GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Ada/Ampere/Lettuce/Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Empowerment Technologies
	TEACHING DATES AND TIME	September 19-23, 2022 Mondays, Wednesdays, and Fridays 11-Shakespeare/Ampere (7:30- 9:30 AM) 11-Ada/Lettuce (9:45-11:45 AM/1-3 PM)	QUARTER	1/Week 5

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
I.OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.			
A.Content Standards	The learners demonstrate an understanding of: the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks		The learners demonstrate an understanding of: how to manipulate text, graphics, and images to create ICT content intended for an online environment	
B.Performance Standards	The learners shall be able to: at the end of the 2-week period independently apply advanced productivity tools to create or develop ICT content for use in specific professional tracks These may be in the form of, but not limited to: 1. Calculating spread sheet of athletic statistics (Sports) 2. Layout of catalogue of creative works (Arts) 3. Materials/ ingredients projections for batches of baked goods (Tech-Voc) 4. Letterhead/ business card design (Business/Academic)		At the end of the 2-week period independently apply the techniques of image manipulation and graphic design to create original or derivative ICT content from existing images, text and graphic elements for use in specific professional tracks. These may be in the form of, but not limited to: 1. Team/ athlete/ league recruitment posters (Sports) 2. Logo or crest for a community, school organization or barkada (Arts) 3. Labeling and manual of operation for tools and equipment (Tech-Voc) 4. Presentation of cafeteria patronage data (Business/Academic)	
C.Learning Competencies/Objectives Write the LC Code for each	Creates an original or derivative ICT content to effectively communicate or present data or information	Creates an original or derivative ICT content to effectively communicate or present data or information	Evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design	Evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design
II.CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.			
	Developing ICT content for use in specific professional tracks	Developing ICT content for use in specific professional tracks	Imaging and Design for Online Environment	Imaging and Design for Online Environment
III.LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper- based materials. Hands- on learning promotes concept development.			
A.References				
1.Teacher's Guides/Pages				

2.Learner's Materials Pages	EMPOWERMENT TECHNOLOGY Quarter 1 – Module 2 Productivity Tools by Sixie Rozz O. Penaso, pp. 3-30	EMPOWERMENT TECHNOLOGY Quarter 1 – Module 2 Productivity Tools by Sixie Rozz O. Penaso, pp. 3-30	EMPOWERMENT TECHNOLOGY Quarter 1 – Module 2 Productivity Tools by Sixie Rozz O. Penaso, pp. 32-39	EMPOWERMENT TECHNOLOGY Quarter 1 – Module 2 Productivity Tools by Sixie Rozz O. Penaso, pp. 32-39
3.Textbook Pages	Empowerment Technologies by Innovative Training Works, Inc. pp. 41-93	Empowerment Technologies by Innovative Training Works, Inc. pp. 41-93	Empowerment Technologies by Innovative Training Works, Inc. pp.	Empowerment Technologies by Innovative Training Works, Inc. pp.
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources				https://www.who.int/philippines/ emergencies/covid-19-response-in-the-philippines/information/protec tive-measures
IV.PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge, indicate the time allotment for each step.			
A.Reviewing previous lesson or presenting the new lesson	Review the learners about advance techniques in Excel.	Review the learners about the topic in the previous learning session.	Ask the learners what they know about website.	Review the learners about basic principles of graphic and design.
B.Establishing a purpose for the lesson	Ask the learners what they know about their tracks and strands.		Ask the learners about their dream website. Let them describe it.	Ask the learners what they know about COVID-19.
C.Presenting examples/instances of the new lesson	Tell the learners that they can share things about their tracks and strands to other people through materials made of productivity tools.		Tell that there are principles of layout and graphic design to be observed in web designing.	Present an infographic about COVID-19. Ask the learners of the advantages of presenting information through it.
D.Discussing new concepts and practicing new skills #1	Discuss catalogues, letters, business card to the learners.		Discuss the basic principles of graphic and design.	Discuss infographic.
E.Discussing new concepts and practicing new skills #2				Present Canva as an infographic maker.
F.Developing mastery (Leads to formative assessment)	The learners will plan for their outputs for their tracks and strands. For HUMSS learners, they will create a business card about their dream resort.	The learners will do their respective outputs for their tracks and strands.	The learners will analyze a screenshot of a website. They will determine if the principles of graphic and design were followed by site developer.	The learners will create their own version of COVID-19 infographic.

	For TVL-HE, they will create a copy of recipe for chocolate chip cookies. For TVL-ICT, they will create a presentation about the tools and equipment in their specialization. For TVL-IA, they will also create a presentation about the tools and equipment they use in their specialization.			
G.Finding practical/applications of concepts and skills in daily living	Ask: How productivity tools can help them promote their track and strand?		Ask: How the basic principles of graphic and design will help you to organize your life?	Ask: How can infographics help you to better express yourself?
H. Making generalizations and abstractions about the lesson	The learners will give their takeaways in the session.			
I.Evaluating Learning		Learners' outputs will be evaluated.		Learners' outputs will be evaluated.
J.Additional activities for application or remediation				
V.REMARKS				
VI.REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students, progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask relevant questions.			
A.No. of learners who earned 80% of the formative assessment				
B.No. of learners who require additional activities to remediation				
C.Did the remedial lessons work? No. of learners who have caught up with the lesson				
D.No. of learners who continue to require remediation				
E.Which of my teaching strategies worked well? Why did these work?				
F.What difficulties did I encounter which my principal or supervisor can help me solve?				

G.What innovation or localized material did I use/discover which I wish to share with other teachers?				

Prepared by: Checked and Noted:

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