DepED
DEPARTMENT OF EDUCATION

Teacher Induction Program (TIP)

CORE COURSE 2

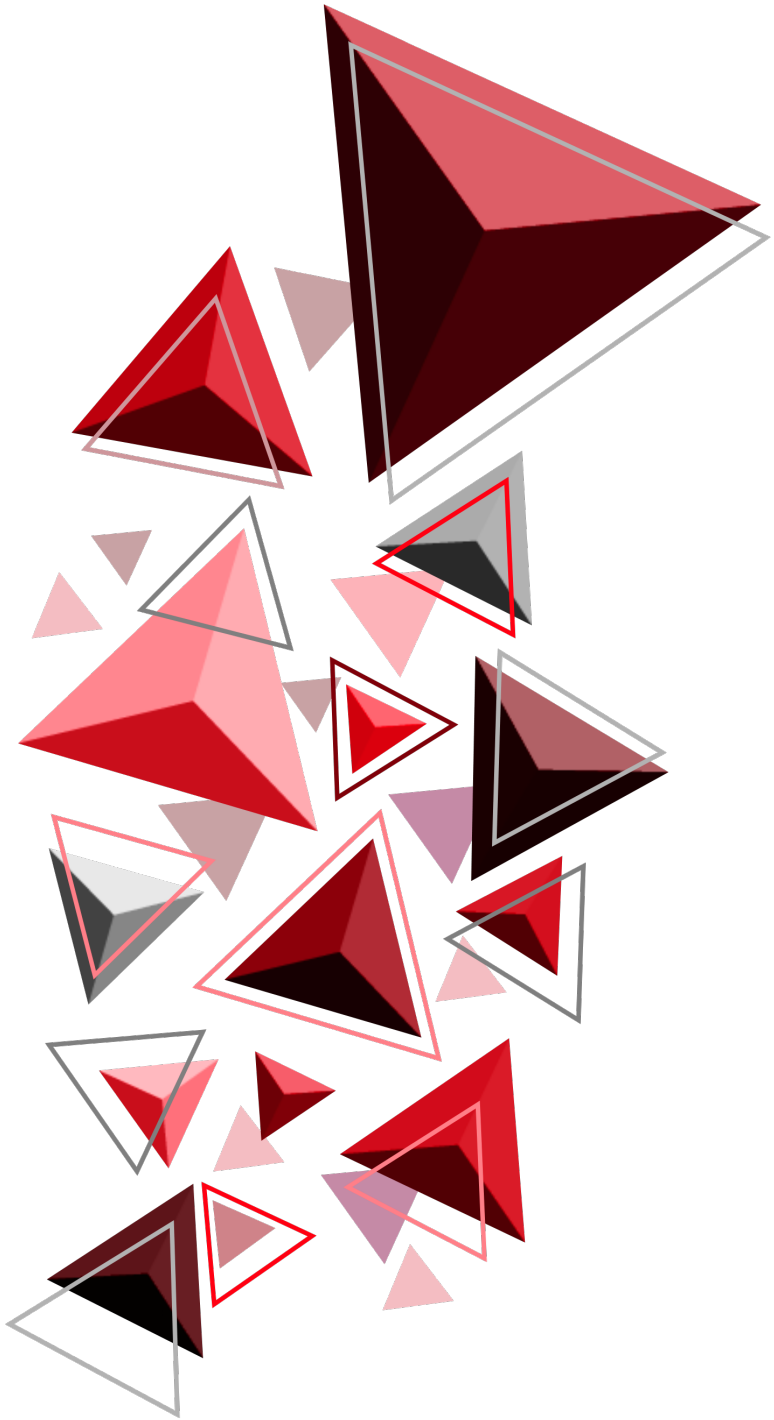
The DepEd Teacher



in collaboration with

Philippine National Research Center for Teacher Quality

Australian Aid



Course 2 – Professional Responsibilities

Introduction

Welcome to Course 2 of the Teacher Induction Program! This course will capacitate you on planning and developing lessons aligned with the K to 12 Curriculum. It guides you on how to use the curriculum guide and apply skills to prepare and plan for your lessons. This course includes discussions of best practices in lesson planning that explicitly show evidence of quality practice as means of verification (MOV) in the RPMS.

Intended Course Learning Outcomes

At the end of this course, you will be able to:

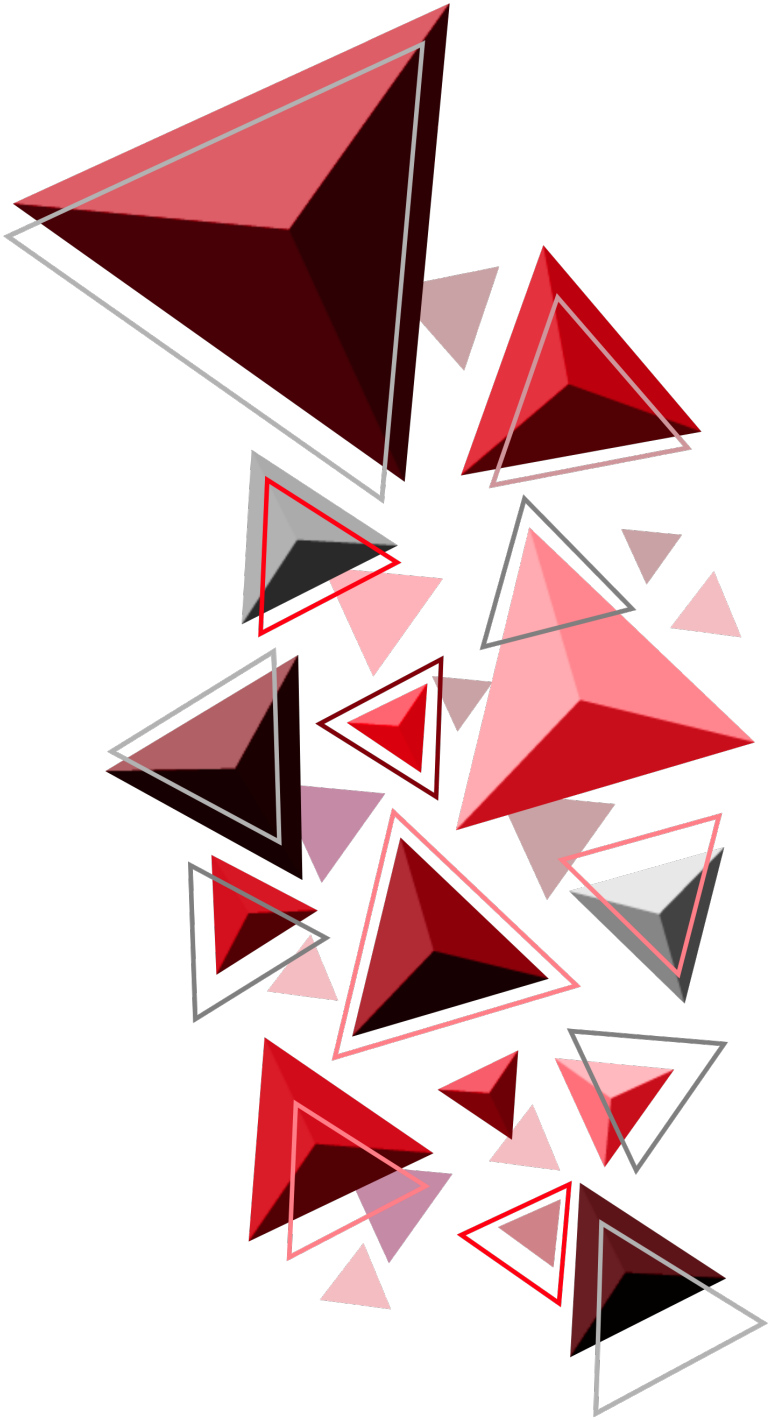
1. comply with the policy guidelines in the implementation of the K to 12 Curriculum
2. plan, manage, and implement developmentally sequenced teaching and learning process aligned with the K to 12 Curriculum and DepEd performance management system (4.1.2)
3. set achievable and appropriate learning outcomes that are aligned with learning competencies as specified in the K to 12 Curriculum guide/s (4.2.2)
4. select, develop, organize and use appropriate teaching and learning resources to address learning goals (4.5.2)

Course Outline:

Module 1 – Understanding the K to 12 Curriculum
Module 2 – Navigating the K to 12 Curriculum Guides
Module 3 – Lesson Planning
Module 4 – Implementing Learning Plans and Enriching Teaching Practice

Estimated Time Required: 5 hours

Portfolio Output: Lesson Plan



Module 1 – Understanding the K to 12 Curriculum

Intended Module Learning Outcomes

At the end of this module you should be able to:

1. understand the legal bases of the K to 12 Curriculum;
2. comply with the policy guidelines in the implementation of the K to 12 Curriculum through a deeper understanding of its mandate, salient features, and conceptual framework; and
3. examine different conceptual frameworks within the K to 12 Curriculum to have a full understanding of the principles of each subject area.

Module Outline

Session 1 – Legal Bases
Session 2 – Salient Features
Session 3 – Conceptual Frameworks

Estimated Time Required: 1.5 hours

Required Tasks

The following are the tasks in this module:

1. Review
2. Research
3. Independent Learning
4. Mentor-mentee collaboration
5. Case study
6. Framework analysis
7. Reflections

Required Resources

- Republic Act 10533 on "*Enhanced Basic Education Act of 2013"*
- DepEd Order no. 31 s. 2012 on *"Policy Guidelines on The Implementation of Grades 1 To 10 of The K To 12 Basic Education Curriculum (Bec) Effective School Year 2012-2013"*
- DepEd Order no. 43 s. 2013 on *"Implementing Rules and Regulations (IRR) of the Republic Act No. 10533 Otherwise Known as The Enhanced Basic Education Act of 2013"*
- DepEd Order No. 20, s. 2018 on *"Amendment to Deped Order no. 47 s. 2016, Omnibus policy on Kindergarten education"*
- DepEd Order no. 21 s. 2019 on "*Policy Guidelines on the K to 12 Basic Education Program"*
- K to 12 Curriculum Guide
- Republic Act No. 10157 on "*Kindergarten Act"*
- Republic Act No. 232 on *"Education Act of 1982"*
- Republic Act no. 9155 on *"Governance of Basic Education Act of 2001"*
- The vision, mission statements of DepEd

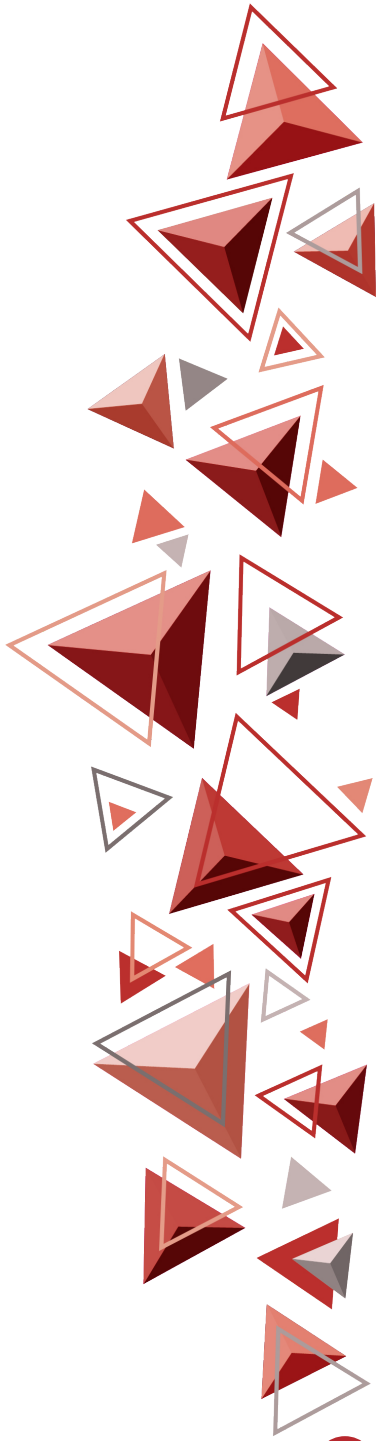
Session 1: The K to 12 Basic Education Program: Legal Bases

The K to 12 Basic Education Program can be considered as a brave and bold action undertaken by the government to improve the quality of Philippine education. It should be noted, however, that the success of the program partly lies in the knowledge, skills, attitudes, and full support of the implementers of the program.

As key players/implementers of the curriculum, teachers should be aware of and familiar with the laws that govern the K to 12 Curriculum.

Required Task 1: Review/Research/Independent Learning

This activity will draw upon your prior knowledge or concepts that you may have learned in Teacher Education Institutions or seminars that you might have attended. In case you can't answer the questions, it is an opportunity for you to research about the topic, or you may even ask your colleagues or your mentor.



Questions	Answers	Feedback
Which Act enhances the Philippine basic education system by strengthening and updating its curriculum to become at par with the global education system by providing two more years for basic education? a) RA 10157 b) RA 10524 c) RA 10533 d) RA 10931		

Questions	Answers	Feedback
Which policy guidelines on the K to 12 Basic Education Program provides context to and articulate its contexts, features and programs? a) DepEd Order (No. 1, s. 2019) b) DepEd Order (No. 8, s, 2019) c) DepEd Order (No. 9, s. 2019) d) DepEd Order (No. 21, s. 2019)		

Questions	Answers	Feedback
What act made Kindergarten mandatory for all learners? a) RA 10157 b) RA 10524 c) RA 10533 d) RA 10931		

Questions	Answers	Feedback
Which does NOT show the characteristics of the K to 12 graduates? a) They are holistically developed Filipinos who have built foundations for learning throughout life. b) They are individuals equipped with information, media and technology skills, learning and innovation skills, life and career skills, and communication skills. c) They are individuals who pursue their careers for personal development to work abroad. d) They can take challenges and take advantage of the opportunities of the 21st century.		
How many key stages does the K to 12 Program contain? a) 2 b) 3 c) 4 d) 5		

Questions	Answers	Feedback
How old is the prerequisite age for preparatory education as defined in the Enhanced Basic Education Act of 2013? a) 4 b) 5 c) 6 d) 7		
The SHS curriculum formulation is a step towards the realization of the Philippine Qualifications Framework (PQF) and is the main policy for the implementation of the new 13-year cycle of basic education. What comprises the SHS curriculum? a) Basic Subjects, Applied Track, Specialized Subjects b) Basic Subjects, Applied Track, Selected Subjects c) Core Subjects, Applied Track, Specialized Subjects d) Core Subjects, Selected Track, Specialized Subjects		

Required Task 2: Independent Learning

Since 2012, DepEd already issued infographics on the Frequently Asked Questions about K to 12 Basic Education Program. Answer the following questions by navigating the Internet or by talking with your colleagues and/or mentor.

You may also click on the link: https://www.officialgazette.gov.ph/k-12/?fbclid=IwAR3tiokqamN6sww9P-jx-PwFYM3G0vcbdK2p0i4EsU8MWNgEk7HrlH4JhrSw.

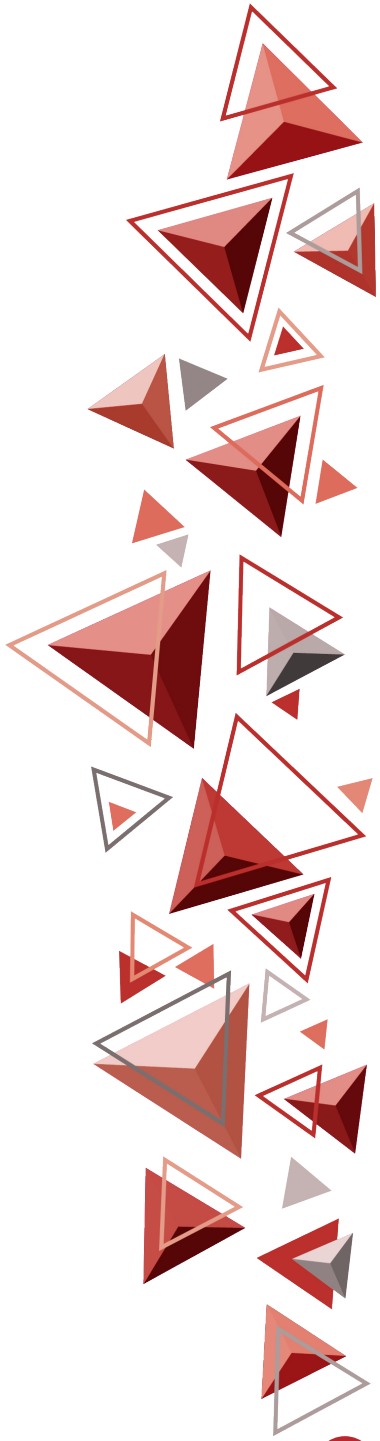
Questions	Answers	Feedback
Is the K to 12 a product of collaboration with other agencies?		
Is the shift from the Basic Education Curriculum to K to 12 Program conceptualized by DepEd alone?		
Was Kindergarten Education mandatory before the K to 12 Program?		
Is Republic Act No. 10533 the basis for the additional two years of Senior High School (SHS)?		
Does the K to 12 Program give importance to the preparation of graduates on ASEAN Integration?		

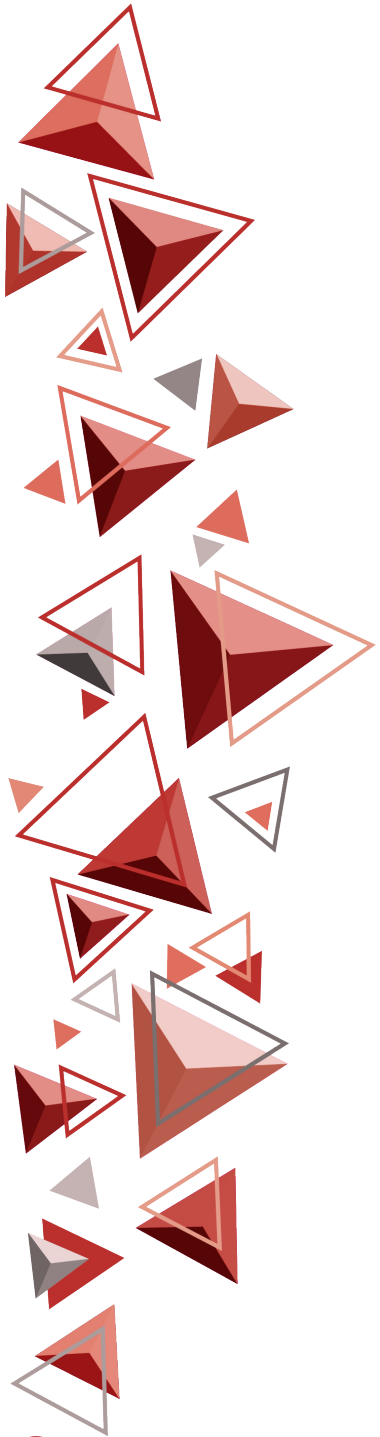
Key Topic 1: Legal Bases on the K to 12 Basic Education Program

On August 22, 2019, the Department of Education (DepEd) issued DepEd Order (No. 21, s. 2019) entitled Policy Guidelines on the K to 12 Program to provide context to and articulate its context, features and programs. The order was in reference to the previously issued DepEd Order (No. 3, s. 2013) and DepEd Memorandum (No. 99, s. 2013). In these orders, background and rationale of the K to 12 Program is explicitly discussed.

As a newly-hired teacher, it will be helpful for you to understand the legal mandates on the conceptualization of the K to 12 Program and to understand reasons for the shift from the Revised Basic Education Curriculum to the K to 12 Basic Education Curriculum. This will serve as a framework in your professional practice as an education stakeholder.

The following are the legal bases of the K to 12 Curriculum. Please take time to read them, and later on, discuss with your mentor.





RA 10533

AN ACT ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY STRENCTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

DO 31 S.2012

POLICY GUIDELINES ON THEIMPLEMENTATION OF GRADES 1 TO 10 OF THE K TO 12 BASIC EDUCATION CURRICULUM (BEC) EFFECTIVE SCHOOL YEAR 2012-2013

DO 41 S.2013

IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC ACT NO. 10533 OTHERWISE KNOWN AS THE ENHANCED BASIC EDUCATION ACT OF 2013

DO 21 S.2019

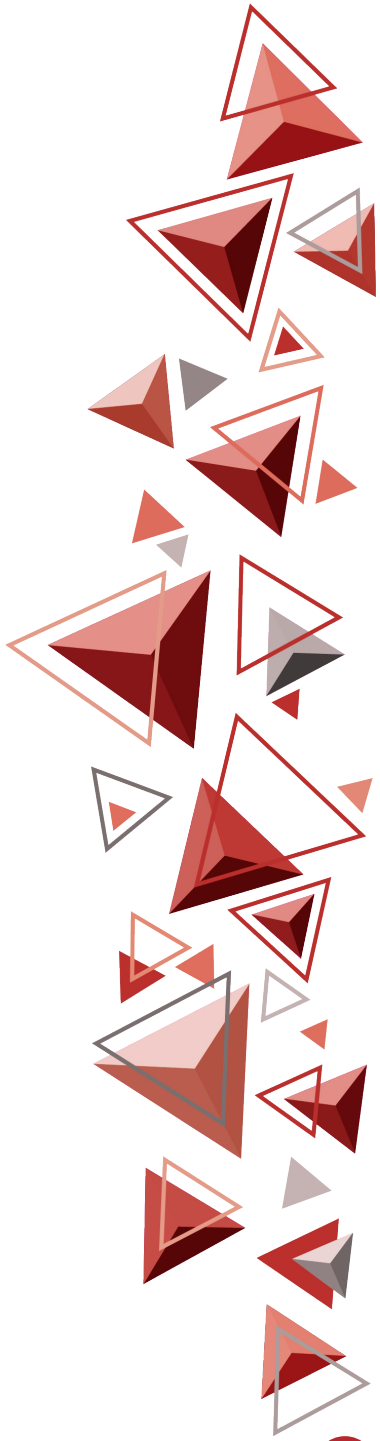
POLICY GUIDELINES OF THE K TO 12 BASIC EDUCATION PROGRAM

Required Task 3: Mentor-Mentee Collaboration

Answer the following processing questions by discussing with your mentor.

1. What are the different issues addressed by the legal bases of the K to 12 Curriculum? Which among them affects you the most as a teacher?

2. What do you think are the top three factors that are given emphasis by the different K to 12 laws and orders? Why do you think so?



Summary

- The K to 12 Curriculum is a major structural and programmatic change that was boldly taken by the Department of Education. The K to 12 addresses the challenges posed by the changing context and realities of current learners.
- RA 10533 otherwise known as the *Enhanced Basic Education Act of 2013* sets the K to 12 curriculum as a national effort to strengthen the curriculum in the Philippines.
- Understanding the legal bases of the K to 12 Curriculum will help teachers understand the nature and purpose of the curriculum. This will better set the teachers' disposition into aligning the curriculum into their classroom practices.

Session 2: Salient Features of the K to 12 Program

Preliminary Activity

Let us have an inventory of your ideas about the salient features of the K to 12 education using the chart below.

Salient Features	What I Know	What I need to Know
Inclusive Education		
Early Childhood Education		
Curriculum Relevance		
Curriculum Proficiency Building		

Key Topic 1: Salient features of the K to 12 Curriculum

As prescribed by Republic Act 10533, DepEd shall adhere to several principles in pursuit of the K to 12 Basic Education Program. To realize them, our Department strengthens the programs, projects and activities anchored on long-term goals of inclusive education, which is also aligned to the Sustainable Development Goals (SDGs) officially known as "Transforming our World: the 2030 Agenda for Sustainable Development.[1]"

The K to 12 Program has several salient features that will produce 21st century prepared learners. DepEd Order no. 21 s. 2019 discussed these salient features explicitly.

