



Republic of the Philippines
Department of Education
Region X
DIVISION OF EL SALVADOR CITY



Zone 3, Poblacion, El Salvador City
Telefax No: (088) 555-0475 | Email Address: elsalvador.city@deped.gov.ph | Website: depedelsalvadorcity.net

DIVISION MEMORANDUM

No. 259, s. 2019

To: Chief, School Governance & Operations Division
Education Program Supervisors
Division LAC Coordinator
All Public Elementary School Heads
All Public Secondary School Heads
All SLAC Coordinators
All Teachers
All Others Concerned

From: **JESNAR DEMS S. TORRES, Ph.D., CESE**
Asst. Schools Division Superintendent
OIC-Office of the Schools Division Superintendent

Subject: Suggested Template and Topics for Teachers' Learning Action Cell (TLAC)

Date: October 7, 2019

1. In line with DepEd Order 35, s. 2016 *Re: The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning*, the Department of Education institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations.
2. Thus, this Office reiterates the highlights of the policy where schools should take deliberate measures to improve student learning outcomes. Further, schools should enable teachers to do collaborative planning, problem solving, and action implementation that will lead to enhanced teachers' knowledge, skills, and attitudes that will consequently and significantly improve student learning and development.
3. For standardization of SLAC monitoring, this Office enforces all schools to conduct SLAC every first Friday of the month, 1:00 to 4:30 in the afternoon, effective immediately.



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4. Please see Enclosure 1 for the suggested SLAC template and Enclosure 2 for the list of competencies you may choose (*based on your needs assessment*) as topic/s per session.

5. A copy of your one-year SLAC plan should be submitted to the office through FRITZIE C. SILLABE, Division SLAC Coordinator, for approval and recommendations.

6. For dissemination, guidance and strict compliance.



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Enclosure 1: Suggested Template for SLAC Plan

School Learning Action Cell (SLAC) PLAN
SY 2019-2020

Month	Target Competencies	Grade Level	Objectives	Expected Outcome	Materials/ Resources Needed	Person In-Charge	Budgetary Requirement	Source of Funds
October								
November								
December								
January								
February								
March								

Prepared by:

(School Head)

Verified:

(EPS In-Charge/ EPS Adviser)

Recommending Approval:

Approved:

FRITZIE C. SILLABE

Education Program Supervisor/ SLAC Coordinator

JESNAR DEMS S. TORRES, Ph.D, CESE
OIC-Schools Division Superintendent



Enclosure No.2: Suggested competencies/topics

TOPICS FOR TLAC
(Key Stage: Kindergarten to Grade 3: DAP ELLN)

- SG-1: Principles of Child Growth and Development
- SG-2: How Do Children Grow-7k
- SG-3: Developing Thinking Skills
- SG-4: Emerging Literacy Games and Activities
- SG-5: Instruction Essentials for Emerging Readers
- SG-6: Breaking the Reading Code Reading and Language Arts
- SG-7: Comprehension and Vocabulary
- SG-8: Literature-Based Experiences Using Graphic Organizers
- SG-9A: Developing Thinking Skills- How Children Learn Math
- SG-9B: Numeracy Activities-Operation on Whole Number
- SG-10A: Numeracy Activities-The Concept of Number Sense and Counting
- SG-10B: Numeracy Activities- The Concept of Number-Place Value and the Decimal System
- SG-11: The Concept of Number-Multi Digit Addition and Subtraction
- SG-12: ECD Checklist
- SG-13: Using Informal Classroom Assessment
- SG-14: Reading Development, Reading Programs and Reading Difficulties
- SG-15: Assessing Reading Performance using Phil IRI
- SG-16A: Developing Alphabet Knowledge
- SG-16B: Workshop on Reading Intervention
- SG-17: Common Math Difficulties
- SG-18A: Strategies to Address Common Math Difficulties
- SG-18B: Planning for Math Interventions
- SG-19: Optimizing Learning in the K to 3 Classroom
- SG-20: Principles of DAP
- SG-21: Working with Adults

