Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF AKLAN

January 27, 2021

To: **Public Schools District Supervisors**
Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

Dear Sirs/Mesdames:

Please find attached DepEd Memorandum DM-CI-2020-00085 dated June 2, 2020 titled "Guidelines for Work Immersion Implementation during Crisis Situation" signed by Diosdado M. San Antonio, Undersecretary for Curriculum and Instruction, the contents of which are self-explanatory.

For your information and guidance.

Very truly yours,

MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

DIVISION LETTER
No. 04, s. 2021

LPR/cdb

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Republic of the Philippines

Department of Education

DepEd Complex, Meralco Avenue, Pasig City 1600

Office of the Undersecretary for Curriculum and Instruction

BCD-CSDD-O-2020-**1956**

MEMORANDUM
DM-CI-2020-00085

To : **Bureau Directors**
Regional Directors
Minister, Basic, Higher, and Technical Education, BARMM
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

From : **DIOSDADO M. SAN ANTONIO**
Undersecretary

Subject : **GUIDELINES FOR WORK IMMERSION IMPLEMENTATION DURING CRISIS SITUATION**

Date : **June 2, 2020**

The Office of Cirriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD), issues theseguidelines as basis for the Work Immersion implementation of all senior high schools during crisis situation.

The ongoing COVID-19 pandemic has caused massive disruption in the education sector. In the context of basic education, crisis is a condition in whichthe regular operation of schools including the relevant offices in the division, region, and central levels is suspended; and its learners'physical attendance in school is prohibited or limited.

In the Senior High School, the implementation of Work Immersion, which is a required subject for the Technical-Vocational-Livelihood (TVL) track is assumed to be severely affected in this scenario. However, learning should not stopeven during crisis situations. While limitations for learners and schools are recognized, the Department should take a proactive stance in anticipating and planning for various service delivery conditions.

Work Immersion (WI) aims to provide SHS learners with opportunities to

familiarize themselves with the workplace; to simulate employment; and to apply their competencies in areas of specialization/applied subjects in authentic work environments. However, its implementation must be flexible enough to fit the complex setup and needs of learners, schools and partner institutions in the country.

Since schools aretasked to create their own class program per school year, it is highly suggested that Grade 12 TVL track learners be prioritized to undergo Work Immersion while other grade levels take other subjects and undergo Work Immersion whennormal condition resumes.

These Guidelines will only take effect within the School Year **2020-2021** for all senior high schools unless sooner repealed, amended, or rescinded based on the continuing changes in the national situation.

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

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Annex 1

As stipulated in DepEd Order No. 39, s. 2018 entitled Clarification and Additional Information to DepEd Order No. 30, s. 2017 (Guidelines on Work Immersion), Work Immersion is a requirement for TVL track while it is optional for Academic, Arts and Design, and Sports tracks.

For Academic Track, the following suggested activities guided by the attached MELCs are provided:

Accountancy, Business and Management (ABM) **Business Simulation**	This subject integrates all the key concepts and processes of Accountancy, Business and Management (ABM) as applied in real-life activities following the business cycle: business opportunity search, product/service development, business formation and organization, business implementation and control, business wind-up, and relevant management reporting in the context of ethical standard and social responsibility. Technologies are used in a business enterprise as appropriate. In the culminating of the course, the school has the following options for the team of students based on the Most Essential Learning Competencies: * **Model A**– Simulationor operation of a micro business enterprise in the Barangay The class will be divided into groups with 10 members each. The teachers will conduct pre-business simulation orientation to all students about the folowing: • Planning, establishment, and operation of micro business enterprise • Requried documents - Product or Service Feasiblity Report - Business Plan - Parent's Consent - Barangay Business Permit - Business Report • Inspection of business simulation • Post-busines Simulation Requirements • Computation of Grades Let each group do research on and analysis of business opportunities present in their community by considering the following: - Scanning of business opportunities - Employing appropriate framework and

	analysis for product or service feasibility - Appropriate methodology for determining the demand and market feasiblity - Group conclusion and recommendation Ask the group to prepare a business plan, underscoring the following: - Strategic Plan and Competition Strategy - Marketing Plan - Operating Plan - Financial Plan *(the business fund shall be collected from equal contribution of each member of the group*) Let each group operate the micro business (including the production of goods/preparation of services) within 10 Saturdays (8 hours per Saturday) on the site approved by the Barangay. For the security of the students, the business will be established in the nearest location and common to all the members. The barangay kagawad/tanod will be requested to check the security of all groups in the Barangay during the period of business simulation. Every Saturday, the inspection team composed of the following, will check the operation business using the prepared evalaution tool: - Barangay kagawad/tanod in charge of ensuring the security of all groups in the Barangay during the period of business simulation - ABM Teacher - Other ABM Teacher/s - Other barangay kagawad/tanod *(*the number of hours spent by ABM teacher/s in the inspection is computed as part of the regular teaching load)* Let each group discuss and record the transactions, sales, and experiences of the group. After the business simulation proper, the Business Simulation Conference will be conducted by the Accountancy and Business Department. Each group shall participate and showcase their 15-minute presentation.

