

Republic of the Philippines
 Department of Education
 Region VI- Western Visayas
ESTEFANIA MONTEMAYOR NATIONAL HIGH SCHOOL
 Ongol Ilaya, Dumarao, Capiz

DETAILED LESSON PLAN IN ENGLISH 7 (*FOURTH QUARTER*)

Division/School:	ESTEFANIA MONTEMAYOR NATIONAL HIGH SCHOOL	Grade Level	11
Name of Teacher:	ANGGISTIA MALYA PUTRI	Learning Area	Writing and Reading
Teaching Date and Time:	February 13, 2025, 3:00-4:00 pm	Quarter	Third
		Duration:	1 Hour

I. OBJECTIVES	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
A. Content Standard	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose	
B. Performance Standard	The learner critiques a chosen sample of each pattern of development focusing on information selection.	
C. Learning Competency with code	EN11/12RWS-IIIij-6 EN11/12RWS-IIIij-6.1 EN11/12RWS-IIIij-6.2 EN11/12RWS-IIIij-6.3	
D. Learning Objectives	At the end of the lesson, the students must have: A. Defined explicit and implicit claims: B. Identified the differences between types of claims: and C. Formulated claims of fact, policy and value.	
II. CONTENT		
Topic:	Identifying and Formulating Claims a. Claim of Fact b. Claim of Policy c. Claim of Value	
Subject Integrated:	ICT, Social Studies (Culture and Governance of Indonesia)	
Values Integration:	Cooperation	
III. LEARNING RESOURCES		
A. Materials Needed	Laptop, TV Monitor, Printed Materials	
B. References		
B.1. Teaching Guide		
B.2. Learner's Material		

B.3. Additional Materials from Learning Resource Portal (LR)		
C. Other Learning Resources		
IV. PROCEDURE		
A. Reviewing previous lesson or presenting the new lesson	Introductory Activities: (5 minutes) A. Prayer B. Checking of Attendance C. Motivation Class, today before we proceed to our lesson proper we're going to explore first a fascinating topic about Indonesia. We will have a fun activity using Kahoot. Each of you will use your phones then you need to scan the QR Code which will be flashed here on the screen. Statements will come out from the screen, then on your phone you just need to choose between AGREE or DISAGREE. If you think the statement is fact, click AGREE and if it's not, click DISAGREE. Do you all understand? Here are the five statements: "Indonesian people are known for their hospitality." "Indonesia is a country with diverse religions and beliefs." "Indonesian food lacks variety of flavors." "Bali is one of the most popular tourist destinations in the world." "Wearing batik is mandatory during formal events in Indonesia."	<i>Class Response: Yes, ma'am!</i> <i>Students' answers will vary.</i> <i>AGREE</i> <i>AGREE</i> <i>DISAGREE</i> <i>AGREE</i> <i>DISAGREE</i>
B. Establishing a purpose for the lesson	Before we proceed to the lesson proper, it is important that you know our goals for today's class. So please read silently our objectives for this lesson. At the end of the lesson, the students must have: - Defined explicit and implicit claims: - Identified the differences between types of claims: and - Formulated claims of fact, policy and value.	

	Are you done? Now, let's proceed.	
C. Presenting examples/instances of the new lesson (ELICIT)	Have you ever experienced making claims about yourself? Or about the topics or issues you're interested of? Can you give me an example?	<i>The students' answers will vary.</i> <i>"I am a proactive learner who excels in teamwork and communication."</i>
D. Discussing the new concepts and practicing new skills (ENGAGE)	Now, let's unlock the definitions of the important words that you will be encountering in this lesson. We will define first the word "CLAIM." Before I give you the meaning, who can define this word? Okay, very good! Claim is synonymous to belief, argument, assertion or stand. According to (Tiongson, 2016, 20-21), a good claim should be argumentative and debatable, specific and focused, interesting and engaging, and logical. Now this time, let's discuss the concepts of explicit and implicit information.: - o Explicit: Information that is directly and clearly stated in the text; it is easy to find and point out. Example for Explicit Information: ● Show the following sentence: <i>"The defendant arrived at the scene at 8:00 PM."</i> ● Ask: <i>"What time did the defendant arrive at the scene?"</i> ● Guide students to recognize that the answer is clearly stated in the sentence. - o Implicit: Information that is indirectly expressed; students must infer its meaning by analyzing clues in the text. Example for Implicit Information: ● Show this passage: <i>"The room was filled with broken glass and overturned chairs. A police officer stood near the doorway, taking notes."</i> ● Ask: <i>"What might have happened in this room?"</i> ● Encourage students to infer that there might have been an incident or a fight based on the clues.	<i>"Claim is a statement about something you know."</i> <i>The students will listen to the teacher's explanation and take notes on the difference between explicit and implicit information.</i> <i>The students will participate in answering the questions:</i> ● <i>For explicit information, give the exact answer from the sentence.</i> ● <i>For implicit information, infer the possible meaning or scenario based on the clues in the text.</i>

