

W1	Learning Area	English	Grade Level	9
	Quarter	4	Date	

I. LESSON TITLE	Judging the relevance and worth of ideas, soundness of author's reasoning, and effectiveness of the presentation (Part 1)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 9: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation
III. CONTENT/CORE CONTENT	Enabling Competency: Judge the relevance of the truthfulness of the ideas listened to.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 30 minutes)

In this time of pandemic at the digital age, online media play a crucial role as we obtain much of the information, we need through many platforms available such as YouTube, Instagram, Facebook, Twitter, etc. Each provides rapid dissemination of information, which also allows us to access news to keep us updated. But we have to remember that not everything we see or hear in social media is true. Therefore, we should learn how to assess and filter data before we react or believe in a certain issue.

Read the comic strip below:

Have you read the Facebook post circulating online since April 2? It was confirmed that the COVID UK Variant has already reached our neighboring town, Lucban, Quezon. According to my friend who resides in the said town, the alleged person who tested positive is a medical professional who attended to a deceased patient. I am worried about my relatives who live there. I hope they are fine. – **Clara**



Created with Storyboard That

I think you are worrying for nothing, because earlier today, April 4, 2021, I have read some news from inquirer.net published by news correspondent Delfin T. Mallari Jr. Based on the article, the Municipal Health Office of Lucban had clarified the said issue. According to them, the mayor only wanted to quote one of the medical professionals who attended to the deceased patient that there is a big possibility that it was caused by a UK variant, but there is no confirmatory test performed yet. They have also added that they are already trying to process a genome sequencing of a direct contact of the late patient and the local chief executive only wanted the residents to be vigilant and safe. – **Mario**

Process Questions:

Imagine you overheard the conversation between the two characters in the above comic strip.

1. Which statements are more convincing? Clara's or Mario's?
2. What are the things you considered in making your choice?
3. What do you think is the impact of unconfirmed information spreading online?
4. What do you suggest to readers or listeners?

As we try to gather information from various sources or platforms to keep us updated, our capability to judge the truthfulness and relevance of ideas is imperative. We must remember that before we believe the articles or materials we have obtained, we should check first if it is factual or misleading. Thus, we must know the different tips on how to distinguish factual or truthful information from a faulty one.

Relevance is how appropriate something is to what is being said at a given time.
Truth is something that has been proven by facts or sincerity.

Tips on How to Spot Factual or Truthful Information

1. **CONSIDER THE SOURCE.** Investigate the site you are viewing or reading.
2. **READ BEYOND.** Headlines can be outrageous in an effort to get clicks, so you should focus on the whole story. You have to read and look for details such as statistics, date, name, etc.
3. **CHECK THE AUTHOR.** Do a quick search on the author to find out if they are real and credible.
4. **VERIFY SUPPORTING SOURCES.** Determine if the given information actually supports the story.
5. **CHECK THE DATE.** Reposting old news stories does not mean they're relevant to current events. It should be updated.
6. **CHECK YOUR BIASES.** Consider if your own beliefs could affect your judgement.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Development (Time Frame: Days 1-2 – 90 minutes)

Learning Task 1

Now that you know the different tips on how to spot factual and truthful information, let us verify your answers on the first activity. Let's do the fact check by accomplishing the table below. Put a check on the corresponding box for each item if it was clearly provided by the speaker. The person who will get the most checks is therefore the one who stated truthful ideas.

Information Provided by the Speaker	Clara	Mario
Source	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Details (READ BEYOND)	<input type="checkbox"/>	<input type="checkbox"/>
Author	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Sources	<input type="checkbox"/>	<input type="checkbox"/>
Date	<input type="checkbox"/>	<input type="checkbox"/>

Learning Task 2

Directions: Listen carefully to the news clip using the link below and be ready to answer the given questions.

<https://cnnphilippines.com/videos/2021/3/22/Bulacan--Cavite--Laguna--Rizal-revert-to-GCQ-until-April-4.html>

Bulacan, Cavite, Laguna, Rizal revert to GCQ until April 4 (March 22, 2021)

Note: If you do not have internet access at home, you may refer to the transcribed version of the news clip provided below:



Bulacan, Cavite, Laguna, Rizal revert to GCQ until April 4

March 22, 2021

-Zian Arkanghel
CNN Philippines

The provinces of Bulacan, Rizal, Laguna, and Cavite have been placed under General Community Quarantine status along with Metro Manila until April 4.

In line with this the Inter Agency Task Force handling the government pandemic response also approved new restrictions to slow down the rise in COVID-19 cases. Under Resolution 104 approved by IATF, only essential travel into and out of Metro Manila and the four provinces are allowed. Those authorized to go out of their homes include workers in the government and private sector, health, and emergency front liners, persons traveling for medical or humanitarian reasons, persons going to the airport for overseas travel, and Filipinos returning from abroad.

Mass gatherings including large religious activities are prohibited. Weddings, baptisms, and funeral services are allowed but attendance is limited to 10 persons. Restaurants are limited to offering delivery and takeout services. Outdoor dining is allowed but only at 50% capacity.

The private sector is encouraged to adopt alternative work arrangements for employees and reduce their operational or on-site capacity to between 30%-50% just like in the government executive branch. The IATF also discourages visits from persons outside one's immediate family or household. A curfew from 10pm to 5am is enforced for two weeks.

Malacañang appeals for public understanding since the restrictions will affect some people's holy week plans. The IATF considers tourism a non-essential activity.

"Sana po maintindihan ng lahat na this is for the common good, alam po natin na nagplano na kayo at talagang you are looking forward to ahh... this holy week break no... pero kung papayagan po tayo ng unabated travel ngayon ay talagang mas mapapabilis ang pagkalat ng mga new variants sa ibat-ibang parte pa ng Pilipinas," Presidential Spokesperson, Harry Roque.

Despite the restrictions, Presidential Spokesperson Harry Roque clarifies there is no lockdown in Metro Manila or the four nearby provinces under GCQ. That is because most businesses and public transportation are allowed to operate.

"Hindi po tayo nag i-economic lockdown dahil bukas pa rin po ang mga industriya bagamat ini-encourage nga natin yung work from home kung pupwede. Konti lang yung mga establishment na ating isinara. Bukas pa rin po ang ating ekonomiya, so pupwede pa rin pong magtrabaho."

Local government units of the areas under GCQ are ordered to ensure compliance with health protocols as well as quarantine and isolation measures. – Zian Arkanghel, CNN Philippines.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Guide Questions:

- What is the news all about?
 - Economic lockdown among provinces under the General Community Quarantine
 - Holy Week break and essential activities allowed to be conducted during the holiday period
 - COVID-19 Inter-Agency Task Force's new approved resolution to slow down the rise in COVID-19 cases or the Resolution no. 104
 - COVID-19 Inter-Agency Task Force considering tourism as an essential activity in the places under General Community Quarantine
- What is the purpose of the news clip?
 - to inform
 - to entertain
 - to persuade
 - to encourage
- What makes it truthful?
 - It provides factual information.
 - It is from a well-known news site.
 - It has a convincing broadcaster.
 - It presents prominent government officials.
- Which of the following makes the news clip relevant?
 - It states issues that are prevalent nowadays.
 - It provides information that the public needs
 - It contains pertinent answers on issues.
 - All of the above
- Complete the table by supplying the necessary information heard from the news:

Source	
Details	
Author	
Supporting Sources	
Date	

E. Engagement (Time Frame: Days 3-4 – 90 minutes)

Learning Task 3

As a teenager, you are considered as one of the most vulnerable individuals from COVID-19. Thus, it is important to always remind yourself of the preventive measures against the virus. In this task, you will make a creative **infographic** out of the informative text from the World Health Organization on COVID-19 facts.

What is an INFOGRAPHIC? *It is a visual representation of information or data, specifically a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.*

World Health Organization: Coronavirus Overview, Prevention, & Symptoms

Overview: Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it is important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

Prevention: To prevent infection and to slow transmission of COVID-19, do the following:

- Wash your hands regularly with soap and water or clean them with alcohol-based hand rub.
- Maintain at least 1 metre distance between you and people coughing or sneezing.
- Avoid touching your face.
- Cover your mouth and nose when coughing or sneezing.
- Stay home if you feel unwell.
- Refrain from smoking and other activities that weaken the lungs.
- Practice physical distancing by avoiding unnecessary travel and staying away from large groups of people.

Most common symptoms:

- fever
- dry cough
- tiredness

Serious symptoms:

- difficulty breathing or shortness of breath
- chest pain or pressure
- loss of speech or movement

Less common symptoms:

- aches and pains
- conjunctivitis
- sore throat
- diarrhoea
- headache
- loss of taste or smell
- a rash on skin or discoloration of fingers or toes

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Infographic Rubric

Criteria	4 points	3 points	2 points
Content	Includes all the required information as outlined on the informative text in an exceptional manner	Includes the required information as outlined on the informative text	Missing some of the required information as outlined on the informative text
Design/Graphics	Incorporates principles of design and graphic elements in an exceptional manner	Incorporates principles of design and graphic elements	Somewhat incorporates principles of design and graphic elements
Format	Formatted in an exceptional manner to enhance maximum readability and audience understanding	Formatted to enhance maximum readability and audience understanding	Somewhat formatted to enhance maximum readability and audience understanding
Quality	Quality exceeding expectations being clear, concise, and free from grammar errors.	Done with satisfactory effort being clear, concise, and with 1-2 grammar errors	Shows little effort being somewhat clear and concise, containing 3-5 grammar errors
Sourcing	Citation for the infographic's source included	Citation for the infographic's source included but incomplete	No citation of the infographic's source included

A. Assimilation (Time Frame: Days 4 – 10 minutes)

REMEMBER THIS!

Checking the legitimacy of the information will keep us from being a victim of fake news or faulty information. While as a receiver of information, we need to sharpen our skill in judging the relevance and worth of one's ideas, since we may have to use it as bases of our personal decisions in some situations.



V. ASSESSMENT (Time Frame: Days 4 – 10 minutes)

Directions: Analyze the following situations and decide whether it can help you obtain factual information or not. Put a check (/) if yes and a cross (X) if no.

1. You are reading an article about the number of new positive cases of COVID- 19 in your place. Then, you found out that the article is already out of date.
2. Amanda saw a viral Twitter post from unknown source who asserted that a medicinal plant is being used to cure COVID-19 patients.
3. A resource speaker in the seminar you are attending mentioned names of credible authors while expounding his ideas.
4. Your friend saw a cryptic news headline and shared it in her timeline, but it does not present any details about the whole story.
5. A social media influencer stressed, "Filipinos have no right in the West Philippine Sea." However, he failed to cite any source to prove his claim.

VI. REFLECTION (Time Frame: Days 4 – 10 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Assessment	

VII. REFERENCES

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W2	Learning Area	English	Grade Level	9
	Quarter	4	Date	

I. LESSON TITLE	Judging the relevance and worth of ideas, soundness of author's reasoning, and effectiveness of the presentation (Part 2)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 9: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation
III. CONTENT/CORE CONTENT	Enabling Competency: - Judge the validity of the text listened to

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 30 minutes)

We have five macro skills namely speaking, listening, viewing, reading, and writing. Listening is very important in everyday living since listening allows us to give feedback and response. **Effective listening** requires an ability to evaluate whether we should believe the point being raised or not. It involves assessing the weight of the evidence used to support it.

Read the statements and answer the questions that follow.

A.

It is going to rain because it is cloudy. The wind is picking up and the air smells damp.

B.

All Filipinos are generous and kind like Senator Manny Pacquiao.

Guide Questions:

1. Which of the two statements do you agree with? Explain your answer.
2. What made you agree with the statement you have chosen?

EVIDENCE is the available body of facts or information indicating whether a belief or proposition is true or valid.

