



DE LA SALLE SANTIAGO ZOBEL SCHOOL



HYBRID PARTIAL

**DE LA SALLE SANTIAGO ZOBEL SCHOOL
ACADEMIC YEAR 2022-2023
Grade School Department**

**CURRICULUM AND
INSTRUCTIONAL PROGRAM OVERVIEW**

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GENERAL GOALS AND OBJECTIVES

The DLSZ Curriculum is designed towards the formation of the whole person in a continually changing environment. It fosters academic excellence as well as emotional, social, physical, moral and spiritual development of the person. It makes use of integrative and holistic approaches to help the students relate their learning with life's experiences. As such, the curriculum equips the learners with essential skills and values to competently deal with the socio-political, cultural, economic, and religious conditions of a society venturing into a growing global community with its fast-paced technology (Student Handbook, 2019).

Continuity of Learning

As we move forward with schooling under the conditions of living with Covid-19, DLSZ has created a Transition Plan which will make it possible for learning to continue at home or on campus in both the Alabang and Vermosa Campuses, depending on the prevailing conditions brought about by the pandemic. The plan will serve as a guide for the members of the school community to ensure a smooth transition to the Hybrid Partial (HyP) in Grade School, and Hybrid Learning Through a Concurrent Classroom setup (HyC₂).

Hybrid Partial Modality

In a partial hybrid mode, half of the class sessions per term are delivered in person while the other half are delivered using the online platform.

Students in each section will be grouped into two clusters. The teachers will meet with half of the class (Cluster 1) on campus in the morning and the remaining half of the class (Cluster 2) via the online platform in the afternoon in an alternating schedule.

Safety and health protocols required by the DepEd, DOH, IATF and the LGU will be strictly observed by the school during the conduct of on-campus classes.



GRADE SCHOOL CURRICULUM

The design of the curricula for Academic Year 2022-2023 is based on the standards stipulated in the curriculum guides (CG) as well as DepEd's Most Essential Learning Competencies (MELC). Under the guidance of the academic coordinators, DLSZ teachers streamline the learning competencies with the goal of prioritizing enduring skills to attain the performance standards. In addition, the academic units also take into consideration the results of the review of the students' achieved competencies the previous year to ensure that foundations for the skills in the higher level are adequately mastered before moving on to the more challenging concepts.

A. General Features of the Curriculum

- ★ Reaffirms the school's commitment to the educational principle of continuity of learning for its students
- ★ Ensures a smooth transition to the hybrid mode of learning
- ★ Streamlines competencies by reducing these by number through prioritizing enduring skills to attain the performance standards
- ★ Continues to implement seamless integration of content and the Lasallian Core Values (LCVs)
- ★ Effectively delivers educational resources and materials through various online platforms
- ★ Takes full advantage of opportunities for face-to-face instruction

B. Grade School Subject Offerings

| Core Learning Areas | Special Subjects |
|--|--|
| <ul style="list-style-type: none">★ Language★ Reading★ Christian Living★ ScienceSocial Studies★ Math★ Filipino/Special Filipino★ Science | <ul style="list-style-type: none">★ Music★ Art★ PE★ Computer Technology (Grade 2 to Grade 6)★ Robotics (starting Grade 3 to Grade 6) |

- ★ Home Economics and Livelihood Education (Grade 4 to Grade 6)

C. Academic Programs

| Enrichment Programs | Academic Assistance Programs | Special Programs |
|--|--|--|
| <ul style="list-style-type: none"> ★ PRIME English Independent Reading Program ★ Goals for Excellence in Mathematics (GEM) ★ Buri Books ★ Robotics Program | <ul style="list-style-type: none"> ★ Intervention Program | <ul style="list-style-type: none"> ★ Special Music Programs ★ Special Filipino Program ★ Management of Students with Special Needs (MSSN) |

D. The Next Generation Blended Learning (NxGBL) Program

DLSZ's established teaching and learning approaches and practices laid down the foundation for the Next Generation Blended Learning Program (NxGBL). The NxGBL brings independent learning to the highest level by allowing the learners to experience well-designed transformative learning environments.

