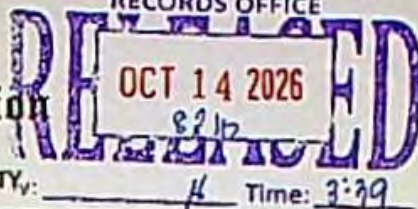




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

DepEd SDO Dagupan City
RECORDS OFFICE



Office of the Schools Division
Superintendent

October 14, 2026

DIVISION MEMORANDUM
No. 595, s. 2026

**LEARNING INTERVENTIONS IN PROJECT ARALIN
ALIGNED TO PROJECT ONE DAGUPAN**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Elementary Public School Heads
Secondary Public School Heads
All other concerned

1. In reference to Division Memorandum No. 355, entitled "Pretest Project Aralin," and in alignment with Project One Dagupan, the results of the pretest have been tabulated, analyzed, interpreted, and submitted to the Schools Division Office (SDO) to establish baseline data on learners' performance, identify learning gaps, and serve as a reference for the planning, development, and implementation of appropriate learning interventions to improve learning outcomes.
2. The results of the pretest, including the identified learning gaps and corresponding learning interventions, shall be presented during the Second Curriculum Summit scheduled in November 2026. The presentation shall highlight the proposed interventions based on the pretest findings to guide schools in adopting and implementing appropriate strategies responsive to learners' needs and aligned with the objectives of Project One Dagupan.
3. In line with this initiative, the Schools Division Office (SDO) recommends the adoption and implementation of appropriate learning interventions based on the identified learning gaps and the specific needs of learners. Schools may consider the following interventions, as applicable and appropriate to their respective contexts.
4. Teachers are encouraged to select, contextualize, and implement the interventions that best address their learners' needs, available resources, and prevailing school conditions. The interventions shall be incorporated into the school's existing instructional plans and improvement initiatives, as appropriate.
5. The implementation of the identified learning interventions shall be monitored by the Public Schools District Supervisors (PSDSs) and Education Program Supervisors (EPS) in Araling Panlipunan using the monitoring tool provided by the Schools Division Office. The monitoring process shall assess the implementation of planned



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interventions, document progress and challenges, and provide technical assistance to ensure the effective delivery of learning support to learners.

6. The results of the monitoring shall be submitted to the concerned Education Program Supervisor (EPS) for consolidation and presentation during the Second Curriculum Summit in November 2026. These shall serve as a basis for evaluating the implementation of the learning interventions, identifying areas for improvement, and recommending appropriate actions to address the identified learning gaps.

7. For information, dissemination, and appropriate action.


MARCIANO U. SORIANO JR., PHD, CESO VI
Assistant Schools Division Superintendent
Officer-in-charge
Office of the Schools Division Superintendent

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**SUGGESTED LEARNING INTERVENTIONS FOR PROJECT ARALIN
(ALIGNED TO PROJECT ONE DAGUPAN)**

A. KEY STAGE 1

Learning Intervention	Descriptions
1. Picture-Based Learning	Use pictures of community helpers, landmarks, maps, and Filipino traditions to help learners understand concepts visually.
2. Araling Panlipunan Flashcards	Prepare flashcards containing pictures, keywords, and simple questions for daily review and vocabulary development.
3. Storytelling and Role-Playing	Use stories about family, community, and national heroes, followed by short role-playing activities to strengthen understanding.
4. Map and Location Activities	Let learners identify their home, school, community, and the Philippines using simple maps and illustrations.
5. Daily 5-Item Review	Conduct a short review quiz at the beginning or end of each lesson to reinforce previously learned concepts.
6. Matching-Type Activities	Ask learners to match community helpers with their roles, symbols with their meanings, or places with their functions.
7. Peer-Assisted Learning	Pair learners who need support with classmates who have mastered the lesson for guided practice and reinforcement.
8. Remediation Through Learning Stations	Set up simple activity stations using worksheets, pictures, puzzles, and flashcards for learners who need additional practice.



