

MANRESA SCHOOL

BF Homes, Parañaque City

SY 2020 - 2021



GRADE SCHOOL DEPARTMENT

ONLINE DISTANCE LEARNING PRIMER

VISION – MISSION STATEMENT



We, the discerning educative family of Manresa School, faithful to the charism of St. Candida Maria de Jesus, envision a Christ-centered community where God is Father and all are brothers and sisters who build a world that loves God, mankind, creation, and country.

We commit to the integral Christian formation of children and youth into mature Christians who:

- cultivate the culture of excellence and 21st century skills;
- uphold life and human dignity and live the values of honesty, simplicity, integrity, inner-directedness, and love for the poor;
- serve everyone and respond to the present challenges of time in the spirit of stewardship and universalism.

Thus, we become lifelong learners, upright leaders, and useful members of society and church.

We entrust all our efforts under the maternal guidance of Mary Immaculate, our model.

Revised 2020

OUR CHARACTERISTIC WAY OF EDUCATING

As a Catholic institution, Manresa School collaborates actively in the Church's mission of evangelization and social transformation. Through integral education, the school continuously works for the education of the "whole person" and the proclamation of the Christian concept of person, life, and the world (OCWE 10-11). Specifically, the Manresa School curriculum in the Grade School Department also includes the following features:

HOLISTIC

Holistic education is concerned with the development of every learner's intellectual, emotional, social, physical, artistic, creative, and spiritual potentials. It seeks to engage the learners in the teaching-learning process and encourages personal and collective responsibility.



VALUE-BASED EDUCATION

It is an approach to teaching that works with values. This approach creates a strong learning environment that enhances academic achievement and develops learners' social and relationship skills, intelligences, and attitudes to succeed at school and throughout their lives. The positive learning environment is achieved through the positive values modeled by the teachers, parents, and school staff.



LEARNER-CENTERED

This approach encompasses methods of teaching that shift the focus of instruction from the teacher to the learner. This approach is self-guided, self-paced learning, or experiences that occur outside of the traditional classroom settings, such as Online Distance Learning (ODL), travel experiences, community field trips, etc. It focuses on skills and practices that enable lifelong learning and independent problem solving. It gives the learners opportunities to lead learning activities, participate more actively in discussions, explore topics that interest them, and design their own learning projects.



INTERACTIVE LEARNING

Online Distance Learning with the Utilization of Interactive Learning Activity Sheets features the teacher facilitating and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. A module-type printed material called the Interactive Learning Activity Sheets (ILAS) supports their learning. Each ILAS provides knowledge of concepts and skills toward proficiency in a given subject area.



INTEGRATED

Integrated approach allows the learners to explore, gather, process, refine, and present information about topics they want to investigate or engage in without the constraints imposed by traditional subject barrier. It allows the learners to engage in purposeful, meaningful, and relevant learning.



EXPERIENTIAL LEARNING

Experiential learning approach is a process through which the learners develop knowledge, skills, and values from direct experiences outside a traditional academic setting. It is a designed learning experience that includes the possibility to learn from consequences, mistakes, and successes.



INNOVATIVE

Innovative approach is where teachers are inventive and creative; where they continue to discover and devise new methods and contents to ensure that the learners always get the best learning experiences.



SCHOOL CALENDAR

Following the instruction of the Department of Education, school year 2020-2021 will commence on August 24, 2020 and will close on April 30, 2021.

Grade School and Junior High School will continue to adopt a trimestral schedule. On the other hand, the Senior High School department will maintain the semestral schedule.



GRADE SCHOOL and JUNIOR HIGH SCHOOL

First Term

August 24 to November 13, 2020



Second Term

November 16, 2020 to February 5, 2021



Third Term

February 8 to April 30, 2021



SENIOR HIGH SCHOOL

First Semester

August 24 to December 18, 2020

Second Semester

January 4 to April 30, 2021

Semestral break covers October 31 to November 3, 2020. Christmas break starts on December 19, 2020. Classes resume on January 4, 2021.

CURRICULUM

With Online Distance Learning (ODL) as the 'new normal', the curriculum will be focused on, but not limited to the Most Essential Learning Competencies (MELCs) as prescribed by the Department of Education (DepEd) as the primary reference for all schools. The school refers to the MELCs in creating learning activity sheets, modules, and other instructional materials.


