



Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MARIKINA CITY

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May 12, 2022

**DIVISION MEMORANDUM**

No. 069, s. 2022

**GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE-TO-FACE CLASSES**

**TO:** Acting Assistant Schools Division Superintendent  
Chief Education Supervisors, CID and SGOD  
Elementary and Secondary School Heads  
School Administrators  
Public and Private Schools  
All Others Concerned

1. Attached is DepEd Order No. 017, s. 2022 dated April 6, 2022, re: **Guidelines on the Progressive Expansion of Face-to-Face Classes**, the content of which is self-explanatory, for information and guidance of all concerned.
2. Immediate and wide dissemination of this Memorandum is desired.

  
**SHERYLL T. GAYOLA**  
Schools Division Superintendent

CID  
Date Prepared: 06/05/22



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Republic of the Philippines  
**Department of Education**

06 APR 2022

DepEd O R D E R  
No. **017**, s. 2022

**GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE TO FACE CLASSES**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public Schools District Supervisors  
Public and Private Basic Education School Heads  
All Others Concerned

1. Pursuant to the approval by the President of the progressive expansion of face to face (F2F) classes on January 17, 2022, as well as the updated alert level classifications by the Interagency Task Force for Emerging and Infectious Diseases (IATF-EID), the Department of Education (DepEd) issues the enclosed **Guidelines on the Progressive Expansion of Face to Face Classes**.

2. These guidelines seek to provide guidance to schools on the mechanisms and standards of the F2F classes and ensure their effective, efficient, and safe implementation. This is anchored on the same shared responsibility principle which was introduced and adopted during the pilot implementation as reflected in the DepEd-DOH Joint Memorandum Circular (JMC) No. 1, s. 2021 titled, **Operational Guidelines on the Implementation of Face to Face Learning Modality**.

3. Consistent with the Revised Operational Guidelines on the Progressive Expansion of F2F Classes (DepEd-DOH JMC 1, s. 2022), this DepEd Order (DO) shall focus on mechanisms in establishing a safe school learning environment to better support the teaching and learning process as well as ensuring safe operations of schools.

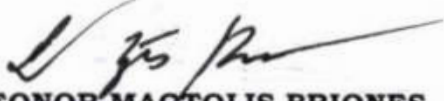
4. This issuance shall complement DepEd-DOH JMC 1, s. 2022 in governing the progressive expansion of F2F classes. The progressive expansion includes geographic expansion, the inclusion of all grade levels, and increasing time in school subject to applicable guidelines, as part of the transition towards the new normal.

5. All DOs and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

6. Questions and clarifications will be directed to the **Office of the Undersecretary for Governance and Operations** through email at [usec.regops@deped.gov.ph](mailto:usec.regops@deped.gov.ph).

7. This Order shall take effect immediately upon publication in the Official Gazette or in any national newspaper of general circulation. Certified copies of this DO shall be registered at the University of the Philippines Law Center-Office of the National Administrative Register (UP LC-ONAR), UP Diliman, Quezon City.

8. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:  
As stated



Reference:  
DepEd Memorandum No. 085, s. 2021

To be indicated in the Perpetual Index  
under the following subjects:

CHANGE  
CLASSES  
LEARNERS  
POLICY  
RULES AND REGULATIONS  
SCHOOLS

WNBO/APA/MPC, DO Guidelines on the Progressive Expansion of F2F Classes  
0089 – March 28, 2022



## **GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE TO FACE CLASSES**

### **I. Rationale**

The Coronavirus Disease 2019 (COVID-19) Pandemic has impacted education systems all over the world. Countries adapted and developed strategies to maintain learning continuity and prevent learning loss. For School Year 2020-2021, at the height of the pandemic, the Department of Education (DepEd) developed the **Basic Education Learning Continuity Plan (BE-LCP)**. The BE-LCP is a package of education interventions that seek to respond to the basic education challenges brought about by COVID-19. The President approved the implementation of the BE-LCP provided that only distance learning modalities shall be allowed.

While distance learning facilitated teaching and learning innovations as well as learning continuity during the pandemic, there were major challenges in the teaching and learning process affecting the adjustment and development of learners. Thus, DepEd has continually pushed and made preparations for the safe reintroduction of in-person learning.

On September 20, 2021, the President approved the conduct of pilot face to face classes in select public and private schools located in minimal-risk areas. Shortly thereafter, on September 27, 2021, DepEd and the Department of Health (DOH) issued Joint Memorandum Circular No. 01, s. 2021 with the subject, **Operational Guidelines on the Implementation of Limited Face to Face Learning Modality** (DepEd-DOH JMC No. 1, s. 2021). The pilot implementation was implemented from November 15 to December 17, 2021, with the participation of 284 public and private schools nationwide.

The pilot implementation was highly successful based on the monitoring and evaluation results. The survey of learners, parents, teachers and school leaders, as well as community stakeholders, yielded the following major findings:

- There was a high level of attendance among participants of the pilot face to face classes;
- Learners, parents, and teachers felt safe against COVID-19 during the implementation of F2F classes;
- Learners, parents, and stakeholders were highly satisfied with the implementation of health and safety protocols;
- Learners and parents were highly satisfied with the improvements brought about by face to face classes in teaching and learning;
- Positive impact of the reintroduction of F2F classes on learning behavior of learners;
- Teachers and school heads expressed confidence in the continued implementation of F2F classes;

The evaluation also generated positive feedback on other parameters such as engagement of stakeholders and partners during the pilot implementation, as well as on overall satisfaction of learners, teachers, parents, and stakeholders in the pilot implementation. It also generated important feedback on challenges that will help DepEd further improve the implementation during the expansion phase.

After submission of the pilot implementation report and its presentation on January 17, 2022, the President approved the progressive expansion of face to face classes and delegated to DepEd and DOH the authority to decide on the scale and mechanics of the expansion of face to face classes and other school-based activities.

Pursuant to the approval by the President, DepEd and DOH issued revised and updated operational guidelines for face to face classes. Consistent with the standards provided in the revised joint issuance by DepEd and DOH on the progressive expansion of face to face classes (DepEd-DOH JMC No. 1 s. 2022), this Department issues these complementing guidelines on the progressive expansion of F2F classes, focusing on strengthening the teaching and learning process and managing safe school operations.

## **II. Scope**

This policy shall provide the mechanisms and standards for the implementation of face to face classes. It particularly focuses on the teaching and learning component, as well as the management of safe school operations. It also covers the duties and responsibilities of DepEd offices across all governance levels.

The progressive expansion of face to face classes will be implemented in public and private schools in areas where case transmission is low and decreasing (Alert Levels 1 and 2) or any similar categorization in adherence to the guidelines of relevant government agencies and based on schools' capacity and assessment. The progressive expansion includes geographic expansion, the inclusion of all grade levels, and increasing time in school subject to applicable guidelines, as part of the transition towards the new normal.

## **III. Definition of Terms**

- A. Blended Learning** - refers to a learning delivery that combines face to face with any or a mix of online distance learning, modular distance learning, and TV/ Radio-based Instruction.
- B. COVID-19 Alert Level System** - refers to the new Community Quarantine Classifications for dealing with COVID-19 covering entire cities, municipalities and/or regions; aimed to manage and minimize the risk of the disease through System Indicators, Triggers and Thresholds determined by the IATF to specify the public health and social measures to be taken in relation to the COVID-19 response, as may be updated

based on new scientific knowledge, information about the effectiveness of control measures in the country and overseas, and its application (as per IATF Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021).

- C. Weekly Learning Plan (WLP)** - is an outline of home-based activities and classroom-based activities that guides both teachers and learners in the attainment of instructional objectives (e.g., Most Essential Learning Competencies) during face to face classes. It is a simplified instructional plan that combines the Weekly Home Learning Plan and the Daily Lesson Log/Plan.

#### **IV. Policy Statement**

- A. Anchored on the UNESCO-UNICEF-World Bank Framework on Safe School Reopening and DepEd Shared Responsibility Principle, the face to face classes implementation aims to:
1. deliver quality basic education in a safe learning environment to learners in areas under Alert Levels 1 and 2 (or equivalent classification based on the latest national guidelines) ;
  2. address the teaching and learning gaps encountered in the distance learning modalities; and
  3. strengthen the school-community health and safety support system for all children.
- B. Specifically, this DepEd Order seeks to establish a safe school learning environment to better support the teaching and learning process, as well as ensuring safe operations of schools.

#### **V. Operational Framework**

The shared responsibility framework supported the pilot implementation. Hence, the same framework will guide the expansion of the F2F classes. As shown in Figure 1, this will cover four major pillars, namely: (a) Safe Operations, (b) Teaching and Learning, (c) Including the Most Marginalized, and (d) Well-being and Protection. Cutting across all the pillars are the policy and finance support to ensure operational mechanisms are in place. The framework will effectively engage the entire society in making sure that learners are safe and healthy while attending face to face classes. Specifically, the framework puts the learner's health and safety at the heart of the implementation, allowing them to learn better.

The framework is centered on the following common elements: (a) Health and safety of learners, (b) Learning opportunities, (c) School operations, and (d) Engagement of the entire society.

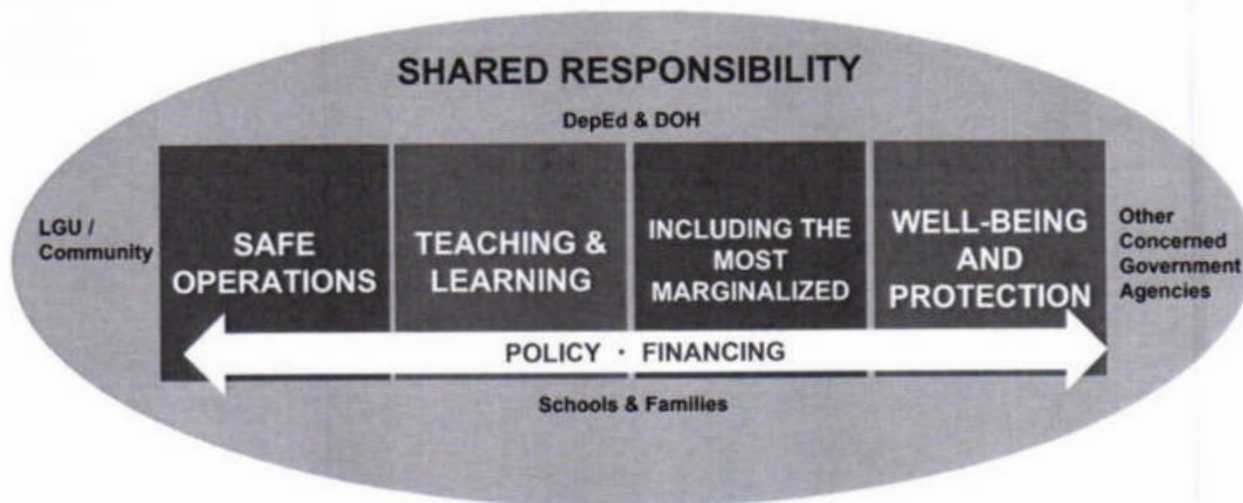


Figure 1: Based on the UNESCO, UNICEF, World Bank, World Food Programme, and UNHCR Framework for Reopening Schools and DepEd Shared Responsibility Principle

## VI. Standards and Procedures

**A. Managing Safe School Operations.** Consistent with the standards on the revised JMC, this shall guide schools on safely managing school reopening and operations.

### 1. Preparations for School Reopening for In-person Classes.

- a) As part of the preparations, the school shall involve the community in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts.
- b) The school shall adjust class programs according to their Alternative Work Arrangements (AWA) and conduct an orientation of teaching personnel on possible changes in their AWA. The school shall develop a plan to ensure that there are available teachers for the conduct of face to face classes. In the same way, the plan should also consider teacher assignments for learners who will remain in distance learning.
- c) The school shall monitor and update the COVID-19 vaccination status of the learners through DepEd Learners' Information System (LIS).
- d) Prior to the opening, the school shall conduct simulation activities among school personnel regarding protocols and routines to replicate and discuss possible scenarios during the actual conduct of face to face classes. In addition to the

simulation and orientation, information materials on the health and safety protocols may be developed.

- e) As part of the preparations, the school shall involve the various levels of community governance – customary community leaders in the case of IP and Muslim communities; the barangay, municipal, and provincial leaders - in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts. Continuing dialogue with the immediate community where the school is located is crucial since managing day-to-day risks and concerns will primarily be with the immediate community. The various perspectives of the governance levels require appropriate harmonization to ensure appropriate and relevant responses at the local level should there be concerns and emergencies.

- 2. **School Traffic Management.** The school shall set up clear and easy-to-understand signages, preferably in local languages. Schools may also consider putting up these signages in Braille, especially for schools with visually-impaired learners or personnel.

This is to strengthen the observance of health protocols and protective measures.

- a) The school shall establish safe entrance, exit, crowd management measures, and contact tracing procedures for all those entering school premises (learners, teachers, parents/guardians, school personnel, etc.) Likewise, drop-off and pick-up points shall be clearly identified and marked. There shall be Separate Entry and Exit points in high traffic areas by installation of signages and markers for cueing and unidirectional movement.
- b) Schools shall put signages/visual cues in the following:
  - (1) School map at the front gate indicating the location of the classrooms (this may also be used as a guide for points of exit/ evacuation during emergencies)
  - (2) Instructions for entrance and exit (for the school gate and classrooms)
  - (3) Designated waiting area for parents/ guardians/ chaperones with strict observation of physical distancing at all times. Limit to one person allowed to fetch per learner
  - (4) Hallway ground markings for walking direction guide
  - (5) Areas where physical capacity may be limited (e.g., restroom, library, school administrative office, among others)

- c) Authorized visitors shall schedule an appointment with the school head to limit the number of people on the school premises. All visitors shall be required to follow health protocols and screening, provide a copy of identification to school administrators, and fill out a form (physical or online) indicating their name, contact details, address, date and time of visit, and purpose.

### **3. Communication Strategy**

- a) The school shall set up a proactive COVID-19 local hotline/helpdesk that connects to and coordinates with hospitals/LGUs.
- b) Advisers shall maintain a database of contact information for parents/guardians of children in their class advisory, including phone numbers and addresses, subject to compliance with RA No. 10173 or the Data Privacy Act. This is to ensure that parents/guardians are notified if their children exhibit flu-like symptoms while on school premises or become close contacts of a confirmed COVID-19 case.
- c) The school shall establish feedback mechanisms for parents, guardians, and community members on issues relative to the implementation of face to face classes.
- d) For communication collaterals (e.g., posters, signboards, brochures), schools can use PAS-developed Face to Face Classes graphics and templates by accessing <https://bit.ly/LimitedF2FCommsResources>.

### **4. Contingency Plan**

- a) The school shall follow a decision model and prepare a contingency plan for closing and reopening the school in case of COVID-19 resurgence. Separate guidelines will be issued as support for the preparation of the Schools Contingency Plan.
- b) The contingency plan shall include the following:
  - (1) Decision points for school suspension;
  - (2) Distance learning modalities during suspension;  
and
  - (3) Strategies for the reopening of schools after the suspension.
- c) The contingency plan shall also include the strategies for the continuity of learning while face to face classes are suspended until the local authorities have determined the safe resumption of face to face classes.
- d) The protocols contained in the contingency plan shall be aligned to the existing guidelines issued by concerned government agencies.

5. **School-Community Coordination.** To effectively manage the coordination between school and the community, the following shall be taken into account:

- a) The school shall establish coordination mechanisms with the Barangay Health Emergency Response Team (BHERT) of the Local Government Unit (LGU) in ensuring health protocols are observed properly.
- b) The school shall operationalize the Preventive Alert System in Schools (PASS) (Enclosure No. 4 to DepEd Memorandum No. 015, s. 2020). The teacher shall ensure that health inspection is routinely conducted during the conduct of the face to face classes.
- c) The school shall ensure that a health personnel or designated “clinic teacher” is physically present at the school clinic during school days.
- d) The school shall orient parents/guardians about health and safety protocols in school and at home (e.g., pick-up and drop-off, minimum health and safety requirements, reinforcing health and safety protocols at home)
- e) The school shall establish home-school coordination on reporting the health status of learners.

**B. Ensuring Teaching and Learning.** Face to face classes will be implemented in a blended learning approach. As such, participating schools shall determine the most appropriate learning delivery modalities to be adopted in combination with the face to face learning modality and the schedule of classes.

1. **Guidance for Class Scheduling.** To guide the schools in implementing a blended learning approach, the following protocols shall be observed:

- a) The school shall design class programs that cater to both learners of the face to face classes arrangement and distance learning while observing the maximum 6-hour classroom teaching hours of teachers.
- b) Class schedules shall be arranged equitably so that all learners will have the opportunity to attend face to face classes. The school shall ensure that arrival, breaks, and dismissal time are staggered to avoid crowding of learners on the school premises.
- c) Schools are given flexibility in contact time/teaching time for teaching and learning:

<b>Grade Level</b>	<b>Minimum Contact/Teaching Time</b>
Kindergarten and Grade 1	4 hours

Grade 2 to 12	5 hours
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- d) The school shall ensure that learning remediation/intervention shall be part of the regular class schedule and daily teaching time. Remediation/intervention shall be a minimum of one hour depending on the needs of the learners. Learning remediation/intervention may be done with learners individually or by small group.
- e) It shall be ensured that the time allotment for other health and safety-related activities, such as handwashing, temperature checking, and other related preliminary activities, shall not affect the actual contact/teaching time.
- f) The schools, with the guidance from the Schools Division Office, shall determine the most appropriate class scheduling based on the demand for and their capacity to implement face-to-face classes, availability of classrooms, class size, and human resource capacity of the school. Further, the school shall ensure that class schedules shall complement with the implementation of the blended learning approach.
- g) Consistent with the Revised JMC on the Operational Guidelines on the Implementation of F2F Classes, the class size shall be in accordance with the following standards:
  - (1) Maximum of 12 learners for Kindergarten;
  - (2) For Grades 1 to 12, the number of learners in a classroom shall take into consideration the varying classroom sizes and required one-meter physical distancing;
  - (3) Maximum of 12 learners at a time for those activities requiring the use of workshops and laboratories.

