DEPED-4A-02-RO-21-4

18 March 2021

Regional Order

GUIDELINES ON CURRICULUM IMPLEMENTATION IN THE NEW NORMAL

To   **Schools Division Superintendents**

1. Consistent with the issuances of the Department of Education, and contextualized to suit the setting of this region, this Office, through the Curriculum and Learning Management Division, issues this **Guidelines on Curriculum Implementation in the New Normal.**

2. To streamline activities and promote academic ease, this set of guidelines aims to provide information, guidance and directions to the Schools Division Offices (SDOs) and schools for the effective and efficient operationalization and implementation of the DLDMs. This further addresses gaps and challenges in terms of curriculum implementation in the new normal in making learning flexible, aligned, and relevant.

3. Beginning Quarter 3 of School Year 2020-2021, all processes and measures shall be anchored to this Order.

4. This issuance covers all public K to 12 schools in Region 4A CALABARZON. Private schools may adopt or modify this according to their contexts and needs.

5. All regional issuances that are contrary to this are hereby rescinded.

6. For questions and clarifications, you may contact **JOB S. ZAPE, JR.,** Chief Education Supervisor of CLMD via trunkline at (02) 8647-7487 loc. 420.

7. Widest dissemination of and compliance with this Order is directed.

WILFREDO E. CABRAL
Regional Director

GUIDELINES ON CURRICULUM IMPLEMENTATION IN THE NEW NORMAL

I. Rationale

1. Education continues despite challenges and limitations brought about by the COVID-19 pandemic. The Department of Education (DepEd) CALABARZON has put forward a comprehensive PIVOT4A Basic Education Learning Continuity Plan (BE-LCP) to ensure that the same quality education is delivered to all learners effectively and efficiently.

2. Anchored on and in support to the BE-LCP of DepEd Central Office, the Region highlights CALABARZON's PIVOT 4A in its plan, specifying the following strategic thrusts:
   a. Aligning focus and intervention towards improving learning outcomes;
   b. Advancing handholding initiatives such as collaborations, open communication, open communication, and vibrant relationships in the exercise of authority;
   c. Amplifying defined technical assistance to target delivery units; and
   d. Appraising stakeholders on progress of interventions of the quality and extent of achievement.

3. The Region also conforms to the Omnibus Guidelines on the Implementation of Community Quarantine issued on May 15, 2020 by the IATF for the Management of Emerging Infectious Diseases and to the directives and other recent press releases of the Office of the President in coming up with this issuance.

4. DM-CI-2020-00162 or the Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021 underscores that SLMs developed by the regions in the implementation of the Alternative Delivery Modes (ADMs) shall be used as the primary learning resource. Further, it cites that the SLMs shall be the foundation for conversion to various content formats such as, but not limited to, digital formats (flat PDF and e-SLM), educational video, radio and others. Meanwhile, OUCI-2020-307 or the Suggested Measures to Foster "Academic Ease" during the COVID-19 pandemic is covered herein for dissemination and reiteration.

5. Flexibility in the teaching and learning process has been accommodated by the Regional Office since the outset of the School Year 2020-2021. DepEd CALABARZON, through the Curriculum and Learning Management Division (CLMD), started preparing materials that are suited for education in emergencies after the Taal Volcano eruption in January 2020. With the placement of the country on quarantine starting in March, the region has continued the development and quality assurance activities to fulfil its mandate as far as Learning Resource Management key result area is concerned.

II. Scope

6. This Order covers all public K to 12 schools in Region 4A CALABARZON. Private schools may adopt or modify this according to their contexts and needs.

III. Definition of Terms

7. For purposes of this Order, the following terms are defined:

    a. **Assessment.** This refers to the process of evaluating, measuring and documenting learner's academic readiness, learning progress, skills acquisition, performance and achievement.

    b. **Distance Learning Delivery Modalities.** These refer to various instructional approaches, such as Modular Distance Learning (MDL), Online Distance Learning (ODL), TV/Radio-Based Instruction (TV/RBI) and Blended Distance Learning.

    c. **Learning Delivery.** This refers to the different learning delivery modalities employed in curriculum implementation.

    d. **Learning Resources.** These refer to any print, non-print, offline and/or online materials, such as but not limited to PIVOT4A SLMs, CO-developed ADM materials, learning activity sheets and lesson exemplars, aligned to the contexts of the K to 12 Basic Education Curriculum. They are used by learners as materials in meeting curriculum expectations.

    e. **PIVOT Learner's Packet (LeaP).** An enhanced version od the Detailed Lesson Plan (DLP) and Daily Learning log (DLL), it is a learner' material composed of four teaching-learning phases that contain instructions on the use of MELC-Mapped LRs and the SLMs.

