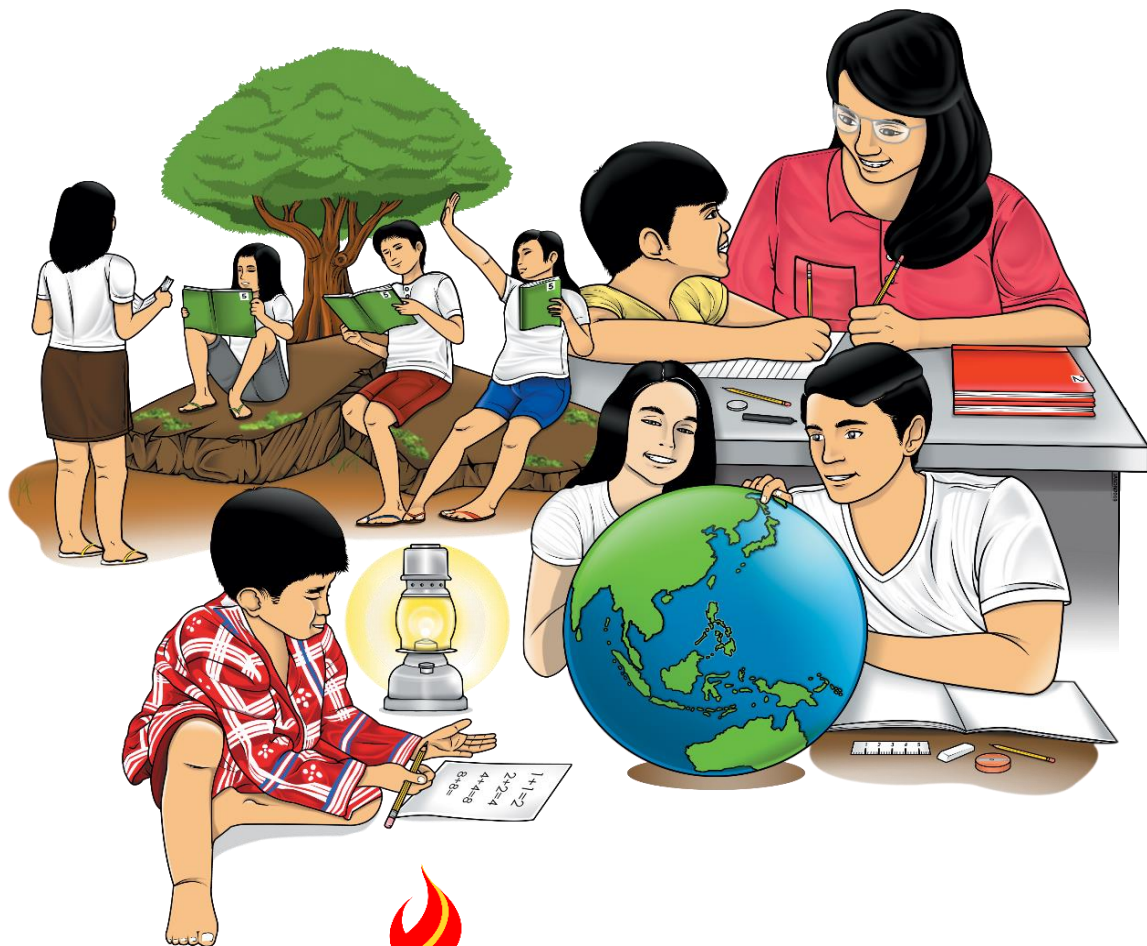


10

English

Quarter 2 - Module 5: FORMULATING CLAIMS OF FACT, POLICY AND VALUE



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English– Grade 10
Alternative Delivery Mode
Quarter 2 – Module 5: Formulating claims of fact, policy and value
First Edition 2019

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Published by the Department of Education
Secretary: **Leonor Magtolis Briones**
Undersecretary: **Diosdado M. San Antonio**