Here are the steps in analyzing and evaluating the validity of evidence:

A STEP-BY-STEP GUIDE IN ANALYZING AND EVALUATING

Validity of Evidence

01

ARGUMENTATION

Identify the point/claim the author is trying to prove.

02

SPECIFICITY

Identify specific facts, data, statistics, examples that support the point.

03

RELEVANCE

Explain how the pieces of evidence are related to the claim.

MADE WITH CANVA

Study this example:

We should set a limit to our game time. In my experience, spending so much on computer games prevents me from submitting my modules on time which resulted to failing grades.

Point/Claim: We should set a limit in playing computer games.

Evidence: In my experience, spending so much on computer games prevents me from submitting my modules on time which resulted to failing grades.

Type of Evidence: Anecdotal Evidence

Relation of the Evidence to the Point/Claim:

The evidence reflects the possible outcome of excessive online gaming based on the speaker's experiences.

Note that even when the pieces of evidence are entirely accurate, there are factors that we need to consider before using them as bases of our action and thoughts.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

FOUR TYPES OF EVIDENCE

1. STATISTICAL EVIDENCE - It is known as the strongest type of evidence. It comes in a form of number, percentage, or surveyed type data.

*Example: 75% of women in Tayabas City...
8 out of 10 pediatricians recommend...
16 members of the legislative agreed upon...*

2. TESTIMONIAL EVIDENCE - Use of celebrities is the core of this second type of evidence. However, experts and authorities can also be used to collect testimonial evidence.

Example: Heart Evangelista, a well-known actress and fashion buff, recommends that Olay lotion is good on our skin.

3. ANECDOTAL EVIDENCE - It is often dismissed as untrustworthy and meaningless. When the speaker does storytelling, anecdotal evidence is utilized.

Example: After living for decades in Quezon, I can honestly say that the people there are kind and hospitable.

4. ANALOGICAL EVIDENCE - It is regarded as the weakest evidence. When information about something is scarce and little is known, analogical evidence is often used in a formal argument to increase credibility of the proof.

Example: If we are going to ban firearms, we should also ban cars because they cause many more deaths than firearms do.

D. Development (Time Frame: Days 1-2 – 90 minutes)

Learning Task 1

A. Read an excerpt from Angelina Jolie's address to the UN Peacekeeping Ministerial. Then, answer the questions below.

"In fact, our support should be strongest where rights are threatened the most. We seem incapable of upholding minimum standards for humanity in many parts of the world. That this comes at a time when humankind is richer and more technologically advanced than ever before is all more painful. Eighteen years ago, when I first began working at United Nation Refugee Agency, there were just 20 million displaced people worldwide and the numbers were falling. Today, there are over 65 million displaced people, and the numbers are rising. More countries are experiencing some form of violent conflicts today than any time thirty years ago. UN peacekeepers now comprise the second largest group of forces deployed overseas and are often required to serve when there is little or no peace to be kept. Against this backdrop, it is easy to dismiss our institutions as flawed or ineffective."

Questions to Answer:

1. What is the point/claim raised in the excerpt?
2. What types of evidence are used?
3. Are the pieces of evidence enough to support the point/claim? Why? Why not?

B. Read the selection carefully and answer the questions that follow. Write the letter of your answer on the space provided before each number.

Teenage mothers face critical health risk including inadequate nutrition during pregnancy due to poor eating habits, dangers associated with the reproductive organs not ready for birth and maternal death due to a higher risk of eclampsia. Alarmingly, while maternal deaths are decreasing in the Philippines, teenage maternal deaths are increasing. Ten percent of pregnant teenagers died last year according to the Philippine Statistics Agency. Data from World Health Organization also show a high and increasing incidence of fetal death in Filipino mothers under 20.

- ____ 1. What is the excerpt all about?
 - a. Maternal deaths are decreasing
 - b. The number of teenage pregnancies increases every year
 - c. Teenage mothers face critical health risks.
 - d. Ten percent of pregnant teenagers died due to complications.
- ____ 2. What does the selection claim?
 - a. The number of teenage mothers increases every year.
 - b. Teenagers have limited access to sex education.
 - c. Pregnant teenagers do not know the complications of their situation.
 - d. Teenage pregnancy results in complications and deaths among teenagers.
- ____ 3-4. Which of the following supports the claim, "Teenage maternal deaths are increasing?"
 - a. Teenage mothers face critical health risks.
 - b. Maternal deaths are decreasing in the Philippines.
 - c. According to PSA 10% of pregnant teenagers died last year.
 - d. Data from WHO shows a high and increasing incidence of fetal death in Filipino mothers under 20.

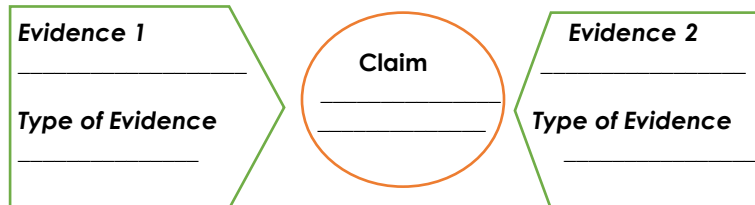
E. Engagement (Time Frame: Days 3-4 – 90 minutes)

Learning Task 2

Analyze the transcribed speech of Jack Symonds entitled "Social Media Corrupts Human Interaction". You may also watch the video at https://www.youtube.com/watch?v=5hCq0V_edbY. Then, accomplish the diagram.

"I'd now like continue my argument by first discussing the impact that social media is having on us at individual level, because if we can agree that social media is affecting us as individuals and changing the way that we behave, it follows that social media is affecting the way we interact with each other. Research from the University of Pittsburgh School Of Medicine studied over 1,700 people between the ages of 10 and 32. It was found that on average, participants were spending 61 minutes per day on social media and visiting social media website over 30 minutes per week. This research was conducted 2014 and the number have been growing steadily since that time. Over one quarter of the young people surveyed displayed indicators of high levels of depression and the people who most frequently check social media were found to be 2.7 times more likely develop depression than the average.

1. Complete the diagram:



2. Explain in a short paragraph how the evidences from the speech of Jack Symonds helps strengthen the claim.

Learning Task 3

Read the speech of the former President Barack Obama carefully. Then, analyze the evidence using the given table.

Hi, everybody. This week, because Democrats and responsible Republicans came together, the government was reopened, and the threat of default was removed from our economy.

There has been a lot of discussion lately of the politics of this shutdown. But the truth is, there were no winners in this. At a time when our economy needs more growth and more jobs, the manufactured crises of these last few weeks actually harmed jobs and growth. And it is understandable that your frustration with what goes on in Washington has never been higher.

The way business is done in Washington has to change. Now that these clouds of crisis and uncertainty have lifted, we need to focus on what the majority of Americans sent us here to do – grow the economy, create good jobs, strengthen the middle class, lay the foundation for broad-based prosperity, and get our fiscal house in order for the long haul.

It won't be easy. But we can make progress. Specifically, there are three places where I believe that Democrats and Republicans can work together right away.

First, we should sit down and pursue a balanced approach to a responsible budget, one that grows our economy faster and shrinks our long-term deficits further. There is no choice between growth and fiscal responsibility – we need both. So we're making a serious mistake if a budget doesn't focus on what you're focused on: creating more good jobs that pay better wages. If we're going to free up resources for the things that help us grow – education, infrastructure, research – we should cut what we don't need, and close corporate tax loopholes that don't help create jobs. This shouldn't be as difficult as it has been in past years. Remember, our deficits are shrinking – not growing.

Second, we should finish the job of fixing our broken immigration system. There's already a broad coalition across America that's behind this effort, from business leaders to faith leaders to law enforcement. It would grow our economy. It would secure our borders. The Senate has already passed a bill with strong bipartisan support. Now the House should, too. The majority of Americans thinks this is the right thing to do. It can and should get done by the end of this year.

Third, we should pass a farm bill – one that America's farmers and ranchers can depend on, one that protects vulnerable children and adults in times of need, and one that gives rural communities opportunities to grow and the longer-term certainty they deserve.

We won't suddenly agree on everything now that the cloud of crisis has passed. But we shouldn't hold back on places where we do agree, just because we don't think it's good politics, or just because the extremes in our parties don't like compromise. I'll look for willing partners from either party to get important work done. There's no good reason why we can't govern responsibly, without lurching from manufactured crisis to manufactured crisis. Because that isn't governing – it's just hurting the people we were sent here to serve.

Those of us who have the privilege to serve this country have an obligation to do our job the best we can. We come from different parties, but we're Americans first. And our obligations to you must compel all of us, Democrats and Republicans, to cooperate, and compromise, and act in the best interests of this country we love.

Thanks everybody and have a great weekend.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Point/Claim	Evidences	Type of Evidence

A. Assimilation (Time Frame: Days 4 – 10 minutes)

Always keep in mind the four kinds of evidences whenever you listen to information so that you can give sound feedback and response when being asked.

Kind of Evidence	Description	Examples
1. Statistical Evidence	strongest type of evidence	number, percentage, survey data
2. Testimonial Evidence	claims made by witnesses	claims from celebrities, experts, and authorities
3. Anecdotal Evidence	dismissed as untrustworthy and meaningless	storytelling
4. Analogical Evidence	weakest evidence	conclusions based on comparisons

V. ASSESSMENT (Time Frame: Days 4 – 10 minutes)

Directions: Choose the letter that corresponds to the type of evidences given. Write your answer on the space provided before each number.

A. Analogical Evidence

B. Testimonial Evidence

C. Anecdotal Evidence

D. Analogical Evidence

- _____ 1. Studies show that handwashing practices could cut the rate of respiratory infections by more than 20%.
- _____ 2. According to WHO, about 16 million girls between ages 15-19 and around 1 million girls under 15 give birth each year.
- _____ 3. Studies show that the use of technology increases self-efficacy.
- _____ 4. The Philippine poverty rate decreased from 23.3% in 2015 to 16.7% in 2018 and is expected to decline further in the following years.
- _____ 5. I have seen my classmate struggle from discrimination. It breaks my heart to see people mistreat them because they look different. We must stop discrimination and start looking at each other equally.
- _____ 6. This weight loss product is very effective. I have been only using for weeks and I can already see the results.
- _____ 7. I have seen people not following health protocols who regretted in the end.
- _____ 8. This toothpaste brand will make your teeth whiter and your breath fresher.
- _____ 9. I know a person who was penalized by disobeying traffic rules and regulations.
- _____ 10. Forty-nine million individuals will be added to the country's population by 2010-2045 representing an average annual growth rate of 1.21 percent.

VI. REFLECTION (Time Frame: Days 4 – 10 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

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☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

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Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Assessment	

VII. REFERENCES

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W3	Learning Area	English	Grade Level	9
	Quarter	4	Date	

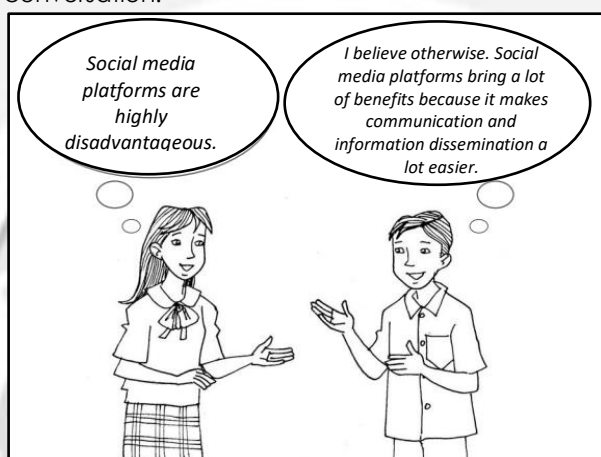
I. LESSON TITLE	Judging the relevance and worth of ideas, soundness of author's reasoning, and effectiveness of the presentation (Part 3)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 9: Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation
III. CONTENT/CORE CONTENT	Judging the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 60 minutes)

Exchanging ideas is a part of everyday life as one socially mingles with others. Thus, you make arguments on a regular basis. This does not refer to quarreling or causing conflict with others but the act of communicating one's perspective and point of view to others opening up opportunities for discussion of ideas.