**2. Ensuring teaching and learning delivery.** To safely implement the opening of face to face classes, the school personnel and teachers shall observe the following:

**a) Teacher Workload**

- (1) The school shall ensure that teacher loads are distributed following the maximum 6-hour classroom teaching per day.
- (2) Teachers shall prepare the Weekly Learning Plan (sample WLPs are provided in Annex A) to provide direction and guidance for both classroom-based and home-based activities. They shall determine strategies to address immediate gaps to ensure the transition from distance learning to classroom-based instruction. Teachers handling face-to-face classes shall prepare only the WLP as an

instructional guide. Each learner shall be provided with a copy of WLP to serve as their guide for learning tasks that should be done at home when they are on distance learning.

- (3) The class advisers and subject teachers shall ensure that the attendance of learners is closely monitored as well as the accomplishment of home-learning tasks for those on distance learning. In case a learner can no longer participate in face to face classes due to a valid reason, he/she will be reverted to distance learning.
- (4) During face to face classes, the teacher shall devote the allotted instructional time to:
  - (a) administer diagnostic assessments to determine learners' strengths and needs and identify learning priorities;
  - (b) conduct targeted instruction (remediation, reinforcement or enrichment) to address specific learning needs;
  - (c) administer frequent checks of understanding, formative tests, and reasonable homework;
  - (d) conduct summative assessments to establish whether learners achieved the learning targets specified in the curriculum (e.g., Most Essential Learning Competencies);
  - (d) monitor learning progress using appropriate tools, such as learning progress checklist, rubrics, and portfolios as per DepEd Order No. 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan); and
  - (e) provide ongoing feedback on learners' outputs and performance.
- (5) Illustrative examples of more specific daily teaching procedures are provided in Annex B.
- (6) Teachers shall ensure that teaching hours are maximized for the actual teaching and learning process.
- (7) After rendering at most six hours of actual teaching in face to face classes, teachers may spend the remaining two hours of work on teaching-related activities, which include but are not limited to: checking/preparation of learning assessments;

preparation of Weekly Learning Plan, Individual Monitoring Plan, and Learning Progress Checklist; and consultation with parents/guardians. The eight-hour workday is in accordance with DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers).

**b) Teacher Training and Support**

- (1) Appropriate technical assistance in a form of coaching and mentoring for teachers shall be provided to ensure their ability to deliver relevant teaching and learning strategies and ensure continuity of learning through a combination of distance learning and face to face classes. School-Based Learning Action Cells (SLAC) must be regularly conducted based on the assessed needs of the teachers in providing instructional support to learners.
- (2) Instructional supervision shall be provided by the appropriate supervisor (i.e. Public School District Supervisors, School Heads, Master Teachers, Education Program Supervisors where their expertise is needed).

**c) Learning Resources**

- (1) The Department has produced a plethora of learning resources to support teachers and learners in ensuring the attainment of learning standards through the Most Essential Learning Competencies (MELCs). Maximum utilization of these resources is highly encouraged as they have been designed to conform with the demands of distance learning and face to face classes and to meet the needs and contexts of learners with different learning conditions.
- (2) Textbooks, self-learning modules, primer lessons, learning activity sheets, TV/video lessons, radio/audio lessons, learner's materials, and other learning resources in different content and accessible formats, whichever is applicable, shall be utilized for blended learning. Other teacher-made learning materials may also be used to help deepen learners' understanding of the lesson.
- (3) It shall be ensured that all teachers have the Teacher's Guide/Teacher's Manual on specific grade levels and learning areas that they are handling. Likewise, teachers shall develop activity-based

materials for mastery of learning delivered during face to face classes.

**d) School Activities**

- (1) Group work activities shall not be allowed if they necessitate physical contact with one another and when physical separation is not practicable.
- (2) The conduct of school-related activities and gatherings must meet the minimum requirements for activities allowed in areas under alert levels 1 and 2 in accordance with the country's COVID-19 alert level system or any similar categorization in accordance with the guidelines of concerned government agencies. Performance-based tasks and activities, summative tests, classroom-based assessments like the Philippine Informal Reading Inventory (Phil-IRI) and Early Childhood Development (ECD) Checklist, preparation for and conduct of large-scale assessments, physical activities, and other similar school-based activities may also be permitted as long as schools follow the required minimum health and safety protocols when conducting such.

3. **Curriculum.** The Department of Education (DepEd) prescribes the K to 12 Curriculum as a minimum requirement for all public and private schools that will participate in the implementation of face to face classes. However, the focus of instruction shall be on the Most Essential Learning Competencies (MELCs). Teachers shall unpack these competencies to ensure that learners are equipped with prerequisite knowledge and skills before being taught with the targeted competencies. The MELCs were formulated in support of the implementation of the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, s. 2020 (Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency).

**C. Including the Most Marginalized.** For marginalized children, the framework recognizes that school reopening shall mean going beyond opening the school gates for teachers and learners. With this, the school shall ensure that learners who are most vulnerable and disadvantaged in terms of access to learning are prioritized.

1. The school shall establish a mechanism in identifying learners who are most vulnerable and disadvantaged in terms of access to learning, such as but not limited to:
  - a) indigent children

- b) out-of-school youth
  - c) physically and mentally handicapped
  - d) distressed individuals and families, including internally displaced persons (IDPs)
  - e) low resourced students
  - f) abandoned and neglected children
  - g) street children
  - h) children of former rebels
  - i) children living in conflict-affected areas and vulnerable communities (CVAS)
  - j) children with disabilities, SPED students
  - k) children from Geographically Isolated and Disadvantaged Areas
  - l) children belonging to indigenous communities
2. The school shall ensure the development and provision of additional resources and support to address the needs of vulnerable and disadvantaged learners. The schools are encouraged to adjust strategies as needed:
    - a) Physical distancing and wearing masks can be difficult for young children and persons with particular disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues. For people who can only wear masks for a limited time, prioritize having them wear masks during times when it is difficult to separate learners and/or teachers and personnel (e.g., while standing in line or during drop off and pick up).
    - b) Teachers may consider wearing masks with a clear panel when interacting with learners who are learning to read or when interacting with learners who rely on lip reading.
    - c) Use behavioral techniques, such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement, to help all learners adjust to transitions or changes in routines.
  3. For disadvantaged and marginalized learners who cannot participate in face to face classes, the school shall ensure continuous support by maximizing the current distance learning modality.
  4. In the event that a parent/guardian pursues the participation of his/her child in face to face classes, the school shall ensure that the minimum health and safety protocols shall be strictly followed. The parent/guardian shall ensure that his/her child has their own assistive device during face to face classes. The school may also coordinate with partner agencies in the provision of assistive devices such as wheelchairs, cane, walkers, and others.
  5. The school shall maintain close coordination with the Department of Social Welfare and Development (DSWD) Case Managers of those learners who are marginalized and other partner agencies

- and organizations such as National Council on Disability Affairs (NCDA).
6. For non-graded SPED and Alternative Learning System-Community Learning Centers (ALS-CLCs), separate policy guidelines will be issued.

## **VII. Well-Being and Protection**

### **A. Psychosocial Support**

1. In addition to the psychosocial support provided in the revised JMC on the implementation of face to face classes, the SDO shall set up a hotline/online platform to provide counseling services to learners, teachers and personnel who require counseling services. In the absence of a Registered Guidance Counselor (RGC) and/or guidance designate in the school, learners, teachers, and school-based personnel shall be referred to this platform for counseling services.

## **VIII. Roles and Responsibilities**

### **A. Central Office**

1. Provide overall policy directions in the implementation of the face to face classes;
2. Formulate national guidelines and standards on the conduct of the implementation of face to face classes;
3. Monitor and assess the implementation of face to face classes;
4. Coordinate with Inter-Agency Task Force (IATF) on Emerging Infectious Diseases, Department of Interior and Local Government, and National Task Force Against Covid-19;
5. Develop a COVID-19 Response and Mitigation Strategy based on exposure risk severity of the community, as guided by the IATF-EID risk classification levels, and the exposure risk rating of the nature of work or activities involved; and
6. Mobilize resources to meet the standards of teaching and learning and health and safety protocols.

### **B. Regional Office**

1. Establish a Regional Composite team which shall:
  - a. oversee the implementation of face to face classes in the region;
  - b. prepare a regional implementation plan for the conduct of the face to face classes;
  - c. mobilize resources to meet the standards of health and safety protocols and ensure quality teaching and learning delivery;
  - d. orient SDO key officials on the standards and processes of the expanded implementation of face to face classes;

- e. process and issue the Safety Seal to nominated schools (a separate guidelines will be issued on the Conferment of the Safety Seal for Basic Education).
  - f. establish a communication strategy to be able to respond to queries and concerns regarding the operationalization of face to face classes;
  - g. provide technical assistance to SDOs in the conduct of the face to face classes; and
  - h. perform other functions as may be assigned by the management in relation to the implementation of face to face classes.
2. The Regional Composite Team shall be composed of the following with their respective roles and responsibilities:

<b>Composition</b>	<b>Functions</b>
<p><b>Chair:</b></p> <p>Assistant Regional Director (ARD)</p>	<ul style="list-style-type: none"> <li>• Provide guidance to the composite team in the implementation of F2F classes in the region</li> </ul>
<p><b>Vice-Chair:</b></p> <p>Quality Assurance Division (QAD)</p>	<ul style="list-style-type: none"> <li>• In coordination with the RO Composite Team, prepare regional monitoring and evaluation (M&amp;E) plan aligned with the National M&amp;E Plan to assess the F2F implementation</li> <li>• Monitor and evaluate the implementation of the face to face classes in the region</li> <li>• Receive and evaluate the completeness of required documents submitted by private schools to participate in the implementation of face to face classes, and endorse them to the SDO for validation, if warranted. Any deficiency/ies in the submitted documents shall be communicated to the private school for compliance;</li> <li>• After receiving the list of validated public and private schools from the SDO, notify the latter regarding the approval of the school's participation in the implementation of face to face class; and</li> </ul>

	<ul style="list-style-type: none"> <li>• Upon full validation, submit the list of nominated public and private schools for expansion to the Planning Officer, for reporting of the said list and other data requirements to CO.</li> </ul>
<b>Members:</b>	
Disaster Risk Reduction and Management (DRRM) Coordinator	<ul style="list-style-type: none"> <li>• In coordination with CO-DRRMS, provide trainings necessary to operationalize the health and safety protocols such as, but not limited to the following: contingency planning, Basic Occupational Safety and Health (BOSH), mental health and psychosocial support (MHPSS) and psychological first aid (PFA) to focal persons of schools;</li> <li>• Coordinate with DRRM Focal Persons in the concerned SDOs to ensure that School DRRM Teams are organized</li> </ul>
RO Health Personnel	<ul style="list-style-type: none"> <li>• Coordinate with relevant CO and RO offices to ensure that health and safety protocols are appropriately embedded in mechanisms during the conduct of F2F implementation;</li> <li>• Provide capacity building and technical assistance on health and safety protocols in coordination with BLSS-SHD</li> </ul>
Planning Officer	<ul style="list-style-type: none"> <li>• Maintain the database of the SSAT results and other data requirements of the schools implementing face to face classes;</li> <li>• Prepare datasets and weekly reports on the face to face classes, as necessary;</li> <li>• Submit validated report of the list of nominated schools for the expansion of the face to face classes to CO</li> </ul>
RO Engineer	<ul style="list-style-type: none"> <li>• Provide guidance and technical assistance to participating schools to ensure that structures and facilities are compliant with the set standards on the Revised</li> </ul>

	<p>JMC;</p> <ul style="list-style-type: none"> <li>• Provide technical assistance on ensuring the construction and setting up of water, sanitation, and hygiene (WASH) facilities based on the standards set by BLSS-SHD;</li> <li>• Provide technical assistance on heating, ventilation, and air conditioning (HVAC) systems in aligned with the standards from BLSS-SHD and DOH</li> </ul>
Representative from Curriculum and Learning Management Division (CLMD)	<ul style="list-style-type: none"> <li>• Provide capacity building activities and technical assistance in preparing for blended learning modality such as but not limited to preparation of class program, blended learning strategies, formative and summative assessment, among others;</li> <li>• Provide guidance in addressing issues and challenges in teaching and learning delivery during the face to face classes</li> </ul>
IP Education Focal Person	<ul style="list-style-type: none"> <li>• Provide technical assistance to Division IPEd Focal Persons in the preparation and conduct of the Free, Prior, and Informed Consent (FPIC) process;</li> <li>• Coordinate with the IP communities at the regional level the FPIC process</li> </ul>

If deemed necessary, RO may add member/s to the composite team.

**C. Schools Division Office**

1. Establish an SDO Composite team which shall:
  - a) oversee the implementation of face to face classes in the schools division;
  - b) prepare a division implementation plan for the conduct of the face to face classes;
  - c) validate the results of the accomplished School Safety Assessment Tool submitted by public and private schools;
  - d) submit to the Regional Office the list of validated participating public and private schools and recommend the list of eligible schools for conferment of Safety Seal;

- e) mobilize resources and support from community stakeholders to meet the standards of health and safety protocol and quality ensure teaching and learning delivery;
- f) orient participating schools on the standards and processes of the implementation of face to face classes;
- g) establish a communication strategy to be able to respond to queries and concerns regarding the operationalization of face to face classes;
- h) provide technical assistance to SDOs in the conduct of the face to face classes; and
- i) perform other functions as may be assigned by the management in relation to the implementation of the face to face classes.

2. The SDO Composite Team shall be composed of the following with their respective roles and responsibilities:

<b>Composition</b>	<b>Functions</b>
<p><b>Chair:</b></p> <p>Assistant Schools Division Superintendent</p>	<ul style="list-style-type: none"> <li>• Provide guidance to the composite team in the implementation of F2F classes in the division</li> </ul>
<p><b>Members:</b></p> <ul style="list-style-type: none"> <li>• Representatives from SGOD</li> <li>• Representatives from CID</li> </ul>	
<p><b>I. School Governance and Operations Division (SGOD)</b></p>	
<p>School Management M&amp;E (SMME)</p>	<ul style="list-style-type: none"> <li>• Coordinate with private schools regarding their participation in F2F implementation;</li> <li>• Establish communication lines and monitor issues and challenges experienced by public and private schools in their participation in the F2F classes; and</li> <li>• In coordination with SDO Composite team, prepare division monitoring and evaluation (M&amp;E) plan aligned to the National and Regional M&amp;E Plan to assess the F2F implementation; and</li> <li>• Monitor and evaluate the implementation of the face to face classes</li> </ul>

Disaster Risk Reduction and Management (DRRM) Coordinator	<ul style="list-style-type: none"> <li>• Coordinate with RO DRRM coordinator to provide trainings necessary to operationalize the health and safety protocols such as, but not limited to the following: contingency planning, Basic Occupational Safety and Health (BOSH), mental health and psychosocial support (MHPSS) and psychological first aid (PFA) to focal persons of schools</li> <li>• Coordinate with DRRM Focal Persons in the participating schools to ensure that Schools DRRM Teams are organized</li> </ul>
SDO Health Personnel	<ul style="list-style-type: none"> <li>• Coordinate with relevant SDO offices to ensure that health and safety protocols are appropriately embedded in mechanisms during the conduct of F2F implementation</li> <li>• Provide capacity building and technical assistance on health and safety protocols in coordination with RO Health Personnel</li> </ul>
Planning Officer	<ul style="list-style-type: none"> <li>• Maintain the database of the SSAT results and other data requirements of the participating schools</li> </ul>
SDO Engineer	<ul style="list-style-type: none"> <li>• Provide technical assistance on setting up the classroom to ensure physical distancing;</li> <li>• Provide guidance and technical assistance on maximizing open air areas within the school if classrooms do not have adequate space;</li> <li>• Provide technical assistance on ensuring the construction and setting up of water, sanitation, and hygiene (WASH) facilities based on the standards set by BLSS-SHD</li> </ul>
<b>II. Curriculum Implementation Division (CID)</b>	
Representative from CID	<ul style="list-style-type: none"> <li>• Provide technical assistance in preparing for blended learning modality such as but not limited to preparation of class program, blended learning strategies, formative and summative assessment, among others;</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide guidance in addressing issues and challenges in teaching and learning delivery during the face to face classes</li> <li>• Provide instructional supervision and technical assistance to schools regarding the conduct of face to face classes;</li> </ul>
IP Education Focal Person	<ul style="list-style-type: none"> <li>• Provide technical assistance to School IPEd Focal Persons in the preparation and conduct of the Free, Prior, and Informed Consent (FPIC) process</li> <li>• Coordinate the conduct of free, prior, and informed consent (FPIC) within the community with elders and leaders and secure necessary documentation.</li> </ul>

If deemed necessary, SDO may add member/s to the composite team.

#### **D. Participating Schools**

1. Ensure the strict implementation of and compliance to health and safety protocols during the conduct of face to face classes;
2. Undertake measures to ensure compliance to the standards of the SSAT and submit the result of the school safety assessment to the SDO;
3. Ensure delivery of quality teaching and learning by following appropriate instructional procedures and standards;
4. Private schools that intend to participate in the implementation of face to face classes shall submit to the Regional Director, copy furnished the Schools Division Superintendent, the required documents listed in Section 6.1.5 of the revised JMC;
5. Orient parents community, barangay officials, civil society organizations and other partners about the face to face classes process, standards, roles and responsibilities;
6. Secure consent from parent/legal guardian;
7. Secure written support from Local Government Units;
8. Mobilize resources and support from community stakeholders (e.g., LGU, parents, health worker, NGO, among others) to meet the standards for the health and safety protocols and to ensure teaching and learning delivery;
9. Establish coordination mechanism with BHERT and LGUs for referral system, contact tracing, school traffic management, disinfection, school suspension, among others;
10. Establish psychosocial support mechanisms to learners and school personnel;

11. Prepare and develop school contingency plan for COVID-19 resurgence; and
12. For IPEd implementing divisions, conduct free, prior, and informed consent (FPIC) within the community with elders and leaders and secure necessary documentation.

