



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Schools Division Office of negros oriental

**Office of the Schools Division  
Superintendent**

09 FEB 2021

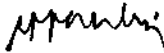
DIVISION MEMORANDUM

No. 82, s. 2021

**CAREER GUIDANCE PROGRAM (CGP) FOR SCHOOL YEAR 2020-2021**

To: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Division Education Program Supervisors & Division Coordinators  
Public Schools District Supervisors/ District In-Charge  
All Secondary School Heads  
All Others Concerned

1. In consonance with Regional Memorandum No. 0072, s. 2021 and per DM-OUCI-2021-0015 dated January 18, 2021 titled **Career Guidance Program (CGP) For SY 2020-2021**, all secondary schools are hereby directed to implement the Career Guidance Program (CGP) for SY 2020-2021.
2. For Technical Assistance you may contact Ms. Iryll through (035) 225-6180.
3. For the information and compliance of all concerned.

  
**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent  
Office of the Schools Division Superintendent  
2/8/2021

SPP/FCL-NLR/SGOD/RBP/Ms. Iryll





Address: Kagawasan Avenue, Capitol Area, Daro, Dumaguete City  
Telephone Nos.: (035) 225-2838 / 225-0667 / 422-7644  
Email Address: negros.oriental@deped.gov.ph



Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

FEB 05 2021

REGIONAL MEMORANDUM

No. **0072** , s. 2021

**CAREER GUIDANCE PROGRAM (CGP) FOR SCHOOL YEAR 2020-2021**

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

1. Per **DM-OUCI-2021-0015** dated January 18, 2021, the Department of Education issues the enclosed **CAREER GUIDANCE PROGRAM (CGP)** for School Year 2020-2021 which aims to establish guidelines and procedures in its implementation.
2. Immediate dissemination and strict compliance with this Memorandum is directed.

**SALUSTIANO T. JIMENEZ JD, EdD, CESO V**  
Director III  
OIC- Office of the Regional Director

STJ/CAE/MED/jba  
(1MD2021)



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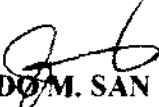


Republic of the Philippines  
**Department of Education**  
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

BCD-CSDD-O-2021-2194

**MEMORANDUM**  
DM-OUCI-2021-00 15

**TO :** Minister, MBHTE-BARMM  
Regional Directors  
Bureau and Service Directors  
Schools Division Superintendents  
Public Secondary School Heads  
All Others Concerned

**FROM :**   
**DIOSDADO M. SAN ANTONIO**  
Undersecretary

**SUBJECT :** Career Guidance Program (CGP) for S.Y. 2020 – 2021

**DATE :** January 18, 2021

1. The Department of Education (DepEd) issues the enclosed Career Guidance Program for S.Y. 2020 – 2021 which aims to establish guidelines and procedures in its implementation.
2. The Career Guidance Program aims to guide the secondary level students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals as stated in RA 10533 otherwise known as the Basic Education Act of 2013.
3. The guidelines and procedures shall guide all stakeholders in planning, implementation, monitoring and evaluation of the Career Guidance Program for S.Y. 2020 -2021.
4. This guideline is issued pursuant to the Memorandum from the Office of the Undersecretary for Administration (OUA) No. 00-0520-0030 s. 2020, issued in May 2020, and the Joint Memorandum issued on September 21, 2020 by OUA the Office of the Undersecretary for Curriculum and Instruction (OUCI) and the Office of the Undersecretary for Field Operations (OUFO) on the Announcement of the Transfer of Management and Supervision of the Career Guidance Program to Curriculum and Instruction Strand, hence, the issuance of this Guidelines on the Implementation of the Career Guidance Program (CGP) for S.Y. 2020-2021.



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5. This policy shall be implemented in all public secondary schools nationwide for S.Y. 2020 – 2021.
  
6. Immediate dissemination of and strict compliance with this Memorandum is directed.



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(Enclosure to DM-OUCI-2021-\_\_\_\_\_)

**Guidelines on the Implementation of the Career Guidance Program for SY 2020-2021**

**I. Rationale**

1. Republic Act No. 11206 otherwise known as the Secondary Career Guidance and Counseling Act of 2019 aims to a) to institutionalize a career guidance and counseling program for students in all public and private secondary schools nationwide in order to provide them proper direction in pursuing subsequent tertiary education;(b) to equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets; and (c) to ensure graduates of tertiary education meet the requirements of the government, industry, and the economy.
2. The Implementing Rules and Regulations of the Basic Education Act of 2013 Rule V states that the Department of Education (DepEd) is mandated to properly guide the secondary level students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals, through (a) integration of career concepts in the curriculum and undertake teaching in relevant learning areas; (b) conduct of career assessments;(c) conduct of regular career advocacy activities; (d) conduct of continuous professionalization and capacity building of guidance counselors, career advocates, and peer facilitators;(e) development or accreditation of training programs on career advocacy; (f) establishment of a career advocacy unit and provide adequate office space in high schools; and (g) designation of guidance supervisors at the division level and career advocates at the school level.
3. In view of the above, this Memorandum aims to establish guidelines and procedures that will guide all stakeholders in planning, implementation, monitoring and evaluation of the Career Guidance Program for S.Y. 2020 -2021.