Usually noted as synonymous, argument and opinion are actually two different notions. While an opinion is a personal claim that does not necessarily require support and certain qualities, an argument on the other hand is a claim that needs to be worth making, valid, sound, logical, and must be provided with reasonable, relevant, and sufficient support. Read the following conversation:



Which statement do you think is an example of an opinion and which is an argument? If you have chosen the girl's statement as an opinion, you are right! It is an opinion as the girl has simply stated her notion on social media platforms. On the other hand, the boy also expressed his notion on social media platforms, only that he has asserted reasons why he believes so, making it an argument.

An argument tries to convince us that something is true. Keep in mind that an argument to be considered one has to consist of: **1) conclusion** and **2) premise**. The **conclusion** is the idea we are convinced to believe, and **premise** is the support or reason showing that the conclusion is true. An argument may be supported with more than one premise.

The boy's argument can be analyzed this way:

Conclusion	Premise
"Social media platforms bring a lot of benefits..."	"...because it makes communication and information dissemination a lot easier."

There are some words or phrases that may serve as your cue words in determining conclusions and premises. Note that the list is not limited to these and although their use helps indicate the conclusion and premise, they are not a requirement. However, their use helps you form a coherent statement in expressing your argument.

Conclusion Indicators	Premise Indicators
therefore, hence, implies that, it follows that, so, thus, consequently	since, for, given that, for the reason that, because, as, is shown by the fact that

In the boy's dialogue, "because" is used a premise indicator. The presence of this word easily leads us to identifying the reason supporting the boy's conclusion.

Now, the best kind of argument is one that is not just *VALID*, but also *SOUND*. It is valid if the premise logically supports the conclusion. It is sound if the argument is valid and if the premise and conclusion altogether can be verified true. You may have already heard of logical fallacies; they threaten the soundness of your argument. Fallacies are considered errors in reasoning. In speaking and writing, it may be committed accidentally causing faults in the argument or intentionally to trick the readers or audience into believing the speaker's or writer's argument. Either way, you should avoid committing them in order to form sound arguments. Remember: Arguments formed using fallacies may be valid, but they are NOT sound! Here are some examples of logical fallacies:

HASTY GENERALIZATION

Making assumptions about a whole group or range of cases based on a sample that is inadequate or not enough
✓ Do not make a claim and say it is true if only based on just an evidence or two.

Examples:

1. Librarians are quiet people and disciplinarians.
(This is an example of stereotyping or over-generalization.)
2. My roommate said her philosophy class was hard, and the one I'm in is hard, too. I warn you, all philosophy classes are hard!
(Two people's experiences are, in this case, not enough to base a conclusion.)

POST HOC

Stressing that two events or concepts are related in the sense that one causes another when they're actually not
✓ Do not assume the cause-and-effect relationship between two concepts or events without considering other factors.

Examples:

1. It was cloudy this morning, so Sarah did a "sun dance" and it did not rain.
(The sun dance may not have been the reason for the rain not coming.)
2. President Jones raised taxes, and then the rate of violent crime went up. He is responsible for the rise in crime.
(The increase in taxes might or might not be the factor in the rising crime rates, but it was claimed as if it's sure and the only reason.)

IV. LEARNING PHASES AND LEARNING ACTIVITIES

SLIPPERY SLOPE

Claiming a sort of chain reaction will take place, usually ending in some dire consequence, but there's really not enough evidence

- ✓ Do not slide all the way down or exaggerate in picturing the consequences attributed to a particular event.

Example:

1. "Animal experimentation reduces our respect for life. If we do not respect life, we are likely to be more and more tolerant of violent acts like war and murder. Soon our society will become a battlefield in which everyone constantly fears for their lives. It will be the end of civilization. To prevent this terrible consequence, we should make animal experimentation illegal right now."
(Even if we believe that experimenting on animals reduces respect for life, and loss of respect for life makes us more tolerant of violence, it would have been better to stop at that point. It is too much to slide all the way down to end of civilization.)

APPEAL TO AUTHORITY

Referring to known personalities to back up a claim, but aren't really experts particularly in line with the issue at hand instead of citing evidence

- ✓ Do not impress readers with a famous name or a supposed authority who really does not have an expertise on the matter being discussed.

Example:

1. We should abolish death penalty because many respected people, such as actor Guy Handsome, have publicly stated their opposition to it.

(While Guy Handsome may be an authority on matters having to do with acting, there's no particular reason why anyone should be moved by his political opinions – he is probably no more of an authority on the death penalty than the person writing the paper.)

D. Development (Time Frame: Day 2 – 30 minutes)

Learning Task 1

Identify whether the statement is an opinion or an argument. In your pad paper, copy the table below and write the sentences indicating opinion on the first column and sentences indicating argument on the second column.

1. Writing an essay is laborious.
2. Travelling is an interesting experience since it is an opportunity to widen one's horizons by meeting other people and emerging in other culture.
3. Answering modules is a fruitful learning experience.
4. Attending online classes is enjoyable because you get to virtually interact with your classmates and teachers.
5. The novel we were assigned to read is somewhat boring.
6. The storybook is interesting due to the colorful illustrations and mysterious plot.
7. The artist's performance is commendable since there is precision in his every move.
8. Hiking is an enjoyable activity.
9. Keeping a journal is ideal as it helps me document moments in life worth remembering.
10. That actress has been brilliant since she her beginnings in the industry.

OPINION	ARGUMENT

Learning Task 2


Identify the type of fallacy of the given statements. Write the letter of your answers on the blanks.

A. hasty generalization	B. post hoc	C. slippery slope	D. appeal to authority
___ 1. Kathryn's little sister was playing with building blocks. When Kathryn passed by, she happened to sneeze and the blocks tumbled down. Her sister came running to their mom crying, telling that her sister ruined the palace she was trying to build.			
___ 2. If I fail in English 101, I won't be able to graduate. If I don't graduate, I probably won't be able to get a good job, and I may very well end up being jobless for the rest of my life.			
___ 3. That local literary artist is a Nobel Prize winner. His opinion on the renovation of the old town library cannot be disregarded.			
___ 4. Shiela is on a vacation and decided to visit another country. Upon arriving at the airport, she tried asking a local about directions on going to her accommodation. The man ignored her. She was convinced that the locals there are snobs to other nationalities.			
___ 5. My grandmother doesn't know how to use a laptop. On the other hand, my grandfather doesn't use the family computer unless I am there to assist him. Old people are not computer literate.			
___ 6. Mia's older brother failed to graduate last semester because he got addicted to mobile gaming. Therefore, their parents strictly limited Mia's use of gadgets and even refrained from buying her a cellphone on her birthday in the fear that she will become like her older brother.			
___ 7. If parents would go abroad to work, their children wouldn't be guided well. They are going to make decisions without close parental advice or consent. Consistently doing so would make their lives go astray.			
___ 8. Our basketball team had been on a losing streak. Ever since I wore the new shoes my dad has given me, we started winning every game we participated in. They are my lucky shoes!			
___ 9. I woke up with my stomach aching and noticed it's colder than any other morning. The drop in temperature might have caused my stomachache.			
___ 10. If I eat chocolate today, I would eat one again tomorrow. I would probably allow myself to eat chocolate the next days. Then, I would crave for more sweets like cookies and cake and won't be able to stop myself. My diet would be ruined. I'll get obese in a matter of days.			

E. Engagement (Time Frame: Days 2-3 – 90 minutes)

Learning Task 3

The following are excerpts taken from editorial column articles of a campus newspaper, The Paladian Volume XVIII No. 1 (June-October 2017). In your pad paper, identify an argument in every passage by indicating a conclusion and a premise supporting it.




Premise:

Conclusion:

1. The enforcement of shifting scheme in classes in Luis Palad Integrated High School is aggravating as it hampers the progress of the class. It has also raised some considerations and concerns that are of course, worth noting. To accommodate the big turnout of enrollees, Paladians had to follow different schedules that eventually led to shifting in classes where students have to be divided to morning and afternoon sessions. The shifting scheme enables schools to accept more students and educate them in less crowded conditions as well as provide them with greater access to education. However, more than 6 hours of studying is quite overwhelming for them to catch up on all of their lessons and to shape their learning experiences. - *"Slip of the Tongue"* by Karylle Anne Cabuyao


2. It is an advantage for every Tayabanse to have a senior high school here in our very city. First, it gives parents and students alike, a reasonable option. With LPIHS SHS program, students have an option to develop their various fields of specializations without having to paying expensive tuition and miscellaneous fees. Likewise, they don't have to spend much time, effort, and money for transportation. Second, LPIHS SHS program delivers quality education that every Paladian student is entitled to. The LPIHS administration carefully planned and selected the teachers who will handle the senior high school classes. Secondary school teachers who have finished their master's degree or on the verge of completing it are chosen for this purpose to ensure that the senior high school students will go through a whole new experience of learning. - *"Amelioration"*



Premise:

Conclusion:

3. Casa Comunidad de Tayabas is a typical "bahay na bato" which was built during the Spanish colonial period and served as a guesthouse for visiting dignitaries. During World War II, it functioned as barracks for the Japanese. It got burned down around 1880's but was later reconstructed as a public school during the American period. This place is now known as a historic attraction according to the National Historic Commission of the Philippines. Today, the Casa Comunidad is already functional and houses the office of the city mayor, the municipal library, a museum, and events hall. The place is a real treasure not only to the locals but also to visitors because it is a history lesson in plain sight. Having it opened for the public was the best decision ever, as people get the chance to see it up-close and glorify its beauty. - *"Bits and Pieces"* by Andrea Faith Obeña




Premise:

Conclusion:

4. Being nominated as "Best School-Based Management Implementor" is a great honor for Luis Palad Integrated High School because it mirrors its improving education system. Likewise, having been considered as a school with the best Reading Program together with the other finalists from different divisions is a proof that our teachers work hard for the proper planning of a program that will lessen and eventually eradicate the number of non-readers and learners under the frustration level in reading. These achievements are something every Paladian can be proud of, for they reflect the competence of the people in charge of running this school and the people behind planning of programs to further enhance and develop every learner's capacity and competency.