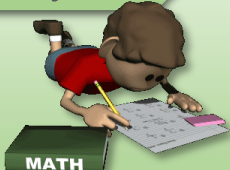


The following are the subjects to be offered for each grade level:



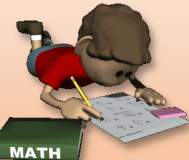



Kinder	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Filipino 6. Music 7. Arts 8. Physical Education 	<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Physical Education 	<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Physical Education 	<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Music 9. Arts 10. Physical Education 11. Computer

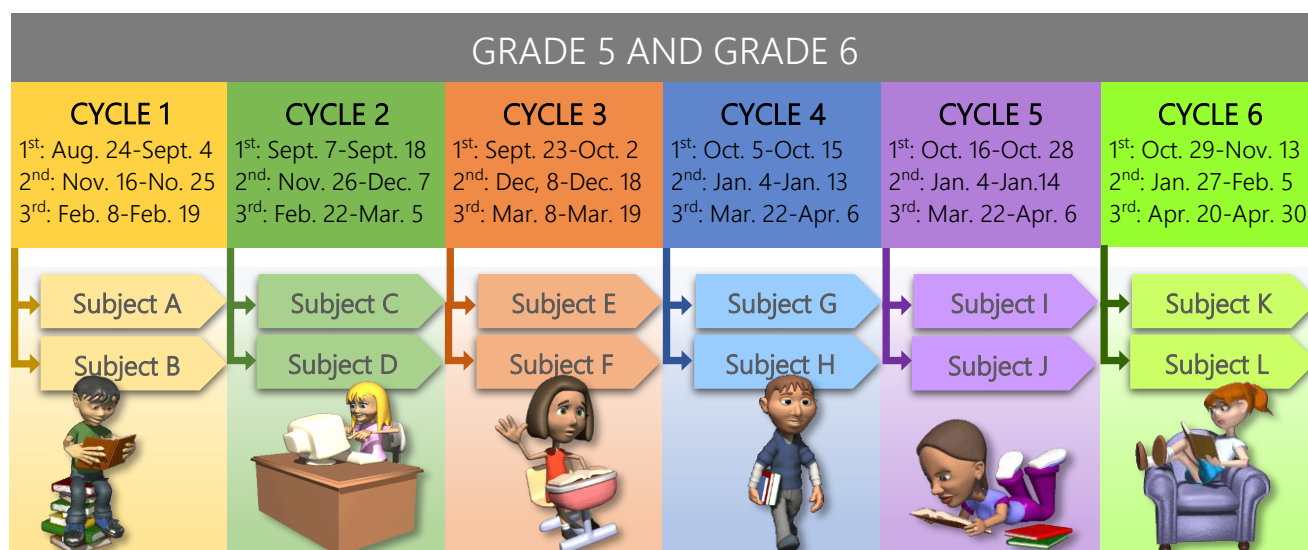
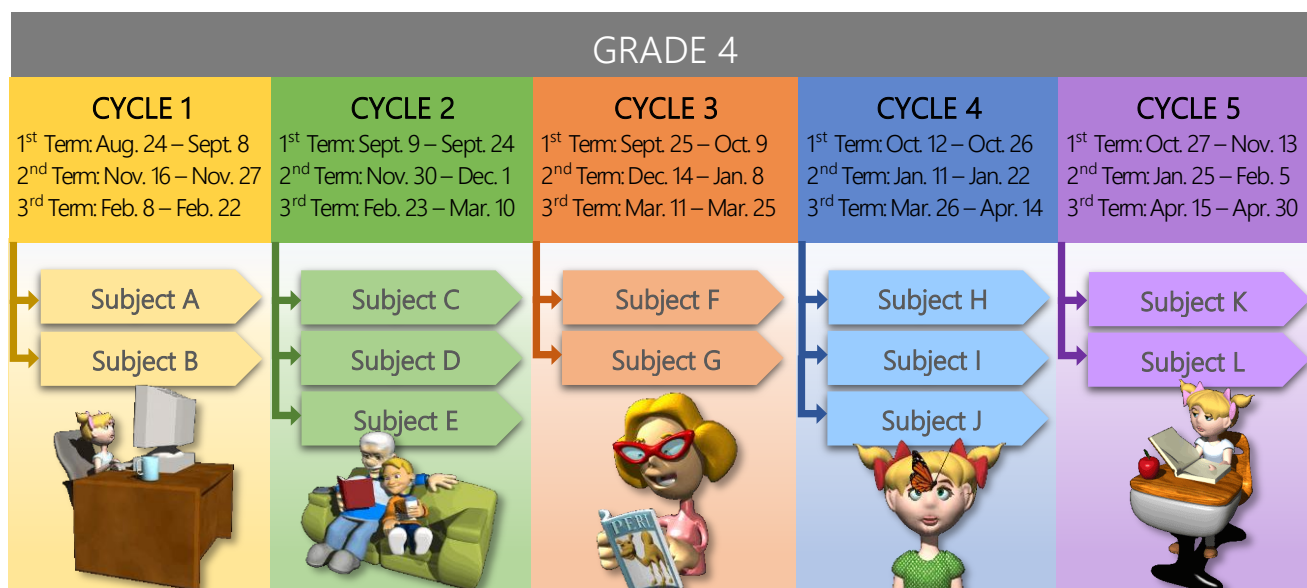
Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Music 9. Arts 10. Physical Education 11. HELE 12. Computer 	<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Music 9. Arts 10. Physical Education 11. HELE 12. Computer 	<ol style="list-style-type: none"> 1. Christian Living Experience 2. Mathematics 3. Language 4. Reading 5. Science 6. Filipino 7. Araling Panlipunan 8. Music 9. Arts 10. Physical Education 11. HELE 12. Computer

