



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE II, KARANGALAN VILLAGE
1900 CAINTA, RIZAL



November 3, 2021

Regional Memorandum

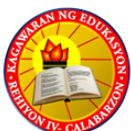
**WORKSHOP ON THE QUALITY ASSURANCE OF CONTEXTUALIZED KEY STAGE 1
LEARNING RESOURCES FOR QUARTER 3**

To **Schools Division Superintendents**

1. To ensure quality of learning materials for Key Stage 1 Quarter 3 in the region, DepEd Region IV-A CALABARZON, through the Curriculum and Learning Management Division (CLMD) Learning Resources Management Section (LRMS) will conduct the **Workshop on the Quality Assurance of Contextualized Key Stage 1 Learning Resources for Quarter 3** on November 20-24, 2021 at Development Academy of the Philippines (DAP), Tagaytay City.
2. Participants are expected to register at the following registration links:
<https://tinyurl.com/QualityAssuranceQ3KS1>
<https://forms.gle/nk3QQDEuJc9gdPGc9>
<https://forms.gle/nk3QQDEuJc9gdPGc9>
3. First meal to be served on the first day, November 20 is AM snack and the last meal to be served on the last day, November 24 is lunch.
4. In lieu of the services rendered on a weekend, holiday or vacation by all concerned, they shall be entitled for service credits and/or compensatory time-off whichever is applicable.
5. Travelling expenses of participants shall be charged to school MOOE or local funds whichever is available subject to the usual accounting rules and regulations.
6. For clarifications and queries, contact **JOB S. ZAPE, JR.**, CLMD Chief and **FE M. ONG-ONGOWAN**, Librarian at (02) 8681-7249 local 420.
7. Immediate dissemination of this Memorandum is desired.


FRANCIS CESAR B. BRINGAS
Regional Director 

clmd/jsz/fmo



"EXCELLENCE is a CULTURE and QUALITY is a COMMITMENT"

Trunkline: 02-8682-5773/8684-4914/8647-7487 local 420

Website: depedcalabarzon.ph

Document Inquiry : <https://r4a-teadoc.com/inquire>

Facebook: DepEd R-4A Calabarzon

Enclosure 1

TIMELINE OF ACTIVITIES

Time	November 20	November 21	November 22	November 23	November 24
7:00AM-8:00 AM	Arrival of Participants	Breakfast			
8:00 AM-8:30 AM		MOL			
8:31AM-9:00 AM		Review Q3 KS 1 Contextualized LRs based on PIVOT 4A Standards			
9:01 AM-10:00 AM	Snack				
10:01 AM-10:30 AM	Opening Program	Continuation on the Review of Q3 KS 1 Contextualized LRs based on PIVOT 4A Standards			Finalize and submit Q3 LR in Publisher and PDF file
10:30 AM-11:00 AM	Orientation on the QA of Q3 Key Stage 1 LRs				
11:01 AM-12:00 NN					
12:01 NN-1:00 PM	Lunch				
1:01 PM-2:00 PM	Review Q3 KS 1 Contextualized LRs based on PIVOT 4A Standards	Continuation on the Review of Q3 KS 1 Contextualized LRs based on PIVOT 4A Standards			Home Sweet Home
2:01 PM-3:00 PM					
3:01 PM-4:00 PM					
4:01 PM-5:00 PM		Finalize and submit Q3 LR in Publisher and PDF file			
6:00 PM-7:00 PM	Dinner				
Expected Outputs	-1 Ready-to print SLM/ Learning Area/Grade Level -Fully accomplished Review Form -Fully accomplished Specialty Clearance Form	-1 Ready-to print SLM/ Learning Area/Grade Level -Fully accomplished Review Form -Fully accomplished Specialty Clearance Form	-1 Ready-to print SLM/ Learning Area/Grade Level -Fully accomplished Review Form -Fully accomplished Specialty Clearance Form	-1 Ready-to print SLM/ Learning Area/Grade Level -Fully accomplished Review Form -Fully accomplished Specialty Clearance Form	-1 Ready-to print SLM/ Learning Area/Grade Level -Fully accomplished Review Form -Fully accomplished Specialty Clearance Form
EMCEE	Eugene Ray F. Santos				
Officer of the Day/Facilitator	Fe M. Ong-ongowan	Elena L. Lopez	Virgilio O. Guevarra	Lhovie A. Cauilan	Romyr L. Lazo

