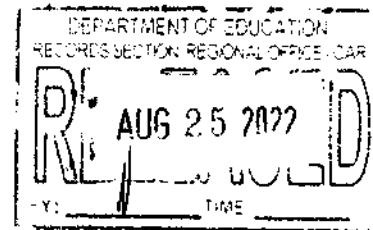




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION



August 24, 2022

**REGIONAL MEMORANDUM**

No. 435-2022

**REGIONAL GUIDANCE THROUGH THE LEARNING RECOVERY AND CONTINUITY  
PLAN (LRCP) FOR SCHOOL YEAR 2022-2023**

To: Assistant Regional Director  
Schools Division Superintendents  
All Schools Division Offices  
All Others Concerned

1. The Department of Education-Cordillera Administrative Region (DepEd-CAR) issues this **Regional Guidance through the Learning Recovery and Continuity Plan (LRCP) for School Year 2022-2023**, in accordance with its commitment to learning and address the learning gaps brought by the COVID-19 pandemic.
2. This shall provide direction to the plans, projects and activities of the 8 Schools Division Offices, districts and schools. Private schools may adopt this guidance as deemed relevant to their context.
3. The Learning Recovery and Continuity Plan for DepEd-CAR attached in **Enclosure 1** draws attention to plan adjustments made by Regional and the Schools Division Offices in the delivery of learning applying the modalities and utilization of learning resources through the project HyTEQ.
4. The LRCP likewise highlights reading recovery program and interventions that may help improve performance of learners and cope the learning losses.
5. Should there be any questions and/or clarifications, please feel free to contact 442-7096 or OIC-CLMD Rosita Agnasi at [rosita.agnasi@deped.gov.ph](mailto:rosita.agnasi@deped.gov.ph).
6. Immediate and widest dissemination of and compliance with this Memorandum is directed.

**ESTELA P. LEON-CARIÑO EdD, CESO III**

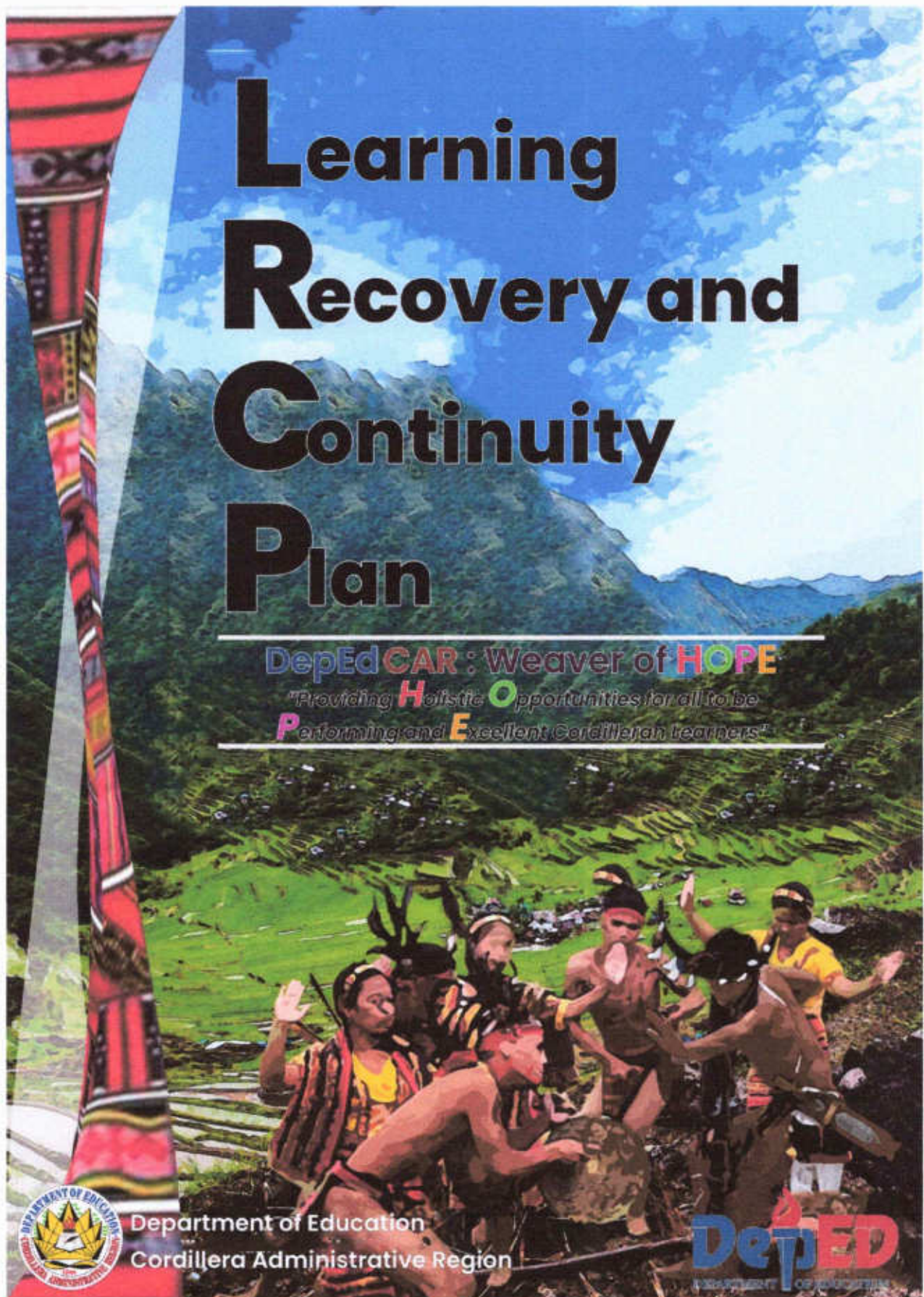
Director IV/Regional Director

CLMD/RCA



Address: Wangal, La Trinidad, Benguet, 2601  
Telephone No: (074) 422-1318 | Fax No.: (074) 422-4074  
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DepEd-CAR: Weaver of **HOPE** and Transformation  
"Holistic Opportunities for all to be Performing and Excellent  
Cordilleran Learners"





***To the teachers,***

**//**

**.... Remember that our learners have diverse learning needs and styles . Hence, we should be innovative and creative in addressing these needs to effectively achieve our desired learning outcomes."**

**ESTELA P. LEON-CARIÑO EdD, CESO III**  
Director IV / Regional Director



**This DepED - CAR LRCP is a dedication . . .**

...to the Cordilleran learners

whose future we hold so dear

whose lives we prepare with care

despite this COVID scare

DepEd-CAR will never fear

For your education we shall bear

No pandemic shall ever dare

Topple the plans we stated here...