ONLINE CLASS SCHEDULES

Online class schedules are designed so that learners will focus on two to three subjects at a time within a specific period, which is referred to as *cycle*. The term is divided into 4 to 6 cycles. Each cycle consists of specific number of days. Within these specified days per cycle, learners will concentrate only on 2 - 3 subjects in order to avoid unnecessary academic stress detrimental to their mental health. This also ensures that they will master the competencies within the given cycle before they venture to the next set of subjects.

KINDER, GRADE 1, AND GRADE 2			
CYCLE 1 1 st Term: Aug. 24 - Sept. 11 2 nd Term: Nov. 16 – Dec. 1 3 rd Term: Feb. 8 – Feb. 26	CYCLE 2 1 st Term: Sept. 14 – Oct. 1 2 nd Term: Dec. 2 – Dec. 18 3 rd Term: March 1 – Mar. 18	CYCLE 3 1 st Term: Oct. 2 – Oct. 21 2 nd Term: Jan. 4 – Jan. 19 3 rd Term: Mar. 19 – Apr. 12	CYCLE 4 1 st Term: Oct. 22 – Nov. 13 2 nd Term: Jan. 20 – Feb. 5 3 rd Term: Apr. 13 – Apr. 30
Subject A Subject B 	Subject C Subject D 	Subject E Subject F 	Subject G Subject H 

GRADE 3					
CYCLE 1 1 st : Aug. 24-Sept. 4 2 nd : Nov. 16-No. 25 3 rd : Feb. 8-Feb. 19	CYCLE 2 1 st : Sept. 7-Sept. 18 2 nd : Nov. 26-Dec. 7 3 rd : Feb. 22-Mar. 5	CYCLE 3 1 st : Sept. 23-Oct. 2 2 nd : Dec. 8-Dec. 18 3 rd : Mar. 8-Mar. 19	CYCLE 4 1 st : Oct. 5-Oct. 15 2 nd : Jan. 4-Jan. 13 3 rd : Mar. 22-Apr. 6	CYCLE 5 1 st : Oct. 16-Oct. 28 2 nd : Jan. 4-Jan.14 3 rd : Mar. 22-Apr. 6	CYCLE 6 1 st : Oct. 29-Nov. 13 2 nd : Jan. 27-Feb. 5 3 rd : Apr. 20-Apr. 30
Subject A Subject B 	Subject C Subject D 	Subject E 	Subject F Subject G 	Subject H Subject I 	Subject J Subject K 



Accordingly, each grade level is divided into 4-6 groups, as well. The schedule of each group is different from each other. Each group takes 2-3 subjects to be accomplished within a given number of days. Once the first cycle is over, subject assignments per group will rotate. This will continue until the last cycle is finished. At the end of the term, all groups are expected to have finished already all the subjects intended to be tackled within the term.

DAILY ROUTINE ACTIVITIES

The schedule of the daily encounter is designed to provide balanced opportunities for individual asynchronous* study and synchronous** conference with the teachers. While the mode of delivery is online distance learning, classes will still inculcate the routine and discipline customary to regular classes, such as the daily checking of attendance and normalization period, specific periods for breaks and sessions, and fitting closure and evaluation at the end of the day. Certain protocols are still to be observed to establish a respectful and systematic learning atmosphere.

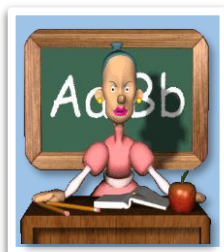
In general, all grade levels in the department observe the following routine activities:

1. Normalization Period



It includes checking of attendance, opening prayer, singing of the Philippine National Anthem, reciting the Pledge of Allegiance to the Country, singing of the school hymn, reciting the Vision-Mission of the school, and settling down the learners for the subject encounter. At this period, the class adviser establishes rules and routines which will be implemented throughout the school year; he/she introduces necessary features of the day's encounter or the schedule for the day; and he/she reinforces positive behaviors observed in her class, or deals promptly with behavior challenges.