The NxGBL Program is a transformative blend of curriculum and instruction. This program highlights the blend of face-to-face instruction and technology-infused learning with an aim to develop lifelong learners who are independent and leaders of their own learning. The NxGBL Program promotes personalized learning that can take place anytime and anywhere using various blended learning modalities such as Flipped Learning, Station-Rotation, Learning Playlist and Whole-Class Blended. Using various online tools and learning management systems, activities that promote active, collaborative, constructive, authentic and goal-directed environments are prepared by teachers to engage students in personalized learning. Students are therefore empowered to choose how and when they want to learn since learning resources are made readily available to them.

The functions of the learning environment are as follows:

- ★ An Active learning environment engages students to use technology as a tool rather than passively receiving information from technology.
- ★ A Collaborative learning environment engages students to collaborate with others rather than working individually at times.

- ★ A Constructive learning environment allows the students to connect new information to their prior knowledge rather than passively receive information.
- ★ An Authentic learning environment allows the students to link learning activities to the world beyond the instructional setting rather than de-contextualized assignments.
- ★ A Goal-Directed learning environment allows the students to set goals, plans, activities, monitor progress, evaluate results, rather than simply completing tasks without reflections.

Essentially, the NxGBL Program enables DLSZ to achieve its educational goals and objectives by ensuring that effective teaching and learning takes place regardless of the prevailing conditions brought about by disruptions due to the pandemic.



CURRICULA IMPLEMENTATION

A. Online Instructional Design

1. Instructional Continuity Planning Forms

DLSZ identified the need to ensure and plan for continuity of learning by redesigning its curriculum to deliver instruction in the hybrid partial mode. The forms ensure that the essential competencies are prioritized and that standards are met through the series of lessons prepared by the teachers. The alignment with the standards, flow of activities and progression are prioritized in the planning of learning activities both for in-person and online classes.

B. Learning Process

1. The students are provided with well-researched and curated content as well as teacher-made hand-outs, demonstration videos, slides, and interactive tools.
2. These are posted in an orderly manner on the students' primary Learning Management System (N&H for Preschool and Canvas for Grades 1 to 6). Details are seen on the secondary LMS (Seesaw for Pre-Kinder to Grade 3).
3. There are two modes of instruction: In-Person and Online.

4. In-Person Activities prioritize the engagement of students in hands-on activities.
5. For Online Learning, synchronous (live discussions) and asynchronous (independent learning tasks) are used.
6. The school anticipates an interruption of the Internet connections, especially during live discussions. If the interruption affects the entire schedule, the students are asked to accomplish the tasks posted in the LMS.
7. Should there be a community health concern, scheduled in-person meetings will be conducted online.

C. Protocols for parental assistance to students during home-based learning

In performing home-based activities, the parents, guardians, or tutors may assist their child/children in performing the activities at home. The school highly advises the parents to follow the protocols provided below to maintain consistency and quality of home-school learning practices.

As a general policy, all school-related activities and assessments provided online should be done independently by the student/s. But due to the "new normal" situation, a greater degree of assistance may be extended to the students which include but is not limited to:

1. Physical assistance (when the student needs someone to hold, give, clean, arrange, fix things for him/her).
2. Personal sharing (parents, guardians, or tutors may give additional discussions or personal sharing to enhance the topic or lesson).
3. Additional enhancement materials (parents may give additional video, audio, or written materials to increase the child's mastery of the lesson).
4. An additional explanation to understand the use of technology tools or guides (when the student uses a tool for the first time).
5. An additional explanation to understand instructional processes (when the student can't find a page of a reference/book or understand an instruction).
6. Emotional help (it is highly suggested that parents/guardians provide motivation each day).
7. Psychological help (parents may help build personal learning targets to achieve goals).

The limitation of the degree of assistance is best determined by the parents/guardians. It is suggested that any assistance that may lead the child to become over-dependent is no longer advisable. Over-dependency will lead to a lack of understanding and poor performance. By the end of the term, mastery of knowledge and skills will be assessed through the supervision of the school.

