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| **deped seal.pngGrades 1 to 12****DAILY LESSON LOG** | **School** | OPOL NATIONAL SECONDARY TECHNICAL SCHOOL | **Grade Level** | Grade 11 |
| **Teacher** | FRANCIS THAISE A. CIMENE, PhD | **Learning Area** | Philippine Politics and Governance |
| **Teaching Dates and Time** | Nov 7, 2016 7:30-9:30 9:45-11:45 2:00-4:00Nov 8, 2016 7:30-9:30 9:45-11:45 1:00-3:00Nov 9, 2016 7:30-8:30 8:30-9:30 10:45-11:45 2:00-3:00 Nov 10, 2016 7:30-9:30 9:45-11:45 1:00-3:00 3:00-4:00Nov 11, 2016 8:30-9:30 10:45-11:45 1:00-2:00 2:00-3:00 3:00-4:00 | **Quarter** | Third Quarter |

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| 1. **OBJECTIVES**
 | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| At the end of the session, the learners will be able to:1. articulate definitions of politics; and
2. differentiate the various views on politics.
 | At the end of the session, the learners will be able to:1. articulate definitions of politics; and
2. differentiate the various views on politics.
 | At the end of the session, the learners will be able to explore the connection between the phenomenon (politics) and the method of inquiry (Political Science). | At the end of the session, the learners will be able to explore the connection between the phenomenon (politics) and the method of inquiry (Political Science). | At the end of the session, the learners will be able to:1. recognize the value of politics; and
2. differentiate governance from government
 |
| 1. **Content Standards**
 | The learners demonstrate an understanding of politics and political science, governance, political ideologies, power, states, nations, and globalization. |
| 1. **Performance Standards**
 | The learners will be able to clearly identify a specific political phenomenon and how it can be studied. |
| 1. **Learning Competencies/ Objectives Write the LC code for each**
 | The learners…1. articulate definitions of politics; and
2. differentiate the various views on politics. (HUMSS\_PG12-Ia-1-2)
 | The learners…1. articulate definitions of politics; and
2. differentiate the various views on politics. (HUMSS\_PG12-Ia-1-2)
 | The learners explore the connection between the phenomenon (politics) and the method of inquiry (Political Science). (HUMSS\_PG12-Ia-3) | The learners explore the connection between the phenomenon (politics) and the method of inquiry (Political Science). (HUMSS\_PG12-Ia-3) | The learners…1. 1. recognize the value of politics; and
2. 2. differentiate governance from government. (HUMSS\_PG12-Ia-4-5)
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| 1. **CONTENT**
 | 1. Introduction: The concepts of politics and governance
	1. The meaning of politics
	2. How politics can be studied
	3. The meaning of governance
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| 1. **LEARNING RESOURCES**
 |  |  |  |  |  |
| 1. **References**
 | Essentials of Sociology and Anthropology: An Interactive Study (2012)Teresita M. ColomaMilrose P. LlenasTeresita C. MeerAlicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)Teresita M. ColomaMilrose P. LlenasTeresita C. MeerAlicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)Teresita M. ColomaMilrose P. LlenasTeresita C. MeerAlicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)Teresita M. ColomaMilrose P. LlenasTeresita C. MeerAlicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)Teresita M. ColomaMilrose P. LlenasTeresita C. MeerAlicia T. Villamil |
| 1. **Teacher’s Guide pages**
 | Curriculum Guide page 1 | Curriculum Guide page 1 | Curriculum Guide page 1 | Curriculum Guide page 1 | Curriculum Guide page 1 |
| 1. **Learner’s Materials pages**
 | Popsheets/Handouts | Popsheets/Handouts | Popsheets/Handouts | Popsheets/Handouts | Popsheets/Handouts |
| 1. **Textbook pages**
 | Pages 219-220 | Pages 219-220 | Pages 221-226 | Pages 221-226 | Pages 221-226 |
| 1. **Additional Materials from Learning Resource (LR) portal**
 | Notes on Philippine Politics and Governance | Notes on Philippine Politics and Governance | Notes on Philippine Politics and Governance | Notes on Philippine Politics and Governance | Notes on Philippine Politics and Governance |
| 1. **Other Learning Resources**
 | School suppliesNewspaper Clippings (e.g. editorial segment) | School suppliesNewspaper Clippings (e.g. editorial segment) | School suppliesNewspaper Clippings (e.g. editorial segment) | School suppliesNewspaper Clippings (e.g. editorial segment) | School suppliesNewspaper Clippings (e.g. editorial segment) |
| 1. **PROCEDURES**
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| 1. **Reviewing previous lesson or presenting the new lesson**
 | The teacher reviews the lessons on politics during the first semester under Understanding Culture, Society and Politics. | The teacher reviews the lessons on politics during the first semester under Understanding Culture, Society and Politics. | The teacher reviews the previous lesson.  | The teacher reviews the previous lesson.  | The teacher reviews the previous lesson.  |
| 1. **Establishing a purpose for the lesson**
 | The teacher asks the students about their personal understanding of politics.  | The teacher asks the students about their personal understanding of politics. | The teacher asks the students why there is a need to study Philippine politics.  | The teacher asks the students why there is a need to study Philippine politics. | The teacher asks the students about their perception on the difference between governance and government. |
| 1. **Presenting examples/ instances of the new lesson**