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Printed in the Philippines by _____

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English

Quarter 2 - Module 5: FORMULATING CLAIMS OF FACT, POLICY AND VALUE

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

Lesson

1

FORMULATING CLAIMS OF FACT, POLICY AND VALUE

Learning Competencies

The Learner:

1. Differentiate between claims of fact, policy and value
2. Formulate claims of fact, policy and value

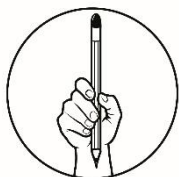


What I Need to Know

This module is about understanding better what is happening when we talk to other people. And through this, you can better express yourself to others with confidence where you can provide support to your ideas, you can choose between things, beliefs or actions, and you can make a plan to solve some sort of problems.

Learning Objectives

1. Differentiate between claims of fact, policy and value
2. Formulate claims of fact, policy and value



What I Know

Pre-Test

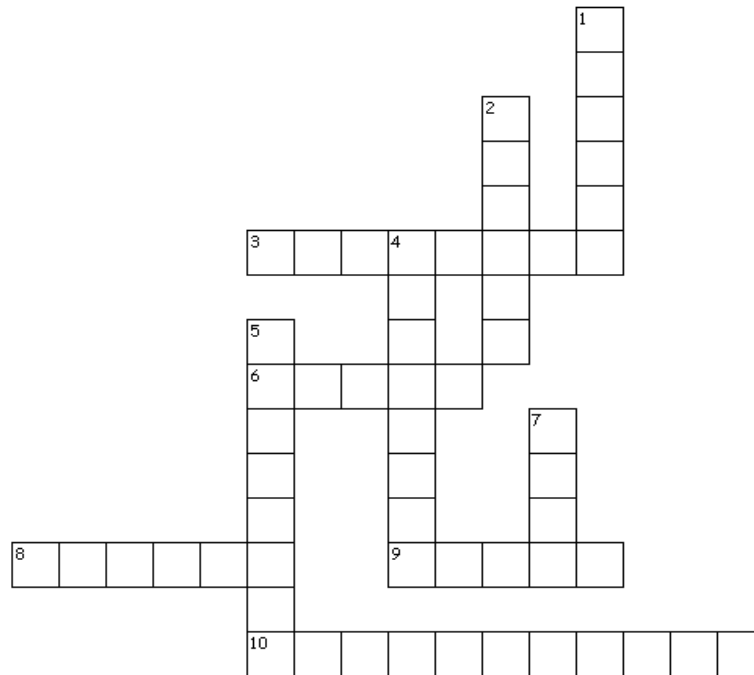
Activity #1

1. CLAIMS Criss-Cross Puzzle

General Directions: Complete the **crossword** by filling in a word that fits each clue. Write your answers on a clean sheet of paper.

Across

- 3. It is a principle concerning the distinction between right and wrong or good and bad behavior.
- 6. It gives judgment about morality, beauty, merit or wisdom.
- 8. It is the act or process of doing something, to achieve an aim.
- 9. It is a fact or belief that is accepted as true.
- 10. It is a statement or account that makes something clear.



Down

- 1. It shows that a problem exists and it's good to solve it in a certain way.
- 2. It is the main topic of an argument where the speaker tries to assert on his or her beliefs, ideas or actions.
- 4. It is a reason or set of reasons given with the aim of persuading others.
- 5. It is a fact or information indicating whether a belief is true or valid.
- 7. It reports, describes, predicts and shows cause and effect.

Activity #2

General Directions: Identify whether the following claims is a **FACT**, **POLICY** or **VALUE**. Write your answers on a clean sheet of paper.

- _____ 1. Cell phones pull students away from learning.
- _____ 2. Tik Tok has been criticised for censorship, privacy and child safety.
- _____ 3. Now is known to be 'plantdemic' where flower growers and enthusiasts may endanger our environment and natural resources.
- _____ 4. It is wrong for other countries to not share the covid-19 vaccine given that its technology from which it was based "has been proven safe."
- _____ 5. Blue light from screens has great effects on brain and it makes it more difficult to sleep.