D. Learning Management System (LMS) and Online Learning Tools

1. Learning Management Systems(LMS)

To establish an improved digital classroom environment for all our students and enable our school to better engage, share, and participate in a collaborative learning community, the school has partnered with Instructure for Canvas, a learning management system (LMS) used by many leading educational institutions globally. Canvas is established as the primary LMS for Grades 1 to 6.

On the other hand, Seesaw will be used in Pre-Kinder to Grade 3 for the student-friendly creative tools, but Canvas will provide a framework and additional tools to facilitate online learning. In addition, institutional announcements and other relevant information will be posted in the DLSZ family portal, a homegrown school site.

2. Online Tools and Resources

Various resource materials are prepared by teachers for students' use/reference like learning playlists, learning modules, pre-recorded and teacher-curated instructional videos, and handouts with specific procedures for hands-on tasks, among others. Towards the end of the lesson, students respond to a checklist and a self-assessment, where they jot down challenges/realizations while completing a task.

E. Learning Materials and Other Related Concerns

Lower Grades (PK-G3)

- Students will use printed books, electronic handouts tools, and resources.
- The main instructional resources will be shared with the students through Seesaw for Pre-Kinder and Kinder, and Canvas for Grades 1 to 3
- The students and parents will use the application Seesaw as the LG's secondary LMS

Upper Grades (G4-G6)

- e-books, tools, and resources are used and distributed through Canvas, the primary LMS

Both Lower Grades (LG) and Upper Grades (UG)

- For LG and UG, all LMS codes, tutorials, troubleshooting techniques, FAQs, and general instructions on the use of both the primary and secondary LMS are posted in the school's family portal as well as Canvas and Seesaw.
- The lesson is designed in such a way that it follows a learning playlist model. The tasks in the learning playlist will be labeled imperative, negotiable, and optional. Attendance will be based on weekly submission of the requirements labeled as imperative. A student who fails to submit a requirement when due will be invited to consult with the teacher during the designated consultation hours.
- For group works, only digital collaboration will be allowed. The school shall never ask students to physically meet even if they live in the same area.
- Hands-on activities, especially for LG students, should always be supervised by an adult member in the house.
- Weekly Learning Plan is posted on the Notes and Homework (N & HW) site in the family portal for Pre-Kinder and Kinder, and Canvas for Grades 1 to 6. Should a student miss a class, parents, and students may visit the school site or LMS for the list of lessons and tasks to accomplish and submit.

The Student's Learning Schedule for Preschool is posted on their N & HW site or the LMS for Grades 1 to 6. For valid reasons, students may be excused from joining live discussions. An excuse letter from the parents will be required.



STUDENT ASSESSMENTS

- ❖ Types of assessments for online distance learning:

- Formative Assessments – show evidence of students' learning. Teachers use a variety of appropriate strategies and selected technology tools to provide the students with feedback on their progress.
 - Summative Assessments (SA) – evaluate student learning at the end of an instructional unit. This is used to determine whether the students have met the content and performance standards.
 - o Written Works (WW) – measure the skills and knowledge acquired and understanding developed by the students after a lesson has been taught and formative assessments show their readiness; these assessments are more directed to the higher-level cognitive skills of evaluating and creating.
 - o Assessments for Understanding (AU) - measure the students' level of understanding during the whole trimester. Summative assessments that are identified under this grade component are composed of performance-based items, with emphasis placed on constructed responses and scaffold activities enabling them to demonstrate understanding as evidence of their learning. Essential to AU is the students' self-reflection of their learning in preparation for knowledge and skills application through their performance tasks. These assessments have more than one entry and can be administered at any time within the trimester.
 - o Performance Tasks (PT) – determine if students are able to demonstrate and apply their knowledge and understanding of their lessons through authentic or real-life situations individually or in collaborative groups.
 - Self-Assessments – gauge whether students have successfully framed the lesson from their perspective vis-à-vis learning targets. These learning targets help students understand the purpose of the lesson and the expectations of teachers as well as their self-expectations. This may also include reflections and journal entries where they think about their own learning and how they are able to use this to improve themselves.
- ❖ Students need to take the assessments by themselves in order for them to truly know their progress and achievement; an **academic honor code** will be obtained from students and parents/guardians signifying that the students answered scheduled summative assessments on their own and without any assistance or coaching from parents/guardians.