**II. Scope**

These guidelines on the implementation of the Career Guidance Program shall be applicable for all public secondary schools for S.Y. 2020 – 2021.

**III. Definition of Terms**

- a. **Career Guidance Program** - is designed to help the learners in exploring their choices and in making responsible decisions relevant to career pathing. These include planning for their track and strand for Senior High School, choosing their curriculum exits (Higher Education, Employment, Entrepreneurship and Middle Level Skills Development) and planning for their future.



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- b. **Career Development Domain** - pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make successful transition from school to the world of work, and from job to job across the life span. This includes but not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning and in exploring their career options and opportunities (based on DM 155 s. 2020)
- c. **Homeroom Guidance** - is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains: Academic Development, Personal and Social Development and Career Development. (based on DM 155 s. 2020)
- d. **Career Guidance Portfolio** - is a collection of learner's output (in hard copy or electronic) showing his/her progress in career development domain competencies. This may include summary of assessment taken, journal, activity sheets and other relevant output.
- e. **Curriculum Exits** - refer to higher education, employment, entrepreneurship, and middle level skills development.

#### IV. Policy Statement

DepEd issues this guideline to ensure proper implementation of Career Guidance Program for S.Y. 2020 – 2021. This policy aims to:

- a. ensure the continuity of the career development process;
- b. employ systematic set of activities and procedures in the implementation of the career guidance program; and
- c. support mechanisms that contribute to the attainment of Department's career guidance program.

#### V. Guidelines

The Department of Education with its strong commitment to deliver quality education, the following are the specific components of the Career Guidance Program for S.Y. 2020 – 2021 shall be governed and guided by the following guidelines:

##### 1. Career Guidance Program

- a. **Career Guidance Orientation** aims to provide relevant information on the guidelines, procedures and activities related to career guidance program. For this year, all career guidance orientations shall be held online or through other modalities compliant to the health and safety standards of Inter-Agency Task Force (IATF).



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Activity	Schedule	Lead Office
National Orientation on Career Guidance Program for S.Y. 2020-2021	January 26, 2021	Bureau of Curriculum Development in partnership with SEAMEO INNOTECH
Orientation on Portfolio and other forms of Assessment as basis for Career Development	February 1, 2021	Division Office / School (Instructional Video will be provided by the Bureau of Curriculum Development)
Orientation of Grade 10 Learners and Parents on Senior High School Tracks and Strands	March 1 - onward	Division Office / School (Promotional Video will be provided by the Bureau of Curriculum Development)
Orientation of Grade 12 Learners on Curriculum Exits <ol style="list-style-type: none"> <li>a. Tertiary Education Orientation</li> <li>b. Employment Readiness Orientation</li> <li>c. Entrepreneurial Skills Orientation</li> <li>d. Middle Level Skills Development Orientation</li> </ol>	March 15 - onward	Division Office / School in partnership with the Commission on Higher Education (CHED), Department of Labor and Employment – Public Employment Service Office (DOLE-PESO), and Department of Trade and Industry (DTI) and Technical Education and Skills Development Authority (TESDA)  (Promotional Video will be provided by the Bureau of Curriculum Development)

**b. Career Guidance Learning Materials**

- i. For Junior High School, Grade 7 to Grade 10 learners, career guidance competencies are already included in the Homeroom Guidance modules.

For Grade 10 learners, the Multiple Career Development Pathways (MCDP) Toolkit from SEAMEO INNOTECH can be used as a supplementary material as deemed necessary. It can be downloaded from the DepEd Learning Resource Portal.

- ii. For Grade 11 and Grade 12 learners, career guidance learning materials will be derived from the existing Career Guidance Teacher's Manual for Senior High School which will be made available through the DepEd Learning



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Resource Portal. The following is the schedule of the career guidance facilitation of activity sheets:

Grade 11	Quarter 2 to Quarter 4	Week 5 – Week 7
Grade 12	Quarters 2 to Quarter 4	Week 5 – Week 7

Refer to the Career Guidance Learning Plan (see Annex A) for the specific modules and activity sheets.

- iii. Printing and distribution of Career Guidance learning resources may be charged against local or any available funds / downloaded from the Central Office.

**c. Career Counseling and Consultation**

Career Counseling is a process of assisting learners in their career development with focus on planning, organizing and decision-making on their life and career goals. A Registered Guidance Counselor (RGC) shall conduct career counseling to any learners following the existing ethical and legal provisions for its practice, and health and safety standards set by the IATF.

Career Consultation is a process of assisting learners by providing relevant information about different curriculum exits, courses, specializations, opportunities and other data that can guide them in selecting their career path. This may be given preferably by an RGC or a Career Guidance Advocate. (Annex B. Procedure in conducting Career Consultation)

**d. Curriculum Exit Tracking System**

All schools shall ensure to account all their graduates including their curriculum exit details using the link <https://bit.ly/CurrExitTracking>.

The generated data will be used for any policy or curricular reforms.

**2. Program Implementers**

**i. School**

A. The School Head shall:

- i) designate Career Advocates for S.Y. 2020-2021
- ii) lead the implementation of the Career Guidance Program including supervision and monitoring of school career guidance activities.





