



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

Enclosure 1: Contextualized Mechanisms to guide Schools in the implementation of the Blended/Distance Learning Delivery Modality

1. As stipulated in DepEd Order No. 007, s. 2020 entitled Calendar of Activities for school Year 2020-2021, Schools and Community Learning Centers (CLCs), under the supervision of ROs and COs, are authorized to decide on the specific DLDM which may be deemed appropriate to their context.
2. Schools shall be guided by the Omnibus Guidelines on the implementation of Community Quarantine, issued by the IATF for the management of Emerging Infectious Diseases dated May 15, 2020 as well as the directives of the Office of the President (OP), in deciding the learning modality/modalities to be implemented. In addition, the learners' context, access, and readiness, as well as the context/situation of the area where the schools are located shall be taken into consideration. The choice of modality/modalities of the parent and/or learner may also be considered.
3. The DLDM adopted by the school or chosen by the learner or parent may be changed when deemed necessary and possible based on, but not limited to, any of the following:
 - a. Health and physical distancing protocols and other guidelines set in their respective areas;
 - b. Availability of public transport;
 - c. Changes in the health status of the learner;
 - d. The learner's assessment results showing that the learner is not doing well in the learning delivery modality chosen; and
 - e. Indications and reports of negligence and abuse validated through home visitation.
4. To guide the Schools Division Offices in providing technical assistance to and in monitoring the schools and learning centers in the delivery of distance learning, the Distance Learning Delivery Flow is presented in **Figure 1**.
5. All school heads shall use the diagram as reference in managing the delivery of distance learning in their respective schools. Through the diagram, the regional and division offices and schools or learning centers are directed to design programs and activities that aim at improving the efficiency of delivery at each stage.
6. Suggested mechanisms, schedule of delivery, and reference resources at each stage are provided in **Table 1**.





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Modular
 Distance Learning Delivery

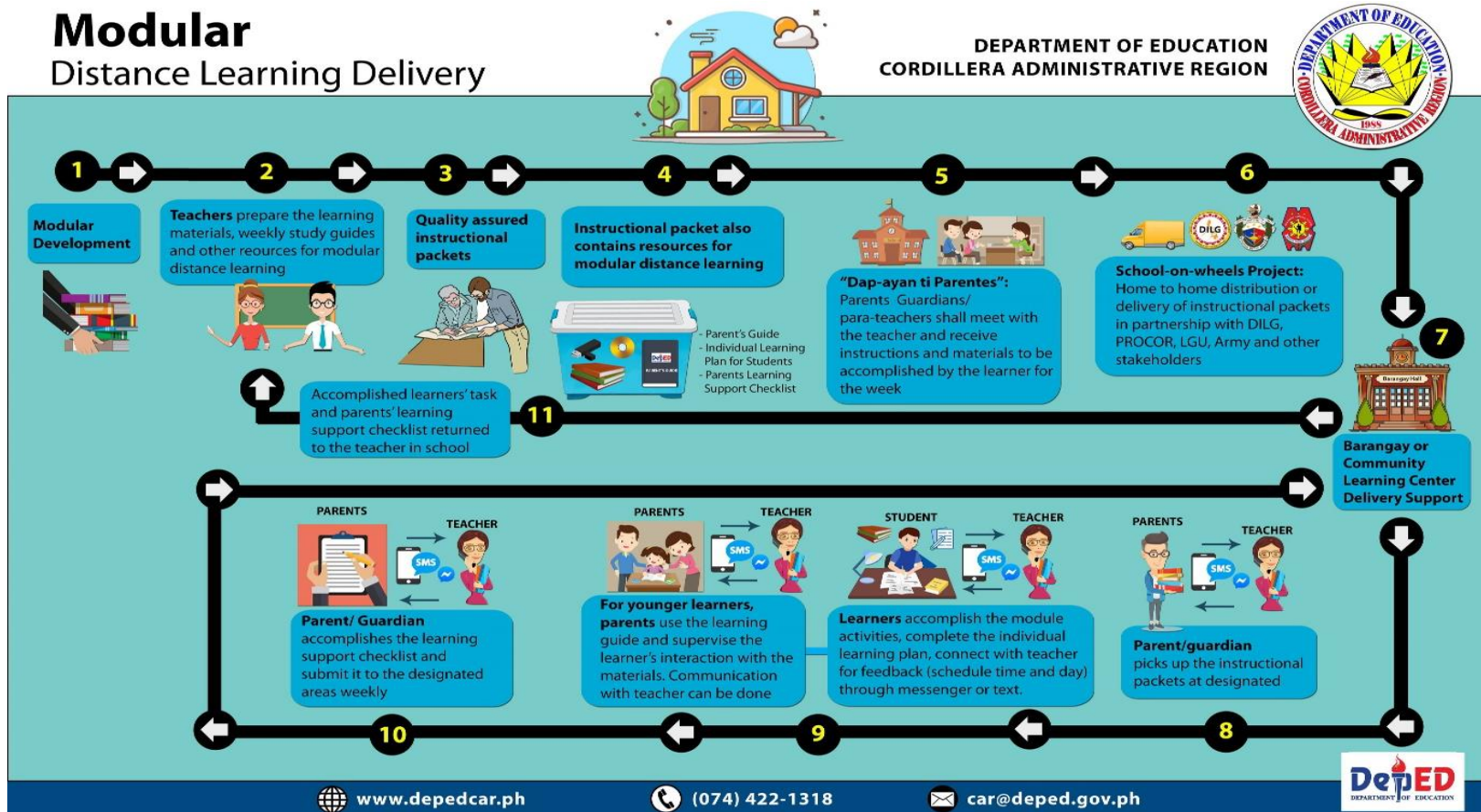


Figure 1. Flow of Distance Learning Delivery



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 - 1318 | **Fax No.:** (074) 422-4074
Website: www.depedcar.ph | **Email Address:** car@deped.gov.ph



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Table 1. Suggested and Contextualized Mechanisms

THE LEARNING DELIVERY FLOW	CONTEXTUALIZED MECHANISMS	DELIVERY SCHEDULE	RESOURCES
Organization of Classes and School Readiness	<ol style="list-style-type: none"> 1. Ensure safe work environment in compliance with guidelines set by the National Government/COVID-19 IATF. 2. Plan the organization of classes considering the DLD modalities preferred by the learner and parent or guardian as a result of the accomplished Learner Enrolment and Survey Form (LESF). 3. Facilitate the conduct of In-Service Training (INSET) or Learning Action Cell sessions to address gaps in the implementation of distance learning delivery. 4. Attend upskilling and reskilling on the utilization of distance learning delivery modalities, video preparation and editing, and others organized by DepEd and other authorized service providers. 5. Strengthen partnership with external stakeholders. 6. Orientation and information dissemination are very vital in the implementation of programs and activities. Hence, the school head shall facilitate the conduct of these within the locality with the help of partners and other community stakeholders. 	June to August, weeks 1 and 2	





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	<p>7. Provision of continuing support and/or technical assistance to school personnel and stakeholders shall be ensured by the school head with the support of the Schools Division and Regional Offices.</p>		
<p>Self-Learning Module Development and Quality Assurance</p> <p>Preparation of learning materials, weekly home learning plans, necessary forms</p>	<p>8. As much as possible, the primary learning resource that shall be used are the self-learning modules (SLMs) developed by the regions for the implementation of the Alternative Delivery Modes. It shall be the foundation for conversion to various content formats such as, but not limited to, digital formats (flat PDF and e-SLM), educational videos, audios, and others. The digital format of SLMs shall be uploaded to the LR Portal and DepEd Commons. Supplementary Learning resources initiated by Regional Office shall be uploaded to the DepEd-CAR landing page and “DomiKnow”, DepEd-CAR’s You Tube channel.</p> <p>9. Additional learning materials may be used to support the SLMs. They shall ensure that these learning materials are aligned with the Most Essential Learning Competencies and are quality assured at the school or district, division or regional levels.</p> <p>10. Schools shall ensure contextualization and integration of learning content. Contextualization shall allow flexibility of learning content and the needed processes related to a particular setting, situation or area of application to make competencies relevant, meaningful, and useful to all learners.</p> <p>11. Other learning resources like textbooks, learners’ materials, MELCs-aligned teacher-made videos, audio-lessons, modules, activity sheets,</p>	<p>June to August, weeks 1 and 2</p>	<p>Enclosure 11</p>





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	<p>interactive e-materials may supplement the required learning resource for each learning delivery modality.</p> <p>12. Facilitate “Buddy – buddy System” or grouping of teachers in the preparation of learning resources.</p> <p>13. To ensure that learners are on task and are guided on what they are expected to accomplish within a specific week, teachers shall prepare a Weekly Home Learning Plan. Sufficient break times shall be ensured. In cases of legal celebrations and holidays as well as cancellations/suspensions of classes due to natural and man-made calamities, adjustments in the time frame for accomplishing learning tasks based on the Weekly Home Learning Plan shall be considered accordingly.</p>		
Packing of Instructional Packets	<p>14. Disinfect packing materials before using them.</p> <p>15. Ensure durability and sufficiency of packing materials.</p> <p>16. Depending on the learner’s context, instructional packets may be packed on a weekly or monthly basis.</p> <p>17. Ensure the readiness of all materials to be used by the learner such as Self-learning module per learning area, audio or video supplements if applicable, textbooks, and other resources needed to facilitate learning, including the learner feedback form.</p>	August, weeks 1 and 2	Enclosures 4 and 8





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	18. Ensure the readiness of materials to be used by parents or guardians such as the weekly home learning plan, parent's/guardian's guide, parent's/guardian's feedback form, individual monitoring plan for learners with academic challenges, and other resources needed to guide the parent or guardian in assisting their child or ward.		
Dap-ayan ti Parentes	19. Facilitate the development of appropriate interactions and social relations with learners and parents/guardians. 20. Depending on the parent's or guardian's context, orientation may be done through online or offline modalities. Online orientation may be done through the use of any online platform agreed upon by both teacher and parent or guardian, use of email, Facebook, or messenger. Offline orientation may be done through face to face, SMS, or calls. 21. If orientation is done through face to face interaction, health protocols must be strictly followed. 22. Orient the parents or guardians prior to the actual learning week. Details of the orientation shall include the following: <ul style="list-style-type: none"> • priming them of their expected roles and responsibilities as facilitators of their child's or ward's learning relative to distance delivery; • ensuring them of available support which the school may provide, including constant guidance from the school head and teacher (open communication); • strategies in priming their own child/ren/ward on the distance learning delivery modality; 	August 17 to 20 (August 21 – National Holiday)	Enclosures 5, 6, 7





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	<ul style="list-style-type: none"> • schedules of dialogue with teacher or school head should there be queries on the learning tasks provided for the child or ward, or concerns regarding the child’s or ward’s behavior or learning intake; • schedules of distribution and retrieval of instructional packets; • description of the contents of the instructional packets to be received and how these shall be used or accomplished; • introduction to community volunteers or available para-teachers and the roles and responsibilities of these volunteers; and • other relevant pieces of information deemed significant for dissemination to parents or guardians. <p>23.The learner shall also be oriented on the distance learning delivery, through the parents/guardians.</p> <p>24.Para-teachers or volunteer teachers can only come in as learning facilitators with the written consent of the parents. Schools need to oversee and facilitate this particular concern.</p> <p>25.Volunteer teachers or para-teachers shall be oriented on their specific roles and responsibilities in this partnership with the school for the implementation of the distance learning delivery modality.</p>		
School on Wheels	26.Schools, under the guidance and supervision of the Regional Office (RO) and Schools Division Office (SDO), shall organize their own mechanism to ensure that all learners receive copies of the SLMs in print or digital	August 24 to 28	Enclosure 7





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	<p>format as well as other learning materials like learners' material, textbooks, learning activity sheets and others.</p> <p>27. Local Government Units (LGUs) and community stakeholders may be tapped by schools and field offices to assist in making sure that SLMs are provided to every learner.</p> <p>28. Partnerships with the Police Regional Office of the Cordillera Police, the Bureau of Jail Management and Penology-Regional Office, Regional Bureau of Fire-Regional Office, and the Philippine Army were done by the DepEd-CAR to ensure that the schools are provided assistance in the delivery of instructional packets to the learners. Their personnel, who are Education graduates and have been classroom teachers for some time, are now tapped to assist the schools in the delivery scheme and also in guiding the parents in facilitating learning, if necessary.</p> <p>29. Learners are not allowed to go to the schools to get the instructional packets. Even if proximity to the school is near, still under the IATF guidelines, minors (below 21 years of age) are not allowed to go out.</p> <p>30. Parents or guardians may get the instructional packets directly from the school or the teacher, observing health protocols.</p> <p>31. Schedule the teachers, in the absence of partners or support groups, during delivery and retrieval of Instructional Packets. However, to</p>		





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	<p>ensure the security of teachers delivering instructional packets, they must be in the company of barangay, LGU or police officials.</p> <p>32. Observe health protocols during the delivery and retrieval of Self – Learning Materials and home visitation. Teachers who are pregnant, 60 years old and above, and with immunodeficiency comorbidities or other health risks, shall not be allowed or included in the delivery of instructional packets.</p> <p>33. When using vehicles, “APOR (Authorized Person Outside Residence) with DepEd Logo” shall be posted on the vehicle.</p> <p>34. Ensure that pertinent documents of teachers are ready, prior to the delivery of instructional packets to avoid being reprimanded in checkpoints or when entering another barangay/sitio.</p>		
<p>Actual Learning Delivery</p>	<p>35. The school shall ensure that children are learning in a safe, healthy, and conducive learning home.</p> <p>36. School head and teacher shall ensure that the learners and their parents or guardians are connected. The school must facilitate the physical and psychological preparation of parents/guardians and learners in this transition. Parents/guardians need to accept the task of facilitating their child’s/ward’s learning and children need to accept that their parents/guardians shall become their learning facilitators.</p>	<p>September 1 onwards</p> <p>(August 31 – National Holiday)</p>	<p>Enclosures 2, 3, 4, 5, 6, 7, 8, 11</p>





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	<p>37.Regular teacher-parent/guardian interaction for assistance through online platform/s, SMS, Call, messenger, or any forms of communication accessible to both parent and teacher or guardian, shall be made available.</p> <p>38.Make home visitation schedule of learners in case this scheme is allowed, guaranteeing compliance with health protocols and border passes.</p> <p>39.Monitor the learners’ progress in accomplishing tasks set for the day or week.</p> <p>40.Maintaining an open communication between the school and the parent/guardian reduces or eliminates the occurrence of compounding difficulties and facilitates the provision of immediate feedback to the parents on the performance of the child.</p> <p>41.In the case of online classes, screen time for learners shall be strictly followed.</p> <p>42.The learner shall read, understand and follow the instructions as indicated in the “Instruction to Learner” which is included in the Learning Package. It shall serve as a guide in making the distance learning experience effective.</p>		





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	<p>43. To ensure that learners are on task and are guided on what they are expected to accomplish within a specific week, they will be given a copy of the Weekly Home Learning Plan with provision on sufficient break times following the suggested time frame to work on their assigned tasks per learning area in a week. The learner shall accomplish the learning tasks on a weekly basis using the learning materials provided by the teacher.</p> <p>44. For learners without available learning facilitators at home, subject teachers or a para-teacher may conduct home visits following social distancing protocols or the learner with the guidance of parents may communicate with their teacher through text messages, phone/live chats, or through other available forms of communication to provide assistance or remediation.</p> <p>45. ALS volunteers and mobile teachers may be requested as partners of the regular schools in delivering learning through the DLDM.</p> <p>46. To make learning manageable for learners, they may be given a set time frame to undertake a lesson or accomplish an activity. The setting of the time frame shall be guided by the suggested time allotment a MELC can be mastered. Learners who are not meeting expectations shall be provided with remediation while those who may accomplish the tasks as contained in the SLMs shall be given enrichment activities.</p>		





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	<p>47. The following Forms shall be accomplished:</p> <ul style="list-style-type: none"> a. Feedback form by the learners shall be accomplished by the learners themselves so the teacher will be informed of the extent of help or support received from home and from the teacher, the degree of clarity and comprehensiveness of the learning materials provided. b. Teachers shall prepare an Individual Learning Monitoring Plan for learners who manifest academic challenges as shown by the initial observations of parents/guardians or volunteer teachers. This shall be accomplished by the parent/guardian/volunteer teacher and returned to the teacher at the end of the week so the teacher will be able to provide help for the learner to meet the most essential learning competencies while seeing the connection between one lesson to the next. c. Feedback form by the parents to inform the teacher of the extent of assistance provided to the learner and their response to the instructional packets received. d. Feedback form by the para-teachers or volunteer teachers, if applicable. This form shall inform the teacher of the extent of assistance provided to deliver the instructional packets and/or to guide the learner in accomplishing expected weekly tasks. Their inputs on the delivery mechanism shall likewise help the teacher plan for better or improved strategies. 		
Retrieval of Instructional Packets	48. Retrieval of accomplished learning tasks and feedback forms from the parent or guardian, learner, or volunteer shall be done on a weekly basis.	End of the week	Enclosures 6 and 7





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	<p>It shall be scheduled at the end of the learning week, preferably on a Friday.</p> <p>49. Agreements done during the “Dap-ayan ti Parentes” on specific schedules and persons involved in the retrieval of instructional packets shall be implemented.</p> <p>50. The same reminders on health protocols and IATF guidelines stated in the “School on Wheels” Phase shall guide the teachers, school heads, and parents/guardians or volunteers.</p>	(preferably Friday)	
Feedback Mechanisms	<p>51. The teacher shall review the following after receipt of the returned instructional packets:</p> <ul style="list-style-type: none"> • feedback forms from parents/guardians, volunteers to track how they are guiding the learners and if there are immediate concerns needing appropriate interventions; • actual task accomplishments of learners to check learning pace and improvements and to inform the teacher of any advances or lags in the assimilation of competencies; • individual learning monitoring plan given to learners who show academic challenges to analyze if progress is evident after intervention. <p>52. After careful scrutiny, evaluation, and analysis, teacher must give immediate feedback to the learner through the parent or guardian so the learners will be further guided if progress is not evident or so the learners will be commended and given additional tasks if progress is distinct.</p>	First day of the school week	Enclosure 8





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	<p>53. Feedback may be given on the first school day of the following week through whatever means of communication accessible by the parent or guardian and the teacher.</p> <p>54. Immediate feedback given by the teacher would redound to the provision of timely and appropriate intervention strategies by the parent or guardian that would help reduce the risk of losing learning interest among the learners.</p>		



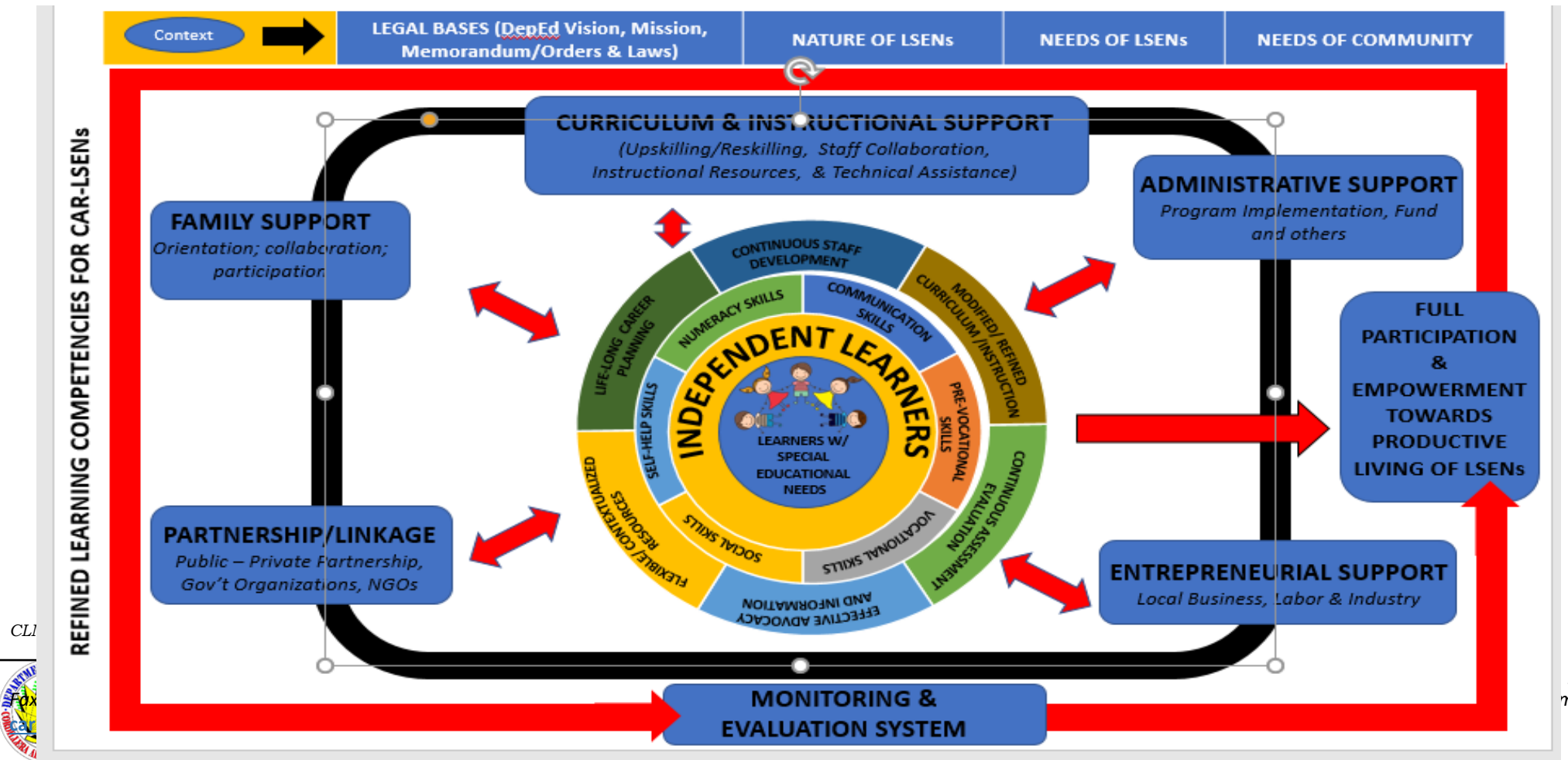


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Enclosure 2: Compendium of Learning Competencies for Special Education

***The full copy of these competencies is attached as a separate file



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Guide for Teachers in using the SPED/Inclusive Education Learning Competencies (LCs)

Going to school is an avenue to raise skills. It is a place to raise social skills, social awareness and increase child's ability. However, as the pandemic continues to spread across the globe, access to education is a big challenge specially to Learners with Special Educational Needs (LSEs) who may face greater risk of being left behind. Hence, this situation should not be the hindrance in providing quality education to these learners. It is also their basic right to continually develop concepts and skills which enable them to become productive members of society and live meaningful and fulfilling lives.

The Regional Office, through the collaborative efforts of the SPED Focal Persons in the Region and Schools Division Offices, School Heads and Teachers of the SPED Centers, with the guidance of the DepEd – CAR Curriculum and Learning Management Division, refined the learning competencies (LCs) to address the needs of LSEs. Thus, the LCs focus more on the development of skills that will help them live independently. The curricular components of LSEs include the following areas: **self – help, social, number, communication, pre-vocational, vocational, community integration and independent living skills.**

Each learning area includes major skills, objectives, and tasks analyzed and arranged in **three (3) levels** commensurate to the client's expected **entry behavior** and **projected end goal**. This is to guide the teacher for the clients to master a skill which results in the acquisition of the **CAP** behaviors, namely cognitive, affective, and psychomotor. All of these are prerequisite skills for independent living (SPED-BEE, 1996).

Self – Help Skills is a primary learning task each individual is expected to acquire. Self – help skills assist individuals to live happier and more productive lives when they are able to manage themselves alone. Activities of daily living or **ADL** are those skills which pertain to the care of self, such as the following: **a) feeding; b) dressing; c) toileting; and d) grooming and hygiene.**

Social Skills/competence bears significance even for the LSEs. But it seems to be a prevailing deficit for them. The acquisition of these social skills will lead them to function in an environment where they can be accepted for

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Address: Wangal, La Trinidad, Benguet, 2601

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what they are and behave appropriately in social functions. To attain these, the following should be developed: **a) attending skills; b) self – awareness; c) self at play; d) self at work.**

Communication Skills - Language has always been the most delayed among the LSEs. But useful and constructive communication is essential to a child's growth. Though maturation process cannot be accelerated, activities can be structured and manipulated in order to ensure development. It is within this premise that the following have to be developed: **a) listening/receptive skills; b) speaking/expressive skills; c) reading/decoding skills; d) writing skills**

Number Skills – acquiring number skills give order to daily living. It allows an individual to organize his life. It is important for them to learn to count, to compute, to measure, to tell time and others. These will equip LSEs with the necessary skills for independent living. This will also allow them to earn their own living, to keep house, and to eventually manage a family. With this in mind, the following skill are emphasized more than the regular math curriculum: **a) object discrimination skills; b) number concept skills; c) measurement/fraction skills; d) decimals/money skills.**

Pre – Vocational Skills are skills that refine a client's motor skills. They train students to group and sort, fold, cut, fasten and/or staple. More-over these skills develop an individual's manual dexterity and coordination. At the same time, Pre-Vocational instruction should also be a preparation for future work. This means a client must have appropriate work attitudes. Therefore, Pre-Vocational skills cover the following areas: **a) fine motor skills; b) training work readiness skills; c) work skills.**

Vocational Skills is a learning area which will prepare and equip the client with actual work skills. Client has to be closely monitored as to what kind of job he will most likely too succeed in. It is also this area which will determine the kind of job and the kind of monitoring to be done with him/her. This will also determine if a client would succeed in sheltered workshops or out in competitive environment. This is preparatory to a transitional life skill in the community. It is advised that the program be strictly observed to test the validity of the skills to be developed. Each service skill has been further subdivided into 3 – 4 parts according to levels. For Level I, a client has to go through the preparation, actual work, and cleaning up stages. For Levels II

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and III, all stages have been included but with an additional work experience stage. The only important guideline that has to be followed and met is to treat the client like an adult and not like a child. This will assure the client of everyone's ultimate goal to make him make it on his own as an individual independent adult living in the normal world.

Curriculum Guidelines:

- a. Take one specific objective at a time based on the assessed performance level of a particular child.
- b. Develop from the lowest level of objectives before proceeding to the next level that is related to it. See to it that the objectives of each learning area are closely related in skills development before starting a lesson.
- c. Never pick an objective at random. Always take up the lowest level if the prerequisite skill needed for development has not been acquired. Always begin where the child is.
- d. The objectives are divided into three levels. Each level has its entry behavior and end goal. There are also lists of enroute goals to guide the teacher to achieve the goal.
- e. If the tested objective in each level may be difficult to achieve, break then down into simpler task. Always adapt the client's level of performance.
- f. If the tested objective is easy to achieve, go to the next level. The teacher is not compelled to follow the sets of objectives. The reference is always the entry and end goals.
- g. Teach the skill as a means for training the client to become economically useful and eventually earn a living.
- h. Clients can acquire skills at their own pace. Never force the clients to acquire skills because you want them to finish the whole year's work.
- i. Use any language which you think the child can benefit most from.
- j. This guide will be utilized for learners with moderate, severe, and profound learning disabilities/difficulties in SPED Centers and Regular Schools.

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The Learners

Learners who are diagnosed as moderate with mental ages from 4 – 20 years old are categorized and evaluated under the following levels:

Level I	Mental age	4 – 6.9
Level II	Mental age	7 – 11.9
Level III	mental age	12 – above

In addition to the above criteria of groupings, there are certain provisions to take into consideration. These include the important skills or the ability of an individual child. The learners have been evaluated by a diagnostic team or a certified clinical psychologist. In the absence of any of the evaluation reports, teachers’ assessments and narrative observation reports may be used as a temporary baseline data to start where the child is.

Evaluation Guide

Teachers give considerable attention to the progress which pupils are doing. Progress is a matter with which parents are critically concerned. Whatever programs the child is getting as a result of the attention given by the teacher, progress should always be recorded. Such evaluation may be given through an anecdotal record/descriptions or checklist based on general observation and judgment.

1. Assessment Checklist

This is a set of indicators based on the listed objectives per learning area/skill. It is a tool to evaluate the child. Below are sets of guidelines of what the checklist is all about.

- a. It is a list of indicators to assess the child’s capacity to learn.
- b. It serves as a procedure to help the teacher start planning and implementing an instructional program for a certain client and a Report Card for the learner.
- c. It helps to indicate the child’s strengths and weaknesses.

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- d. Its indicators are based on the tested objectives per learning area and level. This implies that there will be three sets of check lists: 1 set for Level I; 1 set for Level 2; and another set for Level 3
- e. It has a five-level scale to determine the progress of a child.
- f. The child will be assessed quarterly.

The scale indicators:

Symbol	Adjectival Rating	Descriptive Meaning
O	Outstanding	The learner shows independence in doing given tasks. He/She always follow directions. About 80% of the tasks are often correctly done.
VS	Very Satisfactory	The Learner shows some amount of independence. He/She shows some lapses in following directions. About 60% of the tasks are correctly done.
S	Satisfactory	The learner needs little guidance and prompting in given tasks. About 50% of the tasks are often correctly done.
FS	Fairly Satisfactory	The learner needs much guidance with prodding. He/She could follow few directions. Less than 50% of the given tasks are correctly done.
NI	Needs Improvement	The learner needs guidance and lot of prodding in the given tasks. He/She cannot follow directions.

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2. Anecdotal Record

- a. Teachers use this to record their observations of learner's behavior, skills, attitudes, performance and classroom incidents.
- b. This contains information about learning outcomes, behavior, and strengths of the learner.
- c. It may serve as plan for action and recommendations for further observations/follow - up.

Source: Special Curriculum for the Mentally Handicapped, 1996

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Enclosure 3: Implementation of the Alternative Learning System



THE ALTERNATIVE LEARNING SYSTEM
(ALS) K to 12
Basic Education Curriculum
(ALS 2.0)

What is Alternative Learning System?

- **Alternative Learning System is a parallel learning in the Philippines that provides a practical option for the existing formal education. When one can not avail of the formal education in school, ALS is the alternate or substitute.**
- **ALS evolved from the nonformal education which mostly concentrated in livelihood skills training with basic reading and writing.**
- **Under the current educational system, ALS is a way for the busy learners, OSYs and adults to finish elementary and Junior High School education without formally going to school daily.**

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- **It is the flagship program of our present administration offering nonformal education to OSYs and adults who failed to complete their basic education.**

President Rodrigo R. Duterte

State of the Nation Address

“We will also intensify and expand Alternative Learning System Programs.”



10-Point Agenda of Secretary Leonor M. Briones

Third Agenda:

prioritization of ALS programs by implementing units, partnerships, and modalities that fit the circumstances of target learners. A highly successful ALS program will be one of the major legacies of the Duterte administration.



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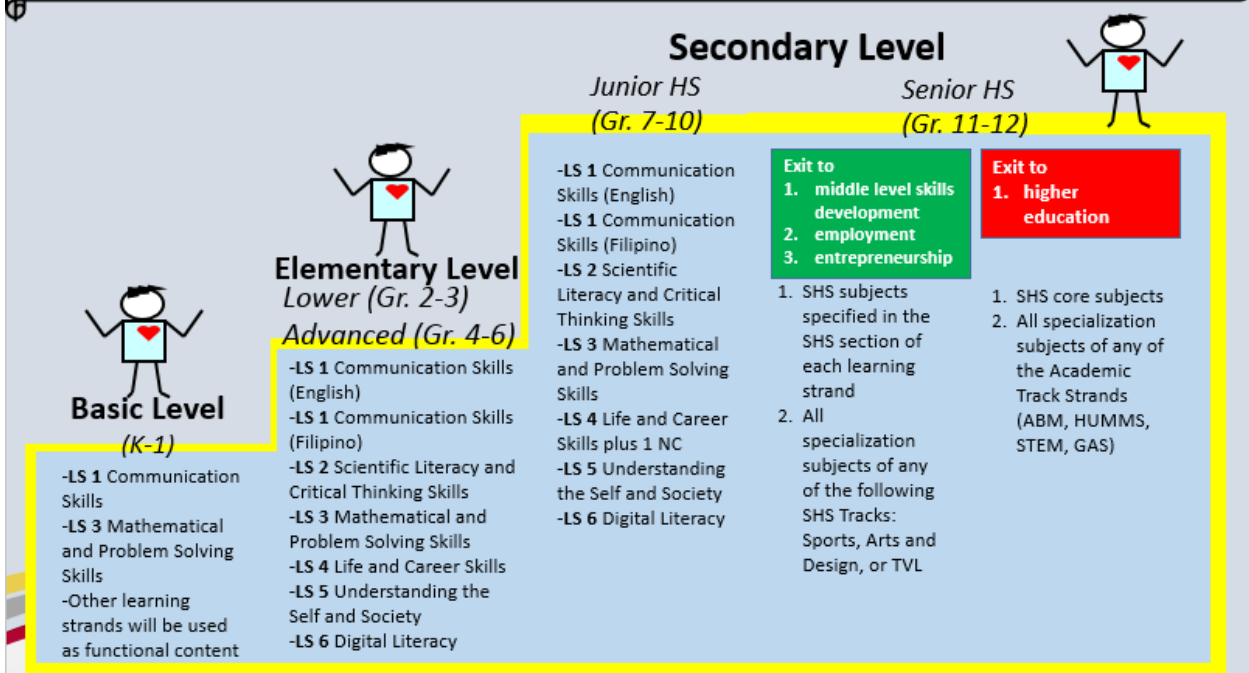
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ALS K to 12 Curriculum:

- All learning strands in the ALS K to 12 Basic Education Curriculum (2017 Edition) have been enhanced to integrate 21st Century learning competencies and concepts and will equip learners with competencies that will prepare them for employment, entrepreneurship, middle level skills, and higher education.
- The teaching and learning processes and materials in the ALS are based on the ALS K to 12 Curriculum that are comparable to formal school curriculum. It reflects the set of skills and competencies that learners should develop to meet the minimum requirements of the Basic Education Curriculum.
- ALS K to 12 Curriculum also requires contextualization of the learning competencies to align with different learning contexts, needs and situational realities of different ALS learners.
- Currently, it contains competencies for Basic Literacy, Elementary Level and Junior High School Level. (Development of the ALS SHS Curriculum for Years 11 and 12 is still ongoing.)

ALS-K to 12 Learning Stages



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Learning Strand in ALS = Subject Area in the formal education

Learning Strand 1- Communication Skills

- includes listening, speaking, reading, writing, and viewing print and electronic media in Filipino and English

Learning Strand 2 - Scientific Literacy and Critical Thinking

- includes numeracy and problem solving

Learning Strand 3 - Mathematical and Problem Solving Skills

- Mathematical and Problem Solving

Learning Strand 4 - Life and Career Skills

- includes the ability to earn a living as an employed or self-employed person, sustainable consumption, and productivity

Learning Strand 5 - Understanding the Self and Society

- includes self-development, a sense of personal and national history and identity, cultural pride and recognition, understanding of civil and political rights knowledge, respect and appreciation for diversity, peace and non-violent resolution of conflicts, ASEAN regional integration, global awareness and solidarity

Learning Strand 6 - Digital Citizenship

- includes knowledge of digital concepts and operations, using the internet and digital system networks, using ICT and digital devices & their applications in daily life, and practicing digital ethics
- **Like the K to 12 Curriculum, the ALS K to 12 BEC follows the Spiral Progression Approach.**
- **The Learning Competencies are sequentially arranged from simple to complex.**

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Time Allotment in ALS				
ALS Key Stage	No. of Years	No. of Months	Number of Days per Week	Number of Hours per Day
Basic Level	1	10	3	6
Lower Elementary	1	10	4	6
Advanced Elementary	2	20	4	6
Junior High School	2	20	4	6

Learning Materials used in ALS:

- Since Bureau of Alternative Learning existed, the DepEd Central Office developed Modules for the BL, EL, SL and for ALS Bridging Program.
- Since the K to 12 program implementation, DepEd Central Office aligned the learning competencies of the ALS with the K to 12 BEC learning competencies per level.
- ALS Modules were also reviewed and enhanced and distributed to the Schools Division Offices for distribution equally to the ALS teachers.

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ALS LEARNING MATERIALS

I. DIGITIZED MODULES:

Type of LMs	LEARNING STRAND (LS)					
	LS 1	LS2	LS3	LS4	LS5	TOTAL
Digitized:						
Lower EL	0	22	0	0	2	24
Higher Elem	0	3	0	10	0	13
Sec./JHS	16	43	9	17	7	92
TOTAL	16	68	9	27	9	129

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A. Printed LRs:

LEARNING STRAND (LS)

	LS 1	LS 2	LS3	LS4	LS5	TOTAL
Basic Lit.	6	34	0	26	0	66
Lower EL	0	22	0	18	0	40
Higher EL	10	69	6	24	10	119
Sec./JHS	40	122	22	23	25	232
TOTAL	56	247	28	91	35	457

Your Date Here

B. ACADEMIC BRIDGING MODULES: (Printed)

LEARNING STRAND

Academic	LS 1	LS2	LS3	LS4	LS5	TOTAL
Focused Bridging Modules	Communication Skills - 6	Critical Thinking Skills:		Experiential Life Skills - 11		
		General Science -6				
		Biology - 13				
		Chemistry - 12				
		Physics - 11				
		Mathematics - 19				
					TOTAL	88

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II. RADIO-BASED INSTRUCTIONAL (AUDIO LRs)

LEARNING STAND						
Type of LR	LS 1	LS2	LS3	LS4	LS5	TOTAL
Lower EL	0	5	0	1	0	6
Higher EL	1	6	1	2	1	11
Sec/JHS	8	11	0	11	4	34
TOTAL	9	22	1	14	5	51

III. eSkwela Digitized Modules (Visual & Audio LRs)

- eSkwela Digitized Modules – to be accessed from the Pilot SDOs like Benguet and to be reproduced in external drives for distribution to SDOs.

ALS LEARNING DELIVERY:

1) Face to face

– the ALS teacher/ Instructional Manager (IM) meets with her/ his learners in a designated/ agreed venue: learning center in a school (school-based) or in a community Learning Center, community-based (CLC).

2) Modular Instruction

- modules that are self-paced, self-instructional, indigenous, and integrated are utilized. These can be studied by a learner independently at home or with the guidance of a teacher/ instructional manager in a CLC.

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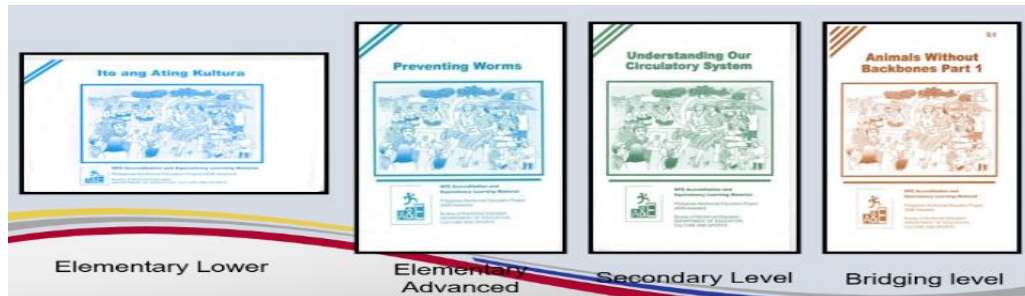
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a) The ALS A&E Printed Learning Modules



b) The Digitized Learning Modules/ e-Learning Materials

-these are study materials prepared by the teacher and published in digital format. These include e-textbooks, e-workbooks, educational videos, e-tests and others.

3) eSkwela

- Use of readily available, appealing, interactive, engaging, relevant, and enriching e-Learning experience, blended and collaborative mode of instruction.



eSkwela Program

-community-based e-Learning Centers or eSkwela Centers are established in major centers around the country to conduct information and communication technology (ICT)-enhanced alternative education programs.

Digitized eSkwela Learning Modules, (soft copies)

Example: The Reproductive System

4) Radio-Based Instruction (RBI) Program

- It is an alternative delivery mode utilizing the Accreditation and Equivalency (A&E) Program of the Department of Education.
- The use of radio broadcast signals as a form of distant learning in the Alternative Learning System. (With Soft copies of the scripts)
- -Learning Episode/Scripts can be prepared by the teachers

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5) Online Learning

- learners with strong internet connection join or attend the learning sessions they scheduled or agreed with their teacher or Instructional Manager. They do this through the Google Meet or ZOOM application and other online platforms.
- this learning delivery is very useful during the ECQ. It was not utilized much before the pandemic for most of the learners preferred face to face learning delivery and independent learning/ modular.

6) Blended Learning Delivery

- ❖ Because there is no one (1) learning delivery that will fit all the situations and needs of the learners, blended learning is being utilized in ALS.

Limitations of Online Learning

- Learners who have very weak internet connections could not join. They could not download the activities sent to them to accomplish and they cannot upload the same.
- Learners who belong to the underprivileged family can hardly join. Acquisition of needed gadgets and buying of prepaid loads every now and then to connect can be an additional burden/ stress to them.
- This learning delivery is not possible in areas that are not yet reached by internet service providers.

Distance Learning is not new to ALS

- ALS teachers are using developed ALS modules. They had been used to contextualizing the ALS modules, preparing learning packages, activity sheets and distribute them to their learners. The learning packages and activity sheet vary dependent on the learner's capabilities and learning needs.
- Distance learning is not new to ALS, because ALS learners are not steady in their own place, most learners go to other places to find work and earn for their living. In order for the learner not to be dropped, the ALS teachers **send the Modules/ or** the learning packages and activity sheets to the learners to continue learning by accomplishing the required activities and send back to his/her respective teachers for evaluation and basis of his/her next modules.
- Learners meet with his/her teachers at a scheduled time to evaluate of his/her outputs of and to come up with another learning agreements (ILA).
- Most often, the Mobile Teachers are the ones bringing the learning packages and activity sheets to their learners.
- With the help of the gadgets like Cell Phones, teachers can just call, chat and text some of his/her instructions to his/her their learners.

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How do you assess the performance of the ALS learners?

- Before start of learning intervention, the Basic Literacy Level learner will answer the Assessment for Basic Literacy (ABL) tool and the elementary & junior high school level learners will answer the Functional Literacy Test (FLT), the result of the test will be the basis of the ALS teacher to determine the grade level of the learner per learning strand. Based from the result of the ABL or FLT, the learner will be guided by his/her ALS teacher to accomplish an Individual Learning Agreement (ILA) as bases of the learning interventions using the available ALS modules.

ALS Accreditation & Equivalency (ALS A&E) Test

-The **ALS A&E Test** is a standardized paper and pencil **test** designed to measure the aptitude and competencies of those who have neither attended nor finished formal elementary or secondary education.

- The **ALS A&E Test** is a recognized alternative pathway to Elementary and Secondary Level certification for out-of-school youth and adults to be able to enroll to the next higher level of education.
- For School Year 2019 & 2020, the Accreditation and Equivalency Readiness Test (**AERT**) will be administered as substitute to the A&E Test. To be administered by the ALS Task Force any time this SY 2020-2021.

Benefits of the ALS Teachers

- ALS teachers are the Mobile Teachers and District ALS Coordinators who are equally appointed as regular DepEd teachers.
- Formal Teachers are school based while ALS teachers are community-based teachers to cater community learning for Out-of-school youth and adults in the community.

DepEd Order No. 64, s. 2011

Equal Opportunities and Standard Implementation of DepEd Policies for the Alternative Learning System.

- 4. ALS teachers are entitled to promotion to the next higher level...
- 5. ALS teacher is entitled to professional development, like trainings, scholarship, etc.
- 6. entitled for hazard, hardship, transportation and teaching aid allowances;
- 7. follow flexible teaching schedule and earned leave credits and avail privilege of monetization of leave credits. No summer vacation because they earn service credits during summer vacation. If ALS teachers go on summer vacation then they are required to file their leaves.

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Partnership in the ALS Program Implementation

- ALS DepEd Procured Programs are ALS programs being conducted by the Contracted DepEd Partners/Service Providers.
- ALS Non DepEd Program – are ALS programs funded by the Non DepEd partners. (LGUs, GOs, NGOs, PTCA etc.)
 - ALS implementers are encouraged to continue establishing good partnerships with the LGUs, NGOs, parents, and other stakeholders in your respective areas for continuous support in the implementation of ALS programs and projects.

Announcement: Online CapB for the Implementation of ALS 2.0, (RM ---- s. 2020)

1. Regional Mass Training for ALS Teachers on Assessment Forms, Batch 1, 1st Week of Sept. 2020, Batch 2, 2nd Week of Sept. 2020.
2. Orientation On ALS K to 12 BEC for D.O. EPS in English, Science and Mathematics, 4th Week of Sept., 2020
3. Training of School Heads on SBM, Batch 1, 2nd Week of October, 2020, Batch 2, 3rd Week of October, 2020
4. Training of Instructional Managers of BP-OSA Schools,
- 1st Week of November, 2020
5. Training of Selected Formal Teachers and ALS Teachers on Team Teaching,
- 2nd Week of November, 2020.

