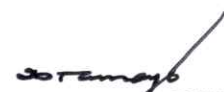3 Jan 2023

DIVISION MEMORANDUM
No. ___0 0 3___ , s. 2023

GUIDELINES ON THE CONDUCT OF WORK IMMERSION FOR SY 2022-2023

To: Assistant Schools Division Superintendent
      Chiefs, CID and SGOD
      Education Program Supervisors
      Public Schools District Supervisors
      Heads, Public and Private Secondary Schools

1.   Attached is DepEd. Order No. 39, s. 2018, titled "Clarification and Additional Information to DepEd Order No. 30 S. 2017 (Guidelines on Work Immersion" and the Advisory from Dr. Alma Ruby C. Torio, Assistant Secretary, Officer in Charge Office of the Under Secretary for Curriculum and Instruction Strand issued on October 17, 2022, for information and guidance.

2.   Preference must be given to the specific clarification stated in DO No. 30, s. 2018, in terms of Work Immersion Implementation for SY 2022-2023.

3.   Immediate dissemination of this Memorandum is hereby directed.

MA. IRELYN P. TAMAYO PhD, CESO V
Schools Division Superintendent

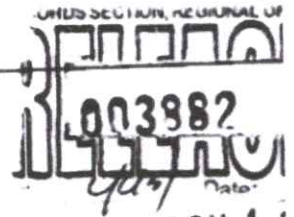Encl.: As stated
Reference:
To be indicated in the Perpetual Index
        under the following subjects:
        PROGRAM
        GUIDELINES
        WORK IMMERSION

JGF/TLE/January 3, 2023

003982

NOV 1

REGIONAL MEMORANDUM

No. ____ s. 2022
632

DISSEMINATION OF ADVISORY FROM THE OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION, DATED OCTOBER 17, 2022, RE: IMPLEMENTATION OF WORK IMMERSION

To: Schools Division Superintendents
        Curriculum Implementation Division Chiefs
        School Heads/Principals
        All Others Concerned

1.   For the information, guidance, and **compliance** of all concerned, enclosed is the Advisory from the Office of the Undersecretary for Curriculum and Instruction, dated October 17, 2022, re: Implementation of Work Immersion.

2.   Immediate and wide dissemination of this Advisory is desired.

MAY B. ECLAR PhD, CESO III
Regional Director

Encl.: **as stated**

Clmd1
November 11, 2022

Republic of the Philippines

Department of Education

DepEd O R D E R
No.**039** , s. 2018

CLARIFICATIONS AND ADDITIONAL INFORMATION TO DEPED ORDER NO. 30, S. 2017 (GUIDELINES ON WORK IMMERSION)

To: Undersecretaries
        Assistant Secretaries
        Bureau and Service Directors
        Regional Directors
        Schools Division Superintendents
        All Others Concerned

1.   Further to DepEd Order (DO) No. 30, s. 2017 entitled Guidelines for Work Immersion, the Department of Education issues this DepEd Order to provide the following clarifications and additional information:

Clarifications

a.	**Work Immersion as a requirement for Senior High School (SHS) Graduation**	• Though the intention of Work Immersion is to provide SHS learners with opportunities to become familiar with the workplace, simulate employment, and to apply their competencies in areas of specialization/ applied subjects in actual work environments, DepEd recognizes other options that may equally prepare learners for all curriculum exits. • For all tracks, schools may opt to devise unique delivery model with a minimum of 80 and a maximum of 320 hours following the Curriculum Guide.
	i. For Technical-Vocational Livelihood (TVL) Track, Work Immersion is a requirement.	• All TVL learners shall have completed the required learning competencies of a particular specialization before Work Immersion. • The nominal duration of a specialization for TVL shall be considered in crafting the delivery model of the school.
	ii. For other tracks, learners may have Work Immersion or other options stated in the next column. They shall start taking the chosen option in Grade 12.	Accounting, Business and Management (ABM) learners may have Business Enterprise Simulation (Enclosure No. 1).
		Humanities and Social Science Strand (HumSS) learners may take Culminating Activity (Enclosure No. 2).
		Science, Technology, Engineering and Mathematics (STEM) learners may take

		Research/Capstone Project (Enclosure No. 3).
		General Academic Strand (GAS) learners may take Research/Capstone Project or Culminating Activity.
		For the Sports Track, learners may take Apprenticeship (off-campus) (Enclosure No. 4).
		For the Arts and Design Track, learners may take Performing Arts Production or Exhibit for Arts Production (Enclosure No. 5).
b.	**On Section 5, Item 5.h in the enclosure to DO 30, s. 2017** Memorandum of Agreement (MOA) for Work Immersion	• The Department recognizes the help (such as insurance, transportation allowance and other relevant expenses) provided by the partner institution and other organizations for Work Immersion. Hence, it reiterates that such donation may be included under DepEd's Adopt-A-School Program. • All MOA shall be signed by the school principal or school head at the school level, while the schools division superintendent shall sign the MOA/MOU at the schools division level. • All schools through its school head or principal shall orient its partner institutions on the relevant policies that might concern them such as, but not limited to, Child Protection Policy, Gender-Responsive Basic Education Policy. • The school head may serve as the School Partnership Focal Person or may assign a personnel/teacher to perform the said duties as deemed necessary.
c.	**On Section 5, Item 9 in the enclosure to DO 30, s. 2017** Expenses in securing partnerships	As stipulated in DO No. 9, s. 2018, letter D number 14, maintenance and other operating expenses (MOOE) can be used "to fund activities as identified in the approved SHS Implementation Plan." Since Work Immersion is a SHS subject, its expenses for meetings like transportation shall be covered by MOOE.
d.	**On Section 5, Item 10 in the enclosure to DO 30, s. 2017** Fees for Work Immersion	All DepEd schools shall not collect any fees for Work Immersion. However, the Parents-Teachers Association (PTA) may initiate consultation among its members for any contribution or expenses their children would have for the said subject on voluntary basis. Schools shall only be

