




Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF DAPITAN CITY

DIVISION MEMORANDUM

No. III s. 2022

To: All PSDs and PICDs
All Elementary and Secondary School Heads
This Division

From: For the Schools Division Superintendent


OLIVER B. TALAOC, Ed.D.
OIC-Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Subject: Corrigendum, Addendum to Division Memorandum No. 82, s. 2022 dated February 18, 2022.

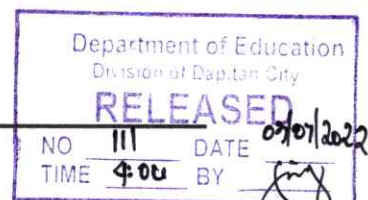
Date: March 7, 2022

1. Attention is invited on item number 2 and its corresponding annexes which are hereby revised.
2. The corresponding revision, corrigendum and addendum is found in annexes A (Specifications and Guidelines in Region-Initiated SLM Development), Annex 1A (Evaluation Checklist for Content), Annex 1B (Evaluation Checklist for Language), Annex 1C (Evaluation Checklist for Layout and Format of DepEd-Developed SLMs, Annex D (Final List of Writers), Annex E (Final List of Illustrators), Annex F (Final List of Language Evaluators), Annex G (Final List of Content Evaluators).
3. All SLM writers shall automatically become the Layout and Format Evaluators at the same time.
4. All writers shall follow the guidelines set forth by DepEd in writing SLMs.
5. All SLM writers, illustrators and evaluators shall coordinate with the Division MAPEH Supervisor and the LRMDs Supervisor regarding the mechanics on the said SLMs writing.
6. The Language and Content Evaluators shall conduct review and effect necessary corrections on the SLMs, which will be coordinated with them by the PDO II of this division.
7. All writers shall communicate and submit the needed images to be created with the head illustrator Mr. Edgardo P. Jamilar, Jr. @ msgr Group Chat: MAPEH SLM developers Q1 before March 11, 2022.
8. All Language and Content Evaluators shall submit their contact details to the Learning Resource Management, through PDO Ruby Panguntalan @ 09505664380, not later than May 10, 2022.
9. Immediate dissemination of this memorandum is desired.

CD-MAPEH-03
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Annex A

Specifications and Guidelines in Region-Initiated SLM Development

A. Elements of the SLMs

Front Matter

1 Front Outside Cove Page

- It contains:
 - Resource Title (Learning Area, Quarter Number, Module Number, Lesson Title)
 - Violator
 - Region IX Logo
 - Grade level identifier
 - Cover Art

Body (Inside Page)

2 Introduction

- It contains learning objectives to be developed in a material
- It introduces the topic/content of the module briefly.
- It uses the learner's language and must be conversational.

3 Pre-assessment

- This is given to check what the learner knows about the lesson to take.
- Test item-range shall be as follows:

Key Stage 1	:	5 items
Key Stage 2	:	10 items
Key Stage 3	:	15 items
Key Stage 4	:	15 items

4 Lesson Proper

- Review
 - Connects the current lesson with the previous lesson by going over concepts that were learned previously
- Activity
 - Introduces the new lesson through a story, a poem, song, situation or an activity
- Discussion of the activity
 - Questions that will help the learner discover and understand the concept
 - Questions shall be asked in a logical manner that leads to formative assessment.
- Mini lesson
 - A brief discussion of the lesson
- Enrichment Activity
 - Guided/Controlled Practice
 - Guided/Controlled Assessment
 - Independent Practice
 - Independent Assessment

5 Generalization

- A question, fill in the blank sentence/paragraph to process what the learner learned from the lesson

6 Application

- An activity that shall transfer the skills/knowledge gained or learned into real-life concern/situations.

7 Post Assessment

- This evaluates the learner's level of mastery in achieving the learning objectives.
- The task given shall validate the concepts and provide more opportunities to deepen the learning
- Test item-range shall be as follows:

Key Stage 1	:	5 items
Key Stage 2	:	10 items





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Key Stage 3 : 15 items
 Key Stage 4 : 15 items

8 Additional Activity

- An activity in any form that can increase the strength of the response and tends to induce repetitions of actions/learning.