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- iii) conduct of orientation for teachers, learners and parents on Career Guidance Program;
  - iv) allocate budget for the materials and other related expenses for the conduct of the program; and
  - v) submit the School Career Guidance Program Implementation Report (Annex C) to the Division EsP Supervisor.
- B. The Guidance Counselor shall:
- i) assist the School Head in the over-all implementation of the school career guidance activities;
  - ii) provide technical assistance to the career advocates on the implementation of school career guidance activities; and
  - iii) provide counseling and referral services when necessary. (In accordance to RA 9258, Guidance and Counseling Law of 2004)
- C. The Career Guidance Advocate shall:
- i) facilitate the printing and distribution of learning materials and other supplementary materials on career guidance;
  - ii) disseminate information for the learners such as offered Senior High School tracks and strands in the division, labor market information, schools and courses for college, technical courses for the middle level skills development and entrepreneurship-related programs and materials that the learners may utilize;
  - iii) conduct career consultation as deemed necessary; and
  - iv) facilitate the completion and submission of all documents relevant to career guidance program.

**ii. Schools Division Office**

The Edukasyon sa Pagpapakatao (EsP) Supervisor of the Curriculum Implementation Division (CID) shall:

- i) lead the division implementation of Career Guidance Program;
- ii) coordinate with the School Governance and Operations Division for the turnover of Career Guidance Program documents and budget allocation for S.Y. 2020-2021;
- iii) provide schools with relevant and updated information relative to the conduct of career guidance activities such as tracks and strands offering in the division, labor market information, schools and courses for college education, technical courses for the middle level skills development, certification process/ guidelines and entrepreneurship-related programs and materials, that learners may utilize;
- iv) provide career guidance learning materials and supplementary materials for the schools;



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- v) establish linkages with other government offices, NGOs and groups relative to the conduct of career guidance activities;
- vi) support, monitor and evaluate conduct of career guidance activities; and
- vii) submit Division Career Guidance Implementation Report (Annex D) to the Regional Office.

**iii. Regional Office**

The Curriculum and Learning Management Division (CLMD), through the Edukasyon sa Pagpapakatao (EsP) Supervisor shall:

- i) support Career Guidance Program activities;
- ii) ensure proper implementation of the Career Guidance Program through monitoring and evaluation;
- iii) provide technical assistance to Division Supervisors through orientation, training, and capacity-building activities;
- iv) submit Regional Career Guidance Implementation Report (Annex E) to the National Office.

**iv. National Office**

The Curriculum and Instruction Strand shall lead the implementation of the Career Guidance Program starting S.Y. 2020 – 2021.

- A. The Bureau of Curriculum Development leads the planning, preparation, implementation and monitoring of the Career Guidance Program. BCD shall develop Career Guidance learning competencies and learning materials in coordination with the Bureau of Learning Resources.
- B. The Bureau of Learning Resources shall ensure accessibility and quality of the Career Guidance learning materials and its compliance to the standards of the Department of Education.
- C. The Bureau of Learning Delivery shall support the planning, preparation, implementation and monitoring of the Career Guidance Program.

**3. Budget Allocation**

Schools shall include all expenses relative to Career Guidance in their Annual School Improvement Plan and in accordance to the provisions stipulated in the Joint Memorandum issued on September 21, 2020 (Annex F)

- 4. **Non-implementation or improper implementation of Career Guidance** shall be subject to existing applicable administrative actions.



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**VI. Monitoring and Evaluation**

The Bureau of Curriculum Development, together with the Curriculum and Learning Management Division (CLMD and Curriculum Implementation Division shall monitor and evaluate compliance to the provisions of these guidelines. For questions, clarifications and recommendations you may email [bcd.od@deped.gov.ph](mailto:bcd.od@deped.gov.ph) or you may call the office landline at (02) 8632-7746.

**VII. Effectivity**

This policy shall take effect immediately upon publication in the DepEd website. Immediate dissemination of and strict compliance with this Memorandum is directed.

**VIII. References:**

DepEd Order No. 13 s. 2015 Establishment of a Policy Development Process at the Department of Education

DepEd Order No. 30 S. 2020

Joint Memorandum on the Announcement of Transfer of Management and Supervision of the Career Guidance Program issued on September 21, 2020

Memorandum from the Office of the Undersecretary for Administration (OUA) No. 00-0520-0030 s. 2020 Transfer of Management and Supervision of the Career Guidance Program to the Curriculum and Instruction Strand issued on May 2020.

RA 10533 Enhanced Basic Education Law

RA 11206 Secondary School Career Guidance and Counseling Act.