“It is not because we are lacking. It is because knowledge is changing. It is really about catching up.”- Sec. Briones

“Curriculum should help children make deeper and fuller understanding of their own experience”

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Enclosure 4: Sample Weekly Home Learning Plans

WEEKLY HOME LEARNING PLAN for KINDERGARTEN

Name: _____

Schools Division Office: _____

School: _____

Day and Time	Learning Area/Domain	Learning Competency	Learning Tasks	Mode of Delivery
August 17 to 20	Priming of Parents (orientation on the DLDM)			Online or Offline depending on school/community context
August 24 to 28	Psychosocial Readiness Activities			Online or Offline depending on school/community context

KINDERGARTEN

Q1, WEEK 1

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Day and Time	Learning Area/Blocks of Time	Learning Competency	Learning Tasks	Mode of Delivery
MONDAY				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Mga tamang paraan ng Pagpapakilala sa sarili	TV Broadcasting
9:00 – 10:30	Work Period 1		Pagpapakilala sa sarili sa pamamagitan ng pagsasabi ng sariling pangalan at apelyido	Modular- Parent-guided
TUESDAY				
8:00 – 9:00	Meeting Time 2		Pag-awit patungkol sa kagandahan ng pagkakaroon ng sariling pangalan	Modular Parent-guided
9:00 – 10:30	Story Time		Kuwento tungkol sa pagpapahalaga sa sariling pangalan	Story-telling through Radio-based instruction or Audio-based instruction
WEDNESDAY				
8:00 – 9:00	Work Period 2		Pagkilala sa mga letra ng sariling pangalan sa pamamagitan ng paglalaro ng lumad (“clay”)	Online synch Play-based

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9:00 – 10:30	Indoor/Outdoor	Nakikilala ang sarili	Pag-eehersisyo sa pamamagitan ng pagbuo ng letra ng sariling pangalan (letter formation through body exercise)	Parent-guided following the module; Hands-on/Actual
THURSDAY				
8:00 – 9:30	Meeting Time 3		Pagpapakilala sa sarili sa pamamagitan ng pagsabi ng buong pangalan at pagsusulat ng sariling pangalan	Modular
9:40 – 11:00	Indoor/Outdoor		Pag-awit ng isang awitin patungkol sa pagpapakilala sa sarili	Parent-guided You-tube-viewing
FRIDAY				
Submission of Weekly Tasks and Parent Checklist to Teacher with parent-teacher conference or discussion				

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Sample Schedule if modules are to be shared by two sections in one grade level (Reference: RM 212, s. 2020)

SAMPLE GRADE 3A WEEKLY SCHEDULE						
Teacher A						
Quarter 1 (8 weeks)						
Modular Distance Learning Delivery						
TIME SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1						
8:00 – 11:30	Priming or Psychosocial Preparation for Parents and Learners					
1:00 – 5:00	Preparation of Instructional Packets and other Learning Materials (one week supply): Friday-Start of delivery of materials to learners					
WEEK 2						
8:00 – 11:30	EsP-MELC 1/2	EsP- MELC 3	EsP-MELC 4	EsP-MELC 5	ESP-MELC 6	Checking
Health Break						
1:00 – 5:00	MTB	MTB	MTB	MTB	Retrieval	Feedback
WEEK 3						
8:00 – 11:30	Distribution/ Orientation	English-MELC 1/2	English-MELC 5/6	English-MELC 9/10	English-MELC 12	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	English-MELC 3/4	English-MELC 7/8	English-MELC 11	Retrieval	Feedback
WEEK 4						
8:00 – 11:30	Distribution/ Orientation	Filipino –MELC 1/2	Filipino-MELC 5/6	Filipino-MELC 9/10	Filipino-MELC 14/15	Checking

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Health Break						
1:00 – 5:00	Distribution/ Orientation	Filipino-MELC 3/4	Filipino-MELC 7/8	Filipino-MELC 11/12/13	Retrieval	Feedback
WEEK 5						
8:00 – 11:30	Distribution/ Orientation	Math-MELC 1/2/3	Math-MELC 6/7	Math-MELC 10/11/12	Math-MELC 15/16	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	Math-MELC 4/5	Math-MELC 8/9	Math-MELC 13/14	Retrieval	Feedback
WEEK 6						
8:00 – 11:30	Distribution/ Orientation	AP-MELC 1/2	AP-MELC 5/6	Science	Science	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	AP-MELC 3/4	AP-MELC 7/8	Science	Retrieval	Feedback
WEEK 7						
8:00 – 11:30	Distribution/ Orientation	Arts	Arts	Music	Health	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	Arts	Music	Health	Retrieval	Feedback
WEEK 8						
Examination Week						

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SAMPLE GRADE 3B WEEKLY SCHEDULE

Teacher B

Quarter 1 (8 weeks)

Modular Distance Learning Delivery

TIME SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1						
8:00 – 11:30	Priming or Psychosocial Preparation for Parents and Learners					
1:00 – 5:00	Preparation of Instructional Packets and other Learning Materials (one week supply): Friday-Start of delivery of materials to learners					
WEEK 2						
8:00 – 11:30	English-MELC 1	English-MELC 4/5	English-MELC 7/8	English-MELC 10	English-MELC 12	Checking
Health Break						
1:00 – 5:00	English-MELC 2/3	English-MELC 6	English-MELC 9	English-MELC 11	Retrieval	Feedback
WEEK 3						
8:00 – 11:30	Distribution/ Orientation	EsP- MELC 1/2	EsP-MELC 3/4	EsP-MELC 5	ESP-MELC 6	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	MTB	MTB	MTB	Retrieval	Feedback
WEEK 4						
8:00 – 11:30	Distribution/ Orientation	Math-MELC 1/2/3	Math-MELC 6/7	Math-MELC 10/11/12	Math-MELC 15/16	Checking

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Health Break						
1:00 – 5:00	Distribution/ Orientation	Math-MELC 4/5	Math-MELC 8/9	Math-MELC 13/14	Retrieval	Feedback
WEEK 5						
8:00 – 11:30	Distribution/ Orientation	Filipino –MELC 1/2	Filipino-MELC 5/6	Filipino-MELC 9/10	Filipino-MELC 14/15	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	Filipino-MELC 3/4	Filipino-MELC 7/8	Filipino-MELC 11/12/13	Retrieval	Feedback
WEEK 6						
8:00 – 11:30	Distribution/ Orientation	Arts	Arts	Music	Health	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	Arts	Music	Health	Retrieval	Feedback
WEEK 7						
8:00 – 11:30	Distribution/ Orientation	AP-MELC 1/2	AP-MELC 5/6	Science	Science	Checking
Health Break						
1:00 – 5:00	Distribution/ Orientation	AP-MELC 3/4	AP-MELC 7/8	Science	Retrieval	Feedback
WEEK 8						
Examination Week						

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WEEKLY HOME LEARNING PLAN

Name: _____

Schools Division Office: _____

School: _____

Level: SPED-LSEN (Lower primary/CID and VI)

****Note: Shaded- catering to children who have access to internet and/or has gadget.**

White- catering to learners who do not have any gadget

Level 1/CID, CWA and VI		Q1		
Thematic Teaching: Grade 1 K-12 MELC based				
Day and Time	Learning Area/Blocks of Time	Learning Competency	Learning Tasks	Mode of Delivery
Monday				
7:30-8:00	Preparation for blended class (Parent will orient their child) - Distribution of module (Tell the parent to get modules on a designated area in the barangay)			
8:00-8:30	MTB-MLE	Give the Beginning letter/sound of the name of each picture	-Tongue and body exercises	Parent guided Activity (using videoclip)

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			- Discussion of module from Pre-test to lesson proper	-meet parents without gadgets
8:30-9:00			- Discussion of module from Pre-test to lesson proper	Online
			-Guide the learner in answering Guided activity on pages 5-8	Modular (Parent Guided Activity)
9:00-10:00			- Guide learners in answering Guided Activity on page 5-8	Modular (Parent Guided Activity)
			-Tongue and body exercises	Parent guided Activity
10:00-10:30	SNACK BREAK			
10:30-11:00			- Self help activity	Manipulatives (Parent Guided Activity)

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11:00-11:30			Playtime	Manipulatives (Parent Guided Activity)
11:30-12:00			-Parent kamustahan (Follow up on the performance of their kids)	Phone call Chat group messaging Feedback form for parents without gadgets
12:00-1:00	LUNCH			
1:00 -1:30	Preparation for blended class (Parent will orient their child)			
1:30- 2:00	MATHEMATICS	Visualizes, represents and counts numbers from 0 to 100 using a variety of	- Discussion of module from Pre-test to lesson proper	Online
			Motor development	Parent guided activity (For learners without gadget)
2:00-2:30			- Guide learners in answering Guided Activity up to Assessment 2	Modular

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				(Parent guided Activity)
			- Discussion of module from Pre-test to lesson proper	-Meet the parents who have no gadgets
2:30-3:00			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided activity)
3:00-3:15	SNACK BREAK			
3:15-3:45			Motor Development	Parent guided activity
			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided activity)
3:45-4:30			Play time	
XXXXXXXXXXXXXXXXXX				

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Tuesday				
7:30-8:00	Preparation for blended class (Parent will orient their child) - Distribution of module (Tell the parent to get modules on a designated area in the barangay)			
8:00-8:30	SENSORY	Identify ones body parts	-Tongue and body exercises	Parent guided Activity (using videoclip)
			- Discussion of module from Pre-test to lesson proper	-meet parents without gadgets
8:30-9:00			- Discussion of module from Pre-test to lesson proper	Online
			-Guide the learner in answering Guided activity on pages 5-8	Modular (Parent Guided Activity)
9:00-10:00			- Guide learners in answering Guided Activity on page 5-8	Modular (Parent Guided Activity)
			-Tongue and body exercises	Parent guided Activity
10:00-10:30	SNACK BREAK			

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10:30-11:00			- Self help activity	Manipulatives (Parent Guided Activity)
11:00-11:30			Playtime	Manipulatives (Parent Guided Activity)
11:30-12:00			-Parent kamustahan (Follow up on the performance of their kids)	Phone call Chat group messaging Feedback form for parents without gadgets
12:00-1:00	LUNCH			
1:00 -1:30	Preparation for blended class (Parent will orient their child)			
1:30- 2:00	DAILY LIVING SKILL	Perform appropriate grooming	- Discussion of module from Pre-test to lesson proper	Online
			Motor development	Parent guided activity (For learners without gadget)

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2:00-2:30			- Guide learners in answering Guided Activity upto Assessment 2	Modular (Parent guided Activity)
			- Discussion of module from Pre-test to lesson proper	-Meet the parents who have no gadgets
2:30-3:00			- Guide learners in answering Guided Activity upto Assessment 2	Modular (Parent guided activity)
3:00-3:15	SNACK BREAK			
3:15-3:45			Motor Development	Parent guided activity
			- Guide learners in answering Guided Activity upto Assessment 2	Modular (Parent guided activity)
3:45-4:30			Play time	

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XXXXXXXXXXXXXXXXXX

Wednesday				
7:30-8:00	Preparation for blended class (Parent will orient their child) - Distribution of module (Tell the parent to get modules on a designated area in the barangay)			
8:00-8:30	MTB-MLE	Give the Beginning letter/sound of the name of each picture	-Tongue and body exercises	Parent guided Activity (using videoclip)
			-Review on activity from MTB-MLE module	-meet parents without gadgets
8:30-9:00			-Review on activity from MTB-MLE module	Online
			-Guide the learner in answering Independent activity upto evaluation	Modular (Parent Guided Activity)
9:00-10:00			-Guide the learner in answering Independent activity upto evaluation	Modular (Parent Guided Activity)

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			-Tongue and body exercises	Parent guided Activity
10:00-10:30	SNACK BREAK			
10:30-11:00			- Self help activity	Manipulatives (Parent Guided Activity)
11:00-11:30			Playtime	Manipulatives (Parent Guided Activity)
11:30-12:00			-Parent kamustahan (Follow up on the performance of their kids)	Phone call Chat group messaging Feedback form for parents without gadgets
12:00-1:00	LUNCH			
1:00 -1:30	Preparation for blended class (Parent will orient their child)			
1:30- 2:00	MATHEMATICS	Visualizes, represents and counts numbers from	-Review on activity from math module	Online

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		0 to 100 using a variety of		
			Motor development	Parent guided activity (For learners without gadget)
2:00-2:30			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided Activity)
			- Review on activity from Math module	-Meet the parents who have no gadgets
2:30-3:00			Motor Development	Parent guided activity
			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided Activity)
3:00-3:15	SNACK BREAK			
3:15-3:45			Motor Development	Parent guided activity

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			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided activity)
3:45-4:30			Play time	
XXXXXXXXXXXXXXXXXX				
Thursday				
7:30-8:00	Preparation for blended class (Parent will orient their child) - Distribution of module (Tell the parent to get modules on a designated area in the barangay)			
8:00-8:30	SENSORY	Identify one's body parts	-Tongue and body exercises	Parent guided Activity (using videoclip)
			- Review parts on the module	-meet parents without gadgets
8:30-9:00			- Review parts on the module	Online

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			-Guide the learner in answering Independent Activity up to Evaluation	Modular (Parent Guided Activity)
9:00-10:00			-Guide the learner in answering Independent Activity up to Evaluation	Modular (Parent Guided Activity)
			-Tongue and body exercises	Parent guided Activity
10:00-10:30	SNACK BREAK			
10:30-11:00			- Self help activity	Manipulatives (Parent Guided Activity)
11:00-11:30			Playtime	Manipulatives (Parent Guided Activity)
11:30-12:00			-Parent kamustahan (Follow up on the performance of their kids)	Phone call Chat group messaging Feedback form for parents without gadgets

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12:00-1:00	LUNCH			
1:00 -1:30	Preparation for blended class (Parent will orient their child)			
1:30- 2:00	DAILY LIVING SKILL	Perform appropriate grooming	- Review module on Daily living skill	Online
			Motor development	Parent guided activity (For learners without gadget)
2:00-2:30			- Guide learners in answering Independent activity up to evaluation	Modular (Parent guided Activity)
			- Review module on Daily living skill	-Meet the parents who have no gadgets
2:30-3:00			- Guide learners in answering Independent activity up to evaluation	Modular (Parent guided activity)
3:00-3:15	SNACK BREAK			
3:15-3:45			Motor Development	Parent guided activity

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			- Guide learners in answering Guided Activity up to Assessment 2	Modular (Parent guided activity)
3:45-4:30			Play time	
XXXXXXXXXXXXXXXXXX				
Friday				
8:00-11:30		MTB-MLE Sensory	Guide Learners to answer enrichment	Activity Sheet (Parent guided activity)
1:00-4:30		Numeracy Daily Living Skill	Guide Learners to answer enrichment	Activity sheet (Parent guided activity)

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SAMPLE WEEKLY LEARNING PLAN (WEEK 1)
Elementary and Junior High School
SY 2020-2021

DAY & TIME	LEARNING AREA	LEARNING COMPETENCY	LEARNING TASKS	MODE OF DELIVERY
7:00 – 8:00	Wake-up, make-up your bed, eat breakfast and get ready for an awesome day			
8:00 – 8:30	Have a short exercise/meditation/bonding with family			
Monday-Friday				
8:30 – 11:30	N/a	N/a	Orientation on Resiliency	
11:30 – 1:00	Lunch Break			
1:00 – 4:00	All	N/a	Orientation on Instructional Guideline through Parents and Para-teachers <ul style="list-style-type: none">• Learning Modalities• Learning Management System• Learning Module• Class Schedule• Weekly Learning Plan	Offline: AVP
Submitted by: Subject Teacher			Checked by: School Head	

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Email: car@deped.gov.ph



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SAMPLE WEEKLY LEARNING PLAN (WEEK 2)

Elementary and Junior High School
SY 2020-2021

Situation A: The learner has computer/laptop and with internet connectivity at home

DAY & TIME	LEARNING AREA	LEARNING COMPETENCY	LEARNING TASKS	MODE OF DELIVERY
7:00 – 8:00	Wake-up, make-up your bed, eat breakfast and get ready for an awesome day			
8:00 – 8:30	Have a short exercise/meditation/bonding with family			
Monday				
8:30 – 11:30	TLE	Select, measure and weigh ingredients in preparing bakery products: Baking Terms, Tools and Equipment	<ol style="list-style-type: none">1. Read the objectives of the module on page 4 (What I Need to Know?)2. Answer the pre-assessment on page 5 (What I Know?)3. Accomplish the review activity on pages 6-7 (What's In?)4. Accomplish the activity on page 8 (What's New)5. Study the lesson in the Google Classroom Account using your student account (What Is It?)6. Accomplish the activity on pages 16-17 (What's More?)	Blended Learning Modality: <ol style="list-style-type: none">1. Online (Asynchronous or Synchronous through Google Meet) a. Online (Asynchronous): * Presentation of lesson will be done using the Google Meet Student Account (Synchronous?) * Send outputs to google classroom account provided by the teacher. b. Offline (Modular):

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			<ol style="list-style-type: none"> 7. Answer the post assessment on page 18 (What I Have Learned?) 8. Explain the questions given on pages 18-19 (What I Can Do?) 9. To further enrich your knowledge on the lesson learned, accomplish the given activity on pages 20-21 (Additional Activity) 	<p>* Tasks 1,2,3,6,7,8 & 9 will be done by the learner at home with the guidance of parents.</p> <p>* At the end of the week***, the parent will hand-in the output to the teacher in school through a Barangay Volunteer.</p>
11:30 – 1:00	Lunch Break			

*****Friday – submission or turning in of weekly accomplishments and parent checklist to the teacher. Teacher to dialogue with parents/guardians/para-teachers and check outputs for feedback**

Submitted by:

Subject Teacher

Checked by:

School Head

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SAMPLE WEEKLY LEARNING PLAN
 Elementary and Junior High School
 SY 2020-2021

Situation B: The learner has no computer/laptop and no access to internet but with cellphone

DAY & TIME	LEARNING AREA	LEARNING COMPETENCY	LEARNING TASKS	MODE OF DELIVERY
7:00 – 8:00	Wake-up, make-up your bed, eat breakfast and get ready for an awesome day			
8:00 – 8:30	Have a short exercise/meditation/bonding with family			
Monday				
8:30 – 11:30	TLE	Select, measure and weigh ingredients in preparing bakery products: Baking Terms, Tools and Equipment	<ol style="list-style-type: none"> 1. Read the objectives of the module on page 4 (What I Need to Know?) 2. Answer the pre-assessment on page 5 (What I Know?) 3. Accomplish the review activity on pages 6-7 (What's In?) 4. Accomplish the activity on page 8 (What's New) 5. Read and understand the lesson on pages 8-16 (What Is It?) 6. Accomplish the activity on pages 16-17 (What's More?) 7. Answer the post assessment on page 18 (What I Have Learned?) 	Modular Learning Modality a. Offline: (Modular and Phone Call) * The learner will accomplish tasks 1-9 with the guidance of parents. * The learner may request a phone call from teacher to further understand the lesson or task as needed.

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			8. Explain the questions given on pages 18-19 (What I Can Do?) 9. To further enrich your knowledge on the lesson learned, accomplish the given activity on pages 20-21 (Additional Activity)	* At the end of the week, the parent will hand-in the output to the teacher in school through a Barangay Volunteer.
11:30 – 1:00	Lunch Break			

Submitted by:

Subject Teacher

Checked by:

School Head

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SAMPLE WEEKLY LEARNING PLAN
Elementary and Junior High School
SY 2020-2021

Situation C: The learner has no computer/laptop, no access to internet and no cellphone

DAY & TIME	LEARNING AREA	LEARNING COMPETENCY	LEARNING TASKS	MODE OF DELIVERY
7:00 – 8:00	Wake-up, make-up your bed, eat breakfast and get ready for an awesome day			
8:00 – 8:30	Have a short exercise/meditation/bonding with family			
Monday				
8:30 – 11:30	TLE	Select, measure and weigh ingredients in preparing bakery products: Baking Terms, Tools and Equipment	<ol style="list-style-type: none">1. Read the objectives of the module on page 4 (What I Need to Know?)2. Answer the pre-assessment on page 5 (What I Know?)3. Accomplish the review activity on pages 6-7 (What's In?)4. Accomplish the activity on page 8 (What's New)5. Read and understand the lesson on pages 8-16 (What Is It?)6. Accomplish the activity on pages 16-17 (What's More?)	Modular Learning Modality a. Offline: (Modular) * The learner will accomplish tasks 1-9 with the guidance of parents. * The parent may request a para-teacher in the barangay to further explain the lesson or task as needed.

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			<ol style="list-style-type: none">7. Answer the post assessment on page 18 (What I Have Learned?)8. Explain the questions given on pages 18-19 (What I Can Do?)9. To further enrich your knowledge on the lesson learned, accomplish the given activity on pages 20-21 (Additional Activity)	<p>* At the end of the week, the parent will hand-in the output to the teacher in school through a para-teacher.</p>
11:30 – 1:00	Lunch Break			

Submitted by:

Subject Teacher

Checked by:

School Head

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SAMPLE WEEKLY LEARNING PLAN
Elementary and Junior High School
SY 2020-2021

Situation D: There are modules and the learner has access to audio or video devices (e.g. Abra, Benguet, Baguio City)

DAY & TIME	LEARNING AREA	LEARNING COMPETENCY	LEARNING TASKS	MODE OF DELIVERY
7:00 – 8:00	Wake-up, make-up your bed, eat breakfast and get ready for an awesome day			
8:00 – 8:30	Have a short exercise/meditation/bonding with family			
Monday				
8:30 – 11:30	TLE	Select, measure and weigh ingredients in preparing bakery products: Baking Terms, Tools and Equipment	<ol style="list-style-type: none">1. Read the objectives of the module on page 4 (What I Need to Know?)2. Answer the pre-assessment on page 5 (What I Know?)3. Accomplish the review activity on pages 6-7 (What's In?)4. Accomplish the activity on page 8 (What's New)5. Watch and understand the lesson on pages 8-16 (What Is It?)6. Accomplish the activity on pages 16-17 (What's More?)	Modular Learning Modality with RBI <ol style="list-style-type: none">1. Video presentation (you tube channel/DepEd's TV School) Task 52. Modular with guidance of parents/guardian/para-teacher (Tasks 1,2,3,4,6,7,8,9)

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			<ol style="list-style-type: none">7. Answer the post assessment on page 18 (What I Have Learned?)8. Explain the questions given on pages 18-19 (What I Can Do?)9. To further enrich your knowledge on the lesson learned, accomplish the given activity on pages 20-21 (Additional Activity)	
11:30 – 1:00	Lunch Break			

Submitted by:

Subject Teacher

Checked by:

School Head

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Enclosure 5: Project Resilience for Learners, Parents, Teachers: Guided Home Module: Psychosocial Support Activities for Elementary and Secondary Learners

***Modules are shared with the Regional and SDO LR Landing Pages and explanation of the mechanics are explained in the DamiKnow You Tube Channel

I. RATIONALE:

The COVID-19 pandemic brought us misery, agony, and worry that affects the way we live and work. Generally, the usual behavior or feeling of our learners and teachers if enrolment is approaching is characterized by the joy to learn, meeting old and new friends, being hopeful for the future, feeling of confidence for the learners to learn and confidence for the teachers to teach, and a calm heart and mind to face the opening of classes.

Since being under the enhanced community quarantine (ECQ) for almost three (3) months is not normal to everyone, and while on quarantine new teaching-learning modalities have been introduced for our learners and teachers to embrace this school year. These kind of exposures and different experiences affected our learners and teachers emotionally, psychologically and mentally in facing this new normal way of life.

With the challenges brought by this pandemic, the DepEd-CAR through the CLMD, decided and agreed to prepare instructional materials to be delivered through videos, comic strips, or radio-based instructional modality focusing on teaching or ensuring our learners' mental and psychological health and resiliency. The materials to be prepared shall help our K to 12 learners to recover quickly from this adversity and regain their emotional strength. This activity is in support to the Learning Continuity Plan (LCP) of the Department.

II. PROJECT OBJECTIVES:

A. GENERAL STATEMENT OF OBJECTIVES:

To ensure that learners will be ready and well prepared to face the challenges brought about by this pandemic and willing to adopt and embrace the multiple learning modalities to access quality education as we transition to the new normal. Moreover, teachers are expected to continue doing their functions as required of them to deliver quality education as they apply what they understood on psychology, mental health and resiliency.

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III. SPECIFIC STATEMENT OF OBJECTIVES:

1. To provide guidance to all teachers in preparing the learners for the new normal.
2. To ensure the well-being of all learners and parents with utmost consideration of their psychosocial, mental, and emotional status.
3. To give assistance to teachers and learners with traumatic experiences relative to COVID-19 so they can be redirected to focus on expected tasks.

IV. EXPECTED OUTPUTS:

1. Teachers who are mentally, psychologically and socially healthy in guiding learners to face the new normal transition.
2. Learners who are resilient and looking forward to learning as the link to normality in this time of pandemic.
3. Parents who are emotionally and psychosocially stable and able to provide support to their children in this new normal education.

V. SUGGESTED SCHEDULE OF DELIVERY AT THE SCHOOL LEVEL:

DAY	Kindergarten, Grades 1-3	Grades 4-6	Grades7-12
Monday Aug. 17	I Have Feelings Too!	I Can Color the World	Got this Feeling
Tuesday Aug. 18	I am Aware	I am Mindful	I Should Relax
Wednesday Aug. 19	My Dear Ones	My Beloved Ones	I Can Overcome
Thursday Aug. 20	I am Safe	I am Safe	I Am, I Have, I Can
Friday Aug. 21	Linking and Self-Care for Parents	Linking and Self-Care for Parents	Linking and Self-Care for Parents

VI. FOCAL PERSONS AND TERMS OF REFERENCE:

GOVERNANCE LEVEL	FOCAL	ROLES AND RESPONSIBILITIES
Regional Office	CLMD	Monitor implementation of the program; request reports and consolidate feedback for

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		improvement; orient the SDOs through the RO You Tube Channel (DamiKnow)
Schools Division Office	CID (CES to identify)	Assign focal to handle the program and provide TA to schools; Orient the Schools in using the modules and implementing the program with reference to the RO You Tube Channel; Submit report to RO-CLMD and consolidate feedback from School Heads; Ensure that contextualized modules received from the RO are utilized
School	School Head	Orient all teachers on the use of the contextualized modules and the implementation of the program; submit reports or feedback to the SDO focal; provide TA to teachers and support to the parents and learners

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Enclosure 6: Priming Parents in the new normal education

PARENT HANDBOOK

I. INTRODUCTION:

The Department of Education – Cordillera Administrative Region (DepEd-CAR) developed the Parent Handbook as guide for parents in facilitating learning for their child or children at home. The handbook will be part of the implementation of blended or distance learning modality during this ‘new normal education’ amidst the Covid-19 pandemic crisis.

Parents and families play an important role in supporting their child's education. Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills.

Moreover, a growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Parents are the first and continuing educators of their children. Other studies also show that teacher quality, including standards and training in parental engagement, is important for facilitating effective parental engagement.

Studying at home provides a good opportunity for students to promote their self-regulation skills. Self-protection and prevention from COVID-19, self-directed active learning, self-motivation, self-efficiency, and self-wellbeing could be trained in this critical moment, which is the guarantee for successful learning and life.

II. PARENT'S RIGHTS AND RESPONSIBILITIES

The following rights and responsibilities of parent/s that play a vital role in the education of the children by working in partnership with the school officials and teachers.

The Rights of parent/s:

- be consulted, and to give consent, regarding the type and nature of learning delivery; mode of assessments applied to his/her child/children; and be informed of the results of the assessment conducted to his/her child
- be informed and involved in education decisions that affect their children
- be involved in the planning process and review of their children's Individual Education Plan (IEP) or Individual Learning Agreement (ILA)
- educate their children at home

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- have concerns listened to, and responded to, promptly and respectfully
- have access to personnel such as teachers, teaching assistants, principals, administrators, and supervisors for information, guidance and collaboration
- have concerns treated with confidentiality
- receive progress reports that can be understood
- have trained teachers and appropriate support for their children
- appeal a school or district employee's decision that affects the education, health, and safety of their children

The Responsibilities of parent/s:

- be aware of school policies, programs, rules, and routines
- be reasonably patient and respectful with the people and the process
- describe concerns clearly and objectively
- keep concerns confidential and share information only on a “need to know” basis
- respond to notes, memos, requests, etc.
- share concerns openly and immediately with the appropriate person
- tell the teacher and the school when things are going well, and when they aren't

III. PARENTS' EXPECTED TASKS

A. DURING ENROLMENT

During enrolment period, the parent/s should:

1. enroll their child/children by filling up the enrolment form/s putting the correct informational data of their child/children using either the online or offline mode of enrolment; and
2. be oriented by the teachers in-charge in the enrolment on the next step on what the parent should do while waiting for the start of classes this school year 2020-2021.

B. AFTER ENROLMENT

After enrolment, parent/s should:

1. inform his/her child or children that they are enrolled in the respective grade level;
2. condition his/her child or children to study at home, since going to school is not allowed due to the COVID-19 pandemic;

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3. buy the home learning materials like notebook, pencil, ball pen and other learning materials needed;
4. prepare room or area at home for learning with table and chairs, proper lighting that make them comfortable to study;
5. if applicable and possible, provide internet connectivity at home, and
6. continuously encourage their child or children to continue studying at home.

C. BEFORE START OF THE CLASSES

Before classes start, teachers will call for a scheduled Parent's Orientation to be done either online or offline:

Parent/s should:

1. attend the parents' orientation on how the classes will be done during this new normal;
2. make arrangement with the teacher on the time and schedule when he/she meets the teacher to get the learning module/s for his/her child during the first day of classes;
3. make arrangement when to submit the output of his/her child/children respectively;
4. establish good communication and rapport with each teacher of his/her child/children;
5. take note of all the information and guidelines presented;
6. take note of the schedule and time allotment required, and learning materials needed per subject area; and
7. take note of the name of the school principal, teachers per grade level and per subject area and the Public School District Supervisor with their respective contact numbers, and their social media accounts for easy communication whenever needed.

D. DURING FIRST DAY OF CLASSES

Parent/s should:

1. go to school based on the agreed schedule to receive the learning materials/modules;
2. take note of all the instructions given by each of the teacher/s;
3. receive the learning materials/modules; and

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4. make schedule/agreement when the output of his/her child will be submitted or collected by the teacher

E. DURING ACTUAL LEARNING AT HOME

Parent/s should:

1. Post the prepared schedule of classes per subject by the teacher/s. Post schedule in the designated room or area for learning;
2. Give the proper instruction/s of the schedule of classes at home per subject based on the instructions given by the teacher and provide all the materials per subject needed for a week of self or guided learning;
3. Make an agreement with his/her child on how he/she as a parent can assist in the learning processes at home;
4. If online learning is applicable, teach his/her child the health rules in using the computer or safely accessing the net and assist his/her child with his/her online activities;
5. Assist with the other duties such as typing, filing, sorting, photocopying of the needed materials of his/her child/children, if applicable;
6. Offer guidance in doing activities/answering the questions provided in the lesson/module. Refrain from giving answers to the questions or problem but rather guide his/her child to be able to give the correct answer/s for every question/s or problem/s encountered in his/her daily lessons;
7. Make evaluation/assessment of the learning of his/her child per subject and report the result to the concerned teacher;
8. Inform the teacher about the progress or regress in learning of his/her children per subject area;
9. Submit the output of the child as scheduled every week as well as receive weekly learning materials for his/her child;
10. Attend schedules general/homeroom PTA meeting/orientation as scheduled, whether it be online or offline;
11. Request assistance from abled family/community members to assist in explaining some difficult activities prescribed in the modules;
12. Listen and understand as the child or children are reading and make positive corrections in a respectful manner and at the proper time;
13. Provide additional learning resources needed to support the learning acquisition and assimilation of his/her child/children. Examples are

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- story and reference books or magazines, educational TV shows, educational games using computer/tablet, mobile phone etc.;
14. Confer with the teacher regarding the quarterly report card of his/her child/;
 15. Keep the output of the child in his/her portfolio. The portfolio is a compilation of the child's work and will be submitted to the teacher quarterly.
 16. Accomplish the assessment checklist quarterly. This helps the parents determine the strengths and weaknesses of the child and serves as his/her report card.
 17. Share related personal experiences with his/her child/children in relation to the subject matter or lesson to help his/her child understand the concept for the day;
 18. Attend meeting with the teacher either face to face, online, SMS, messenger or any means of communication on a given schedule. This will help in guiding the child. Also, pay mandatory contribution as scheduled; and
 19. Report to proper authorities any untoward observation as a result of this self/home learning amidst this COVID-19.

F. DURING CLOSING OF SCHOOL YEAR

1. Attend general and homeroom PTA meeting as scheduled whether it be online or offline;
2. Submit all the required year-end report of his/her child/children
3. Submit all received learning materials not yet submitted weekly or quarterly
4. Settle all issues/concerns
5. Secure year-end clearance of his/her child/children from the school.

IV. OTHER TIPS FOR PARENTS IN HELPING CHILDREN LEARN AT HOME

The following tips are recommended to parents to facilitate an effective learning at home:

1. Helping children to stabilize their emotions and overcome learning anxiety by the following strategies:
 - a) stop and calm down
 - b) let children think of what is a right and wrong choice

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- c) do not put too much pressure on your child/children. It will increase children's burden and cause anxiety, if children do a lot of work additionally
- d) as parents, you should be tolerant, allowing children to make mistakes, guiding children to success. As parents, you need to listen to the children, and communicate with them to understand their feelings and accept their emotions, instead of preaching, blaming and forcing them
- e) provide nutritious food to sustain healthy status of his/her child for healthy learning daily
- f) monitor the sleeping time of the child or children. Lack of sleep can cause irritable or hyperactive behavior which can affect his/ her learning activities.

2. Helping children to experience the fun of studying

- a) Hands-on activities allows children to learn in life, explore and try in a safe environment, and learn to use their brains in practice
- b) Children can learn actively by playing meaningful outdoor and indoor games. Playing can let them take the initiative and inspire creativity
- c) Each child has his/her time of concentration, especially when developing their own interest. For example, when children read picture books or science magazines, what you should do at that time is staying away from them, trying not to disturb them, and letting them focus in a quiet environment. If they switch their attention back and forth, they may lose energy and enthusiasm.

3. Helping children to get rid of the addiction in using electronic devices

- a. As parents, you can set the time for your children to play using electronic devices and this should be after doing class activities or home-works, one to two hours only every day.
- b. Selecting high-quality content. Letting children stay away from the intricate and inferior content from the internet, preparing some cartoons, music, and videos which are beneficial to their physical and mental health development, downloading some educational games, and letting children experience the fun from these contents.
- c. Accompanying your children can help them divert attention from the electronic devices. As parents, you can distract your children when they want to play with electronics or when they can't stop. For example,

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drawing with children, playing games with children, reading, etc. are good ways to transfer attention.

- d. Setting an example. As parents, you are your children's role models. Each word and deed will be imitated. If you are "Phone Freak" and often play mobile phones in front of your children, then naturally your children also want to play, so you should try to reduce the frequency of using electronic products in front of your children.

4. Helping you and your children communicate well

Attention: Paying attention to your children's current emotions and needs in life. If there is a conflict in the dialogue or action, please step back and give your children personal time and space.

Participating: To engage in and support your children's hobbies or actions, and to care more about them than to be an outsider.

Sharing: Sharing your inner thoughts with your children. Although sharing can't solve the problem, it can make them feel trust and love.

Active listening: When talking with your children, please do not criticize or negate each other at will, but help them sort out the events and give them positive feedback.

Accompanying: Accompanying is a kind of giving and support, and can let your children feel your care and love.

Praising: Encouraging education can strengthen parent-children connection and cultivate children's confidence and inner-drive. (Praise should refer to a specific action or thing with positive effect)

Comforting: When your children experience pain, give them comfort and recognize their emotions and pain.

Hoping: Focus on the positive things with your child. Let them feel and realize that behind the challenges of life are good lessons to learn and meaningful experiences to deal with.

5. Keep calm and manage stress

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- Allow your children to talk freely.
- Always check your child's health status. Did he/she eat his/her meal?
- Always answer your children's questions truthfully.
- Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling.
- Give your children space to share how they are feeling and let them know you are there for them.
- Go for a walk or exercise at home. Set aside time to spend with each child. It can be for just 20 minutes, or longer.
- If there are questions about the tasks, please feel free to ask the teacher. Call the teacher or send him/her a message through any available means of communication in your home.
- Speak in a calm voice. Shouting at your child will just make you and them more stressed and angrier. Get your children's attention by using their name. Teens especially need to be able to communicate with their friends. Help your teens connect through social media and other safe distancing ways.
- Talk to your children in a way they can understand.
- Take time to focus on your health, training, diet, physical activity levels, and health habits, as well as reassessing your work.
- Try praising your children or teenagers for something they have done well.

6. Keep to a regular schedule

- Keep to a regular sleep schedule
- Limit distractions when possible (turn off social media notifications, for example).
- Making time to exercise
- Make time to socialize, even if it's virtual. Set daily and weekly goals
- Take regular breaks

7. Stay away from bad behaviors

- Stop it before it starts! When your children start to get restless, you can divert their attention with something more interesting or fun: "Come, let's go outside for a walk".
- Feel like screaming? Give yourself or your children a 10-second pause. Breathe in and out slowly five times. Then try to respond in a calmer way.

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- Feel free to give suggestions and feedbacks that can contribute to the overall learning of your child.

8. Talking about COVID-19:

Parent/s should always provide updates on the COVID-19 Health Crisis. Spare time with child/children to talk on the following:

- History of the COVID-19
- Present status of the pandemic in the international, national, provincial, municipal and barangay levels
- Effects of the pandemic
- Health Protocols to help prevent the acquisition and spread of the virus
- Tips to maintain good health and a strong immune system

“More than materials, the most important “Resource” in the home-based school is you- the parent, and your commitment to teach your child/children.”

References:

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Dr. Tao Zhan Director, UNESCO Institute for

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Enclosure 7: Guide to Volunteer Teachers

GENERAL GUIDELINES FOR PARA-TEACHERS/VOLUNTEERS FOR SY 2020-2021

The 'Bayanihan' Spirit, an age-old Filipino tradition has been very much alive among the Cordillerans. The local terms 'Abuyyog', 'Ubbu' or 'Ub-ubbu', 'Binaddang', 'Aduyon' among others signify the concept of helping one another most especially in times of need without expecting anything in return.

As the Department of Education-Cordillera Administrative Region (DepEd-CAR) gears for the preparation of the coming SY 2020 to 2021 amidst the ongoing pandemic brought about by COVID-19, several stakeholders are volunteering to help our teachers in ensuring that there is continuous delivery of basic education to our children without compromising their health.

To set the parameters for volunteers who shall be called 'Para-Teachers, the following guidelines would be adopted:

1. The term *Para-Teacher* for this particular endeavor, would mean any volunteer from Government Agencies, LGUs, NGOs and other Community representatives who will help the DepEd Teachers in the delivery of Basic Education for certain areas at this time of pandemic without any remuneration of any kind;
2. Line Agencies, LGUs, NGOs, and Community Volunteers are suggested to select would be Para-Teachers from among those who have background in the teaching profession, or at the least, those who have the capacity to deliver simple instructions to learners' parents or to the learners themselves;
3. The Para teachers shall help distribute modules, activity sheets and other learning materials to learners in areas where there is no access to internet, no cell sites or signal, or in areas that cannot be reached by television or radio broadcasting on a monthly basis. Para-Teachers may have to coordinate to the school and collaborate with the subject teachers and fellow volunteers on important details like transportation and pick-up points for the smooth delivery and retrieval of learning materials;
4. In some cases, learners may have parents who cannot read or write or no parent or guardian at all. In this scenario, the Para-teachers will serve as the

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learner facilitator on the details of accomplishing the worksheets/activity sheets, modules, submission of outputs, among others;

5. Ensure adequate support for the most vulnerable students and families during the implementation of the alternative education plan;
6. The Para-teachers will collect the accomplished activity sheets/modules of learners which shall be turned over to their respective teachers on a monthly basis; For remote areas, partners from the PNP and AFP may need to escort teachers who will have to travel to unfamiliar areas for the delivery of modules;
7. Ensure that observance of health protocols, overall safety and security are top priorities during the course of the delivery and retrieval of learning materials;
8. Abide with all laws on the protection of children and being sensitive to the Indigenous Knowledge, systems and Practices of the different cultural communities in CAR; and
9. Prepare documentation of activities to be submitted to their respective office and a copy furnished to the CID chief.

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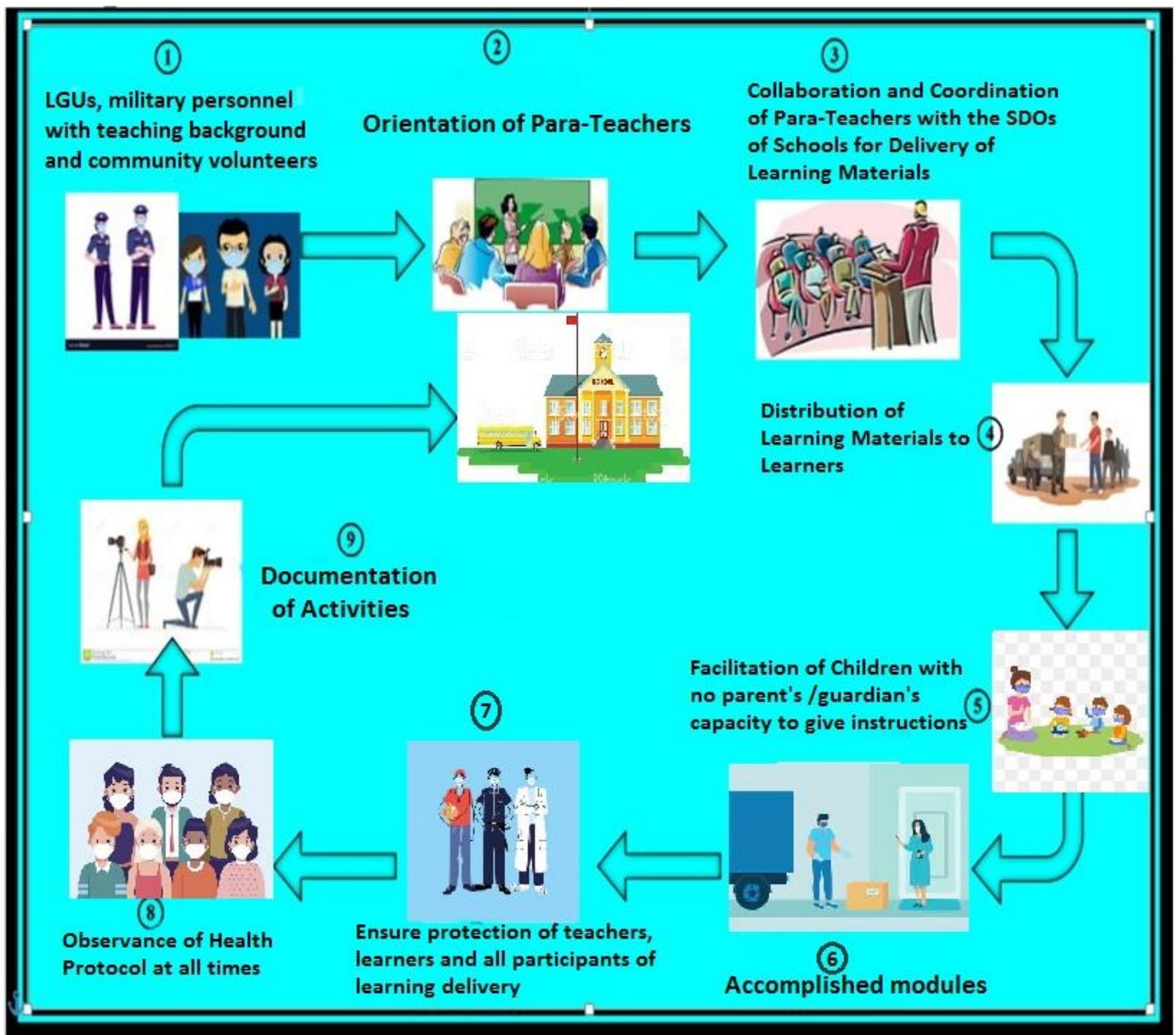
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The Flow Chart illustrates the specific Roles of a Para-Teacher for SY 2020-2021



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**Enclosure 8: Feedback Forms and Individual Monitoring Plan
FOR LEARNERS**

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INSTRUCTION TO LEARNER			
Name of Learner:	_____	Section:	_____
School:	_____	Quarter:	_____
District:	_____	Week:	_____
Dear Learner:			
This instruction form will serve as your guide in making your distance learning experience effective and well-delivered. Don't hesitate to contact your teacher if you have further questions or clarifications with this instruction. Enjoy and have fun in learning!			
Instructions:			
1. Read and understand the instruction carefully. 			
2. After receiving/opening the learning package, check together with your parents/guardian if it contains the following items:			
	a. instruction for the learner and parent;		
	b. list of learning package;		
	c. learning plan/task;		
	d. printed modules for the week;		
	e. flash drive containing the video/e-modules;		
	f. indicated filename of video module for the week;		
	g. activity/answer sheets as applicable (separate sheet of paper may be required in answering activities in the module; and,		
	e. feedback forms for the learner and parent;		
3. With your parents/guardian, compare the items received with the list of the learning package provided. 			
4. Together with your parent/guardian, read and understand the learning task for the week as indicated in the learning plan. 			
5. Browse the part of the module and the content of the flash drive together with your parent/guardian. 			
6. Accomplish the task one at a time according to the proper sequence in the module. Open the video with the guidance of your parent/guardian as applicable. You are encouraged to take note also of important concepts from your module using notebook or separate paper. 			
7. Observe honesty at all times by answering first the activity/assessment before referring to the answer key. You may use separate clean papers for your answer sheets and other required outputs. 			
8. Call the teacher or send a message to the teacher for any questions/concern with the assistance of your parent/guardian as necessary. You may also replay the video/e-module as applicable. 			
9. During the last day of the week, be sure to answer the following: post assessment and the learner's feedback form. 			
10. Help your parent in repacking the accomplished modules with the answer sheet and all the contents of the learning package based on the list at the end of the week. 			
We highly acknowledge your cooperation. Please be guided accordingly!			
Name of Teacher:	_____		
Contact Number:	_____		
Email Address:	_____		
Messenger Account:	_____		

LEARNER'S FEEDBACK FORM

Name of Learner: _____ **Section:** _____

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School: _____	Quarter: _____

District: _____	Week _____
_____	No.: _____

Instruction:

We want to hear from you to ensure the quality of your distance learning experience. Please check one box per item with your honest answer.



On Weekly Learning Plan/Tasks

1. Did you read and understand the weekly learning tasks carefully?	Yes	No
2. Were you able to understand and follow the learning tasks easily?	Yes	No

On Learning Material/Content

1. Were you able to understand all the instructions clearly?	Yes	No
2. Did you find all the activities suitable and easy to understand?	Yes	No
3. Did you find the content/activities interesting?	Yes	No
4. Did the activities help you understand the lesson?	Yes	No
5. Did the learning material (video, module, e-module) help you understand the lesson?	Yes	No
6. Did you accomplish all the tasks on the given time?	Yes	No

On Parent's/Guardian's/Siblings' Support

1. Were you guided by your parent/guardian/siblings in accomplishing the activities?	Yes	No
2. Did you find the help/assistance of you parent/guardian/siblings important?	Yes	No

On Teachers' Support

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 Telephone No.: (074) 422 – 1318 | Fax: (074) 422-4074
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1. Did you ask questions/clarifications/assistance from your teacher through Text/Call/Messenger?	Yes	No
2. Did your teacher provided you help and assistance as needed?	Yes	No
3. Did your teacher provided you assistance in a friendly manner?	Yes	No
On Post-Assessment		
1. Did you find the questions suitable and easy to understand?	Yes	No
2. What was your score in the post assessment? Indicate the score over the item. (Example: 8/10)	Yes	No
Others: Write any other comments, feedbacks or suggestions below <hr/> <hr/> <hr/>		

Signature of Learner:

Date Accomplished:

FOR PARENTS

INSTRUCTION TO PARENT/GUARDIAN

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Name of Parent/Guardian: _____

Section: _____

School: _____

Quarter: _____

District: _____

Week: _____

Dear Parents:

This instruction form will serve as your guide in making the distance learning experience of your child effective and well-delivered. Don't hesitate to contact the teacher of your child/ward if you have further questions or clarifications with this instruction.

Instructions:

1. Read and understand the instruction carefully.
2. After receiving/opening the learning package, check with your child/ward if it contains the following items:
 - a. instruction for the learner and parent;
 - b. list of learning package;
 - c. learning plan/task;
 - d. printed modules for the week;
 - e. flash drive containing the video/e-modules;
 - f. indicated filename of video module for the week;
 - g. activity/answer sheets as applicable (separate sheet of paper may be required in answering activities in the module; and,
 - e. feedback forms for the learner and parent;
3. With your child/ward, compare the items received with the list of the learning package provided.
4. Together with your child/ward, read and understand the learning task for the week as indicated in the learning plan.
5. Browse the part of the module and the content of the flash drive together with your child/ward.
6. Guide your child in accomplishing the printed module. Open the identified filename of the video as applicable. Assist your child in playing/watching the video as necessary.
7. Assist your child in accomplishing the activities but let your child answer independently.

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8. Instill honesty to your child/ward by ensuring that your he/she answers first the activity/assessment before referring to the answer key.
9. Call the teacher or send a message to the teacher for any questions/concerns.
10. Assist your child in answering the post assessment. If your child gets lower than 80%, help the child go back to the specific activity where he/she got wrong answers and go over the exercises/activities.
11. Repack the accomplished modules with the answer sheet and all the contents of the learning package based on the list at the end of the week.
12. Hand over the accomplished learning package to the designated messenger.

We highly acknowledge your cooperation. Please be guided accordingly!

Name of Teacher: _____
Contact Number: _____
Email Address: _____
Messenger Account: _____

PARENTS' FEEDBACK FORM

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Name of Parent/ Guardian: _____ _____	Section of Child/ Ward: _____ _____
School: _____	Quarter: _____
District: _____	Week No.: _____

Instruction:

We want to hear from you to ensure the quality of the distance learning experience of your child/ward. Please check one box per item with your honest answer.



On Weekly Learning Plan/Tasks

1. Did you read and understand the weekly learning plan/tasks carefully?	Yes	No
2. Were the instructions clear?	Yes	No
3. Did you help your child/ward understand the weekly learning plan/tasks?	Yes	No

On Parents/Guardian/Siblings' Support

1. Were you or his/her siblings able to guide your child/ward in accomplishing the activities as needed?	Yes	No
2. Did you find the help/assistance you provided important?	Yes	No
3. Did you provide conducive learning environment to your child/ward?	Yes	No
4. Did you instill the value of independent learning to your child as possible?	Yes	No

On Teachers' Support

1. Did you help your child/ward in asking questions/clarifications/assistance from her/his teacher through Text/Call/Messenger?	Yes	No
---------------------------------------------------------------------------------------------------------------------------------	-----	----

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2. Were you satisfied with the help/assistance provided by the teacher to your child/ward?	Yes	No
3. Were you satisfied with the attitude of the teacher in providing the needed assistance to your child/ward?	Yes	No
On Post-Assessment		
1. Did your child observe honesty in answering the assessment?	Yes	No
2. Were you satisfied with the score of your child in the post assessment?	Yes	No
Others: Write any other comments, feedbacks or suggestions below <hr/> <hr/> <hr/> <hr/>		

Signature of Parent:

Date Accomplished:

FOR VOLUNTEER/PARA-TEACHERS

CLMD/CFM/rca



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INSTRUCTION TO PARA-TEACHER

Name of Para-Teacher:

Agency:

School Assigned:

Quarter:

District:

Month:

Dear Para-teacher:

This instruction form will serve as your guide in making the distance learning experience of learner in the community effective and well-delivered with your support. Don't hesitate to contact the teacher of the learner if you have further questions or clarifications with this instruction.

Instructions:

1. Read and understand the instruction carefully.
2. After attending the orientation, coordinate and collaborate with the school and community on transportation, pick-up points and retrieval of learning materials.
3. After receiving the learning package, check if it contains the following items with the list of learning materials vis-a-vis the number of learners:
 - a. instruction for the learner and parent;
 - b. list of learning package with the list of learners and their address;
 - c. learning plan/task;
 - d. printed modules for the week;
 - e. flash drive containing the video/e-modules;
 - f. indicated filename of video module for the week;
 - g. activity/answer sheets as applicable (separate sheet of paper may be required in answering activities in the module; and,
 - e. feedback forms for the learner and parent;

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4. Deliver and distribute the learning materials to learners with escort from PNP/AFP/BFP/BJMP personnel as necessary observing the health protocol, then let the parent sign in the receiving form.
5. Provide assistance to learner in accomplishing the tasks as necessary.
6. Collect the accomplished sheets/modules/ouputs of learners with escort from PNP/AFP/BFP/BJMP personnel as necessary observing the health protocol, then let the parent sign in the retrieval form.
7. Turn-over the learners accomplishment to their respective teachers on monthly/weekly basis.
8. Make documentation report of activities done then submit to your respective agency/office and the CLMD Chief and copy furnished to the office of the CID Chief.

We highly acknowledge your cooperation. Please be guided accordingly!

