

DETAILED LESSON PLAN

MILQ3 LC-9

DLP No. 9		Learning Area: MEDIA AND INFOR. LITERACY		Grade level: 11/12	Quarter: I	Duration: 60mins.
Learning Competency/ies:		Demonstrate ethical use of information (OP1)				Code: MIL11/12TYM-IIIc-9
Key Concepts / Understanding to be developed		ETHICAL USE OF INFORMATION				
1. OBJECTIVES: The students are expected to:						
K ---Recognize the importance of keeping track of sources						
S --- Evaluate the use of information when it becomes negative and positive one.						
A --- Appreciate why plagiarism is to be avoided						
V ----Practice the ethical use of information in constructing a paragraph or sharing information						
2. CONTENT: TYPES OF MEDIA : Information Literacy						
3. LEARNING RESOURCES: Printed Text/New media						
4. PROCEDURES:						
4.1- Introductory Activity: Recall previous knowledge by: A. Giving information about some of the information needs.						
In this activity, the teacher applies knowledge of content within and across curriculum teaching areas (1)						
4.2- Activity : Let the students list down some possible ways in imparting information to the people Let them observe the show presented to the class showing its proper way in presenting info. or giving information whether traditional one or the new one. The teacher uses a range of teaching strategies that enhance learner achievement in literacy and or numeracy skills (How many shots does the camera produce a video in one second? (2) How much do you spend in online games? How much do your parents spend for your daily expense?						
The teacher applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills. (3)						
4.3- Analysis : Let the students evaluate the use of information when it becomes negative and positive one. Giving information from its original source and letting them make their own out of the information given or just simply copying it form its source then evaluate it after. The teacher manages classroom structure to engage learners individually or in groups in meaningful exploration discovery and hands-on activities within a range of physical learning environments.(4)						
The teacher manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.(5)						

4.4- Abstraction : The teacher will now ask the following questions : A. Which do you think is a reliable source of information? Is it the primary one or the 2nd one, why? B. Why is copying from other sources is sometimes considered a crime? C. What is the best way to do to avoid plagiarism?	
The teacher uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.(6)	
4.5- Application : Let the students study some series of information from different sources and then, let them make their own revision out of the data presented .	
The teacher plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.(7)	
4.6- Assessment : Group Output: (Picture Analysis) Let the students share information of their own by looking the picture as their sources . (Rubrics will be given to students as their basis in imparting information.	
ASSESSMENT METHOD:	POSSIBLE ACTIVITIES:
Observation	Picture Analysis/Multi-Media Presentation
4.7- Assignment: Describe different types of media.	
4.8- Concluding Activity: The sources of information are either primary or secondary. The secondary Information is somewhat just a revision of what is in the first hand information.. The person should avoid copying everything of what is given or written.	
5. REMARKS:	
6. REFLECTIONS:	

This DLP was adapted from the ePortfolio of Pugoy, Emilyn L. (2017) DepEd Daily Lesson Plan in MIL. Dapdap National High School.

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