Back Matter

9 Answer Key

- It contains answers to all the activities in the material.
- It shall be written upside down.

10 Reference

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

11 Copyright Page

- Contains:
 - Title
 - Copyright
 - Publisher
 - Development Team
 - Address
 - Contact Number
 - Office of the management team

The elements of the body shall be specifically designed to suit the grade level of the learners

Grades 1 to 12

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Guided Activity 1 Assessment 1 Guided Activity 2 Assessment 2 Independent Activity 1 Assessment 1 Independent Activity 2 Assessment 2	What's More	Pagyamanin
Generalization	What I Have Learned	Isaisip





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Application	What I Can Do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain

B. Language

1. It shall use appropriate language and vocabulary.
2. The length of the sentences, paragraphs shall be age appropriate.
3. The language to be used for the mother manuscript shall be:
 - 3.1 K to 3 – All learning areas except English is Filipino
 - 3.2 Grades 4 to 12
 - Filipino, EsP – Filipino
 - English, Science, and Math – English
 - MAPEH, EPP/TLE
 - Grades 4 to 5 – Filipino
 - Grades 6 to 12 – English
 - Araling Panlipunan
 - Grades 4 to 10 – Filipino

C. Illustrations

1. Illustrations shall adhere to the Social Content Guidelines.
2. Filipino characters (if applicable) shall be the subject of illustrations.
3. People, animals, places, and objects shall be appropriated to the age, grade level and context of the learners.
4. illustrations shall clarify and/or enhance concepts.
5. Illustrations and visuals shall be gender and culture sensitive.
6. Title written in the cover art shall convey the theme of the module and must be interesting to the learner.

D. Technical Specification

1. Page Design and Lay out

• **Page Set up**

Grade Level	Paper Size	Orientation	Margin	Format	Required Number of Pages
Grades 1 to 2	A4	portrait	Top: 1" Left: 1" Right: 1" Bottom: 1"	Mirror Margins	8 pages
Grades 3 to 6					16 pages
Grades 7 to 12					32 pages














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• Body Text Specification

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

• Front Outside Cover




- Background color of SLMs shall be white.
- Color of the Grade Level Identifier shall be as follows:

Learning Area	Color	C	M	Y	K
English	light blue 	70	15	0	0
Filipino	dark blue 	100	85	35	25
Science	orange 	0	75	100	0
Mathematics	green 	80	5	85	0
Araling Panlipunan	red 	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	40	65	90	35
Music and Arts	canary yellow 	5	0	90	0
Physical Education and Health	canary yellow 	5	0	90	0
Mother Tongue-Based Multilingual Education	white 	0	0	0	0





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Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	violet 	70	70	0	0
Kindergarten	pink 	0	70	0	0
Senior High School	black 	75	68	67	90

E. Digital File Management

1. SLMs shall be encoded using Microsoft Word.
2. There shall be one digital file per module
3. There shall be eight modules in a quarter.
4. Each module file shall be named following this format:

learning area with grade level_ quarter number_ lesson title_ version number

Example: **science8_q1_mod1_nature-of-biology_v1**

5. The manuscript which passes the division review and QA shall be version 1 of the module.
6. Ready to print module shall be stored as doc and pdf files.

F. 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 Annual 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.



ANNEX 1A

**EVALUATION CHECKLIST FOR CONTENT
For DepEd-developed Self-Learning Modules**

Learning Area: _____ **Grade Level:** _____ **Quarter:** _____

Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.
2. Put a check mark (☐) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

<i>Standard/Criterion Items</i>	YES	NO
Factor I. Most Essential Learning Competencies (MELCs)		
1. The SLM covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.		
2. The SLM sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.		
Factor II. Instructional Design and Organization		
1. SLM has learning objectives that are anchored on the MELCs.		
2. SLM uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.		
3. SLM has content that is logically developed and organized, i.e., lessons/activities are arranged from simple to complex, from observable to abstract.		
4. SLM contains essential instructional design elements that contribute to the achievement of learning objectives.		
5. SLM allows for review, comparison, and integration with previous lessons (if applicable).		