		informed and not be involved with the collection of payment from the parents.
		For private schools, Work Immersion fee must undergo consultation and approval from General Parents-Teachers Association (GPTA) before it can be charged against the learners.
e.	**On Section 6 in the enclosure to DO 30, s. 2017** Work Immersion Delivery Models	• The Department recognizes the different set up and context of schools across the country. Hence, a unique delivery model is encouraged if any of the delivery models does not fit their need. However, schools with the endorsement of schools division office (SDO) must still seek the approval of regional office (RO) following the Checklist for Unique Delivery Model (Enclosure No. 6). • Schools that intend to have a unique delivery model for the new school year shall submit their requirements on/or before April 31 of each year starting 2019. The RO shall release an approval letter to the schools that meet the requirements stated in Enclosure No. 6.

Additional information

a.	**Schedule of Monitoring and Evaluation (M&E) of Work Immersion**	• The Curriculum and Instruction Division (CID) through the Division Senior High School Supervisor-in-Charge or assigned focal person in charge of Work Immersion shall conduct at least two Progress Monitoring to be scheduled before and during the Work Immersion using the Progress Monitoring Tool (Enclosure No. 7). • The CID shall conduct a one shot evaluation of Work Immersion using the Annex F of DO 30, s. 2017, two weeks after the Work Immersion of schools. It shall be submitted to the Curriculum and Learning Management Division (CLMD) through the Regional Senior High School Supervisor-in-Charge for consolidation in the first week of April of each year.
b.	**Annual Submission of Regional Report on Work Immersion**	The Department acknowledges the needs and concerns of each region, hence, systematic feedback mechanism shall be reinforced to impact the national policy and standards. Therefore, all ROs shall submit a Regional Report on Work

		Immersion (Enclosure No. 8) on the third Friday of May of each year, to the Bureau of Curriculum Development (BCD), addressed to the Director IV.
c.	**Learners' Health Permit or Doctor's Certification**	The Department realizes the nature or sensitivity of some partner institutions' operations that may require learners to secure health permit or doctor's certification indicating that they are physically fit. Hence, DepEd schools shall assist learners who are seeking the said document from the nearest health centers or government hospitals. The cost of learners' health permit or doctor's certification may be shouldered by the partner institution, which must be included in its agreement with the school.
		For private or non-DepEd schools, their school clinic shall facilitate the process of securing these documents for the learners.
d.	**Learners with Special Needs in Work Immersion**	Identified learners with special needs enrolled in the mainstream classes who will undergo Work Immersion shall be given program accommodation, modification and adaptation based on their abilities and after consultation with the concerned school personnel. Their program of activities and its assessment shall vary based on their conditions but shall still be anchored on the competencies used in the mainstream.
e.	**Learners' Religious and Cultural Practices**	It shall be recognized and permitted in the Work Immersion as long as it does not impede the learners' activities and partner institution's operations.
f.	**Work Immersion during summer breaks or holidays**	• All schools shall consider the enrollment of learners who undergo Work Immersion even during summer, following DO No. 13, s. 2018 entitled **Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program**, which states the eligibility of incoming Grade 12 learners who will undertake Work Immersion in the succeeding semester, semestral breaks or holidays as part of the school year. • DepEd teachers or personnel who will render services during these periods must be given service credits as stipulated in DO 53, s. 2003 entitled

		Updated Guidelines on Grant of Vacation Service Credits for Teachers.
g.	**Allowable Time for Work Immersion**	• Learners shall perform their Work Immersion activities during daytime only (6:00 a.m.–6:00 p.m.), with eight or less hours per day. • In case of class suspensions, Work Immersion session shall also be suspended and shall have a make-up schedule to compensate for the lost hours.

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

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

LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
    As stated

References:
    DepEd Order (Nos.: 53, s. 2003, 30, s. 2017, and 9, s. 2018)

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

    BUREAUS AND OFFICES
    CHANGES
    LEARNERS
    POLICY
    SCHOOLS
    SENIOR HIGH SCHOOL

ERPRISE SIMULATION

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT

Semester: 2nd
No. of Hours/ Semester: 80 hours

e: Business Enterprise Simulation
iness Math, Organization & Management; FABM1&2; Principles of Marketing; Business Finance
lied Economics; Ethics and Social Responsibility

ion: This course integrates all the key concepts and processes of Accounting, Business and Management (ABM) as applied in real-life activities following business opportunity search, product/service development, business formation and organization, business implementation and control, business wind-up, gement reporting in the context of ethical standard and social responsibility. Technologies are used in a business enterprise as appropriate.

ENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
n the ABM	The learners demonstrate an understanding of... the key concepts of Accounting, Business and Management through identification in potential business opportunities.	The learners shall be able to undertake research on and analysis of business opportunities present in their community	The learners... 1.1 scan the market and identify potential business opportunities to capitalize on	ABM_BES12-Ia-c-1
			1.2 use appropriate analysis framework and methodology in choosing a product which is feasible in terms of the market, operations and financials;	ABM_BES12-Ia-c-2
			1.3 choose the appropriate methodology (research, sampling and data processing) in determining the demand and market acceptability of proposed product	ABM_BES12-Ia-c-3
			1.4 draw conclusions and formulate recommendations	ABM_BES12-Ia-c-4
n the ABM	the key concepts Accounting, Business and Management through the preparation of a	apply knowledge from his/her previous business courses through the preparation of a	2.1 prepare a strategic plan outlining the competitive environment and focusing	ABM_BES12-Id-j-c-5

ENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES		CODE
es (to review tions, and	business plan, which outlines the different management aspects of the business, particularly those essential to execution	business plan that will guide the eventual implementation of the venture		on the appropriate competition strategy	
ration and ts to the			2.2	prepare a marketing plan that will describe the product offering, the value it brings to the consumer, and the subsequent tactical plan on how to reach consumers (4Ps), and conclude with a sales forecast	ABM_BES12-Id-j-c6
			2.3	design an operating plan to ensure that the inputs and processes required to deliver the product or service are identified, and estimate the costs needed for production	ABM_BES12-Id-j-c7
			2.4	craft a financial plan, the inputs of which are from the results of the marketing plan (sales) and operations plan (operating costs), and which will define the financial goals that will be his/her target upon eventual execution	ABM_BES12-Id-j-c8
			2.5	craft a full business plan for review of mentors before actual execution	ABM_BES12-Id-j-9

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL — ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT

ENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
m the ABM	The learners experience actual management execution and decision making by executing their business plans	execute the business plan and monitor the same using business control tools and regular management and performance reports	3.1 simulate/operate a small business enterprise *(Model A) or in the community with an industry partnership *(Model B) of a Team of students	ABM_BES12-IIa-h-10
			3.2 wind up a business enterprise and draw up a culminating report including significant values learned in the entire business cycle	ABM_BES12-IId-j-11

based mentored by the ABM teachers
inity-based mentored by business-industry partners

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT

Code Book Legend

Sample: ABM_BES12-Ia-c-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Accountancy, Business and Management	**ABM_BES12**
	Grade Level	Grade 12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Business Enterprise Simulation	
			-
Roman Numeral *Zero if no specific quarter*	Quarter	First Quarter	I
Lowercase Letter/s *hyphen (-) in between letters to ᵃte more than a specific week*	Week	Weeks one to three	a-c
			-
Arabic Number	Competency	scan the market and identify potential business opportunities to capitalize on	1

ACTIVITY CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK

Iminating Activity

Semester: Second Semester
No. of Hours/ Semester: 80 hours/ semester
Prerequisite: Specialized Subjects in Humanities and Social Sciences

ion: This course is designed to provide students the opportunity to integrate their learning in the different learning areas of the humanities and social creative culminating activity. It focuses on the exhibitions/exhibits of authentic products and performances as evidence of their learning in the humanities

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
World Religions and Belief Ideas in the Applied Social ;) g :tion Ideas in the Social ics and Governance d Critical Thinking in the ulture gagement, Solidarity, and	*The learners demonstrate an understanding of...* key concepts, principles, and processes of humanities and social sciences	*The learners shall be able to...* **produce a creative portfolio** that will integrate their learning in specialized learning areas under humanities or social sciences	*The learners...* 1. make appropriate decisions on how understanding of the key concepts, principles, and processes of humanities and social sciences shall be demonstrated based on sound criteria	HUMSS_CA12-Ia-d-1
			2. define the roles, functions, and responsibilities of members of the production team	HUMSS_CA12-Ia-d-2
			3. write a concept paper that will encapsulate their learning in humanities or social sciences	HUMSS_CA12-Ia-d-3
			4. evaluate insights from the observations, comments, and recommendations of peers and/or teachers	HUMSS_CA12-Ia-d-4
			5. fulfill group goals by performing assigned tasks and collaborating with team members	HUMSS_CA12-Ia-d-5
			6. simulate, practice, and apply previous learning on key concepts, principles, and processes of humanities and social sciences to prepare for the exhibit/exhibition	HUMSS_CA12-Ie-IIf-6
			7. showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an	HUMSS_CA12-IIg-7

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK

ONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			exhibition	

GLOSSARY

Refers to various forms of authentic products or performances that will integrate learning in the different specialized learning areas of humanities and social sciences