... We shall not fear!

**We dare not fail...**



## **APPROVAL SHEET**

This DepEd-CAR Learning Recovery and Learning Continuity Plan was finalized this 19<sup>th</sup> day of August 2022 at the DepEd-CAR Regional Office, Wangal, La Trinidad, Benguet.



**FLORANTE E. VERGARA**

Director III/Assistant Regional Director



**ESTELA P. LEON-CARIÑO, EdD CESO III**

Director IV/Regional Director



Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION

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**LEARNING RECOVERY AND CONTINUITY PLAN**

**I. Background and Context**

As Covid-19 became a global health crisis in March 2020 up to present, each country has implemented preventive measures in response to the increase of COVID-19 infected individuals. The Department of Education-Cordillera Administrative Region (DepED-CAR) responded to the challenges and carried out significant strides in bridging access to basic education to ensure that learning opportunities shall be made available for all. With the strategies and innovations of distance learning delivery as a major response and commitment in ensuring the health, safety and well-being of learners, teachers and non-teaching personnel during this pandemic, there is a need to address the most challenging task of delivering accessible and quality education in the region, particularly in improving students' learning outcomes.

While the COVID-19 pandemic has created an unprecedented challenge for education systems worldwide, it affects much the educational situation in Cordillera Administrative Region. Some learners did not enroll due to difficulty in learning through modular. Based on the focus group discussions conducted by the regional office among the learners and parents, learners revealed that the pandemic affected their mental, physical and social health which in turn had a negative impact in their academic performances. Some parents have the fear in facilitating the modular activities of their children since they have not completed their tertiary education. Finally, COVID – 19 has also brought a paradigm shift in the teaching and assessment methodologies since classes were held through online distance learning modality or modular approach.

The pandemic brought much-needed attention to the importance of continuity of education and educational technology. Part of BE-LCP (DO No. 020, s. 2020) initiatives of DepED-CAR include the adoption of multiple learning delivery modalities; the development and quality assurance of learning resources uploaded in the DepEd-CAR website that can be accessed by teachers and learners; Project HyTEQ where teachers facilitate learning by engaging learners through active participation using digital devices in an online and offline modality; Virtual Classroom where teachers facilitate learning by engaging learners through active participation using digital devices in an online and synchronous modality; and Project TransformED where teachers facilitate learning by engaging learners through interactive activities using digital gadgets online.

Other agencies, stakeholders, partners and private individuals have been steadfast in expressing their commitment and support towards DepEd-CAR's initiatives. To mention some, Police Regional Office – Cordillera (PRO-COR) have been rendering their services in the delivery of modules to the learners' residences while LGUs have donated tablets for the project HyTEQ. Religious sectors have been providing psychosocial support among the learners and private individuals have been providing financial assistance to some learners belonging to the marginalized sector.

With all these shared responsibilities and collective efforts, DepEd-CAR has been dedicated to its role in monitoring and evaluating the learning delivery modalities being employed by the school through the project RO on WHEELS and has implemented necessary adjustments to suit the needs of the teachers and learners in the various localities in the region. The equitable allocation of resources has also been considered during the monitoring and evaluation activities to ensure that the desired competencies are met and that all learners get quality learning that they so much deserve.

With the above initiatives of DepEd-CAR, still some learners did not enroll as revealed by the data on enrollment due to difficulty in learning through modular. Results of the focus group discussion conducted show that the pandemic caused a sudden decrease in the learners' mental, physical and social health, leaving a negative mark on their academic performances. Other parents also expressed their hesitation and fear in facilitating learning through the modular activities for their children due to incapability to teach content, having not attended college.

Further, with the above responses to mitigate the situation, this **Learning Recovery and Continuity Plan (LRCP)** is prepared in line with DepEd Order no. 34, s. 2022 which focuses on these three key areas: **Learning Remediation and intervention; Socio-emotional functioning, mental health and well-being; and Professional development of teacher.**

## **II. Goal and Specific Objectives**

### **Goals:**

Generally, LCRP seeks to address the gaps in the provision of necessary 21<sup>st</sup> century skills and competencies and to recover learning loss/poverty brought about by the pandemic among the Cordilleran learners.

### **Objectives:**

Specifically, it is aimed at:

- a. bringing all Cordilleran learners back to school and to organize effective remedial learning;

- b. protecting the health, safety and well-being of learners, teachers and personnel; and
- c. ensuring that learning gaps are identified and addressed among all learners.

### III. Operational Framework of the Learning Recovery and Continuity Plan

Following the progressive expansion of face-to-face classes, DepED-CAR develops learning continuity and recovery plan framework to guide schools in addressing learning gaps due to the pandemic-related disruptions.

The framework is supportive of the DepED-CAR Mantra “*DepED CAR: Weaver of HOPE*”. Each component in the framework is anchored with key areas of learning recovery focusing on **Learning Remediation and Intervention; Socio-emotional function, mental health and well-being; and Professional development of teacher.**



**Figure 1. The DepEd-CAR Mantra Concept Diagram**

Foremost that will be highlighted in the Figure is the **Curriculum Implementation** which is aptly captured in green color to represent balance, harmony and learning. Persons who like this color often seek knowledge and understanding. It is for this reason that curriculum implementation must be



balanced not only in academic but also aligned with the culture in the Cordillera and anchored on the objectives of K to 12 Basic Education Curriculum which aims to let our learners acquire basic skills and prepare them for “*Trabaho, Negosyo and Kolehiyo*” after completing their basic education.

Orange is a vibrant color associated with determination. In the framework, it encompasses **advance teachers’ professional excellence** and value-oriented development through Professional Development Programs.

Raising school resources relative to **Literacy, Numeracy and Science Skills** may not be an easy task for it necessitates wisdom as we introduce interventions and innovations as we fill the gap and ensure that there is really learning in the academic aspect quality education. Hence, we have the purple symbolizing wisdom and creativity.

**Health protection, safety and well-being** of learners, teachers and personnel and prevent transmission of COVID-19 is aptly captured in blue color representing calmness and wellness in mind, body and heart.

**Overcoming shortage** through equitable distribution of resources is colored red representing energy and excitement as we address the gaps in the delivery of learning by initiating the provision of necessary resources in the delivery of quality education.