 | The teacher asks the students to share the activities conducted in their respective barangays and the reasons for doing so.  | The teacher asks the students to share the activities conducted in their respective barangays and the reasons for doing so.  | The teacher asks the students on how they would rate the performance of their barangay officials using concrete measures (e.g. health, sports, and security programs of the barangay among others). | The teacher asks the students on how they would rate the performance of their barangay officials using concrete measures (e.g. health, sports, and security programs of the barangay among others). | The teacher asks the students to share their views if their barangay officials will not function well in their respective communities.  |
| 1. **Discussing new concept and practicing new skills #1**
 | The teacher processes the students’ answers to ensure that they are within the topic being considered. | The teacher processes the students’ answers to ensure that they are within the topic being considered. | The teacher processes the students’ answers to ensure that they are within the topic being considered. | The teacher processes the students’ answers to ensure that they are within the topic being considered. | The teacher processes the students’ answers to ensure that they are within the topic being considered. |
| 1. **Discussing new concept and practicing new skills #2**
 | The teacher reinforces the discussions with a role play which could be at the local or national level.  | The teacher reinforces the discussions with a role play which could be at the local or national level.  | The teacher reinforces the discussions with a simulation activity which could be at the local or national level.  | The teacher reinforces the discussions with a simulation activity which could be at the local or national level.  | The teacher reinforces the discussions with a brainstorming activity on what is good governance and bad governance as perceived by the students.  |
| 1. **Developing Mastery (Leads to Formative Assessment 3)**
 | The teacher uses Socratic method to determine students’ level of understanding of the concepts. | The teacher uses Socratic method to determine students’ level of understanding of the concepts. | The teacher uses a short objective test to determine the students’ mastery level.  | The teacher uses a short objective test to determine the students’ mastery level. | The teacher uses Socratic method to determine students’ level of understanding of the concepts. |
| 1. **Finding practical applications of concepts and skills in daily living**
 | The teacher asks the learners to share their real life experiences relative to the concepts discussed in the class. | The teacher asks the learners to share their real life experiences relative to the concepts discussed in the class. | The teacher asks the learners to share their real life experiences relative to the concepts discussed in the class. | The teacher asks the learners to share their real life experiences relative to the concepts discussed in the class. | The teacher asks the learners to share their real life experiences relative to the concepts discussed in the class. |
| 1. **Making generalizations and abstractions about the lesson**
 | The teacher asks the students to express their generalizations about the various views on politics.  | The teacher asks the students to express their generalizations about the various views on politics. | The teacher asks the students to express their generalizations about politics (phenomenon) and the method of inquiry (Political Science). | The teacher asks the students to express their generalizations about politics (phenomenon) and the method of inquiry (Political Science). | The teacher asks the students to express their generalizations about governance and government.  |
| 1. **Evaluating learning**
 |  Identification of key concepts discussed | Identification of key concepts discussed | The teacher gives a short quiz. | The teacher gives a short quiz. | The teacher gives a short quiz. |
| 1. **Additional activities for application or remediation**
 | Write a short reflection about politics in the Philippines.  | Write a short reflection about politics in the Philippines. | Form a group of 5 and write a short jingle for a traditional politician.  | Form a group of 5 and write a short jingle for a traditional politician. | Form a group of 5 and draw an editorial cartoon reflecting their view of Philippine politics. |
| 1. **REMARKS**
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| 1. **REFLECTION**
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| 1. No. of learners who earned 80% in the evaluation.
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| 1. No. of learners who require additional activities for remediation
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| 1. Did the remedial lessons worked? No. of learners who have caught up with the lesson.
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| 1. No. of learners who continue to require remediation
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| 1. Which of my teaching strategies worked well? Why did these work?
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| 1. What difficulties did I encounter which my principal or supervisor can help me solve?
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| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers?
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Prepared by: Checked by: Noted by:

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 Master Teacher II Head Teacher V Secondary School Principal II