	* **Model B**–Taking part in the operation of an existing business fora community with an industry partnership The class will be divided into groups with 5 members each. The teachers will conduct pre-business simulation orientation to all students • Planning, establishment, and operation of micro business enterprise • Required documents - Product or Service Feasiblity Report - Business Plan - Parent's Consent - Barangay Business Permit - Business Report Let each group do research on and analysis of business opportunities present in their community by considering the following: - Scanning of business opportunities - Employing appropriate framework and analysis for product or service feasibility - Appropriate methodology for determining the demand and market feasiblity - Group conclusion and recommendation Let each group identify which of the existing businesses within the community operate and address such demand. The groups shall then decide which of these business have met the following criteria for business simulation: • Duly registered/recognized by any accrediting government agency • Established business with 3 years minimum of operation • Has good reputation and conducive for business simulation • Operates within nearby residence of the members of the group • Willing to partner with the DepEd school through a Memorandum of Agreement The Business company shall be selected only after thorough study, screening, and preparation to ensure that each venue is a safe, secure, and suitable place for learning.

	All applicable safety guidelines of Departmet of Education (DepEd), Department of Labor and Employment (DOLE), and the business company relevant to basic education shall apply. Let each group observe the company operation in terms of the following: - Strategic plan and competition strategy - Marketing Plan - Operating Plan - Financial Plan *(*the business fund shall be collected from equal contribution of each member of the group)* - Actual Business Operation Let each group take part inthe identified business within9 Saturdays (8 hours per Saturday). Each group shall discuss and record the transaction, sales, and experiences of the group. After taking part in the actual business operation, each group will be given 15 minutes to present their journey in the Business Simulation Conference to be conducted by the Accountancy and Business Department of the school. *The other details of Model A and B are subject to the discretion of implementing schools. On the other hand, due to inevitable challenges or problems caused by the recent COVID-19 pandemic, and the probability of seasonal implementation of community quarantines (as the need arises),schools may opt to employ: ***Model C** – Online selling or online business simulation for ABM students especially when a lockdown is being implemented in the community The aforementioned models need to follow the Most Essential Learning Competencies (MELCs) which are derived from the curriculum guide of Business Simulation and the expected output for the enabling tasks/activities and the business simulation proper.

	All applicable safety guidelines of Departmet of Education (DepEd), Department of Labor and Employment (DOLE), and the business company relevant to basic education shall apply. Let each group observe the company operation in terms of the following: - Strategic plan and competition strategy - Marketing Plan - Operating Plan - Financial Plan *(*the business fund shall be collected from equal contribution of each member of the group)* - Actual Business Operation Let each group take part inthe identified business within9 Saturdays (8 hours per Saturday). Each group shall discuss and record the transaction, sales, and experiences of the group. After taking part in the actual business operation, each group will be given 15 minutes to present their journey in the Business Simulation Conference to be conducted by the Accountancy and Business Department of the school. *The other details of Model A and B are subject to the discretion of implementing schools. On the other hand, due to inevitable challenges or problems caused by the recent COVID-19 pandemic, and the probability of seasonal implementation of community quarantines (as the need arises),schools may opt to employ: ***Model C** – Online selling or online business simulation for ABM students especially when a lockdown is being implemented in the community The aforementioned models need to follow the Most Essential Learning Competencies (MELCs) which are derived from the curriculum guide of Business Simulation and the expected output for the enabling tasks/activities and the business simulation proper.

	Below are the other activities/ Best Small Business Ideas for High School Students in 2020 cited by ProfitableVenture.com (available at https://www.profitableventure.com/business-ideas-high-school-students/): 1. Start an errand running service 2. Become a moving assistant 3. Become a scrapbooker 4. Offer homecheckservice 5. Become a personal shopper 6. Become a holiday decorator 7. Become a garage sale organizer 8. Start gift wrapping services 9. Start a candle making business 10. Start a logo creation business 11. Sell seasonal goods online 12. Set up a social media consulting business 13. Start a web design service 14. Make how-to videos 15. Be a blogger 16. Bake and selldog treats 17. Start a computer service 18. Be a cake decorator 19. Provide car wash services 20. Start a photography business 21. Bake and sell cookies 22. Provide editing or proofreading services **Model D** Drafting a business proposal employing the different analysis tools like SWOT and appropriate in the current condition of their locality
Science, Technology, Engineering, and Mathematics (STEM) **Capstone Project**	In lieu of the Work Immersion, a Capstone Project may be done by SHS learners under the Science, Technology, Engineering, and Mathematics (STEM). The following guidelines shall be observed: a. The SHS learner may have the option to choose the topic related to his/her specialization. b. The SHS learner is encouraged to relate the project to home or community issues, and to integrate these to outside-of-school learning

	experiences.Hence, the project should encourage learners to think critically, solve challenging problems, and develop skills that will prepare them for college, work, and adult life. c. The SHS learner must consider the following in crafting their research: 1. Deriving the research problem, which must be contextualized according to the learners' current situation; 2. Reviewing related literature and/or studies; 3. Designing methods/ways of understanding; 4. Collecting, analyzing, and interpreting data; 5. Reporting the findings d. It should be clear to the SHS learners that the outputs would be limited to what the learners and the school are equipped with, which may be different from the research that they would like to do. It should be noted also that they may be working on a limited support for conducting tests requiring research centers. e. TheSHS learner must maintain a portfolio of findings or results, create a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, for example), and submit a prerecorded video presentation or conduct a liveonline presentation on the project to a panel of teachers, experts, and community members who shall collectively evaluate the quality of the output submitted. f. Here are some examples of capstone project ideas: ▪ Community-based projects ▪ Math investigation (e.g., providing and formulating theories) which is basically more on library research ▪ Document analysis ▪ Robotics or ICT projects