    f. **PIVOT Learner's Instructional Kit (LInK).** These are the MELC-mapped learning resources available in SDOs and schools. They present different lists of learning resources that are made available in teaching the Most Essential Learning Competencies (MELCs).

    g. **PIVOT4A Self-Learning Materials (PIVOT4A SLMs).** These refer to the contextualized learning materials developed by DepEd CALABARZON as primary learning resources during education in emergencies. Programmed for eight-week learning delivery cycle, each PIVOT4A SLM contains discussion of contents and presentation of learning tasks relevant to the MELCs. With reference to PIVOT4A Budget of Work (BOW), eartags are incorporated in determining the number of days allocated for each MELC or group of MELCs. Each lesson is presented in a four-part structure, namely: Introduction, Development, Engagement and Assimilation.

    h. **Weekly Home Learning Plan (WHLP).** This refers to the instructional guide of learners prepared by teachers as per DM-CI-2020-00162.

IV. Policy Statement

8. DepEd CALABARZON is committed to delivering quality education in this time of pandemic while ensuring safety and well-being of learners, teachers, parents and stakeholders. SDOs and schools shall adhere to the following principles and guidelines for effective and efficient implementation of the

curriculum in the areas of Learning Resources, Learning Delivery and Assessment.

A. Curriculum Management

The CLMD manages the following curricula: Regular Curriculum (Grades 1-10), Kindergarten, Senior High School (SHS), Alternative Learning System (ALS), Madrasah Education, Indigenous People's Education (IPEd), Special Education (SPED), Multigrade, and Special Curricular Programs, such as the Special Program in Journalism (SPJ), Special Program in Foreign Language (SPFL), Special Program for the Arts (SPA), Special Program for Sports (SPS), Special Program in Technical and Vocational Education (SPTVE), and Science and Technology Education/Special Science Elementary School (STE/SSES).

A.1 All public schools shall use the PIVOT4A Budget of Work for all learning areas in Key Stages 1-4 as stipulated in Regional Order No. 10, s. 2020 and Regional Memorandum No. 306, s. 2020.

A.2 Planning of learners' activities shall be based on the PIVOT Budget of Work (BOW).

A.3 Presentation of lessons using different learning delivery platforms shall be anchored to PIVOT BOW.

B. Learning Delivery

With the approval of the Secretary of the Department of Education, Leonor Magtolis-Briones, the PIVOT4A SLMs shall be the primary source of information to be used by the teachers and the learners for the Modular Distance Learning. It shall also be the basis of instruction for the Online Distance Learning, Radio-Based/TV-Based Instruction and Blended Distance Learning.

B.1 It shall be one PIVOT4A SLM is to one Learner (1:1) for Kinder to Grade 3 learners.

B.2 It shall be one CO ADM SLM is to four learners (1:4) for Grade 4 to Senior High School. TVL Subjects may be supplemented with available TESDA materials.

B.3 Teachers shall coordinate with and provide support to the parents, guardians and para-teachers in ensuring that learners are able to accomplish the tasks. Schools, through the teacher shall get information on households with and without capable learning facilitator to assist the learner. Data gathered shall be used to provide the necessary support such as, but not limited to providing para-teachers (subject to availability and qualifications set in DepEd Order No. 32, s. 2020), online and offline technical assistance, home visitations (subject to existing IATF protocols), capacity-building in the form of orientation and trainings, etc.

B.4 Continuous upskilling and reskilling of teachers shall be done through the conduct of Learning Action Cells as per DepEd Order No. 35, s.

2016 and other Professional Development Programs as per DepEd Order No. 30, s. 2020 and OUCI-2020-307.

B.5 Schools that are implementing online classes are reminded of the following considerations: maximum screen time per day as recommended by the American Academy of Pediatrics and the World Health Organization is at one hour for kindergarten, 1.5 hours for Grades 1-5, 2 hours for Grades 6 to 8, and 4 hours (divided in the morning and afternoon session) for Grades 9-12.

B.6 The PIVOT LInK (MELC-mapped LRs) and the available TV and radio-based instruction (TV/RBI) scripts shall be included in the development of PIVOT LeaPs to ensure enriched delivery of the MELCs.

B.7 PIVOT 4A SLMs and PIVOT LeaPs shall be the main materials to be used in preparing lessons (and scripts) for Online Distance Learning, TV/Radio-Based Instruction and Blended Distance Learning.

B.8 SDO's are encouraged to utilize other available platforms that will supplement the needed learning resources for Quarters 3 and 4.