6. SLM uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user's interest and engagement.		
7. SLM uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.		
8. SLM has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.		
9. SLM develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).		
10. SLM integrates desirable values and traits.		
Factor III. Instructional Quality of Text and Visuals		
1. All contents in the SLM are accurate.		
2. The SLM is free from any social content violations.		
3. The SLM has free from factual errors.		
4. The SLM is free from computational errors (if applicable).		
Factor IV. Assessment		
1. The SLM provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in a module..		
2. SLM has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).		
3. The SLM provides variety of assessment types. Note: There should at least 3 assessment types in a module.		
4. The SLM contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.		
5. The SLM has assessment activities that ensure active engagement of the learners.		
6. The SLM has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.		
7. The SLM has pre- and post- assessment items that are constructed differently.		
Factor V. Readability		

1. Vocabulary used in the SLM is appropriate to the target user's level of comprehension and experience.		
2. Length and structures of sentences in the SLM are suited to the comprehension level of the target users,		
3. Paragraph structures in the SLM facilitate smooth flow of ideas and concepts.		
4. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.		
5. Instructions, discussion points, questions, and activities are clear to the target users.		
Factor VI. Referencing and Source Citation		
1. The copyrighted texts and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources are cited) containing the following: - Title of the work - Name of creator - Title of source - Title of source where the work is included, and/or publication details		
2. The references are properly cited in the Reference List containing the following: - Name of creator - Title of source - Publication details; publisher, location of publisher, date of publication, etc.		

Prepared by:

Evaluator 1: Printed Name

Signature:

Evaluator 2: Printed Name

Signature:

Date:

ANNEX 1B

**EVALUATION CHECKLIST FOR LANGUAGE
For DepEd-Developed Self-Learning Modules**

Learning Area: _____ **Grade Level:** _____ **Quarter:** _____

Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.
2. Put a check mark (☑) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

Standard/Criterion Items		YES	NO
Category A. Coherence and Clarity of Thought			
1.	Do the statements / phrases make sense?		
2.	Do the sentences in the paragraph contribute to one idea?		
3.	Are the thoughts / ideas logically sequenced?		
4.	Are conjunctions and transitional phrases used to link sentences or paragraphs?		
5.	Is the choice of words / expressions appropriate?		
6.	Is the length of sentences appropriate to the target learners?		
7.	Is the language appropriate for the target learners?		
8.	Are the headings or titles appropriate to the content?		
9.	Is there proportional or equal treatment of topics of the same importance?		
Category B. Grammar and Syntax			
1.	Does the set of SLMs have correct subject - verb agreement?		
2.	Does the set of SLMs have correct placement of modifiers?		

3.	Does the set of SLMs have clear antecedents?		
4.	Does the set of SLMs have correct parallel construction?		
5.	Does the set of SLMs have no split infinitives?		
6.	Does the set of SLMs have no overused words?		
7.	Does the set of SLMs have no redundancies?		
Category C. Spelling and Punctuation			
1.	Are words, whether local or foreign, correctly spelled?		
2.	Are the right punctuations in the right places?		
3.	Is the use of the serial comma (comma before <i>and</i> and <i>or</i>) observed?		
Category D. Consistency in Style			
1.	Where alternative spellings are permitted, was a choice made and used consistently throughout the materials?		
2.	Are main heads, subheads, sections, and subsections consistently classified?		
3.	Is the need for the same tense or person observed?		
4.	Are the rules on capitalization, hyphenation, setting off in italics or boldface followed?		
5.	Is there consistence in phraseology of titles, presentation or introduction of new chapters or units?		