RA 9258 Guidance and Counseling Act of 2004



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### Annex B: Procedure in Conducting Career Consultation

Career Consultation procedure:

1. Guidance Counselors and Career Advocates provide career consultation services.
2. Learners should be informed that the school offers career consultation services. The school should provide procedure, schedule, scope and limitations of this service.
3. Each session may last from 30 minutes to 60 minutes. The session includes:
  - Introduction and building rapport
  - Asking about the learner's career concerns
  - Exploring different aspects of the learner's concern
  - Offering possible source of information (pamphlet, magazines, brochures or online resources/articles)
  - Assisting in the creation of action plans / outputs
4. Career Consultation aims to assist learners by equipping them with significant information related to career development. Career consultation may include:
  - a. schools,
  - b. scholarships,
  - c. courses / degree programs,
  - d. career development activities,
  - e. Labor Market Information (LMI),
  - f. local employment information,
  - g. organizations,
  - h. trainings,
  - i. skills development and certification,
  - j. processes,
  - k. referrals/linkages,
  - l. requirements for the different curriculum exits, and
  - m. different career assessment tools.
5. The Guidance Counselor and Career Advocate should have proper documentation of all facilitated career consultations.
6. Concerns beyond information on career guidance should be handled by a Registered Guidance Counselor or this may be referred to other professionals for further assistance.



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 UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**Annex C: School Career Guidance Implementation Report**

**CAREER GUIDANCE IMPLEMENTATION REPORT**  
**S.Y. 2020 - 2021**

<b>School:</b>	<b>Name of School Head:</b>
<b>Division:</b>	<b>Region:</b>
<b>Date of Submission:</b>	

Career Guidance Program				
<b>1. Facilitation of Career Guidance Orientation</b> <i>(Attach documentation: photos, videos program matrix, summary of activity evaluation report)</i>				
Activity	Date of Facilitation	Target number of attendees	Actual number of attendees	Outcome
<b>2. Career Guidance Learning Activity Plan</b>				
Task		Actual Accomplishment	Remarks	
A. Provides relevant and updated information to learners (schedule of distribution and retrieval of activity sheets, learning resource link and other supplementary information)				
B. Prepares and distributes Career Guidance Learning Plan				
C. Preparation and distribution of Career Guidance Learning Activity Sheets				
D. Attends to the learner's concerns in different modalities.				
E. Encourages learners to appropriately use tools, ideas, methods, or "ways of knowing" to accomplish the activity and/or solve the problem.				



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3. Career Counseling and Consultation		
Task/s	Accomplishment	Remarks
A. Responds appropriately to learner questions and comments		
B. Explains important ideas in a clear and practical way		
C. Provides time and direction for individual counseling / consultation		
D. Attends to the learner's concerns in different modalities		
E. Responds appropriately to learner 's questions, clarifications and comments		

4. Curriculum Exit Tracking System  
No. of Senior High School Graduates: \_\_\_\_\_  
No. of Responses / Entries in the Curriculum Exit Tracking System: \_\_\_\_\_

Recommendations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Prepared by:

\_\_\_\_\_  
Name and Signature of School Head



**Republic of the Philippines**  
**Department of Education**  
**UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION**

**Annex D: Division Career Guidance Implementation Report**

**Division Career Guidance Implementation Report**

Division: \_\_\_\_\_ Region: \_\_\_\_\_

O – Outstanding	<ul style="list-style-type: none"> <li>• 90% - 100% participation of stakeholders</li> <li>• adherence to the guidelines / evident best practices</li> <li>• timeliness and quality delivery of services</li> <li>• outstanding evaluation results after each activity</li> </ul>
VS – Very Satisfactory	<ul style="list-style-type: none"> <li>• 80 % - 89% participation of stakeholders</li> <li>• adherence to the guidelines / evident best practices</li> <li>• timeliness and quality delivery of services</li> <li>• very satisfactory evaluation results after each activity</li> </ul>
S – Satisfactory	<ul style="list-style-type: none"> <li>• 70% -79% participation of stakeholders</li> <li>• Adherence to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• satisfactory evaluation results after each activity</li> </ul>
NI – Needs Improvement	<ul style="list-style-type: none"> <li>• 60% - 69% participation of stakeholders</li> <li>• Minimal compliance to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• Satisfactory evaluation results after each activity</li> </ul>
P – Poor	<ul style="list-style-type: none"> <li>• 59% below – participation of stakeholders</li> <li>• non- compliance to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• poor evaluation results after each activity</li> </ul>

Name of School	Career Guidance Orientation	Career Guidance Learning Activity Plan	Career Consultation and Career Counseling	Curriculum Exit Tracking	Recommendations

Prepared by:  
Name and Signature of Esp Supervisor

Verified by:  
\_\_\_\_\_

Noted by:  
\_\_\_\_\_  
Schools Division Superintendent



**Republic of the Philippines**  
**Department of Education**  
**UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION**

**Annex E: Regional Career Guidance Implementation Report**

**Regional Career Guidance Implementation Report**

Division: \_\_\_\_\_ Region: \_\_\_\_\_

O – Outstanding	<ul style="list-style-type: none"> <li>• 90% - 100% participation of stakeholders</li> <li>• adherence to the guidelines / evident best practices</li> <li>• timeliness and quality delivery of services</li> <li>• outstanding evaluation results after each activity</li> </ul>
VS – Very Satisfactory	<ul style="list-style-type: none"> <li>• 80 % - 89% participation of stakeholders</li> <li>• adherence to the guidelines / evident best practices</li> <li>• timeliness and quality delivery of services</li> <li>• very satisfactory evaluation results after each activity</li> </ul>
S – Satisfactory	<ul style="list-style-type: none"> <li>• 70% -79% participation of stakeholders</li> <li>• Adherence to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• satisfactory evaluation results after each activity</li> </ul>
NI – Needs Improvement	<ul style="list-style-type: none"> <li>• 60% - 69% participation of stakeholders</li> <li>• Minimal compliance to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• Satisfactory evaluation results after each activity</li> </ul>
P – Poor	<ul style="list-style-type: none"> <li>• 59% below – participation of stakeholders</li> <li>• non- compliance to the guidelines</li> <li>• timeliness and quality delivery of services</li> <li>• poor evaluation results after each activity</li> </ul>