B.9 PIVOT TV shall be one of the supplementary learning resources to enhance and/or intensify learner's learning gains aside from SLMs, LeaPs, Links, and all other learning resources. It shall also showcase teachers' skills and creativity in delivering instruction and the learner's best outputs plus significant learning takeaways. It shall also highlight notable and effective practices on curriculum implementation at the SDO and school levels.

C. Learning Resources

DM-CI-2020-00162 entitled Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) cites that the SLMs shall be the foundation for conversion to various content formats such as, but not limited to, digital formats (flat PDF and e-SLM), educational video, radio and others.

C.1 Beginning Quarter 3, the official learning resources that shall be used for Kindergarten to Grade 3 shall be PIVOT4A SLMs while for Grades 4 to 12, it shall be DepEd ADM SLMs. Kindergarten learners shall be allowed to answer directly on the SLMs. All other learning resources, modules or worktexts that will be introduced to the learners by any SDO shall be reported to the CLMD for quality assurance and approval.

C.2 The PIVOT4A SLMs shall be used with MELC-Mapped LRs. The MELC-Mapped LRs prepared by the SDOs shall be distributed to teachers and learners.

C.3 The PIVOT4A Learner' Packet (LeaP) shall be the teachers and learners' main blueprint in the teaching-learning process. It is a four-

phase teaching-learning guide to be used by teachers to aid learners in understanding the target concepts. Particular standards in developing the PIVOT LeaP for Quarters 3-4 shall be followed.

C.4 As a response to the call for academic ease during the COVID-19 pandemic, Learning Tasks in LAS must only have 2 Learning Tasks (classified as Performance Task) per week for Quarters 3 and 4. A total of 16 tasks for the 8-week period of learning shall be maintained in each learning area.

C.5 As teaching-learning guide for learners, PIVOT LeaP follows the provisions of DepEd Order No. 42, s, 2016 or the Policy Guidelines on Daily Preparation for the K to 12 Basic Education Program. It is an abridged and simpler four-part version of the original 9-part plan in the said issuance. The PIVOT LeaP contains Introduction, Development, Engagement and Assimilation or IDEA, covering the same contents of the MELC. The PIVOT LeaP shall be distributed to learners to serve as their guide in learning. These PIVOT LeaPs shall be downloaded to SDOs for distribution. For purposes of streamlining, SDOs are encouraged to exert effort in maximizing the use of WHLP, PIVOT LeaPs, and other resources as regards available funding resource.

C.6 The PIVOT LInK (MELC-mapped LRs) and the available TV and radio-based instruction (TV/RBI) programs shall be included in the development of PIVOT LeaPs to ensure enriched delivery of the MELCs.

C.7 PIVOT4A SLMs shall not be modified, obliterated, reformatted, repackaged, among others in any manner. These changes include, but not limited to, the removal of the answer keys, reducing or resizing that will affect the quality of the SLMs.

C.8 Teachers shall not be required to produce and reproduce LRs using their personal money and resources. School Heads are encouraged to optimize the utilization of MOOE in the reproduction and distribution of the LRs.

C.9 The ready-to-print digital copies of PIVOT4A SLMs, uploaded by RO4A CLMD-LRMS in a Google link, can be accessed and downloaded by Schools Division Superintendents (SDSs), Curriculum Implementation Division (CID) Chiefs, and Division Education Program Supervisors in-charge of Learning Resource Management Unit.

C.10 If in any case that errors are still found in the SLMs, corrections shall be incorporated and effected in the PIVOT LeaPs and all available means in cascading the information to end users of the SLMs to ensure meaningful learning experiences. Errors and inaccuracies which may be identified shall be immediately reported to RO4A CLMD-LRMS for appropriate action.

C.11 Interested parties and stakeholders who wish to secure copies of the SLMs shall write a letter addressed to the Regional Director through the CLMD Chief at lrmd.calabarzon@deped.gov.ph.

D. Assessment

With reference to DepEd Order No. 31, s. 2020 or the Interim Guidelines for Assessment and Grading in the Light of the Basic Education Learning Continuity Plan, teachers are encouraged to design, implement and introduce assessment interventions aligned with the context and need of all types of learners.

Feedback, as an important aspect of the teaching-learning process must always be given to both the learners and parents or guardians. Continuous monitoring and evaluation of the learners' performance is encouraged.

D.1 The PIVOT4A SLMs contain the Assessment Card for Learners (Annex A). This shall be accomplished by the learners. Results shall inform the teachers in deciding when to give enrichment, remediation and/or assessment activity. SDO are tasked to manage its implementation depending on the learning modality that learners are in.

