



CID- 2818

Republic of the Philippines
Department of Education
Region VI - Western Visayas
SCHOOLS DIVISION OF SAGAY CITY

JUN 24 2025

DIVISION MEMORANDUM
No. 371, s. 2025

IMPLEMENTING SERVICE LEARNING IN ARLING PANLIPUNAN 10:
A CIVIC ENGAGEMENT PROJECT

To: Assistant Schools Division Superintendent
Chief Education Supervisors – CID & SGOD
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Project ALAPAPAP or Application of Learning through Authentic Performance Assessment had been instrumental in attaining the goal of Araling Panlipunan subject which is self-awareness, promotion of national identity and civic competence. For the last four (4) years, innovation played a significant role in attaining this goal anchored in the constructivism theory of Piaget's and Vygotsky. A theory that pays more attention to students' prior learning, their problem-solving skills and their collaborative learning.
2. For this year S.Y. 2025-2026, Project ALAPAAP will focus more on **Service Learning**, which gives emphasis on improving the Civic Engagement Education of Grade 10 learners of SDO Sagay. It is a form of experiential education, deeply rooted in cognitive and developmental psychology, pragmatic philosophy, and democratic theory. It shares a common intellectual history with organizational development and participatory action research.
3. Anent this, the Curriculum Implementation Division (CID) through the Araling Panlipunan Subject Area shall conduct an orientation on Implementing Service Learning in Araling Panlipunan 10: A Civic Engagement Project, on June 27, 2025, 2:00 P. M. at Sagay National High School, Media Arts Building.
4. Participants in this orientation are Public Schools District Supervisors of Sagay District 8-10, Grade 10 Teachers, Araling Panlipunan Department Head and Secondary School Heads.
5. See Enclosure 1, 2, 3, 4, 5, 6, and 7 for the templates to be used during the orientation.
6. All expenses related to the implementation of the activity are chargeable against local funds and other sources of funds subject to the usual accounting and auditing rules and regulations.
7. It is understood that in the conduct of this activity there shall be no discrimination in the provision of such partnership on account of age, school, gender, civil status, disability, religion or other similar factors, personal circumstances that run counter to the principles of equal opportunity.
8. Immediate and wide dissemination of this Memorandum is desired.

DANNIE CLARK M. UGUIL, CESE
OIC - Schools Division Superintendent



Enclosure : As stated
Reference : None
Allotment : N/A
No. of Pages : 14
To be indicate in the Perpetual Index under the following subjects:

CURRICULUM INNOVATION PROJECT



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Enclosure No. 1:

CIVIC ENGAGEMENT ACTIVITY PROPOSAL GUIDE

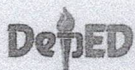
Your step-to-step guide in making a *community-based* project/program proposal

STEP 1

Think about your community, what issues or problems can you identify? Issues and problems are situations that make the life of the people living in your community uncomfortable, disturbed and difficult. Use the template below to help you identify these issues and problems.

Nature of the problem/issue	Who is/are directly affected by this issue/problem?	How do these situations make the lives of the people difficult, disturbed or uncomfortable?	Can you identify what possibly caused this situation to happen?
(Is the issue/problem economic, environmental, political, peace and order, education or juvenile activities?)			

(Students can add more rows to accommodate their responses)



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STEP 2

Having identified the issues and problems in your community, it is now time for you to come up with possible solutions. Use the template below to formulate your solutions.

What actions do you need to take? List it down in step-by-step manner.	What are the things that you might need in each step?	Who are the people that you might need help with at each step?	Given that you P10, 000. 00, how much money do you need for each step?

(Students can add more rows to accommodate their responses)

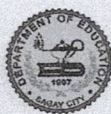
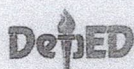
STEP 3

Now that you have planned, it is time for you to identify the goals of your program or project. At the same time, you also need to come up with success criteria for each goal to guide you as you implement your program or project.

GOALS		SUCCESS CRITERIA
What are the goals of your project/program?		How will you know that you are successful for each goal?
Goal 1		
Goal 2		
Goal 3		

(Students can add more rows to accommodate their responses)

STEP 4



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After you have set your goals and success criteria for your community-based project/program, you must come up with a sustainability plan especially in ensuring that funds granted will circulate back or even increase as the project progresses.

Required Resources		Current Resources P10,000.00 Grant	Do you have other sources to match with the required resources? (Organizations or individuals)	What entrepreneurial activity can you do to keep your current resources floating or even increase it?
Long term	Short term			

(Students can add more rows to accommodate their responses)

Now that you have completed all the steps, you are ready to present your proposal. Good luck!