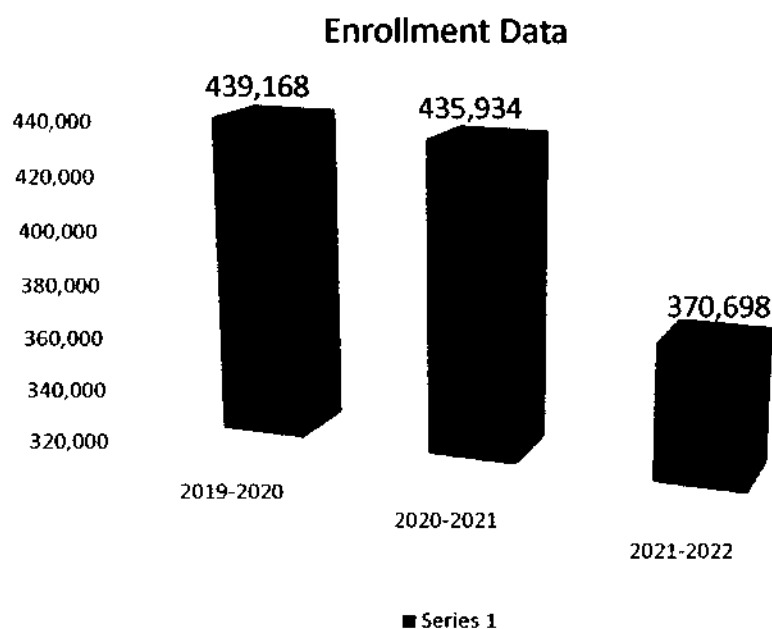
To be able to recover the loss in education brought by this pandemic, **provision of corresponding training for teachers and school leaders, and proper orientation of parents and guardians** of learners are essential. These are descriptive of the yellow color.

Finally, in order to attain the goal of this plan, it is needed to **ensure learning continuity** through K to 12 curriculum adjustments, alignment of learning materials, and deployment of multiple learning modalities. Engagement with stakeholders for Support and Collaboration is also needed and must be strengthened to attain the goal for life-long **learning among** Cordilleran learners.

#### **IV. Data Presentation**

The graph below shows the total enrollment of Kindergarten to grade 12 in both public and private schools in CAR for the three consecutive years covering the COVID-19 pandemic period.

**Figure 1. Enrolment Data**



It shows that there is a decreasing enrolment statistics. The data also implies hard work from the field in tracing where the enrolment gaps are. There is a need to track where the learners are to match with what the **Eight** Schools Division Offices are working on.

**Figure 2. Dropout Rate**

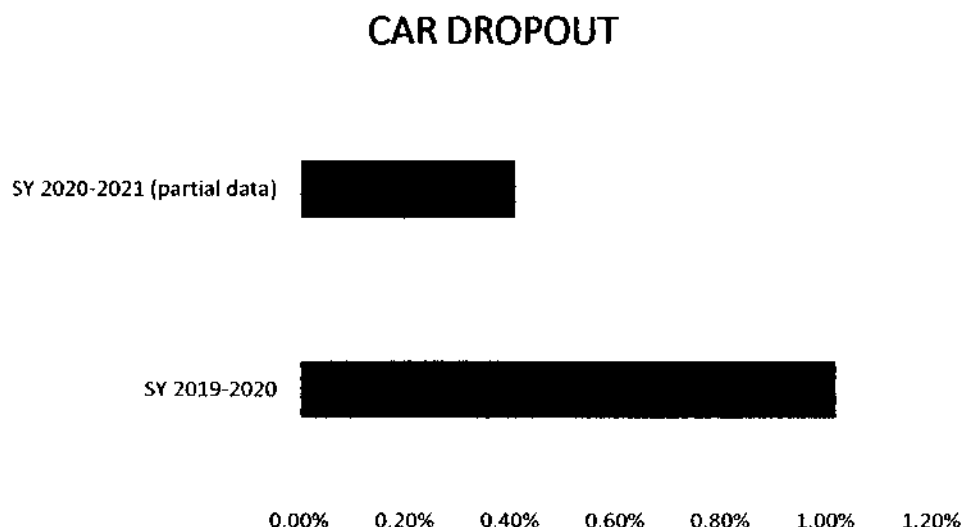


Figure 2 presents the data on dropout rate which provides another positive note that the just concluded School Year yielded lesser dropouts compared to the prior year or the year before the pandemic.

Drop-out rate improved during the second year of the COVID-19 pandemic due to the different teaching modalities initiated by the Regional Office such as Project HyTEQ and other blended learning modalities.

**Figure 3.** Regional Assessment Test

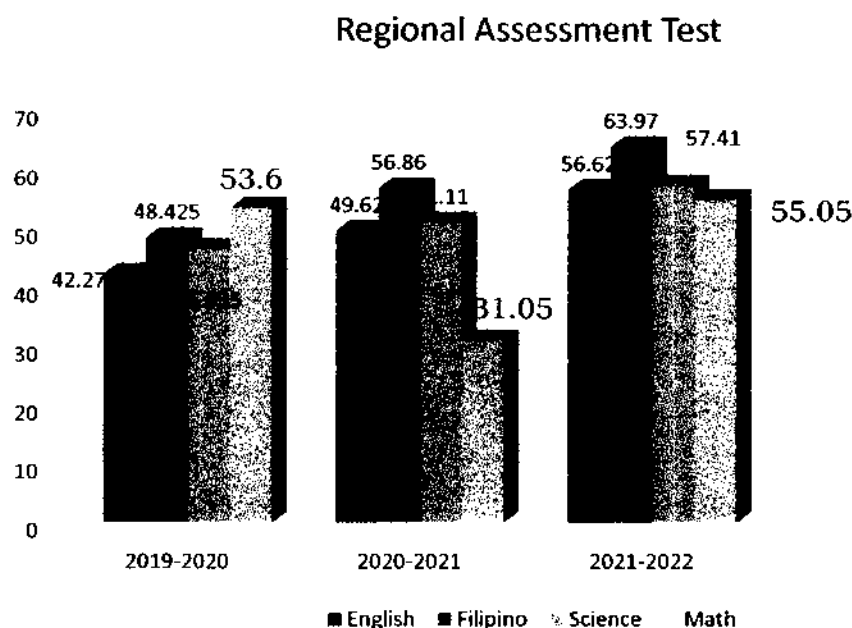


Figure 3 reveals that learners have average proficiency in all learning areas for the three consecutive years but below the standard which is 75%. For SY 2020-2021, learners have low proficiency in Mathematics. Data also shows that there is improvement in the performance for SY 2021-2022 where interventions were provided by the SDOs like utilization of ICT for blended learning and conduct of limited face to face that are contributory to their performance.