Enclosure 2

LIST OF PARTICIPANTS

Regional Personnel

Job S. Zape, Jr.
Elaine T. Balaogan
Eugene Ray F. Santos
Elena L. Lopez
Virgilio O. Guevarra, Jr.
Marvelino Niem

Chief
EPS-Filipino
EPS-English
EPS-Kinder/MTB-MLE
EPS-EPP/TLE/TVL
EPS-Mathematics

Emelia Crescini
Leonardo C. Cargullo
Romyr L. Lazo
Philips T. Monterola
Fe M. Ong-ongowan
Lhovie A. Cauilan

EPS-AP
EPS-MAPEH
EPS-LRMS
Regional Coordinator-EsP
Regional Librarian
Teaching Aids Specialist

LEARNING AREA	CONTENT AND LANGUAGE REVIEWERS	SDO	TECHNICAL REVIEWERS	SDO	ILLUSTRATORS	SDO	LAYOUT ARTISTS	SDO
Kindergarten	Adora Del Mundo	Imus City	Anna Marie Aranzano	Cavite Province	Alvin G. Alejandro	Antipolo City	Elleden Denosta	Bacoor City
Science	Dennis B. Masangcay	Tanauan City	Nolan Severino R. Jusayan	Imus City				
English	Jocelyn C. Mendoza	Rizal Prov.	Cristeta M. Arcos	Calamba City			Jonathan A. Almirante	Bacoor City
Math	April L. Eroza	Lipa City	Henry Contemplacion	San Pablo City	Mark Ronell D. Bernaldez	Cavite Province	Gilbert Manaois	Sta Rosa City
Filipino	Marlyn Cabrera	San Pablo City	Marissa O. Aguirre	Cavite City	Nerlie R. Dimapilis	Cavite Province	Rita A. Edillo	Antipolo City
MTB-MLE	Raquel Azur	Biñan City	Leonor Medina	Bacoor City	Eris dela Cruz	Cavite Province	Allan E. Medenilla	Biñan City
Araling Panlipunan	August Jamora	Rizal Province	Ricardo P. Makabenta	Cavite City	Romdel Partoza	San Pablo City	Mark Joseph Torres	San Pablo City
EsP	Myrasol D. Beltran	Batangas Province	Maria Letecia Jose Basilan	Batangas Province			Beverly Satrillo	Batangas Province
Music	Lerma Baldonado	San Pablo City	Rachael B. Chavez	Dasmariñas City	Aaron Surat	Antipolo City	Marites K. Chavez	Dasmariñas City
Arts	Angela Morando	Binan City	Arjay Philip T. Reyes	Dasmariñas City	Jayson K. Latade	San Pablo City	Mary Joy A. De Leon	Dasmariñas City
PE	Joylet Martinez	Lucena City	Mary Ann M. Reyes	Dasmariñas City	Alexandro Maghari	San Pablo City	Leomar G. Paracha	Bacoor City
Health	Marianne Velasco	Cabuyao City	Marigold S. Cleofe	Dasmariñas City	Gilbert Esguerra	San Pablo City	Jennifer U. Cruz	Bacoor City

Terms of Reference

CONTENT AND LANGUAGE REVIEWER

1. Review and verify the accuracy of the contents of the Self Learning Module (SLM) if it is free from social content violations and plagiarized content and illustrations.
2. Ensure that given comments and suggestions are incorporated in the SLM.
3. Review the manuscript for language errors (e.g. faithfulness in translation, coherence and clarity, grammar and syntax, spelling and punctuation, consistency in style, etc.).
4. Review 1 SLM in a day.
5. Accomplish the Review Form and LR Specialty Clearance Form.