- *"Coffee Talk"* by Kei Angelique Hugo



Premise:

Conclusion:

5. Tayabas City has recently implemented RA 9003 also known as the Ecological Solid Waste Management Act of 2000. The basic policies of this act include ensuring the proper segregation, collection, transport, storage, treatment, and disposal of solid waste; ensuring the protection of the public health and environment; and encouraging greater private sector participation in solid waste management as well as cooperation and self-regulation among waste generators. There are still things that need to be addressed regarding its implementation. One is that the collection system of the local authorities is not really systematic. In other municipalities, collection are scheduled – MWF for biodegradable and TThS for non-biodegradable. But here in our city, I have noticed that our garbage are collected, bio and non-bio, at the same day and time. In short, no matter how segregated our garbage is, they still get mixed up in the dump truck once collected. - *"Inch by Inch"* by Karla Yagyagan



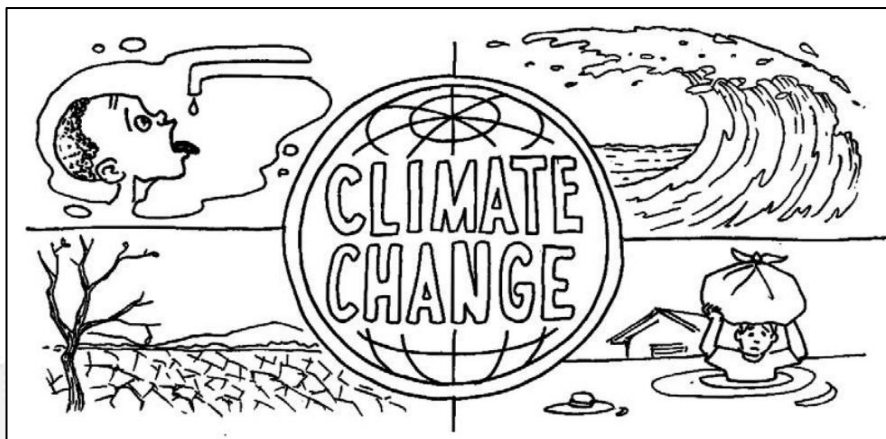
Premise:

Conclusion:

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Learning Task 4

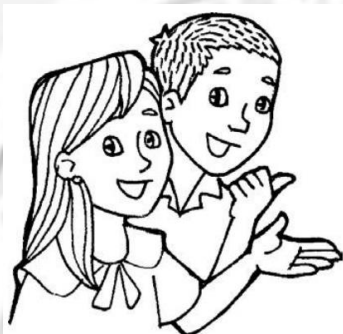
The picture portrays a lot of scenarios relevant to the issue of climate change. In your pad paper, write down four (4) arguments related to the said environmental concern. Make sure that your argument consists of conclusion and at least one premise. Use *conclusion indicators* or *premise indicators* in writing your sentences.



Conclusion Indicators	Premise Indicators
therefore, hence, implies that, it follows that, so, thus, consequently	since, for, given that, for the reason that, because, as, is shown by the fact that

A. Assimilation (Time Frame: Day 4 – 20 minutes)

Knowing how to form valid and sound argument allows you to engage in insightful conversations with others especially those concerning relevant issues and matters nowadays. Remember the dos and don'ts in writing arguments.



- ✓ Make sure your argument consists of a conclusion and premises.
- ✓ Review if your conclusion and premises are logically related.
- ✓ Use conclusion and premise indicators if necessary.

- ✗ Do not use logical fallacies in your argument so as not to mislead or even worse, to intentionally trick your readers into believing your argument (e.g., hasty generalization, post hoc, slippery slope, appealing to authority).
- ✗ Do not forget to verify if the bases of your conclusion and premises are valid, true, and reliable.



V. ASSESSMENT (Time Frame: Day 4 – 20 minutes)

Read the sentences carefully and determine whether the statement is true or false. On the blanks, write **YES** if the statement is true and **NO** if it is false.

1. The premise is the idea we are convinced to believe while conclusion is the support or reason showing that the premise is true.
2. There is no difference between an argument and an opinion.
3. Hasty generalization is a fallacy committed when making assumptions about a whole group or range of cases based on a sample that is inadequate or not enough.
4. Examples of premise indicators are "therefore", "hence", and "thus".
5. Not all valid arguments are sound.

VI. REFLECTION (Time Frame: Day 4 – 20 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4		Assessment	

VII. REFERENCES

Almonte, Liza, Lerma Fernandez, Nedra Lagustan, Henone de Paz-Langutan, Dream Rose Malayo, Liberty Mangaluz, Elenita Miranda, Lito Palomar, Adelia Chua-Solaban, and Grace Annette Soriano. 2014. *A Journey through Anglo-American Literature – Grade 9 English – Learner's Material, First Edition*. Pasig City, Philippines: Department of Education.

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W4	Learning Area	English	Grade Level	9
	Quarter	4	Date	
I. LESSON TITLE		Judging the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation (Part 4)		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		MELC 9: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation		
III. CONTENT/CORE CONTENT		Judging the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: Day 1 – 60 minutes)				
<p>When reading informational text, many students are under the impression that all ideas and information presented must be true. Wrong! A lot of informational texts are based on author's ideas, beliefs, or opinions. Authors of informational text present their ideas and support them with specific reasons and evidence to convince you, but sometimes, you also question the author's reasoning. You should not assume that everything in an informational text is true. This is very similar to what teachers tell you about reading text online. <i>"Just because it's on the internet, doesn't mean it's true."</i> Just because it's labeled "informational text", it doesn't mean that you have to agree with it or find it to be true or just.</p> <p>Through technology, you are able to read, watch, and listen to a lot of information. This information may influence you to believe certain ideas and push you to some form of action. Some information may also dissuade you from believing or doing other things.</p> <p>In an argumentative essay, your job is to make the reader agree with your opinion about a controversial topic. You have to (1) state your opinion, (2) give reasons to support your opinion, and (3) argue against the opposite opinion. Overall, you must convince the audience that your side of the argument is correct. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or counterargument.</p> <p>Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must refute it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you.</p> <p>The most common type of argumentative essay has six paragraphs. Like all essays, it begins with an introduction and ends with a conclusion. In between are the body paragraphs where you must do three things: support your opinion, present the opposing point of view, and tell why that viewpoint is wrong.</p> <p>A good argumentative essay attempts to persuade readers to understand and support your point of view about a topic by stating your reasoning and providing evidence to back it up. The following are the five types of argument claims that can drive your essay:</p> <ol style="list-style-type: none">1. Fact – whether the statement is true or false2. Definition – the dictionary definition of what you're arguing, plus your own personal interpretation of it3. Value – the importance of what you're arguing4. Cause and effect – what causes the problem and what effects it has5. Policy – why you should care and what you should do about it after reading <p>At this point, you may now have some ideas on how to write an argumentative essay. Here are the structures of a good argumentative essay.</p> <ol style="list-style-type: none">1. Introductory Paragraph - The first paragraph of your essay should outline the hook as the first sentence that serves to capture reader's attention and help them decide if they want to continue reading your text. Provide background information necessary to understand your argument, outline the evidence you will present, and state your thesis. Thesis Statement - This is part of your first paragraph. It is a concise, one-sentence summary of your main point and claim. It's the most important part of your argumentative essay. To write a thesis statement, be guided by the following steps.<ul style="list-style-type: none">• Turn the topic into a question and answer it. Set up a big question in the title of your essay or within the first few sentences. Then, build up to answering that question in your thesis statement.• State an argument and then refute it. Introduce an idea that contrasts with your belief and immediately explain why you disagree with it.• Briefly outline your main points. Introduce your main points and explain how you'll back it up.2. Body paragraphs. A typical argumentative essay comprises three or more paragraphs that explain the reasons why you support the thesis. Each body paragraph should cover a different idea or piece of evidence and contain a topic sentence that clearly and concisely explains why the reader should agree with your position. Body paragraphs are where you back up your claims with examples, research, statistics, studies, and text citations. Address opposing points of view and disprove them or explain why you disagree with them. Presenting facts and considering a topic from every angle add credibility and will help you gain a reader's trust.3. Conclusion. It is a one paragraph that restates your thesis and summarizes all of the arguments made in your body paragraphs. Rather than introducing new facts or more arguments, a good conclusion will appeal to reader's emotions. In some cases, you will use a personal anecdote explaining how the topic personally affects you.				

D. Development (Time Frame: Days 2-3 – 90 minutes)

Learning Task 1

Look closely at the editorial cartoon below and answer the guide questions that follow.



Guide Questions:

1. What issue is this political cartoon about?
2. What do you think is the cartoonist's opinion on this issue?
3. What other opinion can you imagine another person have on this issue?
4. Did you find this cartoon persuasive? Why or why not? Explain your answer.
5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

Learning Task 2

Read the text below and answer the questions that follow.

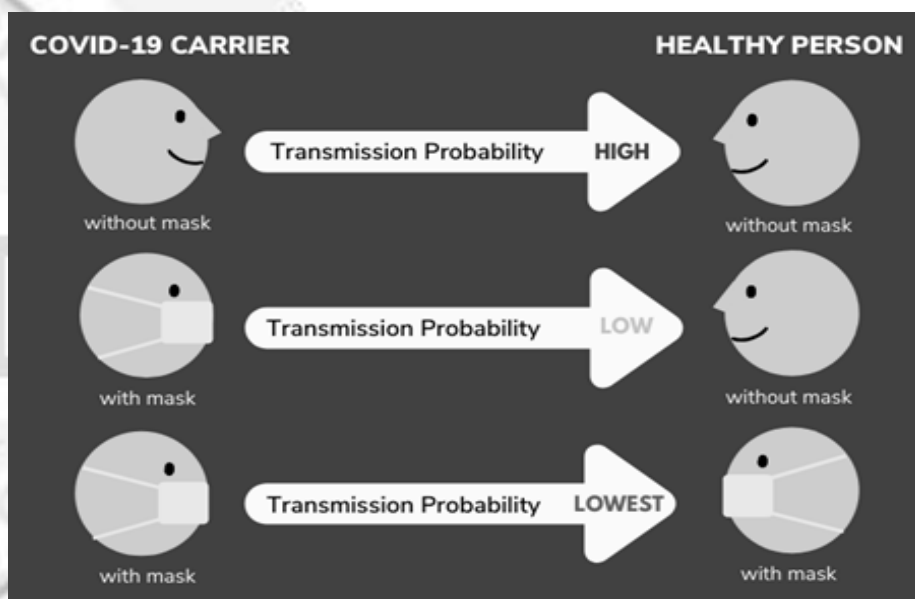
Why Wearing a Mask is Important

The issue of wearing face coverings in public comes up frequently these days. A common sentiment is, "If I am not personally at high risk for COVID-19, why should I wear a mask?" I suspect this is why I see so many people in public places who are not covering their nose and mouth. The CDC has recommended "wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (e.g., grocery stores and pharmacies) especially in areas of significant community-based transmission".

COVID-19 spreads mainly from person to person through respiratory droplets. Respiratory droplets travel into the air when you cough, sneeze, talk, shout, or sing. These droplets can then land in the mouths or noses of people who are near you or they may breathe these droplets in.

The reason for this is that the virus that causes COVID-19 can be spread even before symptoms appear, by such things as coughing, sneezing, or even speaking at close range. Cloth face coverings have been recommended due to their low cost and ready availability. By using cloth face coverings, it preserves surgical masks and N-95 masks for healthcare workers who may be involved in direct care of patients with COVID-19.

The importance of using face coverings in public is illustrated in the graphic seen here. If I wear my face covering to protect you from me, and you wear your face covering to protect me from you, then we can all dramatically decrease our risk of transmission of the virus that causes COVID-19. This, in conjunction with social distancing and frequent handwashing or use of hand sanitizer, will be important in limiting the spread of COVID-19 as we return to our usual activities.



Processing the Information:

1. What are the reasons for wearing a face mask?
2. What facts are used to support the argument?
3. Do you agree with the writer? Explain your answer.

Learning Task 3

Read the argumentative essay that follows. Answer the given questions on the text boxes.

The School Uniform Question

- 1 Individualism is a **fundamental** part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the **public school** classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.
- 2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.
- 3 Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and **truancy**. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.
- 4 Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are **well-off** while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.
- 5 Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to **flaunt** wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.
- 6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

1. The topic of this essay is school uniforms. What is the hook in the first paragraph?
2. What is the thesis statement?

3. Paragraphs 2, 3, and 4 give reasons for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____

4. In paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

5. Which paragraph presents a counterargument – an argument that is contrary to, or the opposite of the writer's opinion? What is the counterargument?

6. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer's refutation?

7. Write the sentence from the concluding paragraph that restates the thesis.
8. Reread the concluding paragraph. What is the writer's opinion about this issue?

E. Engagement (Time Frame: Days 3-4 – 60 Minutes)

Learning Task 4

This pandemic has tested us like never before, and now, even as we have developed vaccines in record time, it is testing us again. Now that COVID-19 vaccines are authorized and are being administered here in the Philippines, the big question is:

"Would you give your consent to be vaccinated?"