#### **IX. Financial Requirements**

Funds to be used in the implementation of face to face classes shall be primarily sourced from the Operation of School – Maintenance and Other Operating Expenses (MOOE) as authorized in the annual appropriations act. The Central Office, Regional Offices, and School Division Offices may also augment the funding requirements of the schools in the implementation of F2F classes from the appropriations under the General Management and Supervision - Maintenance and Other Operating Expenses.

**In no case shall the MOOE appropriations be used for the following:**

1. Procurement of tangible items beyond the capitalization threshold;
2. Hiring of contractual or casual employees, whose salaries and other compensation benefits should be charged against Personnel Services allocations; and
3. Payment of other Capital Outlay items such as infrastructure projects.

As necessary, supplemental funds will be provided/downloaded by the Central Finance Office sourced from other applicable budget line items.

All of the funds to be used for the implementation of the face to face classes shall be subject to the existing policies of the Department, and national budgeting, accounting, auditing, and procurement rules and regulations.

#### **X. Monitoring and Evaluation**

- A. The Monitoring and Evaluation (M&E) Plan for face to face classes will be reviewed and revised in response to the policy changes.
- B. The DepEd-Planning Service shall ensure the collaboration of concerned offices in reviewing and revising the M&E Plan and implementing M&E activities at the national level.
- C. Taking-off from the national M&E Plan, the Quality Assurance Division (QAD), in collaboration with the concerned functional divisions, shall prepare and implement the Regional M&E Plan. The School Governance and Operations Division at the Schools Division Office shall prepare M&E Plan aligned to the national and regional M&E Plan.
- D. Participating schools shall ensure that all data requirements are collected and consolidated relative to the M&E of this policy. Participating schools, learners, teachers, school personnel, and stakeholders are encouraged to participate in the assessment of the implementation through different mechanisms such as surveys, interviews, and focus group discussions.

## **XI. References**

- **American Academy of Pediatrics. (2022).** COVID-19 Guidance for Safe Schools and Promotion of In-Person Learning.
- **Centers for Disease Control and Prevention. (2022).** COVID-19 Prevention Strategies Most Important for Safe In-Person Learning in K-12 Schools.
- **Department of Education. (2008).** DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers)
- **Department of Education. (2020).** Enclosure No. 4 to DM 15 s. 2020 - First Set of Policy Directives of the DepEd Task Force NCOV.
- **Department of Education. (2020).** DepEd Order No. 31, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan).
- **Department of Education. (2020).** DepEd Order No. 12, s. 2020 (Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency).
- **Department of Education (DepEd) and Department of Health (DOH). (2021).** DepEd-DOH JMC No. 1 S. 2021 (Operational Guidelines on the Implementation of Face to Face Classes).
- **Department of Education. (2022).** Evaluation Report of the Pilot Implementation of Face to Face Classes.
- **Department of Education. (2022).** OO-OSEC-2022-003 or the Interim Guidelines on the Expansion of Limited Face to Face Classes.
- **Department of Education (DepEd) and Department of Health (DOH). (2022).** DepEd-DOH JMC No. 1 S. 2022: Revised Operational Guidelines on the Implementation of Face to Face Classes.
- **Inter-Agency Task Force. (2021).** Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021.
- **Goldhaber-Fiebert JD, Studdert DM, Mello MM. (2020).** School Reopenings and the Community During the COVID-19 Pandemic. JAMA Health Forum.
- **UNESCO, U. World Bank, and World Food Programme. (2020).** Framework for reopening schools.

## **XII. Effectivity**

This DepEd Order shall take effect immediately upon publication in the Official Gazette or in any national newspaper of general circulation, and upon filing with the Office of the National Administrative Register (ONAR) of the University of the Philippines Law Center (UP LC). This issuance shall complement the Revised Operational Guidelines on the Implementation of Face to Face Classes (DepEd-DOH JMC No. 1, s. 2022) in governing the implementation of face to face classes. All administrative issuance inconsistent with this DepEd Order are repealed.

## Annex A: Sample Weekly Learning Plan

**Weekly Learning Plan** is an outline of home-based activities and classroom-based activities that guides both teachers and learners in the attainment of instructional objectives/Most Essential Learning Competencies during the limited face-to-face classes. It is a simplified instructional plan that combines the Weekly Home Learning Plan and the Daily Lesson Log/Plan.

Below is the template for the Weekly Learning Plan.

### WEEKLY LEARNING PLAN

<b>Quarter:</b> _____	<b>Grade Level:</b> _____
<b>Week:</b> _____	<b>Learning Area:</b> _____
<b>MELCs:</b> _____	

Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1				
2				
3				
4				
5				

### WEEKLY LEARNING PLAN

Quarter	Ikaapat	Grade Level	2	
Week:	Una	Learning Area	Filipino	
MELCs	1. Napapantig ang mga mas mahahabang salita F2KP-IIc-3 2. Nakasasagot sa mga tanong tungkol sa nabasang kuwento F2PB-Id-3.1.1 3. Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5			
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5	Pagbibigay-Kahulugan sa Salita	Balik-Aral sa Nakaraang Aralin at/o Pagsisimula ng Bagong Aralin  Gawin ang Tukoy Alam, Ang Bagong Batang Pinoy TG, p. 17	<i>Gabayan ang mag-araal upang magawa ang mga gawain sa Subukin SLM p. 3</i>  <i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i>  <i>Itanong sa mag-aaral kung may katanungan pa siya tungkol sa natapos na gawain.</i>

			<p>Paghahabi sa Layunin ng Layunin ng Aralin</p> <p>Ipalawanag sa mag-aaral ang mga gagawin at inaasahan para sa aralin.</p>	<p><i>Basabin ang layunin na nasa Alamin, p. 8.</i></p> <p><i>Itanong sa mag-aaral kung ano ang alam niya sa pantig.</i></p> <p><i>Ipalawanag na ang mga salita ay binubuo ng mga pantig. Ang pantig ay binubuo ng mga tunog ng mga letra.</i></p> <p><i>Ipagawa Subukin p. 8.</i></p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain.</i></p> <p><i>Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p>
2	<p>Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5</p> <p>Nakasasagot sa mga tanong tungkol sa nabasang kuwento F2PB-Id-3.1.1</p>	<p>Pagsagot sa mga Tanong tungkol sa Binasang Kuwento</p>	<p>c. Pagtalakay sa Bagong Konsepto at Paglalahad ng Bagong Kasanayan #1</p> <p>Itanong: <i>Sino ang nakarating na sa siyudad/probinsiya?</i> Hayaang magbahagi ng sariling karanasan ang mag-aaral.</p>	<p>Ipabasa sa mag-aaral ang Aralin 1, SLM p. 2. Kung hindi pa nakababasa ang mag-aaral, basahin ito sa kaniya.</p> <p>Itanong:</p>

			<p>Ihanda:</p> <ul style="list-style-type: none"> <li>- larawan ng siyudad at lalawigan</li> <li>- Venn Diagram</li> </ul> <p>Gawin ang nakasulat sa Paglalahad ABBP TG, p.17  <i>Ano-ano ang pagkakaiba/pagkakabawig ng siyudad sa lalawigan?</i></p> <p><i>Pagpapayaman ng Talasalitaan TG p. 17-18</i></p> <p><i>Ano ang mga bagong salitang natutuhan?</i>  <i>Ano ang kabulugan ng bawat isa?</i></p> <p><i>Ano ang ibig sabihin ng sagana?</i>  <i>Baybaying-dagat?</i>  <i>Bakawan? Caramelado?</i>  <i>Ipagamit ang mga ito sa sariling pangungusap.</i></p> <p>Ipabasa ang "Pamilya delos Reyes, ABBP KM, pp 39 - 40.</p> <p>Talakayin ang binasang kuwento sa pamamagitan ng mga tanong sa Sagutin Natin, ABBP KM, p. 40</p>	<p>Ano ang pantig?</p> <p>Ipabasa muli ang mga halimbawang salita sa p. 2</p> <p>Ipakita ay ipaliwanag kung paano pinantig ang salitang <u>adobo</u>.      Ipalakpak ito upang lubos na maunawaan ng mag-aaral.</p> <p>Itanong:  <i>Ano-anong pantig ang nasa salitang <u>adobo</u>?</i>  <i>Ilang pantig ang mga ito?</i></p> <p>Ipagpatuloy ang gawain hanggang sa matapos ang mga halimbawang salita.</p> <p>Ipakita ang isang larawan ng tipaklong (maaaring gamitin ang larawan na nsa SLM).      Pag-usapan ang nalalaman ng mag-aaral tungkol dito.</p> <p>Ipabasa "Ang Utos ni Diwata sa Tipaklong," SLM, pp. 4 - 6.</p> <p>Itanong:</p>
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				<p><i>Ano ang pamagat ng binasang kuwento?</i></p> <p><i>Sino ang sumulat nito?</i></p> <p><i>Saan naganap ang kuwento?</i></p> <p><i>Sino ang mga tauban nito?</i></p> <p><i>Sino si Diwata Marikit?</i></p> <p><i>Ano ang utos niya kay Tipaklong?</i></p> <p><i>Sinunod ba ito ni Tipaklong?</i></p> <p><i>Bakit?</i></p> <p><i>Ano ang nangyari kay Tipaklong?</i></p> <p><i>Bakit kaya ito nangyari sa kaniya?</i></p> <p><i>Kung ikaw si Tipaklong, ano ang gagawin mo?</i></p> <p><i>Ano kaya ang dapat ginawa ni Tipaklong upang maiwasan ang sinapit niya?</i></p> <p><i>Sino ka sa kuwento?</i></p> <p><i>Bakit?</i></p> <p><i>Ano ang gusto mong katapusan ng kuwento?</i></p>
3	Napapantig ang mga mahahabang salita F2KP-IIc-3	Pagpapantig ng Salita	<p>Pagtalakay sa Bagong Konsepto at Paglalahad ng Bagong Kasanayan #2</p> <p><i>Ano ang nangyari sa pamilya delos Reyes?</i></p> <p>Paglinang sa Kabisaan (tungo sa Pormatibong Pagtataya)</p>	<p><i>Ano ang nangyari kay Tipaklong sa binasang kuwento?</i></p>

			<p>Gawin ang mga panuto na nasa Pagtuturo at Paglalarawan, ABBP TG, p. 18.</p> <p>Ipagawa: Sanayin Natin, ABBP KM, p. 41 Ipaalala sa mag-aaral ang health at safety protocols sa pagsasagawa ng gawain na ito.</p> <p>Matapos ang inilaang oras, bigyang halaga ang ginawa ng bawat pangkat sa pamamagitan ng pag-uulat.</p> <p>Ipagawa ang Gawin Natin, ABBP, p. 41</p> <p>Ipagawa ang Pagyamanin Gawain 1, SLM, p. 9-11</p>	<p>Gabayan ang mag-aaral upang maisagawa ang gawain sa p. 7</p> <p>Gawain ang Suriin p. 8.</p> <p>Ipaliwanag kung ano ang pantig.</p> <div data-bbox="1163 741 1382 1115" style="border: 1px solid black; padding: 5px;"> <p>Ang pantig ay ang bawat pagbuka ng bibig sa pagbikas ng salita. Ito ay bunubuo ng isa o higit pang mga tunog ng alpabeto.</p> </div> <p>Ipalakpak ang salitang <u>pagtalon</u>. <i>Ilang palakpak mayroon sa salitang <u>pagtalon</u>?</i></p> <p>ipaliwanag na ang bawat palakpak ay ang pantig ng salita.</p> <p><i>Ilang pantig mayroo sa salitang <u>pagtalon</u>?</i></p> <p>Gawin ito hanggang matapos ang mga salita sa Suriin p. 8. Bigyan ng pagkakataon ang mag-aaral na gawin ito nang walang tulong.</p>
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				<p>Ipagawa ang Pagyamanin Gawain 1, SLM, p. 9-11</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p>
4	<p>Napapantig ang mga mas mahahabang salita F2KP-IIc-3</p>	<p>Pagpapantig ng Salita</p>	<p>Ipagawa ang Pagyamanin Gawain 2 at 3, SLM , pp. 11-12</p> <p>Paglalatap ng Aralin sa Pang-araw-araw na Buhay Itanong: <i>Paano natin mapahahalagan ang ating oras?</i> Matapos magbigay ng mag-aaral ng</p>	<p>Gabayang mag-aaral upang maisagawa ang Pagyamanin Gawain 2 at 3, SLM , pp. 11-12</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p> <p>Gabayang mag-aaral na maisagawa ang Isagawa pp. 13 - 14</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang</i></p>

			<p>kani-kanilang sagot, ipabasa ang Pahalagahan Natin, ABBP, p. 40.</p> <p>Paglalahat ng Aralin <i>Paano natutukoy ang bilang ng pantig sa isang salita?</i></p> <p>Hayaang magbigay ang mag-aaral ng kani-kanilang sagot. Isulat sa pisara ang sagot ng mag-aaral. Ipabasa ito nang malakas.</p> <p>Ipabasa ang paglalahat sa Tandaan Natin, ABBP, p. 42</p>	<p><i>mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p> <p>Itanong: <i>Ano ang natutunan mo sa aralin/</i></p> <p>Hayaang magbigay ang mag-aaral ng kaniyang sagot.</p> <p>Ipabasa ang Isaisip p. 13.</p> <p>Gabayan ang mag-aaral upang mabuo ang kaisipan tungkol sa pagpapantig.</p> <p>Matapos ang inilaang oras, pag-usapan ang sagot ng mag-aaral sa baway item. Tingan ang Susi sa Pagwawasto sa p. 18.</p>
5	Napapantig ang mga mas mahahabang salita F2KP-IIc-3	Pagpapantig ng Salita	<p>Pagtataya ng Aralin Pasagutan: Tayahin SLM p. 16.</p> <p>Karagdagang Gawain para sa takdang-aralin at remediation</p> <p>Ipagawa:</p>	<p>Gabayan ang mag-aaral upang masagutan ang Tayahin SLM p. 16. Matapos ang inilaang oras, pag-usapan ang sagot ng mag-aaral sa baway item.</p>

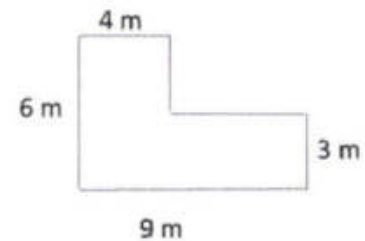
			<p>Karagdagang Gawain SLM p. 17</p>	<p>Tingnan ang Susi sa Pagwawasto sa p. 18.</p> <p>Kung ang score na nakuha sa pagsusulit ay 4 hanggang 5, ipagawa ang Karagdagang Gawain SLM p. 17.</p> <p>Kung mas mababa naman, ipagbigay alam sa guro para sa ibayong paggabay pa sa aralin.</p>
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KEYSTAGE 2

SAMPLE WEEKLY LEARNING PLAN

<b>Quarter:</b> 4 <sup>th</sup> Quarter <b>Week:</b> Week 1 <b>MELC/s:</b> Find the area of irregular figures made up of squares and rectangles using sq. cm and sq. m. (M4ME-Iva-55)		<b>Grade Level:</b> Grade 4 <b>Learning Area:</b> Mathematics		
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
2	<ul style="list-style-type: none"> <li>▪ Find the areas of irregular figures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finding the Areas of Irregular Figures</li> </ul>	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick "kumustahan"</li> </ul> <p>A. Recall (Elicit)            Show plane figures with measurements and ask the learners to find the perimeter of each figure. Let them recall how to find the perimeter of a plane figure.</p> <p>B. Motivation (Engage)            What do you usually see in a park? What do people do there?            Read this situation.            The park that Anton visited has a walking trail as shown</p>	<p>Ask the learners to read their Mathematics Quarter 4 Module 1 – Finding the Areas of Irregular Figures. Let them accomplish the given activities in a separate sheet of paper.</p> <ul style="list-style-type: none"> <li>a. What I Know, pages 1-3</li> <li>b. What's In, page 4</li> <li>c. What's More, page 10</li> </ul>

below. What is its area?



- What do we mean by walking trail?
- What is it for?
- What do you think is the area of that walking trail?

C. Discussion of concepts (Explore)

Ask the learners to work in groups and show the solutions in finding the area of the walking trail. Let the learners explore ways on finding the area of the walking trail.

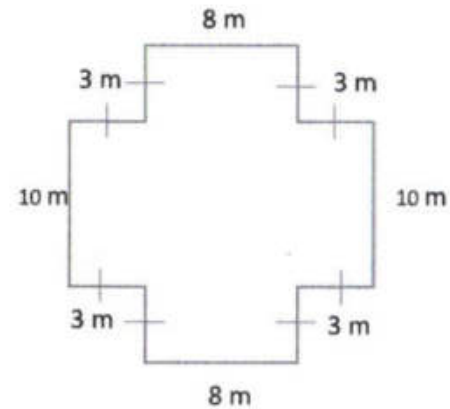
D. Developing Mastery (Explain)

Ask a representative from each group to present their group output before the class. Let learners ask questions for clarification.

E. Application and Generalization (Elaborate)

Let the learners answer exercises in finding areas of irregular figures. Ask them to explain how to find the areas of irregular figures.