TECHNICAL REVIEWER

1. Review and verify the accuracy of illustrations and layout against the contents of the SLM.
2. Provide comments/ recommendations on the illustrations and layout based on the SLM standards.
3. Ensure that given comments/recommendations on the layout and illustrations are incorporated in the SLM.
4. Ensure the compliance of SLM to the required style guide (APA Format).
5. Accomplish Review Form and LR Specialty Clearance Form.

LAYOUT ARTIST

1. Incorporate in the SLM the suggestions / recommendations based on the content/language and technical reviewers' comments.
2. Incorporate the final illustrations in the SLM.
3. Update the preliminary pages and the cover page.
4. Final layout 1 SLM in a day.
5. Accomplish LR Specialty Clearance Form.

ILLUSTRATOR

1. Provide illustrations and visuals needed in the SLM according to the standards.
2. Finalize illustrations and visuals based on the technical reviewers' comments and suggestions.
3. Accomplish LR Specialty Clearance Form.

RO LEARNING AREA EPS/COORDINATOR

1. Review and verify the accuracy of the contents of the Self Learning Module (SLM) and if it is free from social content violations and plagiarized content and illustrations.
2. Check the compliance of the SLM to the curriculum standards.
3. Give comments and recommendations.
4. Help in developing content or in revising the parts that need improvement.
5. Ensure that SLMs submitted for final review by the CLMD Chief are free from content, language and graphic errors.
6. Accomplish the Review Form and LR Specialty Clearance Form.

RO LR EPS

1. Lead the opening and closing program and daily MOL.
2. Document agreements, issues, concerns, and important activities, that happened during the workshop.
3. Ensure the review team accomplishes Workshop Waiver, Review Form and LR Specialty Clearance Form.
4. Prepare completion report.
5. Prepare documents needed for liquidation.

LIBRARIAN

1. Prepare files, google drives and links for use in the review.
2. Prepare progress report and track the development of review.
3. Submit finalized SLMs to the CLMD Chief for final review.
4. Submit the approved Quarter 3 Key Stage 1 SLMs to the printing press.

TEACHING AIDS SPECIALIST

1. Request preparation of contract and supplies.
2. Prepare the room listing.
3. Prepare and print certificates of recognition, participation, and appearance.
4. Track daily accomplishment of each CLMD personnel.

FACILITATOR

1. Provide instructions and inputs during the workshop.
2. Facilitate the collection and presentation of outputs.
3. Ensure maximum participation of the participants.
4. Address all concerns of the day (i.e., health, food restrictions, accommodation, etc.).

Enclosure 4

**GENERAL SPECIFICATIONS STANDARDS
PIVOT 4A Learner's Material**

A. STRUCTURE AND SEQUENCE

1. LM is easy to understand.
2. Lessons shall be arranged from simple to complex.
3. Visuals and graphic organizers shall be available to facilitate better understanding of the lesson.
4. Size of the letters and sentences shall be appropriate to the target learners.
5. Presentation shall be engaging and interesting.
6. Kindergarten materials shall
 - 6.1. be engaging; activity-based and challenging;
 - 6.2. be multi-sensorial (i.e. individuals learn better if they are taught using more than one sense (modality). The senses usually employed in multisensory learning are visual, auditory, kinesthetic, and tactile – VAKT (i.e. seeing, hearing, doing, and touching);
 - 6.3. align with the theme of the curriculum;
 - 6.4. enhance the development of the different domains;
 - 6.5. visuals shall be in black and white.
7. Materials for Kindergarten to Grade 3 shall consider I Do-We Do- You Do procedure with the help of a learning facilitator.

B. CONTENT

1. Content shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.
2. Content shall be logically arranged from simple to complex.
3. It shall consider learner's context, situations, individual needs and capabilities.
4. It shall provide activities that promote the development of higher cognitive skills such as:
 - Critical thinking
 - Creative thinking
 - Decision making
5. It shall be written in real-life context, interactive to arouse and sustain interest and motivation of a learner.
6. It shall provide activities that develop:
 - 6.1 Basic Science processes
 - a. Observing
 - b. Asking questions
 - c. Measuring
 - d. Classifying
 - e. Inferring
 - f. Finding patterns
 - g. Predicting
 - h. Communicating
 - 6.2 Integrated skills
 - i. Formulating hypothesis
 - j. Fair testing
 - k. Identifying variables
 - l. Controlling variables
 - m. Collecting and organizing data
 - n. Interpreting data
 - o. Making conclusion
7. Content shall adhere to the Social Content Guidelines.
8. Content shall develop core values such as:

