



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region V(Bicol)  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
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**DIVISION MEMORANDUM**

No. 281, s.2018

To: Chiefs, CID & SGOD  
Education Program Supervisors  
Public Schools District Supervisors  
Secondary School Heads  
TTVL Teachers  
All concerned

October 23, 2018  
**RELEASED**

DepEd, Division of Catanduanes

RECORDS SECTION

Date OCT 23 2018

Time 1:25 P.M.

Signature: [Handwritten Signature]

Attached is **DepED Order No. 039, s. 2018 "CLARRIFICATION AND ADDITIONAL INFORMATION TO DEPED ORDER NO. 30, s. 2017"** (GUIDELINES ON WORK IMMERSION) for your information, dissemination and strict compliance.

  
**SOCORRO V. DELA ROSA, CESO VI**  
Schools Division Superintendent



Republic of the Philippines  
**Department of Education**

21 SEP 2018

DepEd ORDER  
 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.	<b>Work Immersion as a requirement for Senior High School (SHS) Graduation</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
	i. For Technical-Vocational Livelihood (TVL) Track, Work Immersion is a requirement.	<ul style="list-style-type: none"> <li>• All TVL learners shall have completed the required learning competencies of a particular specialization before Work Immersion.</li> <li>• The nominal duration of a specialization for TVL shall be considered in crafting the delivery model of the school.</li> </ul>
	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

	<p>Research/Capstone Project (Enclosure No. 3).</p> <p>General Academic Strand (GAS) learners may take Research/Capstone Project or Culminating Activity.</p> <p>For the Sports Track, learners may take Apprenticeship (off-campus) (Enclosure No. 4).</p> <p>For the Arts and Design Track, learners may take Performing Arts Production or Exhibit for Arts Production (Enclosure No. 5).</p>
<p><b>b. On Section 5, Item 5.h in the enclosure to DO 30, s. 2017 Memorandum of Agreement (MOA) for Work Immersion</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>c. On Section 5, Item 9 in the enclosure to DO 30, s. 2017 Expenses in securing partnerships</b></p>	<p>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.</p>
<p><b>d. On Section 5, Item 10 in the enclosure to DO 30, s. 2017 Fees for Work Immersion</b></p>	<p>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</p>

	<p>informed and not be involved with the collection of payment from the parents.</p> <p>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.</p>
<p><b>e. On Section 6 in the enclosure to DO 30, s. 2017 Work Immersion Delivery Models</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul> <p>The RO shall release an approval letter to the schools that meet the requirements stated in Enclosure No. 6.</p>

**Additional information**

<p><b>a. Schedule of Monitoring and Evaluation (M&amp;E) of Work Immersion</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>b. Annual Submission of Regional Report on Work Immersion</b></p>	<p>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</p>

	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.
<b>c. Learners' Health Permit or Doctor's Certification</b>	<p>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.</p> <p>For private or non-DepEd schools, their school clinic shall facilitate the process of securing these documents for the learners.</p>
<b>d. Learners with Special Needs in Work Immersion</b>	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.
<b>e. Learners' Religious and Cultural Practices</b>	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.
<b>f. Work Immersion during summer breaks or holidays</b>	<ul style="list-style-type: none"> <li>• All schools shall consider the enrollment of learners who undergo Work Immersion even during summer, following DO No. 13, s. 2018 entitled <b>Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program</b>, 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.</li> <li>• DepEd teachers or personnel who will render services during these periods must be given service credits as stipulated in DO 53, s. 2003 entitled</li> </ul>

		<b>Updated Guidelines on Grant of Vacation Service Credits for Teachers.</b>
<b>g. Allowable Time for Work Immersion</b>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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

