



Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

18 MAR 2021

Division MEMORANDUM
No. 136, s. 2020

**PHASES 2, 3 AND 4 OF THE DEVELOPMENT AND QUALITY ASSURANCE OF
LEARNING ACTIVITY SHEETS (LAS) FOR QUARTERS 3 AND 4**

To : Chief of Curriculum Implementation Division
Education Program Supervisors
Division Program Coordinators
Public Schools District Supervisors & Districts In-Charge
Secondary and Elementary School Heads
Select Teacher-Writers
This Division

1. Per announcement of the Bureau of Learning Resources (BLR), awarding of bid for the centrally procured Self-learning Modules (SLM) will still be on April 22, 2021.
2. In view of the said glitch in the process and to ensure availability of MELC-based learning resources, Surigao del Sur Division shall continue the **Development of LAS for the remaining weeks of the Third Quarter until the last week of Fourth Quarter.**
3. This endeavor envisions to design at intervals **LAS for the Second Half** of the Third Quarter, **LAS for the First Half** of the Fourth Quarter and **LAS for the Second Half** of the Fourth Quarter, dubbed as **Phase 2, Phase 3** and **Phase 4**, respectively.
4. Participants to this activity are the select development and quality assurance teams in all subject areas across grade levels. (*Refer to enclosures for the list of management teams, team leaders, quality assurance teams and writers*)
5. Members of the management and development teams shall refer to the terms of reference, process flows, learning resource specifications and timeline of activities (*Refer to enclosures*). The LAS layout of the front cover and back cover for Phases 2, 3 and 4 shall follow a **new template** which can be downloaded from <http://bit.ly/SampleLASQ3Q4>.
6. All learning areas from Kindergarten to Grade 12 shall craft LAS except for Grade 8 Learning Areas and Region-initiated Science LASs. Language contextualization to *Sinurigaonon* and *Binisaya* of concerned K to 3 learning areas shall follow the same scheme adopted during Phase 1, including its quality assurance. However, it shall be Version 3 this time that shall be forwarded to the contextualization teams. This version 3 of



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the LASs shall be forwarded to the contextualization teams preferably midway (5th day) of the development phase, per coordination between the development and quality assurance teams.

7. Development of LAS based on raw SLMs, textbooks, LMs, and teaching guides released/distributed by the Central Office and external resources/third party materials shall strictly observe copyright ethics (*e.g. in-text citations and referencing*) for security and protection.
8. Raw SLMs can be downloaded from <http://bit.ly/RawSLMQ3Q4> . Grade 8 SLMs can be downloaded from LRlinked-Surigao del Sur at ehris.depedsurigaodelsur.com.
9. For Grade 8 SLMs, districts are enjoined to strategize on the utilization of contextualized WHLP. In order to curtail the issue on printing logistics, WHLPs shall be carefully crafted in such a way that only those highly befitting SLM components or pages will be printed and distributed to learners.
10. For more clarifications, you may refer to concerned learning area supervisors.
11. Immediate dissemination of this memorandum is desired.

JOSITA B. CARMEN, CESO V
Schools Division Superintendent

Encl.: As stated
Reference:

DepEd Order No. 31, s. 2020

To be indicated in the Perpetual Index
under the following subjects:

LEARNING ACTIVITY SHEETS
PHASES

LEARNING RESOURCES
CONTEXTUALIZATION

BLA//DM-MEMO PHASES 2, 3 AND 4 OF THE DEVELOPMENT AND QUALITY ASSURANCE OF LEARNING
ACTIVITY SHEETS (LAS) FOR QUARTERS 3 AND 4
136 /MARCH 16, 2021



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Enclosure No. 1

PROGRAM MANAGEMENT TEAM

Over-all Chairperson : **Josita B. Carmen, CESO V**
Schools Division Superintendent

Vice Chairperson : **Jasmin R. Lacuna**
Asst. Schools Division Superintendent

Program Manager : **Celsa A. Casa, PhD.**
Chief – CID

Focal Person : **Bryan L. Arreo**
Education Program Supervisor – LRMDS

DEVELOPMENT TEAMS

Team Leaders : **Public Schools District Supervisors**
Public Schools District In-charge

