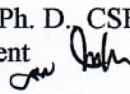




**DIVISION MEMORANDUM**

No. 019, Series of 2019

**TO:** Public Schools District Supervisors  
Heads, Private and Public Elementary and Secondary Schools  
Heads of S and T Oriented (SSP/STEM) Junior High Schools,  
Heads of Special Science Program recipient schools  
Science Coordinators, Science Club Advisers,  
Science Teachers, All Others Concerned

**From:** Pedro Melchor M. Natividad, Ph. D., CSEE  
Schools Division Superintendent 

**Subject:** 2019 Division Guidelines for Writing Science Instructional/Lesson Plans in the  
Elementary, Junior and Senior High Schools

**Date:** September 10, 2019

1. Where Am I in Science (WAIS) is a journey towards attaining scientific literacy goal in the K to 12 curriculum. WAIS become a gauge to attain performance. WAIS focuses into two components: 1. Stratified Mentoring for Instructional Leadership Enhancement (SMILE) and 2. Learners Advancement on Understanding Grade Holistic Competencies (LAUGHHC). It requires great exertion of effort on the part of the learners, the teachers, school heads and the supervisors in overcoming the many obstacles in teaching-learning process.
2. In finding the many obstacles, teachers, school heads and the supervisor must go through many tests and trials in order to know where our learners and educators are in the educational arena.
3. One of the many possibilities is on the participation in the different activities such as competitions, workshops and mentoring either in school, district, division, and region or in the national levels.
4. In order to provide our teachers the opportunity to prove how far they have gone through, in developing and acquiring the competencies embedded in their teaching profession, this division Science Education Program known as **WAIS** hereby formulates division guidelines to be considered in writing Instructional / Lesson Plans.
5. Lesson plan writing is mandatory for teachers having two years or less teaching experiences. However, with the advent change in assessing performance of teachers wherein lesson plan is considered as one of the Means of verifications (MOVs), then teachers must write an instructional/Lesson plan when observed by their raters or person designated/authorized by the rater.
6. WAIS aims to determine if the teacher:
  - a. demonstrates, applies and practice key elements of lesson planning;
  - b. uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals;
  - c. applies deep knowledge and understanding of the indicator discriminately to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.

- d. incorporate helpful worksheets, discussion questions, activities, PowerPoint presentation;
- 7. Enclosed is the guideline for reference and guidance.
- 8. In view of this, Schools and District Science Coordinators, PSDSs designated as Science Cluster Coordinators, Master Teacher in Science (if any), are encouraged to disseminate this guideline.

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## 2019 DIVISION GUIDELINE FOR WRITING SCIENCE INSTRUCTIONAL PLAN OR DAILY LESSON PLAN

The intention of this division guideline is to provide assistance to teachers who would like or need to improve their skills in lesson planning.

Lesson plan writing is mandatory for teachers having two years or less teaching experiences. However, with the advent change in assessing performance of teachers wherein lesson plan is considered as one of the Means of verifications (MOVs), then teachers must write an instructional/Lesson plan when observed by their raters or person designated/authorized by the rater.

In addition, Teachers who always kept on improving and innovating their skills in relation to their work, become proficient or even, highly proficient in their own pace. Subsequently, these teachers become better teachers or if not, teachers who employed better practices. Proficient and highly proficient Teachers can be considered models and presumed to be one who will bring forth our NAT performance into "Mastered Competencies".

In so doing, there is a need for us to unify our format, and integrate mechanism to enhance and make our lesson abreast with the recently acceptable trend in teaching science.

For purposes of consistency, we are going to conventionally use the outline given below in writing the instructional plan highlighting the usual use of 7Es under Part III. Use detailed I/LP and indicate teacher and Pupil/student activities.

<p style="text-align: center;"><b>Outline of a Lesson/Instructional Plan using 7Es</b></p> <p>Learning Competency: Content Standards: Performance Standards:</p> <p>I. Learning Objectives: II. Subject Matter:     A. Concepts:     B. Materials:     C. Reference:     D. Process Skills:     E. Values Integration:</p> <p>III. Learning Tasks:     A. Elicitation     B. Engagement     C. Exploration     D. Explanation     E. Elaboration     F. Evaluation     G. Extension</p> <p>III. Assignment/Agreement:</p>
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Objectives must not deviate from the specific competency. If possible, cognitive domain be given priority. Having two or more objectives might cause delay or failure in achieving target concept of the day due to multiple tasks to be accomplished. Focus must be on the development of concept, process and outcome.

In addition, performance task must be used/transformed into objective a day/lesson prior to the summative test.

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Competency must be transformed into objective as culmination of lessons taken. This is purposively done in order to evade from the usual “weekly test” notation teachers generically reflected in their instructional/lesson plans.

To ensure quality of outputs, let us utilize and adapt features embedded in the PPST for proficient teachers.

**A. Content and Pedagogy**

1. DLP/DIP must manifest application of knowledge of content within and across curriculum teaching areas;
2. Lesson plans should show integration of content knowledge within and across subject areas;
3. Instructional materials highlighting mastery of content and its integration in other subject areas;
4. Performance tasks/test material (s) highlighting integration of content knowledge within and across subject areas;
5. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills;
6. Use Learner-centered strategies that promote literacy and/or numeracy skills;
7. Instructional materials highlighting learner centered strategies that promote literacy and/or numeracy skills;
8. In assessment learning, a 5-item multiple choice type of test is a must with enclosure of one item constructive response test item;
9. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills;
10. Use Instructional materials highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS

**B. Learning Environment and Diversity of Learners**

11. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments;
12. Show managing classroom structure that engages learners in various activities;
14. Show various classroom management strategies that engage learners in activities/ tasks in different physical learning environments;

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15. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments using the following strategies:
  1. Providing motivation
  2. Praising the learners/Giving positive feedback
  3. Setting house rules/guidelines
  4. Ensuring learners' active participation
  5. Allowing learners to express their ideas/opinions
  6. Giving equal opportunities to learners
  7. Encouraging learners to ask questions
16. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences;
17. Instructional materials developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences.

As reinforcement, let us put into consideration too the criteria set forth in hiring new teachers of DepEd.

#### **C. Curriculum and Planning**

18. Manifest implementation of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts;
19. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts
20. Select, develop, organize and use appropriate teaching and learning resources. Include ICT, to address learning goals. Examples:
  - Activity sheets/task sheets/work sheets
  - PowerPoint presentations
  - Video clips
  - Module
  - SIMs-Strategic Intervention Materials
  - Others

#### **D. Assessment and Reporting**

21. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements
22. Show sample of developed performance tasks:
  - (a) with sample rubrics