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1 UN General Assembly, Transforming our world: the 2030 Agenda for Sustainable Development, 21 October 2015, A/RES/70/1, available at: https://www.refworld.org/docid/57b6e3e44.html [accessed 27 April 2021]

Features	Program	Practical Example
Strengthening Early Childhood Education	Universal Kindergarten	As defined in Enhanced Basic Education Act of 2013, kindergarten is the first stage of compulsory and mandatory formal education which consists of one (1) year preparatory education for children at least five (5) years old as a prerequisite to grade one.
Making Curriculum Relevant to Learners	Contextualization and Enhancement	The curriculum endeavors to adapt to the diversified and evolving demands and needs of the learners. Materials, language and teaching styles are being contextualized based on the learners' level, locality, etc.
Building Proficiency Through Language	Mother -Tongue Based Multilingual Education	Mother-tongue based materials are being prepared and MTB-MLE is being used in the early stages of education.
Ensuring Integrated and Seamless Learning	Spiral Progression	To make sure that learners will master the prescribed learning competencies, topics are picked and classified in increasing complexity according to their level of maturity and readiness.
Gearing Up for the Future	Senior High School	Programs to provide tangible learnings and experiences are given to the learners to make them more life-ready. Some of the good examples include various intensive mentoring and immersion programs based on the learners' chosen field of interest.
Nurturing the Holistically-Developed Filipino	College and Livelihood Readiness, 21st Century Skills	The curriculum's goal is to equip the learners with 21st century skills and make them ready for whatever they may pursue beyond basic education. The curriculum is flexible in containing programs geared for those who will take higher education or for those who will pursue entrepreneurial/job-ready career paths.

Required Task 1: Case Studies

Study the following cases and tell what your actions will be on these scenarios. Base your answers on the K to 12 Curriculum and the DepEd Vision and Mission. Limit your response to 100 words.

Case 1: You have a transferee learner who only speaks her mother tongue. As a result, your learners cannot communicate with her properly and the transferee learner feels left out. What can you do as her teacher?

Case 2: You have a learner wanting to take up engineering in college. Upon checking his grades, you have learned that he has not been good in Mathematics. What can you do to help the learner?

Case 3: One of the features of the K to 12 Curriculum is spiral progression. Upon seeing your learners' pre-test results, you have realized that they are yet to master last year's competencies. What will you do to have them meet the requirements of the new level?

Case 4: You have a class which has a sizable number of over-aged learners who have taken the grade level multiple times. How will you decide on the learning plan considering your other learners?

Summary

- The K to 12 Curriculum has many features which ensure that learners will develop 21st century skills and will have equal access to relevant and quality education. These features address various concerns which are not limited only to instruction but also cover the diversity of learners and the paths they may choose to pursue after basic education.

- The features of the K to 12 curriculum are: (1) strengthening early childhood education, (2) making curriculum relevant to learners, (3) building proficiency through language, (4) ensuring integrated and seamless learning, (5) making curriculum relevant, and (6) nurturing the holistically-developed Filipino. To achieve these intentions, the Department of Education develops and implements programs to respond to these educational goals.

- The Department of Education implements and enacts several programs that align with the principles of the K to 12 curriculum and global agenda of Sustainable Development Goals (SDG). As teachers, you have a big role to play in the realization of these educational goals.

- The K to 12 Program includes Kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school [SHS]) to allow for adequate time for concept and skill mastery, to develop lifelong learners, and to prepare graduates for tertiary education, middle-level skill development, employment, and entrepreneurship.

Session 3 – The Conceptual Framework of the K to 12 Basic Education Curriculum

Key Topic 1: The K to 12 Basic Education Curriculum Framework

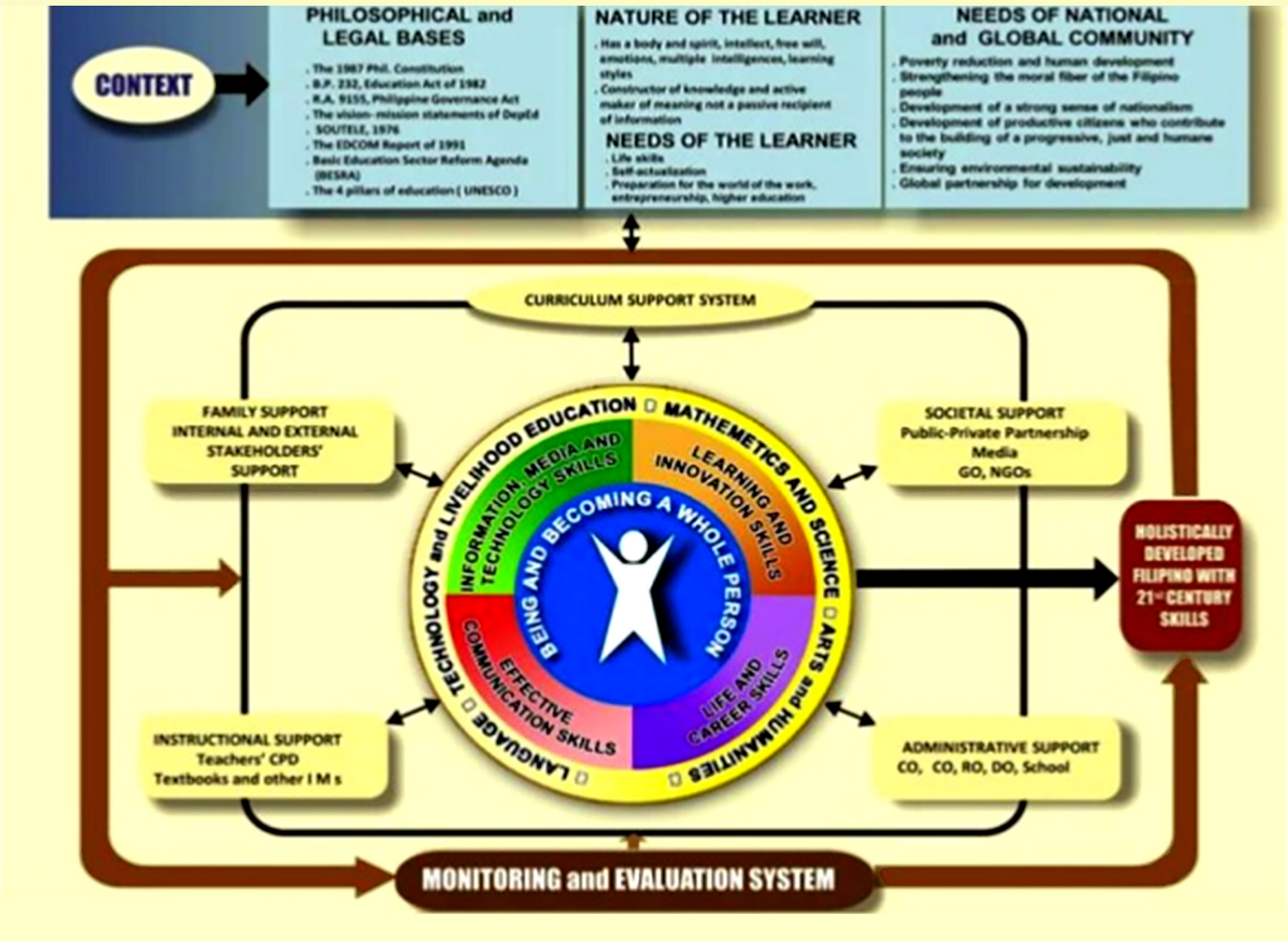
Imagine that you are attending a Senior High School Graduation. This batch of the graduating class has been your learners in the past year. If you were one of the teachers of this graduating batch, in what ways do you think would you have imparted them with 21st century skills?

Every learner who completes the K to 12 Basic Education Program is trained and nurtured to become a Filipino equipped with 21st century skills. The attainment of this objective is established based on the nature, contexts, and needs of learners. The graduates of the K to 12 Program will have the necessary physical, cognitive, socio-emotional and moral preparation so they can determine their own purposes for learning in consideration of current and emerging needs of their immediate, local, national, and global communities.[2]

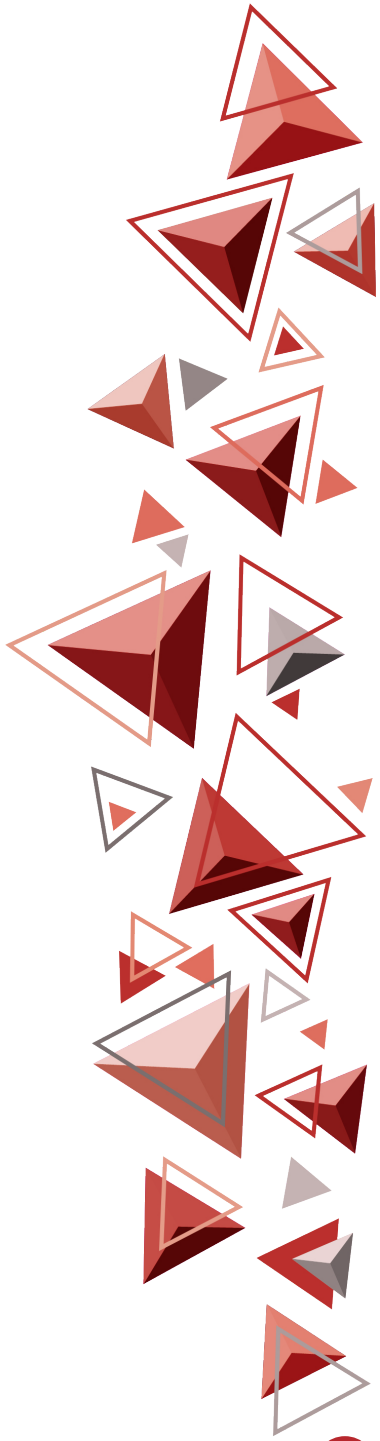
By carefully studying the K to 12 Conceptual Framework, you will understand your role or your task in realizing the vision, goals and objectives of the Department of Education.

2 DepEd Order No. 21 s. 2019

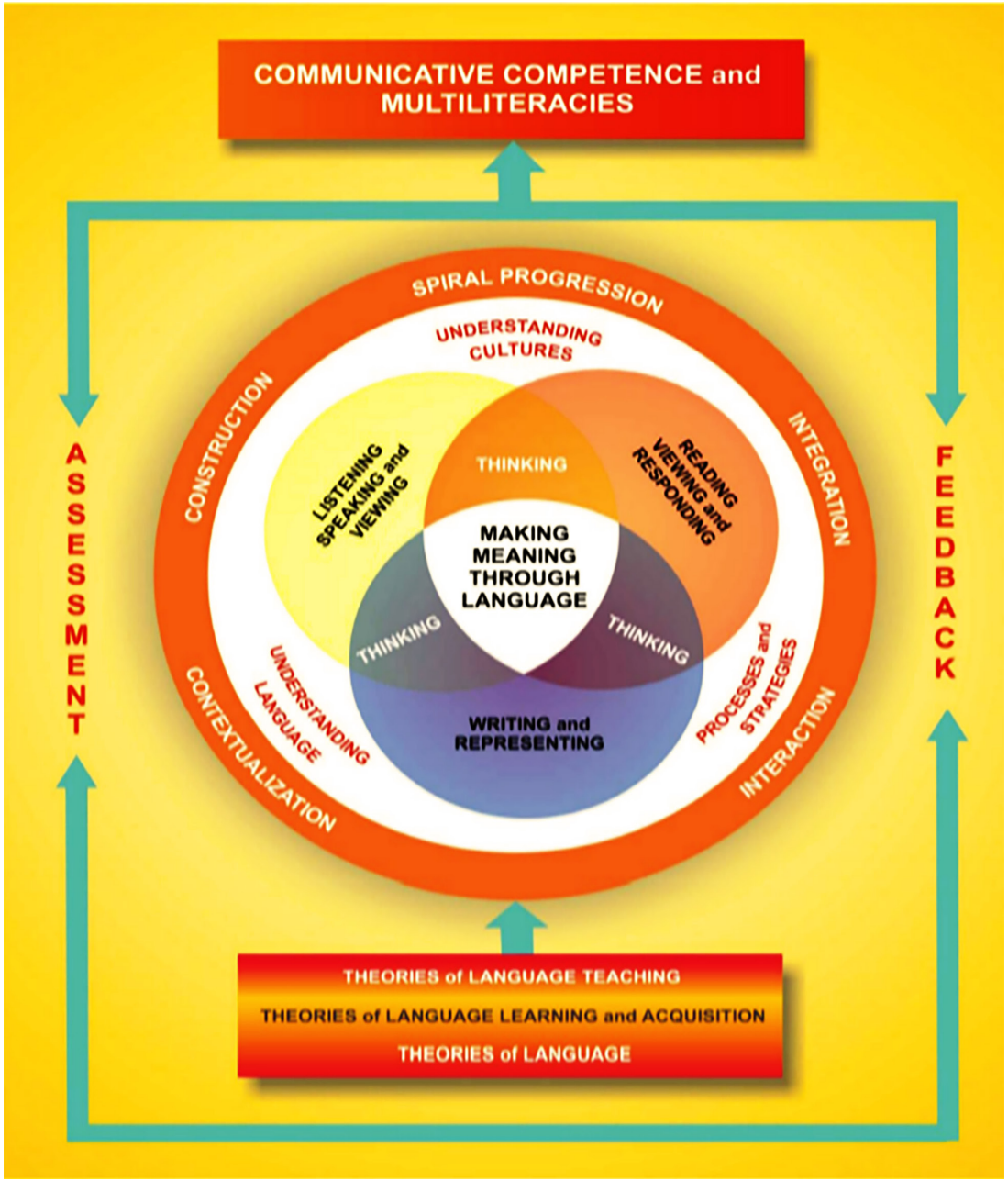
The K to 12 Philippine Basic Education Curriculum Framework



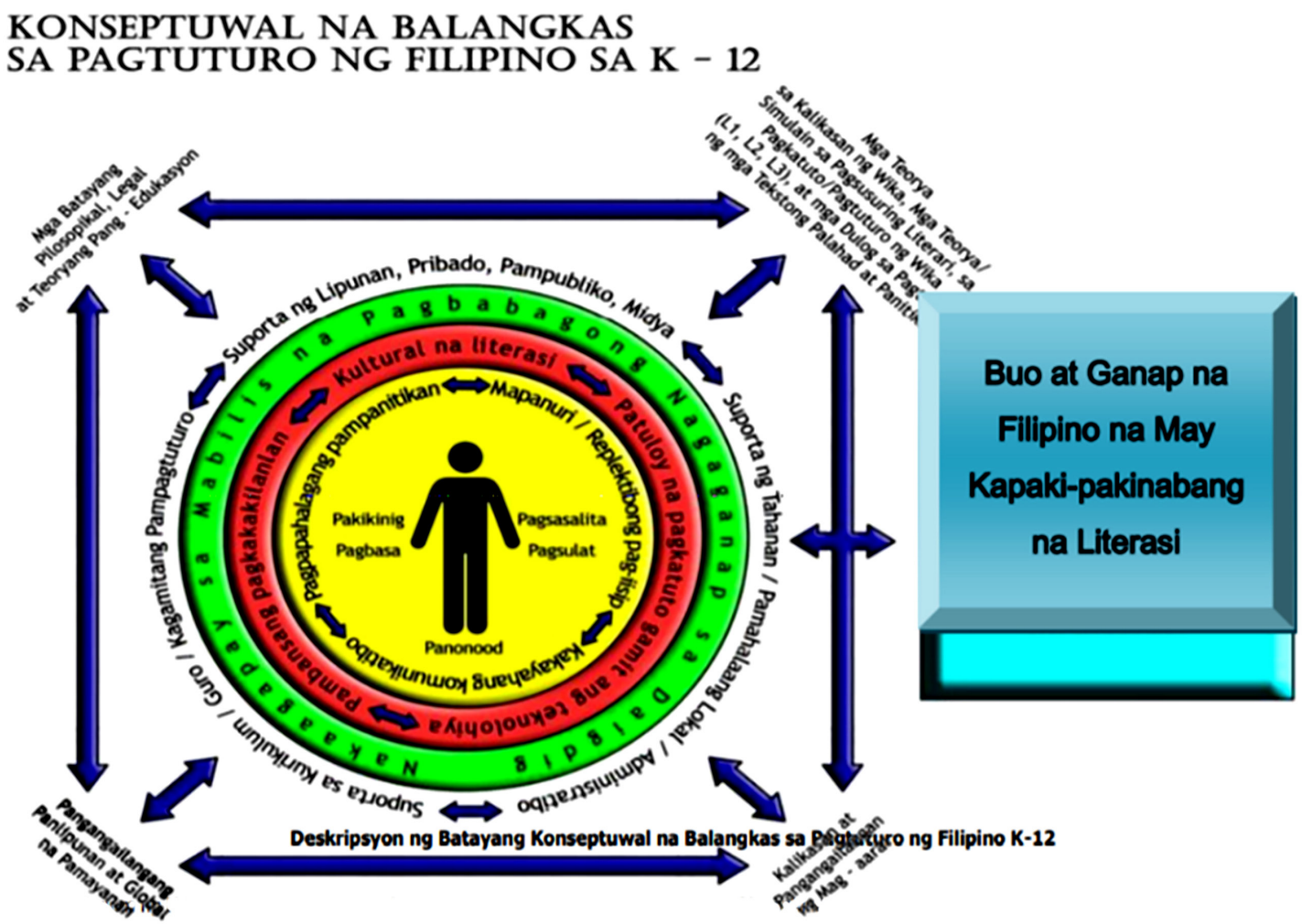
Questions	Answer	Mentor-Mentee Discussions
How is the learner regarded by the K to 12 Program?		
As a teacher, what 21st century skills should be acquired by our learners?		
Education provides contextualized practice for the application of 21st century skills as these are embedded in different learning areas. What are the possible exit points of the Filipino K to 12 graduates?		
One of the salient features of the K to 12 Program is ensuring integrative and seamless learning. How do you think the learning areas will be taught in the formal schools and non-formal schools such as the Alternative Learning System?		
What support is needed for a Filipino graduate to become 21st century ready?		



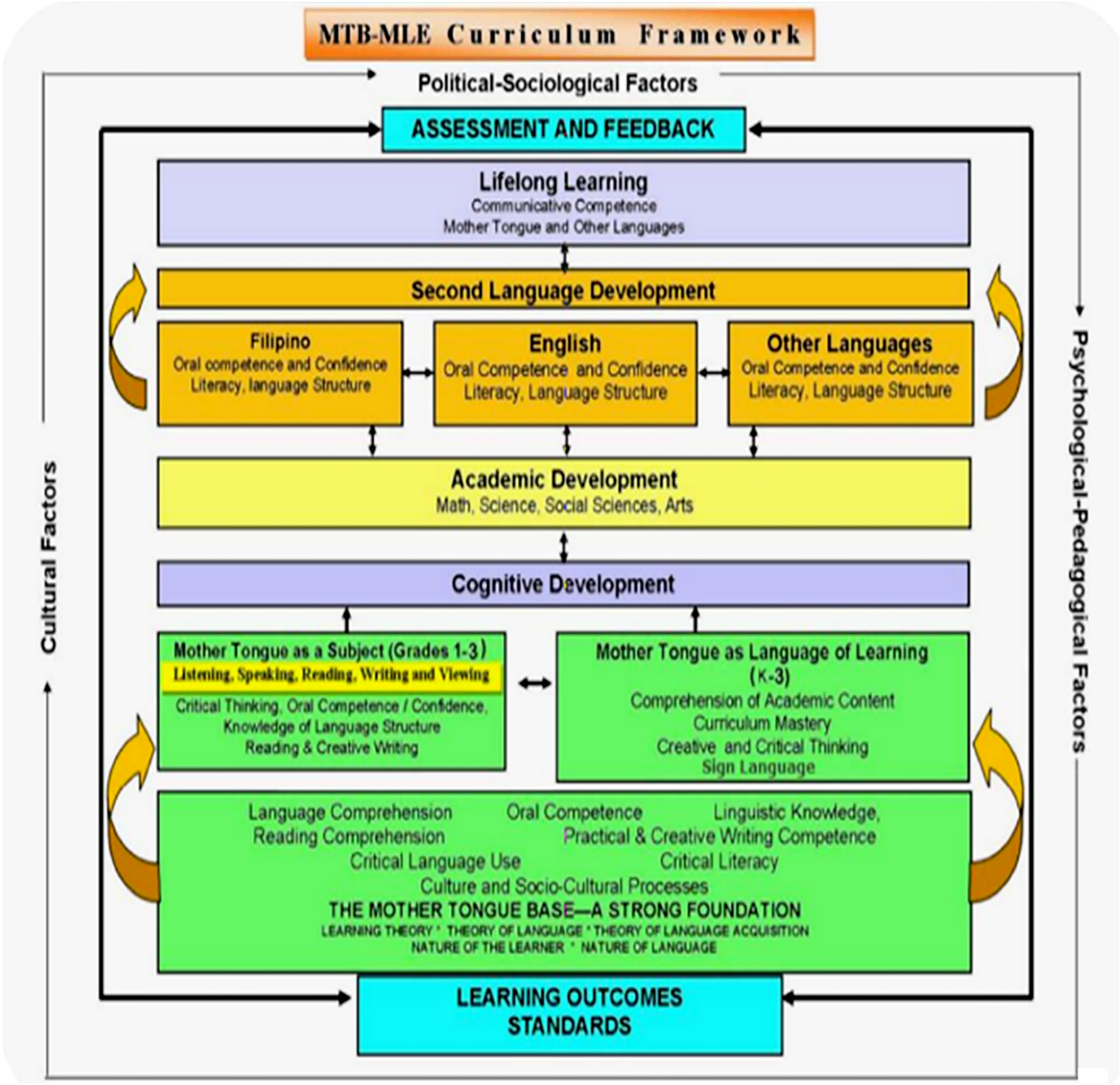
The following are the conceptual frameworks of the different subjects. Each subject presents a framework that gives us a bird's eye view of how each subject will help you achieve the desired learning outcome.