	5. The parents of Rosie promised to celebrate her success. Now, is it clear to you the difference between implicit and explicit statements?	<i>This sentence is EXPLICIT because it was stated directly in the last sentence of the last paragraph.</i>
E. Discussing new concepts and practicing new skills (EXPLORE)	This time, we are going to discuss further lessons about claims. We will be differentiating the three (3) Types of claims. Claim of Fact is a statement that report, describe, predict, and make causal claims. 🌐 It asserts that something has existed, exists, or will exist based on the data. 🌐 It relies on reliable sources or systematic procedure to be validated through science or history. Based on the definition and characteristics of the claim of fact, let us consider the following examples. 1. Indonesia applies the death penalty for serious crimes such as drug trafficking and murder. 🌐 It reports 🌐 It can be refuted and justified 🌐 It can be proven 2. The death penalty in Indonesia is basically carried out by firing squad. 🌐 It makes causal claim 🌐 It can be validated 🌐 It can be proven Claim of policy is a specific statement on procedures or laws that need to be modified based on certain issues or conditions. It suggests that specific actions should be done or chosen as solution to a particular problem. Most of the time, claims of policy ask for plans of action to solve current problems. 🌐 It proposes that an action be taken or discontinued. 🌐 It defends actionable plans, usually answers “how” questions. 🌐 It contains auxiliaries such as “should, ought to, must”. Examples: 1. Indonesia should abolish the death penalty to align with international human rights standards.	

	✓  Suggests specific action to be done ✓  Recommends an action to solve a problem ✓  Contains “should” auxiliary verb 2. Indonesia must improve free health services for the poor. ✓  A statement of law that needs to be modified ✓  Proposes a specific action to be discontinued ✓  Contains auxiliary verb- ‘must’ Claims of value are arguable statements. Discussions normally happen when one attempts to prove that something is more or less desirable than the other. Aesthetic and moral arguments are value claims. Statements on the quality of a particular work of art fall under aesthetics while claims justifying the rightness or wrongness of some actions are moral claims. ✓  Claim of value or judgment is made based on morality, belief, ethics, or philosophy. ✓  Also based on likes or dislikes , good or bad ✓  Usually compares 2 ideas against one another Examples: 1. Bullying will never be right. 2. Security is more important than privacy. 3. In the midst of pandemic, restriction is much better than individual freedom. 4. Fake news is not worthy of our attention. 5. Discriminating our front liners who save our lives does not make sense.	
F. Developing mastery (Leads to Formative Assessment) (EXPLAIN)	Now, we will divide the class into three groups. Then one representative from each of your group will pick a paper. In the paper, you will see your assigned type of claim. Each group should construct three (3) sentences which tackles about the culture and governance in the Philippine. You will be given 10 minutes only. After the time given, you will post your outputs on the board and reporter/s will present your output.	<i>Students will go with their groups and they will start doing their activity.</i>
G. Finding practical applications of concepts and skills in daily living. (ELABORATE)	Based on what you have learned today, can you site a situation where in you can apply the making of claims in your daily activities?	
H. Making generalizations and abstractions about the lesson	What have you learned from the lesson? What is the difference between implicit and explicit?	<i>“I have learned about claims and the differences between implicit and explicit.”</i> <i>“Explicit is information that is directly and clearly stated in the text while implicit is information that is indirectly expressed;</i>

	What are the 3 types of claims? And what are their differences?	<i>students must infer its meaning by analyzing clues in the text.”</i> <i>“The three types of claims are: Fact, Policy and Value”</i> <i>Claim of Fact is is a statement that report, describe, predict, and make causal claims.</i> <i>Claim of policy is a specific statement on procedures or laws that need to be modified based on certain issues or condition.</i> <i>Claims of value are arguable statements. Discussions normally happen when one attempts to prove that something is more or less desirable than the other.</i>
I. Evaluating Learning <u>(EVALUATE)</u>	Read each statement and identify if it is claim of fact, policy or value. Write it in a 1/4 sheet of paper. 1. To improve educational outcomes and attract qualified professionals, teachers must receive higher salaries. 2. Keeping Indonesia's cultural heritage is important for building national pride and unity. 3. Access to comprehensive sex education reduces the rates of teenage pregnancy. 4. The death penalty should be accepted in the Philippines as a means to deter serious crimes. 5. Requiring community service in high school will produce more community-aware graduates.	<i>Answers:</i> 1. <i>Claim of Policy</i> 2. <i>Claim of Value</i> 3. <i>Claim of Fact</i> 4. <i>Claim of Policy</i> 5. <i>Claim of Value</i>
1. Additional activities for application for remediation (Extend)	The students will be asked to formulate 3 sentences for each type of claim. Their claims should be based on the culture and governance of the Philippines.	

Prepared by:

ANGGISTIA MALYA PUTRI
Demonstrator

Checked by:

ESTHER MARIE L. GAYOSO
Cooperating Teacher