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK

CODE BOOK LEGEND

SAMPLE CODE: HUMSS_CA12-Ia-1

LEGEND			SAMPLE	
First Entry	Track/ Strand		Humanities and Social Sciences Strand	HUMSS_CA
	underscore_			
	Track/ Strand Subject		Culminating Activity	
	Grade Level		12	
				-
Roman Numeral *Zero if no specific quarter	Quarter		Quarter	I
Lowercase Letter hyphen (-) in between letters to indicate more than a specific week	Week		Week	a
				-
Arabic Number	Competency		Make appropriate decisions on how the portfolio shall be demonstrated based on sound criteria	1

APSTONE PROJECT CURRICULUM GUIDE
K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

;earch/Capstone Project

Quarter: Second
No. of Hours/ Semester: 80 hours
Prerequisite:

ion: In this course, students, under the guidance of a research adviser, will identify a scientific, technological, or mathematical problem, design and apply hodology, formulate hypothesis, and draw conclusions based on their investigation. At the end of the semester students will prepare a scientific report/paper fended in a forum.

ting activity may take the form of a schoolwide S&T project exposition.

:NT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	The learners demonstrate an understanding of...	*The learners shall be able to...* Present the study conducted both orally and in writing through a public presentation or defense, and submission of a complete technical report or scientific paper	*The learners...* 1. identify a scientific problem or question	**STEM_RP12-IIa-e-1**
roblem	1. a scientific problem or question 2. applied and basic research problems		2. differentiate applied and basic research problems	**STEM_RP12-IIa-e-2**
terature	3. the scientific literature and its relevance to the chosen scientific problem		3. set selection criteria for studies relevant to a chosen scientific problem	**STEM_RP12-IIa-e-3**
			4. review, digest, and concisely state the relevance of the studies cited	**STEM_RP12-IIa-e-4**
	4. hypothesis formulation		5. formulate possible outcomes of the investigation, or in the case of mathematics research, conjectures about the mathematical problem or topic	**STEM_RP12-IIa-e-5**
			6. design a strategy or sequence of steps that will	**STEM_RP12-IIa-e-6**

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

ENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	5. designing investigatory methodologies		address the scientific question at hand	
	6. establishing appropriate method of data collection		7. select appropriate methods of data collection	STEM_RP12-IIa-e-7
			8. develop the criteria that will address the completeness of the data collection method	STEM_RP12-IIa-e-8
	7. extracting useful information from data sets		9. analyze the data obtained from the investigation	STEM_RP12-IIa-e-9
	8. drawing logical conclusions		10. draw logical conclusions supported by processed data	STEM_RP12-IIa-e-10
ons	9. the purpose of making relevant recommendations		11. make recommendations that are relevant to the study	STEM_RP12-IIa-e-11
eport/Paper	10. the different components of a scientific report/paper		12. write a complete scientific report/paper	STEM_RP12IIf-j -12
			13. defend the science project before a panel	STEM_RP12IIf-j -13

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

Code Book Legend

Sample: STEM_RP12-IIa-e-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Science, Technology, Engineering and Mathematics Research/Capstone Project	STEM_RP12
	Grade Level	Grade 12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Research Project	
			-
Roman Numeral *if no specific quarter*	Quarter	Second Quarter	II
Lowercase Letter/s *-) in between letters to indicate than a specific week*	Week	Weeks one to five	a-e
			-
Arabic Number	Competency	identify a scientific problem or question	1

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK

le: Apprenticeship (Off-campus)

Semester: Second
No. of Hours/Semester: 80 hours/semester
Pre-requisite: Practicum (In-campus)

scription: This course provides the learner with hands-on off-campus experience in his/her area of specialization: student-athlete enhancement, practice officiating and tournament management or fitness/sports/recreation leadership. This course will allow the learner to explore opportunities for advanced

TENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
HIP	*The learner...*	*The learner...*	*The learner...*	
te enhancement	demonstrates understanding of integrating the knowledge of safety and first aid human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential	shows measureable improvement in set performance parameter	1. assesses own performance for goal setting	SP_APA12-IIa-t-1
			2. designs a personal training program	SP_APA12-IIa-t-2
			3. exhibits mastery of sports skills	SP_APA12-IIa-t-3
			4. displays improvement of personal best performance	SP_APA12-IIa-t-4
			5. applies safety practices to prevent deconditioning as a result of injury	SP_APA12-IIa-t-5
			6. identifies emerging trends in training	SP_APA12-IIa-t-6
			7. employs stress management techniques to cope with training and competition demands	SP_APA12-IIa-t-7
			8. applies psychosocial techniques achieves sport-life balance	SP_APA12-IIa-t-8
			9. realizes the importance of having positive attitude towards sports participation	SP_APA12-IIa-t-9
			10. realizes one's potential through sports participation	SP_APA12-IIa-t-10
hing	demonstrates understanding of integrating the knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and	assists competently the coach of in-campus sports team (varsity and club)	1. demonstrates appropriate personal, social, and ethical behavior while coaching	SP_APC12-IIa-t-1
			2. utilizes management skills during games/competitions	SP_APC12-IIa-t-2
			3. articulates personal coaching philosophy	SP_APC12-IIa-t-3
			4. provides assessment tools options for the coach	SP_APC12-IIa-t-4