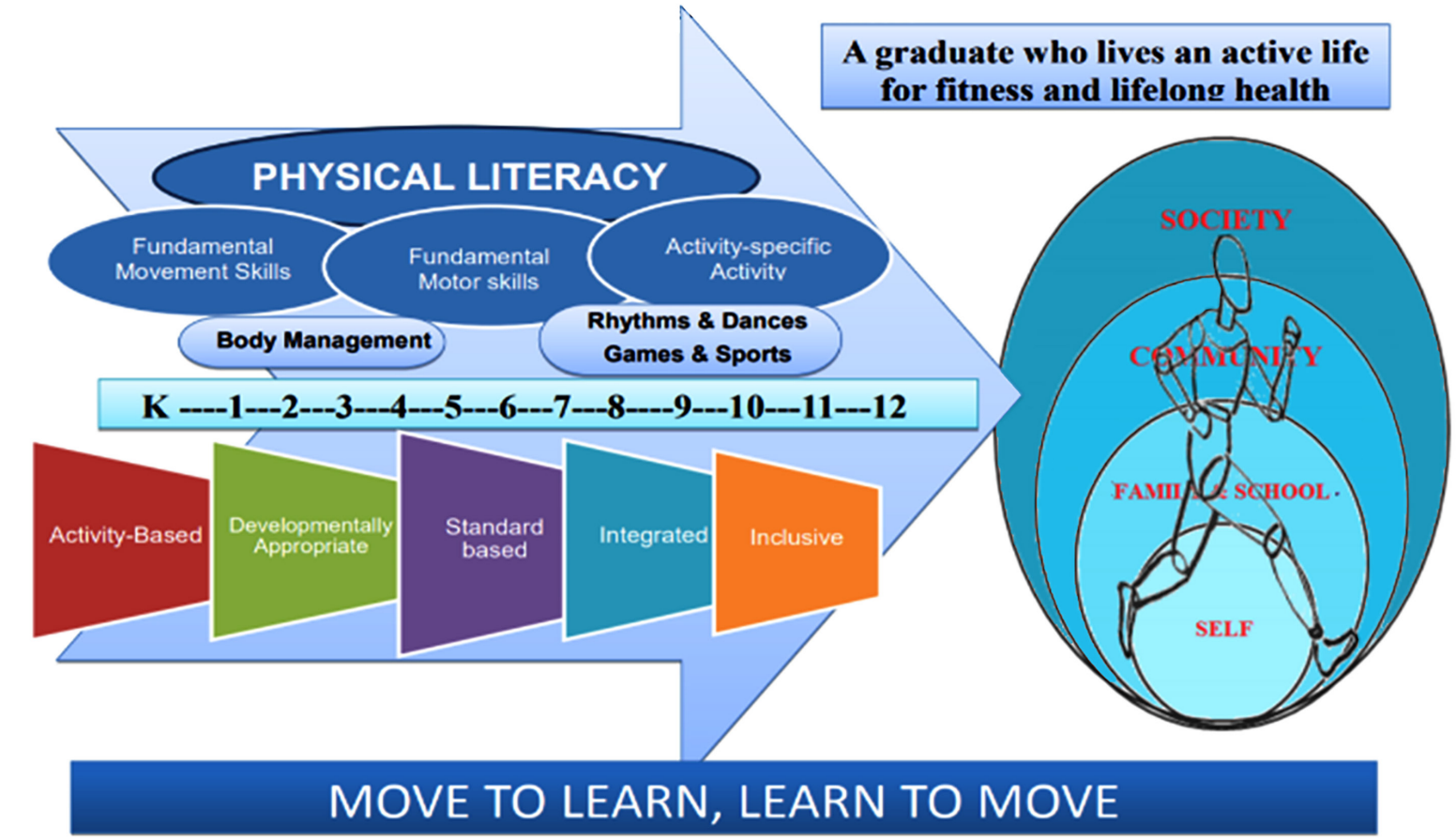
English Conceptual Framework



Filipino Conceptual Framework



MTB-MLE Conceptual Framework



MAPEH Conceptual Framework

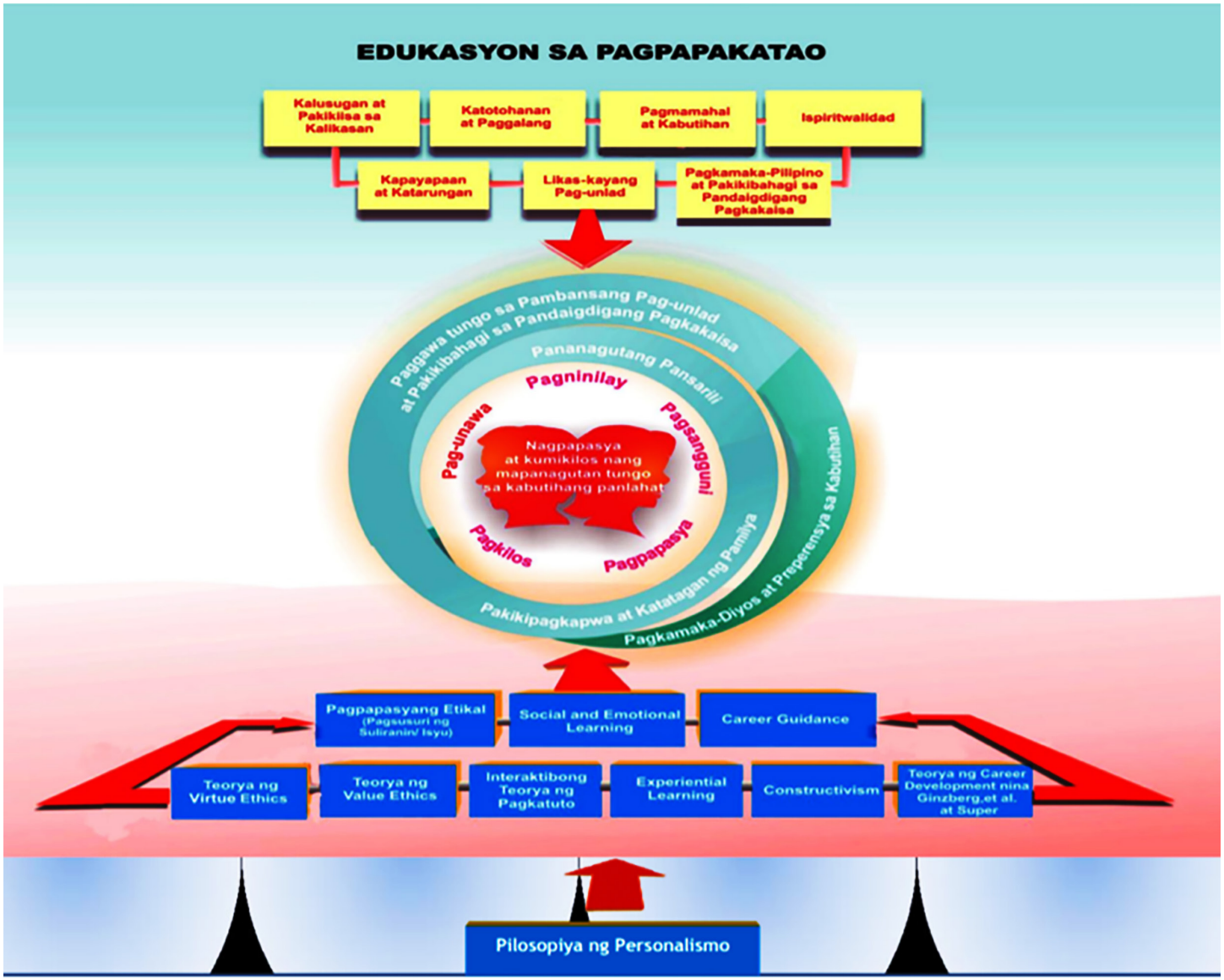
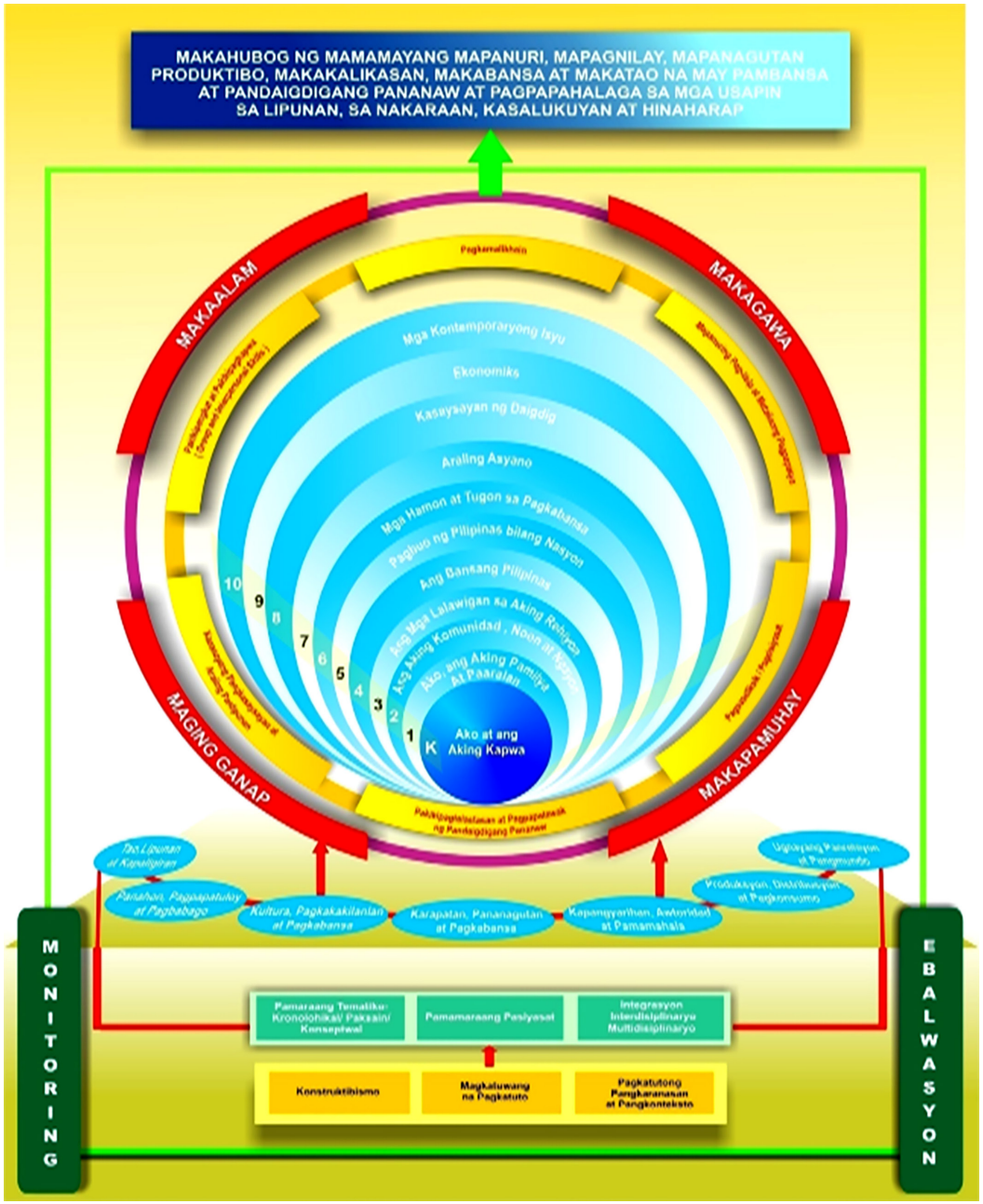
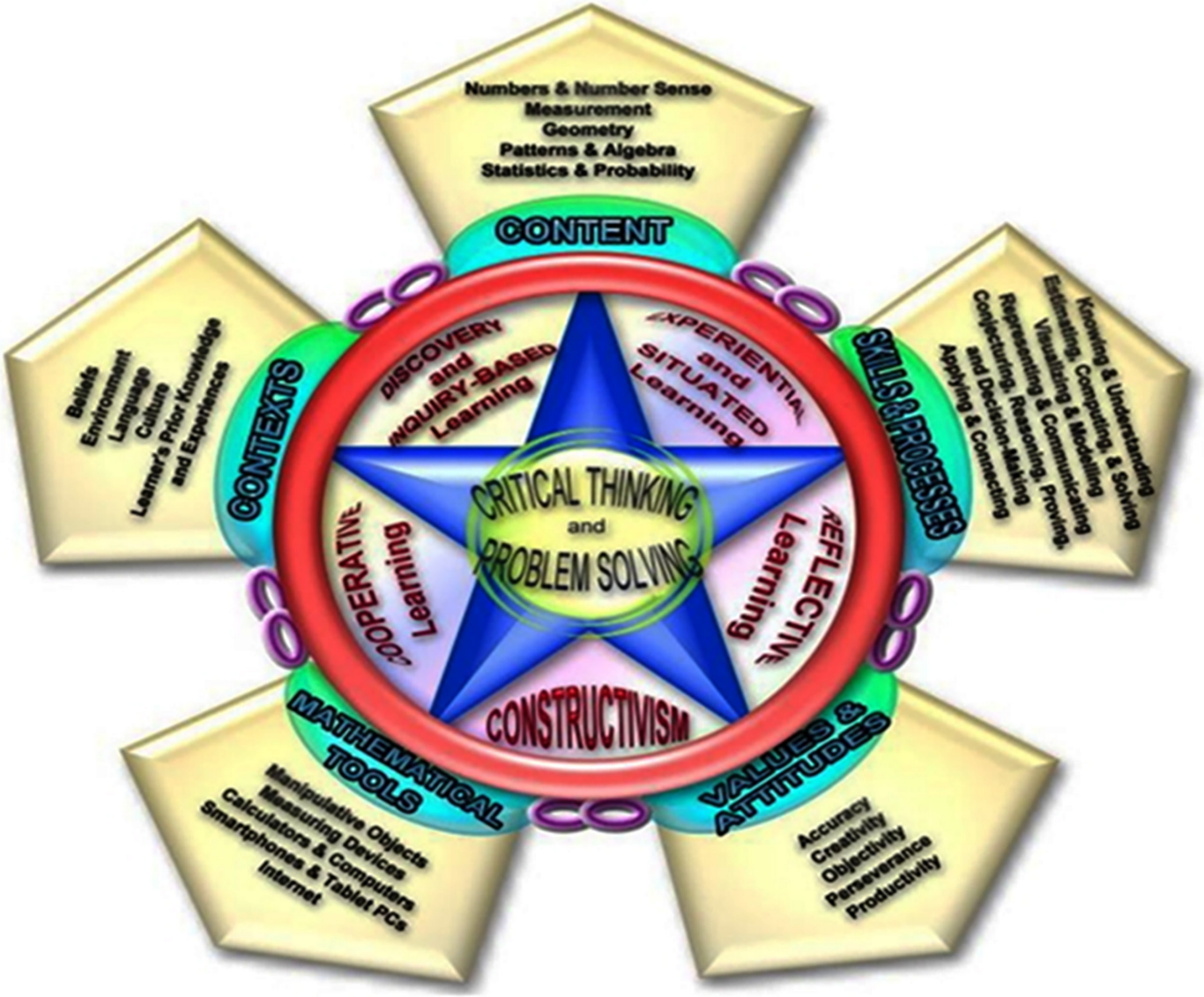


Figure 1. Ang Batayang Konseptwal ng Edukasyon sa Pagpapakatao

ESP Conceptual Framework



Araling Panlipunan
Conceptual Framework



Mathematics Conceptual Framework

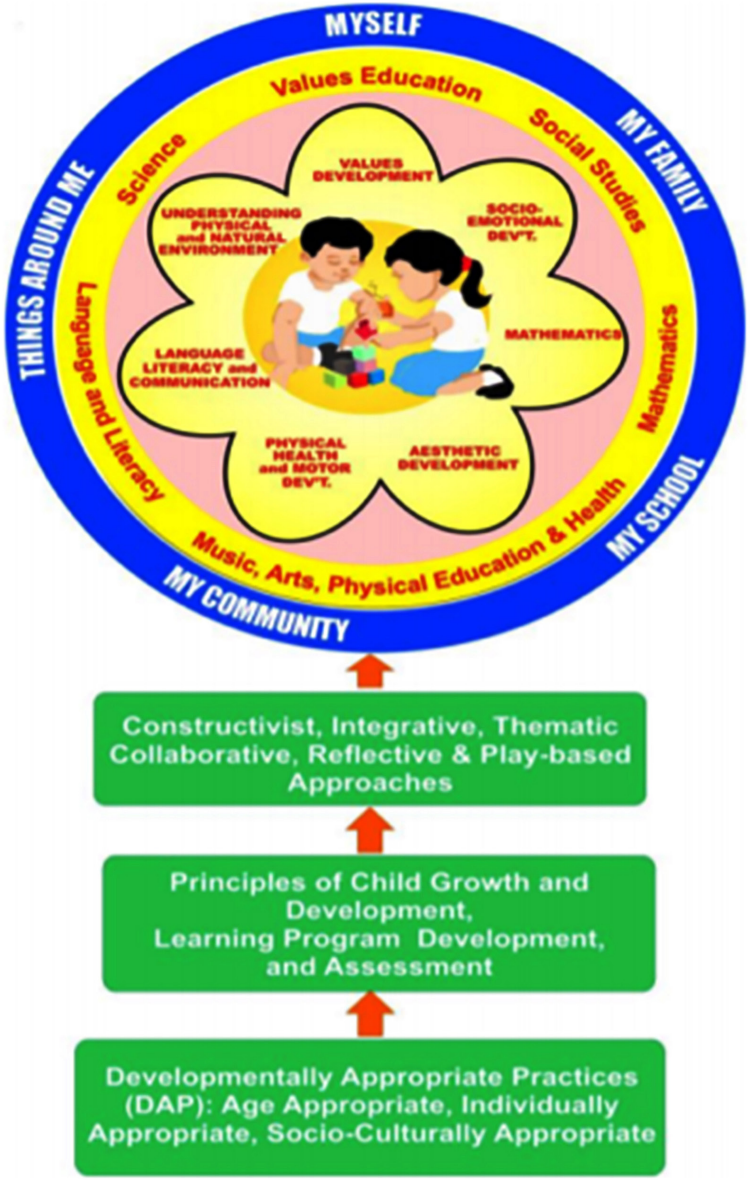
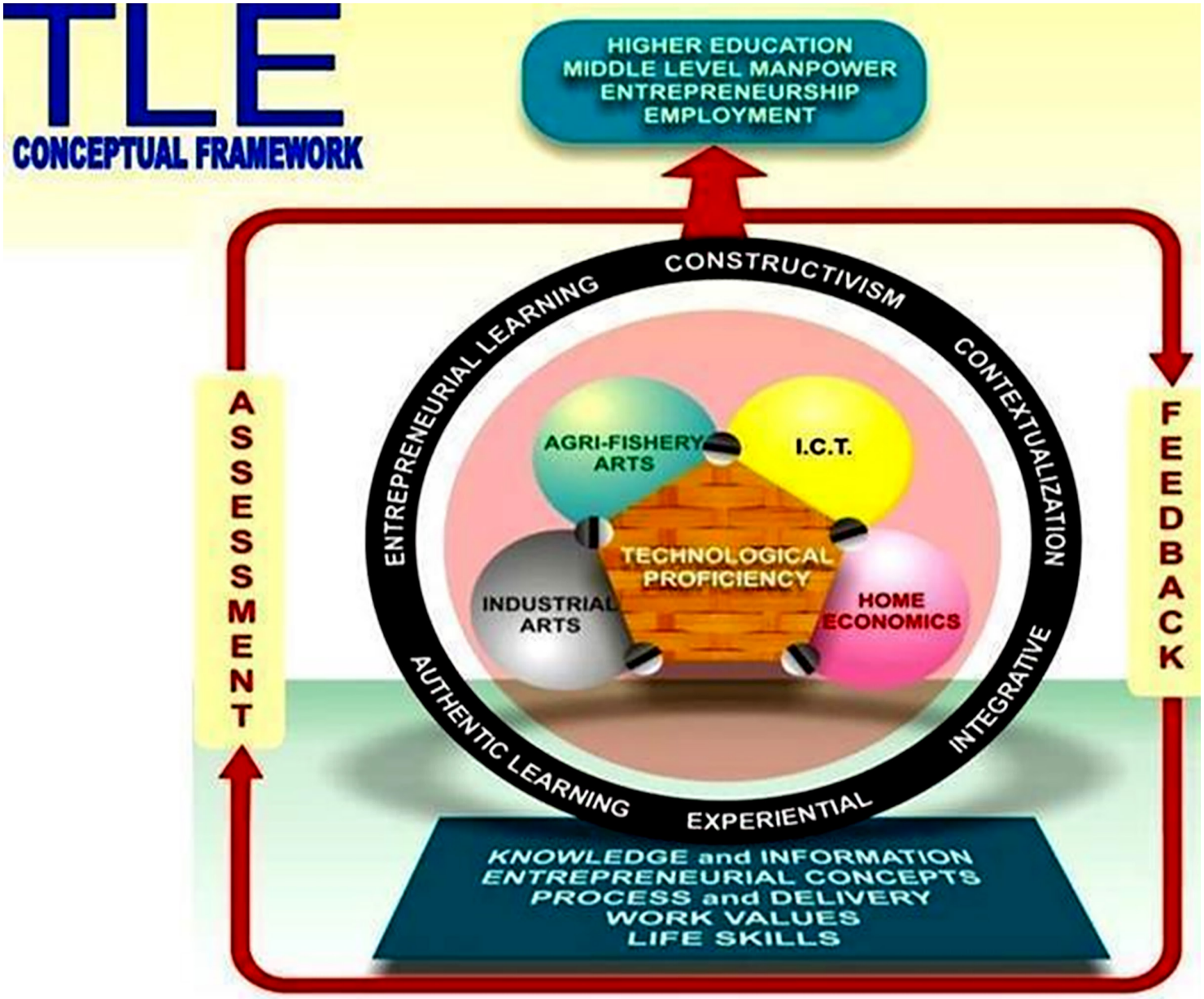


Figure I. The Kindergarten Curriculum Framework

Kindergarten Conceptual Framework



TLE Conceptual Framework



Science Conceptual Framework

Required Task 1: Creating a Learning Plan (Portfolio Output)

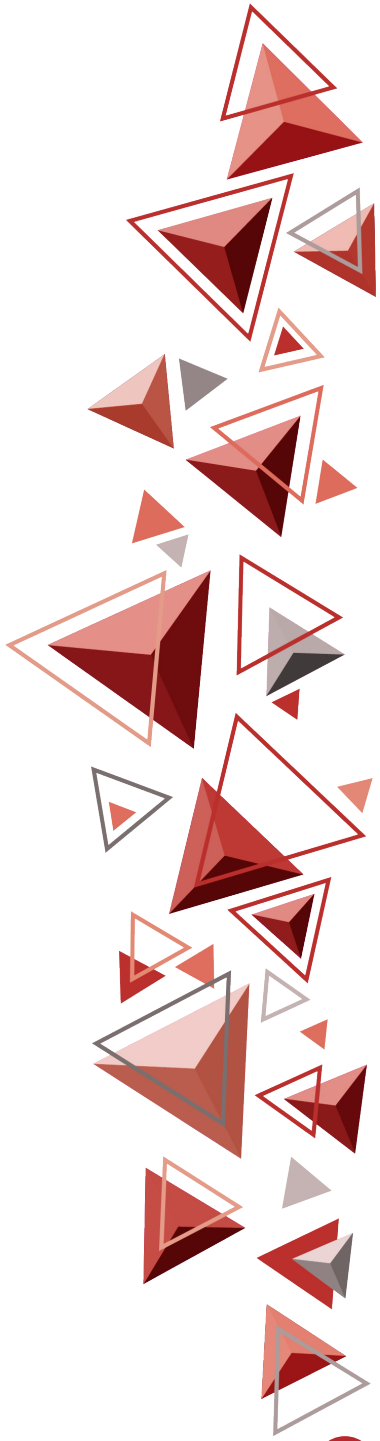
In your LAC session, you are assigned to work on a learning plan for the subject you are currently assigned to teach. Your task is to make your own detailed lesson plan for the first quarter, week 3 competencies. Initially, you are given the following questions to guide you.

Complete the table below.

LEARNING PLAN GUIDE

Question	Response
What topic will I teach?	
In what content areas will I focus on?	
What references will I use?	
What skills should be developed among my pupils?	

Question	Response
What strategies will I use?	
What do I want my learners to become? What are the values I want my pupils to possess?	
What learning theory/ies will I apply?	
How will I assess my learners' understanding of the lesson?	