Prepared:


FRITZIE C. SILLABE
EPS-Kindergarten



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**TOPICS FOR TLAC
(PRIMALS- ENGLISH)**

1. Unpacking the English curriculum standards
2. Understanding English Language Learners
3. Determining Cause Effect Relationship
4. Distinguishing between facts and opinions for critical reading
5. Literacy across the curriculum: changing Paradigms
6. Integrating Educational Technology in English
7. Developing Multi-Literacies in Science and English
8. Integration of Literacy Strategies and Educational Technologies across the Curriculum
9. Engaging Students with Trade Books and Digital Texts
10. Getting the Main Idea and Supporting Details
11. Text Complexity in the Content Areas: Implications for Instruction
12. Defining Words Through Context and Word Analysis

Videos:

1. Effects of social media
2. How social media is changing your brain
- 3 Brain
4. UNICEF video exposes how rich, poor children are treated differently
5. Inferring the General Mood of the Speaker
6. Technologies that will change classroom education
7. How to build a 21st century classroom
8. Integration of Technology in the classroom
9. Using Technology_Animals
10. Using Educational Technology Tools in English
11. Introduction of TPACK Model
12. Selection: You Are Special
13. Bridge
14. Lead India – The Tree
15. The Myth of Icarus and Daedalus – Amy Adkins

Prepared:


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EPS - English

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**TOPICS FOR TLAC
(PRIMALS- SCIENCE)**

GRADES 4 TO 6

1. Revisiting 21st Century Skills in the K to 12 Curriculum
2. Unpacking the Curriculum Guide
3. Learning Progression and Learning Target
4. The IBL and 5E Teaching Model; Modeling of the IBL and 5E
5. The Art of Asking Questions
6. Aligning Curriculum, Instruction and Assessment
7. Understanding Classroom Assessment
8. Differentiating Formative and Summative Assessments
9. Applying Formative Assessment Tasks in the Classroom; Workshop on Formative Assessment
10. Overview of Explicit Teaching of Reading Comprehension Skills
11. Explicit Teaching of Reading Comprehension Skills: Framework and Procedure
12. Connecting Reading with Writing
13. The Writing process; Writing to Learn
14. Bridging the Gap in Language and Content

SCIENCE HIGH SCHOOL

1. Revisiting 21st Century Skills in the K to 12 Curriculum
2. Unpacking of Standards and Learning Progressions
3. Inquiry-based Learning: 5 ES Instructional Model; IBL and 5Es on the Go
4. Problem-based Learning and the K to 12 Standards; Learning through PBL
5. Aligning Curriculum, Instruction and Assessment
6. Understanding Classroom Assessment; Differentiating Formative and Summative Assessments
7. Applying Formative Assessment Tasks in the Classroom; Workshop on Formative Assessment
8. Literacy Across Curriculum
9. Engaging Students with Tradebooks and Digital Texts
10. Meeting Reader and Task Demands
11. Obtaining, Evaluating and Communicating Information
12. Differentiated Instruction: Tailoring Learning for 21st Century Skills; Differentiated Instruction: Application and Simulation
13. Brain-based Learning: Whole Brain Thinking; BBL Simulation
14. Towards Multi-literacies: Technology Integration in Science

Prepared:


BALVE G. GRANIDO, PhD.
EPS – Science

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Sample Needs Assessment

Following the indicators of the Classroom Observation Tool mandated by the Results-Based Performance Management System (RPMS), priority shall be given on teachers' needs in:

Teachers' Needs	Percentage of Teachers choosing the indicators	Rank/Priority
Development of pedagogy and content across the curriculum		
Appropriate teaching strategies that include incorporation of literacy and numeracy		
Art of questioning that develop critical and creative thinking as well as higher-order thinking skills		
Classroom management		
Positive discipline		
Differentiated instruction		
Alignment of learning objectives, teaching strategies and assessment tools		
ICT integration		
Development of instructional materials		
Development of diagnostic, formative and summative assessment tools		

Note: The same technique can be done with the developmental needs identified in part 4 of the IPCR and with the domains and its strand of the PPST. To have a depth understanding of the perceived needs and the actual needs, an FGD can be conducted.