Name of Para-Teacher: _____
Contact Number: _____
Email Address: _____
Messenger Account: _____

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PARA-TEACHERS' FEEDBACK FORM

Name of Para-Teacher: _____	Agency: _____
School Assigned: _____	Quarter: _____
District: _____	Month: _____

Instruction:

We want to hear from you to ensure the quality of the distance learning experience of the learner in the community with your support. Please check one box per item with your honest answer.



On Orientation					
1. Were you given proper orientation by the Division/Regional Office?				Yes	No
2. Were the guideline or instructions clear?				Yes	No
3. Were you fully oriented on the content of the instructional packets?				Yes	No
On Coordination and Collaboration					
1. Was there proper coordination on transportation?				Yes	No
2. Was there proper coordination on pick-up points?				Yes	No
3. Was there proper coordination on retrieval of learning materials?				Yes	No
On Distribution of Learning Materials					
1. Did you encounter any problem on the distribution of learning materials?				Yes	No
2. Did you distribute/deliver the learning materials to learners in areas where there is no access to internet or signal on expected time/day?				Yes	No
On Giving Assistance to Learners/Parents					
1. Did parents/learner seek your assistance on the details of accomplishing the tasks?				Yes	No
2. Were you able to provide the assistance needed by the learner/parents?				Yes	No
On Collecting Learners' Accomplishment					

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1. Were you able to collect accomplishments of all learners?			Yes	No
2. Did you turn-over the accomplishments of learners to their respective teacher on expected date?			Yes	No
On Escorting of Teachers				
1. Were there PNP/AFP/BFP/BMJP personnel who escorted you in the delivery of learning packets?			Yes	No
2. Did you encounter any problem as to safety in delivering learning packets to remote/unfamiliar areas?			Yes	No
On Observance of Health Protocols				
1. Were you aware of the required health protocols to be observed in the delivery of learning?			Yes	No
2. Did you observe necessary health protocol?			Yes	No
On Documentation				
1. Did you take documentation of expected activities to be accomplished?			Yes	No
2. Did you submit documentation report to your respective office/agency, CLMD-CAR, and provided copy furnish to the office of CID Chief?			Yes	No
Others: Write any other comments, feedbacks or suggestions below _____ _____				

Signature of Para-Teacher:

Date Accomplished:

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INDIVIDUAL LEARNING MONITORING PLAN (Reference: DM-CI-2020-00162)

Learner's Name:						
Grade Level:						
Learning Area	Learner's Needs	Intervention Strategies Provided	Monitoring Date	Learner's Status		
				Significant Progress	Insignificant Progress	Mastery
Intervention Status	Learner is not making significant progress in a timely manner. Intervention strategies need to be revised					
	Learner is making significant progress. Continue with the learning plan.					
	Learner has reached mastery of the competencies in learning plan					

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Enclosure 9: Instructional Supervision of Remote or Distance Teaching

Republic of the Philippines
 Department of Education
Cordillera Administrative Region
 Division of _____

_____ **Name of School** _____
 _____ Address of School _____

Teachers' E-Portfolio
Journal Of Notable Accomplishments
 SY: _____
 Semester: _____

Instruction: Kindly accomplish this form regularly as an evidence of your accomplishment every month														
PERSONAL INFORMATION:														
Name (Surname, First, Middle):										Photo Here				
Position:														
Department:														
Contact No.:														
E-Mail Address:														
Date of Birth:														
Age:														
Address:														
Ethnic Affiliation:														
No. of Years in Service: (Public)														
No. of Years in Service: (Private)														
EDUCATIONAL BACKGROUND:														
Level	Degree/Course				Major				Minor				Year Graduated/	
													Units Earned	
Tertiary:														
Master's Degree:														
Doctorate Degree:														
Others:														

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**INSTRUCTIONAL
 INFORMATION:
 Teaching
 Load:**

Section	Schedule (Time and Day)										No. of Minutes					
Total																

**Performance
 Indicators:**

Grading Period (Check one as applicable):										1st			2nd			3rd			4th		
GRADE/	NO. OF STUDENTS			PASSED			FAILED			DROPPED			TRANSFERRED-IN			TRANSFERRED-OUT					
SECTION	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL			
Grading Period (Check one as applicable):										1st			2nd			3rd			4th		
GRADE/	NO. OF STUDENTS			PASSED			FAILED			DROPPED			TRANSFERRED-IN			TRANSFERRED-OUT					
SECTION	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL			

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Appended Duties: *(Kindly attach photocopy of designation, approved action plan and accomplishment report)*

Designation													Level			

Trainings Attended: *(Kindly attach photocopy of certificate)*

Date	Title of Training/Seminar					Agency				Level		

Awards/Winnings as Teacher: *(Kindly attach photocopy of certificate)*

Event			Award			Date				Level		

Promotion: *(Kindly attach photocopy of appointment)*

Date of Promotion		Previous Position				Present Position			

Demonstration Teaching: *(Kindly attach photocopy of signed lesson plan and evaluation)*

Date		Lesson						Level		

Speakership/Trainer: *(Kindly attach photocopy of certificate)*

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Date	Topic							Venue				Level		

Authorship: (Kindly attach photocopy of article, approval page of book, etc.)

Date	Title							Publishing Company	Classification		

Mentoring and Coaching: (Kindly attach mentoring form)

Technical/Instructional Assistance Given								Date				Name of Mentee/s		

Innovations: (Kindly attach photocopy of approval page)

Title/Project								Date				Level		

Action Research Conducted: (Kindly attach photocopy of approval page)

Title of Research								Status				Date Accomplished		

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Remediation/Intervention Conducted: (Attach photocopy of approved plan and accomplishment report)

Quarter/Month		No. of Sardos/Sarfs	Remediation Activity Conducted										No. of Students Complied						

Community Activities and Services: (Attach photocopy of approved proposal and accomplishment)

Activity					Venue				Date									Participation (member/proponent)	

Student Co-curricular Activities Organized: (Attach photocopy of approved proposal and accomplishment)

Activity					Venue				Date									No of Student-Participant	

Student Coaching: (Kindly attach photocopy of certificates of winning coach and students)

Event			Date		Name of Winning Student				Award/Place		Level								

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Contextualized Lesson Prepared: *(Kindly attach photocopy of contextualized DLL)*

Date	Lesson/Topic														

LAC Session Conducted: *(Kindly attach photocopy of plan and accomplishment report)*

Date	Topic														Participation (Member, Facilitator, Documenter, etc.)

CLASS ADVISORY INFORMATION: *(To be accomplished by class advisers only)*

Student

Data:

Section:															
Indicators						Male		Female				Total			
IPED Students															
Learners with Special Educational Needs															
Muslim Students															
Municipality/City Residents															
Outside-Municipality/City Residents															

Classroom Officers: *(Kindly attach HPTA action plan and accomplishment report)*

	HPTA Officers							Class Officers						
President:														
Vice-president:														
Secretary:														
Treasurer:														
Auditor:														

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Office of the Regional Director

P.I.O:																			
Business Managers:																			

Prepared by:										Noted by:									
<i>Name and Signature of Teacher</i>										<i>Head Teacher/School Head</i>									

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Enclosure 10: Monitoring and Evaluation of Distance Education

I. Introduction

To operationalize the Regional Learning Continuity Operational Plan (LCOP), which is anchored on the Basic Education-Learning Continuity Plan (BE-LCP), the DepEd CAR adopts Distance Learning Delivery as its learning delivery mechanism for SY 2020-2021.

As stipulated in Regional Memorandum No. 164, s. 2020, Distance Learning Delivery (DLD) is a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. It has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television (TV)/Radio-based Instruction. The learning delivery modalities that schools can adopt may be one or a combination of the three types of DLD, depending on the specific context of the learners in the school or locality.

To further guide the Curriculum and Learning Management Division (CLMD), the Curriculum Implementation Division (CID), and the schools in refining and continuously gathering information on how to improve the implementation of Distance Learning Delivery in DepEd CAR, a Monitoring and Evaluation Framework anchored on the Basic Education Monitoring and Evaluation Framework is being adopted. This framework is tailored to the needs of the learners during this emergency. It shall animate the planned interventions and activities and will show the desired outcomes as we navigate through the situation.

II. Considerations and Strategies in the Implementation of Distance Learning Delivery Modalities

The following considerations and strategies (DO 12, s. 2020) shall guide school heads in implementing distance learning delivery modality/ies in their respective schools.

Distance Learning Modalities	Strategies
------------------------------	------------

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	<p><i>Strategies across all Learning modalities as alternative delivery mode</i></p> <ol style="list-style-type: none">1. Establish the needed health and safety protocols as appropriate2. Established safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting-up of help desks in coordination with DSWD.3. Provide mental and psychosocial support services to learners4. Prepare the following for K to 12 learners/LSEs:<ol style="list-style-type: none">a. ADM learning modules of various formatsb. Leveled reader materials in print and digital format with consideration for mother tongue of learnersc. Primer lessons in mother tongued. Primer lessons for Grade 1 to 3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books5. Train school personnel for the learning Delivery Modality/ies opted for6. Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process7. Establish strong home-school-community collaboration8. Continue developing self-learning modules (SLMs) for Alternative Delivery Mode (ADM)9. Map CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons10. Provide SLMs to learners in their appropriate format11. Check availability of gadgets and equipment for learners and teachers as appropriate12. Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and accounting rules and regulations13. Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners
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	<p>14. Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while from home</p> <p>15. Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for</p>
a. Modular Distance Learning	<p><i>Additional Specific Strategies</i></p> <p>16. Train community learning facilitators for distance learning delivery sub-modality</p> <p>17. E-IMPACT can be implemented as appropriate</p>
b. Online Distance Learning	<p><i>Additional Specific Strategies</i></p> <p>18. Train school officials, teachers and partners to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs</p> <p>19. Upload PDF flat SLMs in the LP Portal and SLM interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons</p> <p>20. Maximize LR Portal and DepEd Commons as source of materials</p> <p>21. Maximize MS Teams, Google Meet, Zoom and other virtual classroom meeting platforms</p> <p>22. Schedule online screen time</p> <p>23. Train community learning facilitators for this distance learning delivery sub-modality</p>
c. TV and Radio-based Instruction	<p><i>Additional Specific Strategies</i></p> <p>24. Teachers and partners to produce video-taped lessons and radio-scripts from SLMs</p> <p>25. Explore institutional partnerships with media partners for radio and TV-based instruction</p> <p>26. Train community learning facilitators for this distance learning delivery sub-modality.</p>

III. Distance Learning Delivery Monitoring and Evaluation Guidelines

Monitoring and Evaluation Committee will be set up at each governance level to provide guidance in the conduct of monitoring and evaluation of the implementation of distance learning delivery in the region. Below are the composition, roles and responsibilities of the committees per governance level.

A. Regional Monitoring and Evaluation Committee (RMEC)

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The RMEC will be composed of the following:

Chair:	Assistant Regional Director
Co-Chair:	Chief of Curriculum and Learning Management Division (CLMD)
Adviser:	Regional Director
Members:	All CLMD EPSs in-charge of each SDO
	All Functional Divisions: ORD, FTAD, QAD, ESSD, HRDD, PPRD, Finance, Administrative Division
Secretariat:	Curriculum and Learning Management Division (CLMD)

The RMEC has the following roles and responsibilities:

1. Conduct quarterly monitoring and evaluation of the implementation of distance learning delivery in the SDOs using the *Distance Learning Delivery Monitoring and Evaluation Form 1*.
2. Prepare quarterly monitoring and evaluation reports.
3. Provide feedback to the Regional Executive Committee on the status of the implementation of distance learning delivery in the region.
4. Conduct orientation of CID Chiefs and EPSs on monitoring and evaluation of the implementation of distance learning delivery.
5. Resolve emerging issues in the conduct of monitoring and evaluation in the region.
6. Provide technical assistance to SDOs in the conduct of their monitoring and evaluation.
7. Organize, facilitate, and document meetings of the committee and focus group discussions with the Division Monitoring and Evaluation Committee (DMEC).
8. Develop policies or guidelines to improve the implementation of distance learning delivery in the region.

B. Division Monitoring and Evaluation Committee (DMEC)

The composition of the DMEC is as follows:

Chair:	Assistant Schools Division Superintendent
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Co-Chair:	Chief of Curriculum Implementation Division (CID) and Chief of School Governance and Operations Division (SGOD)
Adviser:	Schools Division Superintendent
Members:	All Education Program Supervisors in the CID All Public Schools District Supervisors
	1 External Stakeholder
Secretariat:	SGOD

The DMEC has the following roles and responsibilities:

1. Conduct quarterly monitoring and evaluation of the implementation of distance learning delivery in all schools using the *Distance Learning Delivery Monitoring and Evaluation Form 2*.
2. Prepare and submit quarterly monitoring and evaluation reports to the RMEC.
3. Conduct orientation of school heads on monitoring and evaluation of the implementation of distance learning delivery.
4. Resolve emerging issues in the conduct of monitoring and evaluation in the division.
5. Recommend issues or concern for the RMEC to address.
6. Provide technical assistance to schools in the conduct of their monitoring and evaluation.
7. Participate in the focus group discussions organized by the RMEC.
8. Organize, facilitate and document meetings of the committee and focus group discussions with the School Monitoring and Evaluation Committees (SMECs)

C. School Monitoring and Evaluation Committee (SMEC)

The composition of the SMEC will be as follows:

Chair:	School Head
Co-chair:	Assistant Principal/Head Teacher
Members:	Learning Area Head Teachers/Key Teachers

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	Community Learning Facilitator
	PTA President
	Barangay Captain/s

The SMEC has the following roles and responsibilities:

1. Conduct monthly monitoring and evaluation of the implementation of distance learning in their respective schools using *Distance Learning Delivery Monitoring and Evaluation Form 3*.
2. Identify and orient community learning facilitators/ volunteer teachers who will help in conducting monitoring and evaluation in the community.
3. Prepare and submit quarterly monitoring and evaluation reports to the DMEC.
4. Resolve emerging issues in the conduct of monitoring and evaluation in the school.
5. Recommend issues or concerns for the DMEC to address.
6. Participate in the focus group discussions organized by the DMEC.
7. Organize, facilitate and document meetings of the committee and focus group discussions with community learning facilitators, parents, and learners.

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DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 1
(For Curriculum and Learning Management Division Use)

_____ **Quarter Monitoring**

Division				
Date of Monitoring				
Monitoring Strategy		Please check <input type="checkbox"/> Field monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion <input type="checkbox"/> Others (please specify): _____		
Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	Division Team Response	Remarks
Preparatory Stage Readiness of the School and Community for the DLD	June 1 – August 14	What is the Distance Learning Delivery modality established in the Division?		
		How many schools in the division adopted the following DLD modalities?		
		a. Modular Distance Learning		
		b. Online Distance Learning		
		c. TV and Radio-Based Instruction		
		d. Blend of two or three of the DLD modalities		
		What is the context of the learners? (Provide the following data)		
		a. Percentage of learners who prefer learning through Self-learning modules		
b. Percentage of learners who prefer learning through online				

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		c. Percentage of learners who prefer learning through TV/Radio-Based Instruction		
		d. Percentage of learners who have access to learning resources and technology		
		e. Percentage of parents/guardians who can guide their children/ward in understanding lessons		
		Are there health and safety protocols established in the division?		
		What is the percentage of teachers/school personnel with pre-existing health condition and/or disease		
		Are there safety nets for learners against violence and abuses at home and community established in the division?		
		How many school personnel in the division are trained for Distance Learning Delivery modality opted for?		
		What are the inclusive education programs being implemented in the division? (Please check all that is applicable)		
		a. Indigenous People's Education (IP Ed)		
		b. Madrasah Education Program		
		c. Special Education Program/Learner with Special Needs		
d. Special Interest Programs				
e. Others (Please specify)				

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		How many schools implement the following inclusive programs?		
		a. Indigenous People's Education (IP Ed)		
		b. Madrasah Education Program		
		c. Special Education Program/Learner with Special Needs		
		d. Special Interest Programs		
		e. Others (Please specify)		
		Is the Distance Learning Delivery Modality for inclusive education appropriate and relevant?		
		Are there enough available gadgets and equipment for learners and teachers for the Distance Learning Delivery modality opted for in each school in the division?		
		Are there available community learning facilitators to support learners while from home?		
		Are the community learning facilitators trained for distance learning delivery modality of the schools in the division?		
		How many learning facilitators were trained?		
		Is there assigned personnel in the division who will respond to queries from families and community learning facilitators?		
		How many learning resources are procured by the division?		

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		How many learning resources were developed by the division?		
		How many learning resources were produced by the division?		
		What is the ratio of learning resource materials to learners in the division?		
		Is the Distance Learning Delivery modality adopted by the schools in the division appropriate and relevant?		
Stage 1 Teachers prepare the learning materials, weekly study guides and other resources for distance learning	Quarterly (fourth week of each Quarter)	Are school officials, teachers and partners in the division trained to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio-scripts from SLMs?		
		Are the following learning materials for K to 12/ALS learners/LSENs available in the Division?		
		a. ADM learning modules of various formats for K to 12 learners/LSENs/ALS		
		b. Leveled reader materials in print and digital format with consideration for mother tongue		
		c. Primer lessons in mother tongue		
		d. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		e. Activity/worksheets of various formats for K to 12 learners/LSENs/ALS		
		How many learning materials for K to 12/LSENs/ALS of the		

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		following kinds are available in the division?		
		a. ADM learning modules of various formats for K to 12 learners		
		b. ADM learning modules of various formats for LSEs		
		c. ADM learning modules of various formats for ALS learners		
		d. Leveled reader materials in print and digital format with consideration for mother tongue		
		e. Primer lessons in mother tongue		
		f. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		g. Activity/worksheets of various formats for K to 12 learners		
		h. Activity/worksheets of various formats for LSEs		
		i. Activity/worksheets of various formats for ALS learners		
		Are the following learning materials prepared by the teachers in each school in the division?		
		a. Learning plan		
		b. Self-learning modules in various formats		
		c. Home learning tasks of learners		
		d. Individual monitoring plan for learners		
		How many learning materials of the following kinds were produced and are readily available in the division?		
		a. SLMs in PDF format		

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		b. SLMs in Interactive digital format		
		c. Inclusive e-book		
		d. Video-taped lessons		
		e. Radio-script format		
		Are all learning materials aligned with the Most Essential Learning Competencies (MELCs)/ Refined learning competencies for SPED/ ALS Learning Competencies?		
Stage 2 Packaging of instructional Packet	Quarterly (fourth week of each Quarter)	Are all learners in the division given instructional packets?		
		How many schools provide the following learning materials in the instructional packet?		
		a. SLMs in all subjects		
		b. Activity/work sheets		
		c. Learning plan		
		d. Home learning tasks of learners in all subjects		
		e. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
		f. Parent's Guide		
		g. Parent/Guardian learning support checklist		
		h. Others (Please identify)		
	What is the average number weeks or months given to learners to accomplish all			

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		the learning tasks provided in the instructional packet?		
Stage 3 Instructional Packet Distribution	Quarterly (fourth week of each Quarter)	How many schools adopt the following strategies in distributing instructional packets to learners?		
		a. Dap-ayan ti parentes (parent/guardian picks up instructional packet at school)		
		b. School-on-wheels project		
		c. Barangay or Community Learning Center Delivery Support		
		d. Others (please specify)		
		How many schools conduct weekly orientation for guardians or para-teachers who will help in supervising learners from home?		
Stage 4 Picking up of Instructional Packets by Parent/Guardian	Quarterly (fourth week of each Quarter)	Is there an area in the community designated by the all schools as pick up points of instructional packets for parents who cannot go to school?		
		What mechanism is used by the schools to monitor if the instructional packets are received by parents or learners?		
Stage 5 Accomplishment of Learning Tasks by Learners	Quarterly (fourth week of each Quarter)	What is the percentage of learners receiving learning resources per Distance Learning Delivery modality?		
		a. Modular Distance Learning		
		b. Online Distance Learning		
		c. TV and Radio-Based Instruction		
		d. Blend of two or three of the DLD modalities		

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		What is the percentage of learners receiving learning resources responsive to their needs?		
		What are the learning support systems established in the school?		
		Are the learning support systems established in school appropriate and relevant?		
		What is the percentage of learners receiving support from learner support system?		
		What mechanism is used by schools in monitoring the progress of learners in a week?		
		How many teachers conduct home visitation (if allowed)?		
		How many teachers who are giving support to learners needing assistance and remediation are provided load allowance and travelling expenses?		
Stage 6 Accomplishment of Learning Support Checklist by Parents	Quarterly (fourth week of each Quarter)	What support systems are provided by schools to parent/guardian in supervising their children at home?		
		Are the support systems established in the schools appropriate and relevant?		
		What is the percentage of parents/guardians accomplishing and submitting learning support checklist?		

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		How often is a parent-teacher conference conducted?		
Stage 7 Collection of Instructional Packets	Quarterly (fourth week of each Quarter)	How many schools do collect instructional packets using the following strategies?		
		a. Dap-ayan ti parentes (parent/guardian brings instructional packet at school)		
		b. School-on-wheels project		
		c. Teacher collects it from designated areas		
		d. Others (please specify)		
Notable findings:				
Monitoring Team:				
Date of Monitoring:				

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DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 2
(For Division Use)

_____ **Quarter Monitoring**

Name of School				
Date of Monitoring				
Monitoring Strategy		Please check <input type="checkbox"/> Field monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion <input type="checkbox"/> Others (please specify): _____		
Flow of Home-Based Learning through DLD	Time Frame/Frequency of Monitoring	Areas to Monitor	School Team Response	Remarks
Preparatory Stage Readiness of the School and Community for the DLD	June 1 – August 14	What is the distance learning delivery modality established in school?		
		What is the context of the learners? (Provide the following data)		
		a. Percentage of learners who prefer learning through Self-Learning Modules		
		b. Percentage of learners who prefer learning through Online		
		c. Percentage of learners who prefer learning through TV/Radio-Based Instruction		
		d. Percentage of learners who have access to learning resources and technology		
e. Percentage of parents/guardians who can guide their children/ward in understanding lessons				

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	Are there health and safety protocols established in school?		
	What is the percentage of teachers/school personnel with pre-existing health condition and/ or disease?		
	Are there safety nets for learners against violence and abuses at home and community established in school?		
	How many school personnel are trained for Distance Learning Delivery modality opted for?		
	What are the inclusive education programs being implemented by the school?		
	Is the Distance Learning Delivery Modality for inclusive education appropriate and relevant?		
	Are there enough available gadgets and equipment for learners and teachers for the Distance Learning Delivery modality opted for?		
	Are there available community learning facilitators to support learners while from home?		
	Are the community learning facilitators trained for distance learning delivery modality of the school?		
	How many learning facilitators were trained?		
	Is there assigned personnel in the school who will respond to queries from		

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		families and community learning facilitators?		
		How many learning resources are procured by the school?		
		How many learning resources were developed by the school?		
		How many learning resources were produced by the school?		
		Is the Distance Learning Delivery modality adopted appropriate and relevant?		
Stage 1 Teachers prepare the learning materials, weekly study guides and other resources for distance learning	Quarterly (First week of each Quarter)	Are school officials, teachers and partners trained to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio-scripts from SLMs?		
		Are the following learning materials for K to 12/ALS learners/LSENs available?		
		a. ADM learning modules of various formats		
		a.1. How many are available for K to 12 learners?		
		a.. How many are available for ALS learners?		
		a.3. How many are available for LSENs?		
		b. Leveled reader materials in print and digital format with consideration for mother tongue		
		b.1 How many are available?		

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		c. Primer lessons in mother tongue		
		c.1. How many are available?		
		d. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		d.1. How many are available?		
		e. Activity/worksheets		
		e.1. How many are available for K to 12 learners?		
		e.2. How many are available for ALS learners?		
		e.3. How many are available for LSENS?		
		Are the following learning materials prepared by the teachers?		
		a. Learning plan		
		b. Self-learning modules in various formats		
		c. Home learning tasks of learners		
		d. Individual monitoring plan for learners		
		How many learning materials of the following kinds were produced and are readily available?		
		a. SLMs in PDF format		
		b. SLMs in Interactive digital format		
		c. Inclusive e-book		
d. Video-taped lessons				

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		e. Radio-script format		
		Are all learning materials aligned with the Most Essential Learning Competencies (MELCs)?		
Stage 2 Packaging of instructional Packet	Quarterly (First week of each Quarter)	Are all learners given instructional packet?		
		What are the learning materials included in the instructional packet? (Kindly check all LMs in the instructional packet)		
		a. SLMs in all subjects		
		b. Learning plan		
		c. Home learning tasks of learners in all subjects		
		d. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
		e. Parent's Guide		
		f. Parent/Guardian learning support checklist		
		g. Others (Please identify)		
				How many weeks or months are given to learners to accomplish the learning tasks provided in the instructional packet?
Stage 3 Instructional Packet Distribution	Quarterly (First week of each Quarter)	How is the distribution of instructional packets done? (kindly check all that is applicable)		
		a. Dap-ayan ti parentes (parent/guardian picks up instructional packet at school)		
		b. School-on-wheels project		

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		c. Barangray or Community Learning Center Delivery Support		
		d. Others (please specify)		
		Is there an orientation being conducted weekly for guardians or para-teachers who will help in supervising learners from home?		
Stage 4 Picking up of Instructional Packets by Parent/Guardian	Quarterly (First week of each Quarter)	Is there a designated area in the community where parents who cannot go to school can pick up the instructional packet?		
		What mechanism is used by the school to monitor if the instructional packets are received by parents or learners?		
Stage 5 Accomplishment of Learning Tasks by Learners	Quarterly (First week of each Quarter)	How many learners are receiving learning resources per Distance Learning Delivery modality?		
		How many learners are receiving learning resources responsive to their needs?		
		What are the learning support systems established in the school?		
		Are the learning support systems established in school appropriate and relevant?		
		How many learners are receiving support from learner support system?		
		What mechanism is used by teachers in monitoring the weekly progress of learners?		

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		How often do teachers conduct home visitation (if allowed)?		
		Are teachers who are giving support to learners needing assistance and remediation provided load allowance and travelling expenses?		
Stage 6 Accomplishment of Learning Support Checklist by Parents	Quarterly (First week of each Quarter)	What support systems are provided to parent/guardian in supervising their children at home?		
		Are the parents/guardians guided in accomplishing the Learning Support Checklist?		
		How often is a parent-teacher conference conducted?		
Stage 7 Collection of Instructional Packets	Quarterly (First week of each Quarter)	How is the collection of instructional packets done? (kindly check all that is applicable)		
		a. Dap-ayan ti parentes (parent/guardian brings instructional packet at school)		
		b. School-on-wheels project		
		c. Teacher collects it from designated areas		
		d. Others (please specify)		
Are there concerns or issues recommended for CLMD to address? Please identify them below.				

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Monitoring Team:
Date of Monitoring:

DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 3
(For School and Community Learning Facilitators Use)

Monthly Monitoring

Name of Parent/Guardian (Optional)				
Name of Learner (Optional)				
Date of Monitoring				
Monitoring Strategy		Please check <input type="checkbox"/> Field monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion <input type="checkbox"/> Others (please specify): _____		
Flow of Home-Based Learning through DLD	Time Frame/Frequency of Monitoring	Areas to Monitor	Learner's Response <i>(Parent's Response for K to 3 Learners)</i>	Remarks
Stage 5 Accomplishment of Learning Tasks by Learners	Monthly (Every first week of the month)	What are the learning materials included in the instructional packet that you received? (Kindly check all LMs in the instructional packet)		

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	a. Self-Learning Modules in all subjects/learning areas		
	b. Learning plan for the week		
	c. Activity/worksheets/ Home learning tasks in all subjects		
	d. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
	e. Parent's Guide		
	f. Parent/Guardian learning support checklist		
	g. Others (Please identify)		
	Do you have gadget/s at home to open the learning materials in the CD or flash drive?		
	Are you knowledgeable in using these gadgets?		
	How many hours do you spend in doing each activity assigned to you?		
	Are you able to do all the activities you need to accomplish in a week?		
	Are the instructions in doing the activities assigned to you clear?		
	Do the self-learning modules help you to do the activities assigned to you?		
	Are the lessons in the self-learning modules easy to understand?		

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	Do you experience any difficulty in doing the activities assigned to you?		
	Do you always need help when doing the activities assigned to you?		
	From whom do you ask help, every time you have difficulty in doing your activity?		
	How often does your parent/guardian help you in your lessons?		
	How often does your teacher help you in your lessons?		
	Is there always someone available to help you if you have difficulty in doing your activity?		
	How often does your teacher visit you at home?		
	Is there always somebody from the school that you can call every time you need help?		
	Is there a community learning facilitator who comes to your home to tutor you?		
	How often do you receive feedback from your teacher for submitted activities?		
	How does your teacher check your weekly progress?		

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Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	Parent's/Guardian's Response	Remarks
Stage 6 Accomplishment of Learning Support Checklist by Parents	Monthly (Every first week of the month)	How often is a teacher-parent conference conducted?		
		What is discussed in the parent-teacher conference?		
		Are you guided in accomplishing the weekly learning support checklist?		
		Are you oriented by the school to handle the lessons to your child/ward?		
		How often do you help you child/ward in his or her lessons?		
		Are you always available to help your child/ward in his or her lessons?		
		If you are not around, who helps your child/ward in his or her lessons?		
		What help do you always give to your child?		
		If you do not know the lesson, what do you do to help your child/ward?		
		What support do you receive from the school to help your child/ward in his or her lesson		
		Is there always somebody from the school that you can call every time you need help?		

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		Is the support being given by the school to your child enough?		
		What other support do you think shall the school provide to address the needs of your child/ward?		
		What strategies do you use to help your child/ward in his or her lesson or to address his or her needs?		
		What challenges or difficulties do you encounter when helping your child in his or her lessons?		

Are there concerns or issues recommended for CID to address? Please identify them below.

Monitoring Team:

Date of Monitoring:

--

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Enclosure 11: Regional Repository of Learning and Professional Development Resources through the “DamiKnow”...DepEd-CAR’s You Tube Channel

I. RATIONALE/BACKGROUND

To continuously provide assistance and support to learners, parents and teachers, the Learning Resources Management and Development Section (LRMDS) under the Curriculum and Learning Management Division (CLMD) eyes the creation YouTube Channel as an open educational resources (OER) focusing on learning resources.

With the “new normal education”, the internet of things is one of the highly adapted strategy in addressing the Department of Education’s mission of providing quality education. The need to innovate ways to reach and provide free educational resources to learners and teachers along with today’s situation limiting the face-to-face learning delivery, and acquisition of new educational knowledge, resources among others.

Generally, the project aims to provide access point and to serve as a repository of educational resources in video format wherein teachers can view and download the materials as supplementary learning resources that can be used online and offline. Specifically, the project aspires to develop educational videos, uploaded in the YouTube Channel, to serve as an avenue for knowledge sharing and to showcase the talents of DepEd personnel in the production of videos, multimedia presentations, audiobook and others. In a way, the YouTube channel shall serve as a way of preserving the educational indigenous knowledge and practices of the Cordilleran’s.

YouTube is one of the mostly used OERs by internet users since it is a public domain and is perceived to be effective in reaching out the learners, parents and teachers. With this, the LRMDS opted to create a YouTube Channel that will serve as an access point and repository of developed and contextualized learning resources where target audiences can view and download as a supplementary learning material.

Moreover, it is still pronounced that face-to-face education is not yet applicable and the proposed YouTube channel will serve as an avenue to reach out many audiences without spending much especially for those who cannot get printed learning resources. This will also limit the time consumption of the target audiences in searching contextualized learning resources in videos.

The YouTube channel will be named as “*Damiknow Effect*”. The name was conceptualized as it is seen that the creation of this channel can have a positive domino effect to the target audiences. The “know” replaced the “no” to emphasize the importance of knowing additional knowledge, skills, through the resources that will be uploaded in the channel. The effect may not be felt or seen immediately but may have impact in the long run.

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II. OBJECTIVES

Terminal Objective:

At the end of the program, an established YouTube channel shall serve as access point and repository of open educational resources specifically videos such as audio-visual presentation, audiobooks, and multimedia presentations. The project targets the learners, parents and teachers of the Cordillera.

Enabling Objectives:

- a) supplements accessible contextualized and locally developed resources in video formats that can help deliver learning competencies amidst crisis;
- b) serve as an avenue of knowledge-sharing in relation to curriculum programs and activities and on learning resources;
- c) preserve the indigenous practices in the context of education through videos; and
- d) showcase the talents of DepEd personnel in video production and multimedia presentations.

III. METHODOLOGY

Creation of YouTube Channel. The LRMSD personnel will create the *Damiknow Effect* YouTube Channel. Also, the LRMSD personnel shall serve as the Administrators of the channel in concurrent position.

Video Development and Production. The LRMSD and CLMD personnel together with other interested DepEd personnel are encouraged to be part of the development of educational resources as supplemental learning resources for the learners, parents and teachers. To properly develop and produce quality videos, investing in equipment, and recording and multimedia studio is indispensable and need to be established as this channel is expected to reach thousands of audiences.

Harvesting of videos. The teachers who would want to share their educational videos through the channel is recognized. Their videos shall undergo quality assurance before posting in the YouTube channel. Their written permission will be required before uploading in the YouTube Channel.

Uploading of videos to the YouTube Channel. This will be conducted by the LRMSD administrators of the channel. The uploading of videos is set on a flexible manner as to be agreed upon. Also, videos to be developed and be uploaded shall encompass the objectives of the project.

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IV. MONITORING AND EVALUATION

The CLMD-LRMDS will be creating evaluation and monitoring through a checklist for the project as a sustainable mechanism in the following aspect:

- ✓ Relevancy
- ✓ Acceptability
- ✓ Economic and Financial Viability
- ✓ Implementation and Monitoring Strategy

Sustaining the project is crucial and an in-depth monitoring would be required. These sustainability mechanisms will be used immediately at the start of the project.

V. NEXT STEPS (SUSTAINABILITY)

- 1. Implementation** – continuous video development and uploading to the YouTube Channel.
- 2. Feed backing/Monitoring & Evaluation** – The results of the monitoring and evaluation/feedback of the program will be analyzed and integrate suggestions to improve the quality/content of the program.
- 3. Continuous Improvement (CI) of the Program** – continuous enhancement of the program according to needs and change of technology.

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The screenshot shows the YouTube channel page for 'Damiknow Effect'. The channel banner features the text 'Damiknow Effect' in a stylized font, with 'Department of Education | Cordillera Administrative Region' below it. The channel name 'Damiknow Effect' is displayed with 3 subscribers. The page lists several video uploads:

- Guided Home Module | Psychosocial Support...** (15:46, 4 views, 19 hours ago)
- Video Lesson in Filipino 2 | Teacher Wilsenia E. Guinid** (18:40, 4 views, 1 day ago)
- Akdang Iti Panagbasa | Teacher Delia H. Macay** (13:23, 3 views, 1 day ago)
- I Love Kitty Kitty | Teacher Noemi F. Balalao** (9:11, 4 views, 1 day ago)
- Si Mawmaw at Si Papaw | Dialogue Reading by Teach...** (7:18, 4 views, 1 day ago)
- Identifying and Reading Words with Initial Consonan...** (13:55, 10 views, 3 days ago)

The page also includes navigation tabs (HOME, VIDEOS, PLAYLISTS, CHANNELS, DISCUSSION, ABOUT), a search bar, and a sidebar with 'SUBSCRIPTIONS' (Music, Sports, Gaming, Movies) and 'MORE FROM YOUTUBE' (YouTube Premium, Movies, Gaming).

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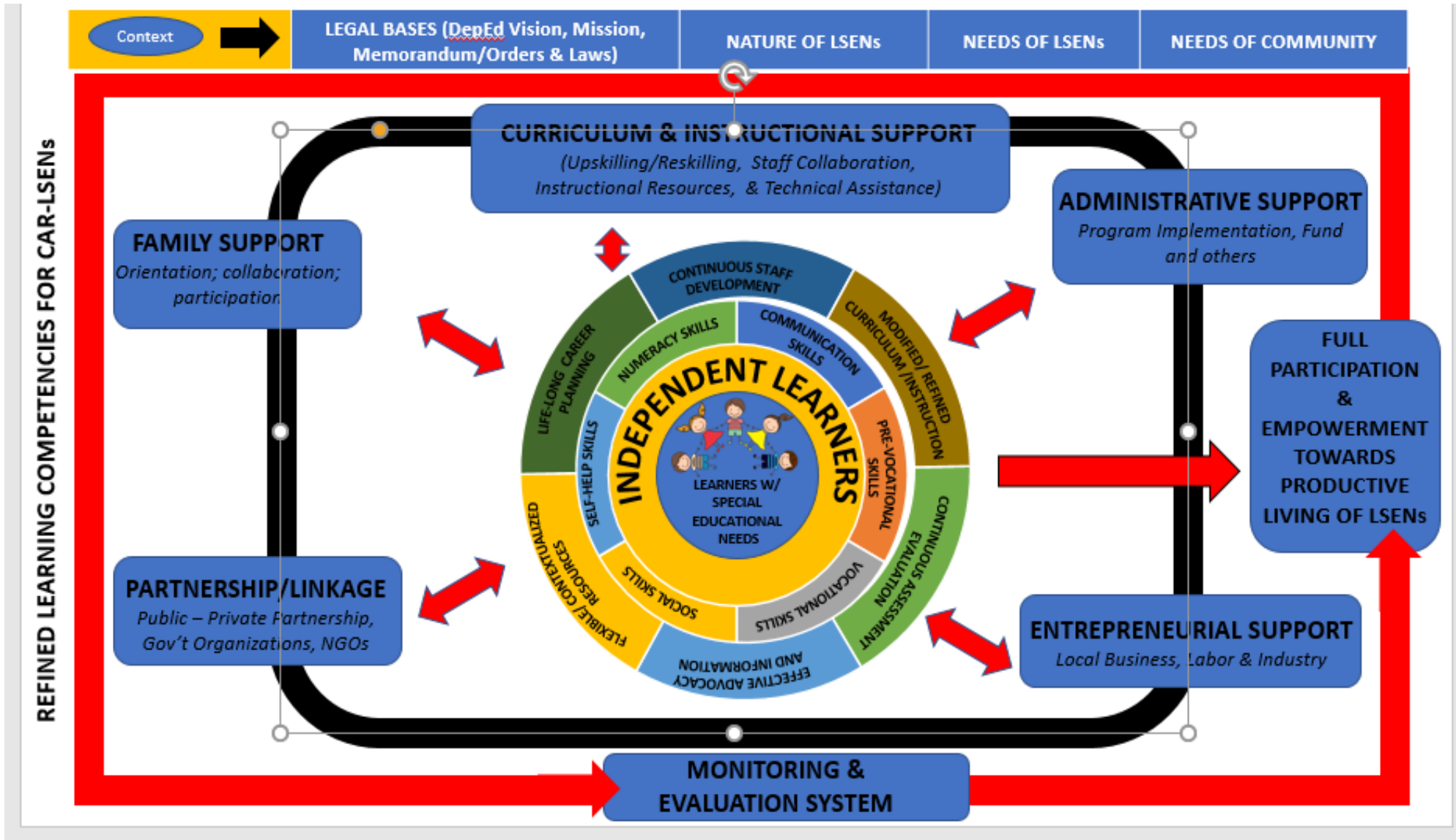


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**REFINED LEARNING COMPETENCIES FOR
LEARNERS WITH SPECIAL EDUCATION NEEDS**



Guide for Teachers in using the SPED/Inclusive Education Learning Competencies (LCs)

Going to school is an avenue to raise skills. It is a place to raise social skills, social awareness and increase child's ability. However, as the pandemic continues to spread across the globe, access to education is a big challenge specially to Learners with Special Educational Needs (LSEs) who may face greater risk of being left behind. Hence, this situation should not be the hindrance in providing quality education to these learners. It is also their basic right to continually develop concepts and skills which enable them to become productive members of society and live meaningful and fulfilling lives.

The Regional Office, through the collaborative efforts of the SPED Focal Persons in the Region and Schools Division Offices, School Heads and Teachers of the SPED Centers, with the guidance of the DepEd – CAR Curriculum and Learning Management Division, refined the learning competencies (LCs) to address the needs of LSEs. Thus, the LCs focus more on the development of skills that will help them live independently. The curricular components of LSEs include the following areas: **self – help, social, number, communication, pre-vocational, vocational, community integration and independent living skills.**

Each learning area includes major skills, objectives, and tasks analyzed and arranged in **three (3) levels** commensurate to the client's expected **entry behavior** and **projected end goal**. This is to guide the teacher for the clients to master a skill which results in the acquisition of the **CAP** behaviors, namely cognitive, affective, and psychomotor. All of these are prerequisite skills for independent living (SPED-BEE, 1996).

Self – Help Skills is a primary learning task each individual is expected to acquire. Self – help skills assist individuals to live happier and more productive lives when they are able to manage themselves alone. Activities of daily living or **ADL** are those skills which pertain to the care of self, such as the following: **a) feeding; b) dressing; c) toileting; and d) grooming and hygiene.**

Social Skills/competence bears significance even for the LSEs. But it seems to be a prevailing deficit for them. The acquisition of these social skills will lead them to function in an environment where they can be accepted for what they are and behave appropriately in social functions. To attain these, the following should be developed: **a) attending skills; b) self – awareness; c) self at play; d) self at work.**

Communication Skills - Language has always been the most delayed among the LSEs. But useful and constructive communication is essential to a child's growth. Though maturation process cannot be accelerated, activities can be

structured and manipulated in order to ensure development. It is within this premise that the following have to be developed: **a) listening/receptive skills; b) speaking/expressive skills; c) reading/decoding skills; d) writing skills**

Number Skills – acquiring number skills give order to daily living. It allows an individual to organize his life. It is important for them to learn to count, to compute, to measure, to tell time and others. These will equip LSEs with the necessary skills for independent living. This will also allow them to earn their own living, to keep house, and to eventually manage a family. With this in mind, the following skill are emphasized more than the regular math curriculum: **a) object discrimination skills; b) number concept skills; c) measurement/fraction skills; d) decimals/money skills.**

Pre – Vocational Skills are skills that refine a client’s motor skills. They train students to group and sort, fold, cut, fasten and/or staple. More-over these skills develop an individual’s manual dexterity and coordination. At the same time, Pre-Vocational instruction should also be a preparation for future work. This means a client must have appropriate work attitudes. Therefore, Pre- Vocational skills cover the following areas: **a) fine motor skills; b) training work readiness skills; c) work skills.**

Vocational Skills is a learning area which will prepare and equip the client with actual work skills. Client has to be closely monitored as to what kind of job he will most likely too succeed in. It is also this area which will determine the kind of job and the kind of monitoring to be done with him/her. This will also determine if a client would succeed in sheltered workshops or out in competitive environment. This is preparatory to a transitional life skill in the community. It is advised that the program be strictly observed to test the validity of the skills to be developed. Each service skill has been further subdivided into 3 – 4 parts according to levels. For Level I, a client has to go through the preparation, actual work, and cleaning up stages. For Levels II and III, all stages have been included but with an additional work experience stage. The only important guideline that has to be followed and met is to treat the client like an adult and not like a child. This will assure the client of everyone’s ultimate goal to make him make it on his own as an individual independent adult living in the normal world.

Curriculum Guidelines:

- a. Take one specific objective at a time based on the assessed performance level of a particular child.
- b. Develop from the lowest level of objectives before proceeding to the next level that is related to it. See to it that the objectives of each learning area are closely related in skills development before starting a lesson.
- c. Never pick an objective at random. Always take up the lowest level if the prerequisite skill needed for development has not been acquired. Always begin where the child is.

- d. The objectives are divided into three levels. Each level has its entry behavior and end goal. There are also lists of enroute goals to guide the teacher to achieve the goal.
- e. If the tested objective in each level may be difficult to achieve, break then down into simpler task. Always adapt the client's level of performance.
- f. If the tested objective is easy to achieve, go to the next level. The teacher is not compelled to follow the sets of objectives. The reference is always the entry and end goals.
- g. Teach the skill as a means for training the client to become economically useful and eventually earn a living.
- h. Clients can acquire skills at their own pace. Never force the clients to acquire skills because you want them to finish the whole year's work.
- i. Use any language which you think the child can benefit most from.
- j. This guide will be utilized for learners with moderate, severe, and profound learning disabilities/difficulties in SPED Centers and Regular Schools.

The Learners

Learners who are diagnosed as moderate with mental ages from 4 – 20 years old are categorized and evaluated under the following levels:

Level I	Mental age	4 – 6.9
Level II	Mental age	7 – 11.9
Level III	mental age	12 – above

In addition to the above criteria of groupings, there are certain provisions to take into consideration. These include the important skills or the ability of an individual child. The learners have been evaluated by a diagnostic team or a certified clinical psychologist. In the absence of any of the evaluation reports, teachers' assessments and narrative observation reports may be used as a temporary baseline data to start where the child is.

Evaluation Guide

Teachers give considerable attention to the progress which pupils are doing. Progress is a matter with which parents are critically concerned. Whatever programs the child is getting as a result of the attention given by the teacher, progress should always be recorded. Such evaluation may be given through an anecdotal record/descriptions or checklist based on general observation and judgment.

1. Assessment Checklist

This is a set of indicators based on the listed objectives per learning area/skill. It is a tool to evaluate the child. Below are sets of guidelines of what the checklist is all about.

- a. It is a list of indicators to assess the child's capacity to learn.
- b. It serves as a procedure to help the teacher start planning and implementing an instructional program for a certain client and a Report Card for the learner.
- c. It helps to indicate the child's strengths and weaknesses.
- d. Its indicators are based on the tested objectives per learning area and level. This implies that there will be three sets of check lists: 1 set for Level I; 1 set for Level 2; and another set for Level 3
- e. It has a five-level scale to determine the progress of a child.
- f. The child will be assessed quarterly.

The scale indicators:

Symbol	Adjectival Rating	Descriptive Meaning
O	Outstanding	The learner shows independence in doing given tasks. He/She always follow directions. About 80% of the tasks are often correctly done.
VS	Very Satisfactory	The Learner shows some amount of independence. He/She shows some lapses in following directions. About 60% of the tasks are correctly done.
S	Satisfactory	The learner needs little guidance and prompting in given tasks. About 50% of the tasks are often correctly done.
FS	Fairly Satisfactory	The learner needs much guidance with prodding. He/She could follow few directions. Less than 50% of the given tasks are correctly done.

NI	Needs Improvement	The learner needs guidance and lot of prodding in the given tasks. He/She cannot follow directions.
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2. Anecdotal Record

- a. Teachers use this to record their observations of learner's behavior, skills, attitudes, performance and classroom incidents.
- b. This contains information about learning outcomes, behavior, and strengths of the learner.
- c. It may serve as plan for action and recommendations for further observations/follow - up.