**BUSINESS ENTERPRISE SIMULATION**

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>2 weeks of lectures (to review marketing, operations, and financials)</p> <p>5 weeks of preparation and research for inputs to the business plan</p>	<p>business plan, which outlines the different management aspects of the business, particularly those essential to execution</p>	<p>business plan that will guide the eventual implementation of the venture</p>	<p>on the appropriate competition strategy</p>	
			<p>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</p>	<p><b>ABM_BES12-Id-j-c6</b></p>
			<p>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</p>	<p><b>ABM_BES12-Id-j-c7</b></p>
			<p>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</p>	<p><b>ABM_BES12-Id-j-c8</b></p>
			<p>2.5 craft a full business plan for review of mentors before actual execution</p>	<p><b>ABM_BES12-Id-j-9</b></p>

**BUSINESS ENTERPRISE SIMULATION**

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Key Concepts from the ABM Strand Subjects	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	<b>ABM_BES12-IIa-h-10</b>
			3.2 wind up a business enterprise and draw up a culminating report including significant values learned in the entire business cycle	<b>ABM_BES12-IIId-j-11</b>

\*Model A: School-based mentored by the ABM teachers

\*Model B: Community-based mentored by business-industry partners



**BUSINESS ENTERPRISE SIMULATION**

**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	
	Grade Level	Grade 12	
Uppercase Letter /s	Domain/Content/ Component/ Topic	Business Enterprise Simulation	
Roman Numeral *Zero if no specific quarter	Quarter	First Quarter	
Lowercase Letter /s *Put a hyphen (-) in between letters to indicate more than a specific week	Week	Weeks one to three	
Arabic Number	Competency	scan the market and identify potential business opportunities to capitalize on	
			ABM_BES12
			I
			a-c
			1

**ATING ACTIVITY CURRICULUM GUIDE**

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

CONTENT	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

portfolio

**ACTING ACTIVITY CURRICULUM GUIDE**

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

**RESEARCH/CAPSTONE PROJECT CURRICULUM GUIDE**

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

**Topic:** Research/Capstone Project

**Quarter:** Second

**No. of Hours/ Semester:** 80 hours

**Prerequisite:**

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

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p><i>The learners demonstrate an understanding of...</i></p> <ol style="list-style-type: none"> <li>1. a scientific problem or question</li> <li>2. applied and basic research problems</li> </ol>	<p><i>The learners shall be able to...</i></p> <p>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</p>	<p><i>The learners...</i></p> <ol style="list-style-type: none"> <li>1. identify a scientific problem or question</li> <li>2. differentiate applied and basic research problems</li> </ol>	<p><b>STEM_RP12-IIa-e-1</b></p>	
<p>3. the scientific literature and its relevance to the chosen scientific problem</p>		<ol style="list-style-type: none"> <li>3. set selection criteria for studies relevant to a chosen scientific problem</li> </ol>	<p><b>STEM_RP12-IIa-e-2</b></p>	
<p>4. hypothesis formulation</p>		<ol style="list-style-type: none"> <li>4. review, digest, and concisely state the relevance of the studies cited</li> </ol>	<p><b>STEM_RP12-IIa-e-3</b></p>	
		<ol style="list-style-type: none"> <li>5. formulate possible outcomes of the investigation, or in the case of mathematics research, conjectures about the mathematical problem or topic</li> </ol>	<p><b>STEM_RP12-IIa-e-4</b></p>	
		<ol style="list-style-type: none"> <li>6. design a strategy or sequence of steps that will</li> </ol>	<p><b>STEM_RP12-IIa-e-5</b></p>	
			<p><b>STEM_RP12-IIa-e-6</b></p>	

**H/ CAPSTONE PROJECT CURRICULUM GUIDE**

**K to 12 BASIC EDUCATION CURRICULUM**

**SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	5. designing investigatory methodologies		address the scientific question at hand	
Action	6. establishing appropriate method of data collection		7. select appropriate methods of data collection	STEM_RP12-IIa-e-7
Analysis	7. extracting useful information from data sets		8. develop the criteria that will address the completeness of the data collection method	STEM_RP12-IIa-e-8
Synthesis	8. drawing logical conclusions		9. analyze the data obtained from the investigation	STEM_RP12-IIa-e-9
Evaluations	9. the purpose of making relevant recommendations		10. draw logical conclusions supported by processed data	STEM_RP12-IIa-e-10
Scientific Report/Paper	10. the different components of a scientific report/paper		11. make recommendations that are relevant to the study	STEM_RP12-IIa-e-11
			12. write a complete scientific report/paper	STEM_RP12IIIf-j-12
			13. defend the science project before a panel	STEM_RP12IIIf-j-13