The RAT result for the three school years indicates that the Cordilleran learners scored lower 75% standard passing rate. The lowest in the performance of the learners is English, which is one of the core subject in focus. The highest is Filipino but still below the standard rating which is 75%. This must be attributed by the use of social media wherein medium of communication is in Filipino.

With this performance of the learners, it shows that it is a need to introduce more interventions in the delivery of learning and to fill in the gaps on their performance to meet the standard result.

## 1. Number of Damaged Classrooms (CLS) and Estimated Rehabilitation Cost

**Table 1. Table showing the number of damaged classroom per SDO**

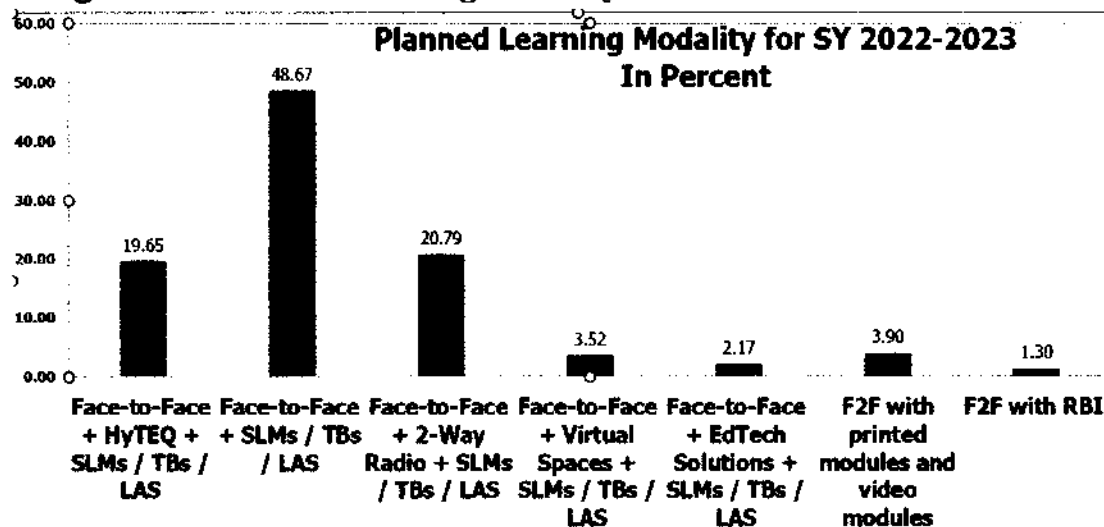
Division	RECONSTRUCTION		MAJOR REPAIR		MINOR REPAIRS		Total Rehabilitation Cost
	Number of Classrooms	Estimated Cost	Number of Classrooms	Estimated Cost	Number of Classrooms	Estimated Cost	
CAR	508	1,778,000,000	1,047	518,000,000	1,182	450,000,000	2,746,000,000
Abra	313	1,095,500,000	482	241,000,000	795	303,200,000	1,639,700,000
Apayao	2	7,000,000	2	1,000,000	32	12,800,000	20,800,000
Baguio City	26	91,000,000	36	18,000,000	49	19,600,000	128,600,000
Benguet	20	70,000,000	224	112,000,000	146	58,400,000	240,400,000
Ifugao	-	-	17	3,000,000	48	20,400,000	23,400,000
Kalinga	66	231,000,000	21	10,500,000	21	7,200,000	248,700,000
Mt. Province	81	283,500,000	265	132,500,000	56	22,400,000	438,400,000
Tabuk City	-	-	-	-	15	6,000,000	6,000,000

Table reveals the number of damaged classrooms in CAR by the earthquake July 27, 2022. Classroom situations must be given with attention to be considered in the implementation of face to face classes during the opening of classes for school year 2022-2023.

Most number of damages are found in SDO Abra followed by Mt. Province. These SDOs were prioritized in addressing the challenges through appropriate interventions such as utilization of open gymnasiums as temporary classrooms

## 2. Planned Learning Modality

**Figure 4. Planned Learning Modality**



The above graph presents the percentage of the modalities to be implemented this school year. To address the gaps brought the COVID-19 pandemic, all schools implement limited face to face supported by other learning modalities for School Year 2022-2023. Based on the survey on the preferences of learners and with the availability of learning resources,

### 3. Professional Development of Teachers

**Figure 5. Number of Teachers Trained**

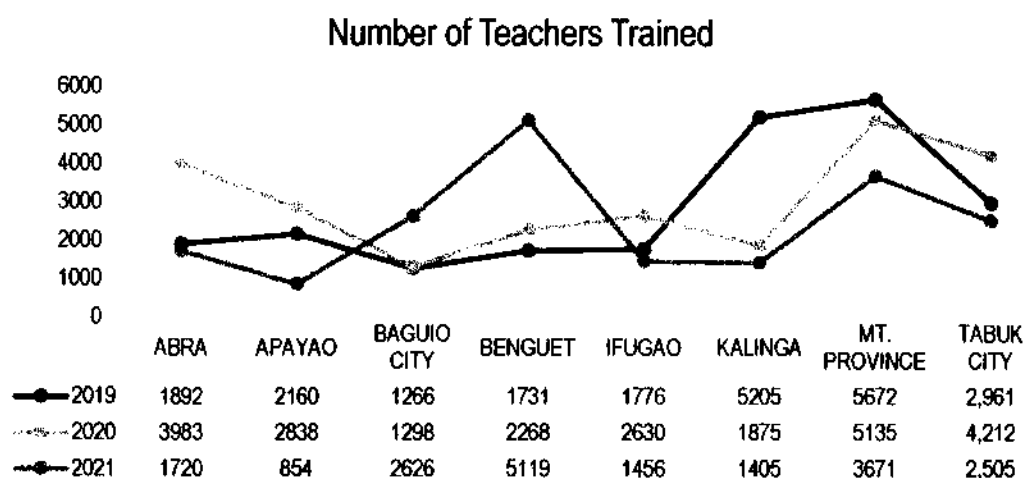


Figure 5 presents the data on professional development initiated by DepEd-CAR to teachers through the NEAP in the Regional Office. This was provided to prepare our teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system, consistent with DepEd's professional development framework and professional standards, and the transformation of the National Educators Academy of the Philippines (NEAP). They will be introduced to learning delivery modalities that they can readily utilize depending on community context and be provided with tools and mechanisms to inform their decision-making. To ensure the seamless transition of learning activities into formats appropriate to platforms and learning delivery modalities they will adopt, capacity building will be implemented. Support mechanisms shall also be established to provide teachers and school leaders access to on-demand technical and administrative advice and guidance.