What's In

What is a claim?

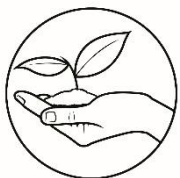
For a Speaker: A claim is the main topic of an argument where the speaker tries to assert on his or her beliefs, ideas or actions.

For a Writer: A claim is the central statement of a text where the writer tries to prove in the text by providing details, explanations and other types of evidence.

| Examples of claims: | Characteristics |
|--|--------------------------------------|
| 1. Covid-19 is deadly. | It is a single statement. |
| 2. Flu and covid-19 spread in similar way. | It is being compared. |
| 3. Baguio City had more than 100 cases of Covid-19. | It is in the past, present or future |
| 4. You will have covid-19 if you have low body resistance. | It has a cause and effect. |
| 5. You should wear mask and face shield. | It has action to be taken. |
| 6. People are sanitizing daily for their safety. | It is what's happening. |
| 7. Tawa-tawa is the cure for covid-19. | It could be true or false. |

Other characteristics of a good claim:

- A claim should be argumentative and debatable.
- A claim should be specific and focused.
- A claim should be interesting and engaging.
- A claim should be logical.



What's New

Three types of Claims

The new coronavirus was responsible for an outbreak of respiratory disease and pneumonia in Wuhan, China.

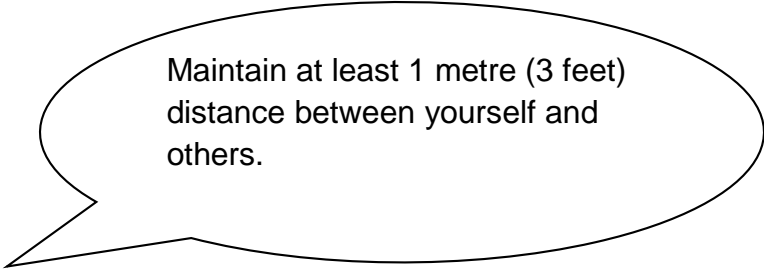
1. CLAIM OF FACT

A claim whether something is true or untrue but there must always be potential for controversy, conflict and change.

A claim that reports, describes, predicts and shows cause and effect.

A claim that something has existed (past), exists (present) or will exist (future).

Question: Can you investigate through research or interviews?



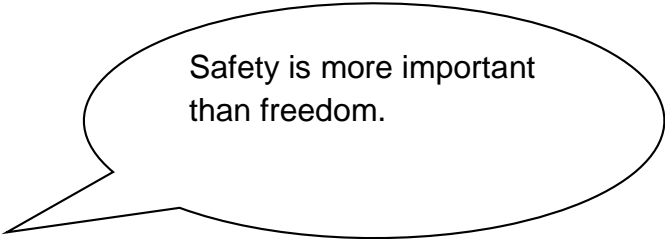
Maintain at least 1 metre (3 feet)
distance between yourself and
others.

2. CLAIM OF POLICY

A claim that urges that an action be taken or discontinued in specific policies.

A claim that shows that a problem exists and it's good to solve it in a certain way.

Question: What should be done?



Safety is more important
than freedom.

3. CLAIM OF VALUE

A claim that gives judgment about morality, beauty, merit or wisdom.

A claim that compares and contrasts a problem with a similar one in another time and/or place

A claim that is based on preference such as likes or dislikes, good or bad.

Question: Is it good or bad?

Practice: Claims of Fact, Policy or Value

Based on the definitions and examples of the three types of claims, let's go back to the claims presented above. Identify what type of claim are they (Fact, Policy, and Value). Write your answers on a clean sheet of paper.

Compare then contrast the following claims taken from two different sources. The first claim comes from a netizen who tends to post different information on the Facebook and the other claim is from a researcher.