Prepared:


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**SUGGESTED SPECIFIC TOPICS FOR SCHOOL LAC BASED ON PEDAGOGICAL
RETOOLING IN MATHEMATICS, LANGUAGES AND SCIENCE (PRIMALS)**

FILIPINO 4 – 6

1. Sipat – Suri sa Kurikulum ng Filipino
2. Mga Makabago-at Napapanahong Pagtuturo sa Filipino
3. Sining ng Pagtatanong at Pagtatalakay/Estratehiya sa Pagtatanong at Pagtatalakay
4. Integratibong Dulog at Lapit sa Pagtuturo ng mga Makrong Kasanayan
5. Pagtuturo sa Pag-unawa/ Komprehensiyon sa Pagbasa Tuon sa Baitang 4 -6
6. Eksplisit o Direktang Pagtuturo sa Pag-unawa
7. Hindi Gaanong Nalilintang na mga Kasanayan
8. Pormatibong Pagtataya
9. The Learning Action Cell (LAC)
10. Workshop on the Re-entry Action Plan for the Conduct of SLACs

FILIPINO HIGH SCHOOL

1. Sipat -Suri sa Kalagayan ng Asignaturang Filipino Tuon sa mga Di Nalilintang na Kasanayan
2. Pagsusuri sa Panitikang Popular
3. Monolingguwalismo, Bilingguwalismo at Multilingguwalismo
4. Pagsusuri ng Panitikang Popular (Pelikula/Dokumentaryo)
5. Karunungan Bayan/ Kantahing Bayan
6. Pagtukoy sa Pangunahing Kaisipan
7. Pagtukoy sa Pangunahing Ideya at Pansuportang Detalye/ Pagtukoy ng Kaisipan
8. Paghihinuha
9. Pagtuturo ng Tula
10. Pagtatasa at ang Interbensiyon sa Pagbasa
11. Unpacking the Filipino Curriculum Standards

Prepared by:

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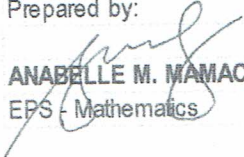


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LEAST LEARNED COMPETENCIES - Mathematics

No.	ELEMENTARY	No.	SECONDARY
1	performs addition and subtraction of similar and dissimilar fractions	1	performs fundamental operations of integers
2	solve problems involving addition and/or subtraction of fractions	2	illustrates the different properties of operations on the set of of integers
3	creates problem involving addition and/or subtraction of fractions	3	adds and subtracts polynomials
4	multiplies a fraction and a whole number and another fraction	4	multiplies and divides polynomials
5	solve problems involving multiplication without or with addition or subtraction of fractions and whole numbers	5	solve problems involving algebraic expressions
6	creates problem involving multiplication of fractions	6	solve problems involving side and angles of a polygon
7	divides simple fractions, whole numbers by a fraction and vice versa	7	factors completely different types of polynomials
8	solve problems involving division without or with any of the operations of fractions and whole numbers	8	solve problems involving factors of polynomials
9	creates problem involving division or with any of the other operations of fractions and whole numbers	9	solve quadratic equations by: extracting square roots; factoring; completing the squares; and using the QF
10	finds the area of irregular figures made up of squares and rectangles	10	solve problems involving quadratic functions
11	estimates the area of irregular plane figures made up of squares and rectangles	11	solve problems that involve triangle similarity and right triangles
12	derive the formulas for the area of triangles, parallelograms, and trapezoids	12	finds the trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent
13	find the area of triangles, parallelograms and trapezoids	13	find the trigonometric ratios os special angles
14	estimates the area of triangles, parallelograms, trapezoids	14	uses trigonometric ratios to solve real-life problems involving right triangles
15	solve problems involving squares, rectangles, triangles, parallelograms, and trapezoids	15	solve problems involving oblique triangles
16	create problems involving squares, rectangles, triangles, parallelograms, trapezoids	16	performs division of polynomials using long division and synthetic division
17	visualizes the volume of solid figures in different situations	17	factor polynomials
18	derives the formula for the volume of rectangular prisms	18	solve polynomials equations
19	finds the volume of a rectangular prism	19	solve problems involving polynomials and polynomial equations
20	solve problems involving the volume of a rectangular prism	20	graph polynomial functions
21	create problems involving volume of rectangular prism	21	solve problems involving polynomial functions