**Figure 6: Trained Teaching and Non-Teaching**

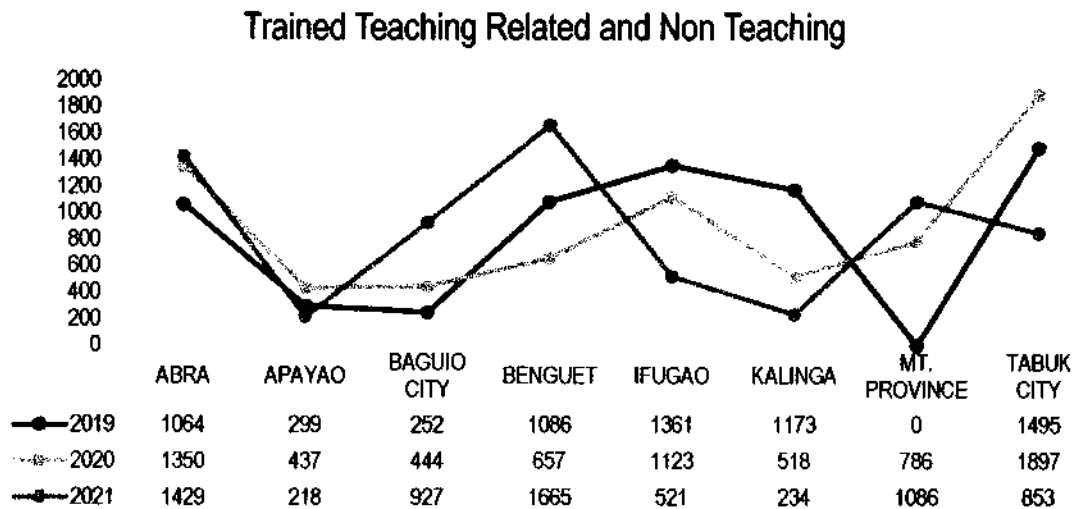


Figure 6 presents the number of trained teachers, non-teaching and teaching-related personnel trained by the Regional Office as well as the Schools Division Office for three (3) years covering 2019 to 2021 evident of continuous provision of PD activities despite the challenge brought by the pandemic.

In addition, The PD modalities implemented in the last three years were composed of limited face-to-face, purely online and blended delivery. This Office was able to manage the change as a pivot for a chance to reach more teachers by utilizing virtual platforms. It is however emphasized that there is still a great digital divide that hinders other DepEd personnel in availing further PD opportunities.

**Figure 7. Total Number of Trained Personnel for Three Years**

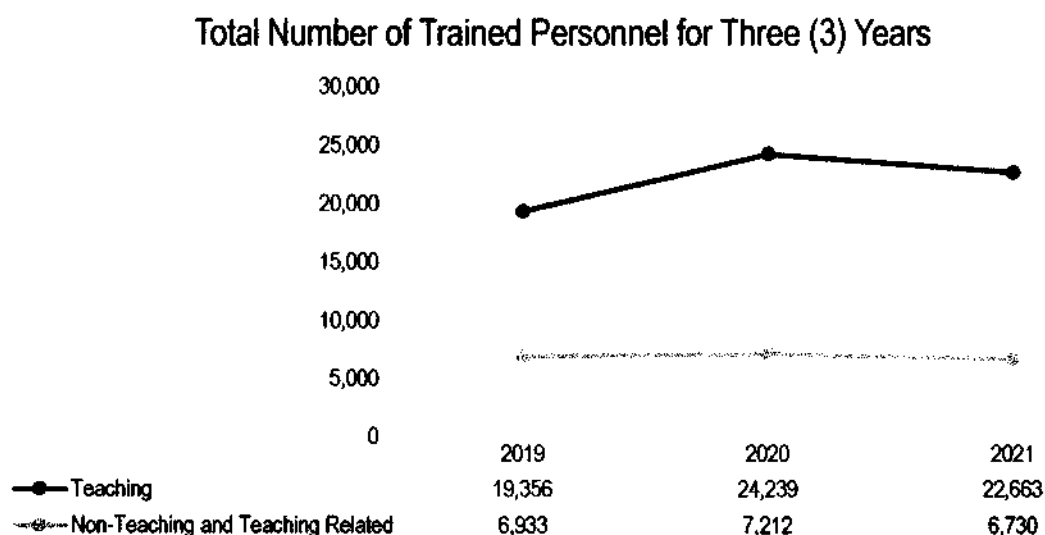


Figure 7 presents the summary of the number of teachers trained for 2019 is 19,356.00 while for 2020 is 24,239.00 and for 2021 is 22,663.00.

The professional development (PD) activities delivered covers the following range of topics as prescribed by DepEd Order No. 030, s. 2022 anchored to the PD Priorities stipulated in DepEd Memorandum No. 050, s. 2020:

**A. Teachers**

1. Content Knowledge and Pedagogy
2. Learning Environment
3. Diversity of Learners
4. Curriculum and Planning
5. Assessment and Reporting
6. Community Linkages and Professional Engagement
7. Personal Growth and Professional Development

**B. School Heads**

1. School Leadership
2. Instructional Leadership
3. Creating a Student-Centered Learning Climate
4. HR Management and Professional Development
5. Parent Involvement & Community Partnership
6. School Management and Operation
7. Personal & Professional Attributes & Interpersonal Effectiveness

In addition to the above-mentioned PD activities, this Region was able to provide scholarship opportunities that opened the doors to international recognition and involvement furthering the professional networking of teachers and school leaders.

This Region shall implement further PD activities that are programmable and accountable as well as firmly anchored to PD priorities in consideration of the needs analysis conducted in their context as reflected in the Electronic Self-Assessment Tool (eSAT) and as reflected in their Individual Professional Development Plan (IPDP) summarized in the various areas of the 3-Year L&D Plan.

Continuous coordination with the Central Office shall be implemented to ensure that appropriate resources shall reach further to the teachers in the grassroots.

## V. Learning Recovery Implementation Plan

In keeping with the National Governments' non-negotiable commitment for the health and safety of the learner, teachers, and stakeholders, and based on DepEd Order No. 34, s. 2022, the DepEd adopted 3 days in person and 2 days distance learning for August 2022; then 5 days in person by October 2022.

To provide guidance for the implementation of Learning Recovery and Continuity Plan, the table presents the different interventions for implementation focusing on the different key areas of the learning recovery plan for this School Year 2022-2023.