			<p>F. Evaluation Let the learners find the areas of the given irregular figures.</p> <p>Explain the Home-based activities that they need to accomplish. Remind the learners who need remediation to attend the Learning Remediation and Intervention Program after class.</p>	
4	<ul style="list-style-type: none"> <li>▪ Apply the concepts of area to mathematical problems and real-life situations (Performance Standard)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finding the Areas of Irregular Figures</li> </ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick “kumustahan”</li> </ol> <p>A. Recall (Elicit) Let the learners recall on how to find the areas of irregular figures. Let them show and check their answers in the given home-based activities.</p> <p>B. Motivation (Engage) Present a word problem. Paulo’s garden has this shape. It is now ready for planting. However, he is still thinking of what he will plant there. He needs your help. What will you suggest to Paulo? Find the area of the garden. The identical markings are used to show that the sides are of equal length.</p>	<p>Ask the learners to read their Mathematics Quarter 4 Module 1 – Finding the Areas of Irregular Figures. Let them accomplish the given activities in a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>a. What I Can Do, page 11</li> <li>b. Assessment #1-5, pages 11-12</li> <li>c. Additional Activities, page 13</li> </ol>



C. Discussion of concepts (Explore)

Ask the learners to work in groups and show the solutions to the problem.

Ask a representative from each group to present their group output before the class. Let learners ask questions for clarification.

E. Application and Generalization (Elaborate)

Let the learners answer exercises in finding areas of irregular figures. Ask them to explain how to find the areas of irregular figures.

F. Evaluation

Let the learners find the areas of the given irregular figures and solve word problems.

			<p><b>G. Additional/Enrichment Activity (Extend)</b>  Ask the learners to draw an irregular figure and create a word problem about it applying the concept of area. This could be done by the learners during the weekend.</p> <p>Explain the Home-based activities that they need to accomplish.  Remind the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p>	
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Note:

- Math 4 is scheduled on Tuesday and Thursday as indicated in the Sample Class program.
- The time for the Home-based activities is indicated in the Sample Class program.
- Not all activities in the SLM may be assigned to the learners as part of the Home-based Activities. Teacher may choose activities that will enrich the F2F discussions.

**KEYSTAGE 3**

**SAMPLE WEEKLY LEARNING PLAN**

<b>Quarter:</b> 4 <sup>th</sup> Quarter <b>Week:</b> Week 1 <b>MELC/s:</b> Explain ingestion, absorption, assimilation, and excretion (S8LTIVa-13, Week 1) <b>PS :</b> Create an infographics that presents an analysis of the data gathered on diseases resulting from nutrient deficiency		<b>Grade Level:</b> Grade 8 <b>Learning Area:</b> Science		
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1	<ul style="list-style-type: none"> <li>▪ Identify the main organs and their functions of digestive system</li> <li>▪ Explain the process of ingestion, absorption, assimilation, and excretion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major organs of Digestive System and their functions</li> </ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick "kumustahan"</li> </ol> <p>A. Recall (Elicit) Ask the learners to recall the major organs of the human body that work together to form organ systems (Grade 6 lesson), through a game or visual activity.</p> <p>B. Motivation (Engage) Present a medical chart/illustration of a patient with severe malnourish condition. Ask the learner on what may have caused the condition, then present the motive/big question of what body organs and systems are responsible to achieving healthy digestion and nourishment absorption.</p>	<p>Ask the learner to read their Science SML 1 – Structures and Functions of the Digestive System, then accomplish the given activities in a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>a. What I Know, page 2</li> <li>b. Activity 2 – A Gutsy Game, Page 6</li> <li>c. Activity 4 – Match Me, page 12</li> </ol>

			<p>C. Discussion of concepts (Explore) Ask the learners to work in group for the activity. The learners will identify the organs of the digestive system, describe its function and explain the digestive process involved. Activity sheet, illustration and reference materials may be provided by the teacher to each group.</p> <ul style="list-style-type: none"><li>a. Mouth and Esophagus</li><li>b. Stomach</li><li>c. Small intestine</li><li>d. Large Intestine</li><li>e. Accessory digestive organs: liver, gallbladder, pancreas</li></ul> <p>D. Developing Mastery (Explain) Ask the learners to present their group output before the class. Ask the learner to answer and explain the guide question the the activity sheet for the organs assigned to them.</p> <p>E. Application and Generalization (Elaborate) Let learners ask questions for clarification. Then show again the medical chart presented in the beginning of the class. Ask the learner to respond to the provided motive question.</p> <p>F. Evaluation</p>	
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			<p>Present the assessment task- Illustrative concept map. Ask the learner to identify the parts of digestive system and explain its functions. Check and process sample responses.</p> <p>Ask the learner to explain their answers, then explain the Home-based activities that they need to accomplish.</p> <p>End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p>	
3	<ul style="list-style-type: none"> <li>▪ Relate the function of digestive system and its interaction with the Circulatory, Respiratory, and Excretory Systems providing the body with nutrients for energy</li> <li>▪ Analyze the diseases that result from nutrient deficiency and ingestion of harmful substances, and their prevention and treatment</li> <li>▪ Create an infographics that presents an analysis of the data gathered on diseases resulting from nutrient deficiency (Performance Standard)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Digestive system and its interaction with the circulatory, respiratory, and excretory systems;</li> <li>▪ Diseases that result from nutrient deficiency, their prevention and treatment</li> </ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick "kumustahan"</li> </ol> <p>A. Recall (Elicit) Let the learner recall on the organs of Digestive system and their function through a simple Quiz-bee like activity. The answer for SLM Activity 2 or 4 may also be explained.</p> <p>B. Motivation (Engage) Present an illustrative chart/table that show diseases as result of nutrient deficiency. Ask the learners to describe each. Ask them infer what organs of digestive system was affected. Post the</p>	<p>Ask the learner to read their Science SML 1 – Structures and Functions of the Digestive System, then accomplish the given activities in a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>a. Activity 5 – I Fill You!, page 13</li> <li>b. Activity 6 – Share It!, page 14</li> <li>c. Assessment, page 17</li> </ol> <p>Ask the learners to do the Additional Activity - Create an infographics that presents an analysis of the data gathered on diseases resulting from</p>

			<p>answers in the wall, then tell that these will be explained later in the class discussions.</p> <p>C. Discussion of concepts (Explore)          Explain the task to the learners of how digestive system is related to other organs of the body. Each group will be provided with Activity Sheet, Info Guide and other materials.</p> <ol style="list-style-type: none"> <li>a. Digestive and Circulatory System</li> <li>b. Digestive and Respiratory System</li> <li>c. Digestive and Excretory System</li> <li>d. Diseases of Digestive system (A)</li> <li>e. Diseases of Digestive System (B)</li> </ol> <p>D. Developing Mastery (Explain)          Ask the learners to present their group output before the class. Ask the learner to answer and explain the guide question the the activity sheet for the tsk assigned to them.</p> <p>E. Application and Generalization (Elaborate)          Let learners ask questions for clarification. Then show again the illustrative chart/table presented in the beginning of the class. Ask the learner to respond to the provided motive questions.</p> <p>F. Evaluation</p>	<p>nutrient deficiency. The rubric is provided in page 19.</p>
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			<p>Ask the learner to accomplish a Venn Diagram that will relate Digestive System to either Circulatory, Respiratory or Excretory System. They need to describe the their interaction and cite-explain one possible disease related to these systems. Check and process sample responses.</p> <p>G. Additional/Enrichment Activity (Extend)  Ask the learners create an infographics (by group) that presents an analysis of the data gathered on diseases resulting from nutrient deficiency. This could be done by the learners during the weekend.</p>	
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**Note:**

Science 8 is scheduled on Monday and Wednesday as indicated in the Sample Class program.

The time for the Home-based activities is indicated in the Sample Class program.

Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based Activities. Teacher may choose activities that will enrich the F2F discussions.

**KEYSTAGE 4**

**SAMPLE WEEKLY LEARNING PLAN FOR SHS**

**MONDAY**

**English (Reading and Writing) (7:00- 9:00 A.M)**

<b>Quarter:</b> 4 <sup>th</sup> Quarter <b>Week:</b> Week 1 <b>MELC/s:</b> Identify the context in which a text was developed EN11/12RWS-IVac-7; a. Hypertext EN11/12RWS-IVac-7.1; b. Intertext EN11/12RWS-IVac-7.2		<b>Grade Level:</b> Grade 11 <b>Learning Area:</b> English (Reading and Writing)		
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1 Monday	<ul style="list-style-type: none"> <li>▪ Explain the importance of the elements of hypertext in reading and understanding the text</li> <li>▪ Discuss the importance of the links within the text</li> <li>▪ Use hypertext to link the main text to the other texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hypertext</li> <li>▪ Elements of hypertext</li> </ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick “kumustahan”</li> </ol> <p><b>A. Recall</b> Ask the learners to recall the types of claims explicitly or implicitly made in a written text (previous lesson), through a game.</p> <p><b>B. Activity</b> Ask the learners to open this link on their laptop, tablet, or smart phone and read the article: <a href="https://www.nytimes.com/2015/08/11/opinion/zeynep-tufekci-why-smart-objects-may-be-a-dumb-idea.html">https://www.nytimes.com/2015/08/11/opinion/zeynep-tufekci-why-smart-objects-may-be-a-dumb-idea.html</a></p>	<p><b>A. Activity</b> Ask the learners to open this link on their laptop, tablet, or smart phone and read the article: <a href="https://www.nytimes.com/2015/08/11/opinion/zeynep-tufekci-why-smart-objects-may-be-a-dumb-idea.html">https://www.nytimes.com/2015/08/11/opinion/zeynep-tufekci-why-smart-objects-may-be-a-dumb-idea.html</a>)</p> <p><b>B. Analysis</b> Ask the learners to answer these process questions on their answer sheet.</p> <ol style="list-style-type: none"> <li>1. What were your techniques in reading the article? Did you read continuously or do you have to stop to read the clickable links within the article?</li> <li>2. How helpful are these links within the article?</li> <li>3. With the links embedded within the article, were you able to understand better the text or were you distracted? Why or why not?</li> </ol>

			<p><b>C. Analysis</b>  Ask the learners to answer these process questions orally.</p> <ol style="list-style-type: none"> <li>1. What were your techniques in reading the article? Did you read continuously or do you have to stop to read the clickable links within the article?</li> <li>2. How helpful are these links within the article?</li> <li>3. With the links embedded within the article, were you able to understand better the text or were you distracted? Why or why not?</li> </ol> <p><b>D. Abstraction</b></p> <p><b>What is a Hypertext?</b>  A hypertext is an electronic text format where content is interconnected using hyperlinks. The hypertext is used in the process called hypertextuality --- a non-linear or non-sequential way of presenting information. The hyperlinks are embedded in a text by the writer. Instead of reading the text continuously, hypertexts link the main text to other texts giving the option to the readers to jump from one information to another. According to Bolter, hypertext is "...a network of interconnected writings..." of pages of information that "...may be of equal importance in the whole text..." It helps create new knowledge by prompting the reader to explore more and recreate the ways of learning and thinking</p>	<p><b>C. Abstraction</b></p> <p>What is a Hypertext?  A hypertext is an electronic text format where content is interconnected using hyperlinks. The hypertext is used in the process called hypertextuality --- a non-linear or non-sequential way of presenting information. The hyperlinks are embedded in a text by the writer. Instead of reading the text continuously, hypertexts link the main text to other texts giving the option to the readers to jump from one information to another. According to Bolter, hypertext is "...a network of interconnected writings..." of pages of information that "...may be of equal importance in the whole text..." It helps create new knowledge by prompting the reader to explore more and recreate the ways of learning and thinking. Hypertextuality is said to be a great innovation with the use of computer to transcend the linearity of the text by building a series of imagined connections. Almost all texts that you can click in the World Wide Web or the internet is a hypertext.</p> <p>In general, hypertextuality rests on the premise that humans learn better associatively and not through some linear path alone. Hypertexts create semantic networks and associations stimulating the senses through multimedia and allowing freedom in deciding the pace for learning and thinking.  Below is an example of a text which provides hypertexts for further information to the readers. Notice that the hypertexts are blue-colored underlined words/lines. These can be</p>
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			<p>The hypertext has three key elements: immediacy, flexibility and interactivity. Hypertext is likened to footnotes in a book or any reading material. Footnotes provide definition, explanation and more information which are also the same things that hypertexts produce. But in contrast to footnotes, the hypertext operates with immediacy as it is made possible and available automatically with just a click at the very moment the reading is taking place. Footnotes, on the other hand, can be very time-consuming as the reader will have to refer to it while taking breaks from reading the material.</p> <p>Hypertexts provide flexibility in learning and thinking. As hypertexts provide different links to explore, the reader may be prompted to deal with the information at the moment.</p> <p>Lastly, hypertexts encourage interactivity that is consistent with the principles of engaged participation. The structure of hypertext introduces links that encourage active learning among readers who construct their own unique ways of learning depending on their needs and objectives.</p> <p><b>E. Application</b> Provide the learners these three songs. Ask the learners to read and analyze the lyrics of the songs, then they will answer</p>	<p>clicked further to link the reader to other texts or media.</p> <p>The hypertext has three key elements: immediacy, flexibility and interactivity. Hypertext is likened to footnotes in a book or any reading material. Footnotes provide definition, explanation and more information which are also the same things that hypertexts produce. But in contrast to footnotes, the hypertext operates with immediacy as it is made possible and available automatically with just a click at the very moment the reading is taking place. Footnotes, on the other hand, can be very time-consuming as the reader will have to refer to it while taking breaks from reading the material.</p> <p>Hypertexts provide flexibility in learning and thinking. As hypertexts provide different links to explore, the reader may be prompted to deal with the information at the moment. Aside from that, hypertexts give further readings in relation to the main text. This permits a reader to choose a path through the text that will be most relevant to his needs and interests.</p> <p>Lastly, hypertexts encourage interactivity that is consistent with the principles of engaged participation. The structure of hypertext introduces links that encourage active learning among readers who construct their own unique ways of learning depending on their needs and objectives.</p> <p>Other links may not only lead to texts but also to other forms of media like pictures, audio clip or even videos. This is known as hypermedia, which presents a multimedia</p>
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			<p>these questions below on a one whole sheet of paper:</p> <p>Love story by Taylor Swift (Excerpt)  We were both young when I first saw you  I close my eyes, and the flashback starts  I'm standing there  On a balcony in summer air  See the lights, see the party, the ball  gowns  See you make your way through the  crowd  And say, "Hello"  Little did I know  That you were Romeo, you were throwing  pebbles  And my daddy said, "Stay away from  Juliet"  And I was crying on the staircase  Begging you, "Please don't go, "</p> <p>Tatsulok by Bamboo(Excerpt)  Hindi pula't dilaw tunay na magkalaban  Ang kulay at tatak ay di syang dahilan  Hangga't marami ang lugmok sa  kahirapan  At ang hustisya ay para lang sa mayaman  Habang may tatsulok at sila ang nasa  tuktok  Di matatapos itong gulo</p> <p>Samson by Regina Spektor (Excerpt)  Samson came to my bed  Told me that my hair was red  Told me I was beautiful  And came into my bed</p>	<p>approach to gaining information. Hypertext is actually a subset of hypermedia.</p> <p>In general, hypertextuality rests on the premise that humans learn better associatively and not through some linear path alone. Hypertexts create semantic networks and associations stimulating the senses through multimedia and allowing freedom in deciding the pace for learning and thinking.</p> <p><b>D. Application</b>  Provide the learners these three songs. Ask the learners to read and analyze the lyrics of the songs, then they will answer these questions below on a one whole sheet of paper:</p> <p>Love story by Taylor Swift (Excerpt)  We were both young when I first saw you  I close my eyes, and the flashback starts  I'm standing there  On a balcony in summer air  See the lights, see the party, the ball gowns  See you make your way through the crowd  And say, "Hello"  Little did I know  That you were Romeo, you were throwing  pebbles  And my daddy said, "Stay away from Juliet"  And I was crying on the staircase  Begging you, "Please don't go, "</p> <p>Tatsulok by Bamboo(Excerpt)  Hindi pula't dilaw tunay na magkalaban  Ang kulay at tatak ay di syang dahilan  Hangga't marami ang lugmok sa kahirapan  At ang hustisya ay para lang sa mayaman  Habang may tatsulok at sila ang nasa tuktok</p>
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			<p>Oh, I cut his hair myself one night  A pair of dull scissors in the yellow light  And he told me that I'd done alright  And kissed me 'til the mornin' light, the  mornin' light  And he kissed me 'til the mornin' light</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What references were you able to identify in the following songs?</li> <li>2. What is the importance of these references in forming the theme of the song?</li> <li>3. How are these new ideas linked to their previous references?</li> <li>4. How important are the elements of hypertext helping you read and understand the text/song.</li> </ol> <p><b>F. Evaluation</b>  Ask the learners to:</p> <ol style="list-style-type: none"> <li>1. choose a text (may be an excerpt) and paste it on a Microsoft Word file;</li> <li>2. develop its context by choosing words or phrases or sentences to turn it into a hyperlink. The hyperlinks may be definitions, explanations, historical context and further explanations; and</li> <li>3. use hypertext to link the main text to the other texts.</li> </ol> <p>(Note: the learners must have laptops, tablets, or smartphones and internet connection for this activity)</p>	<p>Di matatapos itong gulo</p> <p>Samson by Regina Spektor (Excerpt)  Samson came to my bed  Told me that my hair was red  Told me I was beautiful  And came into my bed  Oh, I cut his hair myself one night  A pair of dull scissors in the yellow light  And he told me that I'd done alright  And kissed me 'til the mornin' light, the mornin'  light  And he kissed me 'til the mornin' light</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What references were you able to identify in the following songs?</li> <li>2. What is the importance of these references in forming the theme of the song?</li> <li>3. How are these new ideas linked to their previous references?</li> <li>4. How important are the elements of hypertext helping you read and understand the text/song.</li> </ol>
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			End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.	
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## 2 Empowerment Technologies (9:00-11:00)