**STEM / CAPSTONE PROJECT CURRICULUM GUIDE**

**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
Uppercase Letter/s	Grade Level	Grade 12	
Roman Numeral *Zero if no specific quarter	Domain/Content/ Component/ Topic	Research Project	
Lowercase Letter/s when (-) in between letters to indicate more than a specific week	Quarter	Second Quarter	II
	Week	Weeks one to five	a-e
Arabic Number	Competency	Identify a scientific problem or question	1

**APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE**

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

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

**Title:** Apprenticeship (Off-campus)

**Description:** 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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>APPRENTICESHIP (S)</b> athlete enhancement  coaching	The learner... 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	The learner... shows measurable improvement in set performance parameter	The learner... 1. assesses own performance for goal setting 2. designs a personal training program 3. exhibits mastery of sports skills 4. displays improvement of personal best performance 5. applies safety practices to prevent deconditioning as a result of injury 6. identifies emerging trends in training 7. employs stress management techniques to cope with training and competition demands 8. applies psychosocial techniques achieves sport-life balance 9. realizes the importance of having positive attitude towards sports participation 10. realizes one's potential through sports participation	SP_APA12-IIa-t-1 SP_APA12-IIa-t-2 SP_APA12-IIa-t-3 SP_APA12-IIa-t-4 SP_APA12-IIa-t-5 SP_APA12-IIa-t-6 SP_APA12-IIa-t-7 SP_APA12-IIa-t-8 SP_APA12-IIa-t-9 SP_APA12-IIa-t-10
	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 2. utilizes management skills during games/competitions 3. articulates personal coaching philosophy 4. provides assessment tools options for the coach	SP_APC12-IIa-t-1 SP_APC12-IIa-t-2 SP_APC12-IIa-t-3 SP_APC12-IIa-t-4

**APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE**

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	exercise, fitness testing and exercise programming for developing one's potential as a coach		<ol style="list-style-type: none"> <li>5. carries out assessment of team members under coach supervision</li> <li>6. implements training program designed by the coach</li> <li>7. documents player performance during games, progression towards goals, and strategies and tactics of opposing teams</li> <li>8. observes safety practices to prevent deconditioning of team members as a result of injury</li> <li>9. identifies emerging trends in training and coaching</li> <li>10. recommends psychosocial strategies (goal setting, team building activities and stress management)</li> <li>11. realizes one's potential as a coach through sports participation</li> </ol>	<p>SP_APC12-IIa-t-5</p> <p>SP_APC12-IIa-t-6</p> <p>SP_APC12-IIa-t-7</p> <p>SP_APC12-IIa-t-8</p> <p>SP_APC12-IIa-t-9</p> <p>SP_APC12-IIa-t-10</p>
<ol style="list-style-type: none"> <li>11. Practices officiating and tournament management</li> </ol>	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	<ol style="list-style-type: none"> <li>1. demonstrates appropriate personal, social, and ethical behavior while officiating</li> <li>2. utilizes proper communication techniques in officiating and tournament management</li> <li>3. applies safety practices to prevent injuries during the conduct of the tournament</li> <li>4. implements a tournament plan</li> <li>5. conducts post-event evaluation</li> <li>6. identifies recent developments in officiating and emerging trends in tournament management</li> <li>7. recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament</li> <li>8. realizes one's potential as an official and tournament manager</li> </ol>	<p>SP_APC12-III-t-11</p> <p>SP_APO12-IIIa-t-1</p> <p>SP_APO12-IIIa-t-2</p> <p>SP_APO12-IIIa-t-3</p> <p>SP_APO12-IIIa-t-4</p> <p>SP_APO12-IIIa-t-5</p> <p>SP_APO12-IIIa-t-6</p> <p>SP_APO12-IIIa-t-7</p> <p>SP_APO12-IIIa-t-8</p>



**APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE**

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

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<p>IV. Fitness/Sports and Recreation leader</p>	<p>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</p>	<p>1. delivers a fitness program for an apparently healthy individual or group (for fitness leader)</p> <p>2. leads an existing sports and recreational program (for sports and recreation leader)</p>	<p>1. demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks</p> <p>2. carries out health and fitness evaluation of students or clients</p> <p>3. designs/implements fitness program (for fitness leader)</p> <p>4. implements an existing sports and recreation program (for sports and recreation leader)</p> <p>5. exhibits proficiency in exercise techniques or sports skills</p> <p>6. applies safety practices to prevent injury during exercise or sports participation</p> <p>7. identifies emerging trends in sports, fitness, and recreation</p> <p>8. employs motivational techniques in promoting exercise adherence and enjoyment</p> <p>9. realizes the importance of having a positive attitude towards sports, fitness and recreation participation</p> <p>10. realizes one's potential in sports, fitness and recreation leadership</p>	<p><b>SP_APL12-IIa-t-1</b></p> <p><b>SP_APL12-IIa-t-2</b></p> <p><b>SP_APL12-IIa-t-3</b></p> <p><b>SP_APL12-IIa-t-4</b></p> <p><b>SP_APL12-IIa-t-5</b></p> <p><b>SP_APL12-IIa-t-6</b></p> <p><b>SP_APL12-IIa-t-7</b></p> <p><b>SP_APL12-IIa-t-8</b></p> <p><b>SP_APL12-IIa-t-9</b></p> <p><b>SP_APL12-IIa-t-10</b></p>

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

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

Code Book Legend

Sample: **SP\_APA12-IIa-t-2**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Sports	SP_APA12
	Grade Level	Grade 12	
Uses/uses	Domain/Content/Component/ Topic	Apprenticeship: Athlete Enhancement	
Roman Numeral *Zero if no specific quarter	Quarter	Second Quarter	II
Lowercase letter/s *Put a hyphen (-) in between letters to indicate more than a specific week	Week	Week one to twenty	a-t
Arabic Number	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

## PHYSICAL EDUCATION (OFF-CAMPUS) CURRICULUM GUIDE

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

#### References:

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- Centers for Disease Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical Education Classes. An Action Guide*. 2009, <http://www.prevent.org/actionguides>
- Centers for Disease Control and Prevention. *The Association between School-based Physical Activity, including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services, 2010.
- Michigan Department of Education. *Physical Education Content Standards and Benchmarks*. Michigan: Michigan Department of Education, 2007.
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**EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE**

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

**Grade: 12**

**Track Subject Title: Exhibits for Arts Production (Media Arts and Visual Arts)**

**Semester: 2<sup>nd</sup> Semester  
No. of Hours/ Semester: 80 hours  
Pre-requisite:**

**Track Subject Description:** As a final culminating project, the course prepares the students to exhibit creative outputs using the skills learned during their apprenticeship period with emphasis on artistic, educational, cultural values and work ethics.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>ARTS &amp; DESIGN FORMS</b>  <b>A. VISUAL ARTS</b> Painting (including drawing and printmaking), architecture (including interior design and landscape architecture), photography and film making (including video) and crafts  <b>B. APPLIED ARTS</b> Media arts (including animation, web design, interactive mobile applications and the like), decorative arts (including furniture, ceramics, jewelry and clothing, costume and set design)	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.  mounts a presentation or exhibition of art works as an individual or a group.	The learner...  1. defines presentation and exhibition concepts.  2. applies learned skills in producing art works for exhibition.  3. prepares exhibition materials for culminating project.  4. prepares comprehensive visual presentation, plans exhibition space, and writes exhibition notes.  5. presents culminating project in a presentation or exhibition as an individual or as a group.	AD_EAP12VA-IIIa-b-1  AD_EAP12VA-IIIc-j-2  AD_EAP12AA-IVa-d-1  AD_EAP12AA-IVe-h-2  AD_EAP12AA-IVi-j-3