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EPS - Mathematics



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Critical Content in Araling Panlipunan

GEOGRAPHY

Naihahambing ang mga lalawigan sa rehiyon ayon sa dami ng populasyon gamit ang mapa.

Nakikilala ang mga sagisag na ginamit sa mapa sa tulong ng panuntunan.

Natutukoy ang lokasyon ng isang lugar batay sa lokasyon ng paaralan.

Naihahambing ang mga lalawigan sa rehiyon ayon sa dami ng populasyon gamit ang mapa.

Nakapagsasagawa ng interpretasyon tungkol sa kinalalagyan ng bansa gamit ang mga skuwela, distansya at direksiyon.

Naipaliliwanag na ang klima ay ang kinalaman sa uri ng mga pananim at hayop sa bansa.

Naiuugnay ang kahalagahan ng katangiang pisikal sap ag unlad ng bansa.

Nailalarawan ang bansa ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito.

Nakapagsasagawa ng interpretasyon tungkol sa kinalalagyan ng bansa gamit ang mga skuwela, distansiya at direksiyon.

Natutukoy ang kinalalagyan ng Pilipinas sa mundo batay sa absolute location nito.

Naipaliliwanag ang konsepto ng Asya tungo sa paghahating heograpiko.

ECONOMICS

Naipaliliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan.

Nasusuri ang pambansang produkto (Gross National Product-Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya.

Nasusuri ang kaugnayan ng alokasyon sa kakapusan at pangangailangan at kagustuhan.

Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng pamantayan sa pamimili.

Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili.

Nakikilala ang mga pamamaraan sa pagsukat ng pambansang produkto.

Naiuugnay ang elasticidad ng demand at suplay sa presyo ng kalakal at paglilingkod.

Nailalarawan ang paikot na daloy ng ekonomiya.

Nabibigyang halaga ang mga patakarang pang ekonomiya na nakatutulong sa sector ng industriya.

ASIAN STUDIES

Nailalarawan ang komposisyong etniko sa Asya.

Nabibigyang kahulugan ang mga konsepto ng tradisyon, pilosopiya at relihiyon.

Nasusuri ang mga salik at pangyayaring nagbigay daan at pag usbong at pag-unlad ng Nasyonalismo sa Timog at Kanlurang Asya.

Naihahambing ang mga karanasan ng Silangan at ng Timog Silangang Asya.

WORLD HISTORY

Naipapaliwanag ang mga kaganapan sa mga klasikong kabihasan sa Africa.

Nasusuri ang kaganapan at epekto ng enlightenment pati ng rebolusyong siyentipiko at industriyal.

Nasusuri ang mga mahahalagang pangyayaring naganap sa unang digmaang pandaigdig.

CONTEMPORARY ISSUES

Nasusuri ang implikasyon ng anyo ng globalisasyon sa lipunan.

Nasusuri ang kahalagahan ng community based disaster risk reduction and management approach sa pagtugon sa mga hamon at suliraning pangkapaligiran.

Prepared by:
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