COMMUNITY-BASED PROJECT PROPOSAL TEMPLATE

A. PROJECT DETAILS

TITLE OF PROOGRAM/PROJECT	
Name of Division	
Name of District	
Name of School	
Group Name	
Quarter	
Performance Standard	
Core Values Integrated	
Nature of the Problem/Issue	
Actions/Strategies to Solve the Problem	
GOAL (S)	



Required Resources	
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APPROVALS

	Printed Name	Signature	Date
Prepared by:			
	Group Leader		
	Member		
	Member		

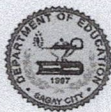
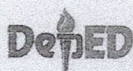
Approved: _____
SUBJECT TEACHER

Noted: _____
SCHOOL HEAD/DEPARTMENT HEAD

Evaluated by: _____
EPS – Araling Panlipunan

Evaluator's Remarks:	
<input type="checkbox"/>	Beginning
<input type="checkbox"/>	Developing
<input type="checkbox"/>	Demonstrating

CC: PSDS



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Enclosure No. 3

My Learning Journal

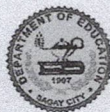
I learned that:

I realized that:

I commit to:

Student Signature

Note: To be accomplished individually and be included in the portfolio



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Enclosure No.4

PROJECT-BASED DESIGN RUBRIC

Essential Project Design Elements	Beginning This element is not yet strongly evident in this project. There are opportunities to brighten this Element in future revisions of the project.	Developing The project includes some evidence of this Essential Project Design Element, as well as opportunities to further brighten the Element in the future iterations.	Demonstrating The project shows clear and strong evidence of this Essential Design Element.
	1	2	3
Student Learning Goals: Key Knowledge, Understanding & Success Skills	<ul style="list-style-type: none"> Clear and specific student learning goals aligned to standards are not yet evident in the project. The project does not yet explicitly target, assess, nor scaffold the development of success skills. 	<ul style="list-style-type: none"> The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. Success skills are targeted, but there may be too many to be adequately taught and assessed. 	<ul style="list-style-type: none"> The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
Challenging Problem or question	<ul style="list-style-type: none"> The project is not yet focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. The central problem or question is not framed by a driving question for the project, or the question: <ul style="list-style-type: none"> has a single or simple answer. may be difficult for students to understand or connect with. 	<ul style="list-style-type: none"> The project is focused on central problem or question, but the level of challenge might be a mismatch for the intended students. The driving question relates to the project but does not capture its central problem or question (it may be more like a theme.) The driving question meets some of the criteria (in the include features column) for an effective driving question but lacks others. 	<ul style="list-style-type: none"> The project is focused on a central problem or question, at the appropriate level of challenge. The project is framed by a driving question, which is: <ul style="list-style-type: none"> Open-ended; there is more than one possible answer. Understand and inspiring to students. Aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	<ul style="list-style-type: none"> The overall project is more like an activity or "hands-on" tasks, rather than an extended process of inquiry. There is no process yet for students to 	<ul style="list-style-type: none"> The project includes brief or intermittent opportunities for inquiry, primarily focused on information-gathering. 	<ul style="list-style-type: none"> Inquiry is sustained over time and academically rigorous (student pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answer, and ask further

	generate question to guide inquiry.	<ul style="list-style-type: none"> Students generate question, but while some might be addressed, they are not yet used to guide inquiry and do not affect the path of the project. 	<ul style="list-style-type: none"> Inquiry is driven by student-generated questions throughout the project.
Authenticity	<ul style="list-style-type: none"> The project resembles traditional "school works" there is not yet evidence of a clear connection to a real-world context, tasks and tools, impact on the world or connection to students personal interest. 	<ul style="list-style-type: none"> The project has some authentic features, but there are opportunities to deepen connections to the real world and to students' personal interest. 	<ul style="list-style-type: none"> The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and or speaks to student's personal concerns, interest, or identities.
Student Voice & Choice	<ul style="list-style-type: none"> The project is primarily teacher-directed and does not yet include opportunities for students to express their voice and make choices affecting the content or process of the project. (or) Students have an opportunity to work on their own but could benefit from clearer structures and guidance. 	<ul style="list-style-type: none"> Students are given some low-stakes opportunities to express their voice and make choices (deciding how to divide tasks within a team or which website to use for research). Students work independently from then teacher to some extent, but they could do more on their own. 	<ul style="list-style-type: none"> Students have opportunities to express their voice and make choices on important matters (topics to investigate, question asked, texts, and resources used, people to work with, products to be created, use of time, organizations of tasks). Students have opportunities to take significant responsibility and works as independently from the teacher as is appropriate, with guidance.
Reflection	<ul style="list-style-type: none"> The project does not yet include explicit opportunities for reflection about the projects design and management. 	<ul style="list-style-type: none"> Students and teachers engage in brief or intermittent opportunities for reflection during the project and after its culmination. 	<ul style="list-style-type: none"> Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and project's design and management.
Critique & Revision	<ul style="list-style-type: none"> Students get some feedback about their products and work-in-progress from the teachers. Students do not yet know how or are not inquired to use feedback to revise and 	<ul style="list-style-type: none"> Students are provided with opportunities to give and receive feedback about the quality of products and work-on-progress but may be unstructured or only occur once. 	<ul style="list-style-type: none"> Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate

	improve their work.	<ul style="list-style-type: none"> Students look at listen to feedback about the quality of their work, but do not have opportunities to substantially revise and improve it. 	<ul style="list-style-type: none"> Students use feedback about their work to revise and improve it.
Public Product	<ul style="list-style-type: none"> The teacher is the primary audience for student work. 	<ul style="list-style-type: none"> Students work is made public to classmates and the teacher. Students present products but are not asked to explain how they worked and what they learned. 	<ul style="list-style-type: none"> Students work is made public by presenting or offering it to people beyond the classroom. Students are asked to explain the reasoning behind choices they made, their inquiry process, hoe they worked, what they learned, etc.