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK

TENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	exercise, fitness testing and exercise programming for developing one's potential as a coach		5. carries out assessment of team members under coach supervision	SP_APC12-IIa-t-5
			6. implements training program designed by the coach	SP_APC12-IIa-t-6
			7. documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	SP_APC12-IIa-t-7
			8. observes safety practices to prevent deconditioning of team members as a result of injury	SP_APC12-IIa-t-8
			9. identifies emerging trends in training and coaching	SP_APC12-IIa-t-9
			10. recommends psychosocial strategies (goal setting, team building activities and stress management)	SP_APC12-IIa-t-10
			11. realizes one's potential as a coach through sports participation	SP_APC12-IIa-t-11
iating and management	demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager	manages competently a sports tournament	1. demonstrates appropriate personal, social, and ethical behavior while officiating	SP_APO12-IIa-t-1
			2. utilizes proper communication techniques in officiating and tournament management	SP_APO12-IIa-t-2
			3. applies safety practices to prevent injuries during the conduct of the tournament	SP_APO12-IIa-t-3
			4. implements a tournament plan	SP_APO12-IIa-t-4
			5. conducts post-event evaluation	SP_APO12-IIa-t-5
			6. identifies recent developments in officiating and emerging trends in tournament management	SP_APO12-IIa-t-6
			7. recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament	SP_APO12-IIa-t-7
			8. realizes one's potential as an official and tournament manager	SP_APO12-IIa-t-8

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK

TENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
rts and eader	demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager	1. delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program(for sports and recreation leader)	1. demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks	SP_APL12-IIa-t-1
			2. carries out health and fitness evaluation of students or clients	SP_APL12-IIa-t-2
			3. designs/implements fitness program(for fitness leader)	SP_APL12-IIa-t-3
			4. implements an existing sports and recreation program(for sports and recreation leader)	SP_APL12-IIa-t-4
			5. exhibits proficiency in exercise techniques or sports skills	SP_APL12-IIa-t-5
			6. applies safety practices to prevent injury during exercise or sports participation	SP_APL12-IIa-t-6
			7. identifies emerging trends in sports, fitness, and recreation	SP_APL12-IIa-t-7
			8. employs motivational techniques in promoting exercise adherence and enjoyment	SP_APL12-IIa-t-8
			9. realizes the importance of having a positive attitude towards sports, fitness and recreation participation	SP_APL12-IIa-t-9
			10. realizes one's potential in sports, fitness and recreation leadership	SP_APL12-IIa-t-10

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK

Code Book Legend

Sample: SP_APA12-IIa-t-2

LEGEND		SAMPLE	
	Learning Area and Strand/ Subject or Specialization	Sports	
	Grade Level	Grade 12	SP_APA12
	Domain/Content/ Component/ Topic	Apprenticeship: Athlete Enhancement	
			-
al ific	Quarter	Second Quarter	II
) in to n a	Week	Week one to twenty	a-t
			-
er	Competency	realizes the importance of having positive attitude towards sports participation	2

DOMAIN/ COMPONENT	CODE
Apprenticeship: Student Athlete Enhancement	APA
Apprenticeship: Practice Coaching	APC
Apprenticeship: Practice Officiating and Tournament Management	APO
Apprenticeship: Fitness/Sports/Recreation Leader	APL

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL -- SPORTS TRACK

ilum Assessment and Reporting Authority. *The Shape of the Australian Curriculum: Health and Physical Education.* Sydney: Australian Curriculum
ent and Reporting Authority, 2012.

se Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical
n Classes. An Action Guide.* 2009, http://www.prevent.org/actionguides

se Control and Prevention. *The Association between School-based Physical Activity, including Physical Education, and Academic Performance.* Atlanta, GA:
artment of Health and Human Services, 2010.

nent of Education. *Physical Education Content Standards and Benchmarks.* Michigan: Michigan Department of Education, 2007.

ittee for School Sport and Physical Activity. *Review Report: Future Development of School Sport and Physical Activity Presented to the Minister for Education
iing and Minister for the Arts.* Queensland Government: Department of Education, Training and the Arts, 2007.

ion for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-side Comparison.* 2009, www.naspeinfo.org

ion for Sport and Physical Education (NASPE). *Appropriate Instructional Practice Guidelines for Elementary School
Education: A Position Statement from the National Association for Sport and Physical Education (3rd edition).* 2010, www.naspeinfo.org

ion for Sport and Physical Education. *College/University Physical Activity Instruction Programs: A Critical Piece in the Education of Young Adults.* 2007,
perd.org/naspe.

ion for Sport and Physical Education. *Comprehensive School Physical Activity Programs.* 2008, www.aahperd.org/naspe.

ion for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education, 2nd Edition.* Reston, VA: National Association for
J Physical Education, 2004.

ion for Sport and Physical Education. *The Scope and Sequence of Fitness Education for PReK-16 Programs: NASPE
ducation Project.* 2013, www.aahperd.org/naspe

Physical Education: A Policy Statement. UK: Dumfries & Galloway, 2013.

d Sequence: Early Childhood through High School. 2007, http://www.sparkpe.org/scope.pdf

O: International Charter of Physical Education and Sport. 2015, http://unesdoc.unesco.org/images/0023/002354/235409e.pdf

ARTS PRODUCTION CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK

tle: **Exhibits for Arts Production (Media Arts and Visual Arts)**

Semester: 2nd Semester
No. of Hours/ Semester: 80 hours
Pre-requisite:

escription: As a final culminating project, the course prepares the students to exhibit creative outputs using the skills learned during their apprenticeship
isis on artistic, educational, cultural values and work ethics.

NTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
N FORMS **RTS** including drawing and g), architecture nterior design and architecture), y and film making video) and crafts	*The learner...* exhibits advance skills in handling materials, techniques, and software operation in the chosen art and design field.	*The learner...* produces art and design outputs based on instructions, observations, and knowledge acquired from the mentor during the intensive period of apprenticeship.	*The learner...* 1. defines presentation and exhibition concepts.	AD_EAP12VA-IIIa-b-1
			2. applies learned skills in producing art works for exhibition.	AD_EAP12VA-IIIc-j-2
ARTS (including web design, mobile applications e), decorative arts furniture, ceramics, d clothing, costume sign)		mounts a presentation or exhibition of art works as an individual or a group.	3. prepares exhibition materials for culminating project.	AD_EAP12AA-IVa-d-1
			4. prepares comprehensive visual presentation, plans exhibition space, and writes exhibition notes.	AD_EAP12AA-IVe-h-2
			5. presents culminating project in a presentation or exhibition as an individual or as a group.	AD_EAP12AA-IVi-j-3

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK SPECIALIZED SUBJECT

itle: Production in the Performing Arts

Semester: 2nd Semester
No. of Hours/ Semester: 80 hours
Pre-requisite: Apprenticeship and Exploration
in the Performing Arts

escription: This course is a showcase of performing arts skills enhanced and developed through a program of apprenticeship.

)NTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
)rganizations and ties)irector; Playwright; Set and Props Choreographer; irector) (actors, dancers, d movers) Technical Director, ager, Lights & Sounds and Publicity Officers, Ushers) ation (Video, Photo,	The learner... demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	The learner... plans and organizes pre-production processes by designing a working timetable, developing the working script, conducting and documenting production meetings and preliminary outputs from the various production teams	The learner... 1. identifies the various departments as well as designs an organizational structure in a theater production	AD_PPA12-IIIa-1
			2. identifies the possible careers associated with the performing arts field by undergoing the process of a production	AD_PPA12-IIIa-2
Conceptualization ration with Different of materials alization gy local traditional theater artistic forms			1. conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	AD_PPA12-IIIb-d-3
			2. collaborates with other art disciplines	AD_PPA12-IIIb-d-4
			3. creates music, dance and designs appropriate to the production concept	AD_PPA12-IIIb-d-5
			4. recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece	AD_PPA12-IIIb-d-6

NTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			5. identifies appropriate performance venue	AD_PPA12-IIIb-d-7
lounting and erence/Story ion Process vork, production work, al work, music and ehearsals together of production ients ' of the performance			1. develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations	AD_PPA12-IIIe-j-8
			2. designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution	AD_PPA12-IIIe-j-9
			3. rehearses musical numbers with singers, dancers and accompaniment	AD_PPA12-IIIe-j-10
			4. prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia	AD_PPA12-IIIe-j-11
			5. devises marketing strategies for production	AD_PPA12-IIIe-j-11
the Production technical rehearsals uing and cliniquing of nance ce run	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	showcases creative collaboration in the performing arts exemplified in the pre-production processes, actual performance, and post-performance	1. finalizes the integration of the different production components	AD_PPA12-IVa-g-1
			2. incorporates the criticisms and proposals for production enhancement	AD_PPA12-Iva-g-2
			3. performs with a level of mastery	AD_PPA12-IVh-3
ion			4. evaluates the whole learning experience on an individual and organizational level	AD_PPA12-IVi-j-4
Book completion and ce documentation			5. produces documentation of the performance	AD_PPA12-IVi-j-5

production will depend on the available resources.

Code Book Legend

Sample: AD_PPA12-IIIa-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Arts and Design	AD_PPA12
	Grade Level	Grade 12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Production in the Performing Arts	
			-
Roman Numeral *ero if no specific quarter*	Quarter	Third Quarter	III
Lowercase Letter/s *n (-) in between letters to indicate re than a specific week*	Week	Week one	a
			-
Arabic Number	Competency	identifies the various departments as well as designs an organizational structure in a theater production	1

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK

Title: Exhibit for Arts Production (Literary Arts)

Semester: 2nd Semester

No. of Hours/ Semester: 80 hours/ semester

Description: The course is a culmination of acquired skills for creative writing through scriptwriting for a stage production.