D.2 Consistent with DepEd Order No. 8, s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, Learning Activity Sheets (LAS) shall only be introduced as enrichment, remediation and/or assessment activity after the scheduled collection of answer sheets/notebooks/portfolios. LAS shall only be given on Weeks 3 and 6. Summative assessment may be provided by teachers on Weeks 4 and 8. Each LAS shall be composed of two sheets (four pages) maximum per learning area or component.

D.3 Notebooks and/or compiled answer sheets shall serve as learner's portfolio.

D.4 Curriculum Implementation Guide Card for Teachers (Annex B) shall guide the teachers on the number and classification of tasks to design and manage the use of LAS per Learning Area. (1 summative, 1 performance task Q4)

D.5 Teachers shall be reminded to practice extra consideration and flexibility among learners in the submission of requirements.

D.6 Teachers shall be highly discouraged to ask parents to do the checking/marking of outputs of the learners.

D.7 For the purpose of determining specific areas of the instructional process for enrichment, intervention and remediation, a mid-year and year-end pen-and-paper test will be administered by the Regional Office in April and July.

V. Monitoring and Evaluation

9. The RO and SDOs shall jointly monitor the compliance of all public schools. The CLMD shall spearhead in ensuring that the provisions of this order are complied. FTAD and HRDD shall account gaps and challenges for technical assistance and improvement of the practice.

10. At the SDO level, the CID shall take the lead together with the DFTAT in monitoring and providing technical assistance. Reports and feedback from the SDO shall be submitted to the CLMD at assessmentKRA4@gmail.com.

VI. Effectivity

11. This Order shall take effect immediately upon its approval.

VII. References

Department of Education, DepEd Order No. 30, s. 2020 *"Amendment to DepEd Order No. 007, s. 2020,"* 2020

Department of Education, DepEd Order No. 31, s. 2020 *"Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan,"*

Department of Education, DepEd Order No. 42, s. 2016 *"Policy Guidelines on Daily Preparation for the K to 12 Basic Education Program,"* 2016

Department of Education, DepEd Order No. 35, s. 2016 *"Policy Guidelines on Learning Action Cell,"* 2016

Department of Education, DepEd Order No. 8, s. 2015 *"Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program,"* 2015

Department of Education, DM-CI-2020-00162 *"Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021,"* 2020

Department of Education, OUCI-2020-307 *"Suggested Measures to Foster "Academic Ease" during the COVID-19 Pandemic,"* 2020

Annex A

Assessment Card for Learners
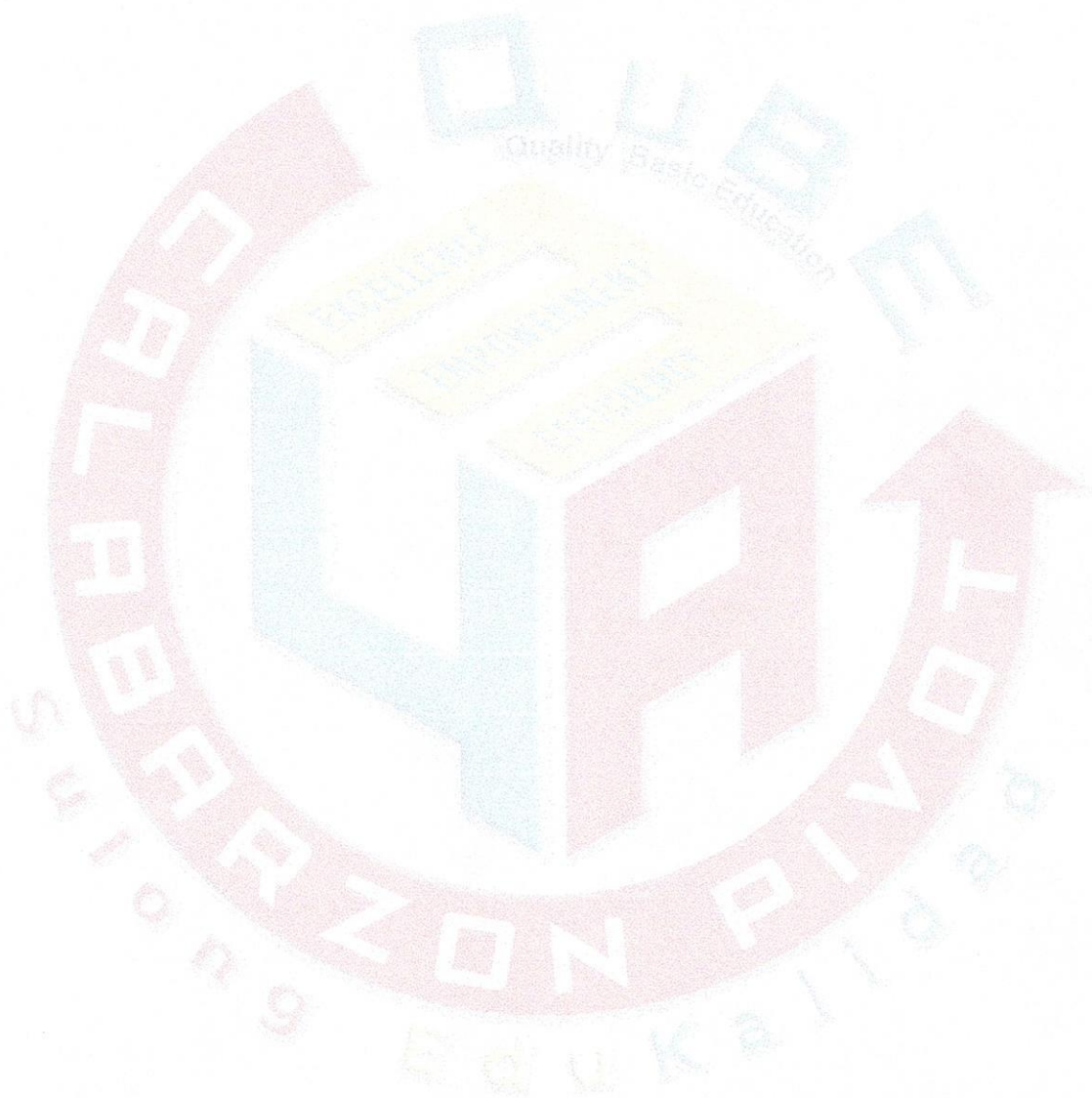
PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