YOUNG LASALLIAN HONOR CODE

All assessments that will be administered will ask learners to adhere to the following expected behaviors

when completing the task:

I will exercise honesty in completing my assessments.

- ★ I will do and finish them on my own.
- ★ I will answer the tests based only on how I understand the topic/s and not look for the answers from my notes, the internet, or other resources. I will keep the answers only to myself and show them only to my teacher. I will make sure that I follow the Lasallian Honor Code and the school's standards of online behavior while I am taking my assessments.
- ★ I recognize that I am responsible for understanding the provisions stated in the Student Handbook including the offenses and sanctions related to the completion of my assessments.

Additionally, they will be reminded that:

"Copying a text word-for-word (submitting work composed of the major section, or a great portion of a paper, copied verbatim from a source), patchwork (or changing a few words to create a "paraphrase" but otherwise copied verbatim) or lifting of keywords and phrases, or any other form not mentioned here shall be construed as plagiarism. "(DLSZ Student Handbook, Section 9.1.8)



GRADING SYSTEM AND GRADING COMPONENTS

Pre-Kinder and Kinder

Together with the Philippine Early Childhood Development Checklist (PECD) that is prescribed by the Department of Education, a Developmental Checklist is used for both Pre-Kinder and Kinder to evaluate pupil performance. The competencies included in the report are based on the DSLZ Curriculum for Early Learners.

The report is issued at the end of each trimester to inform parents about their child's learning achievement. It reflects the child's levels of progress in different domains of development and shows in which areas additional time and follow-up are needed to help the learner achieve the competencies

expected in the designated age group. Rubrics are used to evaluate progress, the criteria for which are primarily anchored on the learner's ability to consistently and independently perform each expected competency.

The following performance indicators are used to indicate the pupil's level of proficiency in each competency:

| Key Performance Indicator | |
|---------------------------|--|
| Code | Description |
| Consistent (C) | <ul style="list-style-type: none"> ★ Always demonstrates the expected competency ★ Always participates in the different activities, works independently ★ Always performs tasks, advanced in some aspects |
| Developing (D) | <ul style="list-style-type: none"> ★ Sometimes demonstrates the competency ★ Sometimes participates, minimal supervision ★ Progresses continuously in doing assigned tasks |
| Beginning (B) | <ul style="list-style-type: none"> ★ Rarely demonstrates the expected competency ★ Rarely participates in class activities and/or initiates independent works ★ Shows interest in doing tasks but needs close supervision |

Grade 1 to Grade 6

- ❖ In accordance with DepEd Order 8, series of 2015 and in view of DepEd Order No. 31, s. 2020
- ❖ Grade Components for Core Areas:
 - Written Works (Knowledge, Process, Understanding) - 40%
 - CUA/ Assessment for Understanding (Understanding) - 20%
 - Performance Tasks *with scaffolding* (Performance) - 40%
- ❖ Grade Components for Special Areas:
 - Written Works (Knowledge, Process, Understanding) - 30%
 - CUA/ Assessment for Understanding (Understanding) - 20%
 - Performance Tasks *with scaffolding* (Performance) - 50%
- ❖ Performance of Students are reported based on a numerical grading system:

| Level of Proficiency | Abbreviated Level of Proficiency | Equivalent Numerical Value |
|----------------------|----------------------------------|----------------------------|
|----------------------|----------------------------------|----------------------------|

| | | |
|-------------------------|----|--------------|
| Advanced | A | 90-100 |
| Proficient | P | 85-89 |
| Approaching Proficiency | AP | 80-84 |
| Developing | D | 75-79 |
| Beginning | B | 74 and below |



REMEDIAL AND INTERVENTION CLASSES

Based on the assessed performance of learners, teachers will determine those who may need extra practice, drills, and a variety of learning experiences to ensure that they master competencies, skills, and assimilate course content. To address this concern intervention classes at extended hours are offered by the school.

- ❖ These classes will be offered after the consultation period for one hour once a week in Reading, Math, and Filipino.
- ❖ Identified students will be sent letters to inform parents of the schedule for the classes.