Key Areas	Area of Concern	Goals	Interventions/Actions	Major Outputs
<b>Learning Remediation and intervention;</b>	Learning Outcomes in the different Subject Areas and Grade Level	To raise the proficiency level in the different subject areas and grade level	1. Profiling and clustering of learners based on academic needs  2. Provide appropriate remediation and intervention PPAs according to the needs of the learners  3. Implement possible maximum number of days of in-person classes	1. General profile of learners and academic needs  2. Appropriate Remediation and intervention PPAs  3. Class schedule for 5 days in person classes
		To ensure learning continuity through K-12 curriculum adjustment, alignment of learning	1. Implement appropriate blended learning modalities  2. Expansion of project HyTEQ and virtual Classroom	1. Class schedule for 3 days in person and 2 days distance learning  2. Increased number of school implementers of

	Standard Assessment of learners performance	materials and learning delivery modality  To conduct standardized assessment of learners performance	3. Identify priority competency that must be taught  1. Develop contextualized assessment tool (RAT, Project SMART, etc) 2. Conduct Phil-IRI 3. Review students performance data and determine the gaps in learners mastery of competency	project HyTEQ and virtual classroom  3. List of priority competencies  1. Standardized Assessment Result 2. Performance data analysis
	Performance in Literacy, numeracy, and Science Instruction across grade levels	Improve performance in Literacy, Numeracy and Science Instruction	1. intensify use of reading intervention programs 2. develop reading recovery plan 3. develop thematic activities and assessment	1. Remediation program  2. reading -recovery plans 3. Thematic activities
<b>Socio-emotional functioning, mental</b>	Academic Support and Student Development Services	To strengthen resiliency of learners	1. provide appropriate co-curricular activities that improve socio-emotional functioning mental health and well-being	1. Possible activities that improve socio-emotional functioning mental health and well-being

<b>health and well-being;</b>	Learning Management of Learners	To develop confidence of all types of learners in teaching-learning activities	<p>2. forge partnership with service providers for improvement of socio-emotional functioning mental health and well-being</p> <p>3. Help struggling learners through voluntary assistance of competent classmates or peers</p> <p>4. Provide additional LSA to learners with disabilities and who do not have responsible household members</p> <p>5. Organize functional School Emergency Response and Planning Team</p>	<p>2. MOA</p> <p>3. Buddy system</p> <p>4. Profile of learners</p> <p>5. Functional School Emergency Response and planning Team</p>
<b>Professional development of teacher;</b>	Teacher Readiness	<p>To provide readiness of teachers for the implementation of face to face in person classes</p> <p>To capacitate teachers on</p>	<p>1. Conduct training-workshop of teachers on pedagogy of teaching in the new normal</p> <p>2. Conduct training needs assessment of teachers</p>	<p>1. Faculty Readiness</p> <p>2. Profile on the TNA of teachers</p>



	Training needs of teachers	their professional needs	3. Conduct professional development according to the needs of the teachers	
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## **VI. Monitoring and Evaluation**

Monitoring and Evaluation on the implementation of Learning Recovery and Continuity Plans of each SDO shall be done by the Regional Office through the RO on WHEELS program using the contextualized Regional Field and Technical Assistance Team monitoring and evaluation tool.

Results of the monitoring activities shall be reviewed by the Field Technical and Quality Assurance Divisions for continual improvement and for accessible reference in future program-implementation and policy-making endeavors.

## Enclosure 1: Sample Class Schedule

### CLASSROOM PROGRAM Kindergarten 3 Days in-Person and 2 days Distance Learning

FACE-TO-FACE CLASSES					DISTANCE LEARNING DELIVERY	
Time	# of Min.	Monday	Tuesday	Friday	Wednesday	Thursday
7:45 – 8:00	15	Arrival: Hand washing; period of individual, peer or group exploration of the different play area; Flag Ceremony			Preparation	
8:00 – 8:15	15	Meeting Time 1			Preliminary Activity/ies Morning Exercises Morning Prayer	
8:16 – 9:05	50	Work Period 1 Small/Big Group Activities			Learners at home will have the lesson and do the activities presented in the SLMs/Online lessons	
9:06 - 9:15	10	Meeting Time 2 Preparation for washing hands before eating snacks			Meeting Time 2 Preparation for washing hands before eating snacks	
9:16 – 9:30	15	Supervised Recess			Supervised Recess	
9:31 – 9:40	10	Quiet Time			Quiet Time	
9:41 – 9:55	15	Story Time/Poems/songs			Learners at home will answer the additional activity/ies or worksheets in relation to the topic for the week	
9:56 – 10:35	40	Small Group Activity				
10:36 – 10:55	20	Indoor/Outdoor Activity				
10:56 – 11:00	5	Meeting Time 3			Parents/Guardian with their child/ward may check together the answered activities of the child/their ward if they were able to do it correctly especially in following the directions/directions.	

**Grade 3**  
**Face to Face with Digital**

9:30 – 10:00	Whole Class Instruction Warm-up/Today's Lesson			
10:00 – 11:00	<b>Three Station Activities</b>			
		10:00 – 10:20	10:20 – 10:40	10:40 – 11:00
	Group 1	Small group with teacher	Practice Problems, Work sheets, Task Cards, Puzzles	Digital Lessons
	Group 2	Practice Problems, Work sheets, Task Cards, Puzzles	Digital Lessons	Small group with teacher
	Group 3	Digital Lessons	Small group with teacher	Practice Problems, Work sheets, Task Cards, Puzzles
11:00 – 11:15	Reading Activity			
11:15-11:30	Whole Class Instruction Clean up/Sanitize A few extra minutes for repeating directions			

# **SAMPLE CLASS SCHEDULE FOR BLENDED LEARNING**

Grades 4 to 6

**3 days Face-to-face and 2 days Distance Learning**

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Science	Science			Science
8:50-9:40	EPP/TLE	EPP/TLE			EPP/TLE
9:40-10:00	Health Break	Health Break			Health Break
10:00-10:50	English	English			English
10:50-11:40	Filipino	Filipino			Filipino
11:40-12:00	Reading Program				Reading Program
11:40-1:00	Lunch Break	Lunch Break			Lunch Break
1:00-1:50	Mathematics	Mathematics			Mathematics
1:50-2:30	Aral Pan	Aral Pan			Aral Pan
2:30-3:10	MAPEH	MAPEH			MAPEH
3:10-3:40	ESP	ESP			ESP
3:40-5:00	Paperwork	Paperwork	Paperwork	Paperwork	Paperwork



