




Republic of the Philippines
Department of Education
REGION X
SCHOOLS DIVISION OF GINGOOG CITY

DEPARTMENT OF EDUCATION
DIVISION OF GINGOOG CITY

RELEASED

BY: 
DATE: 9-14-20 TIME: 9:20

**Office of the Schools Division
Superintendent**

September 11, 2020

Division Memorandum
No. 35, s. 2020

**CONTEXTUALIZATION OF SELF-LEARNING MODULES (SLMs)/ACTIVITY SHEETS
FOR SCHOOLS IMPLEMENTING IPEd**

To : Assistant Schools Division Superintendent
Division Chiefs
Education Program Supervisors
Public School District Supervisors
Attention: Landy V. Mandahinog
Concerned Elementary and Secondary School Heads
This Division

1. For the information and guidance of all concerned, attached is Regional Memorandum 339, s. 2020 on the above-captioned subject-matter, enjoining schools implementing IPEd to contextualize their existing modules or activity sheets.
2. Anent the foregoing, the Curriculum Implementation Division (CID), *attention: Division's IPEd focal person, Mr. Landy V. Mandahinog* is directed to spearhead the contextualization process, identification of qualified writers, and provision of technical assistance to the concerned school heads and teaches.
3. All contextualized outputs for the 1st Quarter should be submitted to the Division Office on September 29, 2020 for validation and enhancement. Validated and enhanced outputs shall be reproduced and used using the IPEd support funds or local funds.
4. In identifying prospective writers, the following shall be the parameters:
 - 4.1. Teachers/school heads previously trained in the Division/Region during the training of trainers on curriculum contextualization/writeshop on contextualizing lesson plans.
 - 4.2. Practitioners and engaged in the teaching and learning process of the grade level assigned.
 - 4.3. Speakers or familiar with the local language used specially for the key stage 1 (K to 3).
5. Immediate dissemination of this Memorandum is desired.

JESNAR DEMS S. TORRES, PhD, CESO VI
Schools Division Superintendent 



Address: National Highway, Brgy 22, Gingoog City
Tel. No.: (+632) 328-0108/0118
Email: gingoog.city@deped.gov.ph





Republic of the Philippines
Department of Education
 REGION X - NORTHERN MINDANAO

DepED-X
 Cagayan de Oro City

4093
 RELEASED

Office of the Regional Director

September 7, 2020

REGIONAL MEMORANDUM
 No. 339, s. 2020

**CONTEXTUALIZATION OF SELF LEARNING MODULES (SLMs)/ACTIVITY SHEETS
 FOR SCHOOLS IMPLEMENTING IPed**

To: Schools Division Superintendents
 Assistant Schools Division Superintendents
 All Others Concerned

1. RA 10533 Section 10.2 states that "Curriculum shall be contextualized and flexible enough to enable and allow schools to localize and enhance the curriculum based on their respective educational and social contexts." To operationalize this mandate, all schools implementing IPed are enjoined to contextualize their existing learning modules or activity sheets.
2. The Curriculum Implementation Division (CID), in cooperation with the Learning Resource Management Development System (LRMDS) and IPed Focal Persons, will spearhead the contextualization process, identification of qualified writers, and provision of technical assistance to the concerned school heads and teachers. Contextualized outputs for the first quarter will be submitted to the Divisions' Technical Support Teams on September 29 for validation and enhancement. Validated outputs will be reproduced by each division utilizing IPed support funds or local funds.
3. A checklist on the contextualization (localization) process is attached for reference. All concerned are advised to adhere to its content.
4. The identification of core writers shall be based on the following qualifications: a) teachers/school heads previously trained in the division/region during the training of trainers on curriculum contextualization/writeshop on contextualizing lesson plans; b) practitioners and engaged in the teaching and learning process of the grade level assigned; c) speakers or familiar with the local language used specially for the key stage 1 (K-3).
5. The regional team is composed of the following clusters:

CLUSTER	GRADE LEVEL ASSIGNED	TECHNICAL SUPPORT TEAM
C1-Bukidnon	Subject to the agreement of the 3 concerned divisions	Edwin O. Gurra
Malaybalay		Zaldy G. Ampong
Valencia		Rachel R. Valde



Address : DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
Telephone Nos. : (088) 856-3932 | (088) 881-3137 | (088) 881-3031
Email Address : region10@deped.gov.ph
Web site : http://deped10.com



C2-Gingoog	Grade 1&2	Landy V. Mandahinog
Mis. Or	Grade 4	Marcel J. Tagalogon
CDOC	Grade 5&6	Ernesto G. Perez
Iligan City	Grade 3	Aster M. Gallega
El Salvador	Kindergarten	Ray Maghuyop Richard S. Talaid
C3 - Camiguin	K-3	Iris B. Kho
C4- Mis. Occ,	2&3	Rone Ray M. Portacion
Oroquieta City	K &G1	Ma. Joy T. Agot
Ozamiz City	5	Juliet M. Tagapan
Tangub City	4	Roger F. Duhaylungsod
Lanao del Norte	6	Angelito D. Barazona

6. Immediate and wide dissemination of this Memorandum is desired.


DR. ARTURO B. BAYOCOT, CESO III
 Regional Director

ATCH: As stated

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

INDIGENOUS PEOPLES EDUCATION (IPEd)

CLMD/jo

Checklist on Contextualization (localization)

Instructions: Please answer the following questions by checking the appropriate column (Yes/No) for your answer.

Indicators	Yes	No	If No, specify the word, phrase, statement, situation, or image that needs to be changed (revised, reworded, rephrased, replaced, etc.).	Suggested changes
A. Content and Context of the Whole Module				
1. Are pictures and illustrations familiar to the target learners specially from Kindergarten to Grade 3?				
2. Are the words and terms framed in local language (for MTB-MLE) and appropriate to the grade level of the learners?				
3. Are the songs, stories, dances, and historical accounts arranged from local to international scope?				
4. Are the selections and settings of the story appropriate to the context of the learners?				
5. Are the questions simple and based on HOTS?				
B. Activity Sheets				
1. Are the instructions of each activity simple and easy to understand?				
2. Are the activities arranged from easy to difficult?				
3. Are the words or terms used common and easy to understand for the learners?				
4. Are the differentiated activities within the context to address diversity of learners?				
5. Are the activities aligned with the indigenized learning objectives?				