Rubric Level Summary:

Level	Level Label	Level Description	Score
1	Beginning	This element is not yet strongly evident in this project. There are opportunities to brighten this Element in future revisions of the project.	79 below
2	Developing	The project includes some evidence of this Essential Project Design Element, as well as opportunities to further brighten the Element in the future iterations.	80 - 89
3	Demonstrating	The project shows clear and strong evidence of this Essential Design Element.	90 - 100



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Enclosure No. 5

STUDENT CIVIC ENGAGEMENT SURVEY

PART I. Demographic Data

Name: _____
Age: _____ Sex: () Male () Female

Part II. Survey-Questionnaire for Civic Engagement

A. Attitudes

In this section, there are eight statements that are designed to measure an individual's civic attitudes. For the purpose of this study, civic attitudes have been defined as the personal beliefs and feelings that individuals have about their own involvement in their community and their perceived ability to make a difference in that community. Please indicate the level to which you *agree or disagree* with each statement. Please encircle the number that corresponds your answer.

	Disagree	Agree
1. I feel responsible for my community	1 2 3 4 5 6 7	
2. I believe I should make a difference in my country	1 2 3 4 5 6 7	
3. I believe that I have a responsibility to help the poor and the hungry	1 2 3 4 5 6 7	
4. I committed to serve in my country	1 2 3 4 5 6 7	
5. I believe that all citizens have a responsibility to their community	1 2 3 4 5 6 7	
6. I believe that it is important to be informed of community issues	1 2 3 4 5 6 7	
7. I believe that it is important to volunteer	1 2 3 4 5 6 7	
8. I believe that it is important to financially support charitable organizations	1 2 3 4 5 6 7	

B. Behaviors

In this section, there are six statements that are designed to measure the behaviors that indicate a level of civic engagement. Civic behaviors have been defined as the actions that one takes to actively attempt to engage and make a difference in his or her community. Please indicate the level to which you have participated on a scale from *never* to *always*. Please encircle the number that corresponds your answer.

	Never	Always
1. I am involved in structured volunteer position(s) in the community	1 2 3 4 5 6 7	
2. When working with others, I make positive changes in the community	1 2 3 4 5 6 7	
3. I help members of my community	1 2 3 4 5 6 7	
4. I stay informed of events in my community	1 2 3 4 5 6 7	
5. I participate in discussions that raise issues of social responsibility	1 2 3 4 5 6 7	
6. I contribute to charitable organizations within the community	1 2 3 4 5 6 7	



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PARENTS' CONSENT

Name of Learner: _____ Sex: _____
Date of Birth: _____
Parent's/Guardian's Name: _____
Relationship to Learner: _____
Home Address: _____
Contact Number/s: _____
Title of the Activity: _____
Venue: _____ Date of Activity: _____

As the parent/guardian of the abovementioned learner, I hereby acknowledge that I have been informed of the details of the off-campus activity and voluntarily and freely elect to participate in this off-campus activity. Furthermore, I understand the risks associated with an off-campus activity and agree that the rules and regulations established for the said activity are for the safety and security of the participants, and thus agree to instruct my child or children to obey them.

Having understood all the aforementioned, I hereby consent to allow my child or children to participate, acknowledging all of the foregoing. I am also solely responsible for providing travel insurance and any expenses for my child or children's participation in the activity.

Parent/Guardian's Name and
Signature

Date



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Off-Campus Activity Permit

Requestor's Name and Signature:		Requesting Organization/ Government Unit:		Date of Submission:					
Contact No.:	E-Mail Address:								
Activity Title									
Brief Description of Activity									
Name of Venue:									
Address:									
Faculty in-charge:									
# of Participants									
Activity Dates	Departure Date	Departure Time	Arrival Date	Arrival Time					
Mode of Transportation *Check all applicable		Security Assistance Needed?		Itinerary					
<ul style="list-style-type: none"><input type="checkbox"/> Airplane<input type="checkbox"/> Ferry<input type="checkbox"/> Bus<input type="checkbox"/> Van<input type="checkbox"/> Taxi Others: _____		<ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No If yes, how many security guards do you need? _____		<table border="1"><thead><tr><th>Time</th><th>Details</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>		Time	Details		
Time	Details								
Nearest Hospital to and from the venue:		Nearest Fire Department to and from the venue:		Nearest Police Department to and from the venue:					
Time Duration (in minutes)	Distance (in km)	Time Duration (in minutes)	Distance (in km)	Time Duration (in minutes)	Distance (in km)				
Noted:		Recommending Approval:		Approved:					
_____		_____		_____					
School Head		PSDS		SDS					