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B. KEY STAGE 2

Learning Intervention	Description
1. Pretest-Based Remediation	Analyze pretest results to identify least-mastered competencies and provide targeted activities for the specific learning gaps.
2. Weekly Retrieval Practice	Give short quizzes covering previous lessons to improve retention and help learners recall important concepts.
3. Timeline-Making Activities	Have learners arrange important historical events chronologically to develop their understanding of sequence and cause and effect.
4. Map Skills Enhancement	Conduct regular exercises on identifying regions, provinces, bodies of water, landforms, and important Philippine locations.
5. Vocabulary Development	Introduce key AP terms through word walls, vocabulary cards, concept maps, and simple definitions.
6. Think-Pair-Share	Let learners answer a question individually, discuss it with a partner, and share their reasoning with the class.
7. Quiz Bee and Game-Based Review	Use team quizzes, crossword puzzles, and educational games to review important concepts in an engaging way.
8. Small-Group Remediation	Group learners according to identified learning needs and provide focused instruction, guided exercises, and feedback.
9. Reading and Analyzing Historical Sources	Provide short passages, pictures, or primary-source excerpts and ask guide questions to improve comprehension and interpretation.
10. Practice Tests with Feedback	Administer short assessment exercises similar to classroom tests, then discuss correct answers and common misconceptions.



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C. KEY STAGE 3

Learning Intervention	Description
1. Least-Mastered Competency Intervention	Use assessment data to identify difficult competencies and conduct focused reteaching with examples and guided practice.
2. Test Item Analysis and Error Correction	Review commonly missed questions with learners, explain the correct reasoning, and let them correct their answers.
3. Document-Based Learning	Use short historical documents, news excerpts, maps, graphs, and political cartoons to develop source analysis and interpretation skills.
4. Concept Mapping	Ask learners to create concept maps connecting historical events, political systems, economic issues, and social changes.
5. Cause-and-Effect Analysis	Use graphic organizers to help learners explain the causes, consequences, and significance of historical and contemporary events.
6. Current Events Integration	Connect lesson concepts to relevant Philippine and global issues to improve comprehension, application, and civic awareness.
7. Peer Tutoring and Collaborative Review	Organize small groups where learners explain concepts, answer practice questions, and clarify misconceptions together.
8. Higher-Order Thinking Questions	Include questions that require learners to compare, analyze, evaluate, and apply concepts rather than simply memorize facts.
9. Weekly Assessment and Feedback	Conduct short formative assessments and provide immediate feedback so learners can address errors before major examinations.
10. Academic Support Sessions	Schedule short intervention periods for learners with persistent learning gaps, using differentiated materials and guided activities.



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**PROJECT ARALIN YEAR 2 IMPLEMENTATION
(ALIGNED TO PROJECT ONE DAGUPAN OF SDO)
MONITORING TOOL**

School		Date	
School Head		District	

I. LEARNERS' PERFORMANCE

School	Overall MPS Pretest Project ARALIN (Y2)	Overall MPS Term ____ Examination	No of Learners with Below 75% Rating in AP	No of Learners Under Interventions for Term 2	No of Teachers Providing Interventions

II. LEARNING INTERVENTIONS

Guide Question 1: Based on the issued memorandum, what are the learning interventions adopted or implemented by the teachers in Makabansa & Araling Panlipunan to provide support to learners who are needing guidance and assistance in the said subject?

Key Stage	Learning Intervention Adopted & Implemented	Reasons for Adoption & Implementation	Extent of Utilization	Immediate Reaction or Response of Learners
1				
2				



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3				

III. CONCERNS/ISSUES ENCOUNTERED IN THE IMPLEMENTATION OF INTERVENTIONS

Guide Question 2: What are the concerns/issues encountered in the adoption or implementation of the learning interventions? How did the school address the identified concerns/issues?

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IV. BEST PRACTICES OF SCHOOL

Guide Question 3: What are the best practices of the school in addressing learner's performance?

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Prepared by:

Public Schools District Supervisor

Conferred with:

School Head

Reviewed by:

MARKCONI F. TAROMA, PhD
EPS-Araling Panlipunan



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PROJECT ARALIN YEAR 2 IMPLEMENTATION
FOCUS: REPRODUCTIVE HEALTH EDUCATION (COMPREHENSIVE SEXUALITY EDUCATION)
(ALIGNED TO PROJECT ONE DAGUPAN OF SDO)
MONITORING TOOL FOR EVERY TERM

A. KEY PERFORMANCE INDICATORS

School	No. of learners reached	No. of teachers oriented/capacitated	No. of parents/guardians engaged	No. of IEC materials developed/disseminated	No. of advocacy activities conducted	No. of guidance/counseling interventions conducted	No. of referral mechanisms established/strengthened	No. of partnerships linkages established

B. BOTTLENECKS, LAGS, ISSUES, CONCERNS (BLICS)

Bottlenecks, Lags, Issues, Concerns (BLICs) on the following Areas:			Support Needed from SDO
Integration of CSE-RHE	Activities & Advocacies	Partnership	

Prepared by:

Conferred with:

Reviewed by:

Public Schools District Supervisor

School Head

MARKCONI F. TAROMA PhD
EPS – Araling Panlipunan