Division	Career Guidance Orientation	Career Guidance Learning Activity Plan	Career Consultation and Career Counseling	Curriculum Exit Tracking	Recommendations

Prepared by: \_\_\_\_\_

Verified by: \_\_\_\_\_

Name and Signature of EsP Supervisor



Noted by: \_\_\_\_\_  
 Schools Division Superintendent





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**Department of Education**  
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**Annex F: Announcement of Transfer of Management and Supervision of the Career Guidance Program**

OFFICE OF THE  
**Undersecretary for Curriculum and Instruction**

**OFFICE MEMORANDUM**


**TO:** Undersecretary for Curriculum and Instruction  
Bureau and Division Offices  
Regional Directors and SALSWS Education Managers  
District Education Supervisors  
Heads, Public and Private Elementary and Secondary Schools  
All Offices Concerned


**FROM:** ALAN DELA PASCUA  
Undersecretary for Curriculum and Instruction



**SUBJECT:** ANNOUNCEMENT OF TRANSFER OF MANAGEMENT AND SUPERVISION OF THE CAREER GUIDANCE PROGRAM

Transfer of  
Management and Supervision of the Career Guidance Program

Office of the Undersecretary for Administration and Finance





**ANNEX A: GRADE 12 CAREER GUIDANCE LEARNING ACTIVITY PLAN (2<sup>nd</sup> – 4<sup>th</sup> Quarter, S.Y. 2020 -2021)**

HG Career Development Domain Competency		Harvested Activities / Worksheets from Career Guidance Teacher's Manual for Grade 11 and 12					
Standard	Competency	Module No. and Title	Objectives	Activity / Page No.	Activity Output	Skills and Processes to Master	Week No. / Time Allotment
<b>Quarter 2</b>							
1. Understand the importance of knowledge, skills and positive attitude helpful to daily living and their relation to life and profession	1. Identify factors related to life and profession 2. Explain the significance of knowledge and skills needed in life and profession	Module 1: <b>Entering the Exits</b>	1. determine preferred life and career based on chosen curriculum exit; and 2. appreciate the chosen life, career, and curriculum exit based on one's interests and personality type.	1. <b>Lecturette</b> Fnur Curriculum Exits (pp. 2 – 5)  2. <b>Evaluation</b> My Plan to Exit (pp. 5 – 6)  3. <b>Reflection</b> My Meaningful Exit from Senior High School (p. 5)	Appendix 7: Activity Sheet No. 3 (p. 21)  Appendix 6: Journal Reflection No. 1 (p. 20)	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Decision Making Skills in relation to one's career</li> <li>• Critical Thinking Skills</li> </ul>	<b>Week 5</b>  30 mins.  20 mins.  10 mins.
		Module 2: <b>Discovering the Cs</b>	1. identify the different lifelong skills that respond to the changing nature of work; 2. relate academic achievement to life and career success; and 3. express appreciation nn the relationship of	4. <b>Lecturette</b> The Changing Nature of Work / Processing Questions (pages 25 – 26)  5. <b>Reflection</b> Hierarchy of Cs (p. 29)		<ul style="list-style-type: none"> <li>• Lifelong skills</li> <li>• Creativity and imagination</li> <li>• Critical thinking skills</li> <li>• Problem solving</li> </ul>	<b>Week 6</b>  30 mins.  30 mins.