- 1. Covid-19 is deadly. - _____
- 2. Flu and covid-19 spread in similar way. - _____
- 3. Baguio City had more than 100 cases of covid-19. - _____
- 4. You will have covid-19 if you have low body resistance. - _____
- 5. You should wear mask and face shield. - _____
- 6. People are sanitizing daily for their safety. - _____
- 7. Tawa-tawa is a cure for covid-19. - _____



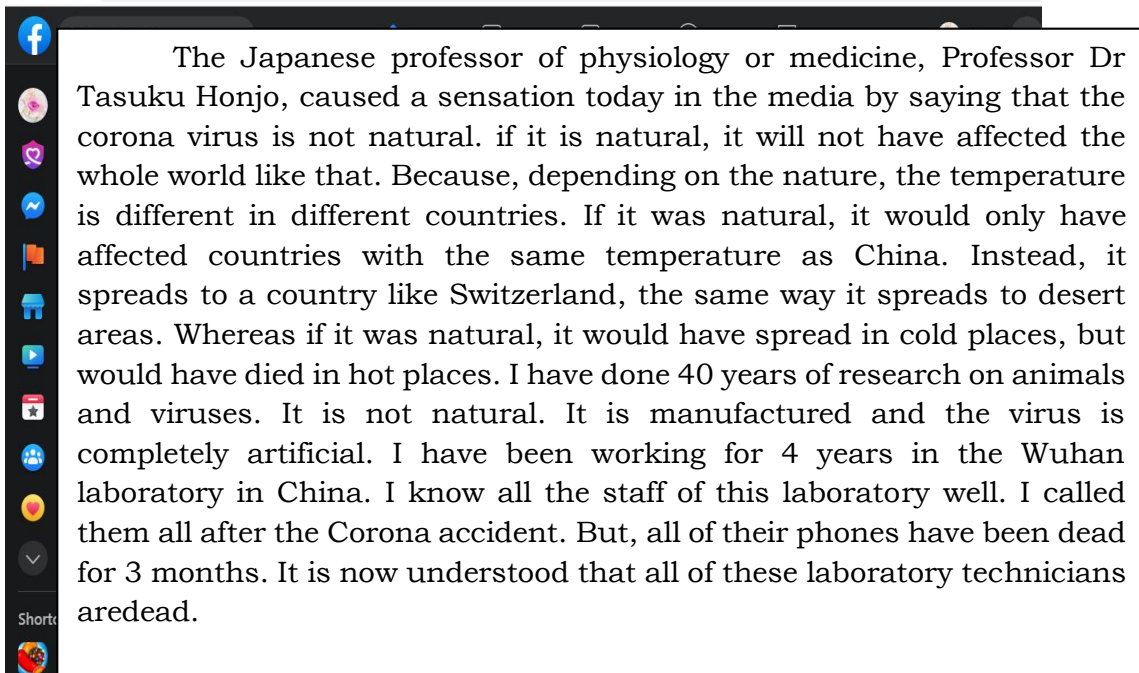
What is It

| | |
|--------------------------|--|
| <p>A Claim of</p> | |
|--------------------------|--|

Find out how the claims will affect your belief. Will it create a change on what you know?

Article: Where did corona virus come from?

A. A Claim from the Facebook:



Based on all of my knowledge and research to date, I can say this with 100% confidence that Corona is not natural. It did not come from bats. China made it. if what I say today turns out to be false now or even after I die, the government can withdraw my Nobel Prize. But China is lying and this truth will one day be revealed to all.

PLEASE FORWARD TO THE LARGEST NUMBER SO THAT THE GUILTY MUST PAY WHAT HAPPENS TO US ALL!!!!

Source: <https://www.facebook.com/62188827209/posts/10158379823252210>

B. A Claim from the Journal



Abstract

The coronavirus disease 19 (COVID-19) is a highly transmittable and pathogenic viral infection caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which emerged in Wuhan, China and spread around the world. Genomic analysis revealed that SARS-CoV-2 is phylogenetically related to severe acute respiratory syndrome-like (SARS-like) bat viruses, therefore bats could be the possible primary reservoir. The intermediate source of origin and transfer to humans is not known, however, the rapid human to human transfer has been confirmed widely.

