1	PL1	136-138
		Q2	PL2	
		Q3	PL3	
		Q4	PL5	
Teaching Aid		PAK-21		HOTS
Ping-pong ball, thread and eraser, table fan, hand fan, mini whiteboard, marker pen		Three stray, one stay		Analysing
EMK		i-THINK		Noble Values
Language		...		Care/cautiousness

PdPc Ideas

- Each group is provided with an envelope containing instructions (as stated on the Note) as well as a ping-pong ball, thread and eraser, table fan and hand fan.
- In their respective groups, students make a demo of the moving point on each of the provided materials.
- Students write the meaning of the locus understood by their respective groups on a mini whiteboard, under the teacher's observation.
- In three stray, one stay, one group member will stay to give an explanation and another group member will move in the clockwise direction to another group to get information from that group.
- Upon completion, students return to their respective groups to share with the remaining group members.

Notes:

- Ping-pong ball is released from the chest level to the floor. Observe the movement of the ping-pong ball. (Locus: straight line)
- An eraser is tightened with the thread and then hold the end of the thread to rotate the eraser. Observe the movement of an eraser. (Locus: circle)
- Coloured stickers are attached to a table fan blade. Observe the movement of the adhesive as the fan blade rotates. (Locus: circle)
- Coloured stickers are attached to one end of the fan that can be opened and closed. Observe the movement of the adhesive when the fan folds are opened and closed. (Locus: arc)