Filipino : **Gemmalynda P. Montenegro**
Ernie D. Dapar
Brenda U. Adlawan

English : **Cynthia O. Acevedo**
Wilma O. Premarion
Myrna E. Mozo

Mathematics : **Josephine Aroa**
Jay C. Dalman
Lily-ann R. Mendero

Aral. Pan. : **Arlene Sumabat**
Aileen Abunda
Norben T. Moldez

EsP : **Lucena Estrada**
Jeanette G. Quinto
Famelito Umapas

MAPEH : **Annabelle Cubil**
Felisa Batistil
Lorna G. Almeda
Uldarico Luarez



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EPP	:	Hilario B. delos Reyes Edwin Espinola Sol U. Buniel
MTB-MLE	:	Mariasol Yara Myrna Lauron
STEM	:	Rosalinda E. Urbiztondo Mirasol Taray Ramonito D. Cortes
HUMMS	:	Loveleah Albarillo Vergil Eder
ABM	:	Marilyn Bandola Lina Cuares Analiza Guevarra
TVL	:	Merco Loren Jurissa Orquita Elizabeth N. Gardones
Writers	:	Select Teachers

QUALITY ASSURANCE TEAMS

Learning Area Managers/
QA Leaders : **All Education Program Supervisors
Division Coordinators**

Evaluators/Reviewers : **Select Teachers/School Heads**



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Enclosure No. 2

TERMS OF REFERENCE

Program Manager

1. Oversee the over-all proceedings of LAS development
2. Monitor the activities of Learning Area Managers, QA Leaders and Team Leaders
3. Report to the chairpersons on the status and accomplishment of LAS development

Focal Person

1. Assist in overseeing the over-all proceedings of LAS development
2. Assist in monitoring the activities of Learning Area Managers, QA Leaders and Team Leaders
3. Lead the updating/tracking of accomplished/quality assured LAS for posting to LRlinked and District LR Microsites
4. Provide technical expertise to Learning Area Managers, QA Leaders, Team Leaders and QA Teams
5. Report to the program manager on the status and accomplishment of LAS development

Learning Area Managers and QA Leaders

1. Finalize the list of writers and QA teams in the respective learning area across grade levels.
2. Attend meetings set by team leaders.
3. Provide capacity building to teacher-writers in designing learning activity sheets.
4. Monitor the status/progress of crafted learning activity sheets ready for quality assurance.
5. Lead in the quality assurance of crafted learning activity sheets.
6. Monitor the progress of quality assurance teams.
7. Monitor the over-all activities reflected on the timelines and targets.

Team Leaders

1. Set schedules of meetings for writers.
2. Lead in the meeting of teams for the presentation, updating and accomplishment of LAS.
3. Monitor the status/progress of the crafted LAS ready for quality assurance.
4. Provide technical assistance to writers in crafting the LAS.
5. Report to the learning area managers on the overall status of LAS development.



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Writers

1. Develop learning activity sheets for the competencies assigned
2. Report to the team leaders during the scheduled meetings and presentation
3. Submit crafted LAS to quality assurance teams for evaluation
4. Revise LAS based on suggestions and recommendations of quality assurance team
5. Refer to learning area manager and team leaders for assistance, if there are concerns
6. Adhere to the timeline of activities and process flows provided

Quality Assurance Teams

1. Evaluate thoroughly learning activity sheets for the competencies assigned
2. Report to the learning area managers during the scheduled meetings and presentation
3. Review assigned LAS, give suggestions and recommendations for improvement.
4. Refer to learning area managers for assistance, if there are concerns.
5. Report to learning area managers on the progress of LAS accomplishment of quality assurance activities.
6. Adhere to the timeline of activities and process flows provided.