There is no clinically approved antiviral drug or vaccine available to be used against COVID-19. However, few broad-spectrum antiviral drugs have been evaluated against COVID-19 in clinical trials, resulted in clinical recovery. In the current review, we summarize and comparatively analyze the emergence and pathogenicity of COVID-19 infection and previous human coronaviruses severe acute respiratory syndrome coronavirus (SARS-CoV) and middle east respiratory syndrome coronavirus (MERS-CoV). We also discuss the approaches for developing effective vaccines and therapeutic combinations to cope with this viral outbreak.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7113610/>

Activity #3: *Bawal Judgmental*

Write your answers on a clean sheet of paper.

“*Ang tanong...*”

1. What type of claim is used in the text from the Face book? From the Journal?

_____;

2. What is the claim presented by the Face book netizen? Write one sentence claim.

_____.

What is the claim presented by the researcher?

_____.

3. Which claim do you believe? The source from face book or the source from journal? Why?

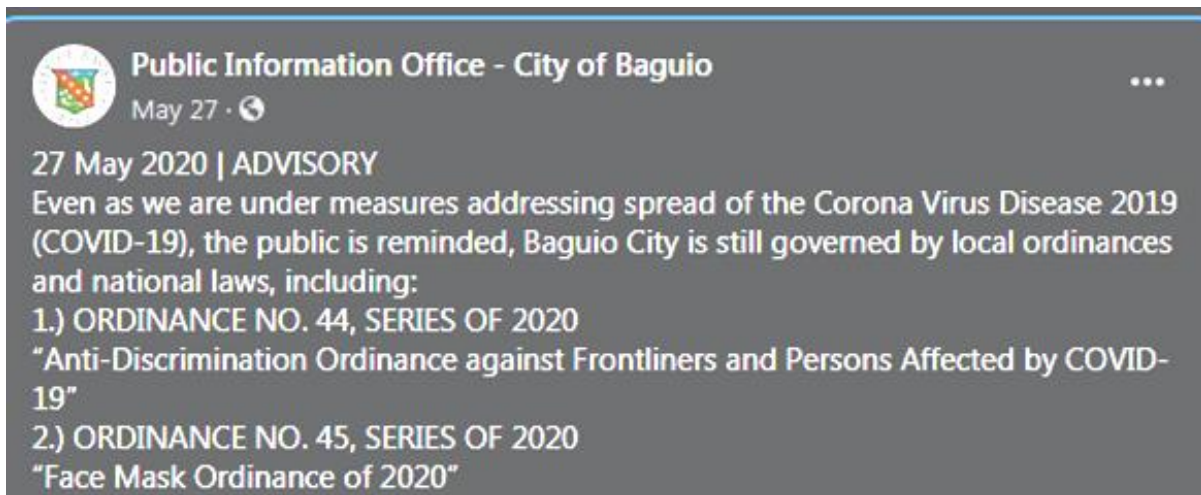
4. What should you do to prove the truthfulness of a claim?

Policies are very important anywhere you go, and in everything you do. They provide a *roadmap* or a guide to follow for a day-to-day activity; they ensure compliance with laws and regulations, give guidance for decision-making and *streamline* or make processes more effective.