**ANNEX A: GRADE 12 CAREER GUIDANCE LEARNING ACTIVITY PLAN (2<sup>nd</sup> - 4<sup>th</sup> Quarter, S.Y. 2020 -2021)**

			academic achievement to life and career success				
2. Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	1. Gather information about life, profession and vocation 2. Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans 3. Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults 4. Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults	<b>Grade 11 CGP Module 3: Reaffirming the Chosen Track</b>	<ol style="list-style-type: none"> <li>determine the different sources of information relevant to curriculum exits;</li> <li>evaluate the different sources of information relevant to their preferred curriculum exit;</li> <li>match the knowledge and skills to the job market demands and possible curriculum exits; and</li> <li>value the importance of the chosen track/strand.</li> </ol>	<ol style="list-style-type: none"> <li><b>Motivation</b> Finding a Job / Processing Questions (p. 18)</li> <li><b>Lecturette</b> Sources of Information / Guide Questions (pp. 22 -29)</li> <li><b>Reflection</b> Questions (p. 32)</li> <li><b>Evaluation</b> My Career Information Sheet (p. 32)</li> </ol>	Appendix 6a - c (pp. 88 - 90)	<ul style="list-style-type: none"> <li>Developing sound decision making skills on career choices.</li> <li>Self-awareness</li> <li>Communication Skills</li> <li>Collaboration</li> <li>Goal setting</li> </ul>	<p><b>Week 7</b></p> <p>15 mins.</p> <p>25 mins.</p> <p>10 mins.</p> <p>10 mins.</p> <p>Total: 180 minutes</p>
		<b>Quarter 3</b>					
		<b>Module 4: Myself In Another Person's Shoes</b>	<ol style="list-style-type: none"> <li>analyze the information gathered from people that will help affirm their decision in choosing the career</li> </ol>	<ol style="list-style-type: none"> <li><b>Lecturette</b> Info-Bits (page 4B - 49)</li> <li><b>Application</b> Crafting a Career Road</li> </ol>	Activity Sheet No.	<ul style="list-style-type: none"> <li>Observational learning</li> <li>Self-awareness</li> <li>Career-awareness</li> <li>Career pathing</li> </ul>	<p><b>Week 5</b></p> <p>15 mins.</p> <p>30 mins.</p>

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	<p>In choosing a profession, vocation and future plans</p>		<p>or curriculum exit;                  2. evaluate the role of selected people with the chosen career or curriculum exit in terms of their beliefs, attitude and skills; and                  3. make a career road map as an expression of commitment to one's chosen career or curriculum exit.</p>	<p>Map (pp. 49 – 51)  <b>7. Assignment</b>                  VMCV of My Future Company (p. 54)</p>	<p>3 (p. 60)</p>		<p>15</p>
<p>3. Apply the ability to choose their own field based on the different factors toward achieving goals in life</p>	<p>1. Describe the chosen field                  2. Decide for life and profession                  3. Reflect on the decisions made for life and profession</p>	<p><b>Module 5:                  Future Combo,                  Activate!</b></p>	<p>1. formulate mission statements in relation to life and career decisions aligned to the curriculum exits;                  2. link life and career decisions to the current demands and trends in the regional and global level; and                  3. appreciate how life and career decisions may contribute to national development.</p>	<p><b>1. Lecturette</b>                  Personal Mission Statement (p. 69 – 71)  <b>2. Main Activity</b>                  Ang Misyon Ko! Reality / Processing Questions (pp. 66 – 69)                  *25 minutes  <b>3. Reflection</b>                  Career Journal (p. 74)</p>	<p>Appendix 2 (p. 77)                  Appendix 3 (p. 78)</p>	<ul style="list-style-type: none"> <li>• Development of One's Mission Statement</li> <li>• Decision-making</li> <li>• Critical Thinking Skills</li> </ul>	<p>W                  2                  2</p>

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			academic achievement to life and career success				
2. Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	1. Gather information about life, profession and vocation 2. Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans 3. Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults 4. Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults	<b>Grade 11 CGP Module 3: Reaffirming the Chosen Track</b>	<ol style="list-style-type: none"> <li>determine the different sources of information relevant to curriculum exits;</li> <li>evaluate the different sources of information relevant to their preferred curriculum exit;</li> <li>match the knowledge and skills to the job market demands and possible curriculum exits; and</li> <li>value the importance of the chosen track/strand.</li> </ol>	<ol style="list-style-type: none"> <li><b>Motivation</b> Finding a Job / Processing Questions (p. 18)</li> <li><b>Lecturette</b> Sources of Information / Guide Questions (pp. 22 -29)</li> <li><b>Reflection</b> Questions (p. 32)</li> <li><b>Evaluation</b> My Career Information Sheet (p. 32)</li> </ol>	Appendix 6a - c (pp. 88 - 90)	<ul style="list-style-type: none"> <li>Developing sound decision making skills on career choices.</li> <li>Self-awareness</li> <li>Communication Skills</li> <li>Collaboration</li> <li>Goal setting</li> </ul>	<p><b>Week 7</b></p> <p>15 mins.</p> <p>25 mins.</p> <p>10 mins.</p> <p>10 mins.</p> <p>Total: 180 minutes</p>
		<b>Quarter 3</b>					
		<b>Module 4: Myself In Another Person's Shoes</b>	<ol style="list-style-type: none"> <li>analyze the information gathered from people that will help affirm their decision in choosing the career</li> </ol>	<ol style="list-style-type: none"> <li><b>Lecturette</b> Info-Bits (page 48 - 49)</li> <li><b>Application</b> Crafting a Career Road</li> </ol>	Activity Sheet No.	<ul style="list-style-type: none"> <li>Observational learning</li> <li>Self-awareness</li> <li>Career-awareness</li> <li>Career pathing</li> </ul>	<p><b>Week 5</b></p> <p>15 mins.</p> <p>30 mins.</p>