Write an argumentative essay and make sure to support your argument with evidence. Be guided on the structures discussed in the Introduction part and on the sample argument on Learning Task 3.

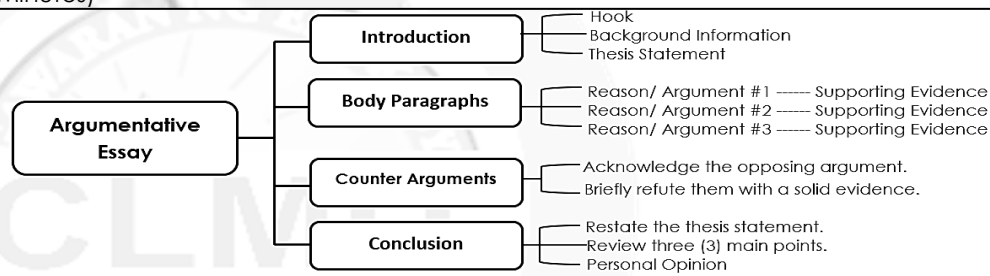
IV. LEARNING PHASES AND LEARNING ACTIVITIES

ARGUMENTATIVE ESSAY RUBRIC

CRITERIA	5	4	3	2
INTRODUCTION Background/History Define the Problem Thesis Statement	Well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement.	Introductory paragraph contains some background information, states the problem but does not explain using details, and states the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.
MAIN POINTS Body Paragraphs Refutation	Three or more main points are well-developed with supporting details. Refutation paragraph acknowledges the opposing view and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize points.	There are three or more main points, but all lack development. Refutation paragraph is missing and/or vague.	There are less than three main points, with poor development of ideas. Refutation is missing or vague.
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences. Writer's opinions and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.
MECHANICS Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.

A. Assimilation (Time Frame: Day 4 – 15 Minutes)

Writing an argumentative essay offers you an opportunity to develop and present your arguments on a relevant issue, in a structured manner. It helps you critically evaluate a situation. You may follow the structure presented here whenever you need to write one.



V. ASSESSMENT (Time Frame: Day 4 – 10 Minutes)

Identify what is described in each statement. Write the letter of your answer from the given choices inside the parentheses.

1. A claim that has logic and facts (**A. counter argument** **B. refutation** **C. argument**)
2. A sentence that gets the reader's attention (**A. thesis statement** **B. hook** **C. background information**)
3. An argument that is contrary to, or the opposite of the writer's opinion (**A. conclusion** **B. counter argument** **C. claim**)
4. Paragraph where the claim/thesis appears (**A. first paragraph** **B. second paragraph** **C. last paragraph**)
5. Sentence that tells the main idea of the paragraph (**A. topic sentence** **B. supporting sentences** **C. thesis statement**)

VI. REFLECTION (Time Frame: Day 4 – 5 Minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ⚡ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4		Assessment	

VII. REFERENCES

Almonte, Liza, Lerma Fernandez, Nedra Lagustan, Henone de Paz-Langutan, Dream Rose Malayo, Liberty Mangaluz, Elenita Miranda, Lito Palomar, Adelia Chua-Solaban, and Grace Annette Soriano. 2014. *A Journey through Anglo-American Literature – Grade 9 English – Learner's Material, First Edition*. Pasig City, Philippines: Department of Education.

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W5	Learning Area	English	Grade Level	9
	Quarter	4	Date	
I. LESSON TITLE		Reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions (Part 1)		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		MELC 10: React to lay value judgment on critical issues that demand sound analysis and call for prompt actions		
III. CONTENT/CORE CONTENT		Enabling Competency: - Get the different sides of social, moral, and economic issues affecting the nation		

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 30 minutes)

People tend to look for solutions by focusing on the issues at hand. When problems approach, one must adjust the mind to view things from a broader perspective. The strength in changing mentality should never be overlooked as it can be a very useful tool in understanding the issue or situation. Let us define the following key terms:

ISSUE is a subject that people discuss or argue about.

SOCIAL ISSUE is a group of common problems in present-day society that many people strive to solve.

Examples: overpopulation, gender inequality, poverty and homelessness

MORAL ISSUE concerns the internal - your own values, beliefs, feelings, and learnings that are often subjective and concern yourself to discover your own morality. It has the potential to help or harm others.

Examples: corruption, manipulation, prostitution, extra marital and pre-marital relationship, and physical and mental abuses

ECONOMIC ISSUE is that being faced by the world economy, as well as regions and countries.

Examples: prospects for growth, inflation, energy and the environment, inequality, labor issues, emerging markets, and the impact of new technologies

D. Development (Time Frame: Days 1-2 – 90 minutes)

Learning Task 1

Read the following news headlines or journalistic article titles and identify the issues being depicted. On the box, write **S** if social issue is being displayed, **M** for moral issue, and **E** for economic issue.

1

Resume in-person classes in areas with low COVID cases, gov't urged

by Ben O. de Vera
May 29, 2021

Philippine Daily Inquirer

2

DILG orders barangays to prevent mass gathering

by Dexter Cabalza
May 29, 2021

Philippine Daily Inquirer

3

DOLE lifts temporary OFW deployment ban in Saudi Arabia

by Christia Marie Ramos
May 29, 2021

Philippine Daily Inquirer

Created with CANVA

4

PH jobless rate worst in emerging Asia

by Ben O. de Vera
May 24, 2021

Philippine Daily Inquirer

5

Abortion, affairs top moral no-no's for Filipinos - survey

by Miriam Grace A. Go
January 14, 2015

Rappler

6

WTO, WHO: Unequal distribution of vaccines "morally unconscionable"

by Pia Lee-Brago
April 19, 2021

The Philippine Star

7

Death Penalty Danger in the Philippines

*Reinstating Capital Punishment
Risks International Condemnation,
Sanctions*

by Carlos H. Conde
August 5, 2020

Human Rights Watch

8

Philippine Economy to decline further in 2020 amid COVID-19, with recovery in 2021

by Asian Development Bank
September 15, 2020

Asian Development Bank

9

Increased pork importation urgently needed to temper rising meat inflation

by National Economic and Development Authority
May 5, 2021

National Economic and Development Authority

10

COVID-19 Pandemic may have increased mental health issues within families

by Katie Bohn (Penn State)
April 13, 2021

ScienceDaily

Learning Task 2

Read and analyze the news article and determine its implications in the society. Copy the table and list down the social issue, moral issue, and economic issue that have rooted from the general issue discussed in the article.

Philippines detects 242 new cases of coronavirus variants of concern

(Philstar.com) - May 29, 2021 - 3:50pm

MANILA, Philippines — The Department of Health announced Saturday that health authorities have detected a total of 242 new cases of various coronavirus variants classified as variants of concern.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Of these, 137 are new cases of the variant first identified in South Africa (B.1.351), while 104 are new cases of the variant first identified in the United Kingdom (B.1.1.7), and one is a new case of the variant first identified in India (B.1.617).

The DOH also announced the detection of four more cases of the variant first identified in the Philippines, which is still not considered a variant of concern.

The DOH did not release further details on the new cases of coronavirus variants.

A variant of concern is defined as one with increase in transmissibility, increase in virulence or change in clinical disease presentation, and decrease in effectiveness of public health measures or available diagnostics, vaccines and therapeutics.

The B.1.617 variant, first found in October 2020, carries several mutations, including the L452R and E484K.

The L452R mutation is associated with increased transmissibility and reduced antibody neutralization, which may help the virus get past antibodies. Meanwhile, the E484Q mutation, which is similar to E484K mutation, may also help the virus escape immune response.

Both the B.1.1.7 and B.1.351 variants carry the N501Y mutation, which is associated with increased transmissibility, while B.1.351 carries the E484K mutation, which may help the virus dodge some antibodies. — Xave Gregorio with reports from Gaea Katreena Cabico

SOCIAL ISSUE	MORAL ISSUE	ECONOMIC ISSUE

E. Engagement (Time Frame: Days 3-4 – 90 minutes)

Learning Task 3

Cut or print out an article that reflects an issue in the society, then paste it in a pad paper. Next, indicate whether a **social issue**, **moral issue**, or **economic issue** is being presented. Elaborate the problem presented in the article and suggest a possible solution to address it.

NEWS ARTICLE

Type of Issue: _____

Problem: _____

Possible Solution: _____

Learning Task 4

Our country has many problems that must be given solution. At an early age, you must feel a sense of commitment to your community. It is important to take part in improving the quality of life. On this task, write a letter to the government regarding a problem that you want to be addressed and detail your requested solution.

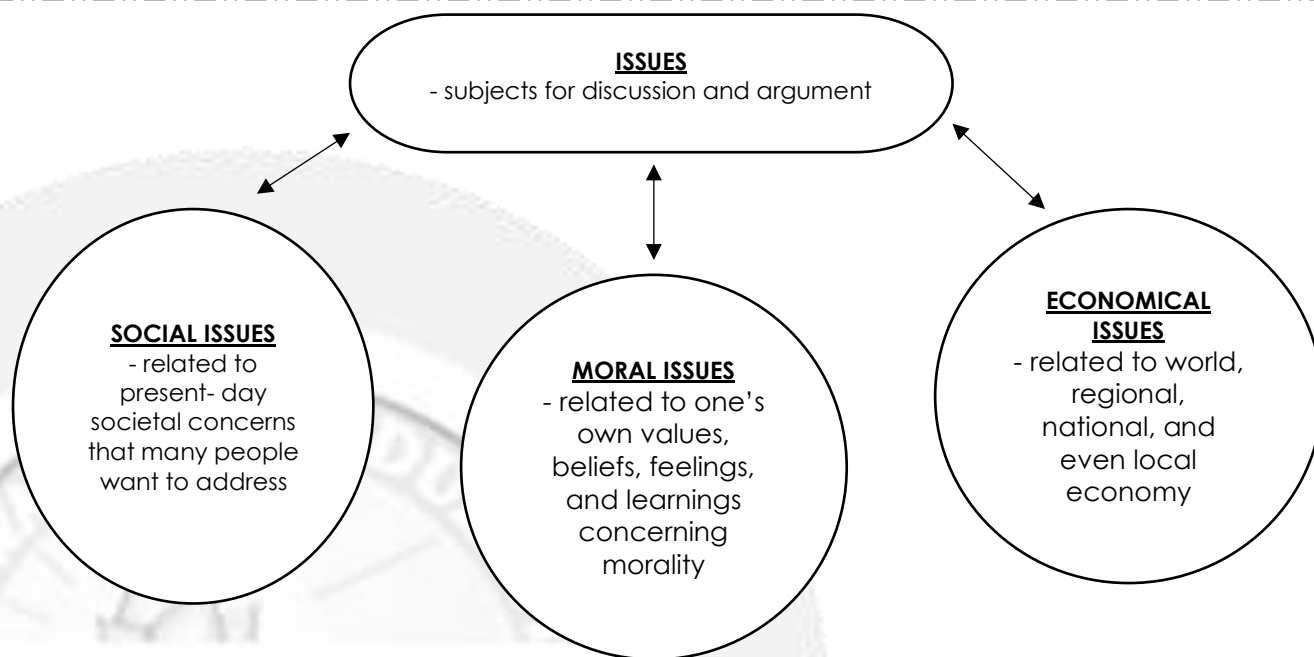
Assessment Rubric for Complaint Letter

	10 points	8 points	5 points
Tone	Problem and request are reasonable and clear.	Problem and request are unclear	Tone is threatening or negative.
Organization	All sentences are well-organized; related ideas are grouped together and in logical order.	Sentences are complete but ideas may be mixed up or not in logical order.	Many sentences are confusing and no logical order is evident.
Grammar & Spelling	There are no errors in grammar or spelling.	There are 1-3 errors in grammar and/or spelling.	There are more than 4 errors in grammar and/or spelling.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

A. Assimilation (Time Frame: Day 4 – 10 minutes)

Remember the different types of issues. Also take note that keeping oneself abreast of the different issues being faced in the society helps you, as a citizen responsible on playing a part in nation building, become critical and ponder on what contributions you can make in addressing relevant concerns at present.



