



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

30 JUNE 2020

DIVISION MEMORANDUM

No. 126 s. 2020

**GUIDELINES FOR THE DEVELOPMENT OF
PIVOT 4A LEARNER'S PACKETS FOR ALL KEY STAGES**

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. With reference to Regional Memorandum dated June 19, 2020 entitled Development of PIVOT 4A Learner's Packets for All Key Stages, Curriculum Implementation Division presents the guidelines for the development of PIVOT 4A Learners' Packets to address the pressing needs for quality-assured learning resources towards effective and efficient curriculum implementation and delivery.

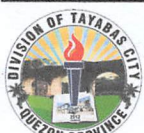
2. Objectives of this activity are:

- a. plot the available instructional resources and learning references in meeting the prescribed Most Essential Learning Competencies (MELCS);
- b. embed instructional resources and learning references in the learners' packets; and
- c. provide directions to help learners achieve the MELC with the aid of enabling competencies and/or pre-requisite skills.



3. PIVOT 4A learners' packets are instructional guides that learners can use in the absence of new modules and/or other learning materials. They contain instructions that direct learners to the learning resource, its title and the specific page where the MELCs are presented and developed. They also contain the target MELCs, enabling competencies and/or pre-requisite skills with corresponding link to available learning materials that present or develop the competencies.

4. These learners' packets for **Quarter 1 of SY 2020-2021 shall** be prepared by **all public elementary and secondary school teachers** teaching under the following programs:

- a. Kindergarten
- b. Mother-Tongue-Based Multilingual Education (MTB-MLE)
- c. Special Education (SPED)



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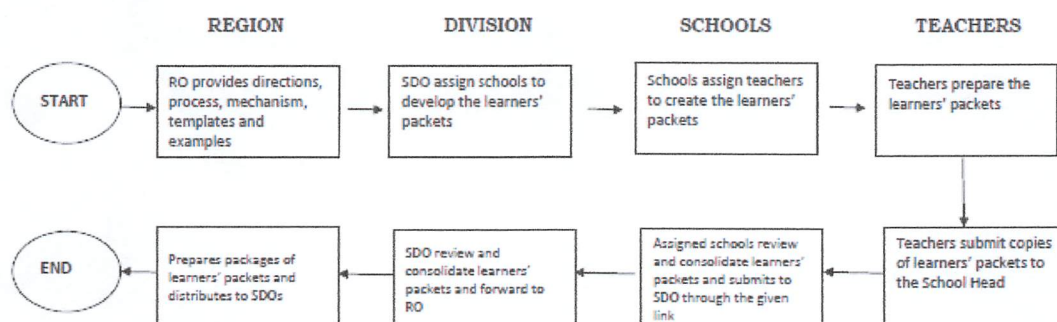


- d. Special Interest Programs (SIPs)
- Special Program in Sports (SPS)
 - Special Science Program (SSES/STE)
 - Special Program for the Arts (SPA)
 - Special Program in Journalism (SPJ)

5. To ensure that targets are met and outputs are produced within the timeframe, the following levels of governance shall perform the tasks as indicated in the table below:

Governance Levels	Duties and Responsibilities
Regional Office (RO)	<ul style="list-style-type: none"> o Sets directions through a Regional Memorandum o Sets the process and other mechanisms in the development of learners' packets. o Provides example learners' packets and templates. o Assigns SDOs to review the outputs of each SDO on specific key stage/s. o Provides technical assistance to SDOs in the process of development of learners' packet. o Monitors and reports progress of the activity. o Consolidates the regional outputs. o Packages and distributes copies to SDOs.
Schools Division Offices (SDOs)	<ul style="list-style-type: none"> o Assign districts/schools to prepare, review and consolidate lesson exemplars with learners' packet on the assigned program and grade level/s. o Provide technical assistance to schools on the preparation of learners' packets. o Reproduce learners' packets and distributes to schools. o Monitor and report progress on the use of learning packets.
Schools	<ul style="list-style-type: none"> o Assign teachers to create learners' packets. o Reproduce reviewed learners' packets and distributes to learners. o Implement and report progress on the use of learning packets.

Process Flow in the Development of Learners' Packets



6. All teachers developing lesson exemplars shall refer to **Regional Order No. 10, s. 2020** (Guidelines on the implementation of MELC PIVOT 4A Budget of Work

in All Learning Areas in Key Stages 1-4), **Regional Memorandum No. 296, s. 2020** (Guidelines on the Preparation of PIVOT I-D-E-A Lesson Exemplars) and Regional Memorandum No. 306, s. 2020 (Corrigendum to the Enclosures in Regional Order No. 10, s. 2020). These are available at www.depedcalabarzon.ph under issuances section.