<b>Quarter:</b> 2 <sup>nd</sup> Sem		<b>Grade Level:</b> Grade 11		
<b>Week:</b> Week 1		<b>Learning Area:</b> Empowerment Technologies		
<b>MELC/s:</b> Compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges (Code : CS_ICT11/12-ICTPT- <b>Ia-b-1</b> )				
<b>PS :</b> The learners shall be able to independently compose an insightful reflection paper on the nature of ICT in the context of their lives, society and professional tracks (Arts, TechVoc, Sports, Academic)				
Day	Objectives	Topic/s	Classroom-Based Activities (DLP/DLL)	Home-Based Activities (WHLP)
1 Monday	<ul style="list-style-type: none"> <li>▪ Define online platforms</li> <li>▪ Discuss the different types online platforms/sites according to its nature and purpose</li> </ul>	Software Application and Platforms (ADM)	Begin with classroom routine: <ul style="list-style-type: none"> <li>e. Prayer</li> <li>f. Reminder of the classroom health and safety protocols</li> <li>g. Checking of attendance</li> <li>h. Quick "kumustahan"</li> </ul> A. Recall/Review  Ask the learners to name at least 3-5 most commonly used application/platforms in their smart phones or laptops or available gadgets they have. Then, call another set of learners to describe in a word or phrase about the identified applications or platforms. Do it through a game or visual/interactive activity.	Ask the learner to do the following: <ul style="list-style-type: none"> <li>• Read the Empowerment Technologies - Module 1.2 on Software Application and Platforms.</li> <li>• Accomplish the activities in a separate paper:               <ul style="list-style-type: none"> <li>- <i>What I Know</i> on page 2</li> <li>- <i>What's In</i> on page 5</li> <li>- Answer the questions on page 6</li> <li>- <i>Chart It!</i> on page 12</li> </ul> </li> <li>• For additional information, watch the DepEd TV episode 1 on Software Application and Platforms on this link: <a href="https://www.youtube.com/watch?v=NQ3I8KAM1nA">https://www.youtube.com/watch?v=NQ3I8KAM1nA</a></li> </ul>

			<p>B. Motivation</p> <p>Present at least three sample of payment transactions made online. Let them analyze each transactions. Ask the learners to briefly explain the benefits of online transactions? (Refer to SLM p. 6 for the sample.)</p> <p>C. Establishing a Purpose for the Lesson</p> <ul style="list-style-type: none"><li>• Explain learning objectives for the day.</li><li>• Discuss/unlock some technical terms</li></ul> <p>D. Discussion of concepts</p> <p>Ask the learners to work in pair or team. Each team will draw lots the type of platform or application to discuss. The learners will identify and describe the types of platforms or applications according to each nature and purpose. The teacher will give the possible format for consolidating their ideas and may provide references on this.</p> <p>E. Developing Mastery</p> <p>Instruct the learners to share their group output in the class.</p> <p>Teacher will discuss further the different types of online platforms and sites. (Refer to SLM pp. 7-10)</p>	
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			<p>F. Generalization</p> <p>Ask the learners to do a “minute paper”. Learners will be asked to define the online platforms. Likewise, cite particular activity/ situation and identify the types of online platforms/applications to use. Call some volunteers to share their answers.</p> <p>G. Evaluation</p> <p>Ask the learners to identify and describe at least three to five types of online platforms/sites according to its nature and purpose. Ask a volunteer to share it in class.</p> <p>For additional information, if the teacher has the equipment i.e. laptop and projector, learners may watch the DepEd TV episode 1 on Software Application and Platforms on this link:  <a href="https://www.youtube.com/watch?v=NQ3I8KAM1nA">https://www.youtube.com/watch?v=NQ3I8KAM1nA</a></p> <p>Otherwise this will be formed part of the learners home-based activities.</p>	
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**Note:**

*Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based Activities. Teacher may choose and add relevant activities that will enrich the F2F discussions.*

**TUESDAY**

1. **Statistics & Probability (7:00-9:00)**

Quarter: 4 <sup>th</sup> Week: 1 MELCs: illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.		Grade Level: 11 Learning Area: Statistics & Probability		
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
2	1. Illustrate the following: <ol style="list-style-type: none"> <li>null and an alternative hypothesis.</li> <li>the level of significance of the hypothesis;</li> <li>the rejection region and ;</li> <li>the types of errors in hypothesis testing.</li> </ol> 2. calculate the probabilities of committing errors in hypothesis testing; 3. identify the parameter to be tested given a real-life problem; and 4. formulate appropriate null and alternative hypotheses.	<ul style="list-style-type: none"> <li>Null and Alternative Hypothesis</li> <li>One-Tailed &amp; Two tailed hypothesis</li> <li>Types of errors in hypothesis testing</li> </ul>	Begin with classroom routine: <ol style="list-style-type: none"> <li>Prayer</li> <li>Reminder of the classroom health and safety protocols</li> <li>Checking of attendance</li> <li>Quick "kumustahan"</li> </ol> A. Recall: Do an Oral Activity that will recall the previous lesson. (You may use Activity No. 3 in page 3 & 4 of the module. B. Activity: Using Kahoot, let the Learners answer the questions in pages 5 – 7 of the Module. C. Analysis: Ask the Learners on their answers in pages 5 - 7. (Use the questions prepared in page 7 of the Module) D. Abstraction: Discuss the following concepts <ol style="list-style-type: none"> <li>Null Hypothesis</li> </ol>	<ul style="list-style-type: none"> <li>Answer the <b>Try this</b> part of the Module in Pages 2 &amp; 3</li> <li>Do Activity No. 3 of the <b>Recall</b> Part of the Module in pages 3 &amp; 4</li> <li>Read the Situation Presented in the <b>Do This</b> part of the Module and Answer the questions on pages 5 - 7</li> <li>Read and understand the Concepts of One-Tailed and Two-tailed hypothesis &amp; Errors in Hypothesis Testing in Pages 10 to 14 of the Module</li> <li>Do Activity 5 and prepare a table (6 X 3) for your answer on the activity. (See attached Template 1)</li> <li>Using Activity No. 6, Prepare a Table (2x2) for the answers of the activity. (See attached Template 2)</li> </ul> Note: Submit the Output upon submission of the Module.

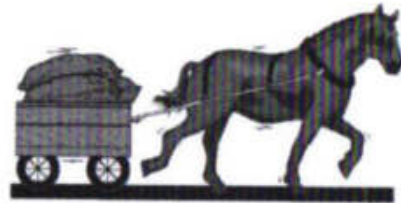
			<p>2. Alternative Hypothesis 3. One-Tailed Hypothesis 4. Two tailed hypotheses</p> <p>E. Application:</p> <p>Let the learners answer the first two questions of Activity 5 and the first three questions in Activity 6. Let the learner show their answer through a Table. (See attached sheets for table output)</p> <p>Note: The remaining question should be answer at home. And prepare to be presented on the next session.</p>	
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## 2. Physical Science (9:00-11:00)

<b>Quarter:</b> 4 <sup>th</sup> Quarter		<b>Grade Level:</b> Grade 11/12		
<b>Week:</b> Week 1		<b>Learning Area:</b> Physical Science		
<b>LCs:</b> Explain what the Greeks considered to be the three types of terrestrial motion (S11/12PS-IVa-36) Explain what is meant by diurnal motion, annual motion, and precession of the equinoxes (S11/12PS-IVa-37) Explain how the Greeks knew that the Earth is spherical ((S11/12PS-IVa-38)				
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
2	<ul style="list-style-type: none"> <li>Explain the perspective of the Greeks on Earth's motion and other heavenly bodies</li> </ul>	The Greeks' view of the Earth's motion	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>m. Prayer</li> <li>n. Reminder of the classroom health and safety protocols</li> <li>o. Checking of attendance</li> <li>p. Quick "kumustahan"</li> </ul> <p>A. Recall (Elicit) Flash/paste pictures of varying situations and allow the learners to infer what causes them.</p> <p>B. Motivation (Engage)</p>	<p>Let the learners answer the following in their Physical Science Module 14:</p> <ul style="list-style-type: none"> <li>a. Try This! p. 2</li> <li>b. Do This! Activity 14.1, Group Me, p. 4</li> <li>c. Explore!</li> </ul>



What causes the rock to fall to the ground?



What causes the carriage to move?



What will cause the arrow to continuously move after the release?

			<p>C. Discussion of concepts (Explore)</p> <ul style="list-style-type: none"> <li>• Process the responses of the learners and discuss how different or similar their answers are to the perspectives of Aristotle and the Greeks regarding the following:             <ol style="list-style-type: none"> <li>a. Gravity</li> <li>b. Motion</li> <li>c. Forces</li> </ol> </li> </ul> <p>D. Developing Mastery (Explain) Relate how the Greeks viewed the motion of the moon and other heavenly bodies to their perspective of gravity, motion, and forces</p> <p>E. Application and Generalization (Elaborate) Through an activity, let the learners refute the ancient beliefs of the Greeks and compare it with the findings of modern Astronomical Science.</p> <p>F. Evaluation Ask the learners the following questions:             <ol style="list-style-type: none"> <li>1. Given that the Greeks had a different and incorrect views on how heavenly bodies move, is there a possibility that the scientific information that we have now may also be incorrect and incomplete?</li> <li>2. How did Aristotle conclude that there are only four fundamental elements in the world?</li> </ol> </p>	
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**WEDNESDAY**

**1. English (Reading and Writing) (7:00-9:00)**

<p>DAY 3 Wednesday</p>	<ul style="list-style-type: none"> <li>▪ Identify the context in which a text was developed</li> <li>▪ Use intertext to develop text's context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intertext</li> <li>▪ Types of intertextualities</li> </ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick "kumustahan"</li> </ol> <p><b>A. Activity</b> Let's meme it! Provide the learners with memes. Mechanics:</p> <ul style="list-style-type: none"> <li>• Group the class.</li> </ul> <p>Assign each group a meme that has become popular sources of laughter from Filipinos.</p> <ul style="list-style-type: none"> <li>• Each group must identify the underlying references that are used to create the meme.</li> <li>• After the brainstorming, each group presents the output to the class.</li> </ul> <p><b>B. Analysis</b> Process the activity by asking the learners to answer the following questions orally:</p> <ol style="list-style-type: none"> <li>1. Did you discover patterns of behavior?</li> <li>2. Did you discover creative ways of deploying the words of others?</li> <li>3. How do individuals reuse, appropriate, or recycle publicly circulating materials?</li> <li>4. How do individuals rework someone else's discourse to fit their own needs?</li> </ol>	<p><b>E. Evaluation</b> Ask the learners to:</p> <ol style="list-style-type: none"> <li>1. choose a text (may be an excerpt) and paste it on a Microsoft Word file;</li> <li>2. develop its context by choosing words or phrases or sentences to turn it into a hyperlink. The hyperlinks may be definitions, explanations, historical context and further explanations; and</li> <li>3. use hypertext to link the main text to the other texts.</li> </ol> <p>(Note: the learners must have laptops, tablets, or smartphones and internet connection for this activity) End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p> <p><b>DAY 2: Wed 7:00-9:00</b></p> <p><b>A. Activity</b> Let's meme it! Provide the learners with memes. Ask them to identify the underlying references that are used to create the meme.</p> <p><b>B. Analysis</b> Process the activity by asking the learners to answer the following questions on their notebook or one whole piece of paper:</p> <ol style="list-style-type: none"> <li>1. Did you discover patterns of behavior?</li> <li>2. Did you discover creative ways of deploying the words of others?</li> <li>3. How do individuals reuse, appropriate, or recycle publicly circulating materials?</li> </ol>
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5.What is the importance of context in text development?

**C. Abstraction**

What is an Intertext?

The term 'intertextuality' refers to the literary discourse strategy utilized by writers in novels, poetry, theater and even in non-written texts. Intertextuality creates 'interrelationship between texts' and generates related understanding in separate works through different ways like borrowing from a previous text, transforming or repackaging a previous text or referencing from other texts.

Types of Intertextualities: Pastiche, Allusion and Parody.

Pastiche. This is related to the Italian word for 'paste.' Pastiche is a collage of words, phrases, or entire passages from one or more authors that creates a new literary work. This type parallels or models a current text with another text by borrowing the latter's setting, plot or storyline, characters and the like. Sometimes an old text is repackaged into a newer version by reimagining it.

Allusion. An allusion is a figure of speech that makes a reference to people, places, events or literary

4.How do individuals rework someone else's discourse to fit their own needs?

5.What is the importance of context in text development?

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Allusion. An allusion is a figure of speech that makes a reference to people, places, events or literary works directly or indirectly by implying them. Allusion has four types: Literary, Cultural, Biblical and Historical.

The literary allusion is a statement that indirectly refers to known literary works. An example is Edgar Allan Poe's line: 'the face that launched a thousand

			<p>works directly or indirectly by implying them.</p> <p>Allusion has four types: Literary, Cultural, Biblical and Historical.</p> <p>The literary allusion is a statement that indirectly refers to known literary works. An example is Edgar Allan Poe's line: 'the face that launched a thousand ships' is a statement referring to Helen of Troy in the Homer's epic.</p> <p>Biblical allusion is a statement that refers to the Bible without clearly mentioning it. In William Shakespeare's Hamlet, there is an identifiable biblical allusion in the following statement of Claudius: "O my offence is rank; it smells to heaven; it hath the primal eldest curse upon't – a brother's murder!" The line has reference to the story found in Genesis where Cain murdered his brother Abel.</p> <p>The third type is the historical allusion, which is a statement that refers to history.</p> <p>Cirilo Bautista's Song of the Teargassed Man bears a lot of these allusions. The 'teargassed man' in the very title of the poem is already an allusion in itself.</p> <p>The last type is the cultural allusion, which has reference to a person, place, event or thing within a</p>	<p>ships' is a statement referring to Helen of Troy in the Homer's epic.</p> <p>Biblical allusion is a statement that refers to the Bible without clearly mentioning it. In William Shakespeare's Hamlet, there is an identifiable biblical allusion in the following statement of Claudius: "O my offence is rank; it smells to heaven; it hath the primal eldest curse upon't – a brother's murder!" The line has reference to the story found in Genesis where Cain murdered his brother Abel.</p> <p>The third type is the historical allusion, which is a statement that refers to history.</p> <p>Cirilo Bautista's Song of the Teargassed Man bears a lot of these allusions. The 'teargassed man' in the very title of the poem is already an allusion in itself.</p> <p>The last type is the cultural allusion, which has reference to a person, place, event or thing within a specific culture. This kind of allusion deals with a particular time or milieu. Only few individuals who form part of the culture or with knowledge of that culture can figure out what is alluded to. People share a wide variety of experiences in literature, and intertextuality occurs where authors use these shared experiences to communicate their ideas with their audiences. In the statement: "my spidey sense is tingling," there is a notable allusion to pop culture. This is in reference to the feeling that Spiderman gets whenever he senses danger around.</p> <p>Parody. This third type of intertextuality is similar to pastiche as it appropriates another's work. A parody is a funny imitation of a piece of literature, writing or music. This is satirical in nature and its purpose is</p>
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			<p>specific culture. This kind of allusion deals with a particular time or milieu. Only few individuals who form part of the culture or with knowledge of that culture can figure out what is alluded to. People share a wide variety of experiences in literature, and intertextuality occurs where authors use these shared experiences to communicate their ideas with their audiences. In the statement: "my spidey sense is tingling," there is a notable allusion to pop culture. This is in reference to the feeling that Spiderman gets whenever he senses danger around.</p> <p>Parody. This third type of intertextuality is similar to pastiche as it appropriates another's work. A parody is a funny imitation of a piece of literature, writing or music. This is satirical in nature and its purpose is to put humor, to poke fun and to mock something in order to express a certain desire for a social or political change.</p> <p>One example for this type is Miguel de Cervantes's Don Quixote that parodies the romances. This is a story of a man who became so obsessed with reading chivalric romances and became delusional by thinking he is a knight who tries to defend the helpless. As he tries to comically portray his pretend role as a knight, he makes the chivalrous ideals of</p>	<p>to put humor, to poke fun and to mock something in order to express a certain desire for a social or political change.</p> <p>One example for this type is Miguel de Cervantes's Don Quixote that parodies the romances. This is a story of a man who became so obsessed with reading chivalric romances and became delusional by thinking he is a knight who tries to defend the helpless. As he tries to comically portray his pretend role as a knight, he makes the chivalrous ideals of knighthood comical and humorous. Another literary work that can be considered a parody is Jonathan Swift's "Gulliver's Travels" in which the warring neighbors Lilliputians and Blefuscu stand for England and France which are rival countries.</p> <p><b>D. Application</b>  Show these logos to the learners. Ask them to choose one brand logo and research on the Greek mythology story behind the logo. Ask them to answer the questions:</p>
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**D. Application**

Show these logos to the learners. Ask them to choose one brand logo and research on the Greek mythology story behind the logo. Ask them to answer the questions and share their answers output to the class.



VERSACE

1. What are the Greek mythology stories behind these famous logos?

2. Why do brand owners decide to use these Greek mythology references for their logo designs?

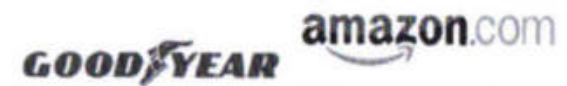
**E. Evaluation**

Ask the learners to identify the context in which the text was developed.

For this activity:

1. Ask the learners to brainstorm and write down instances where they, their friends or family imitate, restate, parody or use in a different context some quotes, dialogues or any aspect of a known story, movie, television show, comic strip, video game, internet or even the behavior of known personalities from the past to the present times.
2. After collecting these instances, they will provide context for these utterances by providing answers to questions: who, what, when, why and how.
3. They must be ready to present and share their work to the class. (If there is still enough

time; if not just ask them to submit their answers)



PANDORA™

**Questions:**

1. What are the Greek mythology stories behind these famous logos?
2. Why do brand owners decide to use these Greek mythology references for their logo designs?