Prepared by:

Evaluator 1: Printed Name

Signature:

Evaluator 2: Printed Name

Signature:

Date:

ANNEX 1C

**Evaluation Checklist for Layout and Format
of DepEd-developed Self-Learning Modules**

Learning Area: _____ Grade Level: _____ Quarter: _____

Module Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the three (3) factors below.
2. Put a check mark (☐) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

<i>Standard / Criterion Items</i>	YES	NO
Factor I. Physical Attributes		
1. Cover elements are correct and complete. <ul style="list-style-type: none"> ● Grade Level Identifier ● DepEd Logo ● Learning Area ● Quarter Number / Module Number ● Title ● Cover Art 		
2. All the following necessary elements in the SLM are complete. <ul style="list-style-type: none"> ● Preliminary Pages <ul style="list-style-type: none"> ○ Title Page ○ Copyright Page ○ Introduction ● Body <ul style="list-style-type: none"> ○ Overview ○ Presentation ○ Application ○ Generalization / Synthesis ○ Post Assessment ● References ● Answer Key 		

Factor II. Format		
1. Headings has consistent heading styles (i.e., main heads, subheads, sections, and subsections).		
2. The size of letters in each page is appropriate for the target user.		
3. Font styles in each page are appropriate for the target user.		
4. Each page observe proper spacing between letters, words, and paragraphs		
5. The pages observe appropriate balance of illustrations and texts.		
Factor III. Visuals		
Note: Visuals refer to line drawings, photographs, maps, tables, graphs, etc. in the SLM.		
1. The visuals used are simple, relevant, and easily recognizable.		
2. The visuals are proportionately drawn in size, appropriately placed in the page, and use appropriate color when needed.		
3. The visuals are properly labelled / captioned.		
4. Visuals are consistently clear in content and detail.		
5. The visuals of a process involving separate steps or actions are consistent and have individual pictures or frames.		

Prepared by:

Name of Evaluator: _____

Signature: _____

Date Accomplished: _____



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Annex D

Final List of MAPEH SLM Writers

Grade Level	Music	Arts	PE	Health
1	Mary Lou P. Dajuela, Dapitan CS	Macrina T. Elope, Sulangon Dist.	Venus E. Zamoras, Dap. Exp. ES	Genalyn T. Daan, Sulangon Liyang ES
2	Diosmie E. Jatico, Dapitan CS	Judith D. Bolasco, Dap Exp. ES	Leah T. Dionaldo, Capucan ES	Jazah Mae V. Francisco, San Francisco ES
3	Mercy L. Boligao, Sulangon Dist.	Mary Jane S. Engcol, Dapitan CS	Mary Cris Aubrey V. Gahuman, Polo ES	Kathleen T. Busico, Dap Exp ES
4	Anecita C. Elumbaring, Oro ES	Gloria J. Galleposo, Sulangon Dist.	Felix A. Gentiles, Dapitan Exp ES	Richie G. Baes, Sto. Nino ES
5	Henry Acaylar, Dapitan CS	Maribel D. Balladares, Taguilon ES	Cherry Mae C. Jauculan, Owaon ES	Maricel Jamolod, Antipolo ES
6	Roel S. Elcamel, Owaon ES	Jean T. Dawa, Sulangon Dist.	Alfredo H. Ferolino, Larayan ES	Mary Joyce July B. Galleposo, Dapitan CS
7	Dannah P. Yorong, Potungan NHS	Jacklyn L. Academia, Aseniero NHS	Arsel P. Mendez, Dakak NHS	Rowena Subito, Barcelona NHS
8	Shaira B. Duhaylungsod, Dapitan CNHS	Kristine Jane Kho, Aseniero NHS	Ellem N. Antivo, Dap CNHS	Ren Markhem A. Sumaylo, Potungan NHS
9	Bamie Lantaca, Potungan NHS	Roshpell Cagatan, Sulangon NHS	Edilyn C. Baguio, Sulangon NHS	Rhodora Q. Atmospera, Dakak NHS