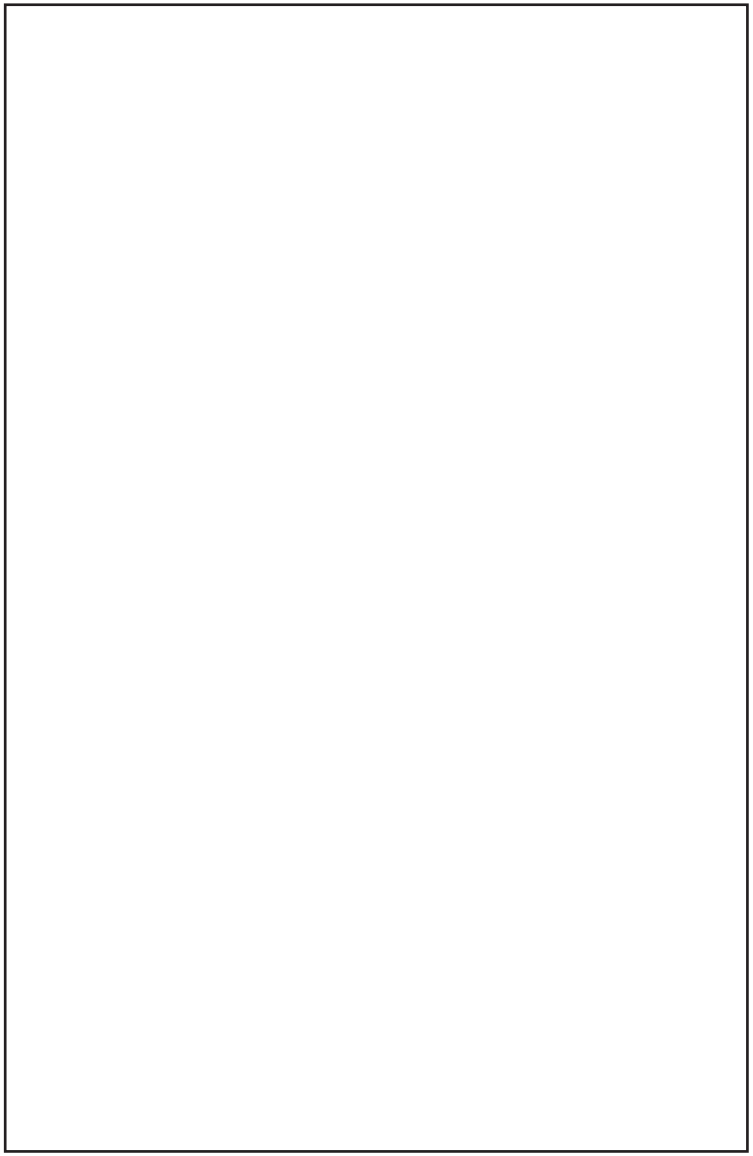


Reflection Questions:

1. What did you feel in doing the activity?

2. What are some considerations in making a learning plan?

3. What insight/s did you gain from this activity?



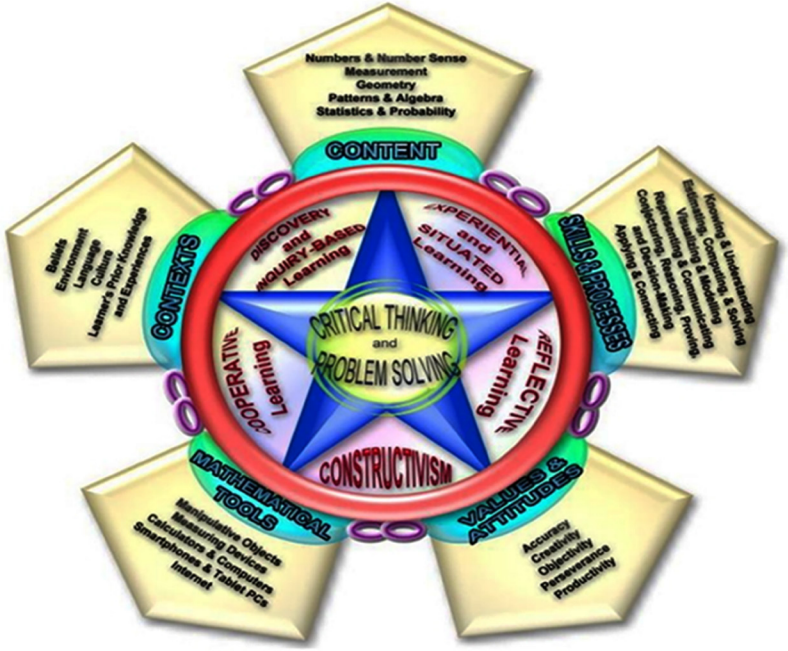
Optional Task 1

Based on your understanding of the K to 12 Curriculum Conceptual Framework, suggest strategies and possible exit points given the specific types of learners.

Learner Description	Subject Matter / Grade Level	Strategies	Exit Point
1. A learner who often needs to skip classes to have his check-ups and medical procedures. He is good in the languages and mathematics but has difficulty learning topics in PE and TLE.	PE/Grade 10		
2. A learner diligently attends classes; however, she keeps on getting low grades. Her records reveal that she has a learning disability. Her favorite subject is Filipino.	Filipino/Grade 5		

K to 12 Curriculum has been conceptualized and developed through careful and proper planning with complete and strong support from all its stakeholders as mentioned in the curriculum. It is anchored on a strong framework to ensure that the Curriculum will effectively achieve its desired goals.

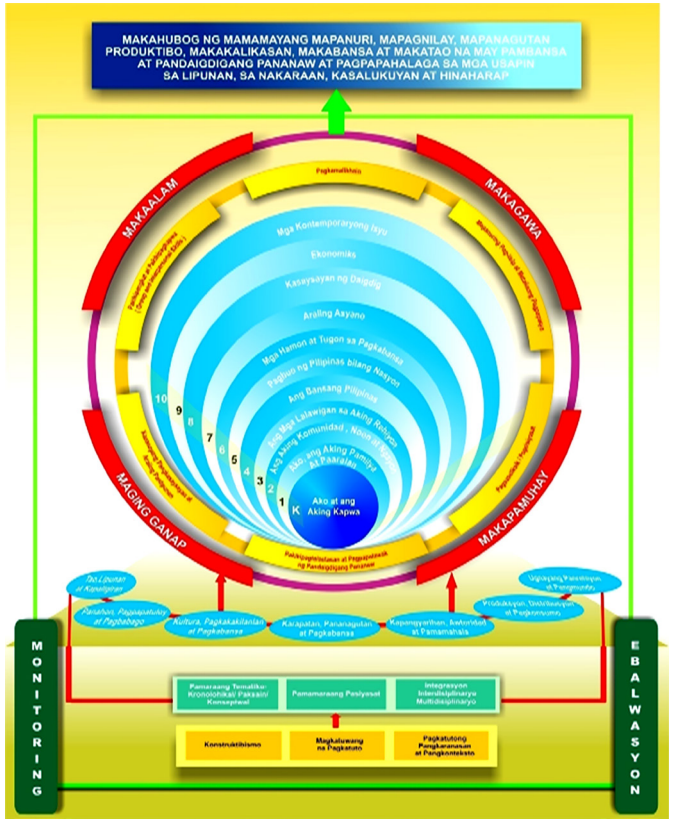
A curriculum guide is designed to provide directions as it outlines the material that teachers need to cover. Before navigating through the parts and features of the curriculum guide, it is important to understand the conceptual frameworks that will give you a bird's eye view of the K to 12 curriculum.



Mathematics Conceptual Framework

Optional Task 2: Compare and contrast

During the meeting of the Grade 6 teachers for their subject assignments, Mrs. Navarro was assigned to teach both Mathematics and Araling Panlipunan subjects. She decided to study and analyze how the two subjects will be better understood. She compared the two conceptual frameworks. Tick Yes if they are similar and No if not.



Araling Panlipunan Conceptual Framework

Questions	Answers	Feedback
Context	Yes = incorrect No = correct	The context may differ even if the teacher teaches the same grade level. Adjusting to the learners' context (their prior knowledge, motivation and interest, and cognitive level) is important in developing effective lessons for several different subjects
Content	Yes = incorrect No = correct	Each learning area has a distinct set of content which can be similar but not identical to each other.
Skills and processes	Yes = correct No = incorrect	According to the K to 12 framework, learning areas have the same processes in delivering learning.
Values and attitudes	Yes = correct No = incorrect	The values that are to be developed remain the same across all learning areas.
Learners	Yes = correct No = incorrect	All learning areas have the same treatment to the learners. However, understanding their context and considering the diversity of learners are crucial to planning effective lessons.

Process Questions:

1. What can you say about the similarities and differences between the conceptual frameworks of the two subjects?

2. Try to look at the conceptual framework of the other subjects, do they have the same features? How can you say so?

Summary:

- The K to 12 Curriculum Conceptual Framework illustrates the Department of Education's mandate to holistically develop Filipino learners equipped with 21st century skills which are embedded in the curriculum and gradually developed through the learning competencies and learning standards.
- The curriculum guide provides us with different learning principles and theories, strategies, instructional materials, and assessments that can be utilized for the learners to meet the content and performance standards and learning competencies in each grade level, thus, achieving the overall goal of K to 12 for holistically developed Filipino with 21st century skills. It also provides us with a set of broad learning outcomes that summarizes the knowledge, skills and understanding, values, and attitudes essential for all learners to succeed in and beyond their schooling.

Module 2 – Navigating the K to 12 Curriculum Guides

Intended Module Learning Outcomes

At the end of this module you should be able to:

- plan developmentally sequenced teaching and learning process using the K to 12 curriculum guides;
- provide purposeful activities anchored on the target standard and critical competencies; and
- set learning outcomes that are aligned with learning competencies in the K to 12 curriculum guide/s.

Module Outline

Session 1 - Parts/Features of the Curriculum Guide
Session 2 - Using the Curriculum Guide in Preparing Daily Lesson Logs and Daily Lesson Plans

Estimated Time Required: 2 hours

Required Tasks:

1. Case study
2. Lesson planning
3. Mentor-mentee collaboration
4. Reflections
5. Portfolio Output: Filling out a DLL Template

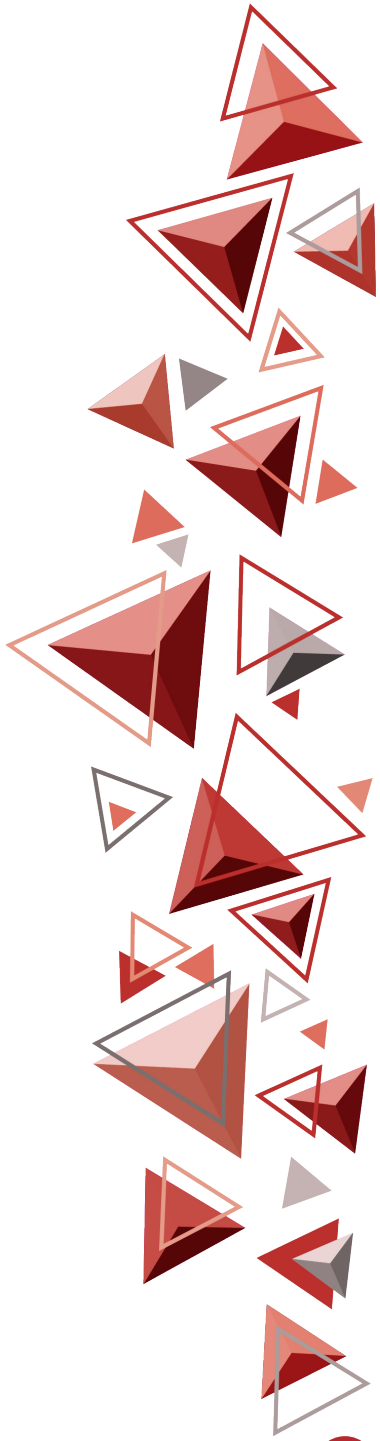
Required Resources

- DepEd Order No. 21 s. 2019 on *Policy Guidelines on the K to 12 Basic Education Program*
- DepEd Order No. 43 s. 2013 on *IRR of R No. 10533 otherwise known as the Basic Education Act of 2013*
- DepEd Order No. 42 s. 2016 on *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*
- Curriculum Guides per grade level and by subject areas

Session 1 – Curriculum Guides and Lesson Planning

Prior Knowledge Assessment

After engaging with the content on Module 1, you are now prepared to explore the parts and features of the curriculum guide. Remember that the framework and curriculum guide (CG) set the standards for the curriculum and they provide the context such as available resources, teachers' capabilities, and systems support.



Instructions for answering the puzzle

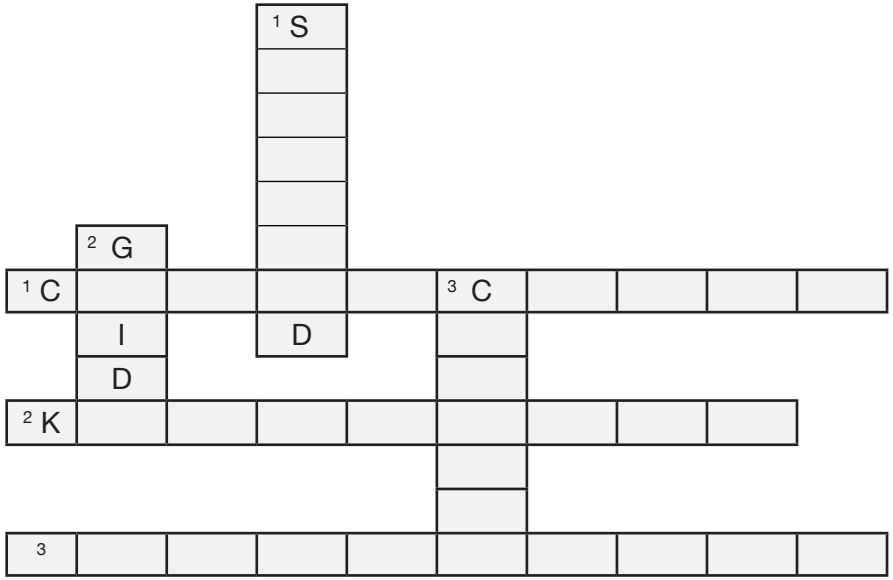
In the Policy Guidelines on the K to 12 Basic Education Program (D.O. 21 s. 2019), some important terms are defined to guide educators like you in implementing the curriculum. Try to solve this simple crossword puzzle to become familiar with these words.

ACROSS

1. It refers to a standards-based sequence of planned experiences where learners practice and achieve proficiency in content and applied learning skills.[1]
2. It refers to the K to 12 program reflecting developmental milestones (two words).
3. It refers to a specific skill performed with varying degrees of independence.

DOWN

1. It is something against which other things can be compared to for the purpose of determining accuracy, estimating quantity or judging quality.
2. One that leads or directs another's way; a person who exhibits and explains points of interest; something that provides a person with guiding information.
3. It is the scope and sequence of topics and skills covered in each strand/ domain/theme/component.



2 https://www.ride.ri.gov/InstructionAssessment/Curriculum/CurriculumDefinition.aspx

Optional Task: KWL Chart

Now that we defined some of the key words in this session, it is time for you to give your idea by filling in the KWL Chart with the needed information.

1. For column **K**, write all the things you know about the curriculum guide and its salient features.
2. For column **W**, write all the things you want to know about the curriculum guide and its salient features.
3. For column **L**, ***answer this after finishing session 1*** and write all the things you learned about the curriculum guide and its salient features.

Add label for this column	**K (What I Know)**	**W (What I want to Know)**	**L (What I Learned)**
The DepEd Curriculum Guide			
Learning Area Standard			
Content Standard			
Performance Standard			
Key Stage Standard			
Grade Level Standard			

Key Topic 1: The Curriculum Guide of the K to 12 Curriculum

In order to help teachers in implementing the K to 12 Curriculum, the Department issued curriculum guides for all learning areas. The list of curriculum guides are as follows:

1. Kindergarten
2. Grades 1-10

Subject Areas:

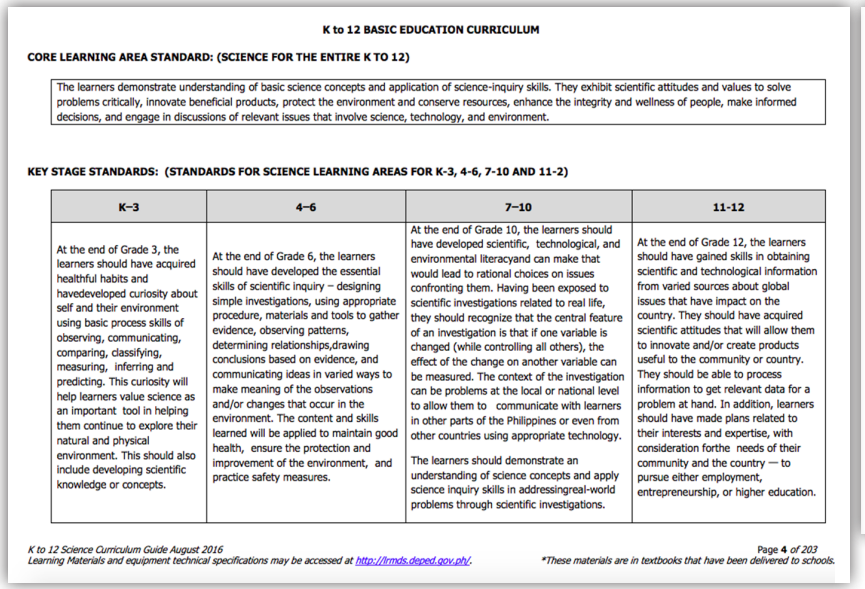
a. Mother Tongue
b. Filipino
c. English
d. Mathematics
e. Science
f. Araling Panlipunan
g. Edukasyon sa Pagpapakatao (EsP)
h. Music
i. Arts
j. Physical Education
k. Health
l. Edukasyong Pantahanan at Pangkabuhayan (EPP)
m. Technology and Livelihood Education (TLE)

3. Senior High School Core Curriculum Subjects
4. Senior High School Applied Track Subjects
5. Senior High School Specialized Subjects
6. Alternative Learning (ALS) - K to 12 Basic Education Program:

i. Learning Strand 1: Communication Skills (English); Communication Skills (Filipino)
ii. Learning Strand 2: Scientific Literacy and Critical Thinking Skills
iii. Learning Strand 3: Mathematical and Problem Solving Skills
iv. Learning Strand 4: Life and Career Skills
v. Learning Strand 5: Understanding the Self and Society
vi. Learning Strand 6: Digital Literacy

The curriculum guides are available at the DepEd website through this link: https://www.deped.gov.ph/k-to-12/about/k-to-12-basic-education-curriculum/

The curriculum guides generally follow a certain format and has salient features like the following:



K to 12 BASIC EDUCATION CURRICULUM

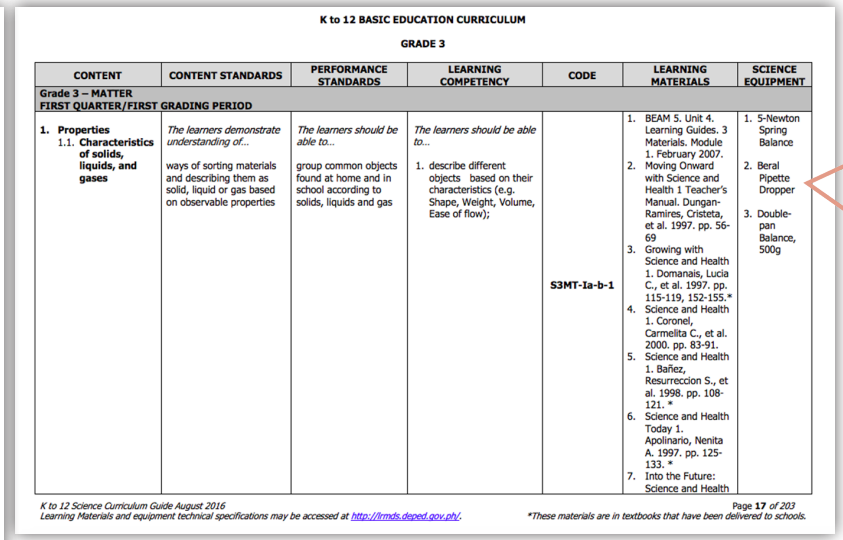
CORE LEARNING AREA STANDARD: (SCIENCE FOR THE ENTIRE K TO 12)

The learners demonstrate understanding of basic science concepts and application of science-inquiry skills. They exhibit scientific attitudes and values to solve problems critically, innovate beneficial products, protect the environment and conserve resources, enhance the integrity and wellness of people, make informed decisions, and engage in discussions of relevant issues that involve science, technology, and environment.

KEY STAGE STANDARDS: (STANDARDS FOR SCIENCE LEARNING AREAS FOR K-3, 4-6, 7-10 AND 11-2)

K–3	4–6	7–10	11-12
At the end of Grade 3, the learners should have acquired healthful habits and havedeveloped curiosity about self and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring and predicting. This curiosity will help learners value science as an important tool in helping them continue to explore their natural and physical environment. This should also include developing scientific knowledge or concepts.	At the end of Grade 6, the learners should have developed the essential skills of scientific inquiry – designing simple investigations, using appropriate procedure, materials and tools to gather evidence, observing patterns, determining relationships,drawing conclusions based on evidence, and communicating ideas in varied ways to make meaning of the observations and/or changes that occur in the environment. The content and skills learned will be applied to maintain good health, ensure the protection and improvement of the environment, and practice safety measures.	At the end of Grade 10, the learners should have developed scientific, technological, and environmental literacyand can make that would lead to rational choices on issues confronting them. Having been exposed to scientific investigations related to real life, they should recognize that the central feature of an investigation is that if one variable is changed (while controlling all others), the effect of the change on another variable can be measured. The context of the investigation can be problems at the local or national level to allow them to communicate with learners in other parts of the Philippines or even from other countries using appropriate technology. The learners should demonstrate an understanding of science concepts and apply science inquiry skills in addressingreal-world problems through scientific investigations.	At the end of Grade 12, the learners should have gained skills in obtaining scientific and technological information from varied sources about global issues that have impact on the country. They should have acquired scientific attitudes that will allow them to innovate and/or create products useful to the community or country. They should be able to process information to get relevant data for a problem at hand. In addition, learners should have made plans related to their interests and expertise, with consideration forthe needs of their community and the country — to pursue either employment, entrepreneurship, or higher education.

K to 12 Science Curriculum Guide August 2016
Learning Materials and equipment technical specifications may be accessed at http://lrmds.deped.gov.ph/.
Page **4** *of 203*
**These materials are in textbooks that have been delivered to schools.*



K to 12 BASIC EDUCATION CURRICULUM

GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 3 – MATTER **FIRST QUARTER/FIRST GRADING PERIOD**						
1. Properties 1.1. **Characteristics of solids, liquids, and gases**	*The learners demonstrate understanding of...* ways of sorting materials and describing them as solid, liquid or gas based on observable properties	*The learners should be able to...* group common objects found at home and in school according to solids, liquids and gas	*The learners should be able to...* 1. describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	**S3MT-Ia-b-1**	1. BEAM 5. Unit 4. Learning Guides. 3 Materials. Module 1. February 2007. 2. Moving Onward with Science and Health 1 Teacher's Manual. Dungan-Ramires, Cristeta, et al. 1997. pp. 56-69 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 115-119, 152-155.* 4. Science and Health 1. Coronel, Carmelita C., et al. 2000. pp. 83-91. 5. Science and Health 1. Bañez, Resurreccion S., et al. 1998. pp. 108-121. * 6. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 125-133. * 7. Into the Future: Science and Health	1. 5-Newton Spring Balance 2. Beral Pipette Dropper 3. Double-pan Balance, 500g

K to 12 Science Curriculum Guide August 2016
Learning Materials and equipment technical specifications may be accessed at http://lrmds.deped.gov.ph/.
Page **17** *of 203*
**These materials are in textbooks that have been delivered to schools.*

Curriculum Guide for Grade 3 Science retrieved from:
https://www.deped.gov.ph/wp-content/uploads/2019/01/Science-CG_with-tagged-sci-equipment_revised.pdf

1. **Conceptual framework**

   - shows the guiding principles in which the teaching of the subject area is anchored on.

2. **Learning area standards**

   - shows the learners' expected level of proficiency in terms of the learning or subject area.

3. **Content standards**

   - are "benchmarks of knowledge and skills" as defined in DO 31 s. 2012
   - define what learners are expected to know (knowledge, facts and information), what they should be able to do (process or skills) with what they know, and the meanings or understandings that they construct or make as they process the facts and information (Enclosure to DO 31 s. 2012, p. 1)
   - answer the question: "What do learners want to know, be able to do, and understand?"

4. **Performance standards**

   - are 'benchmarks of transfer of learning' as defined in DO 31 s. 2012
   - define the expected proficiency level which is expressed in two ways: learners should be able to use their learning or understanding in real-life situations and they should be able to do this on their own (Enclosure to DO 31 s. 2012, p. 2)
   - answer the questions: "What do we want learners to do with their learning or understanding?" and "How do we want them to use their learning or understanding?"

5. **Key stage standard**

   - shows the degree or quality of proficiency that the learner is able to demonstrate in each key stage after learning a particular learning area in relation to the core learning area standard.
   - key stage refers to stages in the K to 12 program reflecting distinct developmental milestones. Assessment of learning is critical at the end of each stage. The key stages are:

     Key stage 1 - Kindergarten to Grade 3

     Key Stage 2 - Grade 4 to Grade 6

     key Stage 3 - Grade 7 to Grade 10

     Key Stage 4 - Grade 11 and 12

     (DepEd Order no. 21, s. 2019, p. 4)

6. **Grade level standards**

   - shows the degree or quality of proficiency that the learner is able to demonstrate in each grade level (grades 1-10)

7. **Learning competencies**

   - knowledge, understanding, skills, and attitudes that learners need to demonstrate in every lesson and/or learning activity (DepEd, 2020)

Some curriculum guides may also provide additional information such as a brief introduction or outline, philosophy and guiding principles, and other inputs to help teachers gain a deeper understanding of the subject area. The curriculum guide unpacks the program and learning area standards to help teachers in designing activities for the lesson plan.