Humanities and Social Sciences (HumSS) Strand and General Academic Strand(GAS) **Culminating Activity**	This subject is designed to provide students the opportunity to integrate their learning in the different learning areas of the humanities and social sciences through a creative culminating activity. It focuses on the exhibitions/exhibits of authentic products and performances as evidence of their learning in the humanities and social sciences. In consideration of the current limitations, the following maybe undertaken by the schools: 1. Teachers must program the activities of learners where they can perform the learning competencies within the confines of their home. 2. Since the subject's performance standard is to **produce a creative portfolio** that will integrate their learning in specialized learning areas under humanities or social sciences, learners can be asked to: a. create a plan to make their portfolio including its timeline, processes involved, and key concepts; b. write a concept paper that will encapsulate their learning in humanities or social sciences; c. write insights after each part of portfolio has been completed; d. compile all outputs to include in their portfolio; and e. write an overall reflection and learning based on the evaluation of their teachers which will be given based on the condition of the locality.

3. **Schemes for the Conduct of Suggested Activities in Arts and Design, Sports, and TVL Tracks**

Employing the different learning modalities or blended learning approach which combines technology-based e-learning, distance learning, and traditional classroom-based methods, all schools shall ensure the acquisition of the academic requirements for SHS without sacrificing the standards of quality education, and safety and security of learners and teachers.

The activities in all tracks can be performed in different schemes which include in-school, home-based, community-based, and school-industry partnership.

In-School. The school shall provide a mock environment given the available school facilities. Arrangements shall be made between the school management and parents/guardians. Guided by the learning competencies, SHS learners will perform the activities.

Home-based. The learners shall perform their activities at home but will be monitored regularly by the SHS teacher. This scheme is applicable only for learners with available materials, tools, or devices that can be used to demonstrate their competencies. Guided by the learning competencies, the teacher and learners need to select the activities to be performed.

Community-based. The school may arrange with the government and non-governmental organizations, such as local government unit or private sector, the necessary environment. They can participate in government's projects, community development activities, and other relevant community projects guided by the learning competencies.

School and IndustryTie-up. The school and partner institution shall arrange theneeded environment of learners provided that physical distancing is observed at all times.

The suggested activities in Annex 1 are provided to guide the schools in implementing the different schemes. Schools may have different activities other than the ones presented in this DepEd Order.

In extreme situations where any of the four schemes are not applicable or in specializations such as maritime which cannot have a Work Immersion, schools may opt to ask the learners to develop micro scale business proposal/research for arts production or feasibility study (whichever is applicable and relevant to the tracks) guided by their teacher. The business/arts production proposal that was developed in Grade 10 (from SPTVE-implementing schools), in Grade 11, or in Grade 12 (Arts and Design Apprenticeship) shall be implemented but its context shall require less people involved, less movement,and no physical contact. This can be done at home or in school.

All lessons and activities of Work Immersion or its equivalent shallbe delivered using different modalities applicable to the learners and schools.

Manual or online submission shallbe arranged in consideration to the safety of learners and teachers with the help of the government and non-governmental organizations (if available).

Proper modification of learner's tasks and activities shall be implemented as deemed necessary based on the changes in the learners' condition and their locality.

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
		improve their health			
TVL	Automotive Servicing	Repair and maintenance of school vehicles, faculty-owned vehicles			
	Electronics and Computer System Servicing	• Repair of appliances (electric fan, oven, television) • Repair and troubleshooting of desktop computers, laptops, mobile phones, and other electronic gadgets			
	Electrical	• Maintenance and repair of school facilities, lighting, and accessories • Rehabilitation of electrical wirings of laboratories and classrooms; repair and servicing of outlets and switches • Installation of solar power system			
	Construction	• Repair of classroom doors, windows, ceilings • Repair of waterways and sewerage system			

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
		• Refurbishment of dilapidated facilities • Construction and repair of tables, chairs, and cabinets			
	Welding	• Fabrication of security fence and grills, steel gate, and other metal fabrication • Repair of steel/iron chairs, tables, and window grills			
	Crop Production, Organic Agriculture, Pest Management, Horticulture	• Production of vegetables and root crops • Making organic fertilizers, pesticides			
	Fishery	Maintaining fish ponds			
	Agriculture		• Backyard farming for vegetables and root crops • Cut flower gardening • Orchids propagation • Dish gardening		
	Animal Production		• Poultry and hog production		