- Maka-Diyos
 - Makatao
 - Makabansa
 - Makakalikasan
9. Content shall provide activities to unlock difficult and/or new concepts, activate prior knowledge to discover and learn new lessons.
 10. Content and activities shall be learner-centered and shall promote 21st century skills.
 11. Content and activities shall be congruent to the learning competency.
 12. Sufficient examples, activities and easy to understand directions are provided to facilitate independent learning.
 13. Content shall be learner-centered, inclusive and developmentally appropriate.
 14. Content shall be in smaller unit, self-instructional and self-paced.
 15. Caution, warning, reminders shall be provided to ensure safety of the learner while doing activities.
 16. Content shall provide strategies and activities to self-monitor progress such as criterion referenced tests.
 17. Content shall be flexible and friendly.
 18. Content shall provide a balanced use of literature and informational text or fictional to nonfictional text (2009 NAEP Reading Framework):
 - 18.1. K to 5 – 50:50
 - 18.2. Grades 6 to 12 – 55:70
 - 18.3. Informational texts for grades K-5 are defined as “biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
 - 18.4. For grades 6-12, an informational text includes “subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience”
 19. Linkages between and among past and present lessons shall be evident to make lessons easy to understand.
 20. Sufficient repetition through examples, illustrations, questions and summaries shall be provided to enhance understanding of concepts.
 21. Content, language and the materials shall be appropriate to the reading level of the learners.
 22. The difficulty of the material shall match the ability of the learners.
 23. The materials shall fit the objectives.

C. LANGUAGE

1. Material shall use everyday language of the learner.
2. It shall use appropriate language and vocabulary.
3. The length of the sentences, paragraphs shall be age-appropriate.
4. The language to be used for the mother manuscript shall be:
 - 4.1. K to 3 - All learning areas except English is Filipino
 - 4.2. Grades 4 to 12
 - 4.2.1. Filipino, EsP – Filipino
 - 4.2.2. English, Science and Math – English
 - 4.2.3. MAPEH , EPP-TLE
 - 4.2.3.1. Grades 4 to 5 – Filipino
 - 4.2.3.2. Grades 6 to 12 – English
 - 4.2.4. Araling Panlipunan
 - 4.2.4.1. Grades 4 to 10 – Filipino

D. ILLUSTRATIONS

1. Illustrations shall adhere to the Social Content Guidelines.
2. Filipino characters (if applicable) shall be the subject of illustration.

3. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.
4. Illustrations shall clarify and/or enhance concepts.
5. Illustrations and visuals shall be gender and culture sensitive.
6. Cover art shall be original and simple.
7. Cover art shall be appropriate to the age, grade level and culture of the learners.
8. Illustrations shall face toward the page gutter.
9. Illustrations shall not be divided into two (2) pages or placed in between the gutter of the learning resource.
10. Scanned illustration shall be saved in JPEG, PNG or TIF.
11. Illustrations shall use line-art in single color (preferably black) and there shall be no shading effect other than hatching, cross hatching and stipple shading.
12. Illustrations shall be near to the actual size of the requirement of the writer.
13. Enlarging and resizing a raster illustration shall not be more than once.
15. Cropping in the joints like neck, shoulder, knee and elbow shall be avoided.
16. Illustrations and visuals shall be attractive and appealing.
17. Illustrations and visuals shall sustain consistency of style, color, size and angle throughout the SLM.
18. Illustrations shall be correct, original, realistic, simple, clear and recognizable.
19. Illustrations and visuals shall be properly labelled and captioned.
20. Illustrations shall have appropriate and complete details such as color.
21. For K to 3, illustrations of people, animals, places and objects shall be complete.
22. Illustrations and visuals shall be original. Permit to use copyrighted illustrations and visuals shall be secured before using it.
23. Illustrations shall not be a modification of an illustration from other source.
24. The use of photocopied, scanned published illustrations, screen captured illustrations are prohibited.
25. Flatbed scanner shall be used for manually drawn illustration.
26. Manually drawn-illustration shall be scanned in 300 to 600 dpi in actual size to capture all the details of the illustration and to produce quality scan.
27. Illustrations shall be framed only when necessary. Thinner lines shall be used for the frames than that of the illustrations.
28. Local pictures and artworks shall be validated and approved by the ethnic community.
29. Texts that are superimposed in the illustration shall be spelled out.
30. Callouts shall be used to emphasize important parts of the illustration.
31. Brief, consistent, and relevant file name shall be used to save similar artwork files in one manuscript.
32. Digital illustration shall be saved in PSD layered file, SVG, JPEG, PNG or TIF.