**E. Evaluation**

Ask the learners to identify the context in which the text was developed.

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1. Ask the learners to brainstorm and write down instances where they, their friends or family imitate, restate, parody or use in a different context some quotes, dialogues or any aspect of a known story, movie, television show, comic strip, video game, internet or even the behavior of known personalities from the past to the present times.

				2. After collecting these instances, they will provide context for these utterances by providing answers to questions: who, what, when, why and how.
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## 2. Fund. of Accountancy, Bus, and Management 1 (9:00-11:00)

<b>Quarter:</b> 2 <sup>nd</sup> Sem	<b>Grade Level:</b> Grade 11
<b>Week:</b> Week 1	<b>Learning Area:</b> Fund. of Accountancy, Bus, and Management 1
<b>MELCs:</b> Define accounting (ABM_FABM11-IIIa-1); Describe the nature of accounting (ABM_FABM11-IIIa-2); Narrate the history/origin of accounting (ABM_FABM11-IIIa-4); Define external users and gives examples (ABM_FABM11-IIIa-7); and Define internal users and give examples (ABM_FABM11-IIIa-8)	
<b>PS :</b> <b>Cite specific examples in which accounting is used in making business decisions</b>	

Day	Objectives	Topic/s	Classroom-Based Activities (DLP/DLL)	Home-Based Activities (WHLP)
3 Wednesday	<ul style="list-style-type: none"> <li>Define accounting</li> <li>Describe the nature of accounting</li> <li>Narrate the history/origin of accounting</li> </ul>	Accounting Definition, Nature and History	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>q. Prayer</li> <li>r. Reminder of the classroom health and safety protocols</li> <li>s. Checking of attendance</li> <li>t. Quick "kumustahan"</li> </ul> <p><b>Activity</b></p> <p>Ask the learners to identify a personal transaction in their community that requires reporting, recording, interpreting and/or communicating financial data. Let them share it to the class.</p> <p><b>Analysis</b></p> <p>Based on sharing of the above activity:</p>	<p>Ask the learners to do the following:</p> <ul style="list-style-type: none"> <li>Read the SLM on Fundamentals of Accountancy, Business and Management 1.</li> <li>Answer the given activities in a separate sheet of paper on What I Know on pp. 6-7</li> <li>Accomplish the <i>What's In</i> activities 1 and 2 on pages 9-10.</li> <li>Study and analyze the concept on <i>What's New</i> on pages 10-11.</li> <li>Accomplish the activity on page 12.</li> <li>Examine the <i>What I Have Learned</i> on p. 12.</li> <li>Answer the <i>Assessment</i> on pp. 13-15.</li> </ul>

Day	Objectives	Topic/s	Classroom-Based Activities (DLP/DLL)	Home-Based Activities (WHLP)
			<ul style="list-style-type: none"> <li>• What can say about the transactions that you made?</li> <li>• How do you keep the records of your transactions? What were your techniques and strategies in recording the transactions?</li> </ul> <p><b>Abstraction</b> Teacher will explain to the class the following:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of “accounting”.</li> <li>• Elaborate the nature of accounting.</li> <li>• Narrate the history/origin of accounting</li> </ul> <p><b>Application</b> Group the learners into three. Each group will be provided with the following activities: Group 1 will prepare an infographic explaining the concept and meaning of accounting.</p> <p>Group 2 will simulate/role play showing that accounting is essential in making business decisions. Group 3 will illustrate the history/origin of accounting through graphic organizer. Ask each group representative to share it to the class. Teacher will give feedback on the outputs of the learners.</p> <p><b>Evaluation</b> Ask the learners to answer the <i>Assessment</i> on pp. 13-15.</p>	

**THURSDAY****Statistics & Probability (7:00-9:00)**

Day 4		<ul style="list-style-type: none"><li>Levels of Significance</li><li>Rejection and Acceptance Region</li></ul>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"><li>Prayer</li><li>Reminder of the classroom health and safety protocols</li><li>Checking of attendance</li><li>Quick "kumustahan"</li></ol> <p>A. Recall</p> <p>Present the Output of the activity (assignment) from previous meeting.</p> <p>B. Activity</p> <p>Show illustration of a Normal Curve, with the labels (acceptance and rejection region). Let them share their thought of the graph.</p> <p>C. Analysis</p> <p>Ask the learners on the importance of level of significance and the purpose of rejection and acceptance region.</p> <p>D. Abstraction</p> <p>Discuss the following concepts:</p> <ol style="list-style-type: none"><li>Level of Significance</li><li>Rejection Region</li><li>Acceptance Region</li><li>Critical Value</li></ol>	<ul style="list-style-type: none"><li>Read and understand the Concepts of Levels of Significance and Rejection &amp; Acceptance Region in pages 16 – 19 of the module.</li><li>Do activity 7 in page 19 of the Module.</li><li>Answer the activity part of the Module on <b>Apply What you have Learned</b> in page 21</li><li>Do Activity 9 &amp; 10 of the module in pages 11 &amp; 23.</li><li>Look for any research that has a hypothesis, present the findings and conclusions. Give some comments on the hypothesis testing made by the researchers. Prepare a presentation on your chosen research work.</li></ul>
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			E. Application	
			Let the learners answer the questions in Activity 7 & 8 of the module.	

## 2 Empowerment Technologies (9:00-11:00)

Day 4 Thursday	<ul style="list-style-type: none"> <li>Compare and contrast the nuances of varied online platforms, sites, and content to achieve specific class objectives or address situational challenges <i>(The MELCs identified is for 1 week, hence, this is the continuation of the discussion)</i></li> </ul>	Software Application and Platforms (ADM)	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>Prayer</li> <li>Reminder of the classroom health and safety protocols</li> <li>Checking of attendance</li> <li>Quick "kumustahan"</li> </ol> <p>A. Recall</p> <p>Let the learners fill in the blank with the concept learned on the different types of platforms/sites found in the SLM on page 13. Teacher will deliver it through a game or visual activity.</p> <p>B. Motivation</p> <p>Using the game, 4 pics one word, teacher will present pictures of different types of platforms/sites, then learners will guess what is in the pictures and will describe it briefly.</p> <p>C. Discussion of concepts</p> <p>Learners will be grouped into two (2). Ask the group to compare and contrast the nuances of varied online platforms, sites, and content discussed in the previous lesson, to achieve</p>	<p>Ask the learner to do the following:</p> <ul style="list-style-type: none"> <li>Read the Empowerment Technologies - Module 1.2 on Software Application and Platforms.</li> <li>Accomplish the activities in a separate paper: <ul style="list-style-type: none"> <li><i>What I Have Learned and What I Can Do on page 13</i></li> </ul> </li> <li>Through a venn diagram, compare and contrast the nuances of at least 3 online platforms, sites, and content to achieve specific class objectives or address situational challenges</li> <li>Answer the <i>Assessment</i> part on page 14-15</li> <li>For additional information, watch the DepEd TV episode 2 on Software Application and Platforms on this link: <a href="https://www.youtube.com/watch?v=W6EnLcvYbM">https://www.youtube.com/watch?v=W6EnLcvYbM</a></li> </ul>
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			<p>specific class objectives or address situational challenges. Teacher will guide and provide references and possible template to consolidate their ideas/outputs. This maybe in a graphic organizer or infographic.</p> <p>D. Developing Mastery</p> <p>Let the group present their consolidated ideas. Let them explain their ideas.</p> <p>Teacher will provide further inputs on the nuances of the different types of platforms/ sites.</p> <p><b>Nuances of Online Systems, Functions and Platforms</b></p> <p>Organization for Economic Cooperation and Development (2019) described <b>online platform</b> as "a range of services available on the Internet including marketplaces, search engines, social media, creative content outlets, app stores, communications services, payment systems, services comprising the so-called 'collaborative' or 'gig' economy, and much more." Online platforms can be categorized by their purpose and function:</p> <ul style="list-style-type: none"> <li>• <b>Online platform for collaborative consumption.</b> This platform is part of sharing economy, which is becoming a trend nowadays. Examples of this platform are ridesharing apps like Uber and Grab,</li> </ul>	
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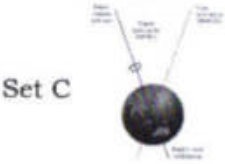
			<p>Airbnb, and some bartering websites and apps.</p> <ul style="list-style-type: none"> <li>• <b>Online discussion platform.</b> A platform that is built specifically for online discussion. Online forum discussion websites are avenues for netizens to share their thoughts and engage in a discourse with other netizens about a certain topic.</li> <li>• <b>Online marketing platform.</b> This is a local business directory, search engine, search engine optimization (SEO), customer relationship management rolled into one, helping users to participate in the e-commerce seamlessly. Samples of this platform are Lazada, Shopee and Zalora.</li> <li>• <b>Online video platform.</b> This platform allows the users to upload and play their video content, usually for monetary purpose. It can be categorized into video hosting platform like YouTube or Vimeo, or video streaming platforms like Netflix, Hulu, and Disney+.</li> <li>• <b>Electronic trading platform.</b> A platform for those who would like to invest in the stock market through stocks, bonds, and bank products. It typically features a livestreaming of market prices and some automated trading tools for investors.</li> </ul> <p>It is important to note that convergence phenomenon can also be observed among these platforms. Social media is a platform for connecting people, but its richness in media content and interactivity can perform the</p>	
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			<p>functionalities of online discussion, marketing, and video platforms.</p> <p>E. Generalization</p> <p>Group the learners to prepare an appropriate graphic organizer to compare and contrast the nuances of at least 2 to 3 online platforms, sites, and content to achieve specific class objectives or address situational challenges. Call a representative to share their ideas to the class.</p> <p>F. Evaluation</p> <p><i>Answer the SLM Assessment part on page 14-15.</i></p> <p><i>For additional information, watch the DepEd TV episode 2 on Software Application and Platforms on this link:</i>  <a href="https://www.youtube.com/watch?v=W6EnJcvYbM">https://www.youtube.com/watch?v=W6EnJcvYbM</a></p>	
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**FRIDAY**

**Physical Science (7:00-9:00)**

Day 5	<ul style="list-style-type: none"> <li>▪ Cite the three types of terrestrial motion according to the Greeks</li> </ul>	The Greeks' view of the Earth's motion	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>e. Prayer</li> <li>f. Reminder of the classroom health and safety protocols</li> <li>g. Checking of attendance</li> <li>h. Quick "kumustahan"</li> </ul> <p>A. Recall (Elicit)</p>	<p>Let the learners answer the following in their Physical Science Module 14:</p> <ul style="list-style-type: none"> <li>a. Do This! Activity 14.4</li> </ul>
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		<p>Ask the learners to create a “meme” on the ancient views of Aristotle and the Greeks on gravity, motion, forces, and heavenly bodies.</p> <p>B. Motivation (Engage) Ask the learners to observe three sets of pictures.</p> <p>Set A  </p> <p>Set B  </p> <p>Set C  </p> <p>Elicit responses from the learners: how can you compare the three sets of pictures?</p> <p>C. Discussion of concepts (Explore) Allow the learners to infer if the Earth, celestial bodies, or the condition of the sky caused the changes in the sets of pictures. Discuss what caused the changes in the given sets of pictures and relate it to what the Greeks believed back in the days.</p> <p>D. Developing Mastery (Explain)</p> <ul style="list-style-type: none"> <li>• Discuss and differentiate the following concepts: <ul style="list-style-type: none"> <li>a. Terrestrial motion</li> <li>b. Celestial motion <ul style="list-style-type: none"> <li>- Diurnal motion</li> <li>- Annual motion</li> </ul> </li> </ul> </li> </ul>	<p>The World That I Know, p. 13 b. Explore, p. 13</p>
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			<p>- Precession of the equinoxes</p> <p>E. Application and Generalization (Elaborate) Let the learners ask the question: The Greeks used to believe that the Earth is flat. If you were given a time machine, how will you prove to them that the earth is not flat?</p> <p>F. Evaluation Group Activity: ask the learners to tabulate their observations that support the scientific fact that the Earth is spherical in shape.</p> <p>G. Additional/Enrichment Activity (Extend) Ask a representative from each of the groups to explain their output in front of the class.</p>	
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### FRIDAY

#### Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik (9:00-11:00)

<b>Quarter: 2</b>	<b>Learning Area:</b> Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
<b>Week: 1</b>	
<b>Grade: 11</b>	

*Pamantayang*

*Nakasusunod sa pamantayan ng pagsulat ng masinop na pananaliksik.*

*Nilalaman:*

*Pamantayang Pagganap:*

*Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa.*

<b>Day</b>	<b>Objectives</b>	<b>Topic/s</b>	<b>Classroom-Based Activities* (9-11 am Friday)</b>	<b>Home-Based Activities (1-3 pm Friday)</b>
5	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin, gamit, metodo,	Layunin, Gamit at Metodo ng Pananaliksik (1.5 hrs)	<p><b>Activity 1</b> Magbigay ng pre-assessment sa klase ukol sa topic. Gumawa ng "KWL Chart" (what I know, what I wonder, what I want to learn) sa blackboard.</p> <p>Mag lalagay ng check ang teacher sa bawat kolum ng K, W at L, na magpapahiwatig nga mga sagot ng learners sa mga susunod na short phrase:</p>	

	at etika sa pananaliksik		<ol style="list-style-type: none"> <li>1. Ano ang pananaliksik</li> <li>2. Bakit kailangan manaliksik</li> <li>3. Mga uri ng pagsaliksik</li> </ol> <p>Class discussion ng KWL gamit ang Socrates questioning.</p> <p>Lecture ang Teacher ukol sa Pananaliksik: Layunin at Gamit.</p> <p><b>Activity 2</b> Magsulat sa pisara ng mga bigwords o mga salitang pamilyar sa Metodo ng Pananaliksik gaya ng: survey, secondary data, experiment, interview, etc.</p> <p>Lecture sa metodo ng Pananaliksik.</p>	
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## SATURDAY

**Business Mathematics** (7:00-9:00)

Day	Objectives	Topic/s	Home-Based Activities	Classroom-Based Activities
6 Saturday	Illustrate how to obtain down payment, gross balance, and current increased balance	<ul style="list-style-type: none"> <li>• Down Payment, Gross Balance, and Current Increased Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to read, understand, and do the tasks as reflected in the Learning Activity Sheet.</li> </ul> <p><b>Sample Learning Activity Sheet</b></p> <p><b>Activity</b> Directions: Consider the following problem. Jessa plans to buy a laptop for his son amounting to P30,000. She has the following options: A: She goes to a non-bank financial institution to make a deal. The institution offers a 20% down payment and 3% processing fee and 30% interest compounded annually to the remaining/outstanding balance payable in 6 months.</p>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> <li>a. Prayer</li> <li>b. Reminder of the classroom health and safety protocols</li> <li>c. Checking of attendance</li> <li>d. Quick "kumustahan"</li> </ol> <p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• Ask the learners if they have questions about the application task given to them. Discuss the problem if there are questions.</li> </ul> <p><b>Activity</b></p>

B: She avails the online credit app which offers 15% down payment with 0% but with a processing of 30% simple interest to the remaining/outstanding balance payable in 9 months.

**Analysis**

Referring to the activity, answer the questions below.

- 1) How much money does she need to prepare?
- 2) How much is the outstanding balance?
- 3) Using the given interest rate and term, how much is the amount due?
- 4) If the amount due is divided into equal monthly payment for six months in option A or nine months in option B, how much is the monthly payment?
- 5) How much is the interest?
- 6) Which is the better offer and why? Is there really such thing as 0% in loans?

**Abstraction**

**CURRENT INCREASED BALANCE**

With the finance charge, the outstanding loan balance is increased to a higher payable amount, this is called the current increased balance. Current increased balance may refer to the total amount you have to pay that includes penalties or interest incurred from a loan or payment a borrower was supposed to pay but did not able to do so on time. Other than finance charges, other charges like attorney's fees, collectors' fees for uncollected debt result in an increased current balance. It is usually applied on a loan using a credit card.

Example:

Janice purchased an item amounting to P10,000, using her credit card. The loan details are presented below:

CREDIT CARD LOAN DETAILS	
First Transaction Date	: March 1, 2020
Transaction Amount	: P10,000
Annual Percentage Rate	: 24%
Minimum Amount Due	: 25% of the loan amount
Due Date	: End of the Month
Finance Charge Rate	: 2% exact interest of the outstanding balance
Credit free period	: 20 days

- Group the students into two. Each group is given each option to answer to the following problem.

Jessa plans to buy a laptop for his son amounting to P30,000. She has the following options:

A: She goes to a non-bank financial institution to make a deal. The institution offers a 20% down payment and 3% processing fee and 30% interest compounded annually to the remaining/outstanding balance payable in 6 months.

B: She avails the online credit app which offers 15% down payment with 0% but with a processing of 30% simple interest to the remaining/outstanding balance payable in 9 months.

**Analysis**

Referring to the activity, answer the questions below.

- 1) How much money does she need to prepare?
- 2) How much is the outstanding balance?
- 3) Using the given interest rate and term, how much is the amount due?
- 4) If the amount due is divided into equal monthly payment for six months in option A or nine months in option B, how much is the monthly payment?
- 5) How much is the interest?

- Let the representative from each group presents their work in class. Then, ask the students which is the better offer and why? Is there really such thing as 0% in loans?

**Abstraction**

Janice has the following options in paying her credit card loan. Which is the best option considering her capacity to pay?

OPTION 1:

Janice will make full payment on March 20. How much is her payment?

Answer: P10,000

Reason: The finance charge will be lifted since she pays in full and the payment was made within the credit-free period. The computation of the 20-day credit-free period starts on March 1, 2020. The number of days from March 1 – March 20, 2020, is exactly 20 days.

OPTION 2:

Janice will make full payment on March 26, 2020. How much does she have to pay?

Answer: P10,170.96

Reason: Finance charge will be imposed since March 26 is past 20 days of March 1.