Required Task 1: Case Analysis

The best way for you to know more about the curriculum guides is by exploring it yourself. Read the following scenario and answer the guide questions:

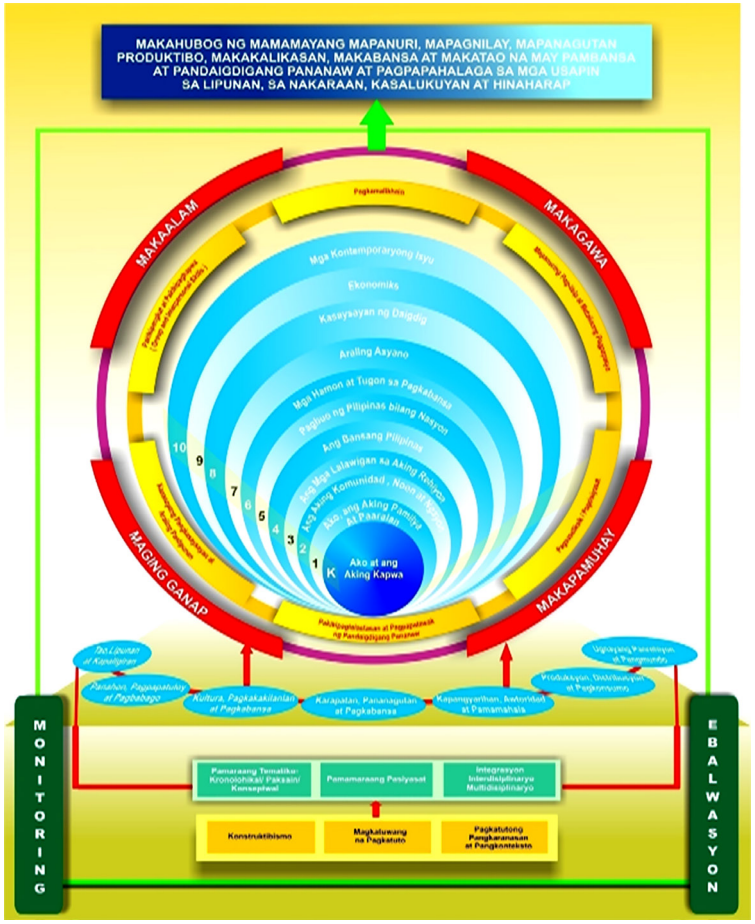
Sheryll is a new teacher who is assigned to teach Grade 4, 5, and 6 Araling Panlipunan in a small elementary school. Since she will be teaching three levels of the same subject, her master teacher told her to check the Araling Panlipunan curriculum. She reflected on the curriculum by answering the following questions:

a. What are the contents that she will teach in the subject area?

b. What is the difference between Grade 4, 5 and Grade 6 Araling Panlipunan curriculum?

c. What approaches are appropriate and relevant for Grade 4, Grade 5 and Grade 6 Araling Panlipunan learners?

As a colleague, you want to help her figure out these concerns. Go through the Curriculum Guide for Araling Panlipunan and answer Sheryll's questions.



Araling Panlipunan Conceptual Framework

Instructions/Give context to these questions

Question	Option	Feedback
1. What are the objectives of the Araling Panlipunan curriculum? a. "functionally literate and developed Filipino." b. "Naipamamalas ang panimulang pag-unawa sa pagkilala sa sarili at pakikipag-ugnayan sa kapwa bilang pundasyon sa paglinang ng kamalayan sa kapaligirang sosyal." c. "Makahubog ng mamamayang mapanuri, mapagnilay, mapanagutan, produktibo, makakalikasan, makabansa, at makatao na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usapin sa lipunan, sa nakaraan, kasalukuyan, at hinaharap." d. "Pagsunod sa teorya sa pagkatuto na kontruktibismo, magkatuwang na pagkatuto (collaborative learning), at pagkatutong pangkaranasan at pangkonteksto at ang paggamit ng mga pamaraang tematiko-kronolohikal at paksain/ konseptuwal, pagsisiyasat, intregratibo, interdesiplinaryo at multisiplinaryo."		
2. Are there differences between Grade 4, 5, and 6 Araling Panlipunan curriculum? a. There are no differences between these grade levels because they have the same key stage standards. b. There are no differences between these grade levels because they follow the same format as any other subjects and grade level. c. There are differences between the grade level's content because the curriculum works in a developmentally progressive framework. d. There are differences between the grade level's content because unlike the previous curriculum, Grade 5 already covers the Philippine nationhood.		

Question	Option	Feedback
3. What approaches are appropriate and relevant for Grade 4 to Grade 6 Araling Panlipunan learners? a. The approaches should follow a constructivist approach with emphasis on content contextualization. b. The approaches in Araling Panlipunan should be; constructivist, collaborative, and contextual. c. The approaches in Araling Panlipunan should be; thematic, investigative, and multidisciplinary d. The approaches in Araling Panlipunan should be developmentally progressive.		
4. How is the content standard different from the performance standard? a. Content standard answers the question: "What do the learners need to learn?" while the performance standard answers the question: "What do the learners need to do to demonstrate their knowledge?" b. Content standard is the outline of content learners need to learn while the performance standard is a performative assessment done by the end of the lesson. c. Content standard is a series of chronological events in history that learners need to learn while performance standard is the part where teachers and learners reflect on their learning experience. d. None of the above.		
5. I want to set a goal for my class this coming school year. Based on the Araling Panlipunan 4 curriculum, the Learning Area Standard for AP 4 is: "Naipagmamalaki ang pagka-Pilipino at ang bansang Pilipinas na may pagpapahalaga sa pagkakaiba-iba ng mga kulturang Pilipino batay sa paggamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas." What goal would you suggest for my class in AP 4? (open-ended question)		

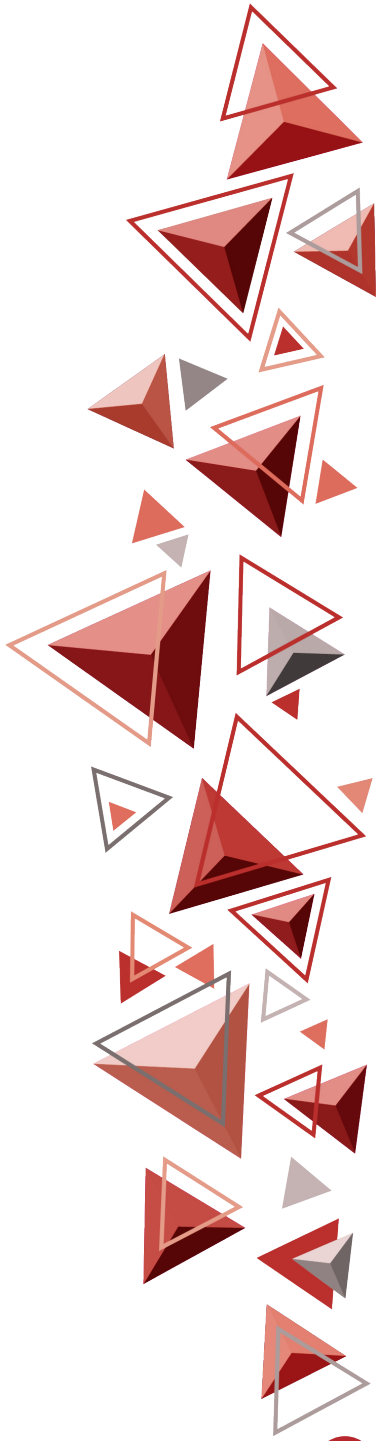
Now, it's your turn! Go through the curriculum guide of the subject area you teach. Be guided by the instructions and questions below:

1. Study the conceptual framework found in the curriculum guide and reflect on the guiding principles and philosophies your subject area is anchored on. Are there concepts that are new to you? Which guiding principles or philosophies do you think are reflected in your current teaching practices?

2. Study the core learning area/learning area standards of your subject area. If you are teaching senior high school, look for the course/subject description. For Kindergarten and ALS, you may refer to the Introduction or the description of learning strands. These portions in the curriculum guide give you a broad idea of expectations and/or expected outcomes of the learning area/course/subject. List down key words/concepts to help you remember the core learning standards.

3. Familiarize yourself with the content and performance standards. How could they help you in planning your lessons?

4. Study the curriculum matrix/guide. You will see that it contains the content standards, performance standards and learning competencies. How are the learning competencies related to the content and performance standards? Which do you think could be met in a short period of time (within a lesson) and which are expected to be attained in a longer period of time?



Summary

- The Curriculum Guide provides teachers substantial guidance in implementing the K to 12 curriculum.
- There are seven salient features of the curriculum:

1. **Conceptual framework** shows the guiding principles in which the teaching of the subject area is anchored on.
2. **Learning area standards** show a learner's expected level of proficiency in terms of the learning or subject area.
3. **Content standards** are "benchmarks of knowledge and skills" as defined in DO 31 s. 2012 and answer the question: "What do learners want to know, be able to do, and understand?"
4. **Performance standards** are 'benchmarks of transfer of learning' as defined in DO 31 s. 2012 and answers the questions: "What do we want learners to do with their learning or understanding?" and "How do we want them to use their learning or understanding?"
5. **Key stage standard** shows the degree or quality of proficiency that the learner is able to demonstrate in each key stage after learning a particular learning area in relation to the core learning area standard.
6. **Grade level standard** shows the degree or quality of proficiency that the learner is able to demonstrate in each grade level (grades 1-10)
7. **Learning competencies** shows the knowledge, understanding, skills, and attitudes that learners need to demonstrate in every lesson and/or learning activity (DepEd, 2020)

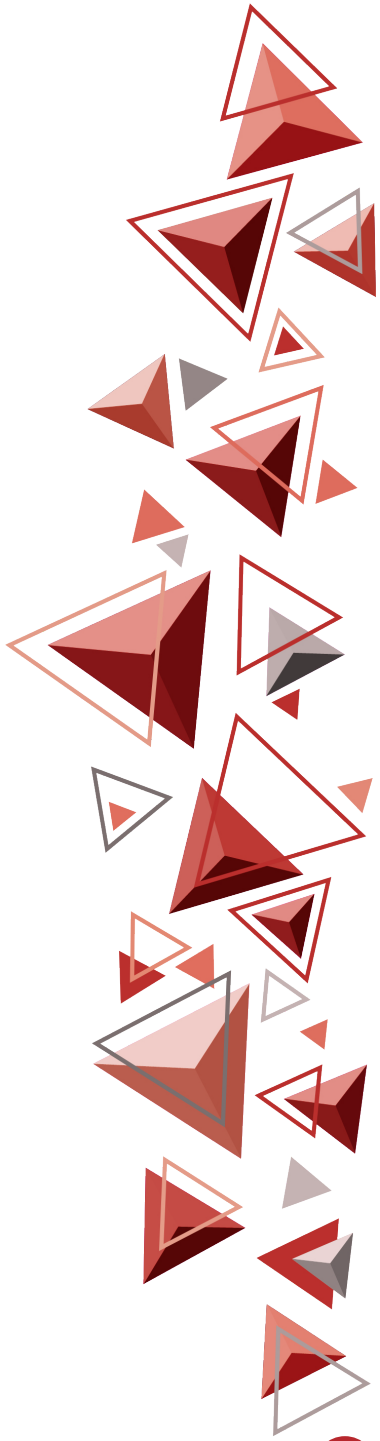
Session 2: Using Curriculum Guide in Preparing Daily Lesson Log / Daily Lesson Plan

Prior Knowledge Assessment

Read DepEd Order No. 42 s. 2016 on Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program then fill in the blanks:

a. Outstanding	d. Daily Lesson Log (DLL)
b. Results-based	e. Daily lesson plan (DLP)
c. Very satisfactory	f. Learning area standard

1. _____ is a template that teachers use to log parts of their daily lesson. It covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
2. _____ is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. It typically contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
3. Daily lesson preparation is part of the teacher's core function as a facilitator of learning inside the classroom. Lesson plans are considered means of verification (MOV) in DepEd's _____ Performance Management System (RPMS).
4. Teachers must have a deep understanding of the curriculum and strive to teach its content. In planning daily lessons, teachers need to follow the _____ of the learning area being taught. Using this, teachers can plan the many ways to teach what it contains including content and performance standards.
5. Newly-hired teachers who earned a rating of _____ or _____ in the RPMS in a year shall no longer be required to prepare DLPs, while newly-hired teachers who earned a rating of "Satisfactory" shall still be required to prepare DLPs until such time that their RPMS assessment has improved.



Key Topic 1: Learning Codes

As a newly hired teacher, you are asked to make a detailed lesson plan for the subject assigned to you on the first week of the First Quarter. Your principal asked you to use the learning codes in budgeting the activities and in unpacking the learning competencies. There are things that you must consider in understanding the learning codes.

Remember that:

- The learning code in every subject contains letters and numbers that correspond to the subject and grade level, abbreviation of the quarter title, quarter number, number of weeks and its order and competency number

Example:

Study the sample curriculum guide in Science.

K to 12 BASIC EDUCATION CURRICULUM

GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	SCIENCE EQUIPMENT
Grade 3 – MATTER **FIRST QUARTER/FIRST GRADING PERIOD**						
1. Properties 1.1. **Characteristics of solids, liquids, and gases**	*The learners demonstrate understanding of...* ways of sorting materials and describing them as solid, liquid or gas based on observable properties	*The learners should be able to...* group common objects found at home and in school according to solids, liquids and gas	*The learners should be able to...* 1. describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow);	**S3MT-Ia-b-1**	1. BEAM 5. Unit 4. Learning Guides. 3 Materials. Module 1. February 2007. 2. Moving Onward with Science and Health 1 Teacher's Manual. Dungan-Ramires, Cristeta, et al. 1997. pp. 56-69 3. Growing with Science and Health 1. Domanais, Lucia C., et al. 1997. pp. 115-119, 152-155.*	1. 5-Newton Spring Balance 2. Beral Pipette Dropper 3. Double-pan Balance, 500g

S3MT-Ia-b-1

Look at the parts of the curriculum guide. Pay attention to the following details.

Parts of the Curriculum Guide	Learning Code	Meaning
Subject	S	Science
Grade Level	3	3
Quarter Title/Strand	MT	Matter
Quarter	I	First
Weeks the learning competencies will be taught	a-b	First and Second Week
Learning Competency number	1	1

Required Task 1: Mentor-Mentee Collaboration

How will the learning code help you in planning your lesson? Please discuss your answer with your mentor, and list down some collaborative points that emerged in your discussions. Include in the instructions that they will refer to the learning code above for this activity

Question	Answer/Possible Answer	Mentor-Mentee Collaborative Points
1. What is the learning competency to be taught for that week?		
2. How long do you have to teach the lesson?		
3. Why do you think this particular competency will be taught in two weeks?		

Question	Answer/Possible Answer	Mentor-Mentee Collaborative Points
4. How will you unpack the learning competency?		
5. What guides you in unpacking the learning competency? How?Why?		
6. What assessment can be done at the end of the two-week lesson?		

Required Task 2: Complete the table

As a newly hired teacher assigned in a multi-grade school, it is very important that you can easily see the relevance of the learning codes to the subject and grade level you are teaching. Remember that a multi-grade teacher handles more than one grade level at the same time. To further enhance your skills, unpack the learning code listed below.

Code	Subject	Quarter Title	Quarter No.	Number of Weeks/Order	Competency Number
KMKPPam-00-3	_____	_____	_____	_____	_____
MT1FIIIa-Ivi1.3	_____	_____	_____	_____	_____
EsP1PIIb – 2	_____	_____	_____	_____	_____
PE10PF-IVc-h56	_____	_____	_____	_____	_____
EN11/12OC-Ia-1	_____	_____	_____	_____	_____

Processing Questions

1. How important are the learning codes to you as a teacher? Answer in a minimum of twenty (20) words.

2. How can the learning code help a teacher in budgeting the learning competencies and planning the lesson for a subject? Answer in a minimum of twenty (20) words.

Required Task 3: Filling out a DLL template (Portfolio Output)

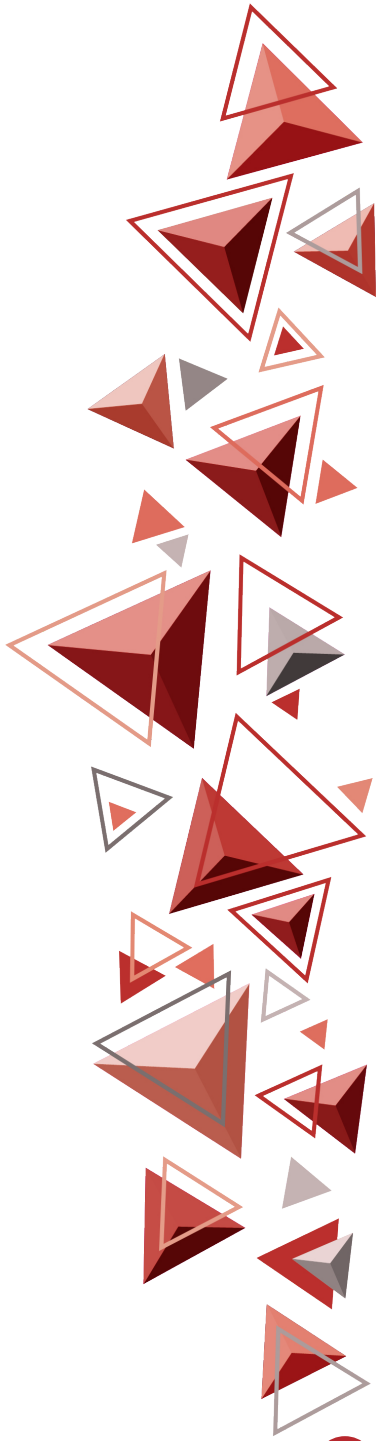
Study the DLL template and samples from DO. 21 s. 2016. **Fill-out parts I-III** and align them with the curriculum guide of your respective subject area and grade level. Please use the template attached. You may collaborate with your mentor. *You may use a separate Word file for this output)*

Based on Annex 2B.6 to DepEd Order No. 42, s. 2016

DAILY LESSON LOG **SENIOR HIGH SCHOOL**	**School**		**Grade Level & Quarter**	
	Teacher		**SHS Track**	
	Inclusive Dates		**Learning Area**	
	Scheduled Time		**Topic**	

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
I. OBJECTIVES	*Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedure must be followed and if needed, additional lessons, exercises, and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the Curriculum Guides.*				
A. Content Standard					
B. Performance Standards					
C. Learning Competencies / Objectives (Write the LC Code)					

II. CONTENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the Curriculum Guide, the content can be tackled in a week or two.				
III. LEARNING RESOURCES	*List of materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.*				
A. References					
1. Teacher's Guide pages					
2. Learners' Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resources Portals					
B. Other Learning Resources					



Work with your mentor and prepare your lessons for the week. Complete the Daily Lesson Log (DLL) from parts IV-V and follow the curriculum guide of your respective subject area.

IV. PROCEDURES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	These steps should be done across the week. Spread out the activities appropriately so the learners will learn well. Always be guided by demonstration of learning by the learners which you can infer from formative assessment activities. Sustain learning systematically by providing learners with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Revising previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/ instances of the new lesson					
D. Discussing new concepts and practicing new skills #1					
E. Discussing concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment 3)					

G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning					
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION	*Reflect on your teaching and assess yourself as a teacher. Think about your learners' progress this week. What works? What else needs to be done to help the learners learn? Identify what help your Instructional Supervisors can provide for you so when you meet them, you can ask them relevant questions.*				
A. No. of learners who earned 80% in the evaluation.					
B. No. of learners who require additional activities for remediation					

C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation.					
E. Which of my teaching strategies worked well? Why did it work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I used/discover which I wish to share with other learners?					

Required Task 4: Yes or No

Use the following checklist to self-assess your daily lesson log.

GUIDE QUESTION	YES	NO
1. As a newly-hired teacher with 5 years of teaching experience, you can already use the DLL format in lesson preparation.		
2. Are you capable of using ICT in your classes?		
3. Are you open to collaboration with other subject teachers?		
4. Are you aware of the learning competencies that your assessments have to meet?		
5. Do your activities allow learners to organize or reorganize their thinking and construct knowledge that is meaningful to them?		

Based on the questions above, determine your strengths and points for improvement.

Strengths	Points for Improvement

Summary

- The K to 12 Basic Education Curriculum provides the curriculum guide that outlines the standards and competencies that are expected to be taught and materials teachers need to cover. Although a curriculum guide can range from very specific to a general outline, teachers from all key stages can use them for direction when planning their lessons.
- Each part of the curriculum guide compliments one another. By carefully studying the standards which can be attained in short and long periods of time, teachers will be able to scaffold every learning episode leading to the attainment of our goals and objectives.
- The key learning stage and grade level standards as well as the content standards, performance standards, and learning competencies will serve as guide or will set the direction of instruction for the whole year/in the preparation of the DLL.
- The knowledge of the key stage standard and grade level standards and other salient features of the cCurriculum will enable us to prepare valuable and meaningful learning activities for the learners.

Module 3: Lesson Planning

Intended Module Learning Outcomes:

At the end of this module, you should be able to:

- understand the importance of lesson planning to the instructional process;
- plan and manage teaching and learning processes to meet DepEd's policy and guidelines on lesson preparation; and
- use appropriate instructional models, strategies, and methods to meet curriculum requirements and varied teaching contexts

Module Outline:

Session 1 - Curriculum and Instruction Alignment

Session 2 - Nature and Purpose of Lesson Planning

Session 3 - Parts of the Lesson Plan

Estimated Time Required: 1.5 hours

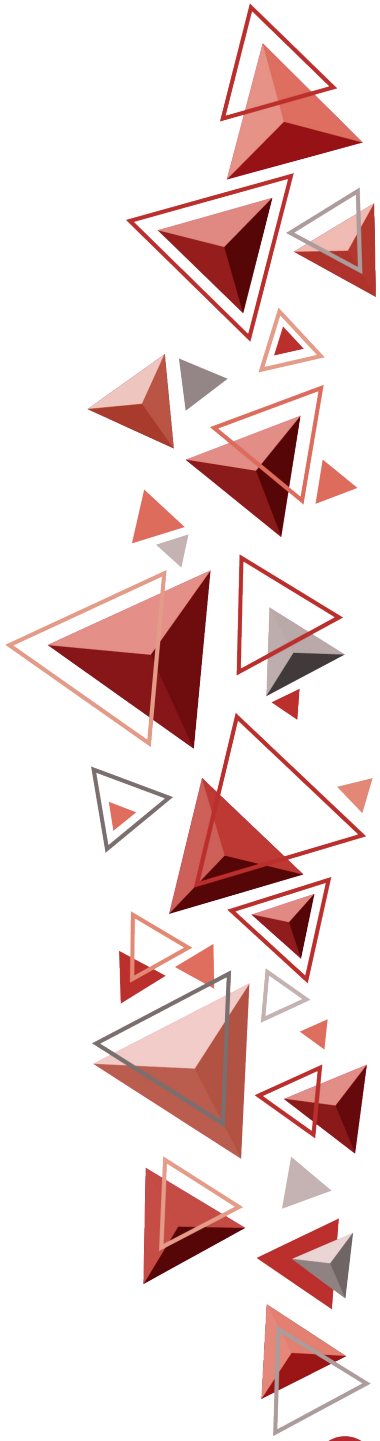
Required Tasks

The following are the tasks in this module.