Source: *Special Curriculum for the Mentally Handicapped*, 1996

SELF HELP SKILLS

	LEVEL I	LEVEL II	LEVEL III
A. Feeding/Eating			
Entry Behavior	Sucks from bottle with assistance	Chews food with minimum spillage	Chews food without spillage
End Goal	Requests/Selects foods through gestures	Selects or requests food verbally	Follows Table Manners
	1. swallows liquid, chews food with spillage, eats food with maximum assistance 1.1 semi-solid food 1.2 solid food	1. chews food with minimum assistance	1. chews without spillage
	2. picks -up spoon with maximum assistance	2. eats food with a minimum assistance	2. eats food independently 2.1 semi – solid food 2.2 solid food
	3. scoops food with spoon from a plate with maximum assistance	3. picks – up spoon with minimum assistance	3. scoop food with a spoon from a plate independently
	4. uses fork with maximum assistance	4. scoops food with spoon from a plate with minimum assistance	4. scoops food with a spoon from a plate independently
	5. uses spoon and fork with maximum assistance	5. uses fork with minimum assistance	5. uses fork independently
	6. holds with assistance while drinking 6.1 glass 6.3 bottle 6.2 cup 6.4 can	6. uses spoon and fork with minimum assistance	6. uses both utensils independently
	7. sips liquid 7.1 with a straw with assistance 7.2 with spoon with maximum assistance	7. holds with both hands while drinking 7.1 glass 7.3 bottle 7.2 cup 7.4 can	7. holds with one hand while drinking a 7.1 glass 7.3 bottle 7.2 cup 7.4 can
	8. pours liquid from pitcher to glass with assistance	8. sips liquid 8.1 while holding a straw with assistance 8.2 while holding the spoon with little spillage	8. sips liquid 8.1 without holding the straw 8.2 while holding the spoon without spillage

	9. scoops soup from bowl with assistance	9. pours liquid from pitcher to glass without assistance, with little spillage	9. pours liquid from pitcher to glass without spillage
	10. peels food with maximum assistance	10. scoops soup from bowl without assistance and with little spillage	10. scoops soup independently without spillage
	11. cuts off food with a spoon such as 11.1 scrambled egg 11.2 jellies	11. peels food with minimum assistance	11. peels food independently
	12. uses spoon for spreading 12.1 jam 12.2 peanut butter	12. cuts off food with fork such as 12.1 banana	12. cuts soft food with a knife such as 12.1 cheese 12.2 hotdog 12.3 cake, etc.
	13. uses napkin with assistance	13. uses fork for spreading	13. uses knife for spreading such as 13.1 jam 13.2 peanut butter
	14. selects/requests food through gestures	14. uses napkin with minimum assistance	14. uses napkin independently
		15. selects/requests food verbally	15. follows independently proper 15.1 eating habits 15.2 table manners
B. Dressing/Undressing			
Entry Behavior	Removes/wears clothes with maximum assistance	Removes/Wears clothes with minimum assistance	Removes/Wears clothes all by himself
End Goal	Removes/Wears clothes with minimum assistance	Removes/Wears clothes with very minimal coaching	Removes/Wears clothes independently
	1. removes/puts-on shoes with maximum assistance 1.1 slip – on shoes 1.2 snap – on shoes	1. removes/puts-on shoes with minimum assistance 1.1 slip – on shoes 1.2 snap – on shoes	1. removes/puts-on shoes without assistance 1.1 slip – on shoes 1.2 snap – on shoes

			1.3 laced – up shoes
	2. removes sock with maximum assistance	2. removes sock with minimum assistance	2. removes socks independently
	3. extends arms (L & R) when removing t-shirt with maximum assistance	3. extends arms (L & R) when removing t-shirt with minimum assistance	3. extends arms (L & R) when removing t- shirt voluntarily
	4. pulls down with maximum assistance 4.1 gartered pants 4.2 underwear	4. pulls down with minimum assistance 4.1 gartered pants 4.2 underwear	4. pulls down independently 4.1 gartered pants 4.2 underwear
	5. unzipz/zipz with maximum assistance 5.1 shorts 5.2 pants 5.3 jackets	5. unzipz/zipz with minimum assistance 5.1 shorts 5.2 pants 5.3 jackets	5. unzipz/zipz independently 5.1 shorts 5.2 pants 5.3 jackets
	6. unbuttons/buttons with maximum assistance 6.1. big buttons 6.2. small buttons 6.3. hook and eye 6.4. buckle 6.5. snaps	6. unbuttons/buttons with minimum assistance 6.1. big buttons 6.2. small buttons 6.3. hook and eye 6.4. buckle 6.5. snaps	6. unbuttons/buttons independently 6.1. big buttons 6.2. small buttons 6.3. hook and eye 6.4. buckle 6.5. snaps
	7. unties with maximum assistance 7.1. bow 7.2. shoelaces	7. unties with minimum assistance 7.1. bow 7.2. shoelaces	7. unties independently 7.1. bow 7.2. shoelaces
	8. ties with maximum assistance 8.1. bow 8.2. shoelaces	8. ties with minimum assistance 8.1. bow 8.2. shoelaces	8. ties independently 8.1. bow 8.2. shoelaces
	9. puts on clothes with maximum assistance	9. puts on front and back of clothing with minimum assistance	9. puts on front and back of clothing properly and independently
	10. puts on socks with maximum assistance	10. puts on socks with minimum assistance	10. puts on socks independently
	11. extends arms (L & R) when putting on T – shirt with maximum assistance	11. extends arms (L & R) when putting on T – shirt with minimum assistance	11. extends arms (L & R) when putting on T – shirt voluntarily

	12. pulls up with maximum assistance 12.1. gartered pants 12.2. underwear	12. pulls up with minimum assistance 12.1 gartered pants 12.2 underwear	12. pulls up independently 12.1. gartered pants 12.2 underwear
C. Toileting Entry behavior	Shows no sign for toilet needs	Uses toilet with minimum assistance	Verbalizes toilet needs
End Goal	Attends to toilet needs with maximum assistance	Verbalizes toilet needs	Attends to toilet needs independently; Observes proper hygiene
	1. shows signs to use toilet	1. verbally requests for assistance in using toilet	1. goes to the toilet with his own
	2. uses potty seat with assistance	2. sits on potty	2. sits on toilet bowl independently for 2.1. urinating 2.2. defecating
	3. sits on toilet bowl with assistance	3. sits on toilet bowl without assistance	3. washes genitals independently
	4. washes genitals with maximum assistance	4. washes genitals with minimum assistance	4. wipes self with toilet paper
	5. uses toilet paper with maximum assistance	5. uses toilet paper with minimum assistance	5. flushes toilet by himself appropriately
	6. flushes toilet with adult assistance	6. flushes toilet with some assistance	6. washes and dries hands independently
	7. washes and dries hands with maximum assistance	7. washes and dries hands with minimum assistance	7. attends to toilet needs independently and follows hygiene procedures
	8. uses toilet with maximum assistance	8. verbalizes toilet needs and uses toilet with minimum assistance	8. Uses toilet independently and appropriately
D. Grooming and Hygiene Entry Behavior	Cannot make oneself clean	Makes oneself clean with maximum	Makes oneself clean with minimum

End Goal	Makes oneself clean with maximum assistance	assistance Makes oneself clean with minimum assistance	assistance Makes oneself clean independently
	1. washes hands with soap and water before and after eating with maximum assistance	1. washes hands with soap and water before and after eating with minimum assistance	1. washes hands with soap and water before and after eating independently
	2. dries hands with towel with maximum assistance	2. dries hands with towel with minimum assistance	2. dries hands with towel independently
	3. washes face with soap and water with maximum assistance	3. washes face with soap and water with minimum assistance	3. washes face with soap and water independently
	4. dries face with towel with maximum assistance	4. dries face with towel with minimum assistance	4. dries face with towel independently
	5. hangs towel with maximum assistance	5. hangs towel with minimum assistance	5. hangs towel by himself
	6. puts toothpaste on toothbrush with maximum assistance	6. puts toothpaste on toothbrush with minimum assistance	6. puts toothpaste on toothbrush by himself
	7. brushes teeth with maximum assistance	7. brushes teeth with minimum assistance	7. brushes teeth by himself
	8. combs/brushes hair with maximum assistance	8. combs/brushes hair with minimum assistance	8. combs/brushes hair by himself
	9. wipes nose with tissue/handkerchief with maximum assistance	9. wipes nose with tissue/handkerchief with minimum assistance	9. wipes nose with tissue/handkerchief by himself
	10. takes a bath with maximum assistance using the 10.1. shower 10.2. dipper	10. takes a bath with minimum assistance using the 10.1. shower 10.2. dipper	10. takes a bath by himself 10.1. shower 10.2. dipper
	11. uses towel with maximum assistance	11. uses towel with minimum assistance	11. uses towel by himself appropriately
	12. washes hair and body with soap and shampoo with maximum assistance	12. washes hair and body with soap and shampoo with minimum assistance	12. washes hair and body with soap and shampoo by himself

	13. uses the following with maximum assistance 13.1. hand/body lotion 13.2. powder 13.3. deodorant/cologne	13. uses the following with minimum assistance 13.1. hand/body lotion 13.2. powder 13.3. deodorant/cologne	13. uses the following by himself 13.1. hand/body lotion 13.2. powder 13.3. deodorant/cologne
	14. cuts/trims the following with maximum assistance 14.1. fingernails 14.2. toe nails	14. cuts/trims the following with minimum assistance 14.1. fingernails 14.2. toe nails	14. cuts/trims the following by himself 14.1. fingernails 14.2. toe nails
	15. uses sanitary napkins with maximum assistance	15. uses sanitary napkins with minimum assistance	15. uses sanitary napkins independently
	16. washes genitals with soap and water during menstruation with maximum assistance	16. washes genitals with soap and water during menstruation with minimum assistance	16. washes genitals with soap and water during menstruation independently
	17. uses shaver and cream with maximum assistance	17. uses shaver and cream with minimum assistance	17. uses shaver and cream independently
	18. shaves/pulls underarm hair with maximum assistance	18. shaves/pulls underarm hair with minimum assistance	18. shaves/pulls underarm hair independently

Source: *Special Curriculum for the Mentally Handicapped, 1996*

SOCIAL SKILLS

FIRST QUARTER

SOCIAL SKILLS (SOS) SOS.A. ATTENDING SKILLS	LEVEL I	LEVEL II	LEVEL III
Entry Behaviour	Attends to task/material/person for at least 3 seconds	Socializes with peers	Verbally responds to others
End Goal	Socializes with peers for at least 20 minutes	Verbally responds to others	Initiates social contact with others

SOS.A.1 BODY CONTACT

SOS.A1.1 Eye contact/ posture when responding to communication	Looks at person with prodding	Faces person with some prompting	Approaches person immediately
SOS.A1.2 Initiating communication	Attempts to reach for person's hand	Reaches for person's hand when necessary	Approaches person independently
SOS.A1.3 Response	By smiling	Verbal response to basic questions	-
SOS.A1.4 Plays with others such as SOS.A1.4.1 teacher SOS.A1.4.2 classmates	Plays with others	-	-

SOS.A.2 ATTENTION SPAN (TACTILE)

SOS.A2.1 Attending to task/material	Attempts/manipulates a task/material for at least 5 minutes	Attends to several tasks/materials for at least 20 minutes	Attends to several tasks/materials for at least 1 hour
SOS.A2.2 Manipulates task/material presented	With maximum prompting Without completion	With minimal prompting With 50% completion	independently 100% completion
SOS.A2.3 Returns materials used	With assistance	independently	Independently + initiates new task

SOS.A.3 ATTENTION SPAN (AUDITORY)

SOS.A3.1 Locates sound by	Moving head	Cueing from teacher	Walking towards it & identifying sound independently
SOS.A3.2 Sits to listen to sound	For at least 5 minutes	For at least 20 minutes	For whole period/ hour
SOS.A3.3 Imitates sound	With verbal prompting	With considerable modulation Without assistance	And identifies source independently
SOS.3.4 Responds to sound/command heard	Through action by verbal prompting	verbally	And takes action

SECOND QUARTER

SOCIAL SKILLS (SOS):	LEVEL I	LEVEL II	LEVEL III
SOS.B. SELF-AWARENESS			
Entry Behaviour	No self-awareness	Identifies self in the family	Recognizes role of self in the family and in school
End Goal	Identifies self in the family	Recognizes role of self in school	Makes oneself aware in all areas
SOS.B.1 Expresses emotions	Through body language like smiling, clapping, dancing, etc.	Verbally/ In written form	Verbally
SOS.B.2 Understanding emotions	Distinguishes differences in emotion through illustrations	Differentiates emotions at home and in school	Explains cause for certain expression of emotions
SOS.B.3 Emotional regulation	Expresses common expressions (happy, angry, sad) verbally in any manner	Solves simple problems on dealing with emotions at home and in school - Shows appropriate behaviour in dealing with emotions.	Solves simple problems on dealing with emotions in various situations - Displays appropriate behaviour in dealing with emotions in specific situations
SOS.B.4 Name recognition	Makes gesture when name is called by - Looking - Nodding head - Looking/ turning head	Responds when name is called	Verbalises own name
SOS.B.5 Self-identification within environment	Tells self in own family Tells role of self in the family Recognizes position in the family	Identifies self in school Tells role of self in school Tells position of self in the family and in school	Identifies self in community Tells role of self in community
SOS.B.6 Age	Tells own age using - Sticks/stones - Fingers - Other counting objects Verbalizes age when asked	Tells age in complete sentences when asked	Verbalizes date of birth using calendar
SOS.B.7 Home	Points to identification card	Tells complete address	Gives complete address

address (when asked)	Tells number and street address		<ul style="list-style-type: none"> - Verbally - In written form
SOS.B.8 Managing personal belongings	Names belongings by <ul style="list-style-type: none"> - Pointing - Showing - Bringing to teacher 	Arranges belongings according to use neatly	Arranges belongings according to use neatly
SOS.B.9 Family	Identifies family members by <ul style="list-style-type: none"> - Pointing to person - Pointing through pictures Says members of family Names each member of family	Names each member of family Identifies position of each member in family Knows role of each member in the family in relation to self	Names each member of one's family Identifies position of each member in family Tells role of each member in family in relation to self
SOS.B.10 Identifying major body parts: Head Eyes Ears Nose Neck Hands Fingers Abdomen Legs Feet	By <ul style="list-style-type: none"> - pointing to part named - naming different parts pointed by teacher - through illustration - drawing self and identifying body parts 	Through <ul style="list-style-type: none"> - illustration - verbal description 	Through <ul style="list-style-type: none"> - verbal description - situations

THIRD QUARTER

SOCIAL SKILLS (SOS): SOS.C. SELF AT PLAY	LEVEL I	LEVEL II	LEVEL III
Entry Behaviour	Shows no sign to play	Plays with the family	Plays in school
End Goal	Plays with the family	Plays in school	Plays in the community
SOS.C.1 GREETING: Comes to school with a pleasant disposition by	Greeting teachers, visitors, classmates, friends etc. through <ul style="list-style-type: none"> - Body language - Signs - Verbal language 	Greeting people through appropriate verbal language	Greeting people through appropriate verbal language
SOS.C.2 Plays harmoniously with others during a cooperative	With complete supervision <ul style="list-style-type: none"> - Sensorimotor games - Parallel games 	With minimal supervision <ul style="list-style-type: none"> - Associative games - Cooperative games 	Independently <ul style="list-style-type: none"> - Associative games - Cooperative games

activity		- Symbolic games	- Symbolic games
SOS.C.3 Borrows things politely	<ul style="list-style-type: none"> - Through gestures - Through signs - Saying “please” 	Through verbal expression	Through verbal expression
SOS.C.4 Returns materials/ objects SOS.C.4.1 to its proper place SOS. C.4.2 to its owner	With physical guidance	Independently On time	Independently On time Without being asked
SOS.C.5 Uses the following expressions: “Thank you” “Please” “May I” “Excuse me” “I’m sorry” “You’re welcome”	With physical/ non-verbal expressions Whenever necessary Through <ul style="list-style-type: none"> - Gestures - Flashcards/ charts 	Without physical/ verbal guidance Whenever necessary Through <ul style="list-style-type: none"> - Appropriate gestures - Verbalizations 	Independently Appropriately Through <ul style="list-style-type: none"> - Verbal communication
SOS.C.6 Shows acceptable behaviour to befriend another by	<ul style="list-style-type: none"> - Helping other children - Sharing toys or other things - Playing games with others 	<ul style="list-style-type: none"> - Playing games with others - Talking with other children - Inviting other children to join in art, cooking, non-academic activities 	<ul style="list-style-type: none"> - Playing games with others - Talking with other children - Inviting other children to join in art, cooking, non-academic activities - Relating stories to other children
SOS.C.7 Activity participation	Joins other group/ school activities	Independently <ul style="list-style-type: none"> - Selects group/activity - Joins group/school activity that are highly non-academic 	Volunteers to independently <ul style="list-style-type: none"> - Make activity choice - Carry out activity without assistance - Join other group/ school activity that are either academic/ non-academic.

SOS.C.8 Makes choices by	<ul style="list-style-type: none"> - Asking for assistance - Giving others a chance to share with group 	<ul style="list-style-type: none"> - Asking for assistance - Giving others a chance to share with group - Accepting suggestions 	Without assistance
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FOURTH QUARTER

SOCIAL SKILLS (SOS): SOS.D. SELF AT WORK	LEVEL I	LEVEL II	LEVEL III
Entry Behaviour	Shows no sign to work	Works with the family	Works for the community
End Goal	Works with the family	Works for the community	Works harmoniously with others independently
SOS.D.1 Independence	Works on cooperative activities harmoniously Without constant supervision By <ul style="list-style-type: none"> - Listening attentively to instructions given - Sharing materials with members of the group 	Works on cooperative activities harmoniously Without supervision By <ul style="list-style-type: none"> - Sharing materials with members of the group - Assisting peers in tasks 	Volunteers self to work (independent tasks) Without supervision
SOS.D.2 Demonstrates how to follow orders or requests in SOS.D2.1 waiting for one's turn SOS.D2.2 listening attentively when somebody is talking SOS.D2.3 forming a line when passing in and out of a room	<ul style="list-style-type: none"> - through gestures 	<ul style="list-style-type: none"> - through given orders 	independently

Source: *Special Curriculum for the Mentally Handicapped, 1996*

COMMUNICATION SKILLS

	LEVEL I	LEVEL II	LEVEL III
I. LISTENING/RECEPTIVE SKILLS			
A. Basic Communication Behavior Entry Behavior	Shows no appropriate response to any stimuli	Gives simple verbal response/gestures with minimal prompting	Gives simple response independently
End Goal	Gives simple verbal response/gestures with minimal prompting	Gives simple response independently	Gives appropriate responses
	1. spontaneous eye contact <ul style="list-style-type: none"> 1.1 looks at the teacher's eye when spoken for at least 2 seconds 1.2 looks at the teacher while talking for at least 3 seconds 1.3 responds to his name when called 1.4 smiles when praised 1.5 approaches others when asked 	1. spontaneous eye contact <ul style="list-style-type: none"> 1.1 makes eye contact when requesting something from the teacher for at least 5 seconds 1.2. looks at the teacher's eye while talking and holds his gaze for at least 10 seconds 1.3 turns head when called 1.4 says "thank you" when praised 1.5 approaches others without discrimination 	1. spontaneous eye contact <ul style="list-style-type: none"> 1.1 makes eye contact in most places 1.2 looks at the teacher's eye while talking by holding his gaze all the time (when speaking and when spoken to) 1.3 responds to his name every time he is called 1.4 says "thank you" when praised 1.5 approaches others without being called
	2. cooperates with simple spoken requests <ul style="list-style-type: none"> 2.1 follows simple requests of the teacher in the classroom Example: Stand up. Sit down. Erase the blackboard. Get your pencil.	2. cooperates with simple spoken requests <ul style="list-style-type: none"> 2.1 follows simple requests of the teacher in other places Example: Put the shades down. Get a spoon in the kitchen	2. cooperates with simple spoken requests <ul style="list-style-type: none"> 2.1 follows simple requests in other places and with other people Example: Open the door. Set the table. Push the shopping cart.
	3. body movements <ul style="list-style-type: none"> 3.1 moves objects with both hands 3.2 picks up one object with both 	3. body movements <ul style="list-style-type: none"> 3.1 transfers small objects from one hand to the other 3.2 picks up more than one object 	3. body movement <ul style="list-style-type: none"> 3.1 transfer big and small objects from one hand to the other with ease

	hands	with dominant hand	3.2 picks up objects of various sizes and number with thumb and index fingers
	4. concentration span 4.1 looks at pictures or real objects the teacher holds for 2 – 3 seconds	4. concentration span 4.1 looks carefully at the objects the teacher is holding up for more than 3 seconds	4. concentration span 4.1 looks carefully and compares pictures or objects
	5. work habits 5.1 work attention 5.1.1 looks at work/material presented 5.1.2 works on material presented for a number of (seconds or minutes) with complete guidance	5. work habits 5.1 work attention 5.1.1 works on material presented for a minimum of 15 minutes with some guidance 5.1.2 works on material presented for more than 15 minutes with some guidance	5. work habits 5.1 work attention 5.1.1 works on material presented independently 5.1.2 works independently
	6. mouth positions 6.1 breathing 6.1.1 breathes in and out through mouth 6.1.2 breathes in and out through nose 6.1.3 inhales through the nose and exhales through the mouth 6.1.4 takes short, fast breaths (pants) 6.2 blowing 6.2.1 blows a strip of tissue paper hanging in front of child's mouth 6.2.2 blows small candle 6.2.3 blows a soap bubble pipe 6.2.4 blows bubbles	6. mouth positions 6.1 breathing 6.1.1 breathes in and out through mouth 6.1.2 breathes in and out through nose 6.1.3 inhales through the nose and exhales through the mouth 6.1.4 takes short, fast breaths (pants) 6.2 blowing 6.2.1 blows a strip of thick paper hanging in front of child's mouth 6.2.2 blows big candles 6.2.3 blows a soap bubble pipe 6.2.4 blows bubbles	6. mouth positions 6.1 breathing 6.1.1 breathes in and out through mouth 6.1.2 breathes in and out through nose 6.1.3 inhales through the nose and exhales through the mouth 6.1.4 takes short, fast breaths (pants) 6.2 blowing 6.2.1 blows a strips of paper from a distance 6.2.2 blows several candles of all sizes 6.2.3 blows bubbles

	<p>6.3 jaw movements</p> <p>6.3.1 opens the mouth wide saying “ahh”</p> <p>6.3.2 opens mouth wide and closes it</p> <p>6.3.3 moves jaws right and left (prompted by holding child’s lower jaw and moving it while teacher shows how)</p> <p>6.3.4 closes mouth so that front teeth are edge to edge (prompted by spreading child’s lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)</p> <p>6.4 lip movements</p> <p>6.4.1 makes lips round (prompted by putting teacher’s thumb and forefinger at the corners of the child’s moth and pushing the tips slightly toward the center) Example: long “o” and “u” sound</p> <p>6.4.2 sticks out the lips together like pouting (prompted by putting teacher’s thumb and forefinger near the corners of the child’s mouth and gently</p>	<p>6.3 jaw movements</p> <p>6.3.1 opens the mouth wide saying “ahh”</p> <p>6.3.2 opens mouth wide and closes it</p> <p>6.3.3 moves jaws right and left (prompted by holding child’s lower jaw and moving it while teacher shows how)</p> <p>6.3.4 closes mouth so that front teeth are edge to edge (prompted by spreading child’s lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)</p> <p>6.4 lip movements</p> <p>6.4.1 makes lips round (prompted by putting teacher’s thumb and forefinger at the corners of the child’s moth and pushing the tips slightly toward the center)</p> <p>6.4.2 sticks out the lips together like pouting (prompted by putting teacher’s thumb and forefinger near the corners of the child’s mouth and gently squeezing his lips together and out)</p> <p>6.4.3 spreads the lips wide apart with the teeth</p>	<p>6.3 jaw movements</p> <p>6.3.1 opens the mouth wide saying “ahh”</p> <p>6.3.2 opens mouth wide and closes it</p> <p>6.3.3 moves jaws right and left (prompted by holding child’s lower jaw and moving it while teacher shows how)</p> <p>6.3.4 closes mouth so that front teeth are edge to edge (prompted by spreading child’s lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)</p> <p>6.4 lip movements</p> <p>6.4.1 makes lips round (prompted by putting teacher’s thumb and forefinger at the corners of the child’s moth and pushing the tips slightly toward the center)</p> <p>6.4.2 sticks out the lips together like pouting (prompted by putting teacher’s thumb and forefinger near the</p>
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	<p>squeezing his lips together and out)</p> <p>6.4.3 spreads the lips wide apart with the teeth closed like a big grin prompted by spreading child's lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher's hand so that child's teeth are shut</p> <p>6.5 tongue movements</p> <p>6.5.1 moves tongue up and down and to the left and right</p> <p>6.5.2 moves tongue from side to side</p> <p>6.5.3 lifts tip of his tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift up his upper lip with his tongue or a tongue depressor</p> <p>6.5.4 chews, licks, and sucks (on large lollipops, pretzel sticks for practice on lip jaw and tongue movements</p>	<p>closed like a big grin prompted by spreading child's lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher's hand so that child's teeth are shut</p> <p>6.5 tongue movements</p> <p>6.5.1 moves tongue up and down and to the left and right</p> <p>6.5.2 moves tongue from side to side</p> <p>6.5.3 holds tongue still and flat in mouth</p> <p>6.5.4 lifts tip of his tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift up his upper lip with his tongue or a tongue depressor</p> <p>6.5.5 chews, licks, and sucks (on large lollipops, pretzel sticks for practice on lip jaw and tongue movements</p>	<p>corners of the child's mouth and gently squeezing his lips together and out)</p> <p>6.4.3 spreads the lips wide apart with the teeth closed like a big grin prompted by spreading child's lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher's hand so that child's teeth are shut</p> <p>6.5 tongue movements</p> <p>6.5.1 moves tongue up and down and to the left and right</p> <p>6.5.2 moves tongue from side to side</p> <p>6.5.3 holds tongue still and flat in mouth</p> <p>6.5.4 lifts tip of his tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift up his upper lip with his tongue or a tongue depressor</p> <p>6.5.5 chews, licks, and sucks on any food item independently</p>
B. Auditory Perception Entry Behavior	Receive different auditory stimuli but shows no appropriate response	Follows one – step commands	Follow two – step commands
End Goal	Follows one – step commands and	Follow two – step commands	Recalls commands in sequence and

	instruction		detail
	<p>1. Auditory Acuity</p> <p>1.1 listens to body sounds such as humming, coughing, giggling, laughing, crying, shouting, sneezing, yawning, snoring, heel tapping, whistling, whispering, finger – snapping, etc.</p> <p>1.2 responds functionally to:</p> <p>1.2.1 household sounds</p> <p>1.2.2 musical instruments</p> <p>1.2.3 animal sounds</p> <p>1.2.4 common toy sounds</p>	<p>1. Auditory Acuity</p> <p>1.1 listens to body sounds such as humming, coughing, giggling, laughing, crying, shouting, sneezing, yawning, snoring, heel tapping, whistling, whispering, finger – snapping, etc.</p>	<p>1. Auditory Acuity</p> <p>1.1 listens to body sounds such as humming, coughing, giggling, laughing, crying, shouting, sneezing, yawning, snoring, heel tapping, whistling, whispering, finger – snapping, etc.</p>
	<p>2. Auditory Discrimination</p> <p>2.1 identifies common specific sounds in the environment</p> <p>2.2 recognizes familiar sounds and imitates them</p> <p>2.3 identifies loud and soft sounds by pointing</p> <p>2.4 detects direction of specific sound by gesturing</p> <p>2.5 shows recognition of the voices of the immediate members of the family and his teacher</p>	<p>2. Auditory Discrimination</p> <p>2.1 identifies specific sounds on nature in the environment</p> <p>2.2 compares familiar sounds e.g. barking and crawling</p> <p>2.3 distinguishes between loud and soft sounds and other finer sounds by shaking head or clapping hands</p> <p>2.4 detects direction of specific sounds by pointing to where the sounds are</p> <p>2.5 identifies the voices of members of his family, teachers, and some of his classmates</p>	<p>2. Auditory Discrimination</p> <p>2.1 identifies common sounds as they naturally occur</p> <p>2.2 compares environmental sounds</p> <p>2.3 compares loud and soft sounds and other finer sounds by distinguishing low and high pitches thru verbal responses or by naming sounds heard</p> <p>2.4 detects direction of specific sounds by identifying the sound and its direction</p> <p>2.5 differentiates the voices of various people around him</p>
	<p>3. Auditory Decoding/Sequencing</p> <p>3.1 recognizes name when called by turning or by smiling</p> <p>3.2 shows various reactions such as smiling/laughing when</p>	<p>3. Auditory Decoding/Sequencing</p> <p>3.1 recognizes name when called or spoken to by standing up or verbally responding</p> <p>3.2 shows various reactions by</p>	<p>3. Auditory Decoding/Sequencing</p> <p>3.1 responds approximately in complete sentence when name is called such as “Yes” what is it?” or “Ano po?”, etc.</p>

	<p>happy or crying when sad, etc.</p> <p>3.3 repeats simple instruction through action as teacher demonstrates</p> <p>3.4 follows one – step commands by doing upon request, e.g. waving, nodding head, clapping hands, touching nose</p>	<p>verbally responding as “I am happy/sad”, etc.</p> <p>3.3 repeats simple instruction verbally and in action as teacher demonstrates</p> <p>3.4 comprehends two – step unrelated commands and performs motorically upon request, such as waving hand and stomping feet, or shaking head and running, etc.</p>	<p>3.2 recognizes emotions displayed by others</p> <p>3.3 repeats simple instruction verbally and in action as teacher verbally commands</p> <p>3.4 comprehends multiple – step unrelated commands and performs motorically upon request, such as “Put the pencil on the floor.; Open the door.; Walk around the room.”, etc.</p>
II. SPEAKING/EXPRESSIVE SKILLS			
A. Auditory – Vocal Memory Entry Behavior	Shows no verbal response or reaction to auditory stimuli	Repeats one – step instruction motorically	Follows verbal instructions verbally and motorically
End Goal	Repeats one – step instruction motorically	Follows verbal instructions verbally and motorically	Retains and recalls general auditory information
	1. makes a verbal response as a simple familiar word is expressed to the child	1. gives several verbal responses to a simple word expressed to the child	1. describes and relates all knowledge about a single word verbalized to the child
	2. verbally relates yesterday’s experience(s)	2. verbally relates yesterday’s experience and other experiences	2. verbally relates experience from the past and possible new experiences for future retrieval or use
B. Auditory Acuity Entry Behavior	Shows no verbal response or reaction to auditory stimuli	Repeats one – step instruction motorically	Follows verbal instruction verbally and motorically
End Goal	Repeats one – step instruction motorically	Follows verbal instruction verbally and motorically	Retains and recalls general auditory information
	1. auditory imitates single verbalization of what was 1.1 verbalized	1. auditorily imitates more than single verbalizations of what was 1.1 verbalized	1. repeats longer statements of what was auditorily heard precisely from 1.1 verbalized

	2. repeats motorically what was instructed such as tap on the desk, cough, laugh, clap, etc.	2. repeats motorically two – step instructions such as tap on the desk, cough, laugh, clap, etc.	2. verbally repeats verbal or auditory instructions given by teacher
			3. repeats and/or motorically recalls multiple step instructions such as tap on desk while coughing, clap hands twice then say “Hurrah”, etc.
III. READING/DECODING			
A. Sounds	Hears sounds environmentally	Identifies similar/dissimilar sounds	Differentiates similar/dissimilar consonant sounds
Entry Behavior			
End Goal	Identifies similar/dissimilar sounds	Differentiates similar/dissimilar consonant sounds	Discriminates position of consonant sounds
	1. identifies sounds heard from the environment	1. differentiates sounds heard from the environment and singles them out	1. discriminates sounds heard from the environment and singles them out according to: 1.1 loudness or softness 1.2 distance sound is heard
	2. imitates vowel sounds	2. imitates vowel sounds and produces specific speech sounds listened to	2. produces several specific speech sounds listened to
	3. imitates the following initial and final consonant sounds 3.1 initial – m, n, p, t, k, b, d, g, f, h, w, l, s, y, and r 3.2 final – m, n, p, t, d, f, s, and r	3. imitates the following initial and medial consonant sounds 3.1 initial – m, n, p, t, k, b, d, g, f, h, w, l, s, u, r, and z 3.2 medial – m, n, ng, p, k, d, b, g, f, h, w, s, y, r, and z	3. imitates the following initial, medial and final consonant sounds 3.1 initial – m, n, p, t, k, b, d, g, f, h, w, l, s, u, r, and z 3.2 medial – m, n, ng, p, k, d, b, g, f, h, w, s, y, r, and z 3.3 final – m, n, p, t, d, f, s, and r
B. General Vocabulary	Points to specific things, objects, persons familiar to the child	Names particular places, objects, things, persons, or animals	Describes particular places, objects, things, persons, or animals
Entry Behavior			
End Goal	Names particular places, objects, things, persons, or animals	Describes particular places, objects, things, persons, or animals	Converses with ease on particular subject matter, events, etc.

	1. signals needs and wants	1. verbally communicates needs and wants	1. verbally communicates needs and wants
	2. points to parts of the body when asked	2. verbalizes parts of the body when asked	2. verbalizes parts of the body in appropriate situations such as during self – help lessons, etc.
	3. says simple 2 – to 2-word greetings, such as hello, good morning, hi, etc.	3. says more complicated forms of greeting such as hello and how are you, or its such a fine day, don't you?, etc.	3. says more complicated forms of greeting sch as hello, how are you, or it's such a fine day, etc.
	4. uses common courteous expressions such as please, goodbye, sorry when asked to verbalize	4. uses common courteous expressions such as please, goodbye, sorry in appropriate situations	4. uses common courteous expressions such as please, goodbye, sorry in appropriate situations
	5. talks about oneself by 5.1 telling one's name 5.2 telling one's age 5.3 telling names of mother and father	5. talks about oneself and his immediate family by 5.1 telling one's name and age 5.2 telling the names of his immediate family	5. talks about oneself and his immediate family by 5.1 telling one's name and age 5.2 telling the names of his immediate family 5.3 describing oneself 5.4 describing his immediate family
	6. identifies common objects/animals 7.1 by pointing to the picture 7.2 by pointing to the actual object/animal 7.3 by verbally identifying object or animal	6. identifies common objects/animals 7.1 by verbally identifying object or animal 7.2 by grouping animals or objects with the same characteristics	6. identifies common objects/animals 7.1 by its similar and dissimilar characteristics 7.2 by its function
	7. answers basic questions in relation to self and others	7. answers questions in relation to 8.1 immediate experience 8.2 stories read	7. answers questions that need 8.1 reasoning 8.2 logical thinking 8.3 sequencing of events
	8. names people, places, objects/things and animals	8. gives important names of people, places, objects/things, and animals	8. differentiates proper and common nouns

	9. points to the objects/things with the basic primary colors	9. identifies the primary and secondary colors 10.1 by name 10.2 by their description	9. compares objects/things by their color, shape or size
	10. recites nursery rhymes and jingles with the teacher	10. recites nursery rhymes and jingles 11.1 with the teacher 11.2 with action	10. recites nursery rhymes and jingles independently

Source: *Special Curriculum for the Mentally Handicapped, 1996*

NUMERACY SKILLS

	(LEVEL I)	(LEVEL II)	(LEVEL III)
I. Object Discrimination Skills			
Entry Behavior	Identifies objects in his environment	Identifies objects in his environment <ul style="list-style-type: none"> - primary colors - three basic shapes - unmeasured size - unmeasured weight - unmeasured distance 	Discriminates objects by <ul style="list-style-type: none"> - their secondary colors - other shapes up to 5 sides - measured size - measured weight - measured height - measured distance -
End Goal	Identifies objects by their color, shape, size, weight, distance <ul style="list-style-type: none"> - primary colors - three basic shapes - unmeasured size - unmeasured weight - unmeasured distance 	Discriminates objects by <ul style="list-style-type: none"> - their secondary colors - other shapes up to 5 sides - measured size - measured weight - measured height - measured distance 	Applies concepts of <ul style="list-style-type: none"> - color - shape - size - weight - distance in everyday living
A. Colors	1. recognizes red/blue/yellow (primary colors) objects	1. recognizes secondary colors of green, orange, violet, etc.	1. names all the primary and secondary colors in his environment
	2. associates red, blue, yellow objects with <ol style="list-style-type: none"> 2.1 particular objects 2.2 objects commonly used by learners 2.3 objects found at home, in school, etc. 	2. associates secondary colored objects with <ol style="list-style-type: none"> 2.1 particular objects 2.2 objects commonly used by students 2.3 objects found at home, in school, etc. 	2. associates objects in the environment with all colors learned
	3. recognizes the primary colors of a particular object in a/an <ol style="list-style-type: none"> 3.1. environment 3.2 picture 3.3 scene 	3. recognizes secondary colors in a particular <ol style="list-style-type: none"> 3.1 picture 3.2 object 3.3 scene 	3. identifies specific colors in particular <ol style="list-style-type: none"> 3.1 picture 3.2 object 3.3 scene
B. Shapes	1. recognizes and names the following basic/figures/ shapes separately: <ol style="list-style-type: none"> 1.1 circle 	1. recognizes and names the following figures/shapes separately: <ol style="list-style-type: none"> 1.1 diamond 1.2 oblong/oval in concrete and 	1. identifies the different basic figures/shapes in concrete forms such as: <ol style="list-style-type: none"> 1.1 parts of the hat

	1.2 square 1.3 triangle 1.4 rectangle in concrete and outline form	true to life and practical situations	1.2 pieces of furniture 1.3 articles found at home, school, and work site
		2. names the four(4) basic figures/shapes associated to true – to life and practical situation separately in 2.1 concrete form 2.2 outline form 3. names objects that have the four (4) forms	2. names the five (5) basic figures/shapes associated in the environment or in a practical life situation separately in 2.1 concrete form 2.2 true – to – life situation 3. names objects that have the five (5) forms
	2. groups and sorts objects, pictures according to their shape	4. groups and sorts objects according to their shape (circle, square, triangle, oblong, etc.) thru matching cards	
	3. sorts objects/pictures/shapes according to the 4 basic shapes	5. sorts objects/pictures/shapes according to other shapes learned	4. sorts objects according to their shape and function
C. Size	1. identifies 1.1 big and small objects 1.2 long and short objects 1.3 tall and short objects	1. discriminates 1.1 big and small objects 1.2 long and short objects from pictures and concrete objects	
	2. selects from a set of 2.1 big and small objects 2.2 long and short objects		
	3. selects from a set of 3.1 big and small objects 3.2 heavy and light objects 3.3 long and short objects		
	4. sorts objects with similar sizes	2. sorts and groups pictures and objects with similar sizes	1. sorts objects according to their specific measurement

	5. differentiates weights of objects by any weighing scale indicator	3. differentiates lengths of objects using a standard indicator (such as ruler, tape measure, etc.) but without actual measurement	2. differentiates lengths of various objects by using standard indicators such as the ruler, tape measure, etc.
	6. puts objects side by side to differentiate long and short objects		
D. Weight	1. identifies heavy and light objects separately	1. identifies heavy and light objects in a set	1. identifies heavy and light objects using standardized scales for measuring weight
	2. differentiates heavy and light objects 2.1 by the use of his hands 2.2 by the use of a non-standardized scale	2. differentiates heavy and light objects individually with the use of standardized scales but without actual measurement	2. differentiates heavy and light objects by measuring their weights using standardized weighing scales
E. Distance	1. touches objects that are near and point to objects that are far	1. moves around to get/touch far and near objects in his environment	1. moves around to get/touch far and near objects in his environment from a specified distance
	2. places or puts objects 2.1 that are near to a farther area 2.2 from a far area to a nearer place	2. places or gets objects according to a specified distance	2. places or gets objects from a measured distance
	3. reaches out for objects that are near and those that are far		
	4. identifies and differentiates objects that are near and far	3. identifies and differentiates objects 3.1 in pictures 3.2 in the environment	
	5. groups objects that are near and those that are far	4. groups near and far objects according to their specific distances	3. groups far/near objects from their specific measured distance
II. Whole numbers Entry Behavior	Counts by rote up to 10	Recognizes numbers 0 to 10	Reads and writes numbers up to 50

End Goal	Recognizes numbers 0 to 10	Reads and writes numbers up to 50	Reads and writes numbers up to 100
	1. tells the number of objects in a given set of 0 to 10	1. tells the number of objects in a given set of 0 to 10; 11 to 50	1. tells the number of objects in a given set of 0 to 10; 11 to 50; and 51 to 100
		2. tells the number of objects in 2.1 a given set of 100 in 10s 2.2 a given set of 110 in 10s	2. tells the number of objects in a given set of 10 to 10, 11 to 50, and 51 to 100
	2. recognizes number 0 to 10	3. reads numbers 0 to 50	3. reads numbers 0 and above
	3. write the number of objects in a given set from 0 to 10	4. writes the number of objects in a given set from 0 to 50	4. writes the number of objects in a given set from 0 to 100
	4. arranges numbers 0 to 10 from the least to the greatest and vice – versa	5. arranges numbers 0 to 50 from the least to the greatest and vice - versa	
	5. reads number words 0 to 10	6. reads number words 0 to 50	
	6. matches number words 0 to 10 with 6.1 the numeral	7. matches number words 0 to 50 with 7.1 the numeral	
	7. counts 0 to 10 7.1 by rote 7.2 objects 7.3 pictures	8. counts 0 to 50 8.1 rote 8.2 objects 8.3 pictures	
	8. identifies the object at the right or left of a given set from its required numeral		
	9. identifies order of objects from the first to the fifth (ordinal)	9. identifies order of objects from the sixth to the tenth (ordinal)	
	10. tells the position of an object in a given set	10. tells the position of an object in a given set	5. tells the position of an object in a given set

	10.1 up/down 10.2 under/over 10.3 fist/last 10.4 high/low 10.5 inside/outside 10.6 before/after	10.1 up/down 10.2 under/over 10.3 fist/last 10.4 high/low 10.5 inside/outside 10.6 before/after	10.1 up/down 10.2 under/over 10.3 fist/last 10.4 high/low 10.5 inside/outside 10.6 before/after
	11. compares sets using more than or less than, equal and not equal, without the use of symbols and with values up to 10	11. compares sets and numerals using more than and less than, equal and not equal, using inequalities with values up to 50	6. compares numerals using more than and less than, equal and not equal, using inequalities
III. Mathematical Operations			
A. Addition			
Entry Behavior	Names number of objects in a given set of 10 or less	Solves picture problems with sums up to 10	Solves word problems with the sums up to 50
End Goal	Solves picture problems with sums up to 10	Solves word problems with the sums up to 50	Solves word problem with sums up to 100 and above
	1. adds up to sums of 10 1.1 concrete objects 1.2 pictures	1. adds up to sums of 50 1.1 concrete objects 1.2 pictures	1. adds with sums of over 50
	2. joins two sets or more to obtain sums of 10	2. joins two sets or more to obtain sums of 50	2. joins two sets or more to obtain sums of over 100
	3. illustrates rules in addition using sums up to 10 that 3.1 sum is not changed if order is not changed 3.2 any number added with 0 gives the same number	3. Illustrates rules in addition using sums up to 50 that 3.1 sum is not changed if order is not changed 3.2 any number added with 0 gives the same number	3. Illustrates rules in addition using sums over 50 that 3.1 sum is not changed if order is not changed 3.2 any number added with 0 gives the same number
	4. adds two 1 -digit numerals with sums of not more than 10 by: 4.1 using concrete objects 4.2 using stick diagrams 4.3 using fingers	4. adds two 1 to 2 -digit numerals with sums up to 50 in vertical and horizontal positions 4.1 without regrouping 4.2 with regrouping	4. adds 3 to 4 digit numerals with sums up to 100 in vertical and horizontal positions 4.1 without regrouping 4.2 with regrouping

	in vertical and horizontal positions without regrouping		
	5. adds several 1 – digit numerals with sums up to 10 in the 5.1 vertical position 5.2 horizontal position without regrouping	5. adds several 1 to 2 – digit numerals with sums up to 50 in the 5.1 vertical position 5.2 horizontal position with regrouping	5. adds several 3 to 4 – digit numerals with regrouping with sums over 100 in 5.1 vertical position 5.2 horizontal position
	6. transforms picture problems into number sentences up to 10 without regrouping	6. transforms word and picture problems into mathematical sentences up to 50 6.1 without regrouping 6.2 with regrouping	6. transforms word problems into equations with sums over 100 and using the given, problem, solution and final answer system
	7. identifies given in a word or picture problem	7. identifies given in a word or picture problem	7. identifies given in a word or picture problem
	8. solves picture problems in addition involving sums up to 10	8. solves picture problems in addition involving sums up to 50 with or without regrouping	8. solves picture problems in addition involving sums over 100 with or without regrouping
		9. Solves word problem involving addition	9. Solves word problem involving addition
B, Subtraction			
Entry behavior	Identifies the number of objects in a given set of 10	Solves picture problems with differences of 0 or less	Solves word problems with differences of 50 or less
End Goal	Solves picture problems with differences of 10 or less	Solves word problems with differences of 50 or less	Subtracts word problems with differences of 100 and above
	1. subtracts with differences up to 10 or less using 1.1 concrete objects 1.2 pictures	1. subtracts with differences up to 50 or less using 1.1 concrete objects 1.2 pictures	1. subtracts with differences of 100 and above

	2. uses picture stories to subtract differences of 10 or less	2. uses picture stories to subtract differences of 50 or less	
	3. shows the relationship of removing a subset from a given set of 10 or less	3. shows the relationship of removing a subset from a given set of 50 or less	2. shows the relationship of removing a subset from given sets of 100 or less
	4. illustrates rules in subtracting using differences of 10 or less that 1.1 subtraction is the inverse of addition 1.2 any number subtracted from 0 gives the same number	4. illustrates rules in subtracting using differences less than 50 that 1.1 subtraction is the inverse of addition 1.2 any number subtracted from 0 gives the same number	3. illustrates rules in subtracting using differences less than 100 that 1.1 subtraction is the inverse of addition 1.2 any number subtracted from 0 gives the same number
	5. subtracts two 1 – digit numerals with 10 or less by 5.1 using concrete objects 5.2 using stick diagrams 5.3 using fingers in vertical and horizontal positions without carrying over	5. subtracts two 1 to 2 – digit numerals with differences of 50 or less in vertical and horizontal positions 5.1 without borrowing 5.2 with borrowing	4. subtracts two 1 to 2 – digit numerals with differences of over 100 in vertical and horizontal positions 5.1 without carrying over 5.2 with carrying
	6. subtracts several 1 – digit numerals differences of 10 or less in the 6.1 vertical position 6.2 horizontal position without carrying over	6. subtracts several 1 to 2 – digit numerals differences of 50 or less in the 6.1 vertical position 6.2 horizontal position with borrowing	5. subtracts several 1 to 4 – digit numerals with carrying and with differences over 100 in 6.1 vertical position 6.2 horizontal position
	7. transforms picture problems into number sentences with 10 or less without regrouping	7. transforms word and picture problems into math sentences less than 50 7.1 without borrowing 7.2 with borrowing	
	8. identifies given in a word or picture problem	8. identifies given in a word or picture problem	6. identifies given in a word or picture problem
	9. solves picture problems in	9. solves picture problems in	7. solves picture problems in

	subtraction involving differences of less than 10	subtraction involving differences less than 50 with or without regrouping	subtraction involving differences over 100 with or without regrouping
		10. Solves word problem involving subtraction	8. Solves word problem involving subtraction
C. Multiplication Entry Behavior		Names number of objects in a given set	Solves word problems with products of 50 or less
End Goal		Solves word problems with products of 50 or less	Multiplies word problems with products of 100 and above
		<p>1. Comprehension of Multiplication</p> <p>1.1 Relates the union of two or more sets having the same number of elements with repeated addition</p> <p>1.2 Shows multiplication of whole numbers as repeated addition on the number line.</p> <p>1.3 Transforms addition sentence into a multiplication sentence</p> <p>1.4 Show that zero multiplied to any number is zero</p> <p>1.5 Solve simple word problems involving multiplication</p>	<p>1. Comprehension of Multiplication</p> <p>1.1 Shows multiplication of whole numbers as repeated addition on the number line.</p> <p>1.2 Transforms addition sentence into a multiplication sentence</p> <p>1.3 Show that zero multiplied to any number is zero</p> <p>1.4 Multiply 2-3 digit numbers by 1 digit numbers with or without regrouping</p> <p>1.5 Solve simple word problems involving multiplication</p>
D. Division Entry Behavior		Solves problems with differences and products of 50 or less	Illustrates division with quotient of 50 or less
End Goal		Illustrates division with quotient of 50 or less	Solves word problems with quotients of 100 and above
D. DIVISION		1. Comprehension of the division	1. Comprehension of the division

		process 1.1 shows division as repeated subtraction 1.2 Illustrate that division can be illustrated into a multiplication	process 1.1 Divides 2-3 digit by 1 digit numbers 1.1.1 without remainder 1.1.2 with remainder 1.2 Solve word problems involving division.
IV. Measurement			
A. Fractions			
Entry Behavior	Identifies the correct concept of whole numbers	Recognizes parts of a whole	Applies parts of a whole concept in daily living situations
End Goal	Recognizes parts of a whole	Applies parts of a whole concept in daily living situations	Adds and subtracts simple fractions
	1. identifies whole objects such as common fruits, basic geometric shapes, etc.	1. identifies other whole objects and shapes	1. identifies more whole objects and shapes
	2. identifies parts of concrete whole such as one – half (1/2)	2. identifies fractional parts of a whole from a concrete object such as 2.1 one – half (1/2) 2.2 one – third (1/3) 2.3 one – fourth (1/4)	2. identifies, reads and writes the following 7.1 $\frac{1}{2}$ 7.2 $\frac{1}{3}$ 7.3 $\frac{1}{4}$
		3. identifies fractional parts of a whole from a picture object such as 2.1 one – half (1/2) 2.2 one – third (1/3) 2.3 one – fourth (1/4)	3. identifies, reads, and writes fractional parts of a whole (1/5 and 1/10)
	3. identifies parts of a concrete whole such as one – fourth (1/4)	4. identifies fractional parts of an existing set such as 2.1 one – half (1/2) 2.2 one – third (1/3) 2.3 one – fourth (1/4)	4. identifies numerator as part of a whole
	4. shades part of a whole from a	5. identifies the numerator as part of a	5. identifies the denominator as the

	<p>picture such as</p> <p>5.1 one – half ($\frac{1}{2}$)</p> <p>5.2 one – fourth ($\frac{1}{4}$)</p>	whole	whole
	5. identifies and shades parts of a whole from existing sets up to 10 objects	6. identifies the denominator as the whole	6. differentiates the numerator from the denominator
		<p>7. reads and writes the following fractions</p> <p>7.1 $\frac{1}{2}$</p> <p>7.2 $\frac{1}{3}$</p> <p>7.3 $\frac{1}{4}$</p>	7. finds the fractional parts of objects
		<p>8. compares fractional parts of an unmeasured whole in</p> <p>8.1 concrete objects</p> <p>8.2 pictures</p> <p>8.3 existing sets in terms of size, weight, distance</p>	<p>8. compares fractional parts of a measured whole in</p> <p>8.1 concrete objects</p> <p>8.2 pictures</p> <p>8.3 existing sets in terms of size, weight, distance</p>
		9. adds fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$	9. adds fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{10}$
		10. subtracts fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$	10. subtracts fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{10}$
		<p>11. applies parts of a whole concept in the environment such as</p> <p>11.1 the number of hours spent working/playing in a day</p> <p>11.2 the number of cups, teaspoons in a recipe</p>	<p>11. applies the fractional parts of a whole in the environment such as</p> <p>11.1 $\frac{1}{4}$ of the hours spent working or playing</p> <p>11.2 $\frac{1}{2}$ of the 6 cups used in a recipe</p>
B. Calendar/Time Entry Behavior	Counts by rote	Tell time to the hour	Tells time by half and quarter of an hour