2. Subject Encounter



It is the period when the subject teacher presents the lessons specified in his/her academic learning plan; the learners are the active recipients of the presented lessons. Different strategies are implored to exhaust and expose the potentialities of the learners. It is during this period when the subject matter is

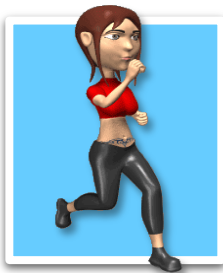
unfolded and explored, openly discussed and exercises and drills are provided; assessments to measure mastery of the gained competencies are also provided.

3. Healthy Breaks



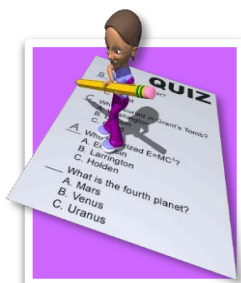
These are breathers. Short breaks help the learners to improve his/her behavior on attentiveness, boost his/her learning productivity, reduce his/her stress, foster social skills, assist to retain a good memory, and to better prepare him/her for the next subject encounter.

4. Psychomotor Activities



They are given to Nursery 1 to Grade 3 learners. The activities provided are brain breaks. These are short, energizing burst of activities that boost blood flow, send oxygen to the brain, and help the young learners better retain information. These activities increase on-task behavior.

5. Evaluation Period



It is the time when the class adviser meets his/her advisory class at the end of day. He/she evaluates the day's activities; asks for learners' feedback of their experiences during their subject encounters; inquires on learners' self-evaluation of their performances; questions them on how they deal with their

subject teachers; asks queries on their accomplishments and limitations during the day's subject encounters, and allows peer observations if there are any. Evaluation is done to monitor and supervise the learners' behavior – to reinforce the positive attitude, and to check-on the behaviors that needed corrections.

6. Dismissal Period



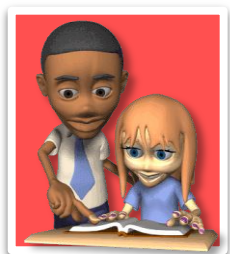
It is conducted by the class adviser. He/she reminds the class of their after-class activities. The class says the closing prayer; the teacher and learners bid everyone goodbye; and the teacher dismisses the class/ lets the class go.

7. Teacher-Pupil Conference and Follow-up



It is an after or before the class activity between and among the teacher and the learners. This is provided to create a venue for the teacher and the learner/s to dialogue or have conference outside the given schedule for the subject encounters. This is an important benefit for learners with special needs and an opportunity for the teacher to give the needed assistance in academics or to give positive reinforcement to encourage them to do better/excel in whatever endeavor they engage in. The teacher sets schedule for every learner; however, those who are found to be most in need will be prioritized and be given more time.

8. Academic Assistance Program



This program helps learners identify difficult learning areas and bridge the gaps in their learning progress by providing supplementary information throughout the program. Single level classes are arranged to better cater for the diverse needs of pupils. The program is offered every Saturday to a few learners that may be required to build up their skills in Mathematics, English (Reading and Language), and Filipino. The goal of this program is to dramatically reduce the number of learners who have extreme difficulty in learning. The need for this assistance is typically determined by the results of the assessments and the data gathered by the teacher during the subject encounters.

9. Enrichment Classes



These are learning experiences that go above and beyond what is possible in the traditional school classroom. These classes are offered every Saturday, and are typically extended beyond the subjects that are taught in school. The enrichment activities are structured and hands-on; they enrich the understanding and personal development of the learners; they develop soft skills and qualities; and they involve learning by doing. The department will continuously utilize the programs created in their Design for Change (DFC). These are enrichment activities provided by the different subject areas with a purpose to provide extended learning opportunities and challenges to learners who have already mastered, or can quickly master the basic curriculum. Enrichment activities provide opportunities for learners to pursue learning in their own areas of interest and strengths.

**Asynchronous setup means that learners are given tasks that they need to accomplish within a time frame using an online platform. Interaction between the teacher and the learners does not take place in real time.*

***Synchronous remote learning means that the class is conducted in real time, wherein the teacher and the learners log in to a single online platform.*

SAMPLE DAILY ENCOUNTER SCHEDULE

In this new mode of learning, teachers will facilitate the daily academic menu. They are also readily available to conduct online conferences for small groups, while monitoring the individual progress of each learner. On the other hand, the learners are expected to develop sound time management and personal responsibility in handling the lessons in order to gain the maximum benefit of the program.

The following daily learning encounter schedules will be followed in each level.

Nursery 1

TIME	DURATION	ACTIVITY	DESCRIPTION
9:30 – 9:40	10 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
9:40 – 10:00	20 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
10:00 – 10:10	10 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.
10:10 – 10:30	20 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
10:30 – 10:40	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
11:00 – 11:30	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Self-contained class will be followed by Nursery 1 with Verbal and Mathematical Expressions as their subjects.