V. ASSESSMENT (Time Frame: Day 4 – 10 minutes)

Determine whether the statements reflect *social issue*, *moral issue*, or *economic issue*. Write your answers on the blanks.

1. The government must make effort to listen to people experiencing poverty.
2. Bullying violates many of the human rights of a person.
3. Abortion is the most widespread method of fertility control.
4. The Philippine economy is in a recession due to lockdown.
5. The number of Filipinos living below the poverty line is a serious concern.

VI. REFLECTION (Time Frame: Day 4 – 10 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ✗ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Assessment	
Number 2		Number 4			

VII. REFERENCES

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W6	Learning Area	English	Grade Level	9
	Quarter	4	Date	

I. LESSON TITLE	Reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions (Part 2)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 10: React to lay value judgment on critical issues that demand sound analysis and call for prompt actions
III. CONTENT/CORE CONTENT	Enabling Competency: - Relate text content to particular issues, concerns, and dispositions in real life

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1- 40 minutes)

Every day, we encounter different situations or instances that directly or indirectly affect us. How should we react to this? What is the best thing for us to do?

Have a quick look at some of the recent headlines below:



Guide Questions:

1. What are the challenges that we are facing right now?
2. Is this happening only in our country or also in other parts of the world?

"Magzter", Magzter.com, accessed May 26, 2021, <https://www.magzter.com/magazines/Newspaper>

These social issues are prevalent and you should be aware of them. **Social issue** is a concern or problem recognized by the society and it prevents people from functioning at an optimal level. It is important to understand that not all things that occur in the society are raised to the level of social problem.

4 Factors Characterizing Social Problem or Issue

1. The society must recognize the situation as a problem.
2. The situation is against the general values accepted by the society.
3. A large segment of the population recognizes the problem as a valid concern.
4. The problem can be rectified or alleviated through the joint action of citizens and/ or community resources.

D. Development (Time Frame: Days 2-3 – 90 minutes)

Learning Task 1

Look at the pictures below taken from Rappler and identify the social issues they depict. Write your answer on the blanks.



1. _____



2. _____

IV. LEARNING PHASES AND LEARNING ACTIVITIES



4. _____



3. _____

Learning Task 2

Read the following news article published by Rappler.com and answer the questions that follow in a pad paper.

[Just Saying] The West Philippine Sea must be saved

April 19, 2021 4:04 PM PHT

'China's communist officials may have thoroughly studied President Duterte's psyche and concluded that he cannot talk tough against China in the same way he talks tough against his own people'.

The West Philippine Sea is again center stage in addition to COVID-19. In international law, there are four stages in case of international conflict – short of war – which the Philippines must undertake.

First, the Philippines should alert the world of the impending trouble. This is what is called "noisy," but not belligerent, diplomacy.

President Aquino did that after exhausting to solve the problem through "silent" diplomacy. As head of state, he openly called China "a bully." He criticized China's intrusion, publicly declaring that China's movements in the South China Sea were comparable to Nazi Germany's expansionist agenda before World War 2. By his pronouncements, President Aquino warned the international community that the issues are not only a localized problem, but an international concern. He did the right move.

Second, if nothing happens, a case should be filed with the

international tribunal. President Aquino's administration filed a case before the Hague international tribunal, resulting in a victory for the Philippines. The landmark decision was hailed all over the world.

Third, upon receipt of the decision, the Philippines must openly urge the losing country to abide immediately and strictly by the decision, with an admonition that noncompliance will result in further international recourse. President Duterte failed to do this upon official receipt of the West Philippine Sea ruling by his administration in the early part of its term.

China's garrisons and missiles strategically positioned in the South China Sea must be met by, at the very least, the Philippines' overt act manifesting the preparedness to invoke and operationalize the VFA and the MDT. China's awareness of a definitive retaliatory response from the US pursuant to the latter's VFA and MDT commitments in case of an attack on the Philippines can be an effective deterrent.

The Philippines is in a serious mess. If not corrected, it will worsen, leaving an ugly legacy of President Duterte's leadership or, to be more precise, lack of it, in the West Philippine Sea – a facticity second only to Japan's Second World War Philippine occupation. The West Philippine Sea must be saved.

– Mel Sta. Maria

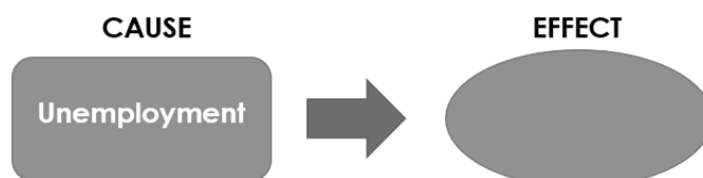
Questions:

1. What issue is discussed in the article that you have read?
2. Do you agree or disagree with the points given by the author? Why or why not?
3. As a Filipino, what is your stand about the issue on the West Philippine Sea?

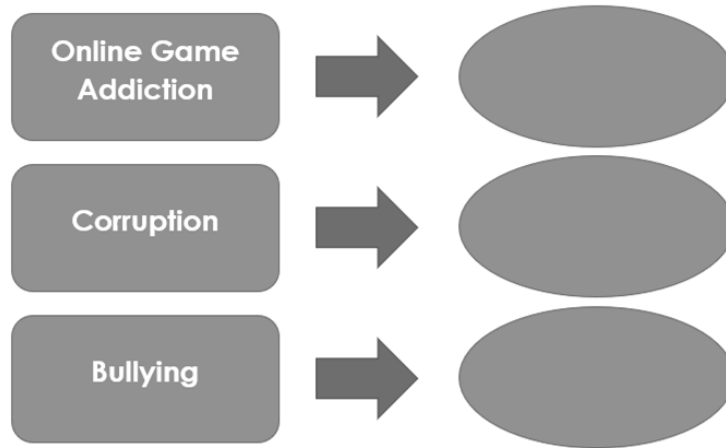
E. Engagement (Time Frame: Days 3-4 – 80 minutes)

Learning Task 3

In your pad paper, copy and complete the organizer below. On the oval shapes, indicate the possible effect/s of the issues indicated on the rectangles.



IV. LEARNING PHASES AND LEARNING ACTIVITIES



Learning Task 4

Imagine you are the principal in an institution. As the school head, how are you going to address the social issues that circulate in your school? In your pad paper, copy the table. Write in the second column your suggested solution to the social issue indicated in the first column.

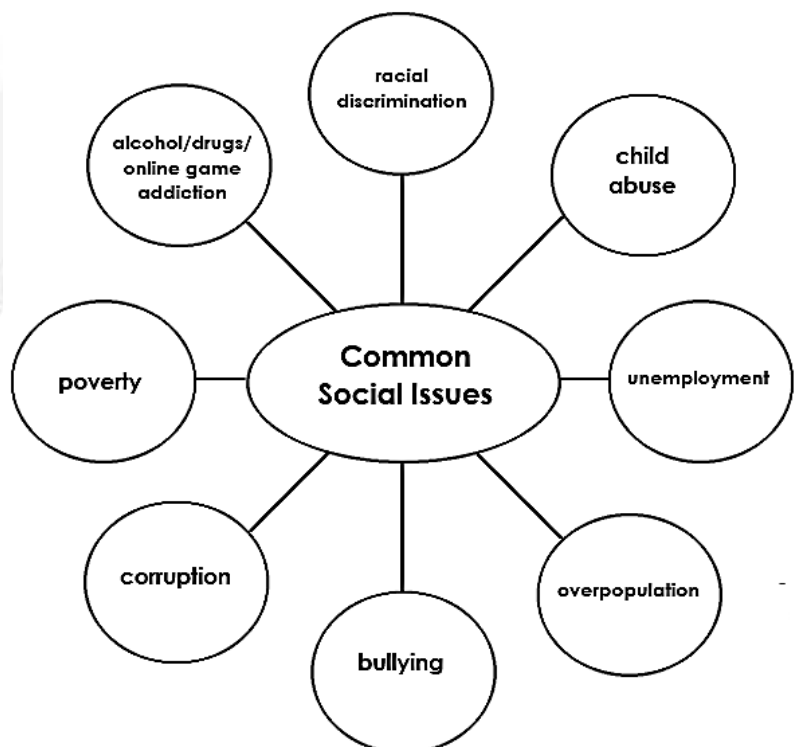
Social Issues	Proposed Solution
1. Gender Bias/Discrimination	
2. Overpopulation	
3. Bullying	
4. Fake news	
5. Child Abuse	

A. Assimilation (Time Frame: Day 4-10 minutes)

Social issues are problems that influence many citizens within a society. These are common problems at present and one that many people strive to solve. Some of the common social issues and problems are enumerated in the graphic organizer.

Significant people around you like your family can help you make good decisions, provide you with practical and emotional support, and encourage you in establishing your social identity.

As a youth, your voice and actions are contributory to addressing and alleviating social issues. Therefore, it's important that you keep yourself abreast to relevant issues and be involved in your own simple ways.



IV. LEARNING PHASES AND LEARNING ACTIVITIES

V. ASSESSMENT (Time Frame: Day 4–10 minutes)

Identify what type of issue is indicated in each number. Choose your answer from the list in the box. Write your answer on the space provided.

Technology Sports Education	Environmental Racism & Prejudice Economic	Political Peace and Order Health & Disease
-----------------------------------	---	--

- Inflation - _____
- Climate Change - _____
- Volatile Prices - _____
- Depressive Disorders - _____
- Freedom of Media - _____
- Pollution - _____
- Covid-19 Virus - _____
- Killing of Political Activists - _____
- Racial Discrimination - _____
- Gender Inequality - _____

VI. REFLECTION (Time Frame: Day 4-10 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Number 4		Assessment	

VII. REFERENCES

Magzter, Inc. 2011. Magzter (website). Magzter.com. Accessed May 26, 2021. <https://www.magzter.com/magazines/Newspaper>
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W7	Learning Area	English	Grade Level	9
	Quarter	4	Date	

I. LESSON TITLE	Reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions (Part 3)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 10: React to lay value judgment on critical issues that demand sound analysis and call for prompt actions
III. CONTENT/CORE CONTENT	Enabling Competency: - Take a stand on critical issues brought up in the material viewed

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 30 mins.)

In the previous weeks, you learned how to get the different sides of social, moral, and economic issues affecting the nation and relate text content to particular issues, concerns, and dispositions in real life. This time, you will find out how to take a stand on critical issues brought up in the material you viewed.

Making errors is something that everybody does and therefore is unavoidable. Errors of various kinds often harm us, our families, and our communities, causing us to feel guilty. Corrective actions should be taken to reclaim our integrity in our current setting.

This lesson will teach you how to be assertive by taking a stance on an important subject that affects your choices as a student and as a person. To improve your thinking capacity and emotional health, values that you hold dear will be exposed and emphasized. Through more challenging activities, your academic commitment in this lesson will prepare you to accept innovations. As a result, you'll be taught how to make choices and take stands on issues that affect your future success.