Step 1: Compute for the finance charge by using the formula:

$$\begin{aligned}\text{Finance Charge} &= \text{Balance}(\text{APR})\left(\frac{\text{No. of days from Transaction to Actual Payment Date}}{365}\right) \\ &= (\text{P}10,000) (0.24)\left(\frac{26}{365}\right) \\ &= \text{P}170.96\end{aligned}$$

Step 2: Compute for the over-all payment.

$$\begin{aligned}\text{Over-all payment} &= \text{Loan Amount} + \text{Finance Charge} \\ &= \text{P}10,000 + \text{P}170.96 \\ &= \text{P}10,170.96\end{aligned}$$

OPTION 3:

Janice will make a partial payment of P5,000 on March 20, 2020, and paid it in full the next month on April 26, 2020. How much is the overall payment? How much is the finance charge?

Solution: Find the Finance Charge for every payment

Step 1: Find the time between March 1- March 20, 2020 = 20 days

Step 2: Compute for the finance charge:

$$\begin{aligned}\text{Finance Charge} &= \text{Balance}(\text{APR})\left(\frac{\text{No. of days from Transaction to Actual Payment Date}}{365}\right) \\ &= (\text{P}10,000) (0.24)\left(\frac{20}{365}\right) \\ &= \text{P}131.51\end{aligned}$$

Step 3: Compute for the amount to be deducted from the Unpaid Balance:

$$\begin{aligned}\text{Amount deducted from the Unpaid Balance} &= \text{Payment} - \text{Finance Charge} \\ &= \text{P}5,000.00 - \text{P}131.51 \\ &= \text{P}4,868.49\end{aligned}$$

Step 4: Find the Current Increased Balance:

- Discuss the examples on current increased balance in credit cards and gross balance in bank deposits/debits.

**Application**

- Let the students do the formative assessment activities provided in the Learning Activity Sheet.

Current Increased Balance = Balance – Amount deducted from the Unpaid Balance

$$= P10,000.00 - P4,868.49$$

$$= P5,131.51$$

Date of Payment	Payment	Finance Charge	Amount deducted from the Unpaid Balance	Current Increase Balance
				P10,000.00
3/20/20	P5,000.00	P131.51	P4,868.49	P5,131.51
4/26/20	5,131.51	0	5,131.51	0
TOTAL	P10,131.51			

Answer: Over-all payment is P10,131.51 and finance charge for every payment is P131.51.

Reason: The finance charge will be added to the next transaction. Although P5,000 is above the minimum amount due, the finance charge will still be imposed on the outstanding balance on the next transaction.

OPTION 4:

Janice will make a partial payment of P5,000 on March 26, 2020, then will pay the minimum payment every due date until it will be fully paid.

Solution:

Step 1: Find the finance charge from March 1 to March 26.

March 1 – March 26, 2020 = 26 days

Finance Charge =

$$\text{Balance (APR)} \left( \frac{\text{No. of days from Transaction to Actual Payment Date}}{365} \right)$$

$$= P10,000 (0.24) \left( \frac{26}{365} \right)$$

$$= P170.96$$

Step 2: Compute for the amount to be deducted from the Unpaid Balance:

$$\text{Amount deducted from the Unpaid Balance} = \text{Payment} - \text{Finance Charge}$$

$$= P5,000.00 - P170.96$$

$$= P4,829.04$$

Step 3: Find the Current Increased Balance:

Current Increased Balance = Balance – Amount deducted from the Unpaid Balance

$$= P10,000 - P4,829.04$$

$$= P5,170.96$$

Step 4: Find the finance charge for the 2nd payment from March 27 to April 26.

March 27 – April 26, 2020= 30 days (1 Month)

Another process of finding the finance charges of the existing balance is simply to use the given rate assigned as finance charge rate, you can simply use this formula:

$$\begin{aligned} \text{Finance Charge} &= \text{Outstanding Balance} \times \text{Finance Charge Rate (FCR)} \\ &= P5,170.96 (2\%) \quad \text{- in this problem the FCR is 2\%} \\ &= P5,170.96 (0.02) \\ &= P103.42 \end{aligned}$$

Step 5: Compute for the minimum payment every due date

$$\begin{aligned} \text{Unpaid Balance} \times \text{Minimum Payment Rate} &= \text{Minimum Due} \\ P5,170.96 (0.25) &= 1,292.74 \end{aligned}$$

Step 6: Compute for the amount to be deducted from the Unpaid Balance:

$$\begin{aligned} \text{Amount deducted from the Unpaid Balance} &= \text{Payment} - \text{Finance Charge} \\ &= P1,292.74 - P103.42 \\ &= P1,189.32 \end{aligned}$$

Step 7: Find the Current Increased Balance:

$$\begin{aligned} \text{Current Increased Balance} &= \text{Balance} - \text{Amount deducted from the Unpaid Balance} \\ &= P5,170.96 - P1,189.32 \\ &= P3,981.64 \end{aligned}$$

Step 8: Repeat steps 4-7, from the process of finding finance charge to getting the current increased balance until such time the loan is fully paid.

Study the computations in the table below.

Date of Payment	Minimum Due on the second Month	Finance Charge	Amount deducted from the Outstanding Balance	Current Increased Balance
				P10,000.00
3/26/20	P5,000.00	P170.96	P4,829.04	P5,170.96
4/26/20	1,292.74	103.42	1,189.32	3,981.64
5/26/20	995.41	79.63	915.78	3,065.86
6/26/20	766.47	61.32	705.15	2,360.71
7/26/20	590.18	47.21	542.97	1,817.74
8/26/20	454.44	36.35	418.09	1,399.65

9/26/20	349.91	27.99	321.92	1,077.73
10/26/20	269.43	21.56	247.87	829.86
11/26/20	207.47	16.60	190.87	638.99
12/26/20	159.75	12.78	146.97	492.02
....	....	....	....	....
....	....	....	....	....
....	....	....	....	P0.00

**GROSS BALANCE**

When a company or an individual has funds deposited on a bank, and these funds include the following:

- (1) reserve requirements,
- (2) checks that are yet to be cleared,
- (3) money that has been transferred but not yet posted to the account, or
- (4) other pending deductions from an account.

These funds describe the actual money accessible for a company or individual to spend. It is known as **gross balance or book balance**.

Example:

The telephone company's unadjusted book balance as of this day is P5,780,000. The company's bank statement reveals bank service charges of P1,500. Two credit memos are included in the bank statement:

- P289,000 which represents a collection that the bank made for the Telephone Company; and
- P46,240.00 which represents the amount of interest-bearing last month.

What is the gross balance of the Telephone company based on the information?

Solution:

Transaction Details	Debit	Credit
unadjusted book balance		P5,780,000.00
collections		289,000.00
interest deposit gain on bank		46,240.00
Total		6,115,240.00

bank service charges	(P1,500.00)	
TRUE CASH BALANCE		<b>P6,113,740.00</b>

The cash balance on the telephone company's book may be different from the cash balance on the bank statement. The difference may arise due to the cut-off time of banks, errors, or incomplete information. To find the true cash balance of the company, bank reconciliation is made. It is important to reconcile the company's book and bank cash balance.

#### **Application**

*Let's check what you have learned so far!*

Directions: Work on the current increased balance sheet then answer the given questions.

You have purchased an item worth P20,000 using your credit card with an APR of 18% with minimum payment and a rate of 20% on the outstanding balance. Your transaction date is on the 15<sup>th</sup> day of the month and your first payment is on the 30<sup>th</sup> of the month and the succeeding end of the month thereafter until the loan gets paid. Assuming that the computation will be using a 30-day month cycle (Using 365 days in a year), fill up your credit card loan details. Show your computation if you decided to make a partial payment of P10,000 on your first payment and P3,000 every succeeding due date with a finance rate of 1.5%.

#### **CREDIT CARD LOAN DETAILS**

First Transaction Date	:	_____
Transaction Amount	:	P_____
Annual Percentage Rate	:	_____
Minimum Amount Due	:	_____ of the loan amount
Amount Due Date	:	_____
Finance Charge Rate	:	_____ every month is a 30-day cycle

Mode of Payment	Payment	Finance Charge	Amount deducted from the Unpaid Balance	Current Increase Balance
				P 20,000.00
	P10,000.00	P	P	P
<b>TOTAL</b>	P	P	P	

Questions:

- Given the APR (Annual Percentage Rate), what is the monthly finance charge?
- What is the interest of the initial balance after making the partial payment of P10,000?
- How much is the current increased balance after the partial payment?
- What is the total interest during the loan term?
- How much is your last payment to pay off your debt?
- How much is the overall payment?
- How can you free yourself from debt/s?

*Let's check what you have learned so far!*

Directions: Read the situation below and provide the spreadsheet containing a correct book balance/gross balance.

Guin opened a checking account with cash amounting to P16,000. He was able to sell goods online worth P2,570 and the customer deposited the payment in his account with an interest rate deposited of 0.02%. On the same day, he purchased grocery items amounting to P8,273.65 via debit card on his checking account and withdraw P5,360 via ATM. Create your own balance sheet similar below to determine how much is his gross balance after the given transaction details.

			<b>Transaction details</b>	<b>Debit</b>	<b>Credit</b>		
			TOTAL GROSS BALANCE				

**Fund. of Accountancy, Bus, and Management 1 (9:00-11:00)**

<p>Day 6 Saturday</p>	<ul style="list-style-type: none"> <li>▪ Determine who uses financial data internally and externally;</li> <li>▪ Establish the reasons for and the decisions made based on the financial information; and</li> </ul>	<p>Users of Accounting Information</p>	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>• Prayer</li> <li>• Reminder of the classroom health and safety protocols</li> <li>• Checking of attendance</li> <li>• Quick "kumustahan"</li> </ul> <p><b>Recall</b></p> <p>Ask the learners to recall the previous lesson on the nature and origin of accounting, through a game.</p> <p><b>Activity</b></p> <p>Ask the learners to determine the type of users and who uses the financial information in the scenarios or decisions in the next page. Teachers may write it to the board and let the learners write their answers on the appropriate column. This can be also done in a group and let the representative share their outputs to the class.</p>	<p><b>Recall</b></p> <p>Ask the learners to recall the previous lesson on the nature and origin of accounting. Write the answer in the activity notebook.</p> <p><b>Activity</b></p> <p>Let the learners determine the type of users and who uses the financial information in the scenarios or decisions below. Write the answer in the activity notebook.</p> <table border="1" data-bbox="1509 962 2000 1303"> <thead> <tr> <th>Scenario/Decisions</th> <th>Types of Users (In/Externa)</th> <th>Users</th> </tr> </thead> <tbody> <tr> <td>Control the day-to day operations of the firm</td> <td></td> <td></td> </tr> <tr> <td>Evaluate how well here firm is doing</td> <td></td> <td></td> </tr> <tr> <td>Examine a firm's</td> <td></td> <td></td> </tr> </tbody> </table>	Scenario/Decisions	Types of Users (In/Externa)	Users	Control the day-to day operations of the firm			Evaluate how well here firm is doing			Examine a firm's		
Scenario/Decisions	Types of Users (In/Externa)	Users														
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			<b>Scenario/ Decisions</b>	<b>Types of Users (In/Externa)</b>	<b>Users</b>	financial data to determine the profitability, value, and risk of an investment			
			Control the day-to day operations of the firm			Know how well the business is doing because it could affect their job security and pay.			
			Evaluate how well here firm is doing			Assess the credit/ worthiness of borrowers			
			Examine a firm's financial data to determine the profitability, value, and risk of an investment						
			Know how well the business is doing because it could affect their job security and pay.						
			Assess the credit/ worthiness of borrowers						
			<b>Analysis</b>			<p>Ask the learners the following:</p> <ul style="list-style-type: none"> <li>Who are the financial users of the firms? How many users are there if you classify the users financial information? What did you use to categorize them?</li> <li>Why do external and internal firm players use the financial information of the firm?</li> </ul>			
			<p>Ask the learners the following:</p> <ul style="list-style-type: none"> <li>Who are the financial users of the firms? How many users are there if you classify the users financial information? What did you use to categorize them?</li> <li>Why do external and internal firm players use the financial information of the firm?</li> </ul>			<p><b>Abstraction</b></p> <p>Detailed explanation of the topic on the following will be provided.</p> <ul style="list-style-type: none"> <li>The internal and external users of financial information</li> </ul>			

			<p><b>Abstraction</b></p> <p>Explain the following:</p> <ul style="list-style-type: none"> <li>• The internal and external users of financial information</li> <li>• Discuss/Cite the financial users of the firms.</li> <li>• Examples in which accounting is used in business decisions.</li> </ul> <p><b>Application</b></p> <p>Group the learners. Ask them to discuss at least 2 other examples in which accounting is used in business decisions. Share it to the class.</p> <p><b>Evaluation</b></p> <p>Ask the learner to prepare a minute paper on how accounting is used in business decisions.</p>	<ul style="list-style-type: none"> <li>• Discuss/Cite the financial users of the firms.</li> <li>• Examples in which accounting is used in business decisions.</li> </ul> <p><b>Application</b></p> <p>Ask the learners to write at least 2 other examples in which accounting is used in business decisions. Write the answer in the activity notebook.</p> <p><b>Evaluation</b></p> <p>Let the learners prepare a minute paper on how accounting is used in business decisions.</p>
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## HOME-BASED

**MONDAY**

### WEEKLY LEARNING PLAN

**Quarter:** 4<sup>th</sup> Quarter/ Second Semester  
**Week:** Week 1  
**MELCs:**

**Grade Level:** Grade 11  
**Learning Area:** Business Mathematics

1. Illustrate the different types of commissions (ABM\_BM11BS-IIa-11)
2. Compute commissions on cash basis and commission on instalment basis (ABM\_BM11BS-IIa-12)
3. Illustrate how to obtain down payment, gross balance, and current increased balance (ABM\_BM11BS-IIa-13)

**PS:**

Analyze and solve problems on important factors in managing a business: buying products and selling products

Day	Objectives	Topic/s	Home-Based Activities																																				
1 Monday 1:00– 3:00	<ol style="list-style-type: none"> <li>1. Illustrate the different types of commissions</li> <li>2. Compute commissions on cash basis and commission on instalment</li> </ol>	<ul style="list-style-type: none"> <li>• Types of Commissions</li> <li>• Commissions on Cash Basis and Installment</li> </ul>	<p>• Ask the students to read, understand, and do the following situational problems to illustrate the types of commissions and compute commission on cash basis and installment as reflected in the Learning Activity Sheet.</p> <p><b>Sample Learning Activity Sheet</b></p> <p><b>Types of Commission</b> A commission on the percentage of the total reported sales is classified into three types.</p> <p>A. STRAIGHT COMMISSION - It is a type of commission based on the percentage of sales only. B. SALARY AND COMMISSION - It is a commission in which the sales representative gets the basic pay plus the percentage of the sales he/she made. C. GRADUATED COMMISSION - It is a commission that varies according to how much sales were made. It can be on top of salesperson salary or it can be just a commission for an outside party</p> <p><b>Activity : More Sales, More Commission</b> Directions: Identify what type of commission is being illustrated in the following situations. Then solve the problem. Situation 1: A sales agent will get a 2% commission of his total sales in a week.</p> <table border="1"> <thead> <tr> <th>DAY</th> <th>SALES PER DAY</th> <th>COMPUTATION</th> <th>COMMISSION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>P105,861.85</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>97,117.05</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>182,000.45</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>55,600.00</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>34,050.25</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>9,329.00</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td colspan="3" style="text-align: center;">DAY-OFF</td> </tr> <tr> <td>TOTAL</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Complete the table. Notice that, the sales per day of the sales representatives vary, which means that his daily or even monthly income is not fixed since it is dependent on the sales.</p> <p>Situation 2: A sales representative gets a monthly basic salary of P18,000 and 5% of his/her sales that exceeds P50,000 in a month. Last month, he/she was able to sell products amounting to P84,220. How much was his/her gross pay?</p>	DAY	SALES PER DAY	COMPUTATION	COMMISSION	1	P105,861.85			2	97,117.05			3	182,000.45			4	55,600.00			5	34,050.25			6	9,329.00			7	DAY-OFF			TOTAL			
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TOTAL																																							

**Situation 3:**

A salesperson working at a shoe store earns P21,000 per month. She also receives a commission based on the following:

Range	Commission Rate
P10,000	1%
P10,001 – 20,000	2%
P20,001 – above	3%

If she sold P35,000 worth of shoes last month, what was her total pay?

**Analysis**

Referring to the previous activity, do the following:

- 1) What type of commission is being illustrated in situation 1? Why?
- 2) What type of commission is being illustrated in situation 2? Why?
- 3) What type of commission is being illustrated in situation 3? Why?
- 4) Identify specific job/s where each type of commission is mostly practiced. Cite situations /scenarios.

**Abstraction**

**COMMISSION ON CASH BASIS AND INSTALLMENT**

**Commission on Cash Basis**

Cash basis is when you purchase an item and paid it all at once using cash. Commission on a cash basis is similar to how straight commission is computed.

**Example 1:**

Carlo works at Appliances Center. For every appliance purchase in cash, he will earn a 5.5% commission from the total cost? Last month, he was able to sell 5 appliances worth P82,164.99 paid in cash. How much was his total commission?

Solution:

$$\begin{aligned}\text{Commission} &= \text{Total Cost} \times \text{Rate} \\ &= \text{P}82,164.99 \times 5.5\% \\ &= \text{P}82,164.99 \times 0.055 \\ &= \text{P}4,519.07\end{aligned}$$

**Commission on Installment**

An installment plan is a method of paying for the purchase of an item gradually. Most of the installment plans will require a down payment and the remaining balance will be paid equally depending on the terms. A salesperson can still get a commission from this mode of payment. But the commission will also be given gradually for every paid installment.