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

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

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

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

Distribution of Learning Tasks Per Week for Quarter 3

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

Annex B

Curriculum Implementation Guide Card for Teachers

PIVOT 4A SLMs CURRICULUM IMPLEMENTATION GUIDE CARD FOR TEACHERS

Learning Area: <u>EsP</u>   Quarter: <u>3rd</u>

Assessment is integral to teaching and learning and has multiple purposes. It enables learners to demonstrate what they know, understand and can do. Also, it provides opportunities for teachers to gather evidence about learner's achievement.

This guide card will help you understand what type of assessment is imbedded in each learning task per week. **Learning Task (LT)** or **Gawain sa Pagkatuto (GP)** refers to variety of activities that allow the learners to express, perform, respond, analyze, synthesize and apply learnings in real-life situations. Through the **LT/GP**, learners are being taught to create new meaning in the process and offer direct application and construction of knowledge.

LT/GP may come in the form of **Written Work (WW)**, such as quizzes and long/unit tests; and/or **Performance Task (PT)**, such as skill demonstration, oral work, multimedia presentations and research projects. They can be categorized as:

a. **Formative Assessment (FA)** is known as assessment for learning because it helps improve the learning of learners while they learn. Learners also develop an understanding of what is involved in their learning and how to take responsibility for improving it. It should target skills that are necessary to the attainment of the Most Essential Learning Competencies as measured in summative assessments.

b. **Authentic Assessment (AA)** shall mirror realistic conditions where learners can pose possible solutions to real-world tasks rather than a contrived worksheet. Thus, it evaluates not only the products but also the processes.

For various assessment samples and scoring rubrics, please refer to **Classroom Assessment Resource Book (Kindergarten to Grade 10)** published by the Department of Education in 2018 or access this material @ https://tinyurl.com/CALABARZONModules.

GRADE LEVEL 1	Gawain sa Pagkatuto							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
I								
D	A	A	A	A	A	A	A	A
	A	A				A	A	
E	A	A	C	C	A	A	A	A
	B	B	B	B	B	B	B	B
	B	B						
A	D	D	D	D	D	D	D	D

GRADE LEVEL 2	Gawain sa Pagkatuto							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
I								
D	A	A	A	A	A	A	A	A
	A	A	B	B		A	A	A
E	A	A	A	A	B	A	A	A
	A	A	A	A	A	A	A	A
	B	B	C	C	A	B	C	C
	B	B			B			
A	D	D	D	D	D	D	D	D

GRADE LEVEL 3	Gawain sa Pagkatuto							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
I								
D	A	A	A	A	A	A	A	A
	A	A	A	A	A	A	A	A
E	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B
	C	C			B	B		
	A, B	A, B			C	C		
A	D	D	D	D	D	D	D	D

Legend: A. Formative Assessment, B. Written Works, C. Performance Task, D. Reflection   *PIVOT 4A CALABARZON*