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10	Leopoldo G. Pacaro, Ilaya NHS	Jan Hope S. Verano, Barcelona NHS	Kyt Princess Abal, Ilaya NHS	Kristine S. Gallosa, Dapitan CNHS
11&12			Mary Jane B. Abarico, Dapitan CNHS	Mac Alfred B. Malacat, Dapitan CNHS
11&12 (CPAR)		Maricris Edalyn B. Dagpin, Dakak NHS and Marjo Faith Malana, Potungan NHS		

Cont. Annex D

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Annex E

Division Pool of SLMs Illustrators

Name	School
Edgardo P. Jamilar, Jr (Head Illustrator)	Dapitan City Experimental ES
Jade M. Andag (Asst. Head Illustrator)	Sulangon Central School
Rhoda May S. Ruiz	Dapitan City Central School
Julro E. Gahisan	Canlucani Elementary School
Ken May Cagatin	Ba-ao Elementary School
Ma. Luisa P. Laput	Dapitan City Central School
Rosela C. Drilon	Owaon Elementary School
Liezl D. Lagasca	Napo Elementary School
Dorothy Bongabong	Sulangon Central School
Noel Ian C. Decipolo	Potungan District
Rola O. Saguin	Dapitan City Central School
Evangelyn C. Tumapon	Napo Elementary School
Mary Rocedel B. Lagutin	Dapitan SPED Center
Rochen P. Gumbason	Daro Elementary School
Maricel A. Largo	Sulangon District
Ronald M. Esmade	Antipolo Elementary School
Joy E. Lagasca	Taguilon Elementary School
Elaine M. Bantilan	San Pedro IS
Hanna Marie C. Briones	Sigayan Elementary School
Lucilito T. Daan	Ilaya National High School
Roel S. Rudas	Sulangon NHS

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Annex F

List of Language Evaluators

Grade Level	Name of Evaluators	School
Grade 1-5	Annie Santos	Taguilon Elem School
	Wendy Baje	Dapitan City NHS
	Julieta Tibon	Burgos ES
	Gina Acoymo	Ilaya NHS
	Adela Luang	Kauswagan IS
Grade 6-12	July G. Saguin	Dapitan City NHS
	Norams D. Abne	Sulangon NHS
	Gil C. Malacat	Ilaya NHS
	Ursulita A. Rafanan	Dapitan City NHS
	Annafiela B. Quimiguing	Dapitan City NHS
	Gay Icao	Polo ES
	Jocelyn Proceso	Guimputlan ES

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Annex G

List of Content Evaluators

Grade Level	Name	School
1	Petronila J. Dequina Georie O. Andilab May Kristine R. Cagatan	Antipolo ES Taguilon ES San Francisco
2	Grace S. Tago Estrellita C. Decipolo	San Pedro ES Burgos ES
3	Ma. Chona T. Jasme Annelyn G. Samarinta	Larayan ES Liyang ES
4	Rinalyn U. Mongcupa Marlon S. Eguia	Aseniero ES Dapitan CS
5	Hazel B. Dagpin Janeth P. Saldon Marietes O. Crawford December T. Arboiz	Sulangon CS Dapitan SPED San Vicente ES Taguilon ES
6	Jun Carlo Tenio Mary Joy Villaroman Jomar Dagaya	Bacong ES Diwaan ES Ilaya ES
7	Suzette Recamara Delean Manugas Russel S. Castillon Josephine C. Cabasag	Sulangon NHS Dapitan CNHS Dapitan CNHS Dapitan CNHS
8	Aileen A. Tome Juvylaine L. Dangcalan	Dapitan CNHS Potungan NHS
9	Norams D. Abne Ligaya B. Empeynado Minerva G. Paler	Sulangon NHS Potungan NHS Dapitan CNHS
10	Gil C. Malacat Minerva G. Paler Gerardo C. Jalosjos	Ilaya NHS Dapitan CNHS Dapitan City NHS
11	Gil C. Malacat Minerva G. Paler	Ilaya NHS Dapitan CNHS
12	Gil C. Malacat Minerva G. Paler	Ilaya NHS Dapitan CNHS

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