7. To accomplish the learners' packet, teachers shall make use of the templates in Enclosures 1-3 using the following steps:

7.1 Kindergarten and MTB-MLE

- Get hold of the existing DepEd learner's module, the K to 12 Curriculum Guide and the MELCs indicated in PIVOT 4A Budget of Work presented in Regional Memorandum No. 306, s. 2020;
- Indicate the content and performance standards taken from the K to 12 Curriculum Guide;
- Specify in Column 1 the MELCs taken from the BOW;
- Stipulate in Column 2 the available enabling competencies and/or pre-requisite skills attached to each MELC;
- Place in Column 3 the content or focus of each MELC;
- State in Column 4 the title of the LM where the MELC is presented and developed; and
- Present in Column 5 the pages of DepEd-produced LM where the MELC is presented and developed.

7.2 Madrasah/ALIVE, SPED, IPED and SIPs

- Get hold of the existing DepEd learner's module and the K to 12 Curriculum Guide;
- Indicate the content and performance standards taken from the CG;
- Specify in Column 1 the MELCs taken from the BOW;
- Place in Column 2 the content or focus of each MELC;
- State in Column 3 the title of the LM where the MELC is presented and developed; and
- Present in Column 4 the pages of DepEd-produced LM where the MELC is presented and developed.

8. Concerned teachers and schools shall follow the activity timeframe below:

Activity	Date	In-Charge
Development of Learners' Packets	June 29 to July 6, 2020	Concerned Teachers
Submission, Collection and Review of Outputs	July 7 - 8, 2020	Assigned Schools
Submission, Collection and Review of Outputs per school	July 9-10, 2020	CID
Forwarding of Division Outputs per Key Stage for Review	July 13, 2020	CID
Review of Learners' Packets	July 13-August 7, 2020	Assigned SDOs (see Item No. 10)
Submission of Reviewed Outputs per Key Stage	August 10, 2020	Reviewers
Acceptance of Reviewed Outputs	August 10, 2020	CLMD



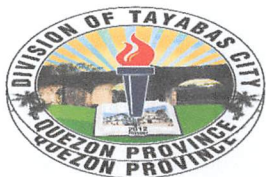
9. Collected and reviewed learners' packets shall be submitted to this link
_____.
10. PIVOT 4A learners' packets shall be reviewed by the following SDOs:
 - Key Stage 1 – Cavite Province
 - Key Stage 2 - Dasmarinas City
 - Key Stage 3 – Rizal Province
 - Key Stage 4 – Quezon Province
11. Enclosure 4 contains the sample PIVOT 4A lesson exemplar with learners' packet for I-D-E-A format. It is expected that all parts in the IDEA that must have the link to materials or references shall have entries as shown in the Introduction segment.
12. For queries and clarifications, SDO Tayabas will conduct a virtual meeting to all concerned teachers.
13. Immediate dissemination of this memorandum is desired.


ANIANO M. OGAYON, CESO V
School Division Superintendent

Enclosure 1

**LEARNER'S PACKET TEMPLATE FOR KINDERGARTEN AND MOTHER TONGUE-BASED MULTILINGUAL EDUCATION
(MTB-MLE)**

KINDERGARTEN LEARNER'S PACKET
Key Stage 1



Content Standards	
Performance Standards	

Most Essential Learning Competencies (MELCs)	Enabling/Pre-requisites	Content	Learner's Packet			
			Learner's Material/ Page(s)	Videos/ Visuals	Audio Materials	Manipulatives

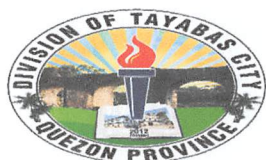


MTB- MLE LEARNER'S PACKET
Key Stage 1

Content Standards					
Performance Standards					
Most Essential Learning Competencies (MELCs)	Enabling/Pre-requisites	Content	Learner's Packet		LM Pages
			Learner's Material		

Enclosure 2

LEARNERS' PACKET TEMPLATE FOR SPECIAL EDUCATION, ALIVE/MADRASAH AND IPED



SPED LEARNER'S PACKET Key Stage _____

Content Standards	
Performance Standards	

Most Essential Learning Competencies (MELCs)	Enabling/Pre-requisites	Content	Learner's Packet			
			Learner's Material/ Page(s)	Videos/ Visuals	Audio Materials	Manipulatives



MADRASAH / ALIVE LEARNER'S PACKET
Key Stage _____

Content Standards				
Performance Standards				
K to 12 Learning Competencies	Content	Learner's Packet		LM Pages
		Learner's Material		