**Example 2:**

Raze purchased a new cellphone through an installment plan, payable in 6 months with a 20% down payment and a simple interest rate of 1.2% monthly. Daisy being the sales agent, is given 6% commission on installment. How much is

her total commission if the rate decreases by 1% after every month? Let us find the commission of Daisy from Raze's purchase.

The details of the transaction are as follows:

Given:

The cellphone model: Model C

Cash Price: P18,000.00

Commission Rate: 6% with 1% deduction after every month

Solution:

Step 1: Compute for the down payment

$$\begin{aligned} \text{Down Payment} &= \text{Cash Price} \times 20\% \\ &= \text{P}18,000 \times 0.20 \\ &= \text{P}3,600 \end{aligned}$$

Step 2: Solve for the Loanable amount

$$\begin{aligned} \text{Loanable Amount} &= \text{Cash Price} - \text{Down Payment} \\ &= \text{P}18,000 - \text{P}3,600 \\ &= \text{P}14,400 \end{aligned}$$

Step 3: Find the maturity value

Since 1.2% is the monthly rate, then, the annual rate is:

$$r = 1.2\% \times 12 = 14.4\% = 0.144$$

Using the annual rate:

$$\begin{aligned} \text{a. } F &= P(1+rt) \\ &= \text{P}14,400 \left( 1 + 0.144 \times \frac{6}{12} \right) \\ &= \text{P}15,436.80 \end{aligned}$$

Alternative solution: using monthly rate

$$\begin{aligned} \text{a. } F &= P(1+rt) \\ &= \text{P}14,400 (1 + 0.012 \times 6) \\ &= \text{P}15,436.80 \end{aligned}$$

Step 4: Compute the monthly amortization

$$\begin{aligned} \text{Monthly amortization} &= \text{maturity value} \div 6 \text{ months} \\ &= \text{P}15,436.80 \div 6 \text{ months} \\ &= \text{P}2,572.80 \end{aligned}$$

The table shows the computation of Daisy's commission on installment:

Time	Outstanding Balance plus interest after each payment	Payment Made		Rate per Month in decimal	Commission
0 month	P19,036.80	P3,600.00	x	0.06	P216.00

		(Down payment)			
1 <sup>st</sup> month	P15,436.80	2,572.80	x	0.06	154.37
2 <sup>nd</sup> month	12,864.00	2,572.80	x	0.05	128.64
3 <sup>rd</sup> month	10,291.20	2,572.80	x	0.04	102.91
4 <sup>th</sup> month	7,718.40	2,572.80	x	0.03	77.18
5 <sup>th</sup> month	5,145.60	2,572.80	x	0.02	51.46
6 <sup>th</sup> month	2,572.80	2,572.80	x	0.01	25.73
<b>TOTAL</b>		<b>P19,036.80</b>			<b>P756.29</b>

Therefore, Daisy's total commission on installment after 6 months is P756.29.

### Application

*Let's check what you have learned so far!*

Directions: Solve this problem.

Arman works at a Gadget store. Last month he was able to sell 5 phones that have a loanable amount of P23,490 to be paid equally in 9 payments. If he earns 4.5% for the first payment and this rate will be decreased by 0.05% after every month, how much is his total commission?

1. Find the monthly payment

$$P23,490 \div 9 = P \underline{\hspace{2cm}}$$

P            will be deducted from the previous balance

2. Find the commission rate for 9 payments.

1 <sup>st</sup> Month	= 4.5%
2 <sup>nd</sup> Month	= <u>        </u>
3 <sup>rd</sup> Month	= <u>        </u>
4 <sup>th</sup> Month	= <u>        </u>
5 <sup>th</sup> Month	= <u>        </u>
6 <sup>th</sup> Month	= <u>        </u>
7 <sup>th</sup> Month	= <u>        </u>
8 <sup>th</sup> Month	= <u>        </u>
9 <sup>th</sup> Month	= <u>        </u>

3. Find the commission per month

Time	Outstanding Balance plus interest after each payment	Payment Made		Rate per Month in decimal	Commission

			0 month	P	P	x		P	
			1 <sup>st</sup> month			x			
			2 <sup>nd</sup> month			x			
			3 <sup>rd</sup> month			x			
			4 <sup>th</sup> month			x			
			5 <sup>th</sup> month			x			
			6 <sup>th</sup> month			x			
			7 <sup>th</sup>			x			
			8 <sup>th</sup>			x			
			9 <sup>th</sup>			x			
			TOTAL						P

**WEDNESDAY**

**HOPE, (1:00-2:00)**

Objective: **Identify different barriers that hinder people from performing dance activity.**

Topic: **Recreational Activity**

**Directions:** Listed below are reasons that people give to describe why they do not get as much performing dancing activity as they think they should. Please read each statement and indicate how likely you are to say each of the following statements:

Listed below are some of the barriers that hinder people from participating in dance activities. Let us evaluate/identify the degree on how these barriers hinder you from participating in dance activities. Choose the number that best describes your answer. Write your answer on a separate paper.

How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. My day is so busy attending to my modules/ attending my online classes. I don't think I have the time to include dancing activity in my regular schedule.	3	2	1	0
2. None of my family members or friends like to do anything active, so I don't have the time to dance, too.	3	2	1	0
3. I'm just too tired after doing household chores to perform dancing activity.	3	2	1	0
4. I've been thinking about dancing, but I just can't seem to get started.	3	2	1	0
5. I'm afraid I might injure myself doing the dancing activity.	3	2	1	0
6. I don't get enough dancing activity because I have never learned the basic skills for any dance.	3	2	1	0
7. I don't have access to television, smartphone, internet, etc. to access information, how to dance properly.	3	2	1	0
8. Dancing activity takes too much time away from other commitments-time school works, family, friends, etc.	3	2	1	0
9. I'm embarrassed about how I look when I dance with others.	3	2	1	0
10. I don't get enough sleep. I just couldn't get up early or stay up late to perform dance activity.	3	2	1	0
11. It's easier for me to find excuses not to dance than to go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with dance.	3	2	1	0
13. I'm not good enough at any dances to make it fun.	3	2	1	0
14. I want to dance, but I just can't seem to make myself stick to anything, because of lack of facilities.	3	2	1	0

**Instructions to score yourself:**

- Add the three scores on each line. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of will power, fear of injury, lack of skill, and lack of resources or above in any category shows that this is an important barrier for you to overcome.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

1	8	Lack of time
2	9	Social influence
3	10	Lack of energy
4	11	Lack of willpower
5	12	Fear of injury
6	13	Lack of skill
7	14	Lack of resources

**Guide Question:**

1. Do you agree with the results? Explain your answer.
2. What are the top two barriers that hinder you from participating in dance activities?
3. What is your plan of action to address these barriers?

**THURSDAY**

**Organization and Management (1:00-3:00)**

<b>Quarter</b>	: <b>1<sup>st</sup> Quarter 1<sup>st</sup> Semester (Topics)</b>	<b>Grade Level:</b> <b>Grade 11</b>
<b>Week</b>	: <b>Week 1</b>	
<b>Learning Area:</b>	<b>Organization and Management</b>	
<b>MELCs</b>	<ol style="list-style-type: none"> <li>1. discuss the meaning and functions of management ABM_AOM11-Ia-b-1</li> <li>2. explain the various types of management theories ABM_AOM11-Ia-b-2</li> <li>3. explain the functions, roles, and skills of a manager ABM_AOM11-Ia-b-3</li> </ol>	

Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
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<p>Week 1 Day 1 (Thu) 1:00-2:00</p>	<p>1. Explain the meaning and functions of management.</p>	<p>Chapter 1. Nature and Concept of Management</p> <p><u>1. Definition and functions of management</u></p>	<p>NIL</p>	<p>The students will be guided by the teacher in doing the following (synchronous) e-learning activities in their SLMS/ Modules:</p> <p>1. Reading the introductions and preface pp.4-5 to <u>understand each part of the modules</u>:</p> <ul style="list-style-type: none"> <li>• What I need to know</li> <li>• What I know</li> <li>• What's In</li> <li>• What's New</li> <li>• What is it</li> <li>• What's More</li> <li>• What I have Learned</li> <li>• What I can Do</li> <li>• Assessment</li> <li>• Additional Activities</li> <li>• Answer Key</li> </ul> <p>1. Read the "What I need to know", p.7, to get familiar with topic, content and learning objectives of the modules.</p> <p>2. Answering the pretest "What I know" p.8 to determine the prior knowledge of learners.</p> <p>4. The teacher will process the given pre-assessment (pretest) to have an overview of students prior learning.</p> <p>5. Reading of the Module content and information on "What is it" p.10, Overview of Organization and Management. <u>Topic/s nos.1 Definition and functions of management</u></p> <p>6. Answering the required activity 1-3 self – checks, "what's more" pp.11-13, to strengthen the student's understanding knowledge and skills of the topic.</p> <p>7. Answering the question in "what I have Learned" p.14.</p>
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				8. Answering "Assessment and additional activities" on pp.14-15. 9. Submit the required activities and self-checks to the teacher, for evaluation. 10. Proceed to the next lesson if the result is competent enough.
Day 1 (Thu) 2:00-3:00	2. Describe and differentiate the various types of management theories.	<b>2. <u>Evolution of management theories</u></b>	NIL	1. Reading of the Module content and information on the topic on p.18, <u>Topic no 2, Evolution of management theories.</u>  2. Answering the required activity on p.22, to check students understanding of the lesson. 3. Answering "Assessment and additional activities p.23.  4. Submit the required activities/ self-checks to the teacher, for evaluation.  5. Student will proceed to the next lesson if the result is competent enough.

### FRIDAY

#### Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik (1:00-3:00pm)

Day	Objectives	Topic/s	Classroom-Based Activities* (9-11 am Friday)	Home-Based Activities (1-3 pm Friday)
1	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin,			<b>Activity 1</b> Sa loob ng 10 minutes magbibigay ang bawat grupo ng 3 research questions at ipasa ito sa teacher.  Pipili ang teacher ng isa mula sa 3 research questions para sa bawat grupo (5 minutes) at ipagagawa ang mga sumusunod: (1hr & 45 mins.)

	gamit, metodo, at etika sa pananaliksik			<ol style="list-style-type: none"> <li>1. Magbigay nang 10 sources ukol sa napiling research question base sa pamantayan na tinuro ng teacher sa F2F.</li> <li>2. Magbigay ng isang pinakalayunin ng pananaliksik.</li> <li>3. I-pagbuo (synthesize) ang metodo ng pananaliksik</li> <li>4. Itaya (evaluate) ang magiging papel ng etika sa proyekto, base sa pamantayan na binigay sa F2F.</li> <li>5. I-model ang proyekto ng bawat grupo sa susunod na klase.</li> </ol>
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\*Following IATF minimum health safety protocols.

\*\*On the assumption that they are provided with tablets with internet access.

## **SATURDAY**

### **Organization and Management (1:00-3:00)**

Day 2 (Sat) 1:00-3:00	3. Explain the functions, roles, and skills of a manager.	<u>3. Functions, roles, and skills of a manager</u>	NIL	The same learning activities in topics 1-2
				<u>Note to the teacher:</u> Conduct the appropriate method of feedbacking for students and monitor the their progress.

**Note to the teacher:**

The Teacher will provide feedback

- (Descriptive or analytic type)-sharing to student with suggestions, directives, and information to help them improve their performance.
- (Evaluative feedback)- informing the student of the level and accuracy of their performance.

Note:

- Organization and Management is scheduled on Thursday and Saturday as reflected in the sample class program.
- The time for the Home-based activities is indicated in the Sample Class program (1:00-2:00) (2:00-3:00) on Thursday and Saturday
- Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based activities within the given week.

### Annex B: Suggested Instructional Tasks for Face-to-Face Classes

F2F Instructional Tasks				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>1. Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Morning physical exercise</li> <li>c. Reminder of the classroom health and safety protocols</li> <li>d. Checking of attendance</li> <li>e. Quick "kumustahan"</li> </ul> <p>2. Recall of the previous lesson</p> <p>3. Feedback on the results of last home-based formative assessment/written output/performance task. Clarify/Reteach difficult concepts, if needed.</p> <p>4. Explain learning objectives for the week</p> <p>5. Present a summary of learning tasks to be done within the week</p> <p>6. Put in context the lesson for the week by explaining its relevance and connection with the previous lessons. Explain how the current lesson is essential and meaningful to learner's daily life.</p>	<p>1. Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Morning physical exercise</li> <li>c. Reminder of the classroom health and safety protocols</li> <li>d. Checking of attendance</li> <li>e. Quick "kumustahan"</li> </ul> <p>2. Recall of the previous class discussion/activity.</p> <p>3. Determine the prior knowledge of learners including but not limited to the following activities:</p> <ul style="list-style-type: none"> <li>a. short paper and pencil quiz</li> <li>b. direct discussion (Q&amp;A)</li> <li>c. use of advanced organizers</li> <li>d. concept mapping</li> <li>e. word association</li> <li>f. use "What's New" activity from the SLM</li> </ul> <p>4. Process the given pre-assessment task.</p> <p>5. Present the lesson to the class. Maximize class participation by using any of but not limited to the following techniques:</p> <ul style="list-style-type: none"> <li>a. oral discussion</li> <li>b. advanced organizers</li> <li>c. giving examples</li> </ul>	<p>1. Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Morning physical exercise</li> <li>c. Reminder of the classroom health and safety protocols</li> <li>d. Checking of attendance</li> <li>e. Quick "kumustahan"</li> </ul> <p>2. Recall of the previous class discussion/activity.</p> <p>3. Refer to the submitted quick notes on clear points and muddy points in the lesson. Clarify muddy points.</p> <p>4. Give a teacher-made formative assessment on the presented lesson or use the SLM's "What Is It." This can be a Guided Practice.</p> <p>5. Check and process the given assessment. Encourage active class participation.</p> <p>6. Enrich understanding of the lesson through further explanation and concrete examples. Focus on the learners' difficulty in the given formative assessment. Use the higher levels of cognitive domain in</p>	<p>1. Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Morning physical exercise</li> <li>c. Reminder of the classroom health and safety protocols</li> <li>d. Checking of attendance</li> <li>e. Quick "kumustahan"</li> </ul> <p>2. Recall of the previous class discussion/activity.</p> <p>3. Check and process the given Independent Practice. Explain why certain answers are wrong or correct.</p> <p>4. Encourage questions about the lesson from the class. Respond to their questions substantially and clarify their difficulties.</p> <p>5. Once everything is clear, ask for generalization about the lesson. The teacher may provide prompts or use the SLM's "What I Have Learned."</p> <p>6. Introduce a task for Application of learning. This can be an authentic task, a writing activity, or performance. The SLM's "What I Can Do" can be used here. Provide</p>	<p>1. Begin with classroom routine:</p> <ul style="list-style-type: none"> <li>a. Prayer</li> <li>b. Morning physical exercise</li> <li>c. Reminder of the classroom health and safety protocols</li> <li>d. Checking of attendance</li> <li>e. Quick "kumustahan"</li> </ul> <p>2. Recall of the previous class discussion/activity.</p> <p>3. Allow learners to present their outputs or perform as an application of their learning.</p> <p>4. Provide authentic feedback.</p> <p>5. Let learners share their learning reflection for the week.</p> <p>6. Explain the Home-Based Learning Activities for the following week.</p> <p>7. Share how other learning materials, e.g., textbooks, activity sheets, authentic reading materials (text and non-text) may help learners in their understanding the lesson and in accomplishing certain learning tasks.</p>

<p>7. Introduce the lesson either by adopting the preliminary tasks (<i>What I Need To Know, What I Know</i>) in the SLM or by innovating other relevant priming activities</p> <p>8. Process the priming activities and connect them with the current lesson</p>	<p>d. target HOTS through the art of questioning</p> <p>6. Wrap-up the discussion. Ask questions for clarification.</p> <p>7. Ask for key learning for the day. Request for quick notes on points and muddy points in the lesson.</p>	<p>the Bloom's Taxonomy when asking questions for understanding.</p> <p>7. Introduce a new task. This can be an Independent Practice that is either teacher-made or based on the SLMs "What's More."</p>	<p>and explain the rubrics for assessment.</p> <p>7. If time permits, proceed with the presentation/submission of the given task, otherwise give this as an assignment for the following day.</p>	<p>8. Orient the students on how to go about the learning/performance tasks and expected outputs indicated in their Weekly Learning Plan (Home-Based Activities)</p> <p>9. Explain the rubrics and other criteria for assessing their learning/performance tasks and outputs</p>
<i>LEARNING REMEDIATION</i>	<i>LEARNING REMEDIATION</i>	<i>LEARNING REMEDIATION</i>	<i>LEARNING REMEDIATION</i>	<i>LEARNING REMEDIATION</i>

*Note: These instructional tasks are suggestive rather than prescriptive. Teachers may modify these tasks based on the preference of their school with due consideration of class programs, and the needs, readiness, and profile of the learners.*

**Critical Considerations to ensure inclusion:**

For LWDs attending regular classes, teachers should provide reasonable accommodations for them that are appropriate to their condition (e.g., priming activities and reading materials in braille for blind learners; lessons with sign language interpretation for hearing-impaired learners).

For Muslim learners, their daily time of worship shall be given consideration relative to the planning of the school's daily schedule.

Sensitivity to the socio-cultural background and particular circumstances of all learners shall guide learning delivery and the development of learning resources, including formative tests, pictures/graphics and similar materials. Teachers shall be guided by the principle of inclusion and shall acknowledge and respect the diversity of learners.

**Suggested In-School Activities**

1	Conduct of Performance Tests/Tasks
2	Conduct of Summative Test (Written)
3	Conduct of Phil IRI Test, ECD Tool, MFAT
4	Administration of Assessment/Examination like NAT, PEPT, A and E Test, PISA, etc.
5	Conduct of Culminating Activities
6	Conduct of Learning Remediation/Tutorial Activities

**Important Reminder: Activities undertaken should not require any physical contact**