Distance Learning



Face-to-Face



**SAMPLE WEEK 1 SCHEDULE**  
**Junior High School**

**A. Blended Learning Modality (3 days of in-person classes and 2 days Distance Learning)**

Learning Modality	Face-to-face	Modular Distance Learning	Face-to-face	Modular Distance Learning	Face-to-face
7:30 – 8:30	Homeroom	Mathematics	Mathematics	Mathematics	Mathematics
8:30 – 9:30	Filipino	Filipino	MAPEH	Filipino	Filipino
<b>9:30 – 10:00</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>
10:00 – 11:00	MAPEH	EsP	EsP	MAPEH	MAPEH
11:00 – 12:00	Science	Science	English	Science	Science
<b>12:00 – 1:00</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>
1:00 – 2:00	English	TLE	TLE	English	English
2:00 – 3:00	AP	AP	AP	TLE	TLE
3:00 – 4:00	Reading Remediation Program				

**B. 5 days of in-person classes**

7:30 – 8:30	Homeroom	Mathematics	Mathematics	Mathematics	Mathematics
8:30 – 9:30	Filipino	Filipino	MAPEH	Filipino	Filipino
<b>9:30 – 10:00</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>
10:00 – 11:00	MAPEH	EsP	EsP	MAPEH	MAPEH
11:00 – 12:00	Science	Science	English	Science	Science
<b>12:00 – 1:00</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>
1:00 – 2:00	English	TLE	TLE	English	English
2:00 – 3:00	AP	AP	AP	TLE	TLE
3:00 – 4:00	Reading Remediation Program				

**CLASS PROGRAM**  
**SY 2022-2023**  
**Face-To-Face Classes with Distance Learning**  
**Senior High School**

TIME	MONDAY	TUESDAY	WEDNES- DAY	THURSDAY	FRIDAY
7:15 – 7:30	FLAG CEREMONY				
7:30 – 9:30	Agri Crops Batch 1	Agri Crops Batch 2	Cookery R. Burgos	General Mathematics Batch 1	General Mathematics Batch 2
9:30 – 9:50	Health Break				
9:50 – 11:50	Agri Crops	Agri Crops	Cookery	Entrepreneurship Batch 1	Entrepreneurship Batch 2
11:50-12:00	Reading Program				
12:00 – 1:00	Lunch Break				
1:00 – 2:00	HOPE 1	Komunikasyon at Pananaliksik	Earth and Life Science	General Mathematics	Distribution and Retrieval of Instructional Packets
1:00 – 2:00				Personal Development	
2:00 – 3:00					
3:00 – 4:30	Oral Communication	Oral Communication	Homeroom Guidance Program Adviser/Guidance Designate		

- ☒ Distance Learning  
☐ Face-to-Face

# **CLASS PROGRAM**

SY 2022-2023

3 days Face-To-Face Classes and 2 Days Distance Learning

**Senior High School**

TIME	MON- DAY	TUESDAY	WEDNES- DAY	THURS- DAY	FRIDAY
7:15 – 7:30	Flag Ceremony				
7:30 – 9:30	Cooker y (TLE Teache r)	Practical Research Batch 1 G. Ciervo	Agri-crops (Batch 1)	Agri- crops (Batch 2)	Pagaulat ng Piling Larangan n
		Batch 2 English for Academics and Professional Purposes			
9:30 – 9:50	Health break				
9:50 – 11:50	Cooker y	Batch 1 English for Academics and Professional Purposes	Agri-crops	Agri-crops	Understan ding Culture, Society and Politics
		Practical Research Batch 2			
11:50-12:00	Reading Program				
12:00 – 1:00	Lunch Break				
1:00 – 2:00	HOPE 3 D. Castro	Media and Information Literacy	Introduction to Philosophy C. Sabado	EAPP	Distributio n and Retrieval of Instruction al packets Brgy Unit/Advis ers
1:00 – 2:00				UCSP	
2:00 – 3:00				Pagaulat sa Piling Larangan	
3:00 – 4:00	Practic al resear ch	Homeroom Guidance Program Adviser/ Guidance Designate			




Distance Learning




Face-to-Face

**SAMPLE CLASS SCHEDULE FOR BLENDED LEARNING**  
Junior High School

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
	Face-to-face Modality			Distance Learning Modality (online/modular)	
7:40-8:40	Homeroom Guidance	English	English		
8:40-9:40	Aral Pan	Filipino	Filipino		
9:40-10:00	Health Break	Health Break	Health Break		
10:00-11:00	Science	Science	Aral Pan		
11:00-12:00	TLE	ESP	TLE		
12:00-1:00	Lunch Break	Lunch Break	Lunch Break		
1:00-2:00	Mathematics	Mathematics	Mathematics		
2:00-3:00	MAPEH	MAPEH	MAPEH		
3:00-3:20	Reading Program				
3:00-4:00	Checking of output	Remediation Activity			
4:00-4:40		Other Paper works			

 Distance Learning

 Face-to-Face

## Enclosure 2. Weekly Home Learning Plan

NAME: \_\_\_\_\_

Position: \_\_\_\_\_

### Learning Areas

Subjects Thought: **Mathematics 5  
& Other**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00	<p><b>Mathematics 5</b> Most Essential Learning <b>Competency:</b> Organizes data in tabular form and presents them in a line graph.</p> <p><b>M5SP-IVg-2.5</b></p> <p>Interprets data presented in different kinds of line graphs (single to double-line graph). <b>M5SP-IVh-3.5</b></p> <p><b>Objectives:</b> Organizes data in tabular form and presents them in a line graph.</p>	<p><i>Note: lessons for other learning area (Science)</i></p>	<p><b>Mathematics 5</b> Most Essential Learning <b>Competency:</b> Organizes data in tabular form and presents them in a line graph.</p> <p><b>M5SP-IVg-2.5</b></p> <p>Interprets data presented in different kinds of line graphs (single to double-line graph). <b>M5SP-IVh-3.5</b></p> <p><b>Objectives:</b> Interprets data presented in different kinds of line graphs (single to double-line graph)</p>	<p><i>Note: lessons for other learning area (MAPEH)</i></p>	<p><b>Mathematics 5</b> <b>Remediation:</b></p> <p>▶ Conduct home visit to identified Learners who are potential in dropping or falling.</p> <p>▶ Contact learners who did not attend face to face classes through text/call/messenger</p>