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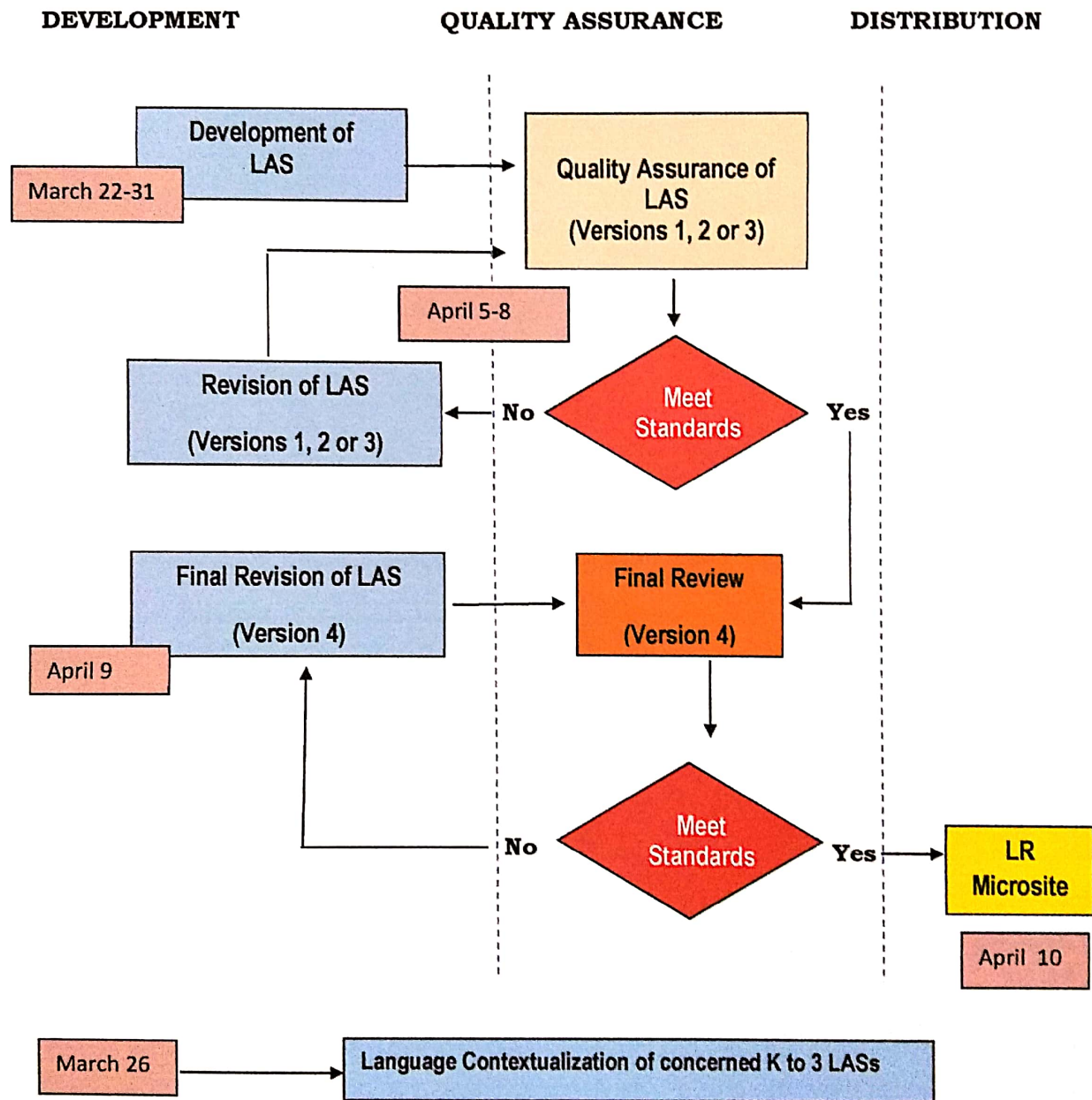
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Enclosure No. 4