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		Module 6: <b>Keep Me Balanced!</b>	<ol style="list-style-type: none"> <li>1. identify their values that leads to the attainment of their career goals;</li> <li>2. evaluate their values that influenced their career and life decisions; and</li> <li>3. plan ways on how to resolve conflict in their values to successfully achieve their career and life goals</li> </ol>	<p><b>4. Main Activity</b> Side A, Side B (pp. 92 – 93)</p> <p><b>5. Lecturette</b> Values (pp. 94 – 95)</p> <p><b>6. Application</b> Rerouting Values (pp. 95 –96)</p> <p><b>7. Reflection</b> Career Journal (p. 96)</p>		<ul style="list-style-type: none"> <li>• Values Actualization</li> <li>• Decision-making</li> <li>• Setting of Goals</li> </ul>	<p><b>Week 7</b></p> <p>25 mins.</p> <p>15 mins.</p> <p>10 mins.</p> <p>10 mins.</p> <p>Total: 180 minutes</p>
<b>Quarter 4</b>							
4. Implement steps toward the realization of chosen profession and vocation based on international standards	<ol style="list-style-type: none"> <li>1. Determine aspects that need to be valued in planning life and profession</li> <li>2. State steps to fulfill the goal in life</li> <li>3. Outline plans for the chosen profession, vocation and the future</li> <li>4. Show adherence to steps based on the outlined plan</li> </ol>	Module 7: <b>Version of Me 2.0</b>	<ol style="list-style-type: none"> <li>1. identify the rights and responsibilities of the employees and employers;</li> <li>2. determine the aspects considered in planning for life and career; and</li> <li>3. relate the chosen career to the needs of the society.</li> </ol>	<p><b>1. Main Activity</b> My Hand Version 2.0 (pp. 99-102)</p> <p><b>2. Activity:</b> Academic Transition Work Sheet Analysis: Curriculum Exit (pp. 102 – 103)</p> <p><b>3. Lecturette</b> (pp. 104 – 107)</p> <p><b>4. Reflection</b> Version of Me 2.0 – Progression Sheet (pp.</p>	<p>Activity Sheet No. 3 (p. 102 – 103)</p> <p>Activity Sheet (p. 110)</p>	<ul style="list-style-type: none"> <li>• Transitioning from senior high school to four curriculum exits</li> <li>• Determining aspects and factors for planning life and profession</li> </ul>	<p><b>Week 5</b></p> <p>20 mins.</p> <p>10 mins.</p> <p>20 mins.</p> <p>10 mins.</p>

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				108-110)			
		<p><b>Module 8: Ready to Take Off!</b></p>	<ol style="list-style-type: none"> <li>1. identify lifelong learning strategies to grow in a chosen career;</li> <li>2. create a Lifelong Learning Plan; and</li> <li>3. express love and passion to one's chosen career.</li> </ol>	<p><b>5. Lecturette</b> Lifelong Learning Strategies and The Lifelong Learning Plan (pp. 131-132)</p> <p><b>6. Application</b> The Lifelong Learning Plan (pp. 132-135)</p> <p><b>Agreement:</b> My Career Portfolio</p>		<ul style="list-style-type: none"> <li>• Writing lifelong learning plan</li> <li>• Outlining plans for lifelong learning strategies beyond SHS</li> </ul>	<p><b>Week 6 &amp; 7</b></p> <p>30 mins.</p> <p>90 mins.</p> <p>Total: <b>180 minutes</b></p>

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HG Career Development Domain Competency		Harvested Activities / Worksheets from Career Guidance Teacher's Manual for Grade 11					
Standard	Competency	Module No. and Title	Objectives	Activity / Page No.	Activity Output	Skills and Processes to Master	Week No. / Time Allotment
<b>Quarter 2</b>							
1. Understand the importance of knowledge, skills and positive attitude helpful to daily living and their relation to life and profession	1. Identify factors related to life and profession 2. Explain the significance of knowledge and skills needed in life and profession	M1 - Road to the Right Choice	1. explain the different factors affecting the choices in life and profession; 2. appreciate the factors in choosing a profession; 3. identify the knowledge and skills needed in the different professions and life choices;	1. Main Activity: Ang Sikreto sa Buhay ni Seiena - page 2 Appendix 1 Activity Sheet 1.1 page 82-B3 2. Gabay na Tanong - -page 83 3. Lecturette - Factors Affecting Career and Life Options - pages 3-7 4. Evaluation: Knowing the Right Choice - page 8	Activity Sheet 1.1 -page 83 (Appendix 1)  Activity Sheet 1.4- page B	<ul style="list-style-type: none"> <li>• Self Motivation,</li> <li>• Critical Thinking,</li> <li>• Decision -Making</li> <li>• Knowing and understanding the factors how one makes choices.</li> </ul>	<b>Week 5-7</b> 30mins.  30mins.  30mins.
		M2: Releasing the Power Within	4. assess the knowledge and skills needed in the preferred profession; and value the	5. Main Activity: Exploring Possibilities - pages 10-12 6. Lecturette - pages 11-13 7. Reflection:	Activity Sheet 2.1 - page 14 Activity Sheet 2.2 pages 14-15		20mins. 30mins. 20mins. 20mins.