End Goal	Tell time to the hour	Tell time by half a quarter of an hour	Computes for time by adding and subtracting
	1. tells the days of the week	1. tells and sequences the days of the week	1. tells the specific day and date of a year
	2. sequences the days of the week	2. tells and sequences the months of the year	
	3. performs certain routines during the week such as 3.1 school days 3.2 day for prayer, etc.	3. observes certain occasions in a year such as 3.1 Christmas 3.2 Holy Week 3.3 Valentines Day	2. keeps regular schedules and special occasions in a year
		4. indicates the day of the week in which a given date in a month fall	3. indicates the day of the week in which a given date in a month fall
		5. computes for age in years	4. computes for exact age in years, months, and days
	4. tells parts of a clock as in the short and long hands	6. identifies the long and short hands of a clock as the hour and minute hands	
	5. tells time to the hour	7. tells time to the hour and minute	5. tells the time by the hour, minute and second
		8. tells time by half and quarter of an hour	6. computes for time by adding or subtracting the 6.1 hour 6.2 minute
C. Weight, Linear, Distance			
Entry behavior	Identifies objects in his environment	Identifies tools used for measurement	Identifies units of measurement for weight, height, distance and temperature
End Goal	Identifies tools used for measurement	Identifies units of measurement for	Measures weight, height, distance

	Change to:	weight, height, distance and temperature	and temperature using appropriate measuring implements
	1. differentiates objects/persons according to their weight and/or height without actual measurement	1. compares objects/persons in terms of their height, weight, temperature and/or distance without actual measurement	1. compares objects/persons in terms of their height, weight, temperature and/or distance without actual measurement
	2. differentiates objects/persons according to its distance and/or temperature without actual measurement	2. names units of measurement for 2.1 weight – kg., lb., etc. 2.2 height – inches, meters, etc. 2.3 distance – km, yd., etc. 2.4 temperature – degrees C or F	2. names and differentiates units of measurement for 2.1 weight – kg., lb., etc. 2.2 height – inches, meters, etc. 2.3 distance – km, yd., etc. 2.4 temperature – degrees C or F
	3. names tools used in measuring 3.1 weight – weighing scale 3.2 height – ruler, tape measure 3.3 distance – ruler, tape measure 3.4 temperature - thermometer	3. measures own weight and height	3. measures specific objects of persons for their 3.1 weight 3.2 height 3.3 distance 3.4 temperature
			4. compares objects/persons for their 4.1 weight 4.2 height 4.3 distance 4.4 temperature
V. Decimals/Money Entry Behavior	Recognizes number concepts from 0 - 10	Reads and writes money values from Php 1.00 to Php 10.00	Counts money bills and coins from Php 10.00 to Php 50.00
End Goal	Reads and writes money value from Php 1.00 to Php 10.00	Counts money bills and coins from Php 10.00 to Php 50.00	Computes for required money values
	1. reads and writes number thru 10	1. sorts and identifies Philippine coins: 1.1 Php 0.05	1. reads and writes numbers of 100 and above

		1.2 Php 0.10 1.3 Php 0.25 1.4 Php 1.00 1.5 Php 5.00 1.6 Php 10.00	
	2. sequences numbers 0 – 10 at random	2. sorts and identifies Philippine bills: 2.1 Php 20.00 2.2 Php 50.00 2.3 Php 100.00 2.4 Php 500.00 2.5 Php 1, 000.00	2. sequences numbers over 100 at random
	3. sorts Philippine coins: 3.1 Php 0.05 3.2 Php 0.10 3.3 Php 0.25 3.4 Php 1.00 3.5 Php 5.00 3.6 Php 10.00		3. sorts and identifies Philippine coins
		3. identifies using a combination of bills and coins for values less than or up to Php 50.00	4. sorts and identifies Philippine bills 4.1 Php 20.00 4.2 Php 50.00 4.3 Php 100.00 4.6 Php 500.00 4.7 Php 1, 000.00
	4. counts Php 1.00 coins with values up to Php 10.00		
	5. reads and writes money values from Php 1.00 to Php 10.00	4. reads and writes money values from Php 1.00 to Php 50.00	
	6. adds using the required number of coins up to Php 10.00 such as 6.1 Php 0.05 6.2 Php 0.10 6.3 Php 0.25 6.4 Php 1.00 6.5 Php 5.00 6.6 Php 10.00		5. counts using a combination of bills and coins for values over Php 100.00

			6. reads and writes money values over Php 100.00
		5. adds using the required number of coins and bills up to Php 50.00	7. adds using the required number of coins up to Php 100.00 such as 9.1 Php 0.05 9.3 Php 0.10 9.4 Php 0.25 9.5 Php 1.00 9.6 Php 5.00 9.7 Php 10.00
			8. adds using the required number of bills from Php 100.00 and over such as 10.3 Php 20.00 10.4 Php 50.00 10.5 Php 100.00 10.6 Php 500.00 10.7 Php 1, 000.00
			9. adds using a combination of bills and coins for amounts over Php 100.00
	7. Subtracts using the required number of coins up to Php 10.00 such as 7.1 Php 0.05 7.2 Php 0.10 7.3 Php 0.25 7.4 Php 1.00 7.5 Php 5.00 7.6 Php 10.00	6. subtracts using the required number of coins and bills up to Php 50.00 such as 10.1 Php 1.00 10.2 Php 10.00 10.3 Php 20.00 10.4 Php 5.00	10. subtracts using the required number of coins up to Php 100.00 such as 10.1 Php 0.05 10.2 Php 0.10 10.3 Php 0.25 10.5 Php 1.00 10.6 Php 5.00 10.7 Php 10.00
			11. subtracts using the required number of bills from Php 100.00 and over such as

			12.1 Php 20.00 12.2 Php 50.00 12.3 Php 100.00 12.4 Php 500.00 12.5 Php 1, 000.00
			12. subtracts using a combination of bills and coins for amounts exceeding Php 100.00
			13. finds the equivalent number of coins and bills to a specified amount
	8. solves simple picture/story problems using money with values up to Php 10.00	7. solves simple money problems involving 12.1 addition 12.2 subtraction	14. solves money problems involving 16.1 addition 16.2 subtraction 16.3 a combination of addition and subtraction

Source: *Special Curriculum for the Mentally Handicapped, 1996*

PRE – VOCATIONAL SKILLS

	LEVEL I	LEVEL II	LEVEL III
A. Hand Use Entry Behavior	Uses hands to work sparingly	Uses hands with minimum assistance	Performs work properly
End Goal	Uses both hands with minimum assistance	Works with both hands	Works independently
	1. demonstrates hand preference in eating	1. demonstrates a hand preference in doing play and work activities	1. demonstrates use of both hands in play and work activities
	2. identifies an object by feeling it	2. tells the attributes of an object by feeling it	2. distinguishes the attributes of two objects by feeling them
B. Manipulation Entry Behavior	Can use fingers	Uses fingers skillfully	Handles tools properly
End Goal	Uses fingers skillfully	Handles tools properly	Handles simple hand tools properly
	1. removes bottle cap from big sized bottle in 30 seconds	1. removes bottle cap from a medium – sized bottle in 20 seconds	1. removes bottle cap from small – sized bottle in 10 seconds
	2. turns doorknob 90 degrees with forearm rotation	2. turns doorknob 180 degrees with forearm rotation	2. turns doorknob 360 degrees with forearm rotation
	3. turns wind – up key 90 degrees in one turn	3. turns wind – up key 180 degrees in one turn	3. turns wind – up key 360 degrees in one turn
	4. unbuttons large buttons at least one inch in diameter	4. unbuttons large buttons at least one – half inch in diameter	4. unbuttons large buttons at least one - fourth inch in diameter
	5. buttons 1” diameter buttons	5. buttons 1/2” diameter buttons	5. buttons 1/4” diameter buttons
	6. holds a 1” diameter object in the palm of the hand and moves forward the object to pincer grasp w/out assistance from the other hand	6. holds a 1/2” diameter object in the palm of the hand and moves forward the object to pincer grasp w/out assistance from the other hand	6. holds a 1/4” diameter object in the palm of the hand and moves forward the object to pincer grasp w/out assistance from the other hand
	7. places paper clips on paper along the top edge of the paper	7. clips 2 pieces of paper together	7. clips 4 pieces of paper together

C. Bilateral Skills	Uses different kinds of string to bead things	Holds/ties objects with assistance	Practices holding/tying objects
Entry Behavior			
End Goal	Holds/ties objects with assistance	Practices holding/tying objects	Holds/tie object independently
	1. holds big bowl and stir with big spoon with clockwise motion	1. holds medium – sized bowl and stirs with tablespoon in counter – clockwise motion	1. holds small bowl and stirs with teaspoon in clockwise and counter – clockwise motion
	2. ties single knot	2. ties double knot	2. ties triple knot
	3. laces 2 holes in shoes	3. laces 4 holes in shoes	3. laces 6 holes in shoes
	4. folds 8 – ½” x 11” paper in half	4. folds 8 – ½ x 11” paper in four folds	4. folds 8 – ½” x 11” paper, in 8.1 eight folds 8.2 other paper folding designs
D. Tools use	Uses simple tools with maximum assistance	Uses simple tools properly	Practices using simple kitchen tools
Entry Behavior			
End Goal	Uses simple tools properly	Practices using simple kitchen tools	Uses kitchen tools independently
	1. transfers solid hard materials with a spoon such as 1.1 salt 1.3 rice 1.2 sugar 1.4 peas	1. transfers soft mixtures with a spoon such as: 1.1 gelatine 1.2 mayonnaise, etc.	1. transfers liquid substances with a spoon
	2. uses hand (pincer grasp) to transfer big objects	2. uses tongs to transfer medium – sized objects	2. uses pincers to transfer small objects
E. Work Attitude	Finishes Task	Finishes a certain task in a given time	Finishes tasks independently
Entry behavior			
End Goal	Finishes a certain task in a given time	Finishes tasks independently	Takes work orders properly
	1. recognizes personal belongings/materials/objects	1. keeps personal belongings/materials/objects in own place	1. discriminates one’s belongings and those of others

	2. tells one's own size of clothing	2. tells one's own size of 2.1 clothing 2.2 shoes 2.3 slippers	2. estimates sizes of other things
	3. eats packed lunch/snacks independently	3. chooses food from menu	3. writes order form and pays for order
	4. takes on one job responsibly 5.1 clearing the table 5.2 wiping the table	4 takes on two job responsibilities such as 5.1 putting out the materials and putting away the materials	4. takes on 3 or more job responsibilities such as 5.1 checking the attendance plus recording and filing
	5. drinks water and other liquid from a glass without spilling	5. fills a glass with water from the faucet without spillage	5. uses drinking fountain or facilities properly
	6. puts trash in the trash bin/basket	6. cleans up workplace and puts all trash in the trash bin/basket	6. cleans up workplace; puts all trash in the trash bin/basket and disposes garbage properly
	7. goes to the toilet without prompting	7. goes to the toilet independently such as pulling down and up undergarments/pants/ sits on the bowl, cleans up	7. uses the toilet properly such as flushing the toilet after use, dispose of tissue paper properly

Source: *Special curriculum for the Mentally Handicapped, 1996*

VOCATIONAL SKILLS

	LEVEL I	LEVEL II	LEVEL III
A. General Cleaning and Sanitation			
A.1 Janitorial Service			
Entry Goal	Cleans rooms properly	Cleans rooms/house using non-electrical tools systematically	Prepares self for outside work experience in janitorial services
End Goal	Cleans rooms/house using non-electrical tools	Prepares self for outside work experience in janitorial services	Works full time in sheltered or non – sheltered settings
	1. preparation <ul style="list-style-type: none"> 1.1 puts on work clothes assigned by teacher 1.2 gets materials/equipment needed for cleaning such as <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans 	1. preparation <ul style="list-style-type: none"> 1.1 gets work clothes from cabinet including gloves 1.2 identifies and gets cleaning equipment as needed, such as <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans -cleansing solution 1.3 jots down in checklist equipment taken out 1.4 checks from list of new stocks/supplies needed 	1. preparation <ul style="list-style-type: none"> 1.1 brings own work clothes and uses them during work hours 1.2 gets cleaning equipment appropriately and regularly such as <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans -cleansing solution 1.3 itemizes cleaning materials/equipment taken in checklist 1.4 prepares new stocks/bathroom supplies such as toilet paper, soap, towels, garbage bags, etc. 1.5 moves furniture properly
	2. actual work <ul style="list-style-type: none"> 2.1 doors, walls and ceiling <ul style="list-style-type: none"> 2.1.1 dusts, polishes and washes walls within reach 	2. actual work <ul style="list-style-type: none"> 2.1 doors, walls and ceilings <ul style="list-style-type: none"> 2.1.1 dusts and polishes walls and ceiling 2.1.2 soaps and rinses walls and ceilings 	2. actual work <ul style="list-style-type: none"> 2.1 doors, walls and ceiling <ul style="list-style-type: none"> 2.1.1 dusts, polishes, soaps and rinses walls and ceilings 2.2.2 scrubs and wipes walls/tiles and mirrors of rooms 2.1 floors <ul style="list-style-type: none"> 2.1.1 sweeps, waxes and

	<p>2.1 floors 2.1.1 sweeps, waxes and polishes the floors of a room</p> <p>2.3 urinals, sinks and bathtubs 2.3.1 soaps and rinses urinals 2.3.2 soaps and rinses sinks</p> <p>2.4 trash 2.4.1 disposes trash in garbage bins 2.4.2 returns trash cans into proper places</p>	<p>2.1 floors 2.1.1 sweeps, waxes and polishes several rooms 2.1.2 scrubs floors with soap</p> <p>2.3 urinals, sinks and bathtubs 2.3.1 soaps, scrubs and rinses urinals 2.3.2 soaps and rinses sinks</p> <p>2.4 trash 2.4.1 segregates trash by throwing them into properly labeled bins 2.4.2 washes trash cans</p>	<p>polishes 2.1.2 scrubs floors with soap 2.1.3 uses vacuum cleaner appropriately</p> <p>2.3 urinals, sinks and bathtubs 2.3.1 soaps, scrubs and rinses sinks, urinals and bathtubs 2.3.2 applies cleanser/muriatic acid 2.3.3 installs safety signs properly</p> <p>2.4 trash 2.4.1 segregates trash into separate bins for bottles, plastic, bottles and misc. 2.4.2 replaces trash bags</p>
	<p>3. cleaning up 3.1 collects all cleaning equipment used and returns to their storage places</p>	<p>3. cleaning up 3.1 cleans used equipment properly 3.2 itemize all cleaning equipment and records in inventory checklist</p>	<p>3. cleaning up 3.1 cleans used equipment properly 3.2 itemizes all cleaning equipment and records in inventory checklist 3.3 returns all equipment to proper storage areas 3.4 lists down all supplies/stocks needed for replenishment 3.5 changes bag of vacuum cleaner 3.6 re – aligns furniture</p>
	4. work experience	4. work experience	4. work experience

	<p>4.1 asks clarifications before proceeding with a task</p> <p>4.2 identifies criteria/state for acceptable performance</p>	<p>4.1 cleans several rooms without prodding</p> <p>4.2. checks work for acceptable performance</p> <p>4.3 works until the task is completed or it is time to quit</p>	<p>4.1 cleans all areas without prodding</p> <p>4.2 does all paper work independently</p> <p>4.3 maintains a high level of performance</p> <p>4.4 uses time and resources productively and efficiently</p>
A.2 Carpet, Rug and Upholstery			
Shampooing Service Skills			
Entry Goal	Cleans carpets and rugs	Cleans carpets and rugs	Prepares self for outside work experience in carpet, rug and upholstery services
End Goal	Cleans carpets and rugs	Prepares self for outside work experience in carpet, rug and upholstery services	Works full – time in sheltered or non – sheltered settings
	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 gets materials/equipment needed for cleaning such as</p> <ul style="list-style-type: none"> -broomstick -detergent -carpet brush -buckets 	<p>1. preparation</p> <p>1.1 gets work clothes from cabinet including gloves</p> <p>1.2 identifies and gets cleaning equipment when necessary such as</p> <ul style="list-style-type: none"> -broomstick -detergent -carpet brush -buckets -cleansing solution -vacuum cleaner <p>1.3 jots down in checklist equipment taken out</p> <p>1.4 checks from list of new stocks/supplies needed</p>	<p>1. preparation</p> <p>1.1 brings own work clothes and uses them during work hours</p> <p>1.2 gets cleaning equipment appropriately and regularly such as</p> <ul style="list-style-type: none"> -broomstick -detergent -carpet brush -buckets -cleansing solution -vacuum cleaner <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/shampoo supplies such as cleansing solution, carpet brushes, etc.</p> <p>1.5 moves furniture properly</p>

	<p>2. actual work</p> <p>2.1 chairs/sofas 2.1.1 wipes all chairs and sofas with dry rags</p> <p>2.2 carpet/rug 2.2.1 sweeps a small carpet or rug with a broomstick</p>	<p>2. actual work</p> <p>2.2 chairs/sofas 2.2.1 wipes all chairs and sofas with dry rags 2.2.2 launders all chair and sofa covers</p> <p>2.2 carpet/rug 2.2.1 sweeps a small carpet or rug with a broomstick 2.2.2 uses vacuum cleaner appropriately</p>	<p>2. actual work</p> <p>2.2 chairs/sofas 2.2.1 wipes all chairs and sofas with dry rags 2.2.2 launders all chair and sofa covers 2.2.3 applies cleansing solution to stains when necessary</p> <p>2.2 carpet/rug 2.2.1 sweeps a small carpet or rug with a broomstick 2.2.2 uses vacuum cleaner appropriately 2.2.3 applies cleansing solution to stains when necessary</p>
	<p>3. cleaning up 3.1 collects all equipment used and returns to their storage places</p>	<p>3. cleaning up 3.1 collects all garbage equipment used and returns to their storage places 3.2 itemizes all cleaning equipment and records in inventory checklist</p>	<p>3. cleaning up 3.1 collects all garbage equipment used and returns to their storage places 3.2 itemizes all cleaning equipment and records in inventory checklist 3.3 returns all equipment to proper storage areas</p>

			<p>3.4 lists down all supplies/stocks needed for replenishment</p> <p>3.5 re – aligns furniture</p>
		<p>4. work experience</p> <p>4.1 cleans several rooms without prodding</p>	<p>4. work experience</p> <p>4.1 cleans several rooms without prodding</p> <p>4.2 does all paper work independently</p>
A.3 Window Washing Services			
Entry Goal	Wipes windows	Wipes windows using newspaper	Prepares self for outside work experience in grounds maintenance and gardening service
End Goal	Wipes windows using newspaper	Prepares self for outside work experience in grounds maintenance and gardening services	Works full time in sheltered or non – sheltered settings
	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 gets materials/equipment needed for cleaning such as</p> <p>1.2.1 car windows – soapwater, old newspaper and dry rags</p> <p>1.2.2 house windows – soapwater, old newspaper, and dry rags</p>	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 identifies and gets materials/equipment needed for cleaning such as</p> <p>1.2.1 car windows – soapwater, old newspaper and dry rags</p> <p>1.2.2 house windows – soapwater, old newspaper, dry rags, window glaze/shine, etc.</p> <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/window supplies such as cleansing solution, window glaze/shine, etc.</p>	<p>1. preparation</p> <p>1.1 puts on work clothes</p> <p>1.2 identifies and gets materials/equipment appropriately and regularly for cleaning such as</p> <p>1.2.1 car windows – soapwater, old newspaper and dry rags</p> <p>1.2.2 house windows – soapwater, old newspaper, dry rags, window glaze/shine, etc.</p> <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/window supplies such as cleansing solution, window glaze/shine, etc.</p>
	2. actual work	2. actual work	2. actual work

	<p>2.1 car window cleaning services</p> <p>2.1.1 wipes windows of dust with old newspaper</p> <p>2.1.2 sprinkles soapwater on window</p> <p>2.1.3 wipes window dry with old newspaper</p> <p>2.1.4 shines using dry rags</p> <p>2.2 house windows</p> <p>2.2.1 wipes windows of dust with old newspaper</p> <p>2.2.2 wets windows spraying soapwater</p> <p>2.2.3 dries windows using old newspapers</p> <p>2.2.4 shines windows further using dry rags</p>	<p>2.1 car window cleaning services</p> <p>2.1.1 wets car windows using soapwater</p> <p>2.1.2 dries car windows using dry rag</p> <p>2.1.3 shines car windows using solution</p> <p>2.2 house windows</p> <p>2.2.1 wets windows spraying soapwater</p> <p>2.2.2 dries windows using dry rags</p> <p>2.2.3 shines windows using glaze/shine and dry rags</p>	<p>2.1 car window cleaning services</p> <p>2.1.1 wets car windows using soapwater and old newspaper</p> <p>2.1.2 dries car windows using dry rag</p> <p>2.1.3 shines car windows using window glaze/shine solution</p> <p>2.1.4 operates electronic car washing machine as in gas stations</p> <p>2.2 house windows</p> <p>2.2.1 wets windows spraying soapwater</p> <p>2.2.2 dries windows using old newspapers</p> <p>2.2.3 dries windows using dry rags</p> <p>2.2.3 shines windows using glaze/shine</p>
	<p>3. cleaning up</p> <p>3.1 collects all cleaning equipment used and returns to their storage places</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>3.3 returns all equipment to proper storage areas</p> <p>3.4 lists down all supplies/stocks needed for replenishment</p>
		<p>4. work experience</p> <p>4.1 cleans several windows without prodding</p> <p>4.2 Follows safety and hygiene rules</p>	<p>4. work experience</p> <p>4.1 cleans all windows without prodding</p> <p>4.2 does all paper work independently</p>

		4.3 Avoid substances or activities during and prior to work period that can diminish job performance and jeopardize safety.	4.3 dresses appropriately for work tasks 4.3 uses an electronic machine for washing car windows as in gas stations 4.4 shuts off all electrical equipment used
A.4 Ground Maintenance and Gardening Services			
Entry Goal	Sweeps the grounds and garden without direction	Sweeps the grounds with direction and repot plants from indoors to outdoors and vice versa	Prepares self for outside work experience in grounds maintenance and garden services
End Goal	Sweeps the grounds with direction and repot plants from indoors to outdoors and vice versa	Prepares self for outside work experience in grounds maintenance and garden services	Works full time in sheltered on non – sheltered setting
	<p>1. preparation</p> <p>1.1 puts on working clothes assigned by teacher</p> <p>1.2 gets materials/equipment needed for grounds maintenance and garden service such as broomstick, dustpan, rake, hoe, water bins, sprinkler, etc.</p>	<p>1. preparation</p> <p>1.1 puts on work clothes from cabinet including gloves</p> <p>1.2 identifies and gets materials/equipment when necessary for cleaning such as</p> <p>1.2.1 ground maintenance – rake, hoe, dustpan, waste bin</p> <p>1.2.2 garden maintenance – grass cutter, lawn mower, shovel, hoe, hose, etc.</p> <p>1.3 jots down in checklist equipment taken out</p> <p>1.4 checks from list new stocks/supplies needed</p>	<p>1. preparation</p> <p>1.1 brings own work clothes and uses them during work hours</p> <p>1.2 identifies and gets cleaning equipment appropriately and regularly such as</p> <p>1.2.1 ground/garden maintenance – rake, hoe, dustpan, waste bin</p> <p>1.2.2 garden maintenance – grass cutter, lawn mower, shovel, hoe, hose, fertilizer etc.</p> <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/window washing supplies such as cleansing solution, window glaze, etc.</p>
	<p>2. actual work</p> <p>2.1 grounds maintenance</p> <p>2.1.1 sweeps ground with broomstick</p>	<p>2. actual work</p> <p>2.1 grounds maintenance</p> <p>2.1.1 sweeps ground with broomstick</p>	<p>2. actual work</p> <p>2.1 grounds maintenance</p> <p>2.1.1 sweeps ground with broomstick</p>

	<p>2.2 garden maintenance</p> <p>2.1.1 removes weeds from grass/garden</p> <p>2.1.2 removes dead leaves from plants</p>	<p>2.1.2 gathers dirt with rake and hoe</p> <p>2.1.3 collects raked dirt in dustpan</p> <p>2.2 garden maintenance</p> <p>2.2.1 removes weeds from grass/garden</p> <p>2.2.2 mows the lawn with manual or electric lawn mower</p> <p>2.2.3 trims plants of dead leaves</p> <p>2.2.4 uses simple landscaping procedures in beautifying lawn</p>	<p>2.1.2 gathers dirt with rake and hoe</p> <p>2.1.3 collects raked dirt in dustpan</p> <p>2.2 garden maintenance</p> <p>2.2.1 removes weeds from grass/garden</p> <p>2.2.2 mows the lawn with manual or electric lawn mower</p> <p>2.2.3 trims plants of dead leaves</p> <p>2.2.4 uses simple landscaping procedures in beautifying lawn</p> <p>2.2.5 transfers plants from pot to garden and vice versa</p> <p>2.2.6 applies fertilizer when needed</p>
	<p>3. cleaning up</p> <p>3.1 collects all cleaning equipment used and returns to their storage places</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>4. work experience</p> <p>4.1 recognizes and avoids hazards.</p> <p>4.2 adapts to changes in routine</p> <p>4.3 checks work for quality</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>3.3 returns all equipment to proper areas</p> <p>3.4 lists down all supplies/stocks needed for replenishment</p> <p>4. Work experience</p> <p>4.1 demonstrates stamina and work endurance by staying on task</p> <p>4.2 meets demands for quality work</p>

B. Fast food Service Skills			
B.1 Bus boy Service Entry Goal	Prepares own table space in school	Clears the whole table in school systematically	Prepares self for outside work experience in busboy services
End Goal	Clears the whole table in school	Prepares self for outside work experience in busboy services	Works full time in sheltered or non – sheltered settings
	1. preparation <ul style="list-style-type: none"> 1.1 puts on working clothes assigned by teacher 1.2 gets materials/equipment needed for fastfood service such as dish rags, placemats, forks, etc. 1.3 places placemat on table space in school 1.4 sets table with spoon, fork, knife, napkin, etc. 	1. preparation <ul style="list-style-type: none"> 1.1 puts on working clothes from cabinet including gloves 1.2 identifies and gets cleaning equipment when necessary such as sanitized wet dish rags, dry dish rags, table utensils, condiments, ashtrays, napkins, etc. 1.3 places placemat own table space in school 1.4 sets own table with spoon, fork, knife, napkin, etc. 1.5 puts placemats on the whole table 1.6 sets each table space with spoon, fork, knife, napkin, etc. 	1. preparation <ul style="list-style-type: none"> 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets cleaning equipment appropriately and regularly such as sanitized wet dish rags, dry dish rags, table utensils, condiments, ashtrays, napkins, etc. 1.3 puts placemats on restaurant/canteen tables 1.4 sets each table space with spoon, fork, knife, napkin, etc. 1.5 prepares all equipment needed for cleaning tables
	2. actual work <ul style="list-style-type: none"> 2.1 removes own utensils from table 2.2 sets table again for reuse 2.3 sets the whole table 2.4 removes all utensils used from table 	2. actual work <ul style="list-style-type: none"> 2.1 sets a school/canteen table 2.2 sets a restaurant table 2.3 removes all utensils used from table 2.4 refills condiment containers 2.5 refills napkin containers 2.6 changes tablecloth 2.7 empties ashtrays and replaces with clean ones 2.8 sanitizes tables and chairs 2.9 puts all used utensils in sink 2.10 throws all dirt/trash in bins 2.11 puts all leftover food in food 	2. actual work <ul style="list-style-type: none"> 2.1 removes all utensils used from table 2.2. refills all condiment containers without spillage 2.3 refills napkin containers 2.4 changes tablecloth 2.5 empties ashtrays and replaces with clean cloth 2.6 sanitizes tables and chairs 2.7 classifies all used utensils in sink without breakage 2.8 uses a dishwasher and dryer properly

		bins for animals	2.9 throws all dirt/trash in bins 2.10 puts all leftover food in food bins for animals
	<p>3. cleaning up</p> <p>3.1 cleans table of all dishes, utensils and food scraps</p> <p>3.2 wipes table with wet dish rags if without table cloth and dry dish rag if with table cloth</p> <p>3.3. changes table cloth with new ones when necessary</p>	<p>3. cleaning up</p> <p>3.1 cleans table and sorts utensils and leftover food in cart</p> <p>3.2 wipes school/canteen table with wet and sanitized dish rag</p> <p>3.3 wipes school/canteen table with dry dish rag</p> <p>3.4 wipes restaurant table with wet and sanitized dish rag</p> <p>3.5 wipes restaurant table with dry dish rag</p> <p>3.6 cleans equipment properly</p>	<p>3. cleaning up</p> <p>3.1 sorts utensils and leftover food in cart</p> <p>3.2 wipes school/canteen table with wet and sanitized dish rag</p> <p>3.3 wipes school/canteen table with dry dish rag</p> <p>3.4 wipes restaurant table with wet and sanitized dish rag</p> <p>3.5 wipes restaurant table with dry dish rag</p> <p>3.6 shuts off all appliances used such as the dishwasher and dryer</p>
		<p>4. work experience</p> <p>4.1 cleans all tables without prodding</p> <p>4.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>4.3 acknowledges and corrects mistakes.</p> <p>4.4 eats at assigned time and with appropriate manners</p>	<p>4. work experience</p> <p>4.1 cleans all tables without prodding</p> <p>4.2 does all paper work independently</p> <p>4.3 uses an electronic machine for washing utensils such as dryers and dishwashers</p> <p>4.4 shuts off all electrical equipment used</p>
B.2 Food Attendant of Kitchen			
Helper for Self Service			
Entry Goal	Prepares own food for each meal	Prepares ingredients for simple recipes and cleans immediate area	Prepares self for outside work experience in food attending services

End Goal	Prepares ingredients for simple recipes and cleans immediate area	Prepares self for outside work experience in food attending services	Works full time in sheltered on non – sheltered settings
	1. preparation <ul style="list-style-type: none"> 1.1 puts on work clothes assigned by teacher 1.2 brings out food from lunch box 1.3 separates rice from viands 	1. preparation <ul style="list-style-type: none"> 1.1 gets work clothes from cabinet including gloves 1.2 identifies and gets food preparation equipment 1.3 wipes all counters with sanitized dish rags 1.4 prepares all utensils to be used 1.5 brings out food or vegetable ingredients from ice box 1.6 puts food or vegetable ingredients in the counter 1.7 segregates meat and vegetables 	1. preparation <ul style="list-style-type: none"> 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets food preparation equipment properly 1.3 itemizes food preparation materials/equipment taken out in an inventory checklist 1.4 wipes all counters with sanitized dish rags 1.5 prepares all utensils to be used 1.6 brings out foo or vegetable ingredients from ice box 1.7 puts food or vegetable ingredients in the counter 1.8 segregates meat and vegetables 1.9 prepares new stocks needed for food preparation (for certain menus) for the next day
	2. actual work <ul style="list-style-type: none"> 2.1 sorts meat from vegetables 2.2 sorts dry goods from wet goods 2.3 sorts canned goods 	2. actual work <ul style="list-style-type: none"> 2.1 sorts meat from vegetables 2.2 sorts dry goods from wet goods from the boxes/crates 2.3 sorts canned goods from crates/boxes 2.4 puts price tags on goods 2.5 sorts goods on shelves/freezer 	2. actual work <ul style="list-style-type: none"> 2.1 checks number of items or goods upon delivery 2.2 stacks stocks in stockroom or storeroom 2.3 sorts meat from vegetables 2.4 sorts dry goods from wet goods from the boxes/crates 2.5 sorts canned goods from crates/boxes 2.6 puts price tags/labels on goods

			<p>2.7 sorts goods on shelves/freezer</p> <p>2.8 stacks items on shelves of department store/supermarket</p>
	<p>3. cleaning up</p> <p>3.1 returns goods in the boxes/crates</p>	<p>3. cleaning up</p> <p>3.1 wipes all counters of dust</p> <p>3.2 cleans and returns used equipment properly</p>	<p>3. cleaning up</p> <p>3.1 wipes all counters of dust</p> <p>3.2 cleans and returns used equipment properly</p>
		<p>4. work experience</p> <p>4.1 cleans all shelves of dust without prodding</p> <p>4.2 itemizes all stocks and records in inventory checklist</p> <p>4.3 returns all equipment used</p> <p>4.4 uses restrooms appropriately</p> <p>4.5 recognize and dispose of spoiled food</p>	<p>. work experience</p> <p>4.1 cleans all shelves of dust without prodding</p> <p>4.2 does all paper work independently</p> <p>4.3 checks inventory or stocks against delivery receipts</p> <p>4.4 lists stocks needed for replenishment</p> <p>4.5 returns all equipment used</p> <p>4.6 acts and manage self appropriately during break time</p>
B.4 Dishwasher			
Entry Behavior	Prepares own food for each meal	Cleans up work area after washing food containers	Prepares self for outside work experience in food attending services
End Goal	Cleans up work area after washing food containers	Prepares self for outside work experience in food attending services	Works full time in sheltered or non – sheltered settings
	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 brings lunch box</p>	<p>1. preparation</p> <p>1.1 gets work clothes from cabinet including gloves</p> <p>1.2 gets materials/equipment needed for washing dishes such as soap, sponge, dish rag, etc.</p>	<p>1. preparation</p> <p>1.1 brings own work clothes and uses them during work hours</p> <p>1.2 identifies and gets dishwashing equipment including machine</p> <p>1.3 gets materials/equipment needed for washing</p>

	<p>2. actual work</p> <ul style="list-style-type: none"> 2.1 wipes off oil from lunch box containers and rinses with warm water 2.2 uses sponge to soap food container 2.3 rinses with tap water 2.4 wipes dry with clean, sanitizes dish rag 	<p>2. actual work</p> <ul style="list-style-type: none"> 2.1 puts all dirty dishes in sink 2.2 sorts dishes and utensils 2.3 removes leftover food from dishes and utensils using warm water 2.4 uses sponge to soap dishes and utensils 2.5 wipes dry with clean, sanitized dish rags 	<p>2. actual work</p> <ul style="list-style-type: none"> 2.1 puts all dirty dishes in sink 2.2 sorts dishes and utensils 2.3 scrape off leftover food/solid particles from dishes using scrap trays 2.4 rinses in running water utensils such as glassware, silverware, plates, etc. 2.5 soaps glassware first followed by silverware and finally, chinaware 2.6 rinses with tap water 2.7 wipes dry with clean, sanitized dish rag 2.8 stacks glassware, silverware and chinaware on shelves 2.9 scrubs cookware and trays 2.10 rinses cookware with tap water 2.1 dries cookware
	<p>3. cleaning up</p> <ul style="list-style-type: none"> 3.1 returns lunch box containers in lunch bag 	<p>3. cleaning up</p> <ul style="list-style-type: none"> 3.1 returns all dishes and utensils in dish racks and cabinets 3.2 soaps sink and counters 3.3 wipes dry sink and counters with sanitized dish rags 	<p>3. cleaning up</p> <ul style="list-style-type: none"> 3.1 returns all dishes and utensils in dish racks and cabinets 3.2 soaps sinks and counters
		<p>4. work experience</p> <ul style="list-style-type: none"> 4.1 cleans sink and counters of dust without prodding 4.2 itemizes all stocks and records in inventory checklist 	<p>4. work experience</p> <ul style="list-style-type: none"> 4.1 cleans sink and counters of dust without prodding 4.2 does all paper work independently 4.3 checks inventory or stocks against actual number and kind of dishes and utensils 4.4 lists stocks needed for replenishment

			4.5 returns and classifies all equipment used according to kind
C. Industrial Skills			
Supermarket/Department Store Service Skills			
Entry Goal	Identifies basic food and store items	Sorts items that are non – consumable and non- breakable	Prepares elf for outside work experience in small store services
End Goal	Sorts items that are non – consumable and non- breakable	Prepares elf for outside work experience in small store services	Works full time in sheltered or non – sheltered settings
	1. preparation 1.1 puts on work clothes assigned by teacher	1. preparation 1.1 gets work clothes from cabinet including gloves 1.2 gets materials/equipment needed for stocking/stacking such as price tag machine, etc. and for bagging such as plastic bags, etc.	1. preparation 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets department store/supermarket equipment properly 1.3 gets materials/equipment needed for stocking/stacking such as price tag machine, sealer, etc. 1.4 itemizes supermarket/department store materials/equipment taken checked out in inventory
	2. actual work 2.1 sorts objects according to size 2.2 sorts objects according to color 2.3 sorts objects according to shape 2.4 sorts objects according to kind 2.5 stacks objects according to the above requirements 2.6 sorts forms alphabetically 2.6 pastes labels or tags on objects or boxes	2. actual work 2.1 sorts meat from vegetables 2.2 sorts dry goods from wet goods 2.3 sorts canned goods from crates/boxes 2.4 puts price tags on goods 2.5 sorts goods on shelves/freezer 2.6 puts goods on plastic/paper bags 2.7 seals small bags with the use of stapler/scotch tape	2. actual work 2.1 checks number of items or goods upon delivery 2.2 stacks stocks in stockroom or storeroom 2.3 sorts meat from vegetables 2.4 sorts dry goods from wet goods 2.5 sorts canned goods from crates/boxes 2.6 puts price tags on goods 2.7 sorts goods on

			<ul style="list-style-type: none"> shelves/freezer 2.8 puts dry and wet goods on plastic/paper bags 2.9 separates detergent equipment from consumable items in bags 2.10 locates goods that have no price tags from store aisles for correct pricing 2.11 seals small bags with the use of <ul style="list-style-type: none"> stapler scotch tape electric sealer 2.12 ties bags with straw or string 2.13 loads and unloads bags in pushcarts 2.14 collects carts and returns them to proper designated areas
	<ul style="list-style-type: none"> 3. cleaning up <ul style="list-style-type: none"> 3.1 returns all materials/equipment used in shelves 	<ul style="list-style-type: none"> 3. cleaning up <ul style="list-style-type: none"> 3.1 wipes all counters of dust 3.2 cleans and returns used equipment properly 	<ul style="list-style-type: none"> 3. cleaning up <ul style="list-style-type: none"> 3.1 wipes all counters of dust 3.2 cleans and returns used equipment properly
		<ul style="list-style-type: none"> 4. work experience <ul style="list-style-type: none"> 4.1 cleans all counters regularly and without prodding 4.2 itemizes all stocks and records in inventory checklist 4.3 returns all equipment used 4.4 makes decisions and selects alternatives for a given situation 4.5 consults with appropriate person 	<ul style="list-style-type: none"> 4. work experience <ul style="list-style-type: none"> 4.1 cleans all counters regularly and without prodding 4.2 does all paper work independently 4.3 checks inventory or stocks against delivery receipts 4.4 lists stocks/stacking materials needed for replenishment 4.5 returns all equipment used in their respective cabinets or

		4.6 reads labels of poisonous substances	storage areas 4.6 lists safety rules for use of electrical outlets and cords
C.2 Hotel/Motel Service Skills (Housekeeping)			
Entry Goal	Identifies own clothes	Folds and keeps own clothes or linen in their respective cabinets	Prepares self outside work experience in janitorial services
End Goal	Folds and keeps own clothes or linen in their respective cabinets	Prepares self outside work experience in small store services	Works full time in sheltered or non – sheltered settings
	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 gets materials/equipment needed for cleaning such as</p> <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans 	<p>1. preparation</p> <p>1.1 gets work clothes from cabinet including gloves</p> <p>1.2 identifies and gets cleaning /equipment when necessary such as</p> <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans -cleansing solution <p>1.3 jots down in checklist equipment taken out</p> <p>1.4 checks from list new stocks/supplies needed</p>	<p>1. preparation</p> <p>1.1 brings own work clothes and uses them during work hours</p> <p>1.2 identifies and gets cleaning /equipment when necessary such as</p> <ul style="list-style-type: none"> -mops and buckets -brooms -rags -garbage cans -cleansing solution <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/bathroom supplies such as toilet paper, soap, towels, garbage bags, etc.</p> <p>1.5 moves furniture appropriately</p>
	<p>2. actual work</p> <p>2.1 identifies kinds of clothes</p> <p>2.2 identify kinds of linen</p> <p>2.3 separates dark colored clothes from light colored ones</p> <p>2.4 folds clothes properly and correctly</p> <p>2.5 folds linens properly and correctly</p>	<p>2. actual work</p> <p>2.1 folds clothes properly</p> <p>2.2 returns or hangs clothes in cabinet</p> <p>2.3 folds bedsheets, blankets, etc.</p> <p>2.4 props pillow covers, bedsheets, etc.</p> <p>2.5 sweeps, waxes, and polishes several rooms</p>	<p>2. actual work</p> <p>2.1 removes/replaces bedding, pillow cases, blankets, etc.</p> <p>2.2 spreads and folds edges or corners of beddings and blankets</p> <p>2.3 puts all dry linen and clothes of the laundry hamper</p> <p>2.4 transfers dirty linen to</p>

	<p>2.6 identifies various kinds of rooms</p> <p>2.7 knows the functions of these rooms</p> <p>2.8 sweeps the rooms in any direction</p> <p>2.9 wipes the floor with a mop</p> <p>2.10 dries the mop in a bucket</p> <p>2.11 wipes the furniture with dry rags</p> <p>2.12 throws trash in garbage bins</p> <p>2.13 wipes the bathroom/comfort rooms dry using a mop</p>	<p>2.6 scrubs floor with soap</p> <p>2.7 dusts and polishes walls and ceilings</p> <p>2.8 soaps and rinses walls and ceilings</p> <p>2.9 segregates trash by throwing them in properly labeled bins</p> <p>2.10 washes trash cans</p> <p>2.11 refills trash cans with trash bags</p> <p>2.12 soaps and rinses bathtubs and toilet bowls</p>	<p>laundry vat/bin</p> <p>2.5 sweeps, waxes, and polishes several rooms systematically</p> <p>2.6 vacuums carpet</p> <p>2.7 dusts and polishes walls and ceilings systematically</p> <p>2.8 soaps and rinses walls and ceilings when needed</p> <p>2.9 empties trash bins</p> <p>2.10 refills trash cans with trash bags</p> <p>2.11 soaps and rinses bathtubs/toilet bowls</p> <p>2.12 replenishes bathroom toiletries including towels</p>
	<p>3. cleaning up</p> <p>3.1 returns used equipment in proper storage areas</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>3.3 returns all equipment to proper storage areas</p>	<p>3. cleaning up</p> <p>3.1 cleans used equipment properly</p> <p>3.2 itemizes all cleaning equipment and records in inventory checklist</p> <p>3.3 returns all equipment to proper storage areas</p> <p>3.4 lists down all supplies/stocks needed for replenishment</p> <p>3.5 changes bag of vacuum cleaner</p> <p>3.6 re – aligns furniture</p>
		<p>4. work experience</p> <p>4.1 cleans several rooms/areas without prodding</p> <p>4.2 itemizes all stocks and records in inventory checklist</p> <p>4.3 returns all equipment used to proper storage areas</p> <p>4.4 takes initiative to perform related or non-assigned tasks</p>	<p>4. work experience</p> <p>4.1 cleans all areas without prodding</p> <p>4.2 does all paper work independently</p> <p>4.3 checks inventory of stocks against actual number and kind of linen</p> <p>4.4 lists stocks needed for</p>

		4.5 Identify non-assigned tasks that one is able to perform	replenishment 4.5 returns and classifies all equipment used according to kind 4.6 performs non-assigned tasks during appropriate times
C.3 Factory Service Skills			
Entry Behavior	Identifies objects	Sorts and returns materials/items according to required quality	Prepares self for outside work experience in factory service skills
End Goal	Sorts and returns materials/items according to required quality	Prepares self for outside work experience in factory service skills	Works full time in sheltered or non – sheltered settings
	1. preparation 1.1 puts on work clothes assigned by teacher	1. preparation 1.1 gets work clothes from cabinet including gloves 1.2 gets materials/equipment needed for sorting such as boxes of plastic containers, etc.	1. preparation 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets factory equipment properly 1.3 gets materials/equipment ape, needed for packing/repacking such as packing tape, labels/tags, etc. 1.4 itemizes packing materials/equipment taken out in an inventory checklist
	2. actual work 2.1 sorts objects according to size 2.2 sorts objects according to color 2.3 sorts objects according to shape 2.4 sorts objects according to kind 2.5 sorts objects according to quality	2. actual work 2.1 sorts materials according to size 2.2 sorts materials according to color 2.3 sorts martials according to shape 2.4 sorts materials according to kind 2.5 sorts materials according to quality 2.6 sorts materials according to texture	2. actual work 2.1 checks number of items or goods upon delivery 2.2 stacks stocks in stockroom or storeroom 2.3 sorts stock according to requirement 2.4 weighs dry or powdered materials 2.5 measures liquid materials 2.6 fills various containers such as paper bags, plastic bags, sachets, bottles, etc. without

		<ul style="list-style-type: none"> 2.7 sorts materials according to requirement 2.8 pours dry or powdered materials in appropriate containers 2.9 fits various containers with materials that are not messy 2.10 seals plastic or paper bags with the use of staplers 	<ul style="list-style-type: none"> spillage and with enough speed 2.7 seals containers and/or bags using packing tape 2.8 places stocks in conveyor 2.9 stacks stocks in storeroom
	<ul style="list-style-type: none"> 3. cleaning up 3.1 returns all materials/equipment used in proper storage areas 	<ul style="list-style-type: none"> 3. cleaning up 3.1 wipes all work areas of dust 3.2 cleans and returns used equipment properly in storage areas 	<ul style="list-style-type: none"> 3. cleaning up 3.1 wipes all work areas of dust 3.2 cleans and returns used equipment properly in storage areas
		<ul style="list-style-type: none"> 4. work experience 4.1 cleans all work areas regularly and without prodding 4.2 itemize all stocks and records in inventory checklist 4.3 returns all equipment used 4.4 follows required work routine changes. 4.5 walks safely on wet surfaces 	<ul style="list-style-type: none"> 4. work experience 4.1 cleans all work areas regularly and without prodding 4.2 does all paper work independently 4.3 checks inventory or stocks against delivery receipts 4.4 lists stocks needed for replenishment 4.5 returns all equipment used 4.6 follows procedures for unexpected downtime or breaks in a work day. 4.7 accepts changes in routines without extreme behavior
D. Agriculture Skills			
D.1 Field or Plant Nursery Aids			
Entry Behavior	Waters plants	Removes weeds	Prepares self for outside work experience in field/pant nursery aid skills
End Goal	Removes weeds	Prepares self for outside work	Works full time in sheltered or non –

		experience in field/pant nursery aid skills	sheltered settings
	<p>1. preparation</p> <p>1.1 puts on work clothes assigned by teacher</p> <p>1.2 gets materials/equipment needed for ground maintenance and garden service such as broomstick, dustpan, rake, hoe, waste bins, sprinkler, etc.</p>	<p>1. preparation</p> <p>1.1 gets work clothes from cabinet including gloves</p> <p>1.2 identifies and gets cleaning equipment when necessary such as</p> <p>1.2.1 ground maintenance – rake, hoe, dustpan, waste bin</p> <p>1.2.2 garden maintenance – grass cutter, lawn mower, shovel, hoe, hose, etc.</p> <p>1.3 jots down in checklist equipment taken out</p> <p>1.4 checks from list new stocks/supplies needed</p>	<p>1. preparation</p> <p>1.1 brings own work clothes and uses them during work hours</p> <p>1.2 identifies and gets cleaning equipment appropriately and regularly such as</p> <p>1.2.1 ground maintenance – rake, hoe, dustpan, waste bin</p> <p>1.2.2 garden maintenance – grass cutter, lawn mower, shovel, hoe, hose, etc.</p> <p>1.3 itemizes cleaning materials/equipment taken out in an inventory checklist</p> <p>1.4 prepares new stocks/cleaning equipment</p>
	<p>2. actual work</p> <p>2.1 ground maintenance</p> <p>2.1.1 sweeps ground with broomstick</p> <p>2.2 garden maintenance</p> <p>2.2.1 removes weeds from grass/garden</p> <p>2.2.2 removes dead leaves from plants</p>	<p>2. actual work</p> <p>2.1 ground maintenance</p> <p>2.1.1 sweeps ground with broomstick</p> <p>2.1.2 gathers dirt with rake and hoe</p> <p>2.1.3 collects raked dirt in dustpan</p> <p>2.2 garden maintenance</p> <p>2.2.1 removes weeds from grass/garden</p> <p>2.2.2 mows the lawn with manual or electric lawn mower</p> <p>2.2.3 trims plants of dead leaves</p> <p>2.2.4 loosens the soil using the spade</p>	<p>2. actual work</p> <p>2.1 ground maintenance</p> <p>2.1.1 sweeps ground with broomstick</p> <p>2.1.2 gathers dirt with rake and hoe</p> <p>2.1.3 collects raked dirt in dustpan</p> <p>2.2 garden maintenance</p> <p>2.2.1 removes weeds from grass/garden</p> <p>2.2.2 mows the lawn with manual or electric lawn mower</p> <p>2.2.3 trims plants of dead leaves</p> <p>2.2.4 uses simple landscaping</p>