PROCESS FLOW OF ACTIVITIES: PHASE 2



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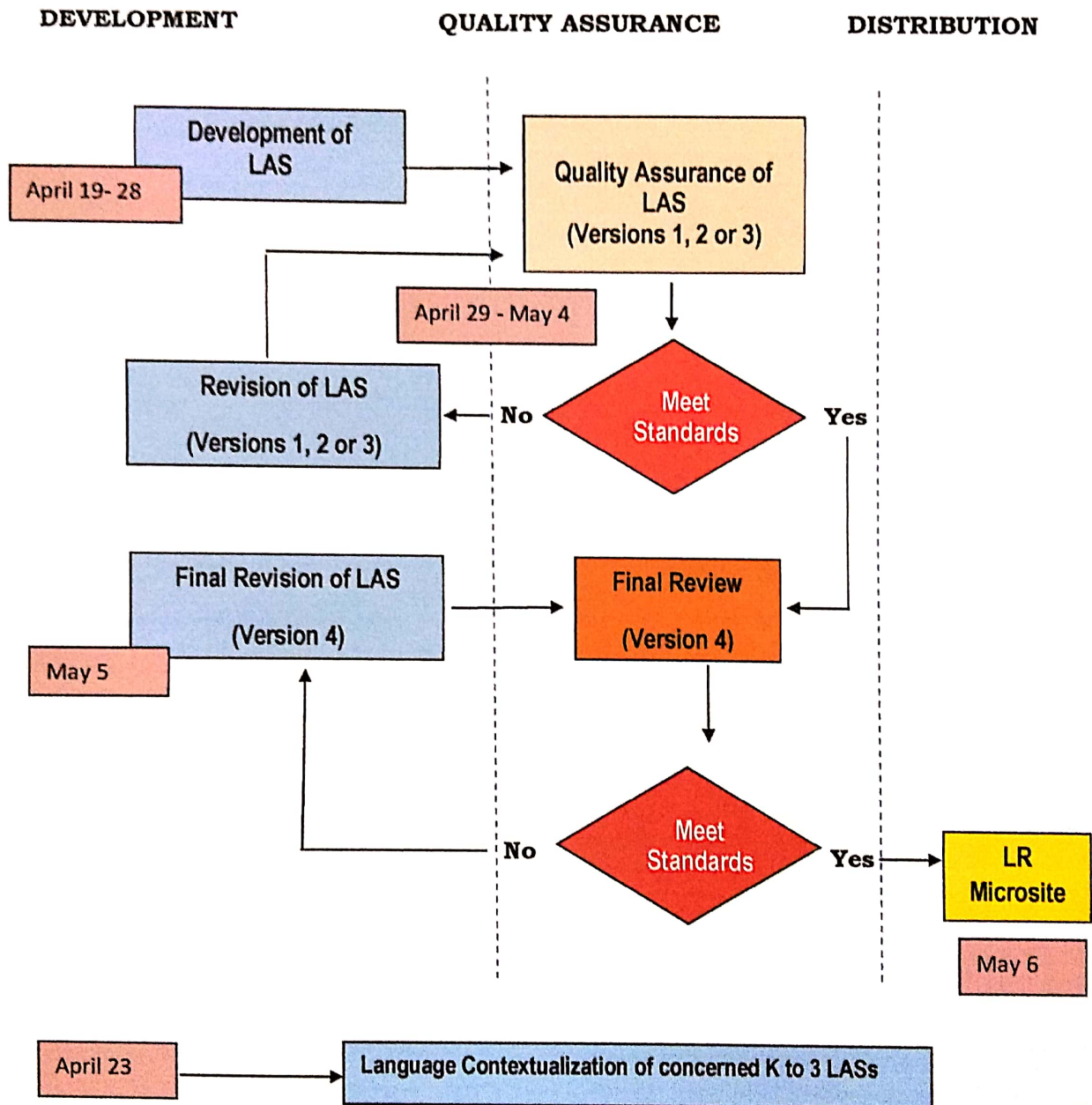
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Enclosure No. 5

PROCESS FLOW OF ACTIVITIES: PHASE 3



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Enclosure No. 7

LR Specifications of the Learning Activity Sheet

GENERAL SPECIFICATIONS OF THE LAS

A. Structure and Sequence

1. LAS is streamlined, easy to understand.
2. Size of the letters and sentences shall be appropriate to the target learners.
3. Presentation shall be engaging and interesting.
4. Kindergarten LAS shall
 - 4.1. be engaging; activity-based and challenging;
 - 4.2. be multi-sensorial;
 - 4.3. enhance the development of the different domains;
 - 4.4. visuals shall be in true color.
5. LAS for Kindergarten to Grade 3 shall consider procedures that employ the help of a learning aide.

B. Content

1. The LAS shall follow K to 12 Curriculum MELC issued by the Department thru DM-CI-2020-000.
2. The MELC shall be unpacked or merged depending on the “bulk” of the competency. The merging or unpacking shall be flexible, depending on the context of the grade level and learning area, geared towards synchronization of its delivery in a particular week. Each MELC shall be sub-tasked by formulating the knowledge, skills and attitude (KSA) objectives.
3. It shall consider learner’s context, situations, individual needs and capabilities.
4. It shall provide activities that promote the development of higher cognitive skills such as:
 - Critical thinking
 - Creative thinking
 - Decision making
5. It shall be written in real-life context, interactive to arouse and sustain interest and motivation of a learner.
6. Content shall adhere to the Social Content Guidelines.
7. Content shall develop core values such as:
 - Maka-Diyos
 - Makatao
 - Makabansa
 - Makakalikasan
8. Content and activities shall fit the learning competency and objectives.