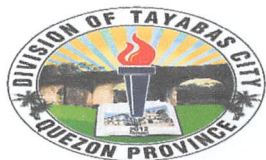
IPED LEARNER'S PACKET
Key Stage _____

Content Standards				
Performance Standards				
K to 12 Learning Competencies	Content	Learner's Packet		
		Learner's Material	LM Pages	

Enclosure 3

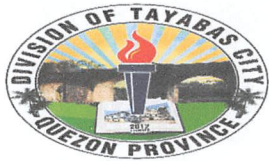
LEARNER'S PACKET TEMPLATE FOR SPECIAL INTEREST PROGRAMS

SPFL LEARNER'S PACKET Key Stage ____



Content Standards	
Performance Standards	

K to 12 Learning Competencies	Content	Learner's Packet	
		Learner's Material	LM Pages



SSES LEARNER'S PACKET

Content Standards	
Performance Standards	

Most Essential Learning Competencies (MELCs)	Enabling/Pre-requisites	Content	Learner's Packet			
			Learner's Material	LM Pages	TX	TX Pages



STE LEARNER'S PACKET

Content Standards	
Performance Standards	

Most Essential Learning Competencies (MELCs)	Enabling/Pre-requisites	Content	Learner's Packet			
			Learner's Material	LM Pages	TX	TX Pages

Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)		
b. Learner's Material Pages	Oral Communication in Context for Quarter 1 – Module 2: Communication Models, pp. 1-22	Write the pages where you can find the specified content in the learner's materials.
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's material/module.
d. Additional Materials from Learning Resources		<p>Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled if online distance learning, blended learning and face-to-face learning delivery modalities will be employed.</p> <p>Teachers may also include supplementary materials in a form of worksheets, etc. These supplementary materials may be attached to the LMs prior to their distribution.</p>
B. List of Learning Resources for Development and Engagement Activities	Oral Communication in Context for Quarter 1 – Module 2: Communication Models	<p>List down other resources to be used especially for the Development and Engagement phases.</p> <p>In the new ADM modules, lessons and flow of discussion are already designed based on IDEA instructional process. Parts of modules are already mapped as identified in Item 6 of Regional Memorandum No. 296, s. 2020.</p>
IV. PROCEDURES		The procedures of this sample lesson exemplar are learners-led considering that modular distance learning delivery modality is employed. The tone of the flow of the lesson is learner-structured since the lesson is one-way as there is no face-to-face nor synchronous online interaction with the teacher and other learners.
A. Introduction	<p>What I need to know?</p> <ul style="list-style-type: none"> The learners will do the walkthrough of the lesson expectations. In this part, the content of the lesson will be presented. Learning objectives will also be introduced to guide the learners on the learning targets founded on KSAV principles. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>PIVOT Learner's Packet Number 1</p> <p>Go to pages number 1-28 of Oral Communication, Grade 11</p> </div>	<p>In this portion, the lesson content and learning objectives will be presented in the Introduction phase to guide the learners on the learning expectations.</p> <p>In modular distance learning, introducing the objectives and content is the first step of learning considering that this modality is learner-led.</p> <p>In face-to-face learning, an activity which may be indicated in <i>What's new?</i> may be done prior to the presentation of learning content and objectives considering that this modality is teacher-led.</p>

Enclosure 4

SAMPLE LESSON EXEMPLAR WITH LEARNER'S PACKET FOR IDEA FORMAT

Modular Distance Modality (Learners-Led Modality)

This is an LM-aligned lesson exemplar

LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	Ethan Than	Learning Area	English (SHS) Oral Communication in Context
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days (see PIVOT 4A BOW for the number of days)

Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)		
I. OBJECTIVES	At the end of the lesson, learners are expected to: a. Differentiate various models of communication; b. Explain the process of communication through the elements involved; and c. Recognize the importance of models in understanding communication process in everyday lives.	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAVs). Usually, three (3) objectives representing KSAVs are presented. However, a single objective containing KSAVs may be also formulated. In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies. At times, lesson objectives are already specified at the beginning portion of the module.
A. Content Standards	The learner understands the nature and elements of oral communication in context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates various models of communication	Check the PIVOT 4A BOW (see the updated version at Regional Memorandum No. 306, s. 2020) and look for the MELC. Except for SHS subjects , MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for each grade level.
D. Enabling Competencies (If available, write the attached enabling competencies)	-	Check the PIVOT 4A BOW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC. For this case, no enabling competencies were mapped for the identified MELC.
II. CONTENT	Communication Models	The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC. Usually, the content is already identified in the module.
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the TG.