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			• Egg production		
	Fishing Gear Rapair and Maintenance		• Repair and/or maintenance of fishing gear • Making of fishing nets		
	Food Processing		Processing and production of any crop, meat, and fish abound in the community		
	Cookery		• Preparing and/or cooking demonstration like: - preparing sandwiches - preparing hot and cold meals - preparing desserts - cooking chicken menu - cooking pork, beef, and fish and marine products • Developing a cookbook • Designing a lunch menu		

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			for a whole day/week for hospitals		
	Bread and Pastry Production		• Designing a cake for a specific celebration • Baking tarts, cookies, cakes, and other bakery products by oven, bread toaster, or no cook process		
	Food Processing		• Preparing and processing fish product (smoke fish, etc.) • Processing by sugarconcentrate, e.g., jam, jellies, etc. • Processing meat products, e.g., tapa, tocino, longganisa, etc.		
	Beauty Care - Nail Care - Hairdressing - Hand/Footspa		• Manicure/ Pedicure Services • Massage		

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			Services • Hand/Footspa Services • Basic Haircutting Services		
	Garments, Dressmaking, Tailoring		• Designing and sewing Personal Protective Equipment for welders, frontline health workers, food servers •Designing an outfit/costume for a cultural presentation		
	Handicraft		Making novelty items out of available materials for specific purposes		
	Automotive Servicing/Motorcycle/Small Engine Servicing		Conducting home service repair of vehicles and motorcycles or outboard motor		
	Construction, Carpentry, Painting, Plumbing		• Repairing windows, doors, walls, ceilings • Designing tables,		

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			chairs • Repairing waterways, faucets, lavatory sinks, etc		
	DOMRAC		Repairing and maintaining refrigerators and airconditioning units		
	Electrical Installation and Maintenance		• Repairing domestic electrical lines • Installing domestic application of photovoltaic		
	Electronic Product Assembly and Servicing		Repairing appliances, e.g., electric fan, rice cooker		
	Computer System Servicing		Repairing and troubleshooting personal computer, laptop, cellphone, and other electronic computer devices		
	Illustration		• Computerized illustration of historical events • Computerized illustration of		

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			PPE for hospitals, public schools, or any workplace		
	Technical Drafting		• Designing an isolation or quarantine area • Designing a storage area for agricultural products		
	Broadband Installation- Fixed Wireless Systems (NC II)		Drafting a business plan to establish online website for installation services. This can be done as a group or individual project.		
	Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL (NC II)				
	Telecom OSP Installation- Fiber Optic Cable (NC II)				
	Broadband Installation- Fixed Wireless Systems (NC II)		Developing aninformation material of a particular topic of interest based on video and audio recordings. Topics can be context-specific		
	Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL (NC II)				

NOTE: Since Information and Communication Technology (ICT) specialization can be catered through Work Immersion partner institution, the activities can be programmed by the Work Immersion Teacher and Partner Institution supervisor. In casepartner institution is not available, the suggested activities maybe given to learners.

All progress monitoring and evaluation, including submission of reports on the implementation of Work Immersion or its equivalent, shall be conducted using different modalities applicable and appropriate in all governance levels but still guided by the provision of DO 39, s. 2018.

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
Arts & Design	Music	• Music arranging/composing • Assisting in coaching Junior HS music ensembles • Musical performances	• Music arranging/composing • Producing music via digital online platforms (Youtube, Spotify, etc.) • Live performances via online platforms (ZOOM concerts, FB live)	• Music arranging/composing for community productions (e.g., online church services, LGU advertisements) • Producing music via digital online platforms (Youtube, Spotify, etc.) • Music therapy for healing	The school and partner institution shall arrange the activities provided that physical distancing is observed at all times. Sample of initiatives: 1. Round table discussion (with social distancing measures) 2. Book Launch (via online platforms) 3. Online visits to museums, galleries, studio, and production house 4. Freelance art careers via website (animation, music production, voice acting,etc.) 5. Online performing arts classes with industry tie-up 6. Music production and
	Dance	• Dance choreography • Assisting in dance coaching Junior HS • Dance performances	• Dance choreography • Live performances via online platforms (ZOOM recitals, FB live)	• Dance choreography based on community culture • Live performances via online platforms (ZOOM recitals, FB live) • Dance rituals for healing	
	Theater	• Stage management	• Live	• Live	

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
		and design for school productions Maquette making for stage productions	performances via online platforms (ZOOM recitals, FB live) • Direction and production of live performances using digital platforms • Maquette making for stage productions	performances via online platforms (ZOOM recitals, FB live) • Direction and production of live performances using digital platforms	media arts coverage for online church services 7. Production proposals 8. Short film production 9. Digital storybooks 10. Animation
	Visual Arts	• Stage design/backdrops/ props for school productions • School facilities beautification (garden design, school walls, etc.)	• Home and interior design • Production of functional arts (creative household items, furniture design) • Online publishing of digital graphics/animation	• Community facilities beautification (garden design, building walls, streets, bridges, etc.)	
	Media Arts	• Documentation of school events • Posters and advertisement materials • Animated digital presentations as teaching aids	• Digital productions using photography/videography • Online publishing of works	• Documentation of community events • Posters and advertisement materials • Animated digital	