E. TECHNICAL SPECIFICATIONS

1. Front Cover, Copyright, Title Page, Footer, Back Cover

Key Stage	Parts	Details	Font Style	Font Size
1	Cover Page	Grade Level Identifier	Century Gothic (Bold)	50
		Subject	Century Gothic (Bold)	35
		Key Stage	Century Gothic (Bold)	18
	Copyright and Title Page			
		Copyright Details	Alfabeto	12
	Title Details	Subject	Century Gothic	50
		Grade Level	Century Gothic	35
		Development Team	Alfabeto	10

	Preliminaries	Guide in Using PIVOT LM	Alfabeto Text Subheads Heads	12 16 18
		Parts of PIVOT LM	Alfabeto Text Subheads Heads	10 10 18
	Footer		Alfabeto (Italicized)	10
	Back Cover	Inquiry Details	Arial	12
	Pagination	Page Number	KS1-Alfabeto	12

Cover Page and Ear Tag			
Grade Level	Cover Page Color Code	Ear Tag Color Code	Ear Tag Font Style/Size
Kinder	Pink	Red	Alfabeto / 16
Grade 1-3	Red	Red	

2. Typography

Key Stage	Font Family	Font Size
Kinder-Grade 1	Alfabeto	Text 16 pt. Sub Heads 18pt. Heads 20
Grade 2-3		Text 13 pt. Sub Heads 16 Heads 18

3. Other Specifications of the Body Text

- 3.1 Leading space shall be at 1.15 points.
- 3.2 Spaces between subtitles and paragraphs shall be two (2) points.
- 3.3 Pages shall be complete and properly sequenced.
- 3.4 Textline for K to 3 shall be justified.
- 3.5 Answer key shall be before the References page and shall be written upside-down in font size 9.
- 3.6 Body text
 - K to 3 shall be flushed to the left; ragged right
- 3.7 Page number shall be centered at the bottom of the page.
- 3.8 Citations for graphics and visuals shall be on the same page.
- 3.9 There shall be no just one word or half a word on paragraph endings.
- 3.10 Inside pages shall be in Arabic numerals.
- 5.11 Pages shall not end with hyphenated word or awkward page turn.
- 5.12 Pages shall be of the same length.
- 5.13 The last page of the manuscript shall occupy at least half of the text area.

F. SOCIAL CONTENT GUIDELINES

Quality modules also means that the materials are appropriately relevant to the Filipino learners. Hence, the development of the materials must be guided by the following guidelines on social content.

Social content refers to themes or topics for which DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner and Teacher, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in Modules:

A. The Filipino Learner

1. Portray the learners as multi-faceted with physical, intellectual, and psycho-emotional, spiritual and sociocultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

B. The Filipino Nation and Philippine Society

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).
5. Depict expression of Philippine cultures– technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others - guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them.
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views.

8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

C. Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

D. Individuals and Social Identities

1. Depict the ethnic, physical, mental, religious, cultural and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.
4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

E. Social Institutions

Family

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood which include shared parenting, shared home management, and shared decision-making in various areas of home life (e.g., finances, education of the children, reproductive health, and the like).

Religious / Faith groups

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.

4. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

Work institutions

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

F. Gender

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

G. Media, Technology, and Communication

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).
5. Promote positive and healthy attitudes towards ICT and its use.

H. Health and Safety

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

I. Environment

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.