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			importance of knowledge and skills required in the profession	Reach for a Star - page 14 8. Evaluation: Like Me, Like Not - pages 14-16			
<b>Quarter 3</b>							
2. Analyze the relationship of one's skills and experiences in choosing a profession, vocation and future plans	1. Gather information about life, profession and vocation 2. Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans 3. Relate the choice of profession, vocation and future plans to one's skills, competencies, and the roles of parents/guardians and significant adults	M-3: Reaffirming the Chosen Track	1. determine the different sources of information relevant to curriculum exits; 2. evaluate the different sources of information relevant to their preferred curriculum exit; and 3. match the knowledge and skills to the job market demands and possible curriculum exits.	1. Motivation - Processing Questions - pages 18 2. Lecturette: Sources of Information - pages 22-29 Processing Question -page 29 2. Application: Activity 3.3: Dress Up Mini Me pages 29-31	Processing Questions - pages 18  Processing Question -page 29  Activity Sheet 3.3 page 29-31	<ul style="list-style-type: none"> <li>• Decision Making,</li> <li>• Critical Thinking,</li> <li>• Planning and Organizing-</li> <li>• Understanding and learning the different agencies which may help for gathering information in choosing a profession, vocation and future plans.</li> </ul>	<p><b>Week 5</b> 10mins.</p> <p>30</p> <p>20</p>

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	4. Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults in choosing a profession, vocation and future plans						
3. Apply the ability to choose their own field based on the different factors toward achieving goals in life	<ol style="list-style-type: none"> <li>1. Describe the chosen field</li> <li>2. Decide for life and profession</li> <li>3. Reflect on the decisions made for life and profession</li> </ol>	M-5: Rising to the Reality of my Dreams	<ol style="list-style-type: none"> <li>1. identify the qualifications, abilities, and skills necessary in the preferred profession, and vocation; and</li> <li>2. share insights and experiences on the process of choosing the preferred profession or career.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecturette - page 43-46</li> <li>Appendix 15: Job Qualification - pages 104-105</li> <li>2. Application: Tasks 1&amp;2 - pages 46-48</li> <li>3. Reflection - page 49</li> </ol>	<p>Appendix 16 SASI - page 106</p> <p>Reflection-page 49</p>	<ul style="list-style-type: none"> <li>• Decision Making,</li> <li>• Self Motivation,</li> <li>• Interpersonal Skills and</li> <li>• Learning the soft and hard skills required for the chosen career or profession.</li> </ul>	<p><b>Week 6-7</b> 30mins.</p> <p>15mins.</p> <p>10mins.</p>

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		M-6: Up in the Ladder of my Career	1. name the pros and cons of the decision made for life and career; and 2. formulate ways of addressing the possible challenges and areas for enrichment.	1. Motivation- Activity Sheet 6.1: My Priorities -page 53 Guide Questions - page 53 2. Main Activity - Activity Sheet 6.2: Factors to Consider in Choosing a Career - pages 54-55 Guide Questions - page 55 3. Lecturette - pages 55-56  4. Evaluation- page 57	Activity Sheet 6.1-page 53 Guide Questions -page 53  Activity Sheet 6.2-page 54-55  Guide Questions -page 55  Evaluation (Make a Plan of Action)-page 57	<ul style="list-style-type: none"> <li>• Critical Thinking,</li> <li>• Decision Making,</li> <li>• Creative Problem Solving</li> <li>• Reflecting oneself in weighing advantages and disadvantages toward achieving life's goal and chosen career.</li> </ul>	10mins.  20mins.  20mins.  15mins.  Total 1 Hour
<b>Quarter 4</b>							
4. Implement steps toward the realization of chosen profession and vocation based on international standards	1. Determine aspects that need to be valued in planning life and profession 2. State steps to fulfill the goal in life 3. Outline plans for the chosen profession,	M7: Beginning the Journey Where I am	1. discuss their present situation in relation to their status in life and profession;	1. Main Activity: Worksheet 7.1 SWOT Analysis- page 60 Guide Questions- page 61 2. Lecturette - pages 61-63 3. Application: Worksheet 7.2 My Ladder to Success - page 67	Activity Sheet 7.1 SWOT Analysis -page 60  Guide Questions -page 61  Worksheet 7.2 -page 67	<ul style="list-style-type: none"> <li>• Critical Thinking,</li> <li>• Planning &amp; Organizing</li> <li>• Understanding the significance of strategic planning on realizing one's vocation, profession and the future.</li> </ul>	Week 5 - 7 30mins.  40mins. 20mins.

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	<p>vocation and the future 4. Show adherence to steps based on the outlined plan</p>	<p>M8: I Plan to Succeed!</p>	<p>1. determine the steps in achieving goals; 2. develop plans for the chosen profession or vocation; 3. implement strategies based on the plans; and 4. show commitment in achieving life goals.</p>	<p>1. Main Activity - Individual Activity - page 71 2. Lecturette: Achieving Life Goals - pages 72-75 Guide Questions 3. Application - page 75-79 4. Reflection: My Timeline page 79 5. Evaluation - page 80</p>	<p>Guide Questions -page 75 Application -pages 75-77 Reflection -page 79 Evaluation -page 80</p>	<ul style="list-style-type: none"> <li>• Interpersonal &amp; Intrapersonal Skills,</li> <li>• Self Motivation,</li> <li>• Planning and Organizing,</li> <li>• Leadership Skills</li> <li>• Envisioning future self to be a successful individual in the chosen field.</li> </ul>	<p>15 mins. 30mins. 15mins. 15mins. 15 mins Total: 130</p>
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