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
				presentations for community productions	
	Literary Arts	• Literary works as additional library reading materials • Scriptwriting for school productions • Writing lyrics for music compositions	• Literary writing (stories, poetry, novels, lyrics) • Online publishing of literary works	• Literary writing (stories, poetry, novels, lyrics) • Online publishing of literary works	
Sports **Note:** The learner will only select one (1) activity in lieu of his/her off-campus apprentice ship. However, it should be discussed and agreed upon by both the teacher and learner.	Student-Athlete Enhancement	• Design a meal plan for (individual/dual or team) athletes prior to competition • Develop a fitness program for a particular athlete (individual/dual or team sports) • Make an online video presentation of a conditioning/training program for athletes in sports (i.e., tennis/arnis/archery/football) • Write an article of an athlete's journey from screening to training to competition. How did he/she handle winning or losing?			
	Practice Coaching	• Design a training program for athletes preparing for competition (choice of an individual/dual or team sports) • Design a game plan/strategy for a competition in team sports where your opponent is superior in height? Defense? Offense?			

Annex 2: Matrix of Suggested Activities per track and specialization

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
		• Design a rehabilitation, reorientation, and retraining program for an athlete whoincurred/suffered injuries for his/her reintegration to the team • Develop a strength and conditioning program in coaching elementary girl-athletes or high school girl-athletes • Analyze a game plan in one of the individual/dual or team sports competition uploaded in youtube or any application			
	Practice Officiating and Tournament Management	• Design a tournament competition and schedule of games for seven (7) entries in the following format: single elimination, double elimination, and round robin tournament for five playing days (may either be an individual/dual or team event) • Create an online infomercial on sports safety and injury prevention • Develop an action plan for sports sponsorship campaigns or marketing • Develop a training program for a sports clinic for officiating officials (individual/dual or team sports)			
	Fitness/Sports Recreation Leader	• Develop a recreational program suited for athletes with disabilities • Interview a cross fit trainer and evaluate his/her fitness program • Design an exercise program for athletes in individual/dual or team sports • Write an article on the experiences of a Fitness/Sports/Recreation Leaderin assisting a group of Zumba dancers			

Annex A
Grade: 12
Subject Title: Work Immersion (Most Essential Learning Competencies)

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
	I. Pre-Immersion A. Understanding Work Immersion by discussing: 1. Expected behavior a. Work ethics b. Safety in the workplace c. Workplace rights and responsibilities d. Confidentiality in the workplace e. Effective conflict resolution and teamwork skills 2. Work immersion rules and regulations B. Appreciating the importance of credentials by: 1. Writing a résumé 2. Filling out application forms 3. Visiting the concerned offices where the following could be secured: a. Barangay clearance b. Police clearance c. Mayor's clearance d. Medical certificate 4. Job Interview skills training C. Discussion of portfolio 1. Portfolio instructions a. Portfolio content i. accomplished forms	The teacher: 1. conducts the pre-Immersion orientation via online, offline video, module or other modalities 2. prepares materials for learners' guides in securing and accomplishing sample forms 3. validates the accomplished sample forms 4. provides a checklist containing things to do and documents needed for pre-Immersion, during, and after Immersion 5. prepares mechanism in conducting a job interview training and portfolio preparations like online, phone, module etc.	1. essay on the how to conduct oneself inside the company/ business establishment/working environment during the Immersion period 2. résumé 3. application 4. sample clearance documents	1 Week 1 Week

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
	ii. pictures of work site and nonwritten output/ projects with captions iii. illustrations of activities performed (as needed) iv. weekly diary (narrative/ account of learnings and achievements, issues faced and corresponding resolutions) v. sample written output (if any) vi. Work Immersion highlights vii. other relevant pictures/ documents b. When to update content c. Portfolio packaging d. Portfolio submission at the end of Work Immersion			
	II. Immersion Proper A. Appreciating management processes by observing, identifying and describing the following: 1. Nature of the business 2. Description of the products/services 3. Target clientele 4. Organizational structure 5. Company rules and regulations	The teacher: 1. coordinates with the organization/ establishment/parents or concerned parties 2. monitors the students' progress 3. provides interventions for students, if necessary 4. provides general supervision to the students	1. written narrative on the profile of the company/ business establishment, or setting of Work Immersion (may contain charts, photos, or illustrations) 2. written report on the activities performed 3. supervisor or	Number of hours may vary based on the learner's activities

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
			teacher's rating (whichever is applicable) 4. organizational chart (if applicable)	
	B. Appreciating business processes by observing and participating in Safety/ Production/Maintenance/Quality Control/Quality Assurance/Customer Satisfaction/Housekeeping/ Hygiene and others	The teacher: 1. coordinates with the organization/ establishment/parents or concerned parties 2. monitors the students' progress 3. provides interventions for students, if necessary 4. provides general supervision to the students	1. written narrative on the business processes of the company/establishment/Work Immersion setting (may contain charts, photos or illustrations) 2. written report on the activities performed 5. supervisor or teacher's rating (whichever is applicable) 6. business process flow chart/s	