T	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
n to	*The learner...* understands conflict, character, setting, stagecraft, dialogue and other elements of drama	*The learner...* collaborates with peers in writing a play	*The learner...* **PRE-WRITING** 1. generates ideas from various literary works as well as approaches and techniques in playwriting	**AD_PPALA12-IIIa-c-1**
			2. compares ideas from various literary works as well as approaches and techniques in playwriting	**AD_PPALA12-IIIa-c-2**
			3. compares and contrasts the text of a play vs. a play as performed in the form of a written review	**AD_PPALA12-IIId-3**
			4. engages in various pre-writing activities that enhance critical and creative writing skills	**AD_PPALA12-IIIa-d-4**
			WRITING 5. drafts a one-act play	**AD_PPALA12-IIIe-g-4**
			REWRITING 6. revises work according to mentor's comments and peer's feedback	**AD_PPALA12-IIIh-j-5**

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK

IT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
for	demonstrates basic knowledge of scriptwriting	collaborates with others in writing a script for mass media	**PRE-WRITING** 1. analyzes various types of dialogues in scripts	AD_PPALA12-IVa-1
			2. engages in various free writing activities.	AD_PPALA12-IVa-c-2
			3. creates a storyboard	AD_PPALA12-IVc-3
			WRITING 4. writes a script for a radio commercial or television show or a short film	AD_PPALA12-IVd-f-4
			REWRITING 5. assesses criticism given through workshops, stage reading and other performances	AD_PPALA12-IVg-h-5
			6. revises work according to critics' and audience's comments	AD_PPALA12-IVi-j-6

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK

CODE BOOK LEGEND

SAMPLE CODE: AD_PPALA12-IIIa-c-1

LEGEND			SAMPLE	
First Entry	Track/ Strand	Arts and Design Track	**AD**	
	underscore_			
	Track/Strand Subject	Exhibit for Arts Production (Literary Arts)	**PPALA**	
	Grade Level	12	**12**	
			-	
Roman Numeral ero if no specific quarter	Quarter	3	**III**	
Lowercase Letter n (-) in between letters to indicate ore than a specific week	Week	Week 1 to 3	**a-c**	
			-	
Arabic Number	Competency	generates ideas from various literary works as well as approaches and techniques in playwriting	**1**	

WORK IMMERSION CHECKLIST FOR UNIQUE DELIVERY MODEL

Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City

Checklist for the Unique Delivery Model

Letter of Intent addressed to the Regional Director

Endorsement Letter from the Schools Division Superintendent

Rationale of Unique Delivery Model (this includes justification/s why the school intends to implement it)

Safety measures for the students (per specialization if applicable)

List of specializations and school demographics

List of Partner Institutions

SEC Registration of each partner institution

Company Profile of each partner institution (if applicable, this should indicate the departments or offices that will handle the students)

Copy of Memorandum of Agreement (MOA) per partner institution

List Students' Activities using the Annex C of DO 30, s. 2017 (per specialization)

Proposed class schedule showing that the budget of work or its equivalent of affected subjects will still be complied

Photocopy of National Certificate (NC) of Work Immersion Partner Institution Supervisor (per specialization if applicable)

Fees to be collected (for private schools only if applicable)*

Minutes of consultation with GPTA showing the approval of parents re Work Immersion's delivery model

*Attached documentation of consultation conducted with students' parents

Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City

DepED
DEPARTMENT OF EDUCATION

Work Immersion Progress Monitoring Tool

:hool: _____

d: _____

Division & Region: _____

Date of Monitoring: _____

Check the box that corresponds to your answer in each item using the legend below.

E- Evident   EI- Evident but Inadequate   OP- On Process   NE- Not Evident   NA- Not Applicable

BE MONITORED	EVIDENCE *(should be compiled per specialization)*	E	EI	OP	NE	NA
um Implementation and Compliance						
ilum Guide is being followed properly.	Class schedule					
erings are appropriate to the community.	List of offerings vs community demographics					
lizations are aligned to the work immersion · institution.	List of Partner Institutions and their nature of business vs students' specialization					
nmersion Delivery Process						
es of the students are programmed based on the tencies.	Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization					
its are being prepared before the actual Work sion.	Evaluation of student's readiness for Work Immersion which should be tailored to the context of the school					
its' personal agenda/goals are being channeled ir knowledge, skills, and values development in rk Immersion.	Student's statement of personal goals in the Work Immersion vs list of competencies and activities that will be identified together with the partner institution supervisor					
sment of Student's Progress						
its are oriented on how their performance will be red.	Documentation of student's orientation about the assessment of their performance					
rision of Work Immersion Implementation						
ir Monitoring Plan (Work Immersion Teacher, Partnership Focal Person, and School Head)	Monitoring Plans of School Head, School Partnership Focal Person, and Work Immersion Teacher)					

BE MONITORED	EVIDENCE (should be compiled per specialization)	E	EI	OP	NE	NA
the start of the Work Immersion is evident.						
ty building for Work Immersion is being ted.	Documentation of teachers and personnel training with the attached utilized budget					
trative Concerns						
its accomplish their parental consent before the Work Immersion.	Compiled Accomplished Parental Consents					
ation for students and their parents is conducted the School and Partner Institution before the Work Immersion.	Documentation of students and parents' orientation on Work Immersion					
quate budget is allotted for Work Immersion es.	Approved budget vs Financial Report of Work Immersion					
of confirmed Work Immersion partners are ed and available for reference by students, , and teachers.	Display of the profiles of confirmed Work Immersion partners					
andum of Agreement (MOA) is duly notarized pperly documented.	Organized compilation of MOAs					
als and relevant supplies are available for the ts and teachers of Work Immersion.	Inventory of supplies and materials vs reports of utilization					
hool has a Joint Working Group, which is formed the start of Work Immersion.	List of the approved Joint Working Group, their minutes of meeting and other relevant documentation					
cilities and venues are accessible to teachers dents.	Map of facilities and venues in relation to the school's location					
nts are provided with insurance during their Work sion.	Insurance documents of the students and the budgetary allotment					
and responsibilities of personnel are clearly d.	Documentation of orientation for the personnel and teachers					