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9. Content shall be learner-centered, inclusive and developmentally appropriate.
10. Caution, warning, reminders shall be provided to ensure safety of the learner while doing activities.
11. LAS shall provide activities to self-monitor progress.
12. Content, language and the materials shall be appropriate to the reading level of the learners.

The following shall be the elements of a LAS:

FRONT

Front Outside Cover

- It contains:
 - Resource Title (Learning Area and Grade Level, Quarter Number, Week Number)
 - Violator
 - Cover Art

Front Inside Cover

- It contains:
 - Copyright Disclaimer
 - LAS Development and Quality Assurance Team
 - Image Credits
 - Feedback box

BODY (INSIDE PAGE)

Curriculum Essentials with visual cues (shall be Page 1)

- It states the MELC
- It contains learning objectives anchored on the MELC, in KSA form.

Learner's Tasks with visual cue

- Lesson Overview
 - It introduces/briefly discusses the topic/content.

Activity 1

- ANY activity that would cater to the first objective, KNOWLEDGE. It shall incorporate formative assessment that comes with answer key.

Activity 2

- ANY activity that would cater to the second objective, SKILLS. It shall incorporate formative assessment that comes with answer key.





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Activity 3

- An activity that shall transfer the knowledge and skills gained or learned into real-life concerns/situations and values, catering to the third objective, ATTITUDE. It shall incorporate formative assessment that comes with answer key.

Formative Test with visual cue

- Questions that will help the learner encapsulate the concepts learned during the week and shall be asked in a logical manner that scaffolds learner to summative assessment. It shall NOT provide answer key.

Answer Key

- Answers to the KSA-driven activities

Reference

- It includes all third-party materials or sources in developing the material.
- It follows Chicago Manual of Style.

Answer Sheets

- If deemed necessary, it shall be provided since LASs shall be retrieved after use.

Element	Label in the LAS (English)	Label in the LAS (Filipino)	Label in the LAS (Mother Tongue)	
			Binisaya	Surigaonon
Curriculum Essentials	Competency	Pamantayan sa Pagkatuto	Competency	Competency
	Objectives	Mga Layunin	Mga Katuyoan	Mga Katujoan
Succeeding Parts of the Inside Page	Learner's Tasks	Mga Gawain ng Mag-aaral	Mga Buluhaton sa Estudyante	Mga Himuunon nan Estudyante
	Lesson Overview	Leksiyon	Leksiyon	Leksiyon
	Activity 1	Gawain 1	Buluhaton 1	Himuunon 1
	Activity 2	Gawain 2	Buluhaton 2	Himuunon 2
	Activity 3	Gawain 3	Buluhaton 3	Himuunon 3
	Formative Test	Pagsusulit	Pagsukod sa Nahibaluan	Pagsukod nan Nahibayuan
	Answer Key	Susi sa Pagwawasto	Giya sa Pagkorek	Giya sa Pagkorek
	References	Mga Sanggunian	References	References





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C. Language

1. Material shall use everyday language of the learner.
2. It shall use appropriate language and vocabulary.
3. The length of the sentences, paragraphs shall be age-appropriate.
4. The language to be used shall be:
 - 4.1. K to 3 - All learning areas except English and Filipino – Mother Tongue (Binisaya/Sinurigaanon)
 - 4.2. Grades 4 to 12
 - 4.2.1. Filipino, EsP – Filipino
 - 4.2.2. English, Science and Math – English
 - 4.2.3. MAPEH , EPP-TLE
 - 4.2.3.1. Grades 4 to 5 – Filipino
 - 4.2.3.2. Grades 6 to 12 – English
 - 4.2.4. Araling Panlipunan
 - 4.2.4.1. Grades 4 to 10 – Filipino

D. Illustrations

1. Illustrations shall adhere to the Social Content Guidelines.
2. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.
3. Illustrations shall clarify and/or enhance concepts.