		2.2.5 uses simple landscaping procedures in beautifying lawn	procedures in beautifying lawn 2.2.5 transfers plants of dead leaves 2.2.6 applies fertilizer when needed
	3. cleaning up 3.1 collects all cleaning equipment used and returns to their storage places	3. cleaning up 3.1 cleans used equipment properly 3.2 itemizes all cleaning equipment and records in inventory checklist 3.3 uses and stores sharp objects safely	3. cleaning up 3.1 cleans used equipment properly 3.2 itemizes all cleaning equipment and records in inventory checklist 3.3 returns all equipment to proper storage areas 3.4 lists down all supplies/stocks needed for replenishment
		4. work experience 4.1 cleans up surrounding areas 4.2 disposes of broken glass safely	4. work experience 4.1 cleans up surrounding areas 4.2 does all paper work independently 4.3 shuts off all electrical equipment used
E. Laundry Services			
E.1 Wash and Fold			
Entry Behavior	Hand wash own clothes/garments	Sorts/folds own clothes/garments	Prepares self for outside work experience in a laundry shop
End Goal	Sorts/folds own clothes/garments	Prepares self for outside work experience in a laundry shop	Works full time in sheltered or non – sheltered settings
	1. preparation 1.1 puts on work clothes assigned by teacher 1.2 gets equipment/materials needed for washing such as -big basin	1. preparation 1.1 gets work clothes from cabinet including gloves 1.2 identifies and gets detergent soap needed for washing and intended for washing machine	1. preparation 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets detergent soap needed for washing and intended for washing

	<p>-pail -detergent soap</p>	<p>1.3 jots down in checklist the detergent soap taken out 1.4 jots down in checklist the lined baskets of clothes/garments for washing 1.4 checks from list of stocks of detergent soap needed</p>	<p>machine 1.3 jots down in checklist the detergent soap taken out 1.4 jots down in checklist the lined baskets of clothes/garments for washing 1.4 checks from list of stocks of detergent soap needed</p>
	<p>2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts objects according to kind 2.3 washes clothes based on color and kind 2.4 hangs clothes in the clothesline 2.5 gets dried clothes/garments from the clothesline 2.5 folds dried clothes/garments</p>	<p>2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts objects according to kind 2.3 puts the clothes in the washing machine 2.4. manipulates the washing machine 2.5 washes clothes based on color and kind 2.6 gets the washed and dried clothes in the washing machine 2.7 folds clothes/garments</p>	<p>2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts objects according to kind 2.3 puts the clothes in the washing machine 2.4. manipulates the washing machine 2.5 washes clothes based on color and kind 2.6 applies whitening solution/bleach and to stained clothes/garments when necessary 2.7 applies softening solution to clothes/garments when necessary 2.8 gets the washed and dried clothes in the washing machine 2.9 folds clothes/garments 2.10 fixes the folded clothes/garments in a plastic 2.11 label the plastic indicating the owner of the clothes/garments</p>
	<p>3. cleaning up 3.1 returns all materials to their storage places</p>	<p>3. cleaning up 3.1 wipes/dries the washing machine</p>	<p>3. cleaning up 3.1 shuts off washing machine used</p>

		<ul style="list-style-type: none"> 3.2 cleans the work area 3.3 returns used detergent soap properly in storage areas 	<ul style="list-style-type: none"> 3.2 wipes/dries the washing machine 3.3 cleans the work area 3.4 returns used detergent soap properly in storage area
		<ul style="list-style-type: none"> 4. work experience <ul style="list-style-type: none"> 4.1 sorts/folds clothes/garments without prodding 4.2 jots down bottle of detergent soap used and washed baskets of clothes/garments and records in inventory checklist/record book 	<ul style="list-style-type: none"> 4. work experience <ul style="list-style-type: none"> 4.1 sorts/folds clothes/garments independently 4.2 jots down bottle of detergent soap used and washed baskets of clothes/garments and records in inventory checklist/record book 4.3 lists stocks needed for replenishment
E.2 Press/Iron			
Entry Goal	Press/iron own clothes/garments	Press/Iron own clothes/garments	Prepares self for outside work experience in a laundry shop
End Goal	Press/Iron own clothes/garments	Prepares self for outside work experience in a laundry shop	Works full time in sheltered or non – sheltered settings
	<ul style="list-style-type: none"> 1. preparation <ul style="list-style-type: none"> 1.1 puts on work clothes assigned by teacher 1.2 gets equipment/materials needed for pressing/ironing such as <ul style="list-style-type: none"> -flat iron -ironing board -hanger 	<ul style="list-style-type: none"> 1. preparation <ul style="list-style-type: none"> 1.1 gets work clothes from cabinet and gloves when necessary 1.2 identifies and gets equipment/materials needed for pressing/ironing such as <ul style="list-style-type: none"> -flat iron -ironing board -hanger -plastic sprayer filled with water 	<ul style="list-style-type: none"> 1. preparation <ul style="list-style-type: none"> 1.1 brings own work clothes and uses them during work hours 1.2 identifies and gets equipment/materials needed for pressing/ironing such as <ul style="list-style-type: none"> -flat iron -ironing board -hanger -plastic sprayer filled with water

		1.3 jots down in checklist the equipment/materials taken out	1.3 jots down in checklist the equipment/materials taken out 1.4 jots down in checklist the clothes/garments to be ironed
	2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts clothes/garments according to kind 2.3 irons own clothes with assistance	2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts clothes/garments according to kind 2.3 irons clothes/garments with prodding 2.5 folds and hangs the ironed clothes/garments	2. actual work 2.1 sorts clothes/garments according to color 2.2 sorts clothes/garments according to kind 2.3 irons clothes/garments independently 2.4 sprays the clothes/garments with water when necessary 2.5 folds and hangs the ironed clothes/garments 2.6 fixes the folded clothes in a plastic 2.7 label plastic indicating the owner of the clothes/garments 2.8 label/put a tag the hanged clothes/garments indicating the name of the owner
	3. cleaning up 3.1 returns all equipment/materials to their storage places	3. cleaning up 3.1 returns all the equipment/materials to their storage places 3.2 cleans the work area	3. cleaning up 3.1 returns all the equipment/materials to their storage places 3.2 cleans the work area
		4. work experience 4.1 press/irons clothes/garments with prodding 4.2 folds and hangs ironed clothes/garments 4.3 follows safety when doing tasks 4.4 recognizes work problems that	4. work experience 4.1 presses/irons clothes/garments independently 4.2 folds and hangs irons clothes/garments 4.3 does all the labelling/tagging

		need reporting to the supervisor	independently 4.4 evaluates results
F. Basic Computer Concepts and Operations			
Entry Goal	Identifies the main parts of the computer		
End Goal	Utilizes basic computer skills and applications		
	<p>1. Computer Parts and Functions</p> <p>1.1 identifies the main parts of the computer</p> <ul style="list-style-type: none"> - keyboard - monitor - mouse - drives - shutdown 	<p>1. logs in and logs out of computers properly</p> <p>1.1 uses mouse correctly</p> <p>1.2 places the cursor at a specific location on the screen</p> <p>1.3 double-clicks to open folders</p> <p>1.4 creates folders to organize files</p> <p>1.5 saves files to documents folder</p>	<p>1. logs in and logs out of computers properly</p> <p>1.1 "Launches" programs</p> <p>1.2 opens and closes computer programs</p> <p>1.3 accesses files from documents folder and shared folder with teacher assistance</p> <p>1.4 saves to documents and shared folders independently</p> <p>1.5 deletes files and folders from documents folder</p> <p>1.6 prints with teacher's assistance</p>
	<p>2. Technology Productivity Tools / Keyboarding</p> <p>2.1 uses correct posture</p> <p>2.2 begins to locate and use letters, numbers, etc.</p>	<p>2. introduces home row and correct finger placement</p> <p>2.1 identifies and locates special keys such as, enter, spacebar, caps lock, shift keys</p>	<p>2. uses proper typing technique with efficiency and accuracy without looking at the keyboard</p> <p>2.1 reviews and uses correct posture and "home row" typing positions introduced in earlier grades.</p> <p>2.2 types simple 2-3 words or phrases using correct finger positions</p>
	<p>3. Word Processing</p> <p>3.1 types first name, abc's, #'s and/or simple words</p> <p>3.2 uses the delete and backspace appropriately</p>	<p>3. performs basic formatting tasks including font, style, color, bold, italic, underline, alignment</p> <p>3.1 uses simple text editing skills</p> <p>3.2 inserts clip art</p> <p>3.3 types short writing pieces</p> <p>3.4 uses page setup options</p>	<p>3. types with one space between word between words and be consistent with spacing after a sentence (1 or 2 spaces is acceptable)</p> <p>3.1 uses formatting functions and numbering, indents, page breaks,</p>

			<p>margins and columns</p> <p>3.2 uses borders/drawing tool/graphics</p> <p>3.3 inserts graphics from outside source</p> <p>3.4 copies and pastes information from the internet into a Microsoft word document for note taking purposes</p>
	<p>4. Social, Ethical, and Human Issues</p> <p>4.1 demonstrates appropriate computer etiquette</p> <ul style="list-style-type: none"> -handles computer with care -clean hands, no hands on the computer monitor - no food or drinks - leaves the computer ready for the next user (exits all the programs, straighten keyboards and mouse, chair) - working quietly -takes belongings when leaving the computer <p>4.2 respects the privacy of all users</p>	<p>4. displays ethical behavior relating to privacy, ethics, passwords and personal information</p> <p>4.1 respects the privacy of all users</p>	<p>4. demonstrates and understands copyright by citing sources of copyrighted materials in papers, projects and multimedia presentations</p>

Source: *Special Curriculum for the Mentally Handicapped, 1996*

Learning Competencies for the Gifted and Talented/Fast Learners

SCIENCE – GRADE 1

Content	Content Standards	Performance Standards	Learning Competencies	Week	Learning Objectives
First Grading Matter ➤ Classifying objects and materials according to observable physical properties ➤ Ensuring safety when working with materials	The Learner... Demonstrates understanding of materials found at home and school	The Learner... ➤ Handles materials properly and observing precautionary measures ➤ Explores and makes observations by using the senses, as appropriate, during guided investigation	The Learner... Infers from a given set of observations that some materials have similar and/or different properties	1 - 4	Observable properties of Materials 1. Classifies objects according to their physical properties such as size, color, and shape 2. Investigates to identify how matter changes state, size, color, and shape 3. Compares physical changes in matter a. Compares materials according to observable properties (ie. Color, shape, size, texture, odor, taste)
				5 - 8	b. Classifies materials according to their physical properties c. Infers from a given sets of observations that some materials have similar and/or different properties d. Orders materials according to the degrees of their properties: Color – light to dark Size – small to big, short to long, narrow to wide, short to tall Odor/taste – bland to strong Texture – smooth to rough 4. Demonstrates safe practices when working with objects and materials
Second Grading The Human Body	The Learner... ➤ Demonstrates understanding that the head, hands, feet, skin, etc are major external	The Learner... ➤ Uses appropriately the main external body parts to live a healthy life	The Learner... ➤ Label the external parts of the human body	1	The Learner... Parts of the Body 1. Compares the main parts of the body 1.1 Identifies the main parts of the body: - head

	body parts that keep the rest of the body working well	➤ Exercise proper ways and healthful practices of caring the human body			<ul style="list-style-type: none"> - Trunk - Limbs <p><i>1.2 Describes the similarities and differences of the body part</i></p>
	➤ Demonstrates understanding about the proper ways and healthful practices of caring for the human body parts			1 - 2	<p>2. Infers that each part of the body has a specific function and that some body parts work</p> <p>2.1 Describes the functions/work of the main parts of the body</p> <p>2.2 Demonstrates actions which involve the body parts working together</p> <p>3. Infers that the human body has to meet its need needs in order to grow strong and healthy</p> <p>3.1 Tells the needs of the human body</p> <p>3.2 Describes the good effects to the human body when its needs are provided</p> <p><i>3.3 Show through creative presentations, pictures, stories, drawings what the body needs for good health and growth</i></p>
			<ul style="list-style-type: none"> ➤ Communicates clearly proper ways and healthful practice s/he does to care and protect his/her different body parts ➤ Prepares a portfolio or picture or collage depicting what the body needs for good health and growth 	3	<p>Changes in the Body</p> <p>3.2.1 Infers that changes takes place as one grows</p> <p>3.2.2 Describes changes that takes place as one grows</p> <p>3.2.3 Tells that children can be alike and different in many ways</p> <p>Care of the Body</p> <p>4. Practices proper ways of caring for the different parts of the body</p> <p><i>4.1 Shows ways of caring the different parts of the body</i></p> <p><i>4.2 Describes the ways by which health workers/medical specialist help in the care of the body</i></p>

					<p>4.3 <i>Demonstrates how to apply first aid treatment to common accidents</i></p> <p>4.4 <i>Practices desirable health habits in caring for the body</i></p>
<p>Animals</p> <ul style="list-style-type: none"> ➤ Observable external parts ➤ Basic needs ➤ Care and concern for animals found at home or in school 	<p>The Learner...</p> <ul style="list-style-type: none"> ➤ Demonstrates understanding of the body parts of animals and their function 	<p>The Learner...</p> <ul style="list-style-type: none"> ➤ Practices ways of showing care and concern for animals found at home or in school 	<p>The Learner...</p> <ul style="list-style-type: none"> ➤ Infers that animals have body parts that help them survive ➤ Infers that animals have to meet certain needs in order to live 	<p>4</p>	<p>Observable Body Parts of Animals</p> <ol style="list-style-type: none"> 1. Observes the external body parts of animals found at home or in school or community 2. Infers the function of the external body parts of animals found at home or in school, community by observing their behavior 3. Identifies body parts used by animals for food getting 4. Describes body covering that protects animals from heat <p>Basic Needs of Animals</p> <ol style="list-style-type: none"> 5. Identifies the needs of animals found at home or in school, community 6. <i>Predicts what may happen to animals if their needs are not met</i>
			<ul style="list-style-type: none"> ➤ Shows care and concern for animals at home or in school 	<p>5</p>	<ol style="list-style-type: none"> 7. Describes the things animals need to live and grow healthy <p>Care and Concern for Animals</p> <ol style="list-style-type: none"> 8. Describes ways of caring and showing concern for animals or pet animals 9. <i>Explains why animals should be cared for</i> 10. Practices safety measures while caring for animals

<p>Plants</p> <ul style="list-style-type: none"> ➤ Plants parts ➤ Basic needs ➤ Care and concern plants found at home or in school 	<ul style="list-style-type: none"> ➤ Demonstrates understanding of external plant parts and how these parts help them survive 	<ul style="list-style-type: none"> ➤ Practices ways of sharing care and concern for plants found at home or in school 	<ul style="list-style-type: none"> ➤ Infers that plants have parts/structure that help them survive 	<p>6</p>	<p>Parts of a Plant</p> <ol style="list-style-type: none"> 1. Describes the parts of the plants and functions of each plant part <ul style="list-style-type: none"> - Roots - Stems - Leaves - Flowers - Fruits - Seeds 2. Compares plants according to observable characteristics of their parts <ul style="list-style-type: none"> - Size - color
				<p>6</p>	<ol style="list-style-type: none"> 3. Classifies plants according to their characteristics of their parts <ul style="list-style-type: none"> - Terrestrial/Land - Aquatic/Water - Aerial/Air 4. Explains that the absence of some plant parts affect their survival
			<ul style="list-style-type: none"> ➤ Investigates what plants need to live 	<p>7</p>	<p>Needs of Plants</p> <ol style="list-style-type: none"> 5. Performs simple structured experiments to find out more needs of plants found at home or in school/community
				<p>7 - 8</p>	<ol style="list-style-type: none"> 6. Predicts what may happen to plants if their needs are not meet 7. Compares observations with predictions and use observations as evidence in finding out the basic needs of plants 8. <i>States that plants need: sunlight, water, air in order to live</i> <p>Care and concern for Plants</p>

			<ul style="list-style-type: none"> ➤ Shows care and concern for plants found at home or in school 		<ol style="list-style-type: none"> 9. Describes ways of caring and showing concern for plants. 10. Explains why plants should be cared for
Third Grading Force and Motion <ul style="list-style-type: none"> ➤ Push and Pull ➤ Throwing ➤ Dropping Rolling 	<ul style="list-style-type: none"> ➤ Demonstrates understanding of movement of objects by pulling and pushing 	<ul style="list-style-type: none"> ➤ Demonstrates movement of objects by pushing and pulling ➤ Demonstrates care when observing and working with objects in motion 	<ul style="list-style-type: none"> ➤ Investigates how to make an object move 	1-4	Force and Motion <ol style="list-style-type: none"> 1. Tells how force makes objects move/cause change in motion 2. Discusses the changes that take place when objects and materials are pushed, pulled, thrown, dropped, or rolled 3. Demonstrates that forces can make an object at rest move, and moving objects to slow down, speed up, or change direction 5. Investigates ways that make an object move easier or more difficult
Energy <ul style="list-style-type: none"> ➤ Sound 	<ul style="list-style-type: none"> ➤ Demonstrates understanding of sounds produced by different objects 	<ul style="list-style-type: none"> ➤ Makes improvised musical instruments 	<ul style="list-style-type: none"> ➤ Demonstrates ways to produce sound ➤ Infers that sound is produced by objects/things that vibrate ➤ Describes the properties of sound 	5-8	Sound <ol style="list-style-type: none"> 1. Discovers ways to produce sound 2. Identifies devices that produce the sound (natural sound and human-made sound) 3. Describes the sounds produced by different objects 4. Compares sounds made by different objects 5. Relates the sound made to the force applied and the kind of vibrating objects 6. Conclude that different objects make different sound
Fourth Grading Earth's Surface <ul style="list-style-type: none"> ➤ Landforms and bodies of water 	<ul style="list-style-type: none"> ➤ Demonstrates understanding that living things live on the outer part of 	<ul style="list-style-type: none"> ➤ Performs some ways of showing care and concern for the Earth 	<ul style="list-style-type: none"> ➤ Infers that the outer part of the Earth is the place where we live ➤ Describes the things 	1 - 4	Earth's Surface <ol style="list-style-type: none"> 1. States that the Earth is made of land, water, and air <ol style="list-style-type: none"> 1.1 Identifies the different

<ul style="list-style-type: none"> ➤ Care and concern 	<p>Earth</p>		<p>found in water and on land</p>		<p>landforms (plain, mountains, hills, plateaus, valleys, volcano)</p> <p>1.2 <i>States that the bigger part of the Earth is covered by water</i></p> <p>1.3 Identifies the different water forms (ocean, sea, lakes, pond, river, stream, waterfall, spring)</p> <p>1.4 Infers that air is everywhere</p> <p>2. Explains why we should show care and concern for the Earth</p> <p>2.1 Names Earth's resources which are used to meet man's needs</p> <p>2.2 Identifies ways of showing care and concern for the Earth</p> <p>2.3 <i>Predicts what may happen if we do not care for the Earth</i></p> <p>3. Describes the living and non-living things on Earth</p> <p>3.1 Identifies the living things</p> <p>3.2 Identifies the non-living things</p>
<p>Weather</p> <ul style="list-style-type: none"> ➤ Weather conditions for the day ➤ Basic weather symbols ➤ Safety measures 	<ul style="list-style-type: none"> ➤ Demonstrates understanding that weather changes from day to day and how weather affects 	<ul style="list-style-type: none"> ➤ Practices safety measures during certain weather conditions ➤ Plans activities that can be done indoors or outdoors depending on the weather conditions 	<ul style="list-style-type: none"> ➤ Describes the weather condition for the day based on observations and basic weather symbols ➤ States safety measures during bad weather 	<p>5 - 6</p>	<ol style="list-style-type: none"> 1. Observes the weather condition for the day 2. Tells whether the day is sunny, rainy, cloudy, windy, and stormy 3. Uses basic weather symbols to record weather condition 4. Interprets weather symbols 5. Prepares a weather chart showing the daily weather for a week 6. Describes how weather affects man's activities 7. <i>Gathers data about necessary things to do during a stormy weather to ensure safety</i> 8. Describes how weather affects the

					clothes people wear Observes precautionary measures during bad weather
Natural Objects Seen in the Sky ➤ During daytime ➤ During nighttime ➤	➤ Demonstrates understanding of natural objects seen in the sky during daytime and nighttime and how these affect the activities of people and the community	➤ Plans activities that s/he can do during day and night that make him/her healthy and useful to his/her family and/or community	➤ Describes the natural objects that are seen in the sky during daytime and nighttime ➤ Communicates how the natural objects in the sky affect daily activities	7 - 8	1. Observes the things seen in the sky during the day. 2. Observes the things seen in the sky during the night 3. Describes the things that can be seen in the sky 4. Describes the activities that can be done during daytime and nighttime 5. <i>Compare activities done during daytime and nighttime</i>

Note: *Italized* competencies may not be taught separately if it is integrated with other competencies and/or with other subjects.

Learning Competencies for the Gifted and Talented/Fast Learners

SCIENCE – GRADE 2

Content	Content Standards	Performance Standards	Week	Learning Competencies
First Grading MATTER: Characteristics and Properties of Solid, Liquid and Gas	Demonstrates understanding on the conduct of science investigation on mass, weight and volume.	Demonstrates that solids, liquids and gases have mass	1	<ul style="list-style-type: none"> • Describes the observable properties of a given solid, liquid or gas • Infers that materials is composed of tiny particles that cannot be seen by the naked eye.
			2 - 3	<ul style="list-style-type: none"> • Conducts investigation on the different states of matter. • Illustrates the arrangement of tiny particles of different materials • Performs experiment to show that: <ul style="list-style-type: none"> • a solid has a definite shape a liquid and gas have no definite shapes
			4 - 5	<ul style="list-style-type: none"> • Classifies materials according to a given set of criteria (e.g. physical properties, kind, function, usefulness) • Estimates the mass of solids by balancing with the hands and using an improvised balance and non-standard measures (e.g. marbles, paper clips) • Measures the mass of solids using platform balance.
			6	<ul style="list-style-type: none"> • Demonstrates that solids, liquids and gases have weight • Uses standard weights in measuring the weight of solids
			7 - 8	<ul style="list-style-type: none"> • Performs an activity to show that gases have weight using an improvised balance. • Discovers ways of measuring volume of regular solids and liquids. Infers that gas has no definite volume.
Second Grading				

<p>The Human Body</p> <p>People The Sense Organs</p>	<p>Demonstrates understanding of the different sense organs and how they work together to help perceive things around us.</p>	<p>Practices healthful habits to care for the sense organs of the human body.</p>	<p>1</p>	<ul style="list-style-type: none"> • Identifies the sense organs of the human body • Describes the different sense organs and how these organs work together to perceive the things around. • Describes the parts and functions of the sense organs of the human body <ul style="list-style-type: none"> ▪ Eyes – seeing ▪ Ears – hearing ▪ Skin – feeling ▪ Tongue – tasting ▪ Nose – smelling • Demonstrates activities which involve two or more body senses working together e.g. painting, drawing, planting, dancing
			<p>2</p>	<ul style="list-style-type: none"> • Communicates healthful practices to care for the sense organs using different modes of communications (multi-media and traditional methods) • Performs simple experiments to test if certain factors (i.e. no. of ears used; distance from the object seen, etc.) affect the quality of sensation felt • Infers that every part of the sense organ has a specific function. • Demonstrates ways to improve the perfection of things around us.
<p>Care for the Sense Organs</p>			<p>3 - 4</p>	<p><u>Foods for One's Growth</u></p> <ul style="list-style-type: none"> • Names the different food groups, which keep the body healthy and strong. • Give examples of food belonging to each food groups. • Tells that the body needs the right kind of food to grow tall, strong and healthy. •

				<p><u>Other Changes as One Grow</u></p> <ul style="list-style-type: none"> • Infers that as one grows older, there are other changes in you aside from physical growth.
			3 - 4	<p><u>Care for the sense organs</u></p> <ul style="list-style-type: none"> • Shows ways of caring for the different sense organs. • Describes the ways by which health workers/ medical specialist help in caring the sense organs. • Demonstrates how to apply first-aid treatment to common accidents involving the sense organs. • Describes ways of preventing injuries to the sense organs. • Practices desirable health habits in caring for the sense organs.
Care and Concern for the Differently-abled persons	Demonstrates understanding on the impaired functions or structure of the sense organs, and sensitivity towards differently-abled persons.	Exhibits sensitivity and concern for the differently-abled persons	5	<p><u>Care for the differently-abled</u></p> <ul style="list-style-type: none"> • Predicts what may happen in case one or more sense organ are impaired or lost. • Suggests ways of showing love and support to differently-abled children. • Describe changes in the well-being children when people show love, concern, and acceptance for them.
Animals How Animals Move	Demonstrates understanding on how to identify animals according to their movements.	Infer that animals use a part of some parts of their body to move, get food and protect themselves.	5	<ul style="list-style-type: none"> • Describe the body parts used by animals to move, get food and protect themselves. • Compare the body parts of animals used to move, get food and protect themselves.
Comparing Common Animals	Demonstrates understanding to compare animals according to their similarities and differences	Differentiate common animals and identify the characteristics of young and mature animals.		<ul style="list-style-type: none"> • Give similarities of two animals of the same kind. • Give differences between two animals

	and value the uniqueness of animals according to their qualities.		6	<p>of the same kind.</p> <ul style="list-style-type: none"> • Give similarities of two animals of different kinds. • Give differences between two animals of different kinds. • Give similarities of young and mature animals of the same kind. • Give differences between young and adult animals of the same kind.
Needs of Animals	Demonstrates understanding of the characteristics of living things and identify the basic needs of animals in order to survive.	States that animals need food, air, water and shelter in order to grow.	6	<ul style="list-style-type: none"> • Cite evidences that animals need air, food, air, water and shelter in order to grow. • Infer what may happen if animals will not get good air, shelter and water. • Infer the consequences that may arise when homes (habitats) of animals are polluted/destroyed.
Plants	Demonstrates understanding of plant structures that help plants adapt to their surroundings	Practices ways of caring for plants based on their water and sunlight requirements.	7	<p><u>Plant Parts</u></p> <ul style="list-style-type: none"> • Demonstrates understanding that differences in the appearance of plant parts have the same function. • Compares the leaves, stems, and roots of the same kind and two or more plants of different kinds to look for similarities and differences. • Infers that plants found at home or in school have similarities and differences in structure but performs the same functions for survival live (i.e., getting water, capturing light, support, protection) • Records and Reports in drawings or short phrases for comparison.
			7-8	<p><u>Special structures in Plants</u></p> <ul style="list-style-type: none"> • Infers the function of special structures

				<ul style="list-style-type: none"> found in plants. Identifies special structures found in plants. Presents observations on the presence of special structures found in some plants using short phrases or drawings.
			7-8	<p><u>Care and Concern for Plants</u></p> <ul style="list-style-type: none"> Observes precautionary measures in handling plants that have delicate structures that can harm people or animals. Predicts what can happen to people if plants do not get enough water, air, or sunlight. Investigates how people in the community benefit from plants. Shows care and concern for plants at home in school.
<p>Third Grading ENERGY Light</p>	Demonstrates understanding of light as a form of energy.	Designs a gadget or device that will show what happens to light as it strikes materials.	1	<ul style="list-style-type: none"> Identifies different light sources in the immediate environment. Infers that light is necessary to life Infers on the importance of light as a form of energy Illustrate real life situations that light is important. Predict what may happen if there is no sunlight.
			2 - 3	<ul style="list-style-type: none"> Infers that light travels in a straight line <ul style="list-style-type: none"> Observes how light travels Show evidences that light travels in a straight line and bends when it travels Infers that luminous objects are good reflection of light <ul style="list-style-type: none"> Identify luminous and non-luminous objects

				<ul style="list-style-type: none"> ✓ Compare luminous and non-luminous objects • Explains how shadows are formed
			3 -4	<ul style="list-style-type: none"> • Describes what happens when an object is in the path of light <ul style="list-style-type: none"> - More light passes through transparent materials - Little light passes through translucent materials - No light passes through opaque materials • Explains how different materials affect light e.g. water, prisms, and lenses bend light as it passes through these materials, mirrors, and polished metal reflect light.
			5	<ul style="list-style-type: none"> • Describe what happens when light strikes a mirror at an angle. • Identify the effects of too much exposure to light. • Investigate effects of light on materials. • Describe proper ways of protecting oneself against too much exposure to light.
Sounds	Demonstrates understanding of sound as a form of energy.	States that sound is produced by objects or things that move back and forth.	6 - 7	<ul style="list-style-type: none"> • Observe that moving objects produce sound • Observe objects that produce loud and soft sounds • Identify objects that produce loud and soft sounds • Classify objects that produce loud and soft sounds • Show how soft and loud sounds are produced
Electricity	Demonstrates	Prove that objects/things is	8	<ul style="list-style-type: none"> • Identify objects /things moved by

	understanding of electricity as form of energy	moved by electricity		<p>electricity</p> <ul style="list-style-type: none"> • Show how electricity moves toys and machines • States that objects/things moved by electricity change position/direction from a reference point
Fourth Grading Earth's Surface	Demonstrates understanding on the importance of land, water, and air as resources.	Participates in taking care of his/her surroundings	1 - 2	<ul style="list-style-type: none"> • Identifies the things from earth that living things need to survive. • Identifies the composition of the earth's surface. • Explains the importance of land, water and air as resources for life. • Describes renewable and non-renewable resources from the earth. • Infers that the earth is the resource for life and one's needs.
			3	<p><u>Human Activities</u></p> <ul style="list-style-type: none"> • Identifies some activities of human beings to meet their needs. • Describes the activities of human beings that affect the surface of the earth. • Infers that the surface of the earth is affected by the activities of human needs. • Explains how the community makes use of the natural resources found in the locality (town, city, province)
			4 - 5	<p><u>Natural Resources</u></p> <ul style="list-style-type: none"> • Identifies the natural resources in the area. • Relates community activities and livelihood with the natural resources found in the locality. • Demonstrates understanding of the relationship between living things and their physical environment

				<p><u>Pollution</u></p> <ul style="list-style-type: none"> • Describes the characteristics of polluted soil, water and air. • Identifies practices that cause soil, water and air pollution. • Infers how soil, water and air become polluted. • Lists illnesses that are caused by dirty air, water, and land. • Makes investigations that a polluted environment may cause air-borne, water-borne and soil-borne diseases. • Participates in taking care of his/her surroundings. • Practices ways to keep from being infected of air-borne, water-borne and soil-borne diseases.
Weather	Demonstrates understanding of the types and effects of weather as they relate to daily activities, health and safety.	Practices safety measures during certain weather conditions.	5 to 6	<ul style="list-style-type: none"> • Describes the conditions of the sky. • Records the daily weather conditions for one week. • Interprets a simple weather chart. • Relates the condition of the sky to the kind of weather observed. • Describes the changes in the weather over a period of time. • Infers that weather changes during the day and from day to day. • Concludes that weather affects family and community activities. • Communicates how different types of weather affect activities in the community. • Identifies activities done during certain weather conditions. • Infers that weather affects family and community activities.

Sun	Demonstrates understanding that the sun's heat and light affect human beings and other things on earth.	Practices precautionary measures to prevent harmful effects of the sun.	7 - 8	<ul style="list-style-type: none">• Infers that the sun gives off heat and light.• Gives evidence that the sun's heat and light reaches the earth.• Discusses benefits of the sun's light and heat.• Differentiates useful and harmful effects of the sun's heat and light to human beings.• Compares useful and harmful effects of heat and light to human beings and other things.• Explains safety precautions to avoid the harmful effect of the sun's light and heat.• Enumerates the precautionary measures to avoid harmful effects of the sun's heat.
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Learning Competencies for the Gifted and Talented/Fast Learners

ENGLISH 1 – FIRST AND SECOND QUARTER

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Week</i>	<i>Learning Competencies</i>
First Grading PHONICS AND WORD RECOGNITION	Shows understanding of strategies used to decode/identify words.	Uses various strategies to decode/ identify words.	Duration will depend on the pacing of the teacher/learner and as to the sequence per Domain/Content per day. Example: Monday: Listening/Oral Language Tuesday: Phonics and Word Recognition/Oral Language Wednesday: Grammar/Writing Thursday: Reading Friday: Spelling/Writing or a Quiz Day	<ul style="list-style-type: none"> Identifies signs, symbols, labels, and captions in the environment Recognizes some common words on sight (e.g. a, the, and, said) Recognizes words using spelling patterns as aid to sound out certain letters <ul style="list-style-type: none"> -vowel and consonant pattern -consonant and vowel-consonant (CVC) -consonant-vowel-vowel-consonant(CVVC) -consonant-vowel-consonant (CVC) - consonant clusters in initial and final position -consonant clusters and blends in initial and final position
ORAL LANGUAGE	Shows knowledge of appropriate speaking skills and strategies used for a variety of purposes with different audiences.	Uses speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.		<ul style="list-style-type: none"> Shows understanding that the order of letters in a written word represents the order of sounds in a spoken word
LISTENING COMPREHENSION	Shows ability to glean meaning from a range of texts listened to for a variety of purposes.	Gleans meaning from a range of texts listened to for a variety of purposes.		Listens and speaks with a purpose in mind Listens and responds to others

				<ul style="list-style-type: none"> • gives directions • expresses their feelings about others ideas • Identifies connections between text listened to and personal experience
GRAMMAR	Shows knowledge of correct grammar	Applies correct grammar to communicate effectively.		<p>Noun</p> <ul style="list-style-type: none"> • Uses nouns in sentences (people, animals, places, things, events) • Recognize the use of a and an • Uses of plural form of regular nouns by adding /s/ or /es/. • Uses the plural form of irregular noun
SPELLING	Use how to spell words using phonemic awareness and letter knowledge.	Spells words with two syllables		<ul style="list-style-type: none"> • Uses phonemic awareness and letter knowledge to spell and write words.
WRITING				<p>Mechanics</p> <ul style="list-style-type: none"> • Writes legibly, accurately and neatly in manuscripts in both capital and small letters of the alphabet. <p>Functional Writing</p> <ul style="list-style-type: none"> • Writes one's personal information <ul style="list-style-type: none"> --Names, grade and section, school -parents -Addresses , name of barangay, town, city, province -Dolch Basic Sight Words
Second Grading				

<p>PHONICS AND WORD RECOGNITION</p>	<p>Shows understanding of strategies used to decode/identify words</p>	<p>Uses various strategies to decode/ identify words</p>		<ul style="list-style-type: none"> • Recognizes some common words on sight (e.g. he, she, they, are, will, with, there) • Recognizes and read some irregularly spelled words (e.g. have, said, please, because) • Identifies//distinguishes words with short and long vowel sounds • Reads and spells one to two syllable words with consonant blends • Reads and spells one to two syllable words with consonant digraphs/ trigraphs • Reads and spells words with inflectional endings • Recognizes and spells irregularly spelled words • Uses phonic knowledge to attempt unknown words • Blends phonemes to read words • Recognizes some common words on sight (e.g. an, of, then, had, his, were, some, his, him) • Recognizes and reads some irregularly spelled words (e.g. such as enough, enough, through, beautiful) • Reads and spells words with affixes
<p>VOCABULARY</p>	<p>Shows knowledge of a variety of words used to communicate ideas orally for a variety of purposes and to understand written text.</p>	<p>Uses a variety of words to communicate ideas orally for a variety of purposes and to understand written text.</p>		<ul style="list-style-type: none"> • Recognize words through repeated exposure • Asks about unfamiliar words to gain meaning • Uses new words learned thru stories in own speech • Asks, talks about and determine the

				<p>meaning of new words</p> <ul style="list-style-type: none"> • Use new words when speaking • Recognizes that some words have the same meaning (Synonyms) • Recognizes that some words have opposite meanings (Antonyms) <ul style="list-style-type: none"> • Decodes words using structural analysis <ul style="list-style-type: none"> -Identifies prefixes and their meanings -Identifies compound words and their components
LISTENING COMPREHENSION	Shows ability to glean meaning from a range of texts listened to for a variety of purposes	Gleans meaning from a range of texts listened to for a variety of purposes.		<ul style="list-style-type: none"> • Determines whether a story is realistic or fantasy • Restates facts from listening to informational text <ul style="list-style-type: none"> • Asks and responds to questions about informational text • Follows a sequence of directions • Uses details and pictures found in the informational text to create meaning • Uses an understanding of characters, incidents and settings to establish relationships between <ul style="list-style-type: none"> • characters and events (e.g. sequence of events, cause and effect, problem-solution)
GRAMMAR	Shows knowledge of correct grammar.	Applies correct grammar to communicate effectively.		<p>Pronoun</p> <ul style="list-style-type: none"> • Uses personal pronouns (e.g. I, you, he, she,it) • Uses commonly used possessive pronouns

				<ul style="list-style-type: none"> • Uses demonstrative pronouns (this/that, these/those) • Uses interrogative pronouns (e.g.who, what, where, when, why) <p>Verb</p> <ul style="list-style-type: none"> • Uses common simple verbs • Uses the simple present form of the verb with singular nouns as subject • Uses verbs that are commonly used in school, at home and in the community • Uses the –ing form of verb in response to – What is/are... • Uses the verb to be (am, is are) with nouns and pronouns as subject • Uses the simple past form of verbs commonly used (regular) • Uses the simple past form of verbs commonly used (irregular) • Uses expression to tell something that happened in the past
WRITING				<p>Functional Writing</p> <ul style="list-style-type: none"> -Common objects, colors, number words learned in listening, speaking and reading -Name of teacher, principal, friends

				and classmates
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Learning Competencies for the Gifted and Talented/Fast Learners

FILIPINO 1 – UNANG MARKAHAN

Domain	Pamantayang Pangnilalaman (Content Standards)	Pamantayan sa Pagganap (Performance Standards)		Batayang Kasanayan (Learning CompetencieS)
Kasanayang Ponolohiya	Naipamamalas ang pag-unawa na ang mga salita ay binubuo ng mga tunog na may katumbas na tiyak na titik sa alpabeto.	Nakikilala at nagagamit ang mga tunog ng mga titik upang makabuo ng salita.		<p>Natutukoy at nabibigkas ang wastong tunog ng bawat letra ng alpabetong Filipino;</p> <ul style="list-style-type: none"> - Alpabetong Filipino - patinig - katinig <p>-Natutukoy ang unahan/ gitna/ hulihang tunog ng mga salita.</p> <p>-Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita P (patinig) KP (katinig-patinig) PK KPK KKP KKPK</p> <p>-Napapantig ang mga salita (may kakayahang bilangin ang pantig ng isang salita)</p>
Palabigkasan at Pagkilala sa Salita	Nauunawaan na ang mga nakalimbag na salita ay binubuo ng mga letra na may kanya-kanyang tunog at pinagsama-sama upang makabuo ng mga salitang may kahulugan.	Nagagamit ang iba't ibang istratehiya sa pag-unawang mga salita.		<ul style="list-style-type: none"> - Nakikilala at nababasa ang mga salita gamit ang mga; <ul style="list-style-type: none"> a. palatandaang konpigurasyon b. biswal na hudyat o tunay na bagay o larawan
Wikang binibigkas	Nauunawaan nang may ganap na kahusayan ang	Nagagamit nang may ganap na kahusayan ang		-Nasasagot ang mga tanong tungkol sa tekstong narinig

	mga batayang kasanayan sa pakikinig at pagsasalita upang ipahayag ang sariling ideya, kaisipan,	mga batayang kasanayan sa pakikinig at pagsasalita upang ipahayag ang sariling ideya, kaisipan		
Gramatika	Naipakikita ang kasanayan sa paggamit ng Filipino sa pasalita at di-pasalitang pakikipagtalastasan.	Nagagamit nang wasto ang mga bahagi ng pananalita sa mabisang pakikipagtalastasan upang ipahayag ang sariling ideya, damdamin at karanasan.		<p>-Nagagamit nang wasto ang pangngalan sa</p> <ul style="list-style-type: none"> • pagbibigay ng pangalan ng tao, lugar at mga bagay (pambalana, pantangi) • pagkukuwento tungkol sa pamilya o kaibigan at isang indibidwal. • Pagpapahayag ng mga impormasyon tungkol sa sarili <ul style="list-style-type: none"> -pangalan -gulang -tirahan -pamilya -tatay, nanay, -kapatid at iba pa <p>-Napag-uuri-uri ang mga salitang pangngalan</p> <p>-Nagagamit ang angkop na pananda sa pagtukoy ng pangngalang pambalana/ pantangi</p> <p>Napag-uuri ang pangngalan ayon sa kasarian</p> <ul style="list-style-type: none"> - panlalaki - pambabae - di-tiyak - walang kasarian
Pag-unlad ng Bokabularyo	Nauunawaan ang isang salita sa pamamagitan ng pagsusuri ng kayarian nito	Nagagamit ang iba't ibang istratehiya sa pagpapaunlad ng		-Natutukoy ang mga magagalang na pantawag sa tao at ang daglat ng mga ito

	upang magamit nang wasto at angkop sa pakikipagtalastasan	talasalitaan at magamit ang mga ito sa pakikipagtalastasan		
Kaalaman sa Aklat at Limbag	Nagkakaroon ng kamalayan sa mga bahagi ng aklat at kung paano ang limbag ay nakakatulong sa wasto at naayon sa tekst	Nasusuri ang mga nakalimbag na teksto bilang paghahanda sa pormal na pagbabasa.		<ul style="list-style-type: none"> -Natutukoy ang pamagat, awtor at may guhit ng teksto/kuwento -Nauunawaan ang gawain ng mga awtor at illustrator -Naituturo ang simula at katapusan ng pangungusap/talata/kuwento
Pagsusulat	Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat at paggamit sa mga pamantayan sa pagsulat.	Nagagamit ang kaalaman kaalaman sa wikang binibigkas at literasi upang maipahayag ang sariling kaisipan, karanasan at damdamin at maiugnay ang mga nabasa/narinig sa sariling iskima.		<ul style="list-style-type: none"> -Naisusulat ang mga titik ng alpabeto nang may wastong porma o hugis -Nasisispi ang malaki/maliit na titik

ANNEXES

1. Anecdotal Record
2. Checklist/Report Card: Level 1
3. Checklist/Report Card: Level II
4. Checklist/Report Card: Level III
5. Individualized Education Plan

Annex 1. Anecdotal Record

**ANECDOTAL RECORD
School Year 2020-2021**

NAME; _____

Grade; _____

DATE	PLACE	OBSERVATION	INCIDENT	REMARKS	FOLLOW-UP

Prepared by:

Checked by:

Teacher

School Principal

Annex 3. Checklist/Report Card: Level I



Republic of the Philippines
Department of Education
Cordillera Administrative Region

**CHILD SKILLS CHECKLIST
LEVEL I**

Name: _____

LRN: _____

Age: _____

Date of Birth: _____

Sex: _____

Exceptionality: _____

Years in SPED: _____

School Year: _____

Dear Parents:

The Descriptive Progress Report Card shows the improvement your child/ward has made in the different learning areas.

The school welcomes you so you would know more about your child's/ward's progress.

Teacher

Principal

Certificate of Transfer

Admitted to Grade _____ Section _____
Eligibility for Admission to Grade _____

Cancellation of Eligibility to Transfer

Admitted in _____
Grade _____

School Principal

Directions: Write the symbol that best describes what the child can do. The descriptive equivalent and symbols are provided with corresponding descriptive meaning.

Symbol	Descriptive Equivalent	Descriptive Meaning (Rubrics)
O	Outstanding	The learner shows independence in doing given tasks. He/She always follow directions. About 80% of the tasks are often correctly done.
VS	Very Satisfactory	The Learner shows some amount of independence. He/She shows some lapses in following directions. About 60% of the tasks are correctly done.
S	Satisfactory	The learner needs little guidance and prompting in given tasks. About 50% of the tasks are often correctly done.
FS	Fairly Satisfactory	The learner needs much guidance with prodding. He/She could follow few directions. Less than 50% of the given tasks are correctly done.
NI	Needs Improvement	The learner needs guidance and lot of prodding in the given tasks. He/She cannot follow directions.

