|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 2:00-4:00  Nov 8, 2016 7:30-9:30 9:45-11:45 1:00-3:00  Nov 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  3:00-4:00  Nov 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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) |
| 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 | | | | |
| 1. **LEARNING RESOURCES** |  |  |  |  |  |
| 1. **References** | Essentials of Sociology and Anthropology: An Interactive Study (2012)  Teresita M. Coloma  Milrose P. Llenas  Teresita C. Meer  Alicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)  Teresita M. Coloma  Milrose P. Llenas  Teresita C. Meer  Alicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)  Teresita M. Coloma  Milrose P. Llenas  Teresita C. Meer  Alicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)  Teresita M. Coloma  Milrose P. Llenas  Teresita C. Meer  Alicia T. Villamil | Essentials of Sociology and Anthropology: An Interactive Study (2012)  Teresita M. Coloma  Milrose P. Llenas  Teresita C. Meer  Alicia 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 supplies  Newspaper Clippings (e.g. editorial segment) | School supplies  Newspaper Clippings (e.g. editorial segment) | School supplies  Newspaper Clippings (e.g. editorial segment) | School supplies  Newspaper Clippings (e.g. editorial segment) | School supplies  Newspaper Clippings (e.g. editorial segment) |
| 1. **PROCEDURES** |  |  |  |  |  |
| 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** |  | | | | |
| 1. **REFLECTION** |  | | | | |
| 1. No. of learners who earned 80% in the evaluation. |  | | | | |
| 1. No. of learners who require additional activities for remediation |  | | | | |
| 1. Did the remedial lessons worked? No. of learners who have caught up with the lesson. |  | | | | |
| 1. No. of learners who continue to require remediation |  | | | | |
| 1. Which of my teaching strategies worked well? Why did these work? |  | | | | |
| 1. What difficulties did I encounter which my principal or supervisor can help me solve? |  | | | | |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers? |  | | | | |

Prepared by: Checked by: Noted by:

**Francis Thaise A. Cimene, PhD Mrs. Virgisara S. Doloriel Mr. Anthony Y. Pacamalan**

Master Teacher II Head Teacher V Secondary School Principal II