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
			resolutions) e. sample written output (if any) f. Work Immersion highlights g. other relevant pictures/ documents 2. gallery 3. updated résumé 4. reflection paper	

Annex B GRADE 12 CULMINATING ACTIVITY (Most Essential Learning Competencies)

Quarter	Contents Standards	Performance Standards	Most Essential Learning Competencies	Duration
First Quarter	*The learners demonstrate an understandingof...* 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	1. Formulate a plan that will demonstrate the key concepts, principles, and processes of humanities and social sciences	Weeks 1
			2. write a concept anchored on the prepared plan	Week 2-3
			3. generate comments, feedbacks and observations on the feasibility, appropriateness and relevance of concept	Week 4
			4. synthesize insights from the observations, comments, and recommendations of peers and/or teachers	Week 5
Second Quarter			5. examine the preparedness and completeness of the output based on the key concepts, principles and processes of humanities and social sciences	Week 1-2
			6. showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an exhibition	Week 3-4

Annex C
Grade Level: 12
Subject: APPRENTICESHIP AND EXPLORATION IN THE PERFORMING ARTS (DANCE) (Most Essential Learning Competencies)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
QUARTER 1	demonstrates an understanding of the principles regarding the relation of the body to mind and soul.	creates body movements for non-competitive, success-oriented and creative experiences	explores movement through music, develop physical skills, channel energy, stimulate imagination and promote creativity	WEEK 1-3
			uses body movements to: communicate an image (the wind), idea (a journey) or communicate a feeling (strength)	WEEK 4-5
			creates body movements to understand their bodies, the space around them, and their relation to each other	WEEK 6-8
QUARTER 2	demonstrates an understanding of improvisational approaches that lead to composition and dance making	showcases ideas about a local topic through movement in a 2 to 5-minute dance study using improvisational tools as facilitated by the teacher	researches about traditional industries, heritage and architectural landmarks, etc.	WEEK 1-4
			explores movement using improvisational techniques, collaborating with peers in the process	WEEK 5-6
			analyzes dance studies	WEEK 7-8
QUARTER 3	demonstrates understanding of choreographic devices such as use of body shapes and effort, the body in space and design, the body in time, and overall staging	creates a 10-minute dance with music to convey a part of their chosen story, which will be showcased in class	conceptualizes a story and breaks it into dance sections (beginning, middle, end)	WEEK 1-2
			explores movement with peers using compositional elements together with available appropriate music to depict the story, analyzing and refining the dance through run-throughs and rehearsals	WEEK 3-5
			creates minimal sets, costumes, and props that are available in the locality	WEEK 6-8

QUARTER 4	demonstrates an understanding of creativity and artistry in fusing two different genres such as Philippine folk dance and popular dance	creates a 5-minute dance piece that fuses Philippine dance with a popular, western dance form. (A showcase of dance studies will be facilitated by the teacher.)	explores movement styles from a Philippine folk dance (such as Maglalatik) and a popular dance (such as hip hop), applying choreographic devices while deconstructing and reinventing them as they merge the two styles into an original dance composition	WEEK 1-4
			prepares rehearsals to refine and problem-solve the entire production	WEEK 5-8

Annex D
Grade Level: 12
Subject: APPRENTICESHIP AND EXPLORATION IN THE PERFORMING ARTS (THEATER) (Most Essential Learning Competencies)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
QUARTER 1	demonstrates an understanding of the elements of theater and drama as seen through various theater practices and styles	presents performances reflecting the variety and development of the elements of drama and theater through time and territories	describes the various theories explaining the emergence of drama as a distinct art form	WEEK 1-2
			identifies basic elements of theater and describe their use in a variety of theatrical performances.	WEEK 3-4
			integrates the different theories and elements of theater in an improvised performance	WEEK 5-8
QUARTER 2			analyzes the structural components of plays and performances from a variety of local/Asian/Western/commercial theatrical traditions	WEEK 1-4
			differentiates theatrical forms by describing elements and conventions of staging and performance	WEEK 5
			performs a readers' theater that will illustrate various characteristics of representative plays across history and cultures	WEEK-6-7
			evaluates samples of plays to determine aesthetic value in drama as affected by history, society, expressions and representations	WEEK 8
QUARTER 3	demonstrates an understanding of the different theater skills, its characteristics,	devises scene works and theater improvisations that will utilize the different areas or	distinguishes between the character, the actor, and the self by demonstrating knowledge of personal space, experiences and emotion, creative movement and voice quality while interacting with others	WEEK 1-2
			employs different acting techniques through various exercises in devising scene works	WEEK 3-6
			performs scenes from recognized scripts	WEEK 7-8

QUARTER 4	specificities, specialization, and demands, as well as its contribution to the development of a theatrical production.	departments of theatrical performance.	completes stage design incorporating all necessary elements	WEEK 1-4
			performs improvised scenes with an ensemble of actors	WEEK 5-8