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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>C. Production Mounting and Staging</b> 1. Story Conference/Story Improvisation 2. Rehearsal Process a. scene work, production work, technical work, music and dance rehearsals b. Putting together of production components c. Mastery of the performance			5. identifies appropriate performance venue	AD_PPA12-IIIb-d-7
			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
<b>D. Execution of the Production</b> 1. Dress and technical rehearsals 2. Final critiquing and cliniquing of the performance 3. Performance 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	5. devises marketing strategies for production	AD_PPA12-IIIe-j-11
			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
			4. evaluates the whole learning experience on an individual and organizational level	AD_PPA12-IVi-j-4
<b>E. Post-Production</b> 1. Evaluation 2. Production Book completion and performance documentation			5. produces documentation of the performance	AD_PPA12-IVi-j-5

*Note: The type of production will depend on the available resources.*

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

Code Book Legend

**Sample: AD\_PPA12-IIIa-1**

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

**EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE**

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

**Grade:** 12

**Semester:** 2<sup>nd</sup> Semester

**Track Subject Title:** Exhibit for Arts Production (Literary Arts)

**No. of Hours/ Semester:** 80 hours/ semester

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Quarter III.</b> <b>Introduction to Play</b>  Elements of Drama	<i>The learner...</i>  understands conflict, character, setting, stagecraft, dialogue and other elements of drama	<i>The learner...</i>  collaborates with peers in writing a play	<i>The learner...</i>  <b>PRE-WRITING</b> 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-IIIId-3
			4. engages in various pre-writing activities that enhance critical and creative writing skills	AD_PPALA12-IIIId-4
			<b>WRITING</b> 5. drafts a one-act play	AD_PPALA12-IIIId-4
			<b>REWRITING</b> 6. revises work according to mentor's comments and peer's feedback	AD_PPALA12-IIIId-5



**EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE**

**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
	Track/Strand Subject	underscore_	
	Grade Level	Exhibit for Arts Production (Literary Arts)	PPALA
Roman Numeral *Zero if no specific quarter Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week	Quarter	12	12
	Week		
Arabic Number	Competency	generates ideas from various literary works as well as approaches and techniques in playwriting	1

(Enclosure No. 6 to DepEd Order No. 039, s. 2018)

**WORK IMMERSION CHECKLIST FOR UNIQUE DELIVERY MODEL**



**DepEd**  
DEPARTMENT OF EDUCATION

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

(Enclosure No. 7 to DepEd Order No. 039, s. 2018)

**WORK IMMERSION MONITORING AND EVALUATION TOOL**



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



**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 TO BE MONITORED		EVIDENT	NOT EVIDENT	EVIDENT BUT INADEQUATE	NOT APPLICABLE
I.	Curriculum implementation and compliance				
II.	Teaching and learning process				
III.	Assessment of learning process				
IV.	Supervision of instruction plan				
V.	Administrative concerns				

AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE TO BE FILLED UP BY MONITOR	ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD	ACCOUNTABLE PERSON'S POSITION	FOLLOW-UP DATE
Ex. Curriculum Guide is being followed properly.	Ensure that CG will be followed properly in Academic Track.	Juan de la Cruz, School Head	
Ex. Issues and concerns based on the reports are acted upon.	To draft an action plan addressing the issues and concerns from the reports.	Juan de la Cruz, School Head	

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

School Head: \_\_\_\_\_ Date: \_\_\_\_\_

Signature over printed name

Monitored by: \_\_\_\_\_ Designation: \_\_\_\_\_

Signature over printed name

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

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 allocated 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