TECHNICAL SPECIFICATIONS




A. Page Design and Lay out

1. Page Set up

Grade Level	Paper Size	Orientation	Margin
Kindergarten	8.27" x 11.69" (A4)	landscape	Top: 1" Bottom: 1" Inside: 1" Outside: 1"
Grades 1 to 2	8.27" x 11.69" (A4)	portrait	Top: 1" Bottom: 1" Inside: 1" Outside: 1"
Grades 3 to 6			
Grades 7 to 12			

Important Note: Booklet type is highly discouraged.



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2. Title Page

Entry	Font Type	Font Size	Other Details
Learning Area and Grade Level	Century Gothic, bold face	35 to 48 pt	Position: aligned at the center top
Number of Quarter	Century Gothic, regular	16 to 20 pt	Position: below the Learning Area and Grade Level
Week Number	Century Gothic, regular	16 to 20 pt	Position: below the Number of Quarter
Language Type (for K to 3 LASs)	Century Gothic, regular	14 to 18 pt	Position: below the Week Number
Violator: Government Property (Not for Sale)	N/A	N/A	Position: top left-hand corner Box Size: Height 2.48" x Width 2.63"
Cover Art	NA	NA	Position: Center of the cover page





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B. Body Text Specifications

Typography

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio (as it applies)
K to Grade 1	Century Gothic (except for “?” symbol, use Arial) (body text flushed left/ragged right to avoid hyphenations)	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2		Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	50% : 50%
Grade 4	Century Gothic (body text Justified)	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12		Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

Other Specifications for Body Text:

1. Pages shall be complete and properly sequenced.
2. K to 3 shall be flushed to the left; ragged right
3. Grades 4 to 12 – justified
4. Page number shall be centered at the bottom of the page.
5. Citations for graphics and visuals shall be on the same page.
6. There shall be no just one word or half a word on paragraph endings.
7. Pages shall be of the same length.





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DIGITAL FILE MANAGEMENT

1. LAS shall be encoded using Microsoft Word (at least version 97-2003).
2. There shall be one digital file per LAS.
3. Each LAS file shall be named following this format:

learning area with grade level_quarter number_weeknumber_ version number

Example: science8_q3_week1_v4

4. The LAS ready for submission to LRMS, ready for distribution, shall be version 4.
5. Ready to distribute LAS shall be submitted as document (Word) and PDF files.

STYLE GUIDE

DepEd Style Guide is a set of guidelines and standards for writing, organizing, and designing (formatting) any kind of learning resources for publication.

To style learning resources written in English, the following references shall be used:




1. For basic style concerns: the latest edition of the **Chicago Manual of Style (CMOS) by the University of Chicago Press**;
2. For grammar and style concerns: the latest edition of **Elements of Style by William Strunk Jr. and E. B. White**;
3. For spelling and word division: latest edition of **Merriam-Webster International Dictionary of the English Language** (unabridged); and
4. For in-text citations and reference lists: sixth edition of the **16th Edition of the Chicago Manual of Style**.

To style learning resources written in Filipino, the grammar rules and standards set by the **Komisyon sa Wikang Filipino**, as directed by **Kautusang Pangkagawaran No. 34, series 2013 (Ortograpiyang Pambansa)** and **Komisyon sa Wikang Filipino Manwal sa Masinop na Pagsulat 2014** and the **orthography for mother tongue** shall be used.

Reference:

DepEd Alternative Delivery Mode Learning Resource Standards, May 8, 2020



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SCIENCE 10

3rd Quarter
Week 5



LEARNING ACTIVITY SHEET
Division of Surigao del Sur

FRONT COVER

Disclaimer: This Learning Activity Sheet (LAS) is based from the Self-Learning Modules, Learner's Materials, Textbooks and Teaching Guides released by DepEd Central Office. Furthermore, utilization of duly acknowledged external resources is purely of non-profit, for educational use and constitutes fair use. All Rights Reserved.

Development Team	Quality Assurance Team
Developer: Illustrator Layout Artist: PSDS/DIC:	Evaluator/s: Learning Area EPS:

LAS Graphics and Design Credits:

Title Page Art: Marieto Cleben V. Lozada

Title Page Layout: Bryan L. Arreo

Visual Cues Art: Ivin Mae M. Ambos

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Facebook Messenger: Learning Resource Concerns

BACK COVER