Nursery 2

TIME	DURATION	ACTIVITY	DESCRIPTION
12:00 – 12:10	10 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
12:10 – 12:40	30 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
12:40 – 12:50	10 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.
12:50 – 1:20	30 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
1:20 – 1:30	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
2:00 – 2:30	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Self-contained class will be followed by Nursery 2 with Verbal and Mathematical Expressions as their subjects.

Kinder

TIME	DURATION	ACTIVITY	DESCRIPTION
8:00 – 8:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
8:20 – 8:50	30 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
8:50 – 9:00	10 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.

9:00 – 9:30	30 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom.
9:30 – 9:40	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
10:00 – 10:30	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 1

Time	Duration	Activity	Means
12:00 – 12:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
12:20 – 1:20	1 hr.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer <ul style="list-style-type: none"> • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.
1:20 – 1:30	10 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.
1:30 – 2:30	1 hr.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer <ul style="list-style-type: none"> • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.
2:30 – 2:40	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
3:00 – 3:30	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 2

Time	Duration	Activity	Means
8:00 – 8:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
8:20 – 9:20	1 hr.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.
9:20 – 9:30	10 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.
9:30 – 10:30	1 hr.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.
10:30 – 10:40	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
11:00 – 11:30	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 3

TIME	DURATION	ACTIVITY	MEANS
12:00 – 12:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
12:20 – 1:40	80 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.

		<ul style="list-style-type: none"> • Generalization / Closure / Assignment / Closing Prayer • Closure 	
1:40 – 1:55	15 mins.	Break / Psychomotor Activities	Psychomotor Activities will be done synchronously, accompanied with a Video Presentation.
1:55 – 3:15	80 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	These are mostly synchronous activities using Google Meet, Google Jamboard, and Google Classroom. ILAS and textbooks will be utilized, as well.
3:15 – 3:25	10 mins.	Evaluation and Dismissal	This is a synchronous activity which will be done using Google Meet.
3:25 – 3:55	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 4

TIME	DURATION	ACTIVITY	MEANS
8:00 – 8:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
8:20 – 10:00	100 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.
10:00 – 10:20	20 mins.	Healthy Break	Music will be played five minutes before the time for the next encounter.

10:20 – 12:00	100 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.
12:00 – 12:10	10 mins.	Evaluation and Dismissal	This part will utilize a combination of synchronous and asynchronous activities. Genyo Quiz and Genyo Podcast, and G-Suite will be used along with ILAS, book and seatworks.
1:30 – 2:00	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 5

TIME	DURATION	ACTIVITY	MEANS
8:00 – 8:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
8:20 – 10:00	100 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.
10:00 – 10:20	20 mins.	Break	Music will be played five minutes before the time for the next encounter.
10:20 – 12:00	100 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.

		<ul style="list-style-type: none"> • Generalization / Closure / Assignment / Closing Prayer • Closure 	
12:00 – 12:10	10 mins.	Evaluation and Dismissal	This part will utilize a combination of synchronous and asynchronous activities. Genyo Quiz and Genyo Podcast, and G-Suite will be used along with ILAS, book and seatworks.
1:30 – 2:00	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Grade 6

TIME	DURATION	ACTIVITY	MEANS
12:00 – 12:20	20 mins.	Normalization	This is a synchronous activity which will be conducted using Google Meet.
12:20 – 2:00	100 mins.	Subject Encounter 1 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.
2:00 – 2:20	20 mins.	Break	Music will be played five minutes before the time for the next encounter.
2:20 – 4:00	100 mins.	Subject Encounter 2 <ul style="list-style-type: none"> • Preparatory Activities • Developmental Activities • Evaluation • Generalization / Closure / Assignment / Closing Prayer • Closure 	The Developmental Activities will be introduced using Powerpoint/ Google Slides and video presentations, Genyo Lesson Package, Teacher Recorded Videos, and Live Stream Discussions.

4:00 – 4:10	10 mins.	Evaluation and Dismissal	This part will utilize a combination of synchronous and asynchronous activities. Genyo Quiz and Genyo Podcast, and G-Suite will be used along with ILAS, book and seatworks.
10:00 – 10:30 (AM)	30 mins.	Teacher – Pupil Conference and Follow-up	The teacher sets schedule of dialogue or conference through the email address, which will be done through telephone call or Google Meet.

Specific class schedule of each section and grade level will be provided by the class adviser as classes begin in August.