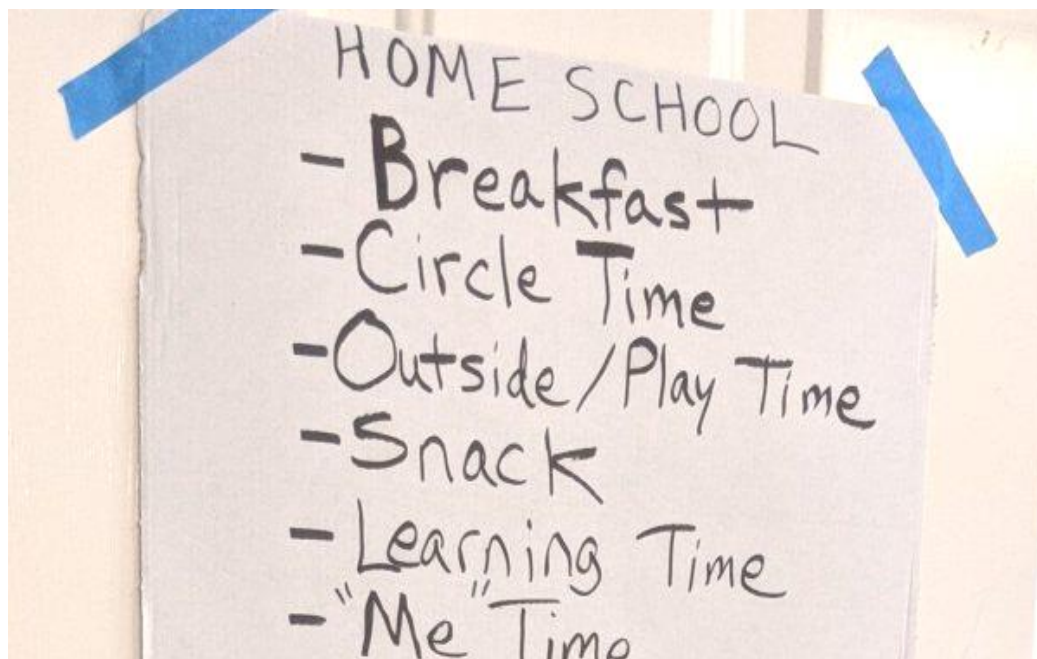
A claim of policy is a straightforward statement—“_____ *should be done*”.

Review the following policies, where do we usually see them? Why do we need these policies?

A.



Source: A Screen shot from <https://www.facebook.com/pio.baguio/>



Source: <https://tinyurl.com/y4k8jnuw>

Activity: It says...I say...and so...

After reading the three policies above, complete the table below. Write your answers on a clean sheet of paper.

| It Says..... |
|--|
| <p>Step 1...</p> <p>Summarize the important claim of policy presented in the pictures. “_____ should be done”.</p> |
| <p>Picture A.</p> |
| <p>Picture B.</p> |

GREAT! You are able to summarize the **claims of POLICY** in STEP 1; you may now proceed to STEP 2 and 3 that will lead you in understanding

claims of VALUE.



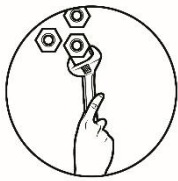
What I Have Learned

It Says...I Say...And So...

After summarizing the claim of policies presented above, the following steps now will help you put together the information with what you already know which will lead you to come up with a REALIZATION or a claim of VALUE.

| I say..... | and so..... |
|---|---|
| <p>Step 2...</p> <p>Think about what you know about the policy relating it to your personal experiences.</p> | <p>Step 3...</p> <p>Combine what the policy says with what you know to be able to create your personal goal in life. “It is better to_____”</p> |
| <p>Picture A</p> | |

| | |
|------------------|--|
| | |
| Picture B | |



What I Can Do

| | |
|--------------------------|--|
| <p>A Claim of</p> | |
|--------------------------|--|

Claims from different people who try to express themselves actually encourage us to **ACT IN THE REAL WORLD**. We frequently depend upon whether or not things ‘work’ in the same way that others claim. Because **POLICY** claims argue for an action, they imply a **VALUE CLAIM**—that taking the recommended action is better than not taking it.

Read the following claim.

In a resolution, local legislators stated that even with the assurance of the Department of Education that education of the students shall continue even without the information and communication technology (ICT) gadgets required for the virtual classes, there is still continuous doubt and apprehension on the part of the students and parents, particularly those from the low-income bracket who fear that their children cannot cope with the requirements of the new scheme.