Annex E
Grade Level: 12
Subject: APPRENTICESHIP AND EXPLORATION IN ARTS PRODUCTION (VISUAL ARTS AND MEDIA ARTS)
(Most Essential Learning Competencies)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
QUARTER 1	demonstrates understanding of the nature of the different fields in arts production	creates artworks using acquired skills and knowledge during apprenticeship and exploration	identifies the individual artist/designer in the community who can train or mentor student-apprentice	Week 1-4
			explains the meaning and significance of various visual arts, media arts and applied art forms based on history, socio-cultural context, functions and uses through reporting	Week 5-8
QUARTER 2-4	demonstrates understanding of the required proficiencies and attitude in the different fields of arts production		identifies roles, responsibilities and the chain of accountability as an apprentice in the arts through a flowchart of the work process involved in the production projects	Week 1-4
			uses safety and security procedures under apprenticeship in the specific arts field exhibits a level of proficiency through application of the correct principles and techniques in the production of projects under apprenticeship	Week 5-12
			applies professional and ethic practices in the specific arts field	
			participates in the development of an artistic product under apprenticeship	Week 13-20
			compiles mentoring process through journal writing and portfolio making	Week 21-24

Annex F
Grade Level: **12**
Subject: **Apprenticeship and Exploration in the Performing Arts (Music)(Most Essential Learning Competencies)**

Quarter / Semester	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
1st Sem	*The learner:* develops awareness of local musical genres.	*The learner:* synthesizes information gathered through immersion in a particular genre.	1. researches all available musical genres in the community and chooses one to specialize in	Week 1 to Week 8
			2. documents observations of the chosen genre	Week 9 to Week 12
			3. organizes a compilation of the observations	Week 13 to Week 16
2nd Sem	develops awareness of ICT applications in the music industry.	synthesizes information gathered through immersion in the musical production industry.	1. Explores all ICT applications in music that are available in the community and chooses one	Week 1 to Week 4
			2. documents observations of the chosen application	Week 5 to Week 6
			3. organizes a compilation of the observations	Week 7 to Week 8
2nd Sem	demonstrates performance skills in any of the following genres: indigenous, folk, classical, pop, jazz or rock, incorporating ICT	performs in community events and festivities and creates music incorporating ICT.	1. writes original material or arranges existing musical material incorporating ICT	Week 9 to Week 12
			2. conducts, sings or plays with bands, vocal or instrumental ensembles in various venues	Week 13 to Week 16

Annex G:
Grade:12
TrackSubjectTitle:Apprenticeship&ExplorationinArtsProduction(LiteraryArts)(Most Essential Learning Competencies)

QUARTER	CONTENT STANDARD	PERFORMANCEST ANDARD	MOST ESSENTIAL LEARNINGCOMPETENCIES	DURATION
1ST SEM/ QUARTER 1	*Thelearner:* understandseleme ntsof— andlanguagetechni ques— infictionandpoetry.	*Thelearner:* createsaliterarypiecede monstratingacommando flanguageaswellasliterar ydevicestoestablishapers onalstyle.	*Thelearner:* 1.generatesideasfromvariousliteraryworks,approac hesandtechniques	WEEK 1
			2. comparesideasfromvariousliteraryworks,appro achesandtechniques	WEEK 2
			3. createscharactersketches,storyline,plotseventsinficti onandusesrhythm,imagery,wordplayandotherfigurat ivelanguage,sounddevicesinpoetry	WEEK 3
			4. engagesinvariouspre-writingandorganizationalstrategiesan dtools	WEEK 4
			5. submitsareactionpaperonaliterarypiece	WEEK 5
			6. developsideasfromthepre-writingplantowritewell-structuredshortstoriesandpoems	WEEK 6
			7. shares/presentswrittendraftforevaluationandfee dback	WEEK 7
			8. revisesworkaccordingtoself-evaluationandfeedbackofpeersandmentors	WEEK 8

QUARTER	CONTENTSTANDARD	PERFORMANCE STANDARD	LEARNINGCOMPETENCIES	DURATION
1ST SEM/ QUARTER 2	*Thelearner..* demonstratesanunderstandingofbasicknowledgeinexpositorywritingandprinciplesofwritingapplicabletomedia.	*Thelearner..* appliesknowledgeofwritingformediabyproducingarticles,copies,orlyricsformassmedia.	***PRE-WRITING*** 1.examinespublishedtranscripts,travelentries,andarticlesinprintandonline	WEEK 1-2
			2. analyzespublishedtranscripts,travelentries,andarticlesinprintandonline	WEEK 3-4
			3. investigateseventsaboutdiversetopicsofinterest	WEEK 5
			4. comparesandcontrastssamplesofcopies	WEEK 6
			5. conceptualizesideaswithateam	WEEK 7-8
2ND SEM/ QUARTER 3			***WRITING*** 1.writesarticlesabouteventsandproductswithaclearandfreshinsight	WEEK 1-2
			2. constructswell-structuredfeaturearticles,blogentriesandcontentforweb	WEEK 3-4
			3. writescopiesforbrands,companiesandlocalproducts	WEEK 5-6
			4. writeslyricsforjinglesandcommercialsforalocalproduct,brand,company,campaign	WEEK 7-8
2ND SEM/ QUARTER 4			***REWRITING*** 1.findswaystoimprovecopiesthroughtechnicalwriting	WEEK 1-4
			2. revisesworkaccordingtothecommentsofthecopyeditor/mentor	WEEK 5-8