ONLINE DISTANCE LEARNING ACTIVITIES



PRESCHOOL TO
GRADE 3

- ✓ Connecting to the internet
- ✓ Joining video conference and virtual discussions
- ✓ Taking pictures and videos
- ✓ Accessing Google Classroom and other related Google Applications
- ✓ Accessing Educational Applications



GRADE 4 TO
GRADE 6

- ✓ Connecting to the internet
- ✓ Joining video conference and virtual discussions
- ✓ Creating documents, presentations, worksheets
- ✓ Taking pictures and videos
- ✓ Recording audio files
- ✓ Accessing Google Classroom and other Google Applications/Services
- ✓ Accessing Educational Applications/Websites



GRADE 7 TO
GRADE 12

- ✓ Creating documents, presentations, worksheets
- ✓ Connecting to the internet
- ✓ Accessing Genyo LMS
- ✓ Joining video conference and virtual discussions
- ✓ Taking pictures and videos
- ✓ Recording audio files
- ✓ Editing photos
- ✓ Editing videos
- ✓ Performing Online Collaborative Tasks
- ✓ Accessing Google Classroom and other Google Applications/Services
- ✓ Accessing Educational Applications/Websites

RECOMMENDED HARDWARES



PRESCHOOL TO
GRADE 3

iPad or Android Tablet
(minimum specifications)

- 9.5" display size
- 1.2 GHz processor speed
- 64 GB storage capacity
- 2 GB RAM
- * Android OS Version 8.0 (2017)
- * iPad 2017 model



GRADE 4 TO
GRADE 6

iPad or Android Tablet
(minimum specifications)

- 9.5" display size
- 2 GHz processor speed
- 64 GB storage capacity
- 2 GB RAM
- * Android OS Version 8.0 (2017)
- * iPad 2017 model

Laptop/Desktop

(minimum specifications)

- Intel Celeron or equivalent processor
- 1.5 GHz processor speed
- 2 GB RAM



GRADE 7 TO
GRADE 12

Laptop/Desktop
(minimum specifications)

- Intel Core i3 or equivalent processor
- 2.0- 2.2 GHz processor speed
- 4 GB RAM
- * Web camera with mic and speaker/ earphone/ headphone will be needed for desktop users

Alternative for JHS:

iPad or Android Tablet
(minimum specifications)

- 9.5" display size
- 2 GHz processor speed
- 64 Gb storage capacity; (128 GB recommended)
- 2 Gb RAM; (4GB recommended)
- * Android OS Version 8.0 (2018)
- * iPad 2018 model

* A tablet/iPad, regardless of its advanced features, may not have the full functionality of a desktop/laptop.

ESSENTIAL E-LEARNING APPLICATIONS

Manresa School will use the following Essential e-Learning applications in the implementation of Online Distance Learning:

FUNCTION	N1 – Grade 3	Grades 4 – 6
Learning Management System	G Suite for Education	Genyo G Suite for Education
Web Browser (recommended)	Google Chrome	Google Chrome
Checking of Attendance	Meet Attendance (Chrome Add-on)	Meet Attendance (Chrome Add-on)
Video Conferencing	Google Meet	Google Meet
Lesson Packages	Google Classroom	Genyo
Cloud-Based Productivity Tools	Google Docs, Sheets, Slides, Jamboard	Google Docs, Sheets, Slides, Jamboard
Assessments	Google Forms	Google Forms Genyo
File/Document Submissions	Google Classroom	Genyo Google Classroom (if beyond 5MB)
File Repository	Google Drive	Google Drive
Video Repository	Private YouTube Channel	Private YouTube Channel
Messaging/Chat	Hangouts Chat	Hangouts Chat
Blog/ Creative Writing/Output	-	Blogger

SUPPORT SERVICES

Manresa School is committed to provide integral Christian formation towards a holistic learner development. Guidance Services, Pastoral Care, Co-curricular Opportunities, and Health Updates are extended using available means to keep the balance of offering quality education and caring for each other as brothers and sisters. In this time of national health crisis, the school acknowledges that aside from the imminent threat to the learners' physical health, there is also a threat brought about by mental health issues.

a. Guidance Services



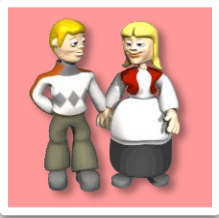
The Guidance Office provides online webinars that will educate the learners on how to care for themselves in face of the present crisis and the academic pressure. Among the priorities of the Guidance Office is the creation of a program for Psycho-social wellness, study tips during ODL, caring for one's mental health, and coping with stress. The counselors are available for counseling or consultation online.

b. Pastoral Care



To make sure that learners are not only psychologically sound but also spiritually motivated in facing this new situation, the Pastoral Ministry Office offers weekly Biblical reflections and motivational videos to sustain the learners' spiritual life. The members of the pastoral team are available online for spiritual dialogue. Online Masses will be held on special occasions.