	QUARTER			
I. SELF - HELP SKILLS	1	2	3	4
A. Feeding/Eating				
1. swallows liquid, chews food with spillage, eats food with maximum assistance				
2. Picks up spoon with maximum assistance				
3. Scoops food with spoon from a plate with maximum assistance				
4. Uses fork with maximum assistance				
5. Uses spoon and fork with maximum assistance				
6. Holds glass, cup, bottle, can with assistance while drinking				
7. sips liquid with a straw; with spoon with maximum assistance				
8. Pours liquid from pitcher to glass with assistance				
9. scoops soup from bowl with assistance				
10. peels food with maximum assistance				
11. Cuts soft food with a spoon (scrambled egg, jellies)				
12. Uses a spoon for spreading jam, peanut butter				
13. Uses napkin to wipe lips/mouth and hands				
14. selects/requests food through gestures				
B. Dressing/Undressing				
1. Removes/puts - on shoes: slip - on shoes, snap - on shoes				
2. Removes socks with maximum assistance				
3. Extends arms (left and right) when removing t-shirt				
4. Pulls down/up gartered pants/underwear				
5. Unzips/zips: shorts, pants, jackets with maximum assistance				
6. Unbuttons/buttons: big buttons, small buttons hook and eye, buckle snaps with maximum assistance				
7. Unties/ties bow, shoelaces with maximum assistance				
8. Ties bow and shoe laces with maximum assistance				
9. Puts on clothes with maximum assistance				
10. Puts on socks with maximum assistance				
11. extends arms (left and right) when putting on t-shirt with maximum assistance				
12. Pulls - up gartered pants and underwear with maximum assistance				
C. Toileting				

1. Use signs to use the toilet				
2. Uses potty seat with assistance				
3. Sits on toilet bowl with assistance				
4. Washes genitals with maximum assistance				
5. Uses toilet paper with maximum assistance				
6. Flushes toilet with adult assistance				
7. Washes and dries hands/attends to toilet needs				
8. Uses toilet with maximum assistance				
D. Grooming and Hygiene				
1. Washes hands with soap and water before and after eating with maximum assistance				
2. Dries hands with towel with maximum assistance				
3. Washes face with soap and water with maximum assistance				
4. Dries face with towel with maximum assistance				
5. Hangs towel with maximum assistance				
6. Applies toothpaste on a toothbrush with maximum assistance				
7. Brushes teeth with maximum assistance				
8. Combs/brushes hair with maximum assistance				
9. Wipes nose with tissue/handkerchief with maximum assistance				
10. Takes a bath using the shower/dipper with maximum assistance				
11. Uses a towel to dry him/herself with maximum assistance				
12. Washes hair with soap and water during menstruation with maximum assistance				
13. Uses the following: hand/body lotion; powder; deodorant/cologne with maximum assistance				
14. Cuts/trims fingernails/toenails with maximum assistance				
15. Uses sanitary napkins with maximum assistance				
16. Washes genitals with soap and water during menstruation with maximum assistance				
17. Uses shaver and cream with maximum assistance				
18. shaves/pulls underarms hair with maximum assistance				
II. SOCIAL SKILLS				
I. Attending Skills				
A. Body Contact				

1. Eye contact/ posture when responding to communication: Looks at the person with prodding				
2. Initiating communication: Attempts to reach for the person's hand				
3. Response: Responds by smiling				
4. Plays with others such as teacher and classmate				
B. Attention Span – Tactile				
1. Attending to task/material: Attempts/manipulates a tasks/material for at least five (5) minutes				
2. Manipulates task/material presented with maximum prompting and without completion				
3. Returns material(s) used with assistance				
C. Attention Span (Auditory)				
1. Locates sound by moving head				
2. Sits to listen to sound for at least 5 minutes				
3. Imitates sound with verbal prompting				
4. Responds to sound/command heard through action by verbal prompting				
II. Self – Awareness				
1. Expresses emotions through body language like smiling, clapping, dancing, etc.				
2. Understanding emotions: Distinguishes differences in emotion through illustrations				
3. Emotional regulation: Expresses common expressions (happy, angry, sad) verbally in any manner				
4. Name recognition Makes gesture when name is called by looking, nodding head and looking/ turning head				
5. Self-identification within environment: - Tells self in own family - Tells role of self in the family - Recognizes position in the family				
6. Age Tells own age using - Sticks/stones - Fingers - Other counting objects Verbalizes age when asked				
7. Home address (when asked) - Points to identification card - Tells number and street address				

8. Managing personal belongings: Names belongings by pointing/showing and bringing to teacher				
9. Family: - Identifies family members by pointing to person and through pictures - Says members of family - Names each member of family				
10. Identifying major body parts: Head Eyes Ears Nose Neck Hands Fingers Abdomen Legs Feet by pointing to part named; naming different parts pointed by teacher; through illustration drawing self and identifying body parts				
III. Self at Play				
1. GREETING: Comes to school with a pleasant disposition by: Greeting teachers, visitors, classmates, friends etc. through body language, signs, and verbal language				
2. Plays harmoniously with others during a cooperative activity with complete supervision, During sensorimotor games and parallel games				
3. Borrows things politely through gestures, signs and saying "please"				
4. Returns materials/ objects to its proper place and to its owner with physical guidance				
5. Uses the following expressions "Thank you", "Please", "May I", "Excuse me", "I'm sorry", "You're welcome" with physical or verbal guidance whenever necessary through gesture, flashcards/charts				
6. Shows acceptable behaviour to befriend another by helping other children, sharing toys or other things, playing games with others				
7. Activity participation: Joins other group/school activities				
8. Makes choices by asking for assistance: Giving others a chance to share with group				
IV. Self at Work				
1. Independence Works on cooperative activities harmoniously without constant supervision by listening attentively to instructions given and sharing materials with members of the group				

2. Demonstrates how to follow orders or request by: a. waiting for one's turn b. listening attentively when somebody is talking c. forming a line when passing in and out of the room Though gestures				
III. COMMUNICATION SKILLS (with maximum assistance)				
I. Listening/Receptive Skills				
A. Basic Communication Behavior				
1. Spontaneous eye contact				
a. looks at the teacher's eye when spoken to for at least 2 seconds				
b. looks at the teacher's eye while talking for at least 3 seconds				
c. responds to his/her name when called				
d. smiles when praised				
e. approaches others when asked				
2. Cooperates with simple spoken requests				
a. follows simple requests of the teacher in the classroom ex. "Stand up", "Sit down", "Erase the blackboard." "Get your pencil", etc.				
3. Body Movements				
a. moves objects with both hands				
b. pick up one object with both hands				
4. Concentration Span				
a. looks at pictures or real objects the teacher holds for 2 - 3 seconds				
5. Work habits: Work Attention				
a. looks at work/material presented				
b. works on material presented for a number of (seconds or minutes) with complete guidance				
6. Mouth Positions				
a. breathing				
1. breathes in and out through mouth				
2. breathes in and out through nose				
3. inhales through the nose and exhales through the mouth				
4. takes short, fast breaths (pants)				
b. blowing				
1. blows a strip of tissue paper hanging in front of child's mouth				
2. blows small candle				

3. blows a soap bubble pipe				
4. blows bubbles				
c. jaw movements				
1. opens the mouth wide saying “ahh”				
2. opens wide mouth wide and closes it				
3. moves jaws right and left (prompted by holding child’s lower jaw and moving it while teacher shows how)				
4. closes mouth so that front teeth are edge to edge (prompted by spreading child’s lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)				
d. lip movements				
1. makes lips round (prompted by putting teacher’s thumb and forefinger at the corner of the child’s mouth and pushing the tips slightly toward the center: Example-long “o” and “u” sound)				
2. sticks out the lips together like pouting (prompted by putting teacher’s thumb and forefinger near the corners of the child’s mouth and gently squeezing his lips together and out)				
3. spreads the lips wide apart with the teeth closed like a big grin prompted by spreading child’s lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher’s hand so that child’s teeth are shut				
e. tongue movements				
1. moves tongue up and down and to the left and right				
2. moves tongue from side to side				
3. lifts tip of his tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift his upper lip with his tongue depressor				
4. chews, licks, and sucks (on large lollipops, pretzel sticks for practice on lip jaw and tongue movements)				
C. Auditory Perception				

1. Auditory Acuity				
a. listens to body sounds such as humming, coughing, giggling, crying, shouting, sneezing, yawning, checking tongue snoring, heel tapping, whistling, whispering, finger – snapping, etc.				
b. responds functionally to:				
1. household sounds				
2. musical instruments				
3. animal sounds				
4. common toy sounds				
2. Auditory Discrimination				
a. identifies specific sounds on nature in the environment				
b. recognizes familiar sounds and imitates them				
c. identifies loud and soft sounds by pointing				
d. detects direction of specific sounds by gesturing				
e. shows recognition of the voices of the immediate members of the family and his teacher				
3. Auditory Decoding/Sequencing				
a. recognizes name when called by turning or by smiling				
b. shows various reactions such as smiling/laughing when happy or crying when sad, etc.				
d. repeats simple instructions through action as teacher demonstrates				
e. follows one – step commands by doing upon request, e.g. waving, nodding head, clapping hands, touching nose				
II. Speaking/Expressive Skills				
A. Auditory – Vocal Memory				
1. makes verbal response as a simple familiar word is expressed to the child				
2. verbally relates yesterday’s experience (s)				
B. Auditory Acuity				
1. auditory imitates single verbalizations of what was verbalized				
2. repeats motorically what was instructed such as tap on desk, cough, laugh, clap, etc.				
II. Reading/Decoding				
A. Sounds				
1. Identifies sounds heard from the environment				

2. Imitates vowel sounds				
3. Imitates the following initial and final consonant sounds: m, n, p, t, k, b, g, h, w, l, p, y, and r (initial); m, n, p, t, d, f, s, and r (final)				
B. General Vocabulary				
1. Signals needs and wants				
2. Points to parts of the body when asked				
3. Says simple 1 to 2-word greetings such as hello, good morning, hi, etc.				
4. Uses common courteous expressions such as please, goodbye, sorry, when asked to verbalized				
5. Talks about oneself by:				
a. telling his name				
b. telling one's age				
c. telling names of mother and father				
6. Identifies common objects/animals				
a. by pointing to the picture				
b. by pointing to the actual object/animal				
c. by verbally identifying object/animal				
7. Answers basic questions in relation to self and others				
8. names people, places, objects, things, and animals				
9. points to the object, things with the basic primary colors				
10. Recites nursery rhymes and jingles with the teacher				
IV. NUMERACY SKILLS				
A. Object Discrimination Skills				
1. Colors				
a. Recognizes red blue, yellow objects				
b. Associates red, blue, yellow objects with particular objects, objects, objects commonly used by learners, objects found at home, etc.				
c. Recognizes the primary colors in a particular object in a/an environment picture, scene				
2. Shapes				
a. Recognizes and names the following basic figures/shapes separately: circle, square, triangle, rectangle in concrete and outline form				
b. Groups/sorts objects according to their shape				
c. Sorts objects, pictures, shapes according to the four basic shapes				
3. Sizes				

a. Identifies big and small objects, long and short objects, tall and short objects				
b. Selects from a set of big and small objects, long and short objects				
c. Selects from a set of big and small objects, heavy and light objects, long and short objects				
d. sorts objects with similar sizes				
e. differentiates weights of objects by any weighing scale indicator				
f. puts objects side by side to differentiate long and short objects				
4. Weight				
a. identifies heavy and light objects separately				
b. differentiates heavy and light objects: by the use of his hands, by the use of a non – standardized scales				
5. Distance				
a. touches objects that are near and point to objects that are far				
b. places or puts objects that are near to a farther area, from a far to a nearer place				
c. reaches out for objects that are near and those that are far				
d. identifies and differentiates objects that are near and far				
e. groups objects that are near and those that are far				
B. Whole Numbers				
1. Tells the number of objects in a given set of 0 to 10				
2. Reads number 0 to 10				
3. Writes the number of objects in a given set from 0 to 10				
4. Arranges number 0 to 10 from the least to the greatest and vice versa				
5. Reads number words 0 to 10				
6. Matches number words 0 to 10 with numeral				
7. Counts 0 to 10: by rote, objects, pictures				
8. Identifies the object at the right or left of a given set from its required				
9. Identifies order of objects from the first to the fifth (ordinal)				
10. Tell the position of an object in a given set using the following: up/down, under/over, first/last, high/low, inside/out, after/before				

11. Compares set using more than and less than equal and not equal without the use of symbols and with values up to 10				
C. Mathematical Operations				
A. Addition				
1. Adds up to some of 10 using concrete objects, pictures				
2. Joins two sets or more to obtain sums of 10				
3. Illustrates rules in addition using sums up to 10 that sum is changed if order is not changed, any number added with 0 give the same number				
4. Adds two 1-digit numerals with sums of not more than 10 by using concrete objects; using stick diagrams; using fingers on vertical and horizontal positions				
5. Adds several 1 – digit numerals with sums up to 10 in the vertical position; horizontal position without regrouping				
6. Transforms picture problems into number sentences up to 10 without regrouping				
7. Identifies given in a word or picture problem				
8. Solves picture problems in addition involving sums up to 10				
B. Subtraction				
1. Subtracts with differences of 10 or less using concrete objects; pictures				
2. Uses picture stories to subtract differences of 10 or less				
3. Shows the relationship of removing a subset for a given set of 10 or less				
4. Illustrates rules in subtraction using differences of 10 or less that subtraction is the inverse of addition, and any number from 0 gives the same number				
5. Subtracts two- digit numerals with 10 or less by using concrete objects using stick diagrams; using fingers in vertical and horizontal positions without carrying over				
6. Subtract several 1 – digit numerals differences of 50 or less; using fingers in vertical and horizontal positions without carrying over				
7. Transforms picture positions into number sentences with 10 or less without regrouping				
8. Identifies given in a word or picture problem				
9. Solves picture problems in subtraction involving differences of less than 10				

C. Measurement				
A. Fractions				
1. Identifies whole objects such as common fruits, basic geometric shapes, etc.				
2. Identifies parts of a concrete whole such as one – half (1/2)				
3. Identifies parts of a concrete whole such as one – third (1/4)				
4. Shades parts of a whole from a picture such as $\frac{1}{4}$, $\frac{1}{2}$				
5. Identifies and shades parts of whole from existing sets up to 10 objects				
B. Calendar Time				
1. Tells the days of the week				
2. Sequences the days of the week				
3. Performs certain routines during the week such as school days, day for prayer, etc.				
4. Tells the parts of a clock as in the short and long hands				
5. Tells time to the hour				
C. Weight, Linear, Distance and Temperature Measurement				
1. Differentiates objects/persons according to their weight and height without actual measurement				
2. Differentiates objects/persons according to its distance and/or temperature without actual measurement				
3. Names tools used for measuring:				
a. weight – weighing scale				
b. height – ruler, tape measure				
c. distance – ruler, tape measure				
d. temperature – thermometer				
D. Decimal/Money				
1. Reads and writes numbers thru 1 – 10				
2. Sequences numbers 0 – 10 at random				
3. Sorts Philippine coins: Php .05; Php .10; Php .25; Php 1.00; Php 5.00; Php 10.00				
4. Counts Php 1.00 coins with values up to Php 10.00				
5. Reads and writes, money values from Php 1.00 to Php 10.00				
6. Adds using the required number of coins up to Php 10.00 such as Php 0.05, Php 0.10, Php 0.25, Php 1.00, Php 5.00, Php 10.00				
7. Subtracts using the required number of coins up to Php 10.00 such as Php 0.05, Php 0.10, Php 0.25, Php 1.00, Php 5.00, Php 10.00				

8. Solves simple picture/story problems using money with value up to Php 10.00				
V. PRE-VOCATIONAL SKILLS				
A. Hand Test				
1. Demonstrates hand preference in eating				
2. identifies an object by feeling it				
B. Manipulation				
1. Removes bottle cap from big sized bottle in 30 seconds				
2. Turns doorknob 90 degrees with forearm rotation				
3. Turns window up key 90 degrees in one turn				
4. Unbuttons large buttons at least one inch in diameter				
5. Button 1" diameter buttons				
6. Hold a 1" diameter object in the palm of the hand and move forward the object to pincer grasp without assistance from the other hand				
7. Place paper clips on paper along the top edge of the paper				
C. Bilateral Skills				
1. Holds big bowl and stir with big spoons with clockwise motion				
2. Ties single knot				
3. Laces 2 holes in shoes				
4. Folds 8 ½ x 11" paper in half				
D. Tool Use				
1. Transfer solid hard materials with a spoon such as salt, sugar, rice, peas				
2. Uses hand (pincer grasp) to transfer big objects				
E. Work Attitudes				
1. Recognizes personal belongings/materials/objects				
2. Tells one's own size of clothing				
3. Eats packed lunch/snacks independently				

4. Takes a job responsibility such as cleaning the table, wiping the table				
5. Drinks water and other liquid from a glass without spillage				
6. Puts trash in the trash bin/basket				
7. Goes to the toilet without prompting				
VI. VOCATIONAL SKILLS				
A. General Cleaning and Sanitation Service Skills				
A.1 Janitorial Service				
1. Preparation				
a. Puts on work clothes assigned by teacher				
b. Gets materials/equipment needed for cleaning such as mops and buckets, brooms, rags, garbage cans				
2. Actual work				
a. Doors, Walls and ceiling - dusts, polishes and washes walls within reach				
b. Floors - sweeps, waxes and polishes the floors of room				
c. Urinals, sinks and bathtubs - soaps and rinses urinals; soaps and rinses sinks				
d. Trash - disposes trash in garbage bins; returns trash cans into proper places				
3. Cleaning up - collects all cleaning equipment used and returns to their storage places				
4. Work Experience – asks clarifications before proceeding with a task; identifies criteria/state for acceptable performance				
A.2 Carpet, Rug and Upholstery				
1. Preparation				
a. Puts on work clothes assigned by teacher				
b. gets materials/equipment needed for cleaning such as: broomstick, detergent, carpet brush, buckets				
2. Actual work				
a. chairs/sofas - wipes all chairs and sofas with dry rags				
b. carpet/rug - sweeps a small carpet or rug with a broomstick				

c. cleaning up - collects all equipment used and returns to their storage places				
A.3 window Washing Services				
1. preparation				
a. puts on work clothes assigned by teacher				
b. gets materials/equipment needed for cleaning such as car windows – soapwater, old newspaper and dry rags; and house windows – soapwater, old newspaper, and dry rags				
2. actual work				
a. car window cleaning services: wipes windows of dust with old newspaper; sprinkles soapwater on window; wipes window dry with old newspaper; and shines using dry rags				
b. house windows: wipes windows of dust with old newspaper; wets windows spraying soapwater; dries windows using old newspapers; shines windows further using fry rags				
3. cleaning up				
a. collects all cleaning equipment used and returns to their storage places				
A.4 Ground Maintenance and Gardening Services				
1. preparation				
a. puts on working clothes assigned by teacher				
b. gets materials/equipment needed for grounds maintenance and garden service such as broomstick, dustpan, rake, hoe, water bins, sprinkler, etc.				
2. actual work				
a. grounds maintenance: sweeps ground with broomstick				
b. garden maintenance: removes weeds from grass/garden and dead leaves from plants				
3. cleaning up				
a. collects all cleaning equipment used and returns to their storage places				
B. Fastfood Service Skills				
B.1 Busboy Service				
1. preparation				

a. puts on working clothes assigned by teacher				
b. gets materials/equipment needed for fastfood service such as dish rags, placemats, forks, etc.				
c. places placemat on table space in school				
d. sets table with spoon, fork, knife, napkin, etc.				
2. actual work				
a. removes own utensils from table				
b. sets table again for reuse				
c. sets the whole table				
d. removes all utensils used from table				
3. cleaning up				
a. cleans table of all dishes, utensils and food scraps				
b. wipes table with wet dish rags if without tablecloth and dry dish rag if with tablecloth				
c. changes tablecloth with new ones when necessary				
B.2 Food Attendant of Kitchen : Helper for Self Service				
1. preparation				
a. puts on work clothes assigned by teacher				
b. brings out food from lunch box				
c. separates rice from viands				
2. actual work				
a. sorts meat from vegetables				
b. sorts dry goods from wet goods				
c. sorts canned goods				
3. cleaning up				
a. returns goods in the boxes/crates				
B.3 Dishwasher				
1. preparation				
a. puts on work clothes assigned by teacher				
b. brings lunch box				
2. actual work				
a. wipes off oil from lunch box containers and rinses with warm water				
b. uses sponge to soap food container				
c. rinses with tap water				
d. wipes dry with clean, sanitizes dish rag				
3. cleaning up				
a. returns lunch box containers in lunch bag				

C. Industrial Skills				
C.1. Supermarket/Department Store Service Skills				
1. preparation				
a. puts on work clothes assigned by teacher				
2. actual work				
a. sorts objects according to size				
b. sorts objects according to color				
c. sorts objects according to shape				
d. sorts objects according to kind				
e. stacks objects according to the above requirements				
f. pastes labels or tags on objects or boxes				
3. cleaning up				
a. returns all materials/equipment used in shelves				
C.2 Hotel/Motel Service Skills (Housekeeping)				
1. preparation				
a. puts on work clothes assigned by teacher				
b. gets materials/equipment needed for cleaning such as mops and buckets, brooms, rags, garbage cans				
2. actual work				
a. identifies kinds of clothes				
b. identify kinds of linen				
c. separates dark colored clothes from light colored ones				
d. folds clothes properly and correctly				
e. folds linens properly and correctly				
f. identifies various kinds of rooms				
g. knows the functions of these rooms				
h. sweeps the rooms in any direction				
i. wipes the floor with a mop				
j. dries the mop in a bucket				
k. wipes the furniture with dry rags				
l. throws trash in garbage bins				
m. wipes the bathroom/comfort rooms dry using a mop				
3. cleaning up				
a. returns used equipment in proper storage area				
C.3 Factory Service Skills				
1. preparation				
a. put on work clothes assigned by teacher				
2. actual work				
a. sorts objects according to size				
b. sorts objects according to color				

c. sorts objects according to shape				
d. sorts objects according to kind				
e. sorts objects according to quality				
3. cleaning up				
a. returns all materials/equipment used in proper storage areas				
D. Agriculture Skills				
D.1 Field or Plant Nursery Aids				
1. preparation				
a. puts on work clothes assigned by teacher				
b. gets materials/equipment needed for ground maintenance and garden service such as broomstick, dustpan, rake, hoe, waste bins, sprinkler, etc				
2. actual work				
a. ground maintenance - sweeps ground with broomstick				
b. garden maintenance				
1. removes weeds from grass/garden				
2. removes dead leaves from plants				
3. cleaning up				
a. collects all cleaning equipment used and returns to their storage places				
E. Laundry Services				
E.1 Wash and Fold				
1. preparation				
a. puts on work clothes assigned by teacher				
b. gets equipment/materials needed for washing such as big basin, pail, and detergent soap				
2. actual work				
a. sorts clothes/garments according to color				
b. sorts objects according to kind				
c. washes clothes based on color and kind				
d. hangs clothes in the clothesline				
e. gets dried clothes/garments from the clothesline				
f. folds dried clothes/garments				
3. cleaning up				
a. returns all materials to their storage places				
E.2 Press/Iron				
1. preparation				
a. puts on work clothes assigned by teacher				
b. gets equipment/materials needed for pressing/ironing such as flat iron, ironing board, hanger				

Annex 3. Checklist/Report Card: Level II



Republic of the Philippines
Department of Education
Cordillera Administrative Region

**CHILD SKILLS CHECKLIST
LEVEL II**

Name: _____
LRN: _____
Age: _____
Date of Birth: _____
Sex: _____
Exceptionality: _____
Years in SPED: _____
School Year: _____

Dear Parents:

The Descriptive Progress Report Card shows the improvement your child/ward has made in the different learning areas.

The school welcomes you so you would know more about your child's/ward's progress.

Teacher

Principal

Certificate of Transfer

Admitted to Grade _____ Section _____
Eligibility for Admission to Grade _____

Cancellation of Eligibility to Transfer

Admitted in _____
Grade _____

School Principal

Directions: Write the symbol that best describes what the child can do. The descriptive equivalent and symbols are provided with corresponding descriptive meaning.

Symbol	Descriptive Equivalent	Descriptive Meaning (Rubrics)
O	Outstanding	The learner shows independence in doing given tasks. He/She always follow directions. About 80% of the tasks are often correctly done.
VS	Very Satisfactory	The Learner shows some amount of independence. He/She shows some lapses in following directions. About 60% of the tasks are correctly done.
S	Satisfactory	The learner needs little guidance and prompting in given tasks. About 50% of the tasks are often correctly done.
FS	Fairly Satisfactory	The learner needs much guidance with prodding. He/She could follow few directions. Less than 50% of the given tasks are correctly done.
NI	Needs Improvement	The learner needs guidance and lot of prodding in the given tasks. He/She cannot follow directions.

	QUARTER			
	1	2	3	4
I. SELF – HELP SKILLS				
A. Feeding/Eating				
1.	chews food with minimum assistance			
2.	eats food with minimum assistance			
3.	picks – up spoon with minimum			
4.	scoops food with spoon from a plate with minimum assistance			
5.	uses spoon and fork with minimum assistance			
6.	uses spoon and fork with minimum assistance			
7.	holds with both hands glass, cup, bottle, and can while drinking			
8.	sips liquid while holding a straw with assistance and while holding a spoon with little spillage			
9.	pours liquid from pitcher to glass without assistance, with little spillage			
10.	scoops food from bowl without assistance and with little spillage			
11.	peels food with minimum assistance			
12.	cuts off food with fork such as banana			
13.	uses fork for spreading			
14.	uses napkin with minimum assistance			
15.	selects/requests food verbally			
B. Dressing/Undressing				
1.	removes/puts - on shoes with minimum assistance: slip – on shoes; snap – on shoes			
2.	removes sock with minimum assistance			
3.	extends arms (L & R) when removing t-shirt with minimum assistance			
4.	pulls down gartered pants and underwear with minimum assistance			
5.	unzipz/zipz shorts, pants, and jackets with minimum assistance			
6.	unbuttons/buttons with minimum assistance: big buttons, small buttons, hook and eye, buckle, snaps			
7.	unties bow, shoelaces with minimum assistance			
8.	ties bow and shoelaces with minimum assistance			
9.	puts on front and back of clothing with minimum assistance			
10.	puts on socks with minimum assistance			
11.	extends arms (L & R) when putting on T – shirt with minimum assistance			
12.	pulls up gartered pants and underwear with minimum assistance			
C. Toileting				

1. verbally requests for assistance in using toilet				
2. sits on potty				
3. sits on toilet bowl without assistance				
4. washes genitals with minimum assistance				
5. uses toilet paper with assistance				
6. flushes toilet with some assistance				
7. washes and dries hands with minimum assistance				
8. verbalizes toilet needs and uses toilet with minimum assistance				
D. Grooming and Hygiene				
1. washes hands with soap and water before and after eating with minimum assistance				
2. dries hands with towel with minimum assistance				
3. washes face with soap and water with minimum assistance				
4. dries face with towel with minimum assistance				
5. hangs towel with minimum assistance				
6. puts toothpaste on toothbrush with minimum assistance				
7. brushes teeth with minimum assistance				
8. combs/brushes hair with minimum assistance				
9. wipes nose with tissue/handkerchief with minimum assistance				
10. takes a bath with minimum assistance using the shower and dipper				
11. uses towel with minimum assistance				
12. washes hair with soap and shampoo with minimum assistance				
13. uses the following with minimum assistance: hand/body lotion, powder, deodorant/cologne				
14. cuts/trims the following with minimum assistance: fingernails, toe nails				
15. uses sanitary napkins with minimum assistance				
16. washes genitals with soap and water during menstruation with minimum assistance				
17. uses shaver and cream with minimum assistance				
18. shaves/pulls underarm hair with minimum assistance				
II. SOCIAL SKILLS				
I. Attending Skills				
A. Body Contact				

1. Eye contact/ posture when responding to communication: Faces person with some prompting				
2. Initiating communication: Reaches for person's hand when necessary				
3. Response: Verbal response to basic questions				
B. Attention Span – Tactile				
1. Attending to task/material: Attends to several tasks/materials for at least 20 minutes				
2. Manipulates task/material presented with minimal prompting, with 50% completion				
3. Returns material(s) used independently				
C. Attention Span (Auditory)				
1. Locates sound by cueing from teacher				
2. Sits to listen to sound for at least for at least 20 minutes				
3. Imitates sound with considerable modulation, without assistance				
4. Responds to sound/command heard verbally				
II. Self – Awareness				
1. Expresses emotions verbally/ In written form				
2. Understanding emotions: Differentiates emotions at home and in school				
3. Emotional regulation: Solves simple problems on dealing with emotions at home and in school - Shows appropriate behaviour in dealing with emotions.				
4. Name recognition: Responds when name is called				
5. Self-identification within environment: - Identifies self in school - Tells role of self in school - Tells position of self in the family and in school				

6. Age: Tells age in complete sentences when asked				
7. Home address (when asked) - Tells complete address				
8. Managing personal belongings: - Arranges belongings according to use neatly				
9. Family: - Names each member of family - Identifies position of each member in family - Knows role of each member in the family in relation to self				
10. Identifying major body parts: Head Eyes Ears Nose Neck Hands Fingers Abdomen Legs through illustration and verbal description				
III. Self at Play				
1. GREETING: Comes to school with a pleasant disposition by greeting people through appropriate verbal language				
2. Plays harmoniously with others during a cooperative activity with minimal supervision during associative games, cooperative games, and symbolic games				
3. Borrows things politely through verbal expressions				
4. Returns materials/ objects independently and on time				
5. Uses the following expressions "Thank you", "Please", "May I", "Excuse me", "I'm sorry", "You're welcome" without physical/ verbal guidance, whenever necessary, through appropriate gestures and verbalizations				
6. Shows acceptable behavior to befriend another by playing games with others, talking with other, children inviting other children to join in art, cooking, non-academic activities				
7. Activity participation: Independently selects group/activity and joins group/school activity that are highly non-academic				

8. Makes choices by asking for assistance, giving others a chance to share with group, and accepting suggestions				
IV. Self at Work				
1. Independence Works on cooperative activities harmoniously - without supervision by sharing materials with members of the group and assisting peers in tasks				
2. Demonstrates how to follow orders or request by: a. waiting for one's turn b. listening attentively when somebody is talking c. forming a line when passing in and out of the room Though given orders				
III. COMMUNICATION SKILLS				
I. Listening/Receptive Skills				
A. Basic Communication Behavior				
1. Spontaneous eye contact				
a. makes eye contact when requesting something from the teacher for at least 5 seconds				
b. looks at the teacher's eye while talking and holds his gaze for at least 10 seconds				
c. turns head when called				
d. says "thank you" when praised				
e. approaches others without discrimination				
2. Cooperates with simple spoken results				
a. follows simple requests of the teacher in other places ex. Put the shades down.; Get a spoon in the kitchen.				
3. Body Movements				
a. transfers small objects from one hand to the other				
b. picks up more than one object with dominant hand				
4. concentration span				
a. looks carefully at the objects the teacher is holding up for more than 3 seconds				
5. work habits				
a. work attention				

1. works on material presented for a minimum of 15 minutes with some guidance				
2. works on material presented for more than 15 minutes with some guidance				
6. mouth positions				
a. breathing				
1. breathes in and out through mouth				
2. breathes in and out through nose				
3. inhales through the nose and exhales through the mouth				
4. takes short, fast breaths (pants)				
b. blowing				
1. blows a strip of thick paper hanging in front of child's mouth				
2. blows big candles				
3. blows a soap bubble pipe				
4. blows bubbles				
c. jaw movements				
1. opens the mouth wide saying "ahh"				
2. opens mouth wide and closes it				
3. moves jaws right and left (prompted by holding child's lower jaw and moving it while teacher shows how)				
4. closes mouth so that front teeth are edge to edge (prompted by spreading child's lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)				
d. lip movements				
1. makes lips round (prompted by putting teacher's thumb and forefinger at the corners of the child's mouth and pushing the tips slightly toward the center)				
2. sticks out the lips together like pouting (prompted by putting teacher's thumb and forefinger near the corners of the child's mouth and gently squeezing his lips together and out)				
4. spreads the lips wide apart with the teeth closed like a big grin prompted by spreading child's lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher's hand so that child's teeth are shut				

7. Tongue Movements				
a. moves tongue up and down to the left and right				
b. moves tongue from side to side				
c. holds tongue still and flat in mouth				
d. lifts the tips of his/her tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift his upper lip with his tongue or a tongue depressor)				
e. chew, licks, and sucks (on large lollipops, pretzel sticks for practice on lip and tongue movements)				
C. Auditory Perception				
1. Auditory Acuity				
a. listens to body sounds such as humming, coughing, giggling, crying, shouting, sneezing, yawning, checking tongue snoring, heel tapping, whistling, whispering, finger - snapping, etc.				
2. Auditory Discrimination				
a. identifies specific sounds on nature in the environment				
b. compares familiar sounds e.g. barking and crawling				
c. distinguishes between loud and soft sounds and other finer sounds by shaking head or clapping hands				
d. detects direction of specific sounds by pointing to where the sounds are				
e. identifies the voices of members of his/her family, teachers, and some of his/her classmates				
3. Auditory Decoding/Sequencing				
a. recognizes name when called or spoken to by standing up or verbally responding				
b. shows various reactions by verbally responding as "I am happy/sad", etc.				
c. repeats simple instructions verbally and in action as teacher demonstrates				
d. comprehends two - step unrelated commands and performs feet or shaking head motor upon requests, such as waving hands, stomping and pursuing, etc.				

II. SPEAKING/EXPRESSIVE SKILLS				
A. Auditory – Vocal Memory				
a. gives several verbal responses to a simple word expressed to the child				
b. verbally relates yesterday’s experience and other experiences				
B. Auditory Acuity				
a. auditorily imitates more than single verbalizations of what was verbalized				
b. repeats motorically two – step instructions such as tap on desk, cough, laugh, clap, etc.				
II. READING/DECODING				
A. Sounds				
1. Differentiates sounds heard from the environment and singles them out				
2. Imitates vowel sounds and produces specific speech sounds listened to				
3. Imitates the following initial and final consonant sounds: m, n, p, t, k, b, g, h, w, l, p, y, s, u, r and z (initial); m, n, ng, p, k, d, b, f, h, w, s, y, r, and z (final)				
B. General Vocabulary				
1. verbally communicates needs and wants				
2. verbalizes parts of the body when asked				
3. says more complicated forms of greeting such as hello and how are you, or its such a fine day, don’t you?, etc.				
4. uses common courteous expressions such as please, goodbye, sorry in appropriate situations				
5. talks about oneself and his immediate family by				
a. telling one’s name and age				
b. telling the names of his immediate family				
6. Identifies common objects/animals				
a. by verbally identifying object or animal				
b. by grouping animals or objects with the same characteristics				

7. Answers questions in relation to				
a. immediate experience				
b. stories read				
8. gives important names of people, places, objects/things, and animals				
9. identifies the primary and secondary colors by name and their description				
10. Recites nursery rhymes and jingles with the teacher and with action				
IV. NUMERACY SKILLS				
I. Object Discrimination Skills				
A. Colors				
1. recognizes secondary colors of green, orange, violet, etc.				
2. associates secondary colored objects with particular objects, objects commonly used by students, and objects found at home, in school, etc.				
3. recognizes the secondary colors in a particular picture, object, scene				
B. Shapes				
1. recognizes the following figures/shapes separately: diamond, oblong/oval in concrete and true to life and practical situations				
2. names the four (4) figures/shapes associated to true to life and practical situation separately in concrete form and true – to – life situation				
3. Names objects that have the four (4) forms				
4. groups and sorts objects according to their shape (circle, square, triangle, oblong, etc.) thru matching cards				
5. sorts objects, pictures, shapes according to other shapes learned				
C. Sizes				
1. Discriminates big and small objects, long and short objects from pictures and concrete objects				
2. Sorts and groups pictures and objects with similar sizes				
3. Differentiates lengths of objects using a standard indicator (such as ruler, tape measure, etc.) but without actual measurement				
D. Weight				
1. identifies heavy and light objects in a set				

2. differentiates heavy and light objects individually with the use of standardized scales but without actual measurement				
E. Distance				
1. moves around to get/touch far and near objects in his environment				
2. places or gets objects according to a specified distance				
3. identifies and differentiates objects in pictures and in the environment				
4. groups near and far objects according to their specific distances				
B. Whole Numbers				
1. tells the number of objects in a given set of 0 to 10; 11 to 50				
2. tells the number of objects in a given set of 100 in 10s and a given set of 110 in 10s				
3. reads numbers 0 to 50				
4. writes the number of objects in a given set from 0 to 50				
5. arranges numbers 0 to 50 from the least to the greatest and vice - versa				
6. reads number words 0 to 50				
7. matches number words 0 to 50 with the numeral				
8. counts 0 to 50 by rote, objects, pictures				
9. identifies order of objects from the sixth to the tenth (ordinal)				
10. tells the position of an object in a given set using the following: up/down; under/over; first/last; high/low; inside/outside; before/after				
11. compares sets and numerals using more than and less than, equal and not equal, using inequalities with values up to 50				
C. Mathematical Operations				
A. Addition				
1. Adds up to sum of 50 using concrete objects, pictures				
2. joins two sets or more to obtain sums of 50				
3. Illustrates rules in addition using sums up to 50 that sum is changed if order is not changed, any number added with 0 give the same number				
4. adds two 1 to 2 -digit numerals with sums up to 50 in vertical and horizontal positions without regrouping and with regrouping				
5. adds several 1 to 2 - digit numerals with sums up to 50 in the vertical position and horizontal position with regrouping				

6. transforms word and picture problems into mathematical sentences up to 50 without regrouping and with regrouping				
7. identifies given in a word or picture problem				
8. solves picture problems in addition involving sums up to 50 with or without regrouping				
9. solves word problem involving addition				
B. Subtraction				
1. subtracts with differences up to 50 or less using concrete object and pictures				
2. uses picture stories to subtract differences of 50 or less				
3. shows the relationship of removing a subset from a given set of 50 or less				
4. illustrates rules in subtracting using differences less than 50 that subtraction is the inverse of addition and any number subtracted from 0 gives the same number				
5. subtracts two 1 to 2 - digit numerals with differences of 50 or less in vertical and horizontal positions without borrowing and with borrowing				
6. subtracts several 1 to 2 - digit numerals differences of 50 or less in the vertical position and horizontal position with borrowing				
7. transforms word and picture problems into math sentences less than 50 without borrowing and with borrowing				
8. identifies given in a word or picture problem				
9. solves picture problems in subtraction involving differences less than 50 with or without regrouping				
10. Solves word problem involving subtraction				
C. Multiplication				
A. Comprehension of Multiplication				
1. Relates the union of two or more sets having the same number of elements with repeated addition				
2. Shows multiplication of whole numbers as repeated addition on the numberline.				

3. Transforms addition sentence into a multiplication sentence				
4. Show that zero multiplied to any number is zero				
5. Solve simple word problems involving multiplication				
D. Division				
A. Comprehension of the division process				
1. Shows division as repeated subtraction				
2. Illustrate that division can be illustrated into a multiplication				
IV. Measurement				
A. Fractions				
1. identifies other whole objects and shapes				
2. identifies fractional parts of a whole from a concrete object such as one – half (1/2), one – third (1/3), and one – fourth (1/4)				
3. identifies fractional parts of a whole from a picture object such as one – half (1/2), one – third (1/3), and one – fourth (1/4)				
4. identifies fractional parts of an existing set such as one – half (1/2), one – third (1/3) and one – fourth (1/4)				
5. identifies the numerator as part of a whole				
6. identifies the denominator as the whole				
7. reads and writes the following fractions: $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$				
8. compares fractional parts of an unmeasured whole in concrete objects, pictures and existing sets in terms of size, weight, distance				
9. adds fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$				
10. subtracts fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$				
11. applies parts of a whole concept in the environment such as				
a. the number of hours spent working/playing in a day				
b. the number of cups, teaspoons in a recipe				
B. Calendar Time				
1. tells and sequences the days of the week				
2. tells and sequences the months of the year				
3. observes certain occasions in a year such as Christmas, Holy Week, Valentines Day, etc.				

4. indicates the day of the week in which a given date in a month fall				
5. computes for age in years				
6. identifies the long and short hands of a clock as the hour and minute hands				
7. tells time to the hour and minute				
8. tells time by half and quarter of an hour				
C. Weight, Linear, Distance and Temperature Measurement				
1. compares objects/persons in terms of their height, weight, temperature and/or distance without actual measurement				
2. names units of measurement for:				
a. weight – kg., lb., etc.				
b. height – inches, meters, etc				
c. distance – km, yd., etc.				
d. temperature – degrees C or F				
3. measures own weight and height				
D. Decimal/Money				
1. sorts and identifies Philippine coins: Php 0.05, Php 0.10, Php 0.25, Php 1.00, Php 5.00, Php 10.00				
2. sorts and identifies Philippine bills: Php 20.00, Php 50.00, Php 100.00, Php 500.00, Php 1,000.00				
3. Identifies using a combination of bills and coins for values less than or up to Php 50.00				
4. reads and writes money values from Php 1.00 to Php 50.00				
5. adds using the required number of coins and bills up to Php 50.00				
6. subtracts using the required number of coins and bills up to Php 50.00 such as Php 1.00, Php 5.00, Php 10.00 and Php 20.00				
7. solves simple money problems involving				
a. addition				
b. subtraction				
V. PRE-VOCATIONAL SKILLS				
A. Hand Test				
1. Demonstrates a hand preference in doing play and work activities				
2. Tells the attributes of an object v=by feeling it				
B. Manipulation				
1. Removes bottle cap from a medium – sized bottle in 20 seconds				
2. Turns doorknob 180 degrees with forearm rotation				

3. Turns wind – up key 180 degrees in one turn				
4. Unbuttons large buttons at least one – half inch in diameter				
5. Buttons 1/2” diameter buttons				
6. Holds a 1/2” diameter object in the palm of the hand and moves forward the object to pincer grasp w/out assistance from the other hand				
7. Clips 2 pieces of paper together				
C. Bilateral Skills				
1. Holds medium – sized bowl and stirs with tablespoon in counter – clockwise motion				
2. Ties double knot				
3. Laces 4 holes in shoes				
4. folds 8 – ½ x 11” paper in four folds				
D. Tool Use				
1. Transfers soft mixtures with a spoon such as gelatin and mayonnaise, etc.				
2. Uses tongs to transfer medium – sized objects				
E. WORKS ATTITUDE				
1. Keeps personal belongings in own place				
2. Tells one’s own size of clothing, shoes, and slippers				
3. Chooses food from menu				
4. Takes on two job responsibilities such as putting out the materials and putting away the materials				
5. Fills a glass with water from the faucet without spillage				
6. Cleans up workplace and puts all trash in the trash bin/basket				
7. Goes to the toilet independently such as pulling down and up undergarments/pants/ sits on the bowl, cleans up				
8. Observes safety measures				
VI. VOCATIONAL SKILLS				
A. General Cleaning and Sanitation Service Skills				
A.1 Janitorial Service				
1. Preparation				
a. gets work clothes from cabinet including gloves				

b. identifies and gets cleaning equipment as needed such as mops and buckets, brooms, rags, garbage cans, cleansing solution				
c. jots down in checklist equipment taken out				
d. checks from list of new stocks/supplies needed				
2. Actual work				
a. Doors, Walls and Ceiling				
1. dusts, polishes and washes walls within reach				
2. soaps and rinses walls and ceilings				
b. Floors - sweeps, waxes and polishes several rooms and scrubs the floors with soap				
c. Urinals, sinks and bathtubs				
1. soaps, scrubs and rinses sinks				
2. soaps and rinses sinks				
d. trash				
1. segregates trash by throwing them into properly labeled bins				
2. washes trash cans				
3. Cleaning up				
a. cleans used equipment properly				
b. itemize all cleaning equipment and records in inventory checklist				
4. Work Experience				
a. cleans several rooms without prodding				
b. checks work for acceptable performance				
c. works until the task is completed or it is time to quit				
A.2 Carpet, Rug and Upholstery				
1. Preparation				
a. gets work clothes from cabinet including gloves				
b. identifies and gets cleaning equipment when necessary such as: broomstick, detergent, carpet brush, buckets, cleansing solution, vacuum cleaner				
c. jots down in checklist equipment taken out				
d. checks from list of new stocks/supplies needed				
2. actual work				
a. chairs/sofas				
1. wipes all chairs and sofas with dry rags				
2. launders all chair and sofa covers				
b. carpet/rug				

1. sweeps a small carpet or rug with a broomstick				
2. uses vacuum cleaner appropriately				
c. cleaning up				
1. collects all garbage equipment used and returns to their storage places				
2. itemizes all cleaning equipment and records in inventory checklist				
3. Work Experience				
a. cleans several rooms without prodding				
A.3 Window Washing Services				
1. preparation				
a. puts on work clothes assigned by teacher				
b. identifies and gets materials/equipment needed for cleaning such as car windows – soapwater, old newspaper and dry rags; and house windows – soapwater, old newspaper, dry rags, window glaze/ shine, etc.				
c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/window supplies such as cleansing solution, window glaze/shine, etc.				
2. actual work				
a. car window cleaning services: wets, dries, and shines window using soapwater, dry rag, and solution				
b. house windows: wets windows spraying soapwater, dries and shines windows using dry rag and glaze/shine and dry rag				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
4. Work Experience				
a. cleans several windows without prodding				
b. follows safety and hygiene rules				
b. avoid substances or activities during and prior to work period that can diminish job performance and jeopardize safety				
A.4 Ground Maintenance and Gardening Services				
1. preparation				
a. puts on work clothes from cabinet including gloves				
b. identifies and gets materials/equipment when necessary for cleaning such as grounds maintenance and garden service such as broomstick, dustpan, rake, hoe, water bins, sprinkler, grass cutter, lawn mower, shovel, hose, etc.				

c. jots down in checklist equipment taken out				
d. checks from list new stocks/supplies needed				
2. actual work				
a. grounds maintenance				
1. sweeps ground with broomstick				
2. gathers dirt with rake and hoe				
3. collects raked dirt in dustpan				
b. garden maintenance				
1. removes weeds from grass/garden				
2. mows the lawn with manual or electric lawn mower				
3. trims plants of dead leaves				
4. uses simple landscaping procedures in beautifying lawn				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
4. Work Experience				
a. recognizes and avoids hazards				
b. adapts to changes in routine				
c. checks work for quality				
B. Fastfood Service Skills				
B.1 Busboy Service				
1. preparation				
a. puts on working clothes from cabinet including gloves				
b. identifies and gets cleaning equipment when necessary such as sanitized wet dish rags, dry dish rags, table utensils, condiments, ashtrays, napkins, etc.				
c. places placemat on table space in school				
d. sets table with spoon, fork, knife, napkin, etc.				
e. puts placemats on the whole table				
f. sets each table space with spoon, fork, knife, napkin, etc.				
2. actual work				
a. sets a school/canteen table				
b. sets a restaurant table				
c. removes all utensils used from table				
d. refills condiment containers				

e. refills napkin containers				
f. changes tablecloth				
g. empties ashtrays and replaces with clean ones				
h. sanitizes tables and chairs				
i. puts all used utensils in sink				
j. throws all dirt/trash in bins				
k. puts all leftover food in food bins for animals				
3. cleaning up				
a. cleans table and sorts utensils and left-over food in cart				
b. wipes school/canteen table with wet dish and sanitized dish rag				
c. wipes school/canteen table with dry dish rag				
d. wipes restaurant table with wet and sanitized dish rag				
e. wipes restaurant table with dry dish rag				
f. cleans equipment properly				
4. Work Experience				
a. cleans all tables without prodding				
b. itemizes all cleaning equipment and records in inventory checklist				
c. acknowledges and corrects mistakes				
d. eats at assigned time and with appropriate manners				
B.2 Food Attendant of Kitchen : Helper for Self Service				
1. preparation				
a. gets work clothes from cabinet including gloves				
b. identifies and gets food preparation equipment				
c. wipes all counters with sanitized dish rags				
d. prepares all utensils to be used				
e. brings out food or vegetable ingredients from ice box				
f. puts food or vegetable ingredients in the counter				
g. segregates meat and vegetables				
2. actual work				
a. sorts meat from vegetables				
b. sorts dry goods from wet goods from the boxes/crates				
c. sorts canned goods from crates and boxes				
d. puts price tags on goods				
e. sorts goods on shelves/freezer				
3. cleaning up				

a. wipes all counters of dust				
b. cleans and returns used equipment properly				
4. Work Experience				
a. cleans all shelves of dust without prodding				
b. itemizes all stocks and records in inventory checklist				
c. returns all equipment used				
d. uses restrooms appropriately				
e. recognize and dispose of spoiled food				
B.3 Dishwasher				
1. preparation				
a. gets work clothes from cabinet including gloves				
b. gets materials/equipment needed for washing dishes such as soap, sponge, dish rag, etc				
2. actual work				
a. puts all dirty dishes in sink				
b. sorts dishes and utensils				
c. removes leftover food from dishes and utensils using warm water				
d. uses sponge to soap dishes and utensils				
e. wipes dry with clean, sanitized dish rags				
3. cleaning up				
a. returns all dishes and utensils in dish racks and cabinets				
b. soaps sink and counters				
c. wipes dry sink and counters with sanitized dish rags				
4. Work Experience				
a. cleans sink and counters of dust without prodding				
b. itemizes all stocks and records in inventory checklist				
C. Industrial Skills				
C.1. Supermarket/Department Store Service Skills				
1. preparation				
a. gets work clothes from cabinet including gloves				
b. gets materials/equipment needed for stocking/stacking such as price tag machine, etc. and for bagging such as plastic bags, etc.				
2. actual work				
a. sorts meat from vegetables				
b. sorts dry goods from wet goods				
c. sorts canned goods from crates/boxes				
d. puts price tags on goods				

e. sorts goods on shelves/freezer				
f. puts goods on plastic/paper bags				
g. seals small bags with the use of stapler/scotch tape				
3. cleaning up				
a. wipes all counters of dust				
b. cleans and returns used equipment properly				
4. Work Experience				
a. cleans all counters regularly and without prodding				
b. itemizes all stocks and records in inventory checklist				
c. returns all equipment used				
d. makes decision and selects alternatives for a given situation				
e. consults with appropriate person				
f. reads labels of poisonous substances				
C.2 Hotel/Motel Service Skills (Housekeeping)				
1. preparation				
a. gets work clothes from cabinet including gloves				
b. identifies and gets cleaning /equipment when necessary such as mops and buckets, brooms, rags, garbage cans, cleansing solution				
c. jots down in checklist equipment taken out				
d. checks from list new stocks/supplies needed				
2. actual work				
a. folds clothes properly				
b. returns or hangs clothes in cabinet				
c. folds bedsheets, blankets, etc.				
d. props pillow covers, bedsheets, etc.				
e. sweeps, waxes, and polishes several rooms				
f. scrubs floor with soap				
g. dusts and polishes walls and ceilings				
h. soaps and rinses walls and ceilings				
i. segregates trash by throwing them in properly labeled bins				
j. washes trash cans				
k. refills trash cans with trash bags				
l. soaps and rinses bathtubs and toilet bowls				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				

c. returns all equipment to proper storage areas				
4. Work Experience				
a. cleans several rooms/areas without prodding				
b. itemizes all stocks and records in inventory checklist				
c. returns all equipment used to proper storage areas				
d. takes initiative to perform related or non-assigned tasks				
e. identify assigned tasks that one is able to perform				
C.3 Factory Service Skills				
1. preparation				
a. gets work clothes from locker including gloves				
b. gets materials/equipment needed for sorting such as boxes of plastic containers, etc.				
2. actual work				
a. sorts objects according to size				
b. sorts objects according to color				
c. sorts objects according to shape				
d. sorts objects according to kind				
e. sorts objects according to quality				
f. sorts materials according to texture				
g. sorts materials according to requirement				
h. pours dry or powdered materials in appropriate containers				
i. fits various containers with materials that are not messy				
j. seals plastic or paper bags with the use of staplers				
3. cleaning up				
a. wipes all work areas of dust				
b. cleans and returns used equipment properly in storage areas				
4. Work experience				
a. cleans all work areas regularly and without prodding				
b. itemize all stocks and records in inventory checklist				
c. returns al equipment used				
d. follows required work routine changes				
e. walks safely on wet surfaces				
D. Agriculture Skills				
D.1 Field or Plant Nursery Aids				
1. preparation				
a. gets work clothes from cabinet including gloves				

b. identifies and gets cleaning equipment when necessary such as				
1. ground maintenance – rake, hoe, dustpan, waste bin				
2. garden maintenance – grass cutter, lawn mower, shovel, hoe, hose, etc.				
c. jots down in checklist equipment taken out				
d. checks from list new stocks/supplies needed				
2. actual work				
a. ground maintenance				
1. sweeps ground with broomstick				
2. gathers dirt with rake and hoe				
3. collects raked dirt in dustpan				
b. garden maintenance				
1. removes weeds from grass/garden				
2. mows the lawn with manual or electric lawn mower				
3. trims plants of dead leaves				
4. loosens the soil using the spade				
5. uses simple landscaping procedures in beautifying lawn				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
c. uses and stores sharp objects safely				
4. Work Experience				
a. cleans up surrounding areas				
b. disposes broken glass safely				
E. Laundry Services				
E.1 Wash and Fold				
1. preparation				
a. gets work clothes from cabinet including gloves				
b. identifies and gets detergent soap needed for washing and intended for washing machine				
c. jots down in checklist the detergent soap taken out				
d. jots down in checklist the lined baskets of clothes/garments for washing				
e. checks from list of stocks of detergent soap needed				
2. actual work				
a. sorts clothes/garments according to color				
b. sorts objects according to kind				
c. puts the clothes in the washing machine				
d. manipulates the washing machine				
e. washes clothes based on color and kind				

f. gets the washed and dried clothes in the washing machine				
g. folds clothes/garments				
3. cleaning up				
a. wipes/dries the washing machine				
b. cleans the work area				
c. returns used detergent soap properly in storage areas				
4. Work experience				
a. sorts/folds clothes/garments without prodding				
b. jots down bottle of detergent soap used and washed baskets of clothes/garments and records in inventory checklist/record book				
E.2 Press/Iron				
1. preparation				
a. gets work clothes from cabinet and gloves when necessary				
b. gets equipment/materials needed for pressing/ironing such as flat iron, ironing board, hanger, plastic filled with water				
c. jots down in checklist the equipment/materials taken out				
2. actual work				
a. sorts clothes/garments according to color				
b. sorts clothes/garments according to kind				
c. irons clothes/garments with prodding				
d. folds and hangs the ironed clothes/garments				
3. cleaning up				
a. returns all equipment/materials to their storage places				
b. cleans the work area				
4. work experience				
a. press/irons clothes/garments with prodding				
b. folds and hangs ironed clothes/garments				
c. follows safety precautions when doing tasks				
d. recognizes work problems that need reporting to the supervisor				
F. Basic Computer Concepts and Operations				
1. Logs in and logs out of computers properly				
a. uses mouse correctly				
b. places the cursor at a specific location on the screen				
c. double – clicks to open folders				

d. creates folders to organize files				
e. saves files to document folder				
2. Introduces Home Row and Correct finger Placement				
a. identifies and locates special keys such as enter, spacebar, caps lock, shift keys				
3. Performs Basic Formatting Tasks including font, style, color, bold, italic				
a. uses simple text editing skills				
b. inserts clip art				
c. type short writing pieces				
d. uses page set - up option				
4. displays ethical behavior relating to privacy, ethics, passwords and personal information - respects the privacy of all users				

Marking	Non - Numerical rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

No. of Days Present																			
No. of Days Absent																			

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
Maka - Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others				
	Shows adherence to ethical principles by upholding truth				
Maka-tao	Is sensible to individual, social, and cultural differences				
	Demonstrates contributions towards solidarity				
Maka-kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen. Demonstrates appropriate behavior in carrying out activities in the school and community.				