- Reading activities
- Scenario Analyses
- Writing activities
- Reflections
- Output for Portfolio: Improving a Lesson Plan

Required Resources

- DepEd Order no. 42 s. 2016 on *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program.*
- DepEd Order no. 42 s. 2017 on The National Adoption and Implementation of the *Philippine Professional Standard for Teachers*

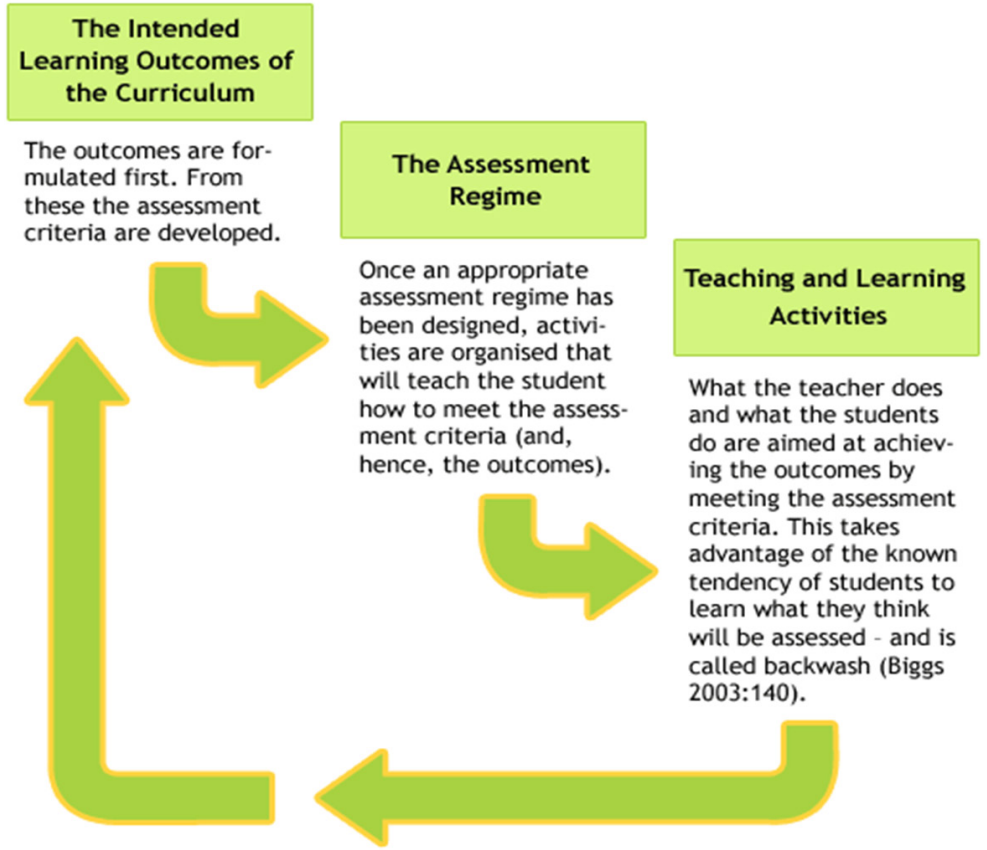


Session 1: Curriculum and Instruction Alignment

All teachers are expected to prepare a well-designed lesson plan to ensure its effective delivery. This is an indispensable part of the teaching process. Lesson planning allows teachers to carefully map out the activities that will transpire in his or her classroom. It should include how to develop and unravel the lesson to his or her learners.

Lesson planning involves organizing what must be taught, how it will be taught and how it will be assessed. There should be an alignment between instruction and assessment. As stated in DepEd Order 8 s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, once the objectives of the lesson have been identified, teachers need to prepare a formative assessment plan integrated into the lesson and aligned with the lesson objectives.

This will serve as the guide in determining the lesson content and the activities included. If the assessment mirrors the curriculum, the learners will learn what they are supposed to be learning.



Bigg's Model of Constructive Alignment in Curriculum Design highlights the importance of proper alignment of assessment and learning objectives.
From: Biggs (2003)

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Scenario: Teacher Gina has been an elementary teacher for more than 15 years. She had taught all grade levels and showed mastery of the subject matter. She regularly submits her lesson plan but admits that she does the bare minimum in its preparation. She rarely updates and adopts to current teaching strategies and activities and does not reflect on how her learners performed. Most of her efforts are concentrated on the actual linear delivery of instruction.

She believes that following her traditional teaching strategies is enough to indicate that the learners are learning.

Question	Option	Feedback
Teacher Gina's experience and mastery of the subject matter showed that she is a veteran teacher. Is it advisable that lesson planning requires only the bare minimum because the focus should be placed on the actual execution of the lesson instead?	a. Yes. Lesson plans take time to prepare. The important thing is you know the lesson and how you will deliver it. b. No. Lesson plans are an integral part of the instructional process. It lays out the plan for the lesson. It ensures that the lesson will be taught well.	
Preparing lesson plans and the actual delivery of the lesson are not connected with each other. Is this true?	a. Yes. Lesson planning and actual delivery of the lesson are different and separate instructional procedures. b. No. Lesson planning and actual delivery of the lesson are interconnected with one another.	

Question	Option	Feedback
Teacher Gina uses the positive reaction of the pupils to measure the achievement of learning outcomes. As a teacher, should you do the same?	a. Yes. The pupils' positive reaction is a clear indication that they learned something. It was a favorable learning experience for them. Teacher Gina achieved her instructional goals. b. No. A positive reaction does not necessarily attribute to achievement of the learning goals. The lesson may be a pleasurable experience; but it does not necessarily mean that the pupils learned the intended outcomes.	Lesson planning entails planning for the assessment. It goes hand in hand with the development of the lesson. A corresponding form of assessment should also be included to make sure that there is congruence. DepEd Order 8 s. 2015 provides for the guidelines on the assessment of learning outcomes. This assessment goes beyond the simple positive reaction of pupils during class instruction.

Summary

- Lesson planning entails determining what needs to be taught, how it will be taught, and how it will be assessed. There should be consistency in both instruction and assessment.
- Bigg's Model of Constructive Alignment in Curriculum Design emphasizes the significance of aligning assessment and learning objectives. This will be used as a guide to determine the lesson content and activities. If the assessment is aligned with the curriculum, the students will learn what they are supposed to learn.
- To ensure effective delivery, all teachers are expected to prepare a well-designed lesson plan. This is an essential component of the teaching process. Lesson planning enables teachers to meticulously plan out the activities that will take place in their classroom. It should include how he or she will develop and explain the lesson to his or her students.

Session 2: Nature and Purpose of Lesson Planning

Key Topic 1: Lesson Planning

A lesson plan is organized, logical and developmental in nature. Teachers place a great deal of consideration on the instructional strategies that would suit the learners' individual differences. As much as the lesson plan serves as the teachers' guide in teaching, this should not confine them in the possibility of adjusting their instruction. There should be an element of versatility in the effective delivery of the lesson. Adjustment may happen during the actual delivery of the lesson. As long as the learning objectives are met, the adjustment will not be considered as a deviation from the actual lesson. The teacher should remain open and responsive to the needs of the learners.

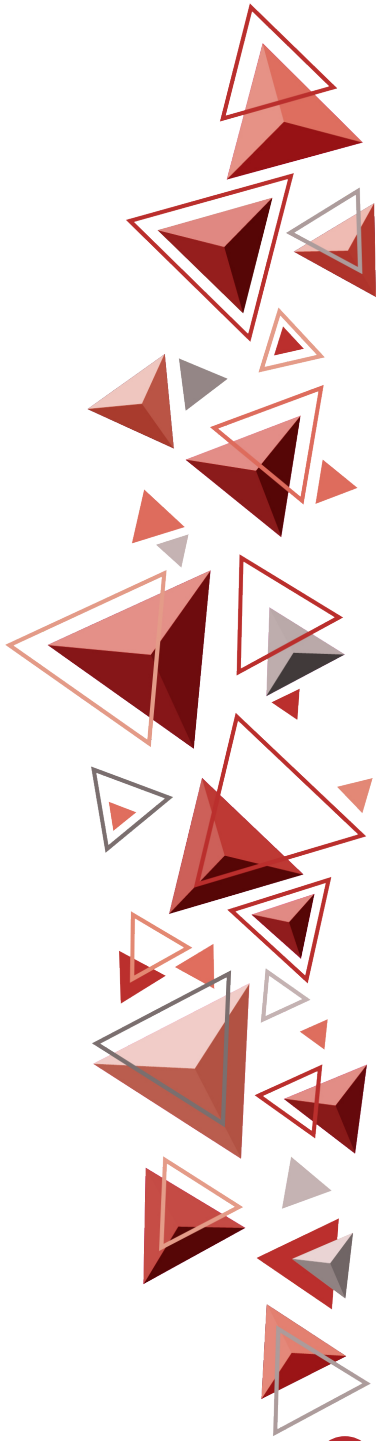
The use of ICT promotes learning among learners. It provides a different learning opportunity for them to showcase their knowledge and skills. The teachers' use or integration of ICT in their lesson allows them to differentiate in class. Its use could be beneficial in terms of providing a variety of learning modality options, ease in lesson preparation, and encouraging collaboration, sportsmanship, and innovation.

Lesson planning promotes reflective practice on the part of the teacher. It allows them to reflect on the activities that they will include in the lesson. It also encourages them to reflect on the learning outcomes.

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Teacher Rowel plans his lessons well. His lesson plan shows the detailed activities he intends to do during his actual teaching. He follows a logical sequence of activity as his lesson would unfold. He prepares instructional materials and integrates ICT. He uses engaging activities that learners find interesting. His school principal observed him during one of his classes. He conducted a short review of the previous lesson using an on-line game application. It took 10 minutes more than he planned it to be. It is evident that the class enjoyed the on-line game as a form of review. However, the scores of the learners in the review was not as high as he expected. This review is essential since the previous lesson is a prerequisite skill for the new lesson. He had given enough number of items during the review to cover all the needed competencies in preparation for the new lesson. He asked the learners if they have any questions regarding the previous lesson. When no one asked a question, he moved on to the lesson proper. He constantly asked his pupils if they understood the lesson. Everyone said yes. They got to the evaluation part of the lesson. Only 50% of the class got mastery level. Teacher Rowel was disheartened by the results. He followed everything in his lesson plan, with the exemption of a 5-minute overtime, he believes that his lesson went accordingly.



Question	Option	Feedback
Assuming that the lesson plan was well-crafted and the activities Teacher Rowel used are all appropriate, what do you think contributed to the low results of the learner evaluation? What could have been done instead?		
Teacher Rowel's use of an on-line game is an effective way to integrate ICT in his lessons. The learners appear to have been engaged in the process. Aside from the learner engagement, what other insights may be derived from his use of this activity?		
If you were Teacher Rowel, how would you proceed based on the results of the day's lesson?		

Required Task 2: Moving from Assessment to Progress (Output for Portfolio)

Reflect on the sample lesson plan below. Based on what you have learned about a well-designed lesson plan, provide inputs on how you could improve it. Please put your answer in another sheet of paper and compile it as a part of your portfolio. Please talk to your mentor about your inputs.

LESSON PLAN IN SCIENCE 6

I. Learning Objectives:

At the end of the lesson, the pupils are expected to:

- Identify living and nonliving things in an ecosystem.
- Draw samples of living things and non-living things found in an ecosystem.
- Show concern in (to?) the environment.

II. Subject Matter: Living and Non-Living Things

Content Standard: The learners demonstrate understanding of the interactions for survival among living and nonliving things that take place in tropical rainforests, coral reefs, and mangrove swamps.

Performance Standard: The learner form discussion groups to tackle issues involving protection and conservation of ecosystems that serve as nurseries, breeding places, and habitats for economically important plants and animals.

References:

K-12 Curriculum Guide (S5MT-lli-j-5)
Science Links 6 pp. 246-250
Cyber Science 6 pp. 165-170
www.kahoot.com

Materials: Visual Aids, Cartolina, Powerpoint presentation, plant, water, stone, chair, table, bag, book, picture frame, soil, air, pictures of living and nonliving things, metacards, video clip

Process Skills: Observing, Identifying, Classifying, Investigating

Value Integration:

- Cooperation in performing the activity.
- Honest to the result of the activity.
- Caring for the environment.

III. Learning Tasks:

A. Engagement

1. Health Inspection

The class will use a "Random Word Picker" to determine what will be inspected, the leader will check his/her member and do the reporting afterwards.

Reference: "Random Name Picker" Accessed October 04, 2019
https://www.classtools.net/random-name-picker/46_HE5ecY

2. Science Trivia

3. Review:

Spore and cone-bearing plant reproduction using online game. ***www.kahoot.com***

4. Motivation:

Activity 1:
LITERACY

Material: chart, metacards,

What to do:

1. Divide the class into 5 groups.
2. The teacher will prepare the materials needed for the activity.

3. Using your prior knowledge, provide five examples of living things and five examples of non-living things, then explain how you know that they are alive or not. Write your answer on the chart provided.

Living Things	Non-living Things
Examples:	Examples:
How do you know they are living?	How do you know they are NOT living?

2. Presentation

Ask the learners the following processing questions based on their observation:

a. How do you find the activity?
b. How do you classify your examples? What are their characteristics? Can they move? Grow? Or produce?
c. Which of the materials have life? Have no life?
d. What did you learn from this activity?

B. Exploration

1. Setting Standards during Group Activity
    a. Avoiding unnecessary noise during group activity.
    b. Focus and cooperation in all activities.
    c. Write down important notes to gather information.
    d. Observed discipline.

Activity 2: Which is Alive or Not?

Materials: pictures, chart, metacards, marking pen

Procedures:

1. Divide the class into 5.
2. Prepare the materials needed for the activity.
3. Sort the pictures into living and non-living things.
4. Decide as a group, which are living and which are not, then explain WHY you put the picture into the category you chose.
    a. If you're done with the activity you will have to clap three times and shout the Group's name.
    b. After a specific time, each group will present / report and post their observations.

Picture	Living or Non-living Things	Evidence/Reasoning

C. Explanation / Reporting

Discussion on the result of each activity

1. How do you find the activity?
2. How do you classify the pictures?
    a. What are the characteristics of living things? of non-living things?
    b. Where are these living things and non-living things found?
    c. What do you call those places where you can find both living and nonliving things, such as your residences, ponds, rivers, mountain, dessert, waterfall, lake and many more?

VALUE FORMATION:

Do you have pets at home? How should you treat your pet? Why should we treat our pets and other living creatures properly? How about your school supplies and books, how should you show your care for them? Is it necessary to take care of them even though they are lifeless? Why?

D. Elaboration / Generalization

- Class do you have question/s?
- Did you understand our lesson?
- What have you learned from our lesson for today?
- (Living and non-living things using a graphic organizer based on the answer of the pupils.)
- Showing a video as a generalization of the lesson.

E. Enrichment:
Rubrics in Participation/Group Activities

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points
Contribution	One or more members do not contribute.	All members contribute, but some contribute more than others.	All members contribute equally.	All members contribute equally, and some even contribute more than was required.
Cooperation	Teacher intervention needed often to help the group cooperate.	Members work well together some of the time. Some teacher intervention needed.	Members work well together most of the time.	All members work well together all of the time; assist others when needed.
On task	Team needs frequent teacher reminders to get on task.	Team is on task some of the time. Needs teacher reminders.	Team is on task most of the time. Does not need any teacher reminders.	Team is on task all of the time. Does not need any teacher reminders.
Communication	Members need frequent teacher intervention to listen to each other and speak to each other appropriately.	Members need some teacher intervention to be able to listen to each other and speak to each other appropriately.	All members listen to each other and speak to each other in equal amounts.	Each member listens well to other members. Each member speaks in friendly and encouraging tones.

Differentiated Instruction

Cooperate with your respective group to come up with an output regarding living and nonliving things in a mini ecosystem.

Group 1: **"ACT IT OUT"**
Show through a pantomime activity of living and nonliving things in a pond.

Group 2: **"SKETCH ME"**
Make a poster on how we can protect our ecosystem.

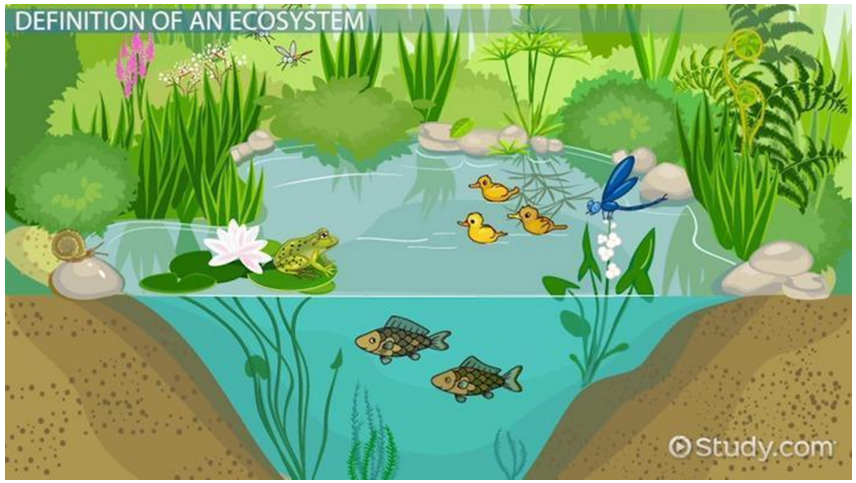
Group 3: **"RAP IT"**
Compose a song on living things and non-living things.

Group 4: **"INFORM ME"**
Create a graphic organizer about living and nonliving things.

Each group will present their output. They will be graded based on the rubric presented by the assigned group and the teacher. Group 1 will be graded by Group 2, Group 2 by Group 3, Group 3 by Group 4, Group 4 by Group 1.

E. Evaluation

a. Identify the living and non-living things in the pond ecosystem shown in the picture.



Living Things	Non-living Things

b. Draw one living thing and one non-living thing found in a river ecosystem.

Living Thing	Non-living Thing

Answer Key

For 1-3:

Living Thing	Non-living Thing
Ducks, dragon flies, water weeds, frog, fish, snail, water lily, grasses	Water, rock, air, sand, soil

For 4-5. Answers may vary

IV. Extension:

Identify living things and non-living things interacting in tropical rainforest, mangroves, and swamp ecosystems.

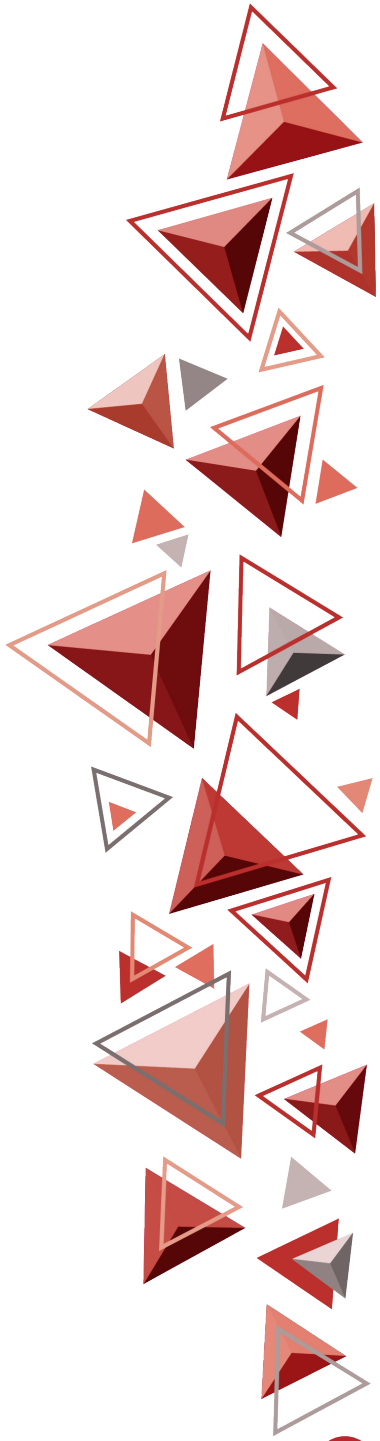
Required Task 3: Complete the table

Regardless of what subject you teach, preparing a lesson plan helps you prepare for class by mapping a clear outline for the day. Your lesson plans do not need to be complicated or long. Most importantly, they have to effectively relay your lessons and must be tailored to how you plan to teach the material. It must also clearly define and enumerate the goals and objectives you want your learners to learn and achieve as part of the curriculum.

Creating an effective lesson plan means you need to consider the flow and structure of your lessons. It is a good idea to allot some time to think about what it is you want to accomplish with this lesson plan and/or the goals you want to reach with your class. You may take notes or observe the lesson plans of other teachers if you find them interesting or effective to help improve your own. This is not really necessary every time but if you plan to continually improve your lesson plan, it is a good idea to look at many different sources. One good trick is to create an outline by initially writing it down then continually improving it as you go on. This can be helpful if you want to organize your thoughts as you create your lesson plan.

Complete the table below. Reflect on the sample lesson plan. Choose the part that you would like to comment on and describe it on the 1st column. Give your comment or suggestion on how that part could still be improved. Write your answers on the second column. This could also be done through an interactive group chat with colleagues. An intellectual exchange of ideas among fellow newly-hired teachers would further enrich one's learnings.

Part of the Lesson Plan	Comment or Suggestion



Summary

- A lesson plan is organized, logical and developmental in nature. Lesson plans should effectively relay your lessons and they must be tailored to how you plan to teach the material. It must also clearly define and enumerate the goals and objectives you want your learners to learn and achieve as part of the curriculum.

- Creating an effective lesson plan means you need to consider the flow and structure of your lessons. It is a good idea to allot some time to think about what it is you want to accomplish with your lesson and/or the goals you want to reach with your class.

- Lesson planning promotes reflective practice on the part of the teacher. It allows them to reflect on the activities that they will include in the lesson. It also encourages them to reflect on the learning outcomes.

Session 3: Parts of a Lesson Plan

Key Topic 1: The Structure of a Lesson Plan

DepEd Order no. 42, s. 2016 provides that a lesson plan is composed of three parts namely beginning, middle and end. The beginning part serves as the opening of the lesson. It may include activities like review and/or clarification of the previous lesson, introduction of the new lesson, establishing connection between the old and new lesson and statement of the new lesson's objectives as a guide for the learners. These serve as startup activities that would ease the transition from the old lesson to the new. As the constructivists' theory purports, the learners' previous knowledge will help in acquiring new knowledge.

The middle part of the lesson plan is the main part of the lesson. You may provide activities and tasks that would allow the learners to make use of their prior knowledge in constructing new ideas and meanings. It is the time when you, as the teacher, convey new information to learners as you facilitate them towards the abstraction of concepts and differentiated techniques and activities may be utilized. You are also encouraged to regularly check the learner's understanding through feedback.

The end part of the lesson plan wraps up what transpired during the lesson. It could be done through a summary or closure that reinforces and/or assesses the learners' learning.

Following the parts of the lesson plan will enable the teachers to achieve a developmentally arranged lesson plan. This would satisfy indicator 4.1.2 of the Philippine Professional Standards for Teachers (PPST), which states that teachers shall plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

Developmentally sequenced teaching and learning processes is defined in PPST-RPMS Module 7 as the order of activities that keeps the learners engaged in the content and purposely scaffolds learners towards achieving the lesson's objectives by maximizing allotted time.

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Scenario: Teacher Edawro's lesson plan includes the following activities: a recap and review of the previous lesson, an introduction and analysis of the new lesson, connecting the old and new lessons, and then a summary of everything. All of these are explicitly stated on his lesson plan.

Question	Option	Feedback
Looking back at the activities included in Teacher Edawro's lesson plan, would you say that they are developmentally arranged? a. Yes. The sequence of activities shows the gradual transition from the previous lesson connecting it to the new lesson and wrapping up all that transpired. b. No. Explanation of the new concept should have been done right after the introduction of the new lesson. c. Maybe. What a developmentally arranged lesson plan needs is to simply provide an introduction at the beginning and a closure at the end. d. It does not matter since all the activities are interchangeable.		
Teacher Edawro has a series of activities in his lesson plan. Which part of the lesson plan refers to the main part of the lesson? a. introduction of the new lesson b. establishing connection between the old and new lesson c. presentation and explanation of the new concept of the day's lesson d. checking of learners' understanding		
The last activity in Teacher Edawro's lesson plan included a summary of what was taught. Considering that ample time and energy had been exerted towards the discussion, why do you think he still included a summary? a. It is a form of wrap-up activity that provides closure for the day's lesson. b. It allows learners to synthesize everything that they learned. c. It gives a useful recap of the entire lesson that helps remind and refresh learners. d. All of the above		

Key Topic 2: Lesson Planning in the Public School Context

Lesson plans set the foresight of the teacher into the dynamics of learning in the classroom. An accomplished lesson plan signifies that a teacher is prepared to respond to different learning needs. Format-wise, lesson plans vary from pre-service models, institutional prescriptions, and DepEd's reforms. In the public school system, the daily lesson log is recommended to seasoned teachers while the Daily Lesson Plan (DLP) is required to new teachers[1].