c. Co-curricular and Extra-curricular Activities



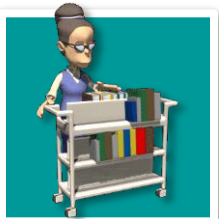
Extra and co-curricular activities are part of the learners' life as these provide extra excitement and color to their lives in school. Despite the current situation, the teachers continue to update the community regarding significant celebrations based on the lineup of school activities released by DepEd. Through online platform, the school will provide infomercials and infographics, interactive events, online contests, and other related activities for learners to benefit from. The conduct of activities that involve gathering of large number of participants are cancelled for the school year.

d. Health Services



The health services of the school stand as an essential and relevant service while the pandemic is not yet over. The School Clinic issues regular bulletins regarding self-care and general health. Updates regarding the pandemic and tips on how to keep oneself healthy are made available to the community. The school physician also monitors the situation in the school, securing that the workplace is safe. The School Clinic likewise offers medical assistance, emergency check-ups, and online consultation to learners. It takes charge of issuing health protocols and safety measures, and ensuring that these are implemented well.

e. Library Services



The Library is directly supportive of instruction and academic endeavors of the school. It offers services such as Information Literacy; Project 4e to support the e-learning through the provision of available e-resources, e-news and e-vents; and Library activities to promote reading and lifelong learning.

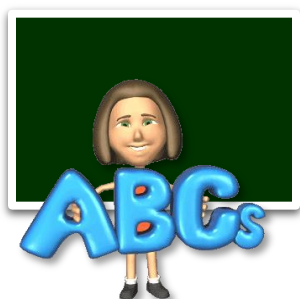
ASSESSMENT AND GRADING

To monitor learners' progress, daily formative assessments will be implemented using various online platforms. Likewise, learners will be given written works and other learning activities to deepen their understanding and appreciation of the lessons. At the end of each cycle, summative assessments will be given online to gauge their acquisition of knowledge and understanding of concepts. The performance tasks will be provided for the demonstration and transfer of learning. For Preschool to Grade 3 learners, performance tasks and individualized assessments will be conducted through online video conferencing.

At the end of each grading period, the grades of Grade 1 to 6 will be computed based on the following components:

COMPONENTS	CLE, Language, Filipino, Reading, and Araling Panlipunan	Science and Mathematics	Music, Art, and PE, Computer, and HELE
Written Work	30%	40%	20%
Performance Task	50%	40%	60%
Final Assessment	20%	20%	20%

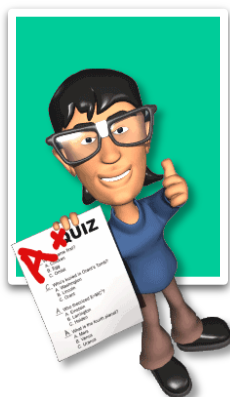
For Preschool, the components in evaluating their skills are as follows:



Performance Task	50%
Written Works	30%
Challenge Assessment	20%

To evaluate the performance of learners, the school will follow the Evaluation System Policy stated in Manresa School's Student Handbook, Chapter 13, Sections 53 and 54.

Learners' grade will follow this evaluation code:



LETTER CODE	DESCRIPTION	NUMERICAL VALUE
O	Outstanding	90 and above
VS	Very Satisfactory	85 – 89
S	Satisfactory	80 – 84
FS	Fairly Satisfactory	75 – 79
D	Did not Meet Expectations	74 and below

As for the promotion and retention of learners, the school will follow the Promotion and Retention Policy indicated in Manresa School's Student Handbook, Chapter 11, Sections 49 and 50, which is based on DepEd Order No. 8, s. 2015.

Manresa School believes that the very sap of all education lies in the Spirit. The school strives to form the learners into real Christians: men and women for others, brothers and sisters to one another, learners who are aware of the needs of others, who show concern for them and are able to share themselves with them.

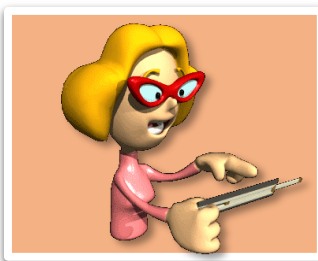
PARTNERSHIP WITH PARENTS

With this new mode of learning, parents/ guardians have a very important role in ensuring the success of the teaching-learning process. They can help the children get ready for the learning encounter and assist them in their learning activities.

The following must be ensured prior to the opening of classes:



Assign a specific corner in the house intended for learning activities.



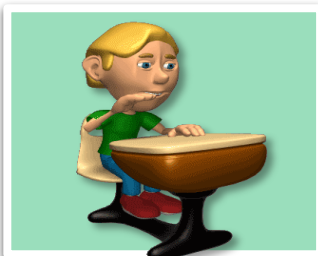
Prepare the needed device to be used for online distance learning.



Secure a reliable and sufficient internet access.