	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will perform preliminary activity: Drills on number reading.</li> <li>2. Review on how to use pictograph and bar graph.</li> <li>3. Show another kind of graph: the line graph. Let the learners describe.</li> <li>4. The teacher will facilitate the discussion on:             <ol style="list-style-type: none"> <li>A. parts of a line graph</li> <li>B. Kinds of line graph</li> <li>C. Organizing data in Tabular form</li> <li>D. Constructing a line graph</li> </ol> </li> <li>5. Perform activities on organizing data in table form and presenting data in a line graph</li> <li>6. The teacher will engage learners to do Activity</li> </ol>		<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will review on the different parts of a line graph and how to organize data in tabular form thru an activity.</li> <li>2. Show example in organizing data in table form and presenting data in a line graph. Ask question about the graph.</li> <li>3. Facilitate learning by letting the learners construct a line graph using the data given</li> <li>4. Activity: Let the pupils organize data in table form then present the data in a line graph. Then make 5 questions about the graph</li> </ol>		<p><b>Assessment of Learning</b></p> <p>► The learners are task to perform the assessment of learning provided for them to do as an application of learning (in whatever form or mode as per instructed by the teacher)</p>
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	<p>1. Identify the parts of a line graph (2 problems only while the others to be don at home)</p> <p>7. The learners will organize data in a tabular form (1 problem only while the other problems to be done at home)</p>		<p>5. To enhanced learning the learners will perform an assessment by reading the graph presented and answer the questions provided.</p> <p>6. The post activity will be a take home to be done on Friday as per scheduled.</p>		
(Vacant period)	<p>1. Teacher will perform other paper work or related activities such as:</p> <ul style="list-style-type: none"> <li>• Checking of learners' assessment work</li> <li>• Prepare learners activity sheets</li> <li>• Records learners performances</li> <li>• Prepare proposals / completion report for innovation, programs and projects Implemented</li> </ul> <p>2. Coordinate with other teachers in the preparation of Integrative Assessment Task for learners</p> <p>3. Home visitation if needed to nearby community as part of adivayan para eskweda.</p> <p>4. Attend FGD of teachers</p>				
2:00-4:00	<p><i>Remediation</i></p> <p>1. Reach out to learners with difficulty through FB page or online or other mean to reach out the learners.</p> <p>2. Preparation of learning activities of learners</p> <p>Teacher will contact learners who did not attend face to face classes through text/call/messenger</p>				
4:00-5 :00	Conduct homeroom guidance program to advisory class				

**SAMPLE WEEKLY LEARNING PLAN FOR GRADE 7 – WEEK 1**  
**Junior High School**

<b>Mathematics</b>	Illustrate well-defined sets, subsets, universal sets, null sets, cardinality of sets, union and intersection of sets, and the difference of two sets.				
<b>Filipino</b>	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan.				
<b>English</b>	Identify real or make-believe, fact or non-fact images.				
<b>Science</b>	Describe the components of a scientific investigation.				
<b>Araling Panlipunan</b>	Naipaliliwanag ang konsepto ng Asya tungo sa paghahating heograpiko: Silangang Asya, Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya, at Hilaga/Gitnang Asya.				
<b>Edukasyon sa Pagpapakatao</b>	Natatanggap ang mga pagbabagong nagaganap sa sarili na may pagtataya sa mga kilos tungo sa maayos na pagtupad ng kanyang mga tungkulin bilang nagdadalaga/nagbibinata.				
<b>TLE</b>	Explain basic concepts in Beauty Care (Nail Care) Services				
<b>MAPEH (1 component per week)</b>	Music: Describe the musical characteristics of representative music selections from the lowlands of Luzon after listening				
Learning Modality	Face-to-face	Modular Distance Learning	Face-to-face	Modular Distance Learning	Face-to-face
<b>7:30 – 8:30</b>	<b>Homeroom</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
	Classroom and School Orientation	<i>What I Know What is In</i>	<i>What is new What is It</i>	<i>What's More What I can Do</i>	<i>Post Assessment/ Additional Activities</i>
<b>8:30 – 9:30</b>	<b>Filipino</b>	<b>Filipino</b>	<b>MAPEH</b>	<b>Filipino</b>	<b>Filipino</b>
	<i>Subukin Balikan Tuklasin</i>	<i>Suriin Pagyamanin Isaisip</i>	<i>What I Know What is In</i>	<i>Isagawa</i>	<i>Tayahin/ Karagdagang Gawain</i>
<b>9:30 – 10:00</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>
<b>10:00 – 11:00</b>	<b>MAPEH</b>	<b>EsP</b>	<b>EsP</b>	<b>MAPEH</b>	<b>MAPEH</b>
	<i>What is new What is It</i>	<i>Subukin Balikan</i>	<i>Isagawa Tayahin</i>	<i>What's More What I can Do</i>	<i>Post Assessment/ Additional Activities</i>



		<i>Tuklasin Suriin Pagyamanin Isaisip</i>	<i>Karagdagang Gawain</i>		
<b>11:00 – 12:00</b>	<b>Science</b>	<b>Science</b>	<b>English</b>	<b>Science</b>	<b>Science</b>
	<i>What I Know What is In</i>	<i>What is new What is It</i>	<i>What is new What is It</i>	<i>What's More What I can Do</i>	<i>Post Assessment/ Additional Activities</i>
<b>12:00 – 1:00</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>	<b>Noon Break</b>
<b>1:00 – 2:00</b>	<b>English</b>	<b>TLE</b>	<b>TLE</b>	<b>English</b>	<b>English</b>
	<i>What I Know What is In</i>	<i>What I Know What is In</i>	<i>What is new What is It</i>	<i>What's More What I can Do</i>	<i>Post Assessment/ Additional Activities</i>
<b>2:00 – 3:00</b>	<b>AP</b>	<b>AP</b>	<b>AP</b>	<b>TLE</b>	<b>TLE</b>
	<i>Subukin Balikan Tuklasin Suriin</i>	<i>Pagyamanin Isaisip</i>	<i>Tayahin/ Karagdagang Gawain</i>	<i>What's More What I can Do</i>	<i>Post Assessment/ Additional Activities</i>
<b>3:00 – 4:00</b>	<i>Reading Program</i>		<i>Remedial Instruction</i>		<i>Remedial Instruction</i>

**Remarks:**

1. Teachers should set realistic expectations for each day and use their professional judgement to find a good balance between what is effective and what is feasible to accomplish during face-to-face and modular distance learning.
2. SLM in each learning area is used as the main reference. Teachers need to prepare weekly plan targeting the learning competency for each week using the activities in the SLM.
3. The weekly plan format may adopt the DLL format.