PARENT'S/GUARDIAN'S SIGNATURE

1ST Quarter: _____

2nd Quarter: _____

3rd Quarter: _____

4th Quarter: _____

Annex 4. Checklist/Report Card: Level III



Republic of the Philippines
Department of Education
Cordillera Administrative Region

**CHILD SKILLS CHECKLIST
LEVEL III**

Dear Parents:

The Descriptive Progress Report Card shows the improvement your child/ward has made in the different learning areas.

The school welcomes you so you would know more about your child's/ward's progress.

Teacher

Principal

Certificate of Transfer

Admitted to Grade _____ Section _____
Eligibility for Admission to Grade _____

Cancellation of Eligibility to Transfer

Admitted in _____
Grade _____

School Principal

Name: _____
LRN: _____
Age: _____
Date of Birth: _____
Sex: _____
Exceptionality: _____
Years in SPED: _____
School Year: _____

Directions: Write the symbol that best describes what the child can do. The descriptive equivalent and symbols are provided with corresponding descriptive meaning.

Symbol	Descriptive Equivalent	Descriptive Meaning (Rubrics)
O	Outstanding	The learner shows independence in doing given tasks. He/She always follow directions. About 80% of the tasks are often correctly done.
VS	Very Satisfactory	The Learner shows some amount of independence. He/She shows some lapses in following directions. About 60% of the tasks are correctly done.
S	Satisfactory	The learner needs little guidance and prompting in given tasks. About 50% of the tasks are often correctly done.
FS	Fairly Satisfactory	The learner needs much guidance with prodding. He/She could follow few directions. Less than 50% of the given tasks are correctly done.
NI	Needs Improvement	The learner needs guidance and lot of prodding in the given tasks. He/She cannot follow directions.

I. SELF – HELP SKILLS	QUARTER			
	1	2	3	4
A. Feeding/Eating				
1. chews food without spillage				
2. eats semi – solid and solid food independently				
3. scoops food with a spoon from a plate independently				
4. scoops food with a spoon from a plate independently				
5. uses fork independently				
6. uses both utensils independently				
7. holds glass, bottle, cup, and can with one hand while drinking				
8. sips liquid without holding a straw and while holding the spoon without spillage independently				
9. pours liquid from pitcher to glass without spillage				
10. scoops soup from bowl without spillage				
11. peels food independently				
12. cuts off food with a knife such as cheese, hotdog, cake, etc.				
13. uses fork for spreading such as jam, peanut butter				
14. uses napkin independently				
15. follows independently proper				
a. eating habits				
b. table manners				
B. Dressing/Undressing				
1. removes/put - on shoes with without assistance: slip – on shoes; snap – on shoes, laced – up shoes				
2. removes sock independently				
3. extends arms (L & R) when removing t-shirt voluntarily				
4. pulls down gartered pants and underwear independently				
5. unzipz/zipz shorts, pants, and jackets independently				
6. unbuttons/buttons independently: big buttons, small buttons, hook and eye, buckle, snaps				
7. unties bow and shoelaces independently				
8. ties bow and shoelaces independently				
9. puts on front and back of clothing properly and independently				
10. puts on socks independently				
11. extends arms (L & R) when putting on T – shirt voluntarily				
12. pulls up independently: gartered pants, underwear				
C. Toileting				

1. goes to the toilet with his own				
2. sits on toilet bowl independently for urinating and defecating				
3. washes genitals independently				
4. wipes face with toilet paper				
5. flushes toilet by himself appropriately				
6. washes and dries hands independently				
7. attends to toilet needs independently and follows hygiene procedures				
8. uses toilet independently and appropriately				
D. Grooming and Hygiene				
1. washes hands with soap and water before and after eating independently				
2. dries hands with towel independently				
3. washes face with soap and water independently				
4. dries face with towel independently				
5. hangs towel by himself				
6. puts toothpaste on toothbrush by himself				
7. brushes teeth by himself				
8. combs/brushes hair by himself				
9. wipes nose with tissue/handkerchief by himself				
10. takes a bath by himself by using the shower and dipper				
11. uses towel by himself appropriately				
12. washes hair with soap and shampoo by himself				
13. uses the following by himself: hand/body lotion, powder, deodorant/cologne				
14. cuts/trims the fingernails and toenails				
15. uses sanitary napkins independently				
16. washes genitals with soap and water during menstruation independently				
17. uses shaver and cream independently				
18. shaves/pulls underarm hair independently				
II. SOCIAL SKILLS				
I. Attending Skills				
A. Body Contact				
1. Eye contact/ posture when responding to communication: Approaches person immediately				
2. Initiating communication: Approaches person independently				
B. Attention Span – Tactile				
1. Attending to task/material: Attends to several tasks/material for manipulation for at least one (1) hour				
2. Manipulates task/material presented independently with 100% completion				
3. Returns material(s) used independently + initiates new task				

C. Attention Span (Auditory)				
1. Locates sound by walking towards it & identifying sound independently				
2. Sits to listen to sound for at least for whole period/ hour				
3. Imitates sound and identifies source independently				
4. Responds to sound/command heard and takes action				
II. Self – Awareness				
1. Expresses emotions verbally				
2. Understanding emotions: Explains cause for certain expression of emotions				
3. Emotional regulation: Solves simple problems on dealing with emotions in various situations - Displays appropriate behaviour in dealing with emotions in specific situations				
4. Name recognition: Verbalises own name				
5. Self-identification within environment: - Identifies self in community - Tells role of self in community				
6. Age: Verbalizes date of birth using calendar				
7. Home address (when asked) - Gives complete address verbally and in written form				
8. Managing personal belongings: - Arranges belongings according to use neatly				
9. Family: - Names each member of family - Identifies position of each member in family - Tells role of each member in family in relation to self				
10. Identifying major body parts: Head Eyes Ears Nose Neck Hands Fingers Abdomen Legs through verbal description and situations				
III. Self at Play				
1. GREETING: Comes to school with a pleasant disposition by greeting people through appropriate verbal language				
2. Plays harmoniously with others during a cooperative activity with independently during associative games, cooperative games, and symbolic games				

3. Borrows things politely through verbal expression				
4. Returns materials/ objects independently, on time and without being asked				
5. Uses the following expressions “Thank you”, “Please”, “May I”, “Excuse me”, “I’m sorry”, “You’re welcome” independently, appropriately and through verbal communication				
6. Shows acceptable behavior to befriend another by playing games with others, talking with other, children inviting other children to join in art, cooking, non-academic activities and relating stories to other children				
7. Activity participation: Volunteers to independently - Make activity choice - Carry out activity without assistance - Join other group/ school activity that are either academic/ non-academic.				
8. Makes choices without assistance				
IV. Self at Work				
1. Independence Volunteers self to work (independent tasks) and without supervision				
2. Demonstrates how to follow orders or request by: a. waiting for one’s turn b. listening attentively when somebody is talking c. forming a line when passing in and out of the room Independently				
III. COMMUNICATION SKILLS				
I. Listening/Receptive Skills				
A. Basic Communication Behavior				
1. Spontaneous eye contact				
a. makes eye contact in most places				
b. looks at the teacher’s eye while talking by holding his gaze all the time (when speaking and when spoken to)				
c. responds to his name every time he is called				
d. says “thank you” when praised				
e. approaches others without being called				
2. Cooperates with simple spoken results				

a. follows simple requests in other places and with other people like: Open the door. Set the table. and Push the shopping cart.				
3. Body Movements				
a. transfer big and small objects from one hand to the other with ease				
b. picks up objects of various sizes and number with thumb and index fingers				
4. concentration span				
a. looks carefully and compares pictures or objects				
5. work habits				
a. work attention				
1. works on material presented independently				
2. works independently				
6. mouth positions				
a. breathing				
1. breathes in and out through mouth				
2. breathes in and out through nose				
3. inhales through the nose and exhales through the mouth				
4. takes short, fast breaths (pants)				
b. blowing				
1. blows a strip of paper from a distance				
2. blows several candles of all sizes				
3. blows bubbles				
c. jaw movements				
1. opens the mouth wide saying “ahh”				
2. opens mouth wide and closes it				
3. moves jaws right and left (prompted by holding child’s lower jaw and moving it while teacher shows how)				
4. closes mouth so that front teeth are edge to edge (prompted by spreading child’s lips at the corners and moving his jaw so that the front teeth come together on edge looking like a GRIN)				
d. lip movements				
1. makes lips round (prompted by putting teacher’s thumb and forefinger at the corners of the child’s moth and pushing the tips slightly toward the center)				
2. sticks out the lips together like pouting (prompted by putting teacher’s thumb and forefinger near the corners of the child’s mouth and gently squeezing his lips together and out)				
3. spreads the lips wide apart with the teeth closed like a big grin prompted by spreading child’s lips wide at the corners with the thumb and forefinger and moving his jaw with the other teacher’s hand so that child’s teeth are shut				

7. Tongue Movements				
a. moves tongue up and down to the left and right				
b. moves tongue from side to side				
c. holds tongue still and flat in mouth				
d. lifts the tips of his/her tongue (for letters TH, L, T) by holding lower jaw open and touching upper lip with a lollipop or lift his upper lip with his tongue or a tongue depressor)				
e. chews, licks, and sucks on any food item independently				
B. Auditory Perception				
1. Auditory Acuity				
a. listens to body sounds such as humming, coughing, giggling, crying, shouting, sneezing, yawning, checking tongue snoring, heel tapping, whistling, whispering, finger – snapping, etc.				
2. Auditory Discrimination				
a. identifies common sounds as they naturally occur				
b. compares environmental sounds				
c. compares loud and soft sounds and other finer sounds by distinguishing low and high pitches thru verbal responses or by naming sounds heard				
d. detects direction of specific sounds by identifying the sound and its direction				
e. differentiates the voices of various people around him				
3. Auditory Decoding/Sequencing				
a. responds approximately in complete sentence when name is called such as “Yes” what is it?” or “Ano po?”, etc				
b. recognizes emotions displayed by others				
c. repeats simple instruction verbally and in action as teacher verbally commands				
d. comprehends multiple – step unrelated commands and performs motorically upon request, such as “Put the pencil on the floor.; Open the door.; Walk around the room.”, etc.				
II. SPEAKING/EXPRESSIVE SKILLS				
A. Auditory – Vocal Memory				
a. describes and relates all knowledge about a single word verbalized to the child				

b. verbally relates experience from the past and possible new experiences for future retrieval or use				
B. Auditory Acuity				
a. repeats longer statements of what was auditorily heard precisely from verbalized				
b. verbally repeats verbal or auditory instructions given by teacher				
c. repeats and/or motorically recalls multiple step instructions such as tap on desk while coughing, clap hands twice then say “Hurrah”, etc				
II. READING/DECODING				
A. Sounds				
1. discriminates sounds heard from the environment and singles them out according to: loudness or softness and distance sound is heard				
2. produces several specific speech sounds listened to				
3. imitates the following initial, medial and final consonant sounds m, n, p, t, k, b, d, g, f, h, w, l, s, u, r, and z (initial); m, n, ng, p, k, d, b, g, f, h, w, s, y, r, and z (medial); m, n, p, t, d, f, s, and r (final)				
B. General Vocabulary				
1. verbally communicates needs and wants				
2. verbalizes parts of the body in appropriate situations such as during self – help lessons, etc				
3. says more complicated forms of greeting such as hello, how are you, or it’s such a fine day, etc.				
4. uses common courteous expressions such as please, goodbye, sorry in appropriate situations				
5. talks about oneself and his immediate family by				
a. telling one’s name and age				
b. telling the names of his immediate family				
c. describing oneself				
d. describing his immediate family				
6. Identifies common objects/animals				
a. by its similar and dissimilar characteristics				
b. by its function				
7. Answers basic questions in relation to				
a. reasoning				
b. logical thinking				
c. sequencing of events				
8. differentiates proper and common nouns				

9. compares objects/things by their color, shape or size				
10. recites nursery rhymes and jingles independently				
IV. NUMBER SKILLS				
I. Object Discrimination Skills				
A. Colors				
1. Names all the primary and secondary colors in his environment				
2. Associates objects in the environment with all colors learned				
3. identifies specific colors in particular picture, object, scene				
B. Shapes				
1. Identifies the different basic figures/shapes in concrete forms such as parts of the hat, pieces of furniture, articles found at home, school, and work site				
2. Names the five (5) basic figures/shapes associated in the environment or in a practical life situation separately in concrete form and true – to – life situation				
3. Names objects that have the five (5) forms				
4. Sorts objects according to their shape and function				
C. Sizes				
1. sorts objects according to their specific measurement				
2. differentiates lengths of various objects by using standard indicators such as the ruler, tape measure, etc.				
D. Weight				
1. identifies heavy and light objects using standardized scales for measuring weight				
2. differentiates heavy and light objects by measuring their weights using standardized weighing scales				
E. Distance				
1. Moves around to get/touch far and near objects in his environment from a specified distance				
2. Places or gets objects from a measured distance				
3. Groups far/near objects from their specific measured distance				
II. Whole Numbers				

1. Tells the number of objects in a given set of 0 to 10; 11 to 50; and 51 to 100				
2. Tells the number of objects in a given set of 10 to 10, 11 to 50, and 51 to 100				
3. Reads numbers 0 and above				
4. Writes the number of objects in a given set from 0 to 100				
5. Tells the position of an object in a given set: up/down; under/over; first/last; high/low; inside/outside; before/after				
6. Compares numerals using more than and less than, equal and not equal, using inequalities				
III. Mathematical Operations				
A. Addition				
1. Adds with sums of over 50				
2. Joins two sets or more to obtain sums of over 100				
3. Illustrates rules in addition using sums over 100 that is changed if order is not changed, any number added with 0 give the same number				
4. Adds two 3 to 4 -digit numerals with sums up to 100 in vertical and horizontal positions without regrouping and with regrouping				
5. Adds several 3 to 4 – digit numerals with regrouping with sums over 100 in the vertical position and horizontal position				
6. Transforms word problems into equations with sums over 100 and using the given, problem, solution and final answer system				
7. Identifies given in a word or picture problem				
8. Solves picture problems in addition involving sums over 100 with or without regrouping				
9. Solves word problem involving addition				
B. Subtraction				
1. Subtracts with differences of 100 and above				
2. Shows the relationship of removing a subset from given sets of 100 or less				
3. Illustrates rules in subtracting using differences less than 100 that subtraction is the inverse of addition and any number subtracted from 0 gives the same number				
4. Subtracts two 1 to 2 – digit numerals with differences of over 100 in vertical and horizontal positions without carrying over and with carrying				
5. Subtracts several 1 to 4 – digit numerals with carrying and with differences over 100 in the vertical position and horizontal position				
6. Identifies given in a word or picture problem				
7. Solves picture problems in subtraction involving differences over 100 with or without regrouping				
8. Solves word problem involving subtraction				

C. Multiplication				
A. Comprehension of Multiplication				
1. Shows multiplication of whole numbers as repeated addition on the numberline				
2. Transforms addition sentence into a multiplication sentence				
3. Shows that zero multiplied to any number is zero				
4. Multiplies 2-3-digit numbers by 1-digit numbers with or without regrouping				
5. Solves simple word problems involving multiplication				
D. Division				
A. Comprehension of the division process				
1. Divides 2-3 digit by 1-digit numbers without remainder and with remainder				
2. Solves word problems involving division.				
IV. Measurement				
A. Fractions				
1. Identifies more whole objects and shapes				
2. Identifies, reads and writes the following such as one – half (1/2), one – third (1/3), and one – fourth (1/4)				
3. Identifies, reads, and writes fractional parts of a whole (1/5 and 1/10)				
4. Identifies numerator as part of a whole				
5. Identifies the denominator as the whole				
6. Differentiates the numerator from the denominator				
7. Finds the fractional parts of objects				
8. compares fractional parts of an unmeasured whole in concrete objects, pictures and existing sets in terms of size, weight, distance				
9. adds fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$				
10. subtracts fractions with the same denominator (like fractions) using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$				
11. applies parts of a whole concept in the environment such as				
a. 1 $\frac{1}{4}$ of the hours spent working or playing				
b. 2 $\frac{1}{2}$ of the 6 cups used in a recipe				
B. Calendar Time				
1. tells the specific day and date of a year				
2. keeps regular schedules and special occasions in a year				
3. indicates the day of the week in which a given date in a month fall				

4. computes for exact age in years, months, and days				
5. tells the time by the hour, minute and second				
6. computes for time by adding or subtracting the hour and minute				
C. Weight, Linear, Distance and Temperature Measurement				
1. compares objects/persons in terms of their height, weight, temperature and/or distance without actual measurement				
2. names and differentiates units of measurement for				
a. weight – kg., lb., etc.				
b. height – inches, meters, etc				
c. distance – km, yd., etc.				
d. temperature – degrees C or F				
3. measures specific objects of persons for their height, weight, distance, temperature				
4. compares objects/persons for their height, weight, distance, temperature				
D. Decimal/Money				
1. Reads and writes numbers of 100 and above				
2. Sequences numbers over 100 at random				
3. Sorts and identifies Philippine coins				
4. Sorts and identifies Philippine bills				
5. Counts using a combination of bills and coins for values over Php 100.00				
6. Reads and writes money values over Php 100.00				
7. Adds using the required number of coins up to Php 100.00 such as Php 0.05, Php 0.10, Php 0.25, Php 1.00, Php 5.00, Php 10.00				
8. Adds using the required number of bills from Php 100.00 and over such as Php 20.00; Php 50.00; Php 100.00; Php 500.00; Php 1, 000.00				
9. Adds using a combination of bills and coins for amounts over Php 100.00				
10. Subtracts using the required number of coins up to Php 100.00 such as Php 0.05, Php 0.10, Php 0.25, Php 1.00, Php 5.00 and Php 10.00				
11. Subtracts using the required number of bills from Php 100.00 and over such as Php 20.00; Php 50.00; Php 100.00; Php 500.00; Php 1, 000.00				
12. subtracts using a combination of bills and coins for amounts exceeding Php 100.00				
13. finds the equivalent number of coins and bills to a specified amount				
14. solves money problems involving				
a. addition				
b. subtraction				
c. a combination of addition and subtraction				
V. PRE-VOCATIONAL SKILLS				

A. Hand Test				
1. Demonstrates use of both hands in play and work activities				
2. Distinguishes the attributes of two objects by feeling them				
B. Manipulation				
1. Removes bottle cap in 10 seconds				
2. Turns doorknob 360 degrees with forearm rotation				
3. Turns wind – up key 360 degrees in one turn				
4. Unbuttons large buttons at least one - fourth inch in diameter				
5. Buttons 1/4” diameter buttons				
6. Holds a 1/4” diameter object in the palm of the hand and moves forward the object to pincer grasp w/out assistance from the other hand				
7. Clips 4 pieces of paper together				
C. Bilateral Skills				
1. Holds small bowl and stirs with teaspoon in clockwise and counter – clockwise motion				
2. Ties triple knot				
3. Laces 6 holes in shoes				
4. Folds 8 – ½” x 11” paper in eight folds and other paper folding designs				
D. Tool Use				
1. Transfers liquid substances with a spoon				
2. Uses pincers to transfer small objects				
E. WORKS ATTITUDE				
1. discriminates one’s belongings and those of others				
2. estimates sizes of other things				
3. writes order form and pays for order				
4. takes on 3 or more job responsibilities such as checking the attendance plus recording and filing				
5. uses drinking fountain or facilities properly				
6. cleans up workplace; puts all trash in the trash bin/basket and disposes garbage properly				
7. uses the toilet properly such as flushing the toilet after use, dispose of tissue paper properly				
VI. VOCATIONAL SKILLS				
A. General Cleaning and Sanitation Service Skills				
A.1 Janitorial Service				
1. Preparation				
a. brings own work clothes and uses them during work hours				

b. gets cleaning equipment appropriately and regularly such as mops and buckets, brooms, rags, garbage cans, cleansing solution				
c. itemizes cleaning materials/equipment taken in checklist				
d. prepares new stocks/bathroom supplies such as toilet paper, soap, towels, garbage bags, etc				
e. moves furniture properly				
2. Actual work				
a. Doors, Walls and Ceiling				
1. dusts, polishes, soaps and rinses walls and ceilings				
2. scrubs and wipes walls/tiles and mirrors of bathrooms				
b. Floors				
1. sweeps, waxes, and polishes				
2. scrubs floors with soap				
3. uses vacuum cleaner appropriately				
c. Urinals, sinks and bathtubs				
1. soaps, scrubs and rinses sinks, urinals and bathtubs				
2. applies cleanser/muriatic acid				
3. installs safety signs properly				
d. trash				
1. segregates trash into separate bins for bottles, plastic, bottles and misc.				
2. replaces trash bags				
3. Cleaning up				
a. cleans used equipment properly				
b. itemize all cleaning equipment and records in inventory checklist				
c. returns all equipment to proper storage areas				
d. lists down all supplies/stocks needed for replenishment				
e. changes bag of vacuum cleaner				
f. re – aligns furniture				
4. Work Experience				
a. cleans several rooms without prodding				
b. does all paperwork independently				
c. maintains high level of performance				
d. uses time and resources productively and efficiently				
A.2 Carpet, Rug and Upholstery				
1. Preparation				
a. brings own work clothes and uses them during work hours				
b. gets cleaning equipment appropriately and regularly such as: broomstick, detergent, carpet brush, buckets, cleansing solution, vacuum cleaner				

c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/shampoo supplies such as cleansing solution, carpet brushes, etc.				
e. moves furniture properly				
2. actual work				
a. chairs/sofas				
1. wipes all chairs and sofas with dry rags				
2. launders all chair and sofa covers				
3. applies cleansing solution to stains when necessary				
b. carpet/rug				
1. sweeps a small carpet or rug with a broomstick				
2. uses vacuum cleaner appropriately				
3. applies cleansing solution to stains when necessary				
c. cleaning up				
1. collects all garbage equipment used and returns to their storage places				
2. itemizes all cleaning equipment and records in inventory checklist				
3. returns all equipment to proper storage areas				
4. lists down all supplies/stocks needed for replenishment				
5. re – aligns furniture				
3. Work Experience				
a. cleans several rooms without prodding				
b. does all paperwork independently				
A.3 Window Washing Services				
1. preparation				
a. puts on work clothes				
b. identifies and gets materials/equipment appropriately and regularly for cleaning such as car windows – soapwater, old newspaper and dry rags; and house windows – soapwater, old newspaper, dry rags, window glaze/ shine, etc.				
c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/window supplies such as cleansing solution, window glaze/shine, etc.				
2. actual work				
a. car window cleaning services				
1. wets car windows using soapwater and old newspaper				
2. dries car windows using dry rag				

3. shines car windows using window glaze/shine solution				
4. operates electronic car washing machine as in gas stations				
b. house windows				
1. wets windows spraying soapwater				
2. dries windows using old newspaper				
3. dries windows using dry rags				
4. shines windows using glaze/shine				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
c. returns all equipment to proper storage areas				
d. lists down all supplies/stocks needed for replenishment				
4. Work Experience				
a. cleans several windows without prodding				
b. does all paperwork independently				
c. dresses appropriately for work tasks				
d. uses an electronic machine for washing car windows as in gas stations				
e. shuts off all electrical equipment used				
A.4 Ground Maintenance and Gardening Services				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets cleaning equipment appropriately and regularly such as grounds maintenance and garden service such as broomstick, dustpan, rake, hoe, water bins, sprinkler, grass cutter, lawn mower, shovel, hose, etc.				
c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/window washing supplies such as cleansing solution, window glaze, etc				
2. actual work				
a. grounds maintenance				
1. sweeps ground with broomstick				
2. gathers dirt with rake and hoe				
3. collects raked dirt in dustpan				
b. garden maintenance				
1. removes weeds from grass/garden				
2. mows the lawn with manual or electric lawn mower				
3. trims plants of dead leaves				
4. uses simple landscaping procedures in beautifying lawn				
5. transfers plants from pot to garden and vice – versa				
6. applies fertilizer when needed				

3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
c. returns all equipment to proper areas				
d. lists down all supplies/stocks needed for replenishment				
4. work Experience				
a. demonstrates stamina and work endurance by staying on task				
b. meets demands by quality work				
B. Fastfood Service Skills				
B.1 Busboy Service				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets cleaning equipment appropriately and regularly such as sanitized wet dish rags, dry dish rags, table utensils, condiments, ashtrays, napkins, etc.				
c. puts placemats on restaurant/canteen tables				
d. sets table with spoon, fork, knife, napkin, etc.				
e. prepares all equipment needed for cleaning tables				
2. actual work				
a. removes all utensils used from table				
b. refills all condiment containers without spillage				
c. refills napkin containers				
d. changes tablecloth				
e. empties ashtrays and replaces with clean cloth				
f. sanitizes tables and chairs				
g. classifies all used utensils in sink without breakage				
h. uses a dishwasher and dryer properly				
i. throws all dirt/trash in bins				
j. puts all leftover food in food bins for animals				
3. cleaning up				
a. sorts utensils and leftover food in cart				
b. wipes table with wet dish rags if without tablecloth and dry dish rag if with tablecloth				
c. wipes school/canteen table with dry dish rag				
d. wipes restaurant table with wet and sanitized dish rag				
e. wipes restaurant table with dry dish rag				
f. shuts off all appliances used such as the dishwasher and dryer				

4. Work Experience				
a. cleans all tables without prodding				
b. does all paperwork independently				
c. uses an electronic machine for washing utensils such as dryers and dishwashers				
d. shuts off all electrical equipment used				
B.2 Food Attendant of Kitchen : Helper for Self Service				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets food preparation equipment properly				
c. itemizes food preparation materials/equipment taken out in an inventory checklist				
d. wipes all counters with sanitized dish rags				
e. prepares all utensils to be used				
f. brings out food or vegetable ingredients from ice box				
g. puts food or vegetable ingredients in the counter				
h. segregates meat and vegetables				
i. prepares new stocks needed for food preparation (for certain menus) for the next day				
2. actual work				
a. checks number of items or goods upon delivery				
b. stacks stocks in stockroom or storeroom				
c. sorts meat from vegetables				
d. sorts dry goods from wet goods from the boxes/crates				
e. sorts canned goods from crates/boxes				
f. puts price tags/labels on goods				
g. sorts goods on shelves/freezer				
h. stacks items on shelves of department store/supermarket				
3. cleaning up				
a. wipes all counters of dust				
b. cleans and returns used equipment properly				
4. work experience				
a. cleans all shelves of dust without prodding				
b. does all paperwork independently				
c. checks inventory or stocks against delivery receipts				
d. lists stocks needed for replenishment				
e. returns all equipment used				
B.3 Dishwasher				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets dishwashing equipment including machine				
c. gets materials/equipment needed for washing				

2. actual work				
a. puts all dirty dishes in sink				
b. sorts dishes and utensils				
c. scrape off leftover food/solid particles from dishes using scrap trays				
d. rinses in running water utensils such as glassware, silverware, plates, etc				
e. soaps glassware first followed by silverware and finally, chinaware				
f. rinses with tap water				
g. wipes dry with clean, sanitized dish rag				
h. stacks glassware, silverware and chinaware on shelves				
i. scrubs cookware and trays				
j. rinses cookware with tap water				
k. dries cookware				
3. cleaning up				
a. returns all dishes and utensils in dish racks and cabinets				
b. soaps sink and counters				
4. Work Experience				
a. cleans sink and counters of dust without prodding				
b. does all paperwork independently				
c. checks inventory or stocks against actual number and kind of dishes and utensils				
d. lists stocks needed for replenishment				
e. returns and classifies all equipment used according to kind				
C. Industrial Skills				
C.1. Supermarket/Department Store Service Skills				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets department store/supermarket equipment properly				
c. gets materials/equipment needed for stocking/stacking such as price tag machine, sealer, etc.				
d. itemizes supermarket/department store materials/equipment taken checked out in inventory				
2. actual work				
a. checks number of items or goods upon delivery				
b. stacks stocks in stockroom or storeroom				
c. sorts meat from vegetables				
d. sorts dry goods from wet goods				
e. sorts canned goods from crates/boxes				
f. puts price tags on goods				
g. sorts goods on shelves/freezer				
h. sorts goods on shelves/freezer				
i. puts dry and wet goods on plastic/paper bags				

j. separates detergent equipment from consumable items in bags				
k. locates goods that have no price tags from store aisles for correct pricing				
l. seals small bags with the use of stapler, scotch tape, electric sealer				
m. ties bags with straw or string				
n. loads and unloads bags in pushcarts				
o. collects cart and returns them to proper designated areas				
3. cleaning up				
a. wipes all counters of dust				
b. cleans and returns used equipment properly				
4. Work Experience				
a. cleans all counters regularly and without prodding				
b. does all paperwork independently				
c. checks inventory or stocks against delivery receipts				
d. lists stocks/stacking materials needed for replenishment				
e. returns all equipment used in their respective cabinets or storage areas				
f. lists safety rules for use of electrical outlets and cords				
C.2 Hotel/Motel Service Skills (Housekeeping)				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets cleaning /equipment when necessary such as mops and buckets, brooms, rags, garbage cans, cleansing solution				
c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/bathroom supplies such as toilet paper, soap, towels, garbage bags, etc.				
e. moves furniture appropriately				
2. actual work				
a. removes/replaces bedding, pillowcases, blankets, etc				
b. spreads and folds edges or corners of beddings and blankets				
c. puts all dry linen and clothes of the laundry hamper				
d. transfers dirty linen to laundry vat/bin				
e. sweeps, waxes, and polishes several rooms systematically				
f. vacuums carpet				
g. dusts and polishes walls and ceilings systematically				
h. soaps and rinses walls and ceilings when needed				

i. empties trash bins				
j. refills trash cans with trash bags				
k. soaps and rinses bathtubs/toilet bowls				
l. replenishes bathroom toiletries including towels				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
c. returns all equipment to proper storage areas				
d. lists down all supplies/stocks needed for replenishment				
e. changes bag of vacuum cleaner				
f. re - aligns furniture				
4. Work Experience				
a. cleans all areas without prodding				
b. does all paperwork independently				
c. checks inventory of stocks against actual number and kind of linen				
d. lists stocks needed for replenishment				
e. returns and classifies all equipment used according to kind				
f. performs non - assigned tasks during appropriate times				
C.3 Factory Service Skills				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets factory equipment properly				
c. gets materials/equipment ape, needed for packing/repacking such as packing tape, labels/tags, etc.				
d. itemizes packing materials/equipment taken out in an inventory checklist				
2. actual work				
a. checks number of items or goods upon delivery				
b. stacks stocks in stockroom or storeroom				
c. sorts stock according to requirement				
d. weighs dry or powdered materials				
e. measures liquid materials				
f. fills various containers such as paper bags, plastic bags, sachets, bottles, etc. without spillage and with enough speed				
g. seals containers and/or bags using packing tape				
h. places stocks in conveyor				
i. stacks stocks in storeroom				
3. cleaning up				
a. wipes all work areas of dust				
b. cleans and returns used equipment properly in storage areas				
4. Work experience				

a. cleans all work areas regularly and without prodding				
b. does all paperwork independently				
c. checks inventory or stocks against delivery receipts				
d. lists stocks needed for replenishment				
e. returns all equipment used				
f. follows procedures for unexpected downtime or breaks in a work day				
g. accepts changes in routines without extreme behavior				
D. Agriculture Skills				
D.1 Field or Plant Nursery Aids				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets cleaning equipment appropriately and regularly such as				
1. ground maintenance - rake, hoe, dustpan, waste bin				
2. garden maintenance - grass cutter, lawn mower, shovel, hoe, hose, etc.				
c. itemizes cleaning materials/equipment taken out in an inventory checklist				
d. prepares new stocks/cleaning equipment				
2. actual work				
a. ground maintenance				
1. sweeps ground with broomstick				
2. gathers dirt with rake and hoe				
3. collects raked dirt in dustpan				
b. garden maintenance				
1. removes weeds from grass/garden				
2. mows the lawn with manual or electric lawn mower				
3. trims plants of dead leaves				
4. uses simple landscaping procedures in beautifying lawn				
5. transfers plants of dead leaves				
6. applies fertilizer when needed				
3. cleaning up				
a. cleans used equipment properly				
b. itemizes all cleaning equipment and records in inventory checklist				
c. returns all equipment to proper storage areas				
d. lists down all supplies/stocks needed for replenishment				
4. Work Experience				
a. cleans up surrounding areas				
b. does all paperwork independently				
c. shuts off all electrical equipment used				
E. Laundry Services				
E.1 Wash and Fold				

1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets detergent soap needed for washing and intended for washing machine				
c. jots down in checklist the detergent soap taken out				
d. jots down in checklist the lined baskets of clothes/garments for washing				
e. checks from list of stocks of detergent soap needed				
2. actual work				
a. sorts clothes/garments according to color				
b. sorts objects according to kind				
c. puts the clothes in the washing machine				
d. manipulates the washing machine				
e. washes clothes based on color and kind				
f. applies whitening solution/bleach and to stained clothes/garments when necessary				
g. applies softening solution to clothes/garments when necessary				
h. gets washed and dried clothes in the washing machine				
i. folds clothes/garments				
j. fixes the folded clothes/garments in a plastic				
k. label the plastic indicating the owner of the clothes/garments				
3. cleaning up				
a. shuts off washing machine used				
b. wipes/dries the washing machine				
c. cleans the work area				
d. returns used detergent soap properly in storage area				
4. Work experience				
a. sorts/folds clothes/garments independently				
b. jots down bottle of detergent soap used and washed baskets of clothes/garments and records in inventory checklist/record book				
c. lists stocks needed for replenishment				
E.2 Press/Iron				
1. preparation				
a. brings own work clothes and uses them during work hours				
b. identifies and gets equipment/materials needed for pressing/ironing such as flat iron, ironing board, hanger, plastic filled with water				
c. jots down in checklist the equipment/materials taken out				
2. actual work				

a. sorts clothes/garments according to color				
b. sorts clothes/garments according to kind				
c. irons clothes/garments independently				
d. folds and hangs the ironed clothes/garments				
e. sprays the clothes/garments with water when necessary				
f. folds and hangs the ironed clothes/garments				
g. fixes folded clothes in a plastic				
i. labels plastic indicating the owner of the clothes/garments				
j. labels/puts a tag to the hanged clothes/garments indicating the name of the owner				
3. cleaning up				
a. returns all equipment/materials to their storage places				
b. cleans the work area				
4. work experience				
a. presses/irons clothes/garments independently				
b. folds and hangs ironed clothes/garments				
c. does all the labelling/tagging independently				
d. evaluate result				
F. Basic Computer Concepts and Operations				
1. Logs in and logs out of computers properly				
a. "launches programs				
b. opens and closes computer programs				
c. accesses files from documents folder and shared folder with teacher assistance				
d. saves to documents and shared folders independently				
e. deletes files and folders from documents folder				
f. prints with teacher's assistance				
2. Uses proper typing technique with efficiency and accuracy without looking at the keyboard				
a. reviews and uses correct posture and "home row" typing positions introduced in earlier grades				
b. types simple 2 - 3 words or phrases using correct finger positions				
3. types with one space between word between words and be consistent with spacing after a sentence (1 or 2 spaces is acceptable)				
a. uses formatting functions and numbering, indents, page breaks, margins and columns				
b. uses borders/drawing/tool/graphics				
c. inserts graphics from outside source				
d. copies and pastes information from the internet into Microsoft word document for note taking purpose				
4. Demonstrates and understands copyright by citing sources of copyrighted materials in papers, projects and multimedia presentations				

REPORT ON LEARNER'S OBSERVED VALUES

Core Values	Behavior Statements	Quarter			
		1	2	3	4
Maka - Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others				
	Shows adherence to ethical principles by upholding truth				
Maka-tao	Is sensible to individual, social, and cultural differences				
	Demonstrates contributions towards solidarity				
Maka-kalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically				
Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen. Demonstrates appropriate behavior in carrying out activities in the school and community.				

Marking	Non - Numerical rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of School Days												
No. of Days Present												
No. of Days Absent												

PARENT'S/GUARDIAN'S SIGNATURE

1ST Quarter: _____

2nd Quarter: _____

3rd Quarter: _____

4th Quarter: _____

AT LEAST ONE YEAR PRIOR TO REACHING AGE 18, STUDENTS MUST BE INFORMED OF THEIR RIGHTS UNDER IDEA AND ADVISED THAT THESE RIGHTS WILL TRANSFER TO THEM AT AGE 18.

Not Applicable (Student will not be 18 within one year)

The student has been informed of his/her rights under IDEA and advised of the transfer of rights at age 18

Distribution of Confidential Folder

Parent/Guardian Special Education teacher Case Manager Diagnostic Center

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Consider results of the initial evaluation or most recent reevaluation, and the academic, developmental and functional needs of the student, which may include the following areas: academic achievement, language/communication skills, social/emotional/behavior skills, cognitive abilities, health, motor skills, adaptive skills, pre-vocational skills, vocational skills and other skills as appropriate. For students who are 16 or older, or will turn 16 when this IEP is in effect, also consider the results of age appropriate transition assessments related to training/education, employment and independent living skills (as appropriate).

ASSESSMENT CONDUCTED	ASSESSMENT RESULTS	EFFECT ON PUPIL'S INVOLVEMENT AND PROGRESS IN GEN. EDUC.CURR.OR, FOR EARLY CHILDHOOD PUPILS, INVOLVEMENT IN DEV.ACTIVITIES																											
<p>Psycho – educational Assessment by (Philippine Mental Health Association) (PMHA)</p>	<p style="text-align: center;"><u>INTELLECTUAL EVALUATION (SB V)</u></p> <table border="1" data-bbox="400 819 991 1357"> <thead> <tr> <th>Area</th> <th>Standard Score</th> <th>Classification</th> </tr> </thead> <tbody> <tr> <td>FLUID REASONING <i>Non verbal/ Verbal</i></td> <td>46</td> <td>Moderately delayed</td> </tr> <tr> <td><i>Knowledge</i> <i>Non- verbal/Verbal</i></td> <td>47</td> <td>Moderately Delayed</td> </tr> <tr> <td>QUANTITATIVE REASONING <i>Non- verbal/Verbal</i></td> <td>53</td> <td>Moderately Delayed</td> </tr> <tr> <td>VISUAL- SPATIAL PROCESSING <i>Non- verbal/Verbal</i></td> <td>46</td> <td>Moderately delayed</td> </tr> <tr> <td>WORKING MEMORY <i>Non- verbal/Verbal</i></td> <td>50</td> <td>Moderately Delayed</td> </tr> <tr> <td>NON - VERBAL IQ</td> <td>46</td> <td>Mod. delayed</td> </tr> <tr> <td>VERBAL IQ</td> <td>49</td> <td>Mod. Delayed</td> </tr> <tr> <td>FULL SCALE IQ</td> <td>41</td> <td>Mod. Delayed</td> </tr> </tbody> </table> <p><u>EMOTIONAL EVALUATION:</u></p> <p><u>BEHAVIORAL OBSERVATIONS:</u></p> <p><u>CLINICAL IMPRESSIONS:</u></p>	Area	Standard Score	Classification	FLUID REASONING <i>Non verbal/ Verbal</i>	46	Moderately delayed	<i>Knowledge</i> <i>Non- verbal/Verbal</i>	47	Moderately Delayed	QUANTITATIVE REASONING <i>Non- verbal/Verbal</i>	53	Moderately Delayed	VISUAL- SPATIAL PROCESSING <i>Non- verbal/Verbal</i>	46	Moderately delayed	WORKING MEMORY <i>Non- verbal/Verbal</i>	50	Moderately Delayed	NON - VERBAL IQ	46	Mod. delayed	VERBAL IQ	49	Mod. Delayed	FULL SCALE IQ	41	Mod. Delayed	
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STRENGTHS, CONCERNS, INTERESTS AND PREFERENCES

STATEMENT OF THE PUPILS' STRENGTH

STATEMENT OF PARENTS' EDUCATIONAL CONCERNS

STATEMENT OF PUPIL'S PREFERENCES AND INTERESTS (required if transition services will be discussed, beginning at

age 14 or younger if appropriate)

CONSIDERATION OF SPECIAL FACTORS

1. Does the pupil's behavior impede the pupil's learning or the learning of others? ___ No action needed ___ Yes, addressed in IEP
If yes, team must consider the use of positive behavioral interventions, support and other strategies, to address behavior.
2. Does the pupil have limited English proficiency? ___ No action needed ___ Yes, addressed in IEP
If yes, team must consider language needs of the pupil as those needs relate to the pupil's IEP.
3. Is the pupil blind or visually impaired? ___ No action needed ___ Yes, addressed in IEP
If yes, team must evaluate reading /writing needs& provide for instruction in Braille unless determined not appropriate for the pupil.
4. Is the pupil deaf or hard of hearing? ___ No action needed ___ Yes, addressed in IEP
If yes, team must consider communication needs.
5. Does the pupil require assistive technology devices and services? ___ No action needed ___ Yes addressed in IEP
If yes, team must determine nature and extent of devices and services.

IEP GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS AND BENCHMARKS OR SHORT-TERM OBJECTIVES

MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured) 1. ENGLISH	PROGRESS REPORT 1. Satisfactory Progress being made(Continue) 2. Unsatisfactory Progress being made (need to review/revise) 3. Goal met (note date)			
	Date	Date	Date	Date
BENCHMARK OR SHORT-TERM OBJECTIVES				
<i>1st Semester</i>				
<i>2nd Semester</i>				

MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured) 2. MATHEMATICS	PROGRESS REPORT 1.Satisfactory Progress being made (Continue) 2.Unsatisfactory Progress being made (need to review/revise) 3.Goal met (note date)			
	Date	Date	Date	Date
BENCHMARK OR SHORT-TERM OBJECTIVES				
<i>1st Semester</i>				
<i>2nd Semester</i>				

MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured) 3. RECREATIONAL SKILLS	PROGRESS REPORT 1, Satisfactory Progress being made (Continue) 2. Unsatisfactory Progress being made (need to review/revise) 3. Goal met (note date)			
	Date	Date	Date	Date

	Date	Date	Date	Date
BENCHMARK OR SHORT-TERM OBJECTIVES				
<i>1st Semester</i>				
<i>2nd Semester</i>				

METHOD FOR REPORTING PROGRESS

METHOD FOR REPORTING THE PUPIL'S PROGRESS TOWARD MEETING ANNUAL GOALS (Check all methods that will be used) <input type="checkbox"/> IEP Goals Pages <input type="checkbox"/> Report Card <input type="checkbox"/> Parent Conferences <input type="checkbox"/>	PROJECTED FREQUENCY OF REPORT <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Trimester <input type="checkbox"/> Others
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SPECIAL EDUCATION SERVICES

SPECIALLY DESIGNED INSTRUCTION	BEGINNING AND ENDING DATES	FREQUENCY OF SERVICES	LOCATION OF SERVICES

SUPPLEMENTARY AIDS AND SERVICES

Includes aids, services and other supports provided in regular education classes or other education-related settings to enable participation with nondisabled students

MODIFICATION, ACCOMODATION OR SUPPORT FOR PUPIL OR PERSONNEL <small>(Describe below or select from supplemental "Modifications, Accommodation and supports"</small>	BEGINNING AND ENDING DATES	FREQUENCY OF SERVICES	LOCATION OF SERVICES
● ACCOMODATION:			

RELATED SERVICES

RELATED SERVICES	SERVICES TYPE AND/OR DESCRIPTION	BEGINNING AND ENDING DATES	FREQUENCY OF SERVICES	LOCATION PF SERVICES
<input type="checkbox"/> School Health Services				
<input type="checkbox"/> Recreation Therapy				
<input type="checkbox"/> Parent Counseling & Training				
<input type="checkbox"/> School/Division Nurse				

EXTENDED SCHOOL YEAR SERVICES

Does the pupil require extended School year services? <input type="checkbox"/> No <input type="checkbox"/> Yes If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified. If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made.

PLACEMENT

PLACEMENT CONSIDERATIONS	PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT
<input type="checkbox"/> Selected <input type="checkbox"/> Rejected Self-contained program <input type="checkbox"/> Selected <input type="checkbox"/> Rejected Special School	

JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS

Explain why IEP goals and objectives cannot be implemented in regular education environments, including the reasons why the team rejected a less restrictive placement. Include an explanation of any harmful effects on the learning of this or other students which affected the placement selection.

IEP IMPLEMENTATION

-----As the parent, I agree with the components of this IEP, I understand that its provisions will be implemented as soon as possible after the IEP goes into effect
----- As the parent, I disagree with all or part of this IEP. I understand that the School must provide me with written notice of any intent to implement this IEP. If I wish to prevent the implementation of this IEP, I must submit a written request for a due process hearing to the school principal

Parent's Signature:

ROLES AND RESPONSIBILITIES of DepEd OFFICIALS and PARENTS IN THE IMPLEMENTATION OF SPED/INCLUSIVE EDUCATION PROGRAM

REGIONAL OFFICE

1. Craft policy/guidelines for SPED/Inclusive Education.
2. Supervise/Monitor the implementation of the program.
3. Assess the program in the different Schools Division Offices.
4. Conduct Orientation of the policy/guideline to the Schools Division Offices SPED Focal Persons.

Schools Division Offices

1. Supervise/Monitor the implementation of SPED/Inclusive Education Program.
2. Facilitate the orientation of the policy/guideline to the School Heads.
3. Assess the program in the different Districts/Schools.
4. Monitors the preparation of learning/instructional materials.

School Heads

1. Facilitate the Implementation of the policy/guidelines for SPED/Inclusive Education.
2. Integrate Inclusive Education in the vision and mission of the schools and includes in the School Improvement Plan.
3. Facilitate the preparation and administration of assessment/identification of learners and learning/instructional materials.
4. School Heads in SPED Centers give technical assistance to School Heads in the regular school's relative to inclusive education practices.
5. School Heads in the regular schools welcome the idea of inclusive education and seek the assistance of SPED Center personnel.
6. Conduct meeting to monitor the implementation of the SPED/Inclusive Program.
7. Conduct orientation during PTCA meeting.
8. Supervise, provide Technical Assistance as regards the implementation of the program.

SPED Teachers

1. Welcome and assist regular teachers who seek information on inclusive education, curriculum, teaching strategies, and learning materials.
2. Accept a broader role as consultant in inclusive education and SPED in general.
3. Share expertise on inclusive education when needed.
4. Assist regular teachers on the grading mechanism using descriptive/anecdotal records checklist and in accomplishing the Individualized Education Plan (IEP).
5. Provide continuing support to inclusive education.
6. Prepare learning/instructional materials
7. Allow flexibility in the following:
 - Communication with parents
 - Submission of learner's output
 - Giving of additional instructions/reminders to parents thru SMS or call, messenger, email, etc.

8. Facilitate the development of appropriate interactions and social relations to learners and parents.
9. Support the school plans in the smooth delivery of lessons/education to the learners.

Regular Teachers

1. Welcome the idea of inclusive education
2. Support school plans for inclusive education, smooth delivery of lessons/education to the learners
3. Establish a wholesome relationship with SPED Teachers
4. Prepare learning/instructional materials and Individualized Education Plan (IEP).
5. Facilitate the implementation of inclusive education.
6. Allow flexibility in the following:
 - Communication with parents
 - Submission of learner's output
 - Giving of additional instructions/reminders to parents thru SMS or call, messenger, email, etc.
7. Facilitate the development of appropriate interactions and social relations to learners and parents.

Parents

1. Welcome the idea of the "new normal" in the administration of assessment/identification of learners and delivery of lessons of their children.
2. Support the school and teachers' plans in the administration of assessment/identification of learners and delivery of learning/tasks.
3. Maintain good relationship and open communication with the teachers.
4. Assist/Follow - up children in the completion of their tasks.
5. Attend PTCA/Homeroom meetings and orientation.