According to the DepEd order no. 42 s. 2016, "teachers who have been in the service for more than two (2) years, private school experience included, shall not be required to prepare a detailed lesson plan (DLPs). They may adopt their Daily Lesson Logs (DLLs)."[4]

Important Parts of a DLL and DLP

DLP	DLL
• **Objectives** – goal of the lesson • **Subject Matter** – a particular topic • **Procedure** – set of activities that unpack the lesson • **Assessment** – a tool which determines a learner's grasp of a lesson • **Assignment** – activities that reinforce a lesson or introduce a new topic	• Lesson – topic based on the teacher's manual • Learners' Material – resources, worksheets, exact page numbers of resources • Remarks – report on learners' mastery level • Other activities – interventions for those who did not understand the lesson

1 DO No. 70. s. 2012 – Guidelines on the Preparation of Daily Lessons." (Department of Education, 2012),

Required Task 2: True or False

Read the DepEd order no. 42 s. 2016 and based on your understanding of it, identify whether the following scenarios are TRUE or FALSE.

Question	Option	Feedback
1. Teacher Roger is a veteran teacher with 21 years of teaching experience. He claims that lesson logs are only for new teachers in the field. He also contends that he should be exempted from submitting a DLL.		
2. Teacher Cecile is a newly-hired teacher in the public schools system. Before this, she was a teacher for 4 years in a private school. Her mentor instructed her to follow the DLL format in preparing for her lessons.		
3. In a mentoring session with a Master Teacher, Teacher Phoebe was told that lessons should be consistent with the curriculum guide and the teacher's manual.		
4. In a DLL, other activities do not include intervention and enrichment activities.		
5. For DLL, remarks indicate the learners' mastery level.		

Key Topic 3: Considerations for Lesson Preparation and Teaching

a. **Inclusion of ICT** – in its non-prescriptive suggestions, PPST Resource Package Module 9 cites the importance of ICT platforms in 21st century learning.[2] Technology utilization means that learning mimics the heavily-digital demands of the world. In 2016, the United Nations declared internet access as a basic human right. However, ICT is not the end goal of instruction since it still relies on the need of the curriculum and the resources of the school. The use of ICT has to be strategic enough to aid in the achievement of learning outcomes.

b. **Exploring collaborations** – in the classroom setting, teamwork is emphasized as a 21st century skill, as such, there is sustained use of collaborative activities. How might the same collaboration be practiced by teachers in preparing lessons? LAC session is a rich collegial platform to initiate a dialogue that may enrich lessons because of trends in education, best practices/experience, and distinct perspectives.

c. **Learner-centered activities** – part of K to 12's Curriculum is the emphasis on Constructivism where learners are given the opportunity to organize or reorganize their thinking and construct knowledge that is meaningful to them. This also frames the teacher as a facilitator rather than a sage on the stage. Learner-centered activities do not mean a teacher's complete absence but a reconfiguration of one's purpose in providing solid feedback for learners.

d. **Assuring Assessments** – PPST Resource Package Module 7 echoes the crucial role of assessments in both preparations and actual process of teaching.[3] Assessments are a security blanket for both teacher and learner because it shows the tangible impact of a lesson. It will inform decisions whether a re-teaching or other kinds of intervention is necessary. Types of assessment in the public school system includes written work (quizzes), performance task, and periodic examination – all of which should always be aligned to the learning competencies.

2 PPST Resource Package Module 9 by Department of Education Teacher Education Council (p.21).

3 PPST Resource Package Module 7 by Department of Education Teacher Education Council (p.10).

Required Task 3: Case Analysis

Help the following teachers use ICT in their teaching process by suggesting the best platform to deliver their lesson.

Question	Option	Feedback
1. Teacher Cindy is a Math teacher in Grade 6. She hopes to make her computation activities more interactive using technology. What platform can you suggest to Teacher Cindy?		
2. Teacher Earl wants to avoid using social media as a way to announce his academic instruction. He intends to use this platform for virtual class activities. What platform can you suggest to Teacher Earl?		
3. Teacher Genneth intends to present mathematical concepts using slides. Considering logistical constraints, she prefers an offline file to do this task. What platform can you suggest to Teacher Genneth?		
4. Teacher Demmy is a literature teacher who wishes to visualize book characters in three-dimensional representation. What platform can you suggest to Teacher Demmy?		
5. Teacher Carissa plans to give a synchronous lecture to her Grade 6 learners. However, their context would not allow them to have face to face classes. What platform can you suggest to Teacher Carissa?		

Key Topic 4: Assessment

DepEd Order no. 8 s. 2015 defines Assessment as a continuous process of "identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do." There are two types of assessments, formative and summative. **Formative assessments** are continuous ways of evaluation that are closely related to the learning process such as homework, quizzes, projects, and presentations. On the other hand, **summative assessments** are used to assess whether students have learned the requisite skills and knowledge and are given at the end of a unit, period or year. Summative assessments can also be utilized to gauge the effectiveness of the teaching process.

Assessments are often used in both classroom and large-scale settings for three broad reasons: to aid learning, to assess individual success, and to evaluate programs. The purpose of an assessment determines priorities, and the context of use imposes constraints on the design (National Research Council, 2001). As a result, it is critical to understand that one form of evaluation does not suit all kinds of learners.

Any assessment, regardless of its intent, is built on three pillars: a model of how students represent information and gain expertise in the subject domain, tasks or circumstances that enable one to observe students' results, and an interpretation framework for drawing inferences from the performance evidence thus obtained. Different kinds of assessment shares common principles. One such principle is that assessment is always a process of reasoning from evidence (National Research Council, 2001). One must understand the learners' needs and current learning conditions in order to support their learning. To guide you in unpacking formative assessment, you need to ask the three essential questions: (1) where are the learners going? (2) where are the learners now and what do they already know? and (3) how do the learners get there? It would also be helpful if you consider your role as the teacher, the role of the peers, and the role of the learners in addressing these questions.

Thinking of "where the learners are going?", the learning intentions must be clear to both you as the teacher, and also your learners. In asking "where are the learners now and what they already know", you may design a plan to gather evidence of learning via discussions, tasks, and activities. You may do a diagnostic test. And to facilitate the learners on "how to get there", it is important that you provide feedback that would move the learners forward. In consideration of the roles of the peers and your learners, it will be beneficial to emphasize how they can learn from each other and that they are the owners of their own learning.

Learning assessment as part of the lesson plan supports the role of the teachers indicated in Philippine Professional Standards for Teachers (PPST) that good teachers are vital to raising student achievement, i.e., quality learning is contingent upon quality teaching. PPST's Domain 5 on Assessment and Reporting specifically relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. You, as a teacher, can do paper and pen tests, but there are limitations to this form of assessment. You are encouraged to do other forms of assessments -- such as presentations, portfolios, performances, exhibits and fairs, debates, etc. that would develop 21st century skills among your learners. Indeed, there are a variety of ways to gather assessment data to inform and enhance the teaching and learning process and programs. Thus, it is imperative to take note that learning assessment should be well planned to achieve

meaningful learning that aids the learners' performance.

DepEd Order no. 31, s. 2020 reiterated that the assessment policy is grounded on the following principles:

1. assessment should be holistic and authentic in capturing the attainment of the learning competencies;
2. assessment is integral for understanding the student learning and development;
3. a variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery;
4. assessment and feedback should be a shared responsibility among teachers, learners, and their families; and
5. assessment and grading should have a positive impact on learning.

Thus, DepEd pursues continuity of learning considering that assessment and grading meaningfully support the learner development and respond to varied context.

Required Task 5: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Teacher Gemma gives 4 ungraded quizzes in each unit of study. The quizzes are framed sequentially to have an accumulated record of student success on the unit test. The quizzes are scored (though not included in the unit grade) so that students can identify where they need more study and where they are already successful. This is an indicator that Teacher Gemma can gauge where she will need to spend more time and energy with her instruction to help students be successful on the unit test. Using this approach, Teacher Gemma has been able to document significant gains in student achievement in her classroom, nearly closing the achievement gap entirely with 95% - 98% achievement ratings in all of her units of study.

Question	Option	Feedback
As indicated in the practice of Teacher Gemma, what do you think contributed to the significant achievement of the learners?		
Teacher Gemma gives ungraded quizzes and keeps a record of the student's success on the unit test. The quizzes are scored but not included in the unit grade. What can be deduced from this activity?		
The scenario gives us an idea of a formative assessment plan, what other ways to achieve growth in the learners' performance?		
Teacher Gemma would like to gauge how far the students' learning of the topic can be extended. She decided to give an alternative assessment. What alternative assessment can she give her students? What must one keep in mind and make sure to do when giving such alternative assessments?		

Summary

- DepEd Order 42 s. 2016 states that planning lessons is fundamental in ensuring the delivery of teaching and learning in school. It affirms the role of the teacher as a facilitator of learning. The learning plan should be developmentally arranged. This could be done by ensuring the logical flow of activities included in the beginning, middle, and end part of the lesson plan.
- Congruency of the learning objectives, learning activities, and learning assessment in consonance with the Model of Constructive Alignment ensures that the flow of the lesson has congruence in all parts.
- PPST indicator 4.1.2 requires a teacher to plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts. This may be achieved by preparing a well-planned lesson.
- The K to 12 Basic Education Curriculum provides the curriculum guide that outlines the standards and competencies that are expected to be taught and materials teachers need to cover. Although a curriculum guide can range from very specific to a general outline, teachers from all key stages can use them for direction when planning their lessons.
- Each part of the curriculum guide compliments one another. By carefully studying the standards which can be attained in short and long periods of time, teachers will be able to scaffold every learning episode leading to the attainment of the goals and objectives.
- The key learning stage and grade level standards as well as the content standards, performance standards, and learning competencies will serve as guide or will set the direction of instruction for the whole year/in the preparation of the DLL.
- The knowledge of the key stage standard and grade level standards and other salient features of the curriculum will enable us to prepare valuable and meaningful learning activities for the learners.
- DepEd Order 8 s. 2015 encapsulates the policy guidelines on classroom assessment for the K to 12 Basic Education Program.
- DepEd pursues continuity of learning considering that assessment and grading meaningfully support the learner development and respond to varied context through DepEd Order no. 31, s. 2020.
- It is critical for each teacher to evaluate and grade in ways that will most effectively promote learner growth and react to a variety of situations.

Module 4 – Implementing Learning Plans and Enriching Teaching Practice

Intended Module Learning Outcome

By the end of the module, you should be able to select, develop, organize, and use appropriate teaching and learning resources to address learning goals (4.5.2).

Module Outline

Session 1: Class Disruptions

Session 2: Curriculum Requirements and Needs of Learners

Session 3: Selecting, Developing, Organizing, and Using Appropriate Learning Resources

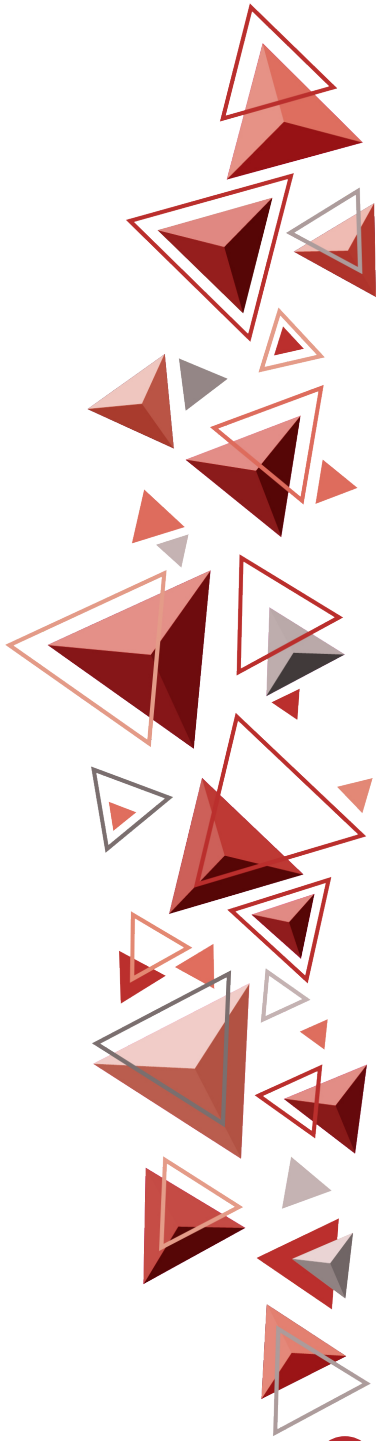
Required Tasks

- Case Analysis
- Scenario Activities
- Article reading
- Self-reflective activities

Estimated Time Required: 1 hour

Required Resources

- DepEd Order No. 109 s. 2009 on *Make-Up Classes for Lost School Days*
- DepEd Order No. 43 s. 2012 on *Guidelines on the Implementation of Executive Order No. 66 (Prescribing Rules on the Cancellation or Suspension of Classes and Work in Government due to Typhoons, Flooding Other Weather Disturbances, and Calamities.*
- DepEd Order No. 1 s. 1991 on *Guidelines for the Implementation of the Education Sector Contingency Plans for all Levels*



Session 1 – Class Disruptions

Prior Knowledge Assessment:

True or False: Determine whether the following statements are true or false.

Question	Option	Feedback
1. The successive local typhoons such as the Ondoy (2009) and Pepeng (2013) caused a major blow to the school calendar. According to existing DepEd protocols, the course of action of every school is to start make-up class which will be derived from Saturdays within the school calendar and vacations from months of October, November, and December.		
2. In times of security threats such as foreign wars that may inevitably affect the Philippines, the education department mandates that learning has to stop in order to prioritize the safety of learners.		
3. Home-based learning is a new format of instructional delivery after the 2020 pandemic.		
4. When PAGASA raises Signal Number 2, classes in the secondary level are suspended.		
5. In case of calamities where learners are deeply affected, the school suggests that they forgo the school year's remainder and focus on rehabilitation.		

Key Topic 1: Modular Approach

A modular approach in delivering learning does not directly equate to classroom based paces, in effect, adjustments have to be made to balance learning and a learner's environment. For instance, communities under post-calamity rehabilitation necessitate a module that uses minimal or no technological interventions. For the case of COVID-19 time learning, DepEd immediately provided Most Essential Learning Competencies (MELC) which ensure the attainment of standards for reduced contact time. The MELCs will enable the Department to focus instruction to the most indispensable competencies that the learners will acquire, as we anticipate challenges in learning delivery.

In case of shifts to modular learning modality, the teachers must have a full grasp of the following principles of module writing:

1. **Alignment to the curriculum** – modules in the context of classroom disruption forms a compromise between the minimum requirement of a curriculum. You should always bear in mind that your modules have to meet standards so that learners may gain the expected competencies necessary for promotion.[4]

2. **Nature of the Subject** – Since modules are constructed on the basis that they are accomplished outside classroom premises, you should consider the unique demand of your subject. For instance, senior high school subjects include immersion which cannot easily be transmuted into a module because it demands hands on application of learning. Science subjects might need laboratory facilities which are not easily present in a normal residence.[5]

3. **Resources** – While 21st century education gives you a pool of choices to deliver a lesson, there are certain limitations that you have to consider for yourself as a teacher and for your learners. For example, not everyone has internet connectivity or not all educational websites are free of charge. These realities have to be considered in drafting the module. As a public school teacher, the least you want to have is a learner left behind because of lack of resources.

4. **Realistic assessments** – As learning does not take place in a classroom, there are limited interventions you can do to address individual learner's needs. Modular approach also means that you are not present when an assessment is taken. Thus, you have to devise an assessment tool that fits the context of a learner and at the same time respond to curriculum standards. However, a modular approach does not mean you cannot be innovative and creative in exploring a learner's depth of learning.

4 Susan Toohey, *Designing Courses for Higher Education* (Buckingham: Society for Research into Higher Education and Open University Press, 1999), 1.

[4] University College London, "Module Design Using ABC curriculum design," last modified August 1, 2019, https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/module-design-using-abc-curriculum-design.

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Required Task 1: Case Analysis

Identify which of the following scenarios respond to certain considerations in crafting the module.

Question	Option	Feedback
1. Teacher ____ a public school teacher in Batangas, is teaching graphic representation of statistical data through Microsoft Excel. As an innovative teacher, she has been recognized by the school as tech-savvy. Her module particularly revolves around the activities that need the software. However, her learners have limited access to a computer as their town is located in a far-flung area. What is the best module principle which you could share with Teacher Ana?		
2. Teacher ____ is an experienced teacher in a private school who recently entered the public school system. As a Business Math teacher, she designed a module that takes much time on tasking learners to construct a miniature business plant, a task which does not meet curriculum standards. What consideration do you think is Teacher ____ missing out?		
3. Teacher ____ has been teaching oral communications for five years. In constructing his module for the subject, he assigned an entire module for pronunciation which is aligned to the most essential learning competencies. In his graded summative assessment, he asked the learners to list down 100 words with synonyms and antonyms. In this regard, what module principle should he revisit?		
4. Teacher _____ is a PE teacher. He also advocates that PE subjects must be retained even during home-based learning schemes. While he cannot teach dance the way he did, he provided modules with visual representations so learners can easily follow the routine. He also added a video presentation for those who have internet connectivity. What principle of module writing did Teacher _____ apply best?		

Required Task 2: Scenario Activity

Advise a Colleague: Below are scenarios where teachers need advice on. Write your advice based on the DepEd's institution protocols, guiding principles of module writing, and the mission to continue learning. Limit your responses to five (5) sentences.

1. Teacher _____ was asked to write a module on entrepreneurship. Since the expected learning modality is home-based, she is having a hard time going about the module because its subject requires community immersion of business concepts. On a regular school year, entrepreneurship learners are asked to sell in school fairs but this year all extra-curricular activities are cancelled.

2. Teacher _____ is tasked to write a module for Grade 10 Mathematics. As an experienced teacher, content is not a problem for him anymore. He has a bank of assessments and activities that are time-tested. Despite these factors, he worries about the fact that his assessments are prone to leakage and cheating which may result in problematic learning outcomes.

3. Riza is a learner in a far flung province. Sadly, their town was severely hit by a typhoon which badly affected her family's livelihood. To recover from the calamity, Riza was asked by her parents to stop going to school so she can help in the family's rebuilding process – an advice she resents but is inclined to accept. She informs her adviser Mrs. Reyes about her situation. What help can Mrs. Reyes extend to Riza?

Summary

The following are some essential questions in making modules.

Alignment to the Curriculum	Does your module meet the essential learning competencies set by the curriculum
Nature of the Subject	Does your module consider the unique demands of your subject?
Resources	Does your module consider the material limitations both of the learners and the teacher?
Realistic Assessments	Does your module prescribe assessments that match the topic and the learning competencies of the subject?

Session 2 – Curriculum Requirements and Needs of Learners

Prior Knowledge Assessment:

True or False: Based on your knowledge as a newly-hired teacher, determine whether the following statements are true or false.

Question	Option	Feedback
1. A diagnostic assessment is a tool taken at the end of the lesson to know what the learners learned.		
2. Learning competencies serve as the minimum requirements which a learner must achieve for promotion to the next grade level.		
3. Reinforcements are activities/responses that encourage a learner to continue one's affirmative behavior.		
4. Enrichment activities are given to learners who have difficulty in learning so that they may be able to cope with the lesson.		
5. DepEd offers free remedial classes for those learners who did not meet the learning competencies.		

Key Topic 1: Meeting Learners Needs

The phrase "no one left behind" along with "education for all" has been long standing thrusts of the DepEd. This thematic consistency informs you that the public school system is serious in its mandate to ensure that every learner gets the chance to have access to quality education. Having a reliable education for all is a primary investment of the Philippines to have a secure future based on its competent citizens. While the end goal of education is to form productive citizens for nation building, the baseline of achieving this is when learners meet the learning standards fit for their grade level.

As a new teacher in the Department of Education, you have to be acquainted with a diverse class composition. In fact, it makes the teaching profession exciting because there are new insights and experiences everyday which you can gain. However, it is also in diversity that challenges take place. In a class, learners do not have equal skills or levels of preparation. Some learners may be interested in your class, while some may not. Some may be quick in grasping new lessons, some may have difficulty. Harvard professor Howard Gardner would call these multiple intelligences. By and large, it is crucial that they meet or even exceed the expectations of the curriculum.

Differentiating the Learning Process: Diagnostic test, reinforcement, remedial classes, and enrichment

The previous activity tells us that learners have different strengths in which they can grasp a lesson. For instance, classes in Filipino or English may be easier for learners with linguistic and verbal strengths compared to those with bodily-kinesthetic intelligence. The point is to empower the learner to reach the minimum standards of the curriculum, or if possible, surpass it. These learning competencies are crucial because they set the necessary skills as the learner advances or gets promoted. Also, these learning skills deem to match the demand of the real world which every learner has to confront.

Here are some interventions which will allow the learners to meet the required learning competencies of the curriculum:

a. **Diagnostic tests** - function as a way to assess the criteria, teaching, and learning which will take place in a classroom. Since it examines a learner's learning characteristics with respect to knowledge, motivation, and learning difficulties, you can use this test to inform your judgment in helping the learners reach or exceed curricular requirements.[1]

b. **Reinforcement** – is a system of affirmation for a learner's learning progress. More than an apparent reward, it gives a signal to a learner that he/she is doing good and that he should carry on. This intervention allows a learner to cement progress throughout the learning process.[2]

c. **Enrichment** – are activities, tasks, or special assignments that challenge a learner to improve their grasp of a lesson. This type of learner engagement assures that a learner's knowledge of the lesson deepens. It may also provide a prelude to the next lesson which is related to the previous one.[3]

d. **Remedial** – According to Tan (2018), remedial programs "give learners more time to work on their problems toward the desired learning outcome." As a corrective intervention, it may also serve as a "building block" to prepare them to the next lesson.[4] Based on existing DepEd protocols, remedial activities are necessary to uncover the potential of a learner.

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1 Jessica Hoth, "Diagnostic Tests" in *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, ed. Bruce Frey (London: SAGE Publications, 2018), 512.

2 Marilyn M. Ault, "Reinforcement" in *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, ed. Bruce Frey (London: SAGE Publications, 2018), 1395.

3 Ser Hong Tan, "Mastery Learning" in *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, ed. Bruce Frey (London: SAGE Publications, 2018), 1024.

4 Ibid., 1021.

Required Task 1: Complete the table

Prepare five sample questions and match them to five different learning competencies based on the curriculum guide of the subject. The goal of the activity is to articulate how diagnostic tests should meet curricular expectations. (You may use an old diagnostic test or you may borrow a diagnostic test from your mentor.)

Subject: _____

Grade level: _____

Five Sample Questions	Five Learning Competencies from the Curriculum Guide
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Required Task 2: Case Analysis

Below are classroom scenarios. Provide appropriate interventions to learners with different needs for them to meet the learning standards.

Question	Option	Feedback
1. Teacher Agatha has a Grade 4 learner who is excellent in Math. For half of the quarter, the learner shows consistent performance by leading in quizzes. However, the learner tends to be rowdy when he finishes their math activities. What would be the best course of action of Teacher Agatha?	a. Scold the learner and tell him he should be quiet. b. Tell the learner to finish tasks of other subjects. c. Praise the learner and tell him to be humble. d. Provide a challenging task about the lesson.	
2. Teacher Sandy conducted a diagnostic test for his Grade 10 Science class. When the results came out, he noticed that 60% of his learners were not able to satisfactorily answer items on Earth Science. What should he do with the test results?	a. Call a parent-teacher conference to inform them that there was a problem with their previous teacher. b. At Grade 10, learners can easily catch up with new concepts in Earth Science so there is nothing to worry about . c. Use the results to conduct review lessons so that it will be easier for the 60% to understand new lessons in Earth Science. d. Reinforce the idea that they should be cooperative in the class for them to pass the subject.	