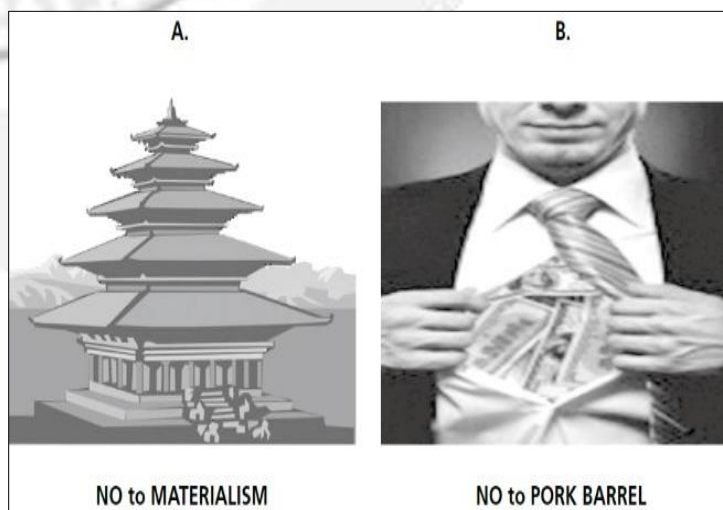
As students in the 21st century, you are affected by global trends that have a significant impact on you as an individual and as a citizen. Change is all around us, and it happens at a rapid pace. You will find yourself behind schedule at times, which forces you to hurry. You can be required to make decisions or take positions on topics that have significance in your everyday life in certain situations. Let's get you started on being prepared for these situations initially by carefully considering how you can take a stand and applying them in the learning tasks you will be asked to accomplish this week. The following tips on how one can take a stand are suggested by Yourope, a non-governmental organization (NGO) in Europe, on their "Take a Stand" awareness campaign for civic engagement launched in 2017.

- 1. SPEAK UP!** Engage yourself! Make an effort to express yourself honestly and freely.
- 2. TOLERATE AND RESPECT.** Keep an open mind! Other cultures and their beliefs must be acknowledged and respected.
Support constructive integration and start a conversation where it's needed!
- 3. BE OPEN-MINDED.** Explore the world, find out other cultures, listen to foreign music, watch foreign films, read books, experience world cuisine, and strive to understand other people's beliefs and perspectives.
- 4. SHOW SOLIDARITY!** Show unity with minorities and assist those who need assistance. Volunteer and participate in charitable programs. We are stronger when we work together.
- 5. BE ACTIVE!** Don't keep your mouth shut! Raise your voice and use it for good.

D. Development (Time Frame: Days 1-2 – 90 mins.)

Learning Task 1

Study the ads below and decide whether you are in favor or against the particular issues being raised. Then, answer the questions that follow. Write your answers in pad paper.



1. What is your stand?
2. What helped you decide?
3. What did you use as a basis in decision-making?
4. If you would be given the opportunity to talk to someone regarding the issues of materialism and pork barrel, whom would you talk to? Why?
5. What would you tell him/her?

Learning Task 2

A. Watch a video clip which can be accessed at https://www.youtube.com/watch?v=dxdpqLEWH_k or read its transcribed version. Take note of the important points being raised. Then, copy and fill out the table that follows with details extracted from the material. Do this on a separate sheet of paper.

In the next ten minutes, we will take a look at the American values listed by sociologist, Robin Williams, and added to by James Henslin. These values have strong presence in top US grossing films. To prove this, I will be citing examples from the Spider-Man and Harry Potter series. Both of these series were previously successful in a print media and then adapted for the movies. First off, let's look at what Robin Williams lists for American values:

1. **Achievement and Success** – High value is placed on personal achievement, especially outdoing others.
2. **Individualism** – Success comes from personal efforts and initiatives.
3. **Activity and Work** – Americans are expected to work hard and stay busily engaged in some activity.
4. **Efficiency and Practicality** – High marks are given for high productivity with minimal efforts.
5. **Science and Technology** – The passion for applied science and control of nature.
6. **Progress** – More and better gadgets as a result of technological change.
7. **Material Comfort** – This includes good nutrition, medical care, and also luxury items.
8. **Humanitarianism** – Acts such as helpfulness, kindness, and aid in disasters.
9. **Freedom** – Personal freedom, enough said.
10. **Democracy** – Majority rules and everyone has the right to express their opinion and be represented in government.
11. **Equality** – Equal opportunity for everyone regardless of, for example, race and gender.
12. **Racism and Group Superiority** – Although it contradicts other values, Americans do value some groups higher than others.

James Henslin added to these values with:

1. **Education** – The expectation is to go as far in school as possible.
2. **Religiosity** – Everyone ought to acknowledge the existence of a supreme being and follow some set of magic behavior.
3. **Romantic Love** – The only proper basis for marriage is romantic love.

For both films, I will only focus on a few values that are most present. The first series we'll explore is Spider-Man. The first Spider-Man movie came out in 2002 and is ranked seventh of all time US box office grossing films. The second movie is ranked 10th and the third movie is currently ranked 92nd although this movie can move up as it is still in theaters. Spider-Man is one helpful dude, no argument there. He does everything from Thor crimes to rescue people from burning buildings. Now, that's helpfulness. Even though saving the city from various deranged supervillains is a time-consuming activity, Peter Parker in line with Williams' site of US values is still seeking employment. He is not the only one either. His Uncle Ben having been let go from a previous job is attempting to find another one. In this scene, Mary Jane Watson and Peter Parker discuss work as Mary Jane is on her way to an audition and she had previously got off of work. Science and technology is everywhere in Spider-Man so without further ado, here are a few examples:

- A. Oscorp in their weapons and human performing enhancers which Norman ends up using to cause all sorts of trouble
- B. The genetic engineering lab where Peter Parker is bit by a radioactive spider changing his DNA giving him the abilities he uses as Spider-man
- C. Dr. Octavius in his fusion reactor and of course the infamous mechanical arms
- D. The particle physics facility that brings about sandman and Harry Osborne's resurrection of all his father's gadgets and gizmos that he uses to knock the snot out of Peter Parker

The second and final story we will be looking at is Harry Potter. Education is clearly seen in these films as the main setting is the school of witchcraft and wizardry, Hogwarts. When looking at efficiency, there is nothing more efficient than magic. You say it and it happens. It's that simple. The value of achievement and success has a large presence in the Harry Potter story. For example, the competition between the four houses within the school, Gryffindor, Slytherin, Hufflepuff and Ravenclaw is entirely about outdoing others. Harry Potter consistently outdoes others. He has praised for his achievements such as his skill in the wizard game of quidditch. In this scene, we see Harry being applauded for his completion of the latest Triwizard tournament stage. Harry Potter, even with his success, does face the small problem of attempts on his life. As a baby, Harry Potter brings down the leader of a wizard superiority group when the leader's spell meant to kill Harry backfires.

Harry runs into the same group superiority value almost immediately when he enters Hogwarts. In this scene from the fourth movie, we see the wizard superiority group named the death eaters assemble. Their leader is now back in power after previously being crippled during the encounter with Harry as a baby. This plot will continue in the next movie which has yet to be released. As you have seen, Robin Williams' American values with Jane Henslin's traditions are quite present in top US grossing films. Some of these values may lose their importance as our society changes. Williams already believes activity at work is becoming less important. Other values may even come into being. But what makes these social values and films popular for such a broad audience? Can we conclude that these values are what makes the films popular or is it the films themselves that make these social values? - Edworks Production

Trait or Values Mentioned	Description	My Comments

IV. LEARNING PHASES AND LEARNING ACTIVITIES

B. After stating the details and your comments regarding the above-mentioned traits, make a stand as to the right disposition in order to attain a better change. Write your decision below on your paper.

C. Based on the material viewed and listened to, pick out valid and acceptable rites which can be adapted or enhanced for the preservation of the values mentioned.

My Values Assessment	
Valid Action/ Acceptable Rites/ Traits	
Valid Reasoning	

E. Engagement (Time Frame: Days 3-4 – 80 mins.)

Learning Task 3: Relating the Truth

Read the news articles below. In a pad paper, take note of the important details to be able to fill out the table that follows.

A

3 nurses test positive for COVID-19 after getting vaccine

Three nurses who received a Sinovac vaccine are now in quarantine after testing positive for COVID-19. Infectious Diseases Specialist, Dr. Rontgene Solante, explains an infection is still possible if the person had the virus a day or two before getting vaccinated or when exposed to the virus before the antibodies kicked in. Filipino Nurses United President Maristella Abenojar says the nurses got the Sinovac vaccine on March 1st and even administered vaccines or assisted in the immunization program. They were swabbed after a week and tested positive on March 9. They are asymptomatic. Dr. Solante explains that a person will only get some protection from the virus on the second week after vaccination. That's when the body would have started producing enough antibodies to help fight the infection. Almost 216,000 frontline health workers got the first dose of Sinovac and AstraZeneca vaccines. The Filipino Nurses United is calling for paid leave if they experience any side effect which could hinder them from working. Meanwhile, the Filipino Infectious Diseases Society for Obstetrics and Gynecology says pregnant women who are at high risk of exposure to COVID-19 infection as well as lactating mothers may receive a COVID-19 vaccine despite limited studies on its safety and efficacy, but this is still upon doctor's assessment and should only be offered to pregnant and breastfeeding women at high-risk groups such as frontline health workers and uniformed personnel. They recommend it during the second or third trimester of pregnancy. Doctors say those who have just given birth may also be vaccinated against COVID-19, but they must wait two weeks after receiving a different type of vaccine like anti-tetanus or flu shots. – Carolyn Bonquin, CNN Philippines, Mar. 17, 2021

B

Duterte to China: PH won't withdraw ships from West Philippine Sea

By: Krissy Aguilar - Reporter / @KAguilarINQ

INQUIRER.net / 01:35 PM May 14, 2021

MANILA, Philippines — President Rodrigo Duterte has declared that the Philippines will not withdraw its assets from the disputed parts of the West Philippine Sea while also insisting he does not intend to quarrel with China due to the country's "debt of gratitude" to them.

"We have a stand here and I want to state it here and now again. Na yung mga barko natin nandyan ngayon sa Pag-asa at saan pa, we will not move an inch backward," Duterte said in the second part of his taped speech aired Friday. (We have a stand here and I want to state it here and now again. That our ships are there in Pag-asa Island and somewhere else, we will not move an inch backward.)

"Ayoko makipagaway nga sa China. Inuulit ko, may utang ng loob kami. Malaki, malaki ang utang ng loob. Buhay ang tinulong nya sa amin. Pero yung ano naman ng bayan namin, sana maintindihan ninyo," he added.

(I don't want to quarrel with China. I repeat, we have a debt of gratitude. A big one. They helped us with our lives. But I hope you understand the interest of our nation.)

Duterte noted this is "what's supposed to be done by any president of any self-respecting republic."

In the same televised speech, Defense Secretary Delfin Lorenzana told Duterte the country's assets are deployed at the Kalayaan Island Group.

"I'd like to put notice on China. May dalawang barko ako dyan...Sabihin ko sa China ngayon, as I said before, I am not ready to withdraw, I don't want a quarrel, I don't want trouble, I respect your position and you respect mine," Duterte said. (I have two ships there. Let me tell China now, as I said before, I am not ready to withdraw, I don't want a quarrel, I don't want trouble, I respect your position and you respect mine.)

The President said it is not wrong to admit that the Philippines is "inferior" in terms of "might and power."

"Ngayon, hindi talaga ako aatras. Patayin mo man ako, dito ako. Dito magtapos ang ating pagkakaibigan," he went on. (Now, I really won't withdraw. Even if you kill me, I will be here. This is when the friendship ends.)

IV. LEARNING PHASES AND LEARNING ACTIVITIES

The Issue	The Speaker's Stand	The Problem	The Proposed Solution
A.			
B.			

A. Assimilation (Time Frame: Day 4 – 10 mins.)



REMEMBER

It may be difficult for us to express our thoughts on a subject because our ideas can run contrary to popular opinion or culture.

However, we are compelled to do so because it is necessary, and we conclude that our decision is in the best interests of the majority. We must take a stand, regardless of how controversial it may be, because doing so results in incomparable transformation.



V. ASSESSMENT (Time Frame: Day 4 – 20 mins.)

Write **just** if the following situation is reasonable and **unjust** if it is not. Write your answer on the blanks.