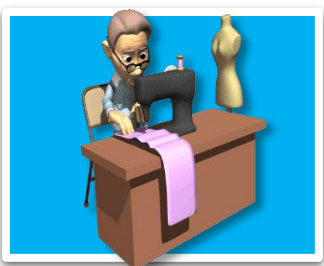
Download the necessary applications needed for online learning.



Familiarize the child with the various online learning activities.



Secure the needed textbooks and ILAS (ILAS will be provided by the school).



Prepare the school uniform to be used during synchronous encounter.



Establish the routine for sleeping and waking up following regular class day schedule.



Condition the child to prepare him/herself emotionally and psychologically.

Parents/ guardians' collaboration is very important in ensuring that there is a conducive learning environment at home and the learners manage their learning activities independently. Other things that parents/ guardians can do to help make the learners' learning process effective and efficient:

- Make sure that all applications/programs needed for online classes have been downloaded and installed in your child's laptop/tablet. Technology training and tutorial materials will be provided by the school prior to the start of classes.



- Make it sure that your child attends online classes consistently and punctually. He/she is properly groomed and wears proper school uniform before facing the camera. He/she is always ready with his/her learning materials and assignments.

- Encourage your child to be independent in answering the assessments and accomplishing other tasks. Emphasize to your child the importance of honesty and integrity when answering exams and when submitting assignments/tasks.



It is also helpful that you monitor your child's progress every day.

- Help your child properly manage the use of internet. The use of social media, unrelated apps, or online games that may distract his/her studies must be regulated. Regularly monitor your child's adherence to the online privacy and security policies established by the school.

- Keep an open line of communication with your child's class adviser and subject teachers. Contact the school's I.T. support group when encountering technical problems. For your child's counselling and pastoral accompaniment needs, you may contact the Pastoral Office or the Guidance Office.



SCHEDULES



Please be reminded of the following schedules:

July 22, 2020	Virtual Graduation for Grade Six
July 28, 2020	Grade School Parents' Orientation
August 3-7, 2020	Orientation for New Students Technology Training for Students
August 10-14, 2020	Psychosocial Activities for Pupils ODL Dry run for Students
August 17-20, 2020	Learning Management Orientation for Students
August 24, 2020	Opening of Classes

COMMUNICATION



Should you have any concern, you may contact the following:

Communication Team	Email: info@manresaschool.edu.ph Contact numbers: 88429918 locals 101/ 107/ 124
Technical Support Team	Email: primary.itsupport@manresaschool.edu.ph intermediate.itsupport@manresaschool.edu.ph Contact numbers: 88429918 locals 104 / 119
Registrar	Email: registrar@manresaschool.edu.ph Contact numbers: 88429918 local 107/ 108
Treasurer	Email: treasurermanresa@gmail.com Contact number: 88429918 local 103
Guidance Office	Email: msguidance@manresaschool.edu.ph Contact number: 88429918 local 114
Pastoral Office	Email: mspastoral@manresaschool.edu.ph Contact number: 88429918 local 134
School Clinic	Email: msclinic@manresaschool.edu.ph Contact number: 88429918 local 140

THE FOUNDRESS



"God is our loving Father, and He takes care of us."

-St. Candida Ma. De Jesus

Josefa Cipitria y Barriola, was born in Andoain (Guipuzcoa, Spain) on May 31, 1845 to a poor family. As a young girl she left her land to work in Castile in order to help her family financially.

Her desire to do God's will was the sole driving force in her life. On April 2, 1869, in the church of "The Rosarillo" in Valladolid, before the altar of the Holy Family, she asked the Lord once again to make his will clear to her, and God more clearly expressed his desire "to found a Congregation with the name of Daughters of Jesus, dedicated to the salvation of souls, through education and instruction of children and youth".

It was in Salamanca on December 8, 1871, when, with five other women, her adventure began with nothing more than the trust born of the knowledge that what one undertakes is "what God wants". In this manner and with the name of Candida Maria de Jesus, this woman of scant education and scarce material means founded the Congregation of the Daughters of Jesus in one of the most important university cities of the 19th century.

The exclusion of women and the economically weaker classes from the fields of education moved Mother Candida to begin this path. And very soon what began in Salamanca extended throughout the Spanish geography. Later, on October 3, 1911, the first Daughters of Jesus set out for Brazil, fulfilling her dream: "I would go to the ends of the earth in search of souls".

On August 9, 1912, Mother Candida, simple and courageous woman who made her life a constant surrender to the will of God, died in Salamanca. The Church, in Rome, beatified her on May 12, 1996 and canonized her on October 17, 2010. Today, the Congregation is present in 19 countries, at the service of others and with special attention to the most needy.



Tatak Hijas: Kapatid sa Kapwa