Question	Option	Feedback
3. After the second quarter, Teacher Jessie noticed that three of her learners performed poorly for the two consecutive quarters. He decided to help these learners meet the set learning competencies. However, the challenge is that the first two quarters are critical in understanding third quarter lessons. What would be the best course of action of Teacher Jessie?	a. Observe the learners' performance for the next semester. b. Suggest that they should get tutors at their own cost or else they will fail. c. Ask the learners to retake the second quarter periodic exam. d. Do a re-teaching /remedial intervention based on their least mastered skills.	
4. Based on the diagnostic exam results, Teacher Christy noticed that 84% of her learners cannot understand the relation between Philippine art and history. What non-classroom based intervention can she conduct to address the concern?	a. Provide an independent study guide on Philippine art and history. b. Move to the next lesson. They will catch up anyway. c. Give them library time after class hours. d. Ask them to hire a tutor for the mean time because the topic is very important.	

Summary

Here are the following takeaways from the session:

- The Department of Education has a strong mandate to deliver learning to all learners.
- Diagnostic tests determine learner performance before instruction.
- Based on learners' performance, reinforcement, remedial, and enrichment may be used to reach or exceed their capabilities.

Session 3 – Selecting, Developing, Organizing, and Using Appropriate Learning Resources

Prior Knowledge Assessment:

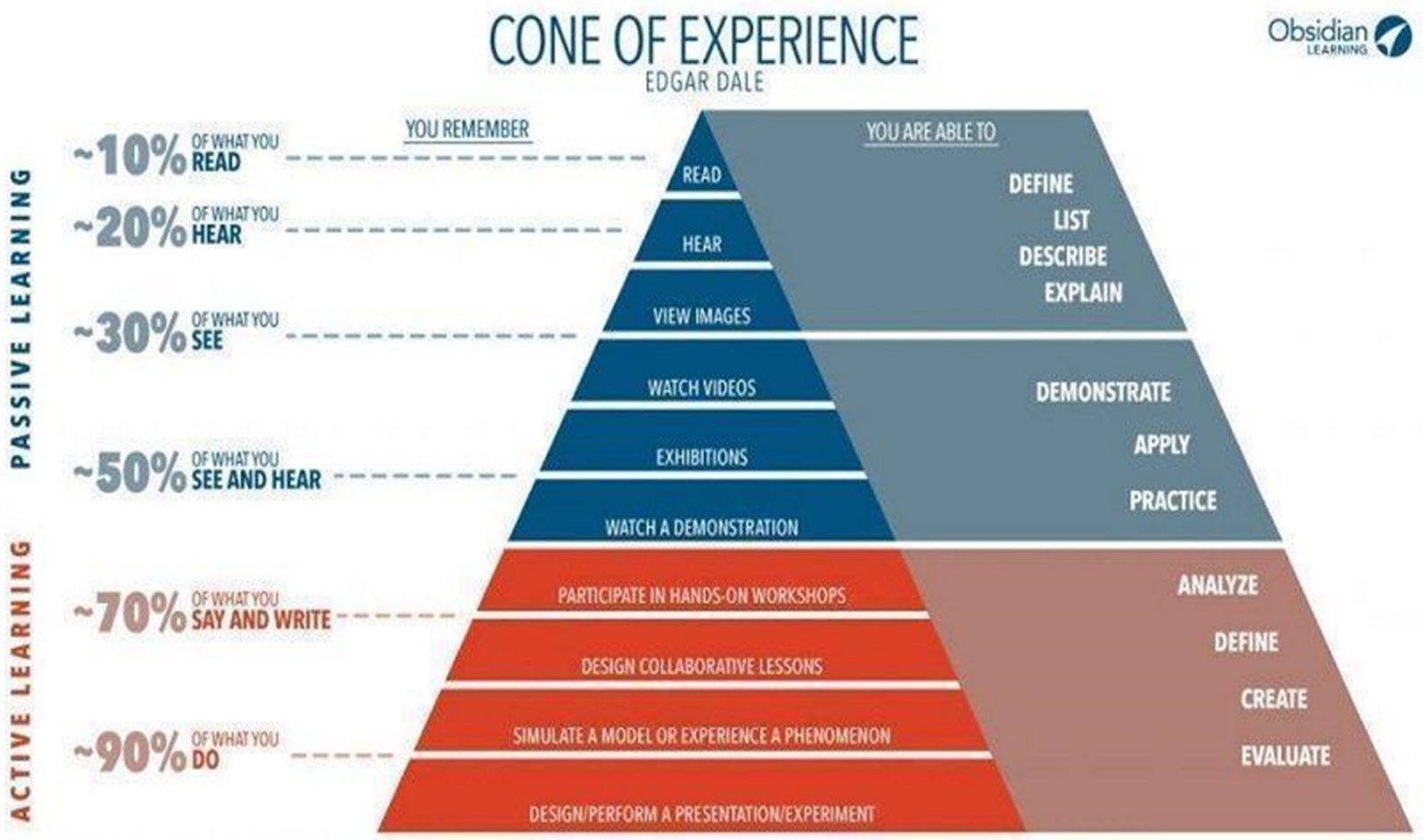
This is a Bingo Card with types of learning materials. Identify or mark the item which you have already used as a teacher whether in your pre-service training or previous teaching experience. Afterwards answer the following questions.

How many items did you get out of 25?	Which among the following materials do you want to explore?
Based on the questions above, what does this reveal about you as a teacher?	Which among the following was effective when you used in the classroom?



Key Topic 1: The Importance of Instructional Materials

Instructional materials are vital in the learning process. They provide a tangible representation of the concepts that our lessons wish to articulate. They stimulate learners' senses to better understand a concept in its various dimensions. For instance, in biology classes, the teacher would bring rubber or plastic representations of the digestive system to better illustrate its function in the human body. This anchors to the theory of an American educator Edgar Dale's cone of experience which points out how more senses engaged in a lesson assures retention. Thus, instructional materials such as multidimensional presentations provide an experience which makes learning more meaningful.



The photo is taken from: https://elearningindustry.com/cone-of-experience-what-really-is

Required Task 1: Scenario Analysis

Identify whether the following scenarios demonstrate passive or active learning based on the Dale's Cone of Experience.

Question	Option	Feedback
1. Teacher Kara is teaching art history for Grade 12 learners. Since her school is situated in Manila, she asked her learners to visit the Manila Metropolitan Museum and the National Museum of Fine Arts.	Passive Learning Active Learning	
2. Teacher Jocelyn is teaching physical education. The curriculum included the basic orientation of sports management. In this regard, she made her learners organize mini-intramurals.	Passive Learning Active Learning	
3. Teacher Trina is teaching the elements of drama. After giving a fifteen-minute lecture, she directed the learners to form an improvisation where they are expected to play as actors. When the activity ended, she processed their insights and experiences about improvisation.	Passive Learning Active Learning	
4. Before going to actual teaching, pre-service teachers watch demonstration teachings to witness how a teacher is expected to manage a class. Afterwards, they are asked to write a reflection paper about what they learned from the demonstration.	Passive Learning Active Learning	
5. Teacher Carissa organized a literary festival where learner-writers will have a creative writing workshop. In the workshop, they are expected to state their own creative process and how they translate it to their work. Guest experts critique their works in response.	Passive Learning Active Learning	

Key Topic 2: Criteria in Selecting and Developing Instructional Materials

Being Strategic in Choosing and Developing Learning Materials

21ST century pedagogy is blessed with rich sources of instructional materials. However, the challenge is how to sift through an overwhelming number of choices. Below are criteria that will allow you to distinguish whether your instructional material is appropriate for the class.

1. **Alignment to the curriculum** – The main objective of any instructional material is to effectively deliver learning competencies. Thus, it should be both purposive and strategic. Even if the learning material is impressively striking, it will still be lacking if it does not deepen learners' grasp of the lesson. For instance, there are cases when the teacher would begin the class with dancing as an energizer even if it does not match the objects of the class. The point is even energizers can be devised purposively to fit to the class.

2. **Developmentally appropriate** – It requires that the instructional material has to be according to the age of the learners. There might be words, contexts, and references which learners or pupils at certain ages might easily comprehend. Thus, it is best to know the target audience of the material.

3. **Effects on classroom management** – Aside from being learning tools, instructional materials can also establish focus and eventually classroom management. For instance, Dr. Spencer Kagan's take on cooperative learning shows you how certain learning materials can both aid learning and manage classroom behavior.[5]

4. **Inclusivity** – Armed with important international documents such as Sustainable Development Goal 4 on education and Education 2030 Framework for Action, United Nations, Education, Scientific, and Cultural Organization (UNESCO) gives emphasis on "inclusion and equity" as foundations of quality education.[6] Important considerations for inclusions are "sex, ethnicity, language, religion, nationality, economic condition, and ability." This means that instructional materials should be sensitive in dealing with diversity.

5. **Localization** – Aside from inclusion, UNESCO has also been at the forefront of advocating the localization of curriculum. This means that instructional materials have to be reflective of the learners' environment. In this way, concepts no matter how universal may they seem is made tangible because it is close to their reality. The institution declares, "local culture is an integral part of the curriculum."[7] In this case, you might want to look into your school's immediate environment to search for appropriate instructional materials.

5 Spencer Kagan, *Kagan Cooperative Learning* (California: Kagan Publishing, 2009), 1.7

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Required Task 2: Case Analysis

Based on the following scenarios, determine what instructional material criterion do the following teachers strongly demonstrate.

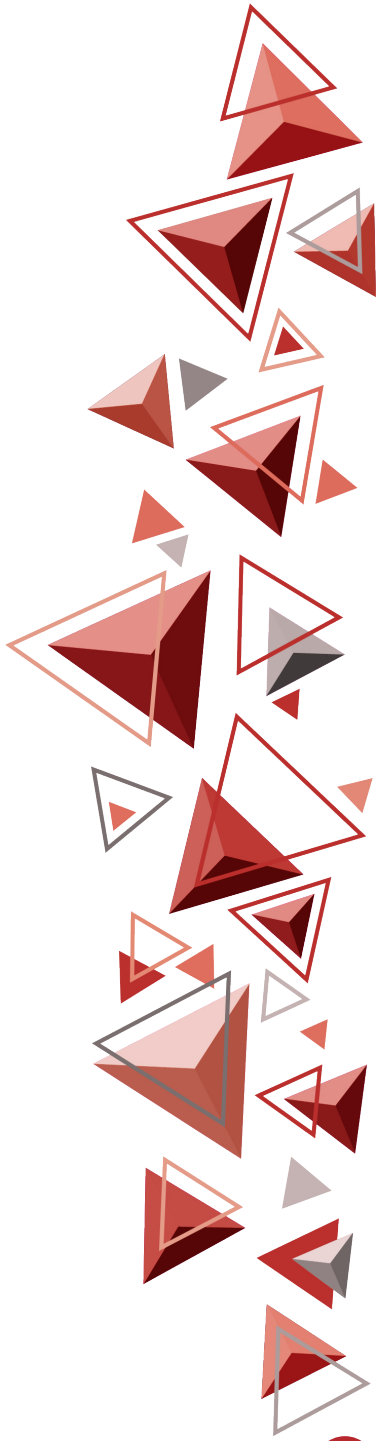
Question	Option	Feedback
1. Teacher Aaron is a Grade 4 Science teacher. He found a National Geographic educational video that features the concept of predation. Despite its amazing features, he instead chose a cartoon version which covers the same concept. What did Teacher Aaron consider?	a. Alignment to the curriculum b. Developmentally Appropriate c. Effects on classroom management d. Inclusive	
2. Teacher Pauline teaches Grade 7 Filipino. She uses comic strips to ease out the difficulty of reading Ibong Adarna. In this way, learners are more empowered to meet learning objectives.	a. Alignment to the curriculum b. Developmentally Appropriate c. Effects on classroom management d. Inclusive	
3. Teacher Christian teaches Grade 5 Math. He noticed that his learners are anxious in solving word problems. Hence, he uses an interactive board where learners can be playful while doing their computations.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive d. Localization	
4. Teacher John is teaching Grade 4 English. He always makes it a point to represent diverse Philippine ethnicities in his visual aids.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive d. Localization	
5. Teacher Ram teaches entrepreneurship in a mango-producing town. He takes the opportunity of their place to challenge the learners to invent or innovate mango-based products that would showcase both their town and their business skills.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive = d. Localization	

Summary

Below are some guide questions that you may use in selecting and developing instructional materials following the criterion discussed above.

GUIDE QUESTION
1. Does this learning material help you achieve learning objectives with the curriculum?
2. Is this learning material apt for the age and knowledge of your learners?

GUIDE QUESTION
3. Does this learning material moderate learner behavior and learning in class?
4. Is this learning material sensitive to diverse learner contexts?
5. Does this learning material maximize the local potential of the school environment?



Congratulations!

You've come to the end of this course.

Please go to this link for the summative assessment: _____

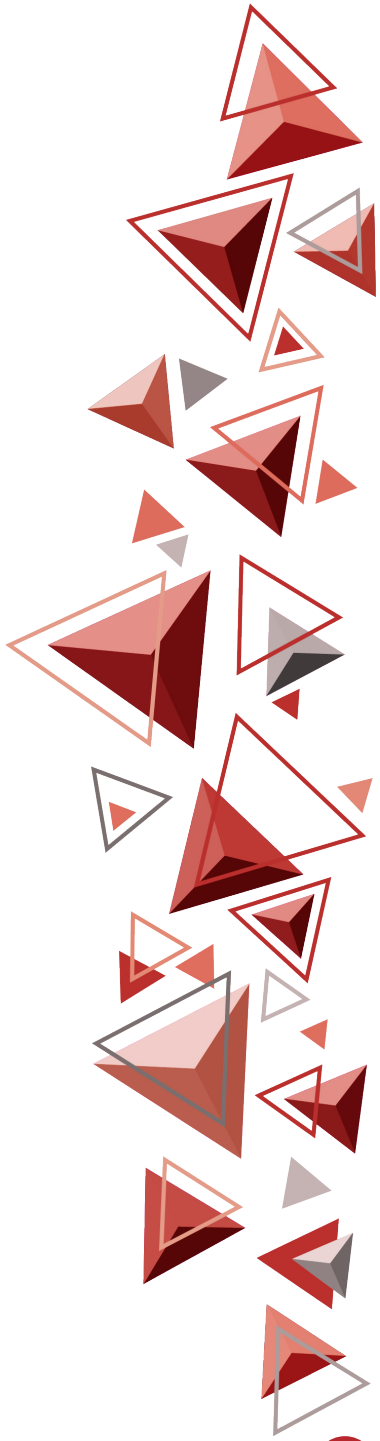
Don't forget to take a screenshot of your score.
It will be submitted to your mentor for verification and recording purposes.

Once you're done, kindly input your score here: Input your score here.

Additional reminder:
Compile your portfolio output/s and make sure
that your mentor has checked your coursebook.

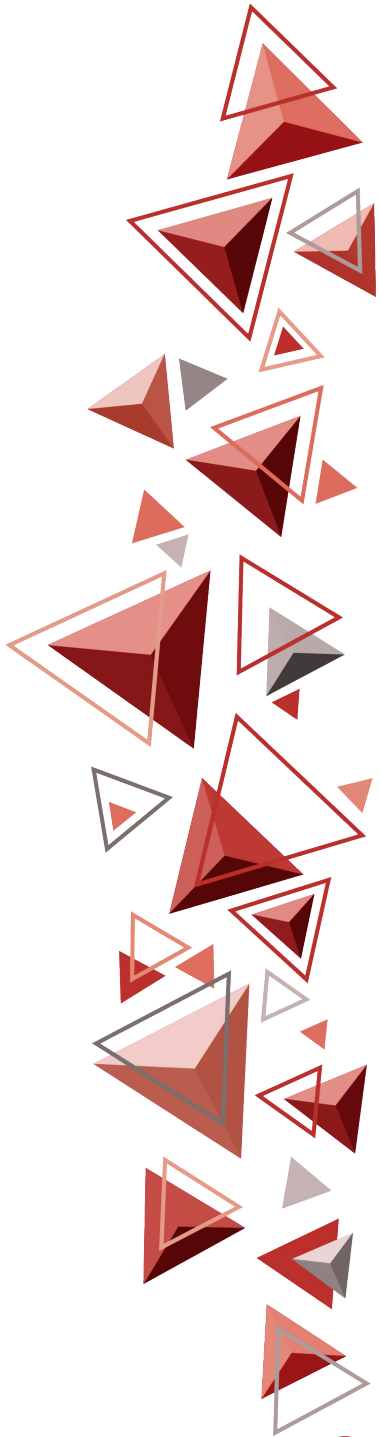
Glossary

Class Adviser	is a teacher assigned to manage a particular class throughout the school year.
DepEd School Calendar	contains implementing guidelines and list of activities to be followed throughout the school year.
Division Checking Committee (DCC)	The committee at the Schools Division Office responsible for the conduct of the annual checking of forms to ensure the consistency and quality of school forms
Enhanced Basic Education Information System (EBEIS)	The official website and portal of DepEd that maintains a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers.
Individual Performance Commitment and Review Form (IPCRF)	The form that shall reflect the individual commitments and performance, which shall be accomplished by individual employees.
Learner Information System (LIS)	A web-based system for registering, enrolling, tracking, and maintaining data on learners in formal and non-formal systems of basic education.
Learner Reference Number (LRN)	A unique twelve-digit identification number generated from the LIS and assigned to a learner to keep track of his/her progress through the basic education cycle, regardless of transfer to another school or learning center in the public or private sector and promotion/moving up from the elementary to the secondary level.



Moved In	Learners from another school enrolling into the school between school years.
Moved Out	Learners from the school enrolling into a different school between school years.
School Checking Committee (SCC)	The committee at the school level responsible for the review and preparation of learners' records in preparation for the annual checking of forms conducted by the DCC.
School Forms Checking Report (SFCR)	A report in a matrix format summarizing the results of the checking activity at the school, district, and division levels.
Schools Division Office (SDO)	The governance unit is accountable for supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers at the division level.
SF1 (School Register)	A list of learners who are officially enrolled and attending classes.
SF10 (Learner's Permanent Academic Record)	The official record of an individual learner's academic achievement as he or she progresses through the basic education cycle.
SF2 (Daily Attendance Report of Learner)	A list of the learners' daily attendance.
SF3 (Books Issued and Returned)	A list of books and other reading materials issued to the learners, and returned to the issuing authority.

SF4 (Monthly Learner's Movement and Attendance)	A summary number of learners who transferred in/out and dropped out during the month and cumulative count from previous months.
SF5 (Report on Promotion and Level of Proficiency)	A list of the learners' academic performance and result of assessment by the end of the school year.
SF5K (Report on Promotion and Level of Proficiency for Kinder)	A list of the learners' result of assessment by the end of the school year for Kindergarten.
SF6 (Summarized Report on Promotion and Level of Proficiency)	A summary number of learner status by the end of the semester and/or school year.
SF7 (School Personnel Assignment List and Basic Profile)	A list of the school personnel's profile and official duty, such as teaching assignments, ancillary responsibilities, etc.
SF8 (Learner's Basic Health and Nutrition Report)	A record of learner's health and nutritional assessment
SF9 (Learner's Progress Report Card)	An individual, periodic report of a learner's academic achievement per grade level.
Temporarily Enrolled	Learners who are not officially enrolled due to deficiencies in submission of documentary requirements.
Transferred In	Learners from a different school enrolling into the school within the school year
Transferred Out	Learners from the school enrolling into a different school within the school year.
ALS Form 1 (List of Mapped and Potential Learners)	A list of potential ALS learners identified during the mapping activities
ALS Form 2 (Enrolment Form)	A basic information sheet of individuals who signified interest to enroll in the ALS Program.



ALS Form 3 (Master List of Learners and End of Program Assessment)	A record of learners who are officially enrolled in ALS classes and their individual assessment status at the end of the program for the calendar year.
ALS Form 4 (Master List of A&E Registrants)	A list of candidates qualified to take the A & E accreditation and equivalency exam.
ALS Form 5 (Learner's Permanent Record)	A record of learners' basic personal profile and learning performance
Discipline	The practice of teaching or training a person to obey rules or a code of behavior in both the short and long terms.
Learner Behavior	This refers to the learner's manner of conducting himself/herself involving action and response to stimulation. It emphasizes the crucial link between the way in which learners learn and their social knowledge and behavior.
Learning-Focused Environment	This refers to a classroom atmosphere that encourages maximum learner participation free from disruptions by unpleasant learners' behavior.
Positive and Non-Violent Discipline	This involves constructive discipline through non-violent, respectful and diplomatic means. It is a way of disciplining a learner or managing learner behavior through dialogue and counseling. It avoids the use of punishment such as spanking, verbal abuse and humiliation.
Punishment	An action (penalty) that is imposed on a person for breaking a rule or showing improper conduct.

References

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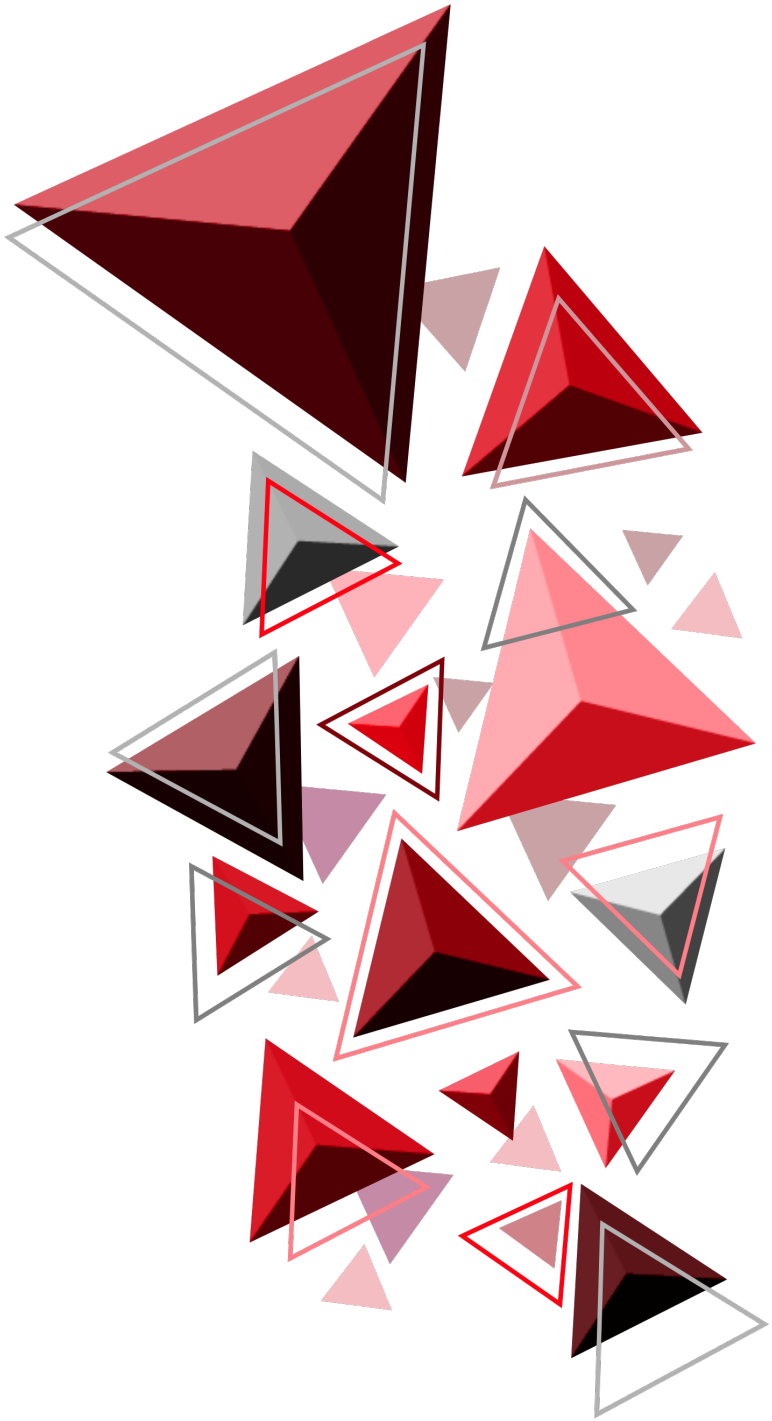

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