1. The elderly are often rejected to work due to their age.
2. A job agency ensures that the website is available to people with disabilities and that it can provide information about job openings in a variety of formats.
3. In certain states and nations, same-sex relationships are prohibited.
4. Back then, African-Americans and other people of color were being mistreated and forced into servitude on farms and in households.
5. Someone often thinks twice before posting something on social media to ensure that he/she is not hurting anyone's feelings.
6. There are still several parts of the world where girls are not allowed to enter a school.
7. You refused a friend who is pushing you to join an immoral activity.
8. When it comes to occupational wages, there is a significant difference between men and women.
9. You help someone who is being bullied by a classmate.
10. You distanced yourself from your loved ones because you interacted with someone who tested positive in COVID-19, and you don't want them to get the virus.

VI. REFLECTION (Time Frame: Day 4 – 10 mins.)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Assessment	

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W8	Learning Area	English	Grade Level	9
	Quarter	4	Date	

I. LESSON TITLE	Reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions (Part 4)
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	MELC 10: React to lay value judgment on critical issues that demand sound analysis and call for prompt actions
III. CONTENT/CORE CONTENT	Reacting to lay value judgment on critical issues that demand sound analysis and call for prompt actions

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 – 30 minutes)

As you are nearing to set your foot in the stage of adulthood, your decisions and responsibilities will also be bigger and might affect your life and the people around you in one way or another. You will be confronted to make your own decisions and judgments; thus, swift and irrational thoughts should not dominate as it might trigger criticisms and unfavorable output. Instead, critical and sound analysis of the case at hand should always be taken into consideration.

There are instances when you may be asked to weigh and evaluate options based on given evidences. Oftentimes, you will face tough situations where critical judgments are called for and making a choice is quite tricky due to the promising pros and deteriorating cons. Your basis could be facts or your personal preferences. Let's see the difference between factual judgment and value judgment.

FACTUAL JUDGMENTS <i>are based on observed facts or quantitative analysis.</i>	VALUE JUDGMENTS <i>express statements of opinion based on personal preferences, relative morality (all moral judgments are value judgments), or even group agreement.</i>
Region IV-A is composed of five provinces namely Cavite, Laguna, Batangas, Rizal, and Quezon.	Region IV-A is a big region in terms of land area.
As of 2019, Philippines' population rose to 108.1 million according to World Bank and Eurostat.	Philippines is a poor country as the resources have to be divided to millions of people.

Distinctions between factual judgments and value judgments have been drawn in the foregoing table. We may consider that **factual judgment is true to all, yet we can't conclude that value judgments aren't real, rather it could be true to someone but not for the others.** This is because we have our own personal preferences that might affect our judgments or decisions. Likewise, our definitions and viewpoints are relative to one another.

D. Development (Time Frame: Days 1-2 – 90 minutes)

Learning Task 1

Let's see how you make critical judgment on this part. Study the following arguments on one of the pressing global issues on the use of paper and plastic bag and choose which side may gain your favor based on the given evidences. Elaborate the reasons justifying your choice. Use the prompt given after the table in explaining your stand. Also, be guided by the rubric that follows.

PAPER or PLASTIC?			
PAPER BAG		PLASTIC BAG	
DISADVANTAGES	<ul style="list-style-type: none"> requires more energy and greenhouse gas emissions to produce requires forests to be cut down to produce the paper bags produces a higher concentration of toxic chemicals compared with making single-use plastic bags weighs more than plastic (means its transportation requires more energy) 		DISADVANTAGES
ADVANTAGES	<ul style="list-style-type: none"> ✓ Paper bags are 100% biodegradable, reusable, and recyclable. ✓ Paper bags present less of a suffocation risk to young children or animals. 	<ul style="list-style-type: none"> ✓ Plastic bags are more durable than paper bags. They are less prone to tearing, easier to carry, and are far more useful in bad weather. ✓ Plastic bags are reusable, as trashcan liners or as storage bags, or for picking up after the dog. Plastic bags last longer than plastic bags and can be repurposed, unlike paper bags. 	ADVANTAGES

Based on the above evidences, I prefer to use _____ for the following reasons:

RUBRIC			
Criteria	5	4	3
Mechanics and Grammar	Content contains minimal or no spelling or grammatical error.	Content contains several errors in punctuation, spelling, and/or grammar that do not interfere with the meaning.	Content contains many errors in punctuation, spelling, and/or grammar that interfere with the meaning.
Organization	Logical progression of ideas from beginning to end as well as strong connections between and among ideas are observed.	Adequate progression of ideas from beginning to end as well as adequate connections between and among ideas are observed.	Uneven progression of ideas from beginning to end and inconsistent or unclear connections between and among ideas are observed.
Evidence of Understanding	Understanding of the topic is excellently executed in the summary by using important information from the table.	Understanding of the topic is well-executed in the summary by using some of the information from the table.	Understanding of the topic is poorly executed in the summary by using few information from the table.

Learning Task 2

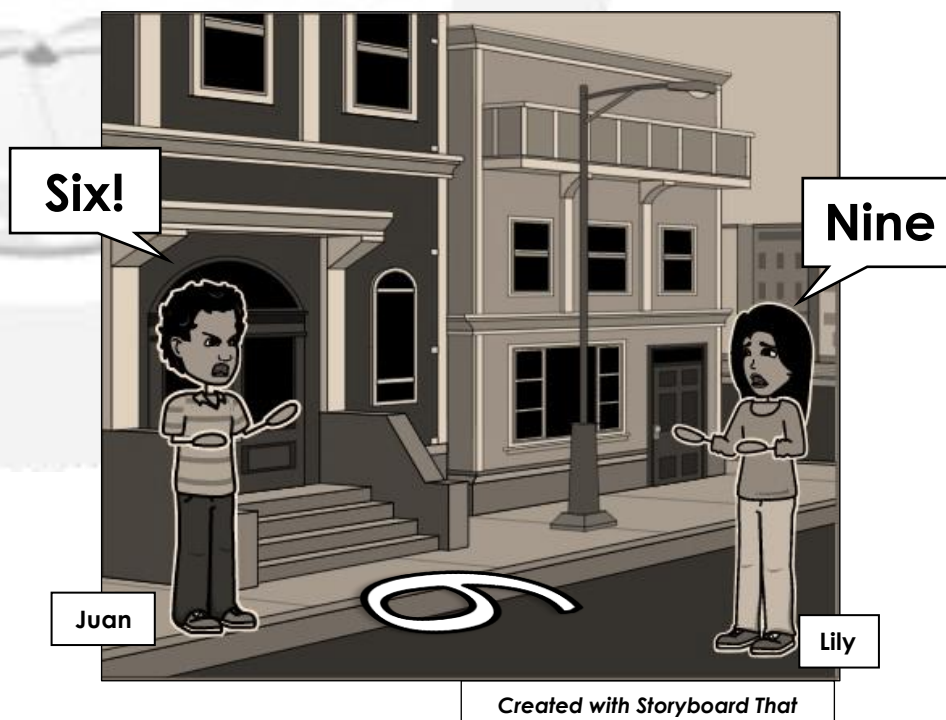
You have seen how factual judgment and value judgment differ from each other. Identify whether the following statements show factual judgments or value judgments. Write **FJ** for factual judgments and **VJ** for value judgments.

- _____ 1. Green color is a mixture of blue and red colors.
- _____ 2. Green color makes the mind ease and relax.
- _____ 3. Jeff Bezos may be the happiest person alive as he can afford everything he wanted.
- _____ 4. Jeff Bezos, owner of Amazon, has a net worth of \$188.5 billion ranks as the first richest person on the earth today according to Business Insider.
- _____ 5. Southern Tagalog is the biggest region in terms of population size among the 16 regions in the Philippines, contributing 15.42 percent to the 76.5 million population of the country as recorded in Census 2000.
- _____ 6. Southern Tagalog region might face resources scarcity as millions of people inhabited the region.
- _____ 7. Taylor Swift's height is 5'10.
- _____ 8. Taylor Swift is tall.
- _____ 9. Algebra is a branch of Mathematics.
- _____ 10. As a branch of Mathematics, Algebra is a tough subject.

E. Engagement (Time Frame: Day 3 – 60 minutes)

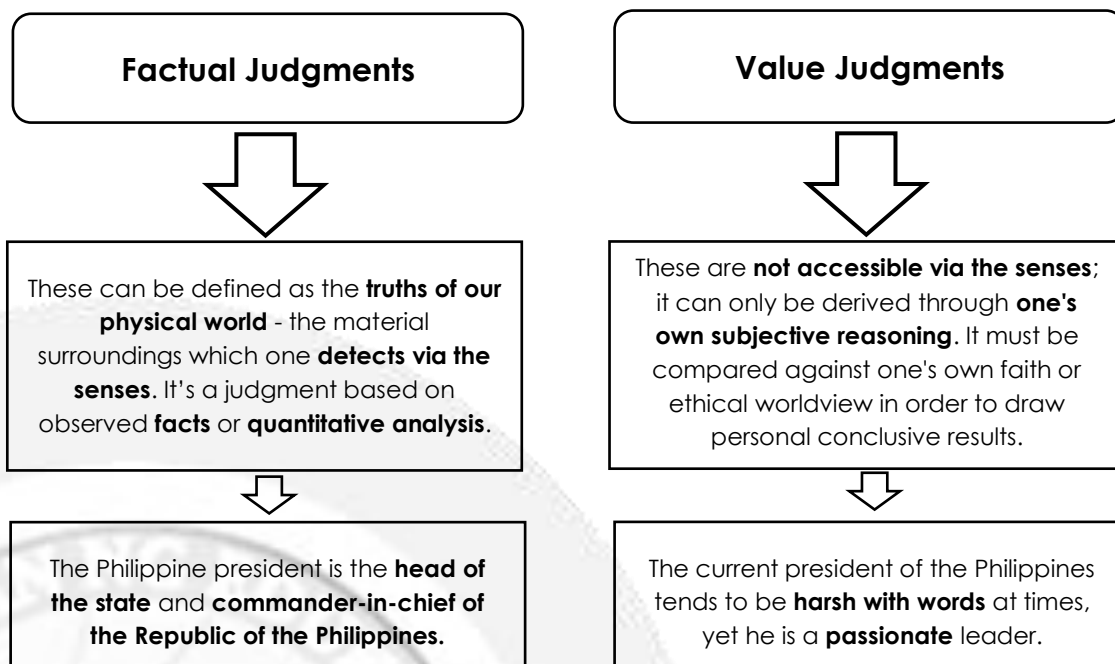
Learning Task 3

You may now identify the differences between factual judgment and value judgment. Look closely at the picture below and answer the question that follows.



Explain the concept of factual judgment and value judgement that you can observe in the above picture. Who speaks the truth between Juan and Lily? Support your answer.

A. Assimilation (Time Frame: Day 4 – 20 minutes)



V. ASSESSMENT (Time Frame: Day 4 – 25 minutes)

Given in Column A are factual judgments. Find their corresponding value judgments in Column B.

A	B
_____ 1. Michael Jordan won 6 NBA Championships, earned a total of 14 MVP awards, was selected to 14 All-Star games, and won 10 scoring titles.	A. This color increases one's appetite.
_____ 2. United States of America has the most Miss Universe title with eight wins.	B. He is the best basketball athlete of all times.
_____ 3. Cory Aquino is the first woman head of state of the Philippines.	C. They have the most beautiful women in the globe.
_____ 4. Florenz Regalado ranked 1st in the 1954 bar exams with a mark of 96.70%. The record is the highest average in the Philippine Bar Examinations, to date.	D. She stomped men's ego as they have always occupied the highest office in politics for decades.
_____ 5. Orange color is a combination of red and yellow.	E. He is the best lawyer.

VI. REFLECTION (Time Frame: Day 4 – 15 minutes)

Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

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Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 2		Number 3		Assessment	

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