Annex H
Grade: 12
TrackSubjectTitle: ExhibitforArtsProduction(LiteraryArts)(Most Essential Learning Competencies)

QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNINGCOMPETENCIES	DURATION
2ND SEM/ QUARTER 3	*Thelearner...* understandconflict,character,setting,stagecraft,dialogueandotherelementsofdrama	*Thelearner...* collaborateswithpeersinwritingaplay	*Thelearner...* ***PRE-WRITING*** 1.generatesideasfromvariousliteraryworksaswellasapproachesandtechniquesinplaywriting	WEEK 1
			2. comparesideasfromvariousliteraryworksaswellasapproachesandtechniquesinplaywriting	WEEK 2
			3. comparesandcontraststhetextofaplayvs.aplayasperformedinthformofawrittenreview	WEEK 3
			4. engagesinvariouspre-writingactivitiesthatenhancecriticalandcreativewritingskills	WEEK 4
			WRITING 5.draftsaone-actplay	WEEK 5-6
			REWRITING 6.revisesworkaccordingtomentor's commentsandpeer'sfeedback	WEEK 7-8
2ND SEM/ QUARTER 4	demonstratesbasicknowledgeofscriptwriting	collaborateswithothersinwritingascriptformassmedia	***PRE-WRITING*** 1.analyzesvarioustypesofdialogues inscripts	WEEK 1
			2. engagesinvariousfreewritingactivities.	WEEK 2
			3. createsastoryboard	WEEK 3

SENIORHIGHSCHOOL–ARTS& DESIGN TRACK

2nd Sem.	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNINGCOMPETENCIES	DURATION (80 hrs.)
			WRITING 4.writesascriptforaradiocommercial ortelevisionshoworashortfilm	WEEK 4 -5
			REWRITING 5.assessescriticismgiventhroughwo rkshops,stagereadingandothe rperformances	WEEK 6
			6. revisesworkaccordingtocritics'and audience'scomments	WEEK 7-8

Annex I
Grade Level: 12
Subject: PRODUCTION IN THE PERFORMING ARTS(Most Essential Learning Competencies)

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration
	The learner...			
2nd SEM/ QUARTER 3	demonstrates an understanding of the range of processes, structures and functions in the field of performing arts	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	identifies the various departments as well as designs an organizational structure in a theater production	WEEK 1
			identifies the possible careers associated with the performing arts field by undergoing the process of a production	
			conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece	WEEK 2-4
			collaborates with other art disciplines	
			creates music, dance and designs appropriate to the production concept	
			recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece	
			identifies appropriate performance venue	
			develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations	WEEK 5-8
			designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution	
			rehearses musical numbers with singers, dancers and accompaniment	

			prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia	
			devises marketing strategies for production	
2nd SEM/ QUARTER 4	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	finalizes the integration of the different production components	WEEK 1-5
			incorporates the criticisms and proposals for production enhancement	
			performs with a level of mastery	WEEK 6
			evaluates the whole learning experience on an individual and organizational level	WEEK 7-8
			produces documentation of the performance	

Annex L
Grade: 12
Sports Track: Apprenticeship (Off-Campus)(Most Essential Learning Competencies)

Semester	Content Standard	Performance Standard	Most Essential Learning Competencies	Duration 20 Weeks
Second Semester	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 measureable improvement in set performance parameter.	assesses own performance for goal setting	
			designs a personal training program	
			exhibits mastery of sports skills	
			displays improvement of personal best performance	
			applies safety practices to prevent deconditioning as a result of injury	
			identifies emerging trends in training	
			employs stress management techniques to cope with training and competition demands	
			applies psychosocial techniques achieves sport-life balance	

			realizes the importance of having positive attitude towards sports participation	
			realizes one's potential through sports participation	
	demonstrates understanding of integrating the knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing one's potential as a coach	assists competently the coach of in-campus sports team (varsity and club)	demonstrates appropriate personal, social, and ethical behavior while coaching	
			utilizes management skills during games/competitions	
			articulates personal coaching philosophy	
			provides assessment tools options for the coach	
			carries out assessment of team members under coach supervision	
			implements training program designed by the coach	
			documents player performance during games, progression towards goals, and strategies and tactics of opposing teams	

			applies safety practices to prevent injury during exercise or sports participation	
			identifies emerging trends in sports, fitness, and recreation	
			employs motivational techniques in promoting exercise adherence and enjoyment	
			realizes the importance of having a positive attitude towards sports, fitness and recreation participation	
			realizes one's potential in sports, fitness and recreation leadership	

			eventual execution craft a full business plan for review of mentors before actual execution	
	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	simulate/operate a small business enterprise *(Model A) or in the community with an industry partnership *(Model B) of a Team of student wind up a business enterprise and draw up a culminating report including significant values learned in the entire business cycle	Week 5-9

	8. the purpose of making relevant recommendations		Make recommendations that are relevant to the study	Week 1-3
	9. the different components of a scientific report/paper		Write a complete scientific report/paper	Week 4-6
			Defend the science project before a panel	Week 7-8