The claim determined that students from low-income bracket cannot cope with the requirements of the New Normal Blended Learning in the **claim of fact**, but the **claim of value** investigates all the reasons good and bad, in order to establish intent and /or justifiable circumstances.

At this point, you can OPEN UP your judgment and evaluation. What can you say about the claim that students from low-income bracket cannot cope with the requirements of the New Normal Blended Learning?

Examine your topic in terms of the phrases, “it is better to..., it is practical/impractical that..., it is wrong to..., ...is more important than.... Then, explain your point.

Allow your prejudices to surface in order to examine them.

Be guided by the following criteria:

| CRITERIA | STUDENT CHECKLIST |
|-------------------------|--|
| FOCUS | Does my writing focus on answering the essential question and meeting the task demands? |
| CONTROLLING IDEA | Did I respond to the prompt with a claim that I defend throughout my response? |
| TEXTUAL EVIDENCE | Did I support my position with accurate evidence? |
| DEVELOPMENT | Did I support my position with convincing arguments and appropriate examples? |
| ORGANIZATION | Did I organize my writing to demonstrate the logic behind my claim? |
| WORD CHOICE | Did I use words correctly—including the vocabulary I learned in the text—to argue my position? |
| CONVENTIONS | Did I check my writing for grammar, punctuation, capitalization and spelling errors? |

My own claim of value.



Post-Assessment

A. DOUBLE PUZZLE SCRAMBLED

Directions: Unscramble each of the clue words. Write your answers on a clean sheet of paper.

Take the letters that appear in boxes and unscramble them for the final message.

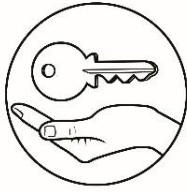
| | | | | | | | | | | | |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| CAMIL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| POYCIL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| FATC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |
| LUEVA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |
| MOYLATRI | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| CIANOT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| NAAXTLONPIE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TAGENUMR | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| TUTHR | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |
| DIECENVE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |

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Clue for the message: *It is your attitude to or outlook on issues, typically arising from one's circumstances or beliefs.*

B. General Directions: Identify whether the following claims is a **FACT**, **POLICY** or **VALUE**. Write your answers on a clean sheet of paper.

- ___1. Cell phones pull students away from learning.
- ___2. Tik Tok should undergo censorship, privacy and child safety.
- ___3. Flower growers and enthusiasts may endanger our environment and natural resources. This is now a “plantdemic” issue.
- ___4. It is “totally unethical” for Russia to not share the covid-19 vaccine to other countries given that its technology from which it was based “has been proven safe.”
- ___5. Blue light from screens has great effects on brain and it makes it more difficult to sleep.



Answer Key

- Post-Assessment**
- I. Double Puzzle Scrambled**
- | | |
|-----|-------------|
| 1. | Claim |
| 2. | Policy |
| 3. | Fact |
| 4. | Value |
| 5. | Morality |
| 6. | Action |
| 7. | Explanation |
| 8. | Argument |
| 9. | Truth |
| 10. | Evidence |
- II. Fact, Policy or Value**
- | | |
|----|--------|
| 1. | Fact |
| 2. | Policy |
| 3. | Value |
| 4. | Value |
| 5. | Fact |

- Pre-test**
- I. Criss-Cross Puzzle**
- Across**
- | | |
|-----|-------------|
| 3. | morality |
| 6. | Value |
| 8. | Action |
| 9. | Truth |
| 10. | Explanation |
- Down**
- | | |
|----|----------|
| 1. | Policy |
| 2. | claim |
| 4. | Argument |
| 5. | Evidence |
| 7. | fact |
- II. Fact, Policy or Value**
- | | |
|----|--------|
| 1. | Fact |
| 2. | Policy |
| 3. | Value |
| 4. | Value |
| 5. | Fact |

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