OF RESULTS

ɔtal number of checks per area and identify those that are not evident, evident but inadequate, on process, which merit actions to be

AREAS TO BE MONITORED	E	NE	OP	EI	NA	REMARKS
iculum Implementation and Compliance						
< Immersion Delivery Process						
∍ssment of Student's Progress						
∍rvision of Work Immersion						
ementation						
inistrative Concerns						

ɔT EVIDENT/ ƷUT ʌTE/ ON LED UP BY	ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: _____ Indicate whether actions to be taken are Implemented or Not Implemented in the next monitoring
lum Guide is being operly.	Ensure that CG will be followed properly in Academic Track .	Juan de la Cruz, School Head	

∍s that the monitoring results have been discussed with me. I understand that my signature does not necessarily indicate agreement, vledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be ɔ the undersigned supervisor within 10 working days of date noted below.

ɔd: _____   Date: _____
      Signature over printed name

ɔy: _____   Designation: _____
      Signature over printed name

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

LETTERHEAD OF THE REGION

REGIONAL REPORT ON WORK IMMERSION

Region: _____ No. of Divisions: _____ No. of Work Immersion Implementers: _____
Supervisor in Charge: _____ Office Contact No.: _____
Email Address: _____ Mobile No.: _____

A. Regional Profile

Complete the table below using the consolidated data from your respective divisions.

Track	Specialization	Total No. of Schools offering the track/specialization	Total No. of learners

Track	Specialization	Name of WI Partner Institution	Total No. of learners

B. Evaluation Results

Indicate the total number of Work Immersion Implementers that have:

Evident (E), Evident but Inadequate (EI), Not Evident (NE) and Not Applicable (NA) ratings.

AREA	E	EI	NE	NA
I. Curriculum Implementation & Compliance				
1. Curriculum Guide is being followed properly.				
2. Objectives of the program are achieved at the end of the semester.				
3. The offerings are appropriate to the community.				
4. Specializations are aligned to the work immersion partner institution.				
II. Work Immersion Delivery Process				
1. Activities of the learners are programmed based on the competencies.				
2. Learners are being prepared before the actual Work Immersion.				
3. Learners are being given feedback about their performance in the Work Immersion.				
4. Learners' personal agenda/goals are being channeled for their knowledge, skills, and values development in the Work Immersion.				
III. Assessment of Learner's Progress				
1. Learners are oriented on how their performance will be measured.				

LETTERHEAD OF THE REGION

AREA	E	EI	NE	NA
2. Assessment results are explained to the learners, leading to their realization of the areas for improvement.				
3. Learners can keep track of their progress in the Work Immersion.				
IV. Supervision of Work Immersion Implementation				
1. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) before the start of the Work Immersion is evident.				
2. Monitoring Plan is properly implemented.				
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve Work Immersion delivery.				
4. Monitoring results are utilized to improve Work Immersion delivery.				
5. Proper coordination, planning, and a feedback system are being enforced.				
6. Capacity building for Work Immersion is being conducted.				
V. Administrative Concerns				
1. Learners accomplish their parental consent before the actual Work Immersion.				
2. Orientation for learners and their parents is conducted by both the School and Partner Institution before the start of Work Immersion.				
3. An adequate budget is allotted for Work Immersion expenses.				
4. Profiles of confirmed Work Immersion partners are organized and available for reference by learners, parents, and teachers.				
5. Memorandum of Agreement (MOA) is duly notarized and properly documented.				
6. MOA is strictly followed by both School and Partner Institution.				
7. Materials and relevant supplies are available for the learners and teachers of Work Immersion.				
8. The school has a Joint Working Group, which is formed before the start of Work Immersion.				
9. The facilities and venues are accessible to teachers and learners.				
10. Learners are provided with insurance during their Work Immersion.				
11. Duties and responsibilities of personnel are clearly defined.				
12. Correct reports are submitted.				

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

LETTERHEAD OF THE REGION

C. SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

AREAS	EVIDENT	NOT EVIDENT	EVIDENT BUT INADEQUATE	NOT APPLICABLE
I. Curriculum Implementation and Compliance				
II. Work Immersion Delivery Process				
III. Assessment of Learner's Progress				
IV. Supervision of Work Immersion Implementation				
V. Administrative Concerns				

List the items with NE and EI, and provide an explanation for each. Indicate the actions to be taken which will serve as a reference of your next report.

Areas with Not Evident and Evident but Inadequate items	Explanation	Actions to be taken

D. ISSUES, CONCERNS AND RECOMMENDATIONS

Enumerate the issues and concerns met not covered by the evaluation tool and indicate your corresponding recommendation to address it.

Issues and concerns met not covered by the tool	Recommendations

Prepared by:

_____
Education Program Supervisor in charge of Work Immersion

Verified by:

_____
CLMD Chief

Approved by:

_____
Regional Director