



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. _____, s. 2026

June 16, 2026

IMPLEMENTATION OF PROJECT SHARE PHASE 2

TO: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors
All Public Elementary and Secondary Principals
All Others Concerned

1. This Office, through the Curriculum Implementation Division, hereby disseminates Regional Memorandum No. 0514, s. 2026 titled "**Implementation of Project SHARE Phase 2**" for the information and guidance of all concerned.
2. For more details, please see enclosures.
3. Immediate dissemination of and compliance with this Memorandum is directed.


WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

WDB/JAAL/CID/JTB/jtb



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



Office of the Regional Director

11 JUN 2026

REGIONAL MEMORANDUM

No. **0514**, s. 2026

IMPLEMENTATION OF PROJECT SHARE PHASE 2

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

1. In line with the Department of Education Region VII's continuing efforts to strengthen curriculum implementation and ensure the availability of quality, contextualized, and accessible instructional resources, this Office announces the field implementation of **Project SHARE Phase 2 – Instructional Plans for Grades 2, 3, 5, and 8 for School Year 2026–2027**. This initiative forms part of the Region's commitment to enhance learner progression and teacher capacity by institutionalizing best practices in instructional planning.

2. Project SHARE aims to:

2.1 select and harvest exemplary instructional plans from high-performing teachers in Grades 2, 3, 5, and 8;

2.2 quality assure and pilot test the harvested instructional plans at the school, division, and regional levels;

2.3 award and recognize the best instructional plans; and

2.4 share the harvested instructional plans for utilization across schools to promote consistency and excellence in classroom instruction.

3. For guidance and reference, please refer to the following enclosures:

3.1 Enclosure 1 – Mechanics of Project SHARE Phase 2

3.2 Enclosure 2 – iPlan template in ILAW Format

3.3 Enclosure 3 – QA Tools

4. The following QR code is provided containing electronic copies of Project SHARE mechanics, forms, and templates:



5. Each Schools Division Office (SDO) is requested to implement and accomplish its assigned grade level and term according to the projected timeline indicated in Project SHARE Phase 2 Mechanics.

6. All learning area supervisors are directed to manage the selection of high-performing teachers and oversee the harvesting of instructional plans through quality assurance and pilot testing.

7. For further inquiries, please contact Maurita F. Ponce, CLMD Chief at maurita.ponce@deped.gov.ph or 09773295905 local 717.

8. Immediate dissemination of and compliance with this Memorandum are directed.

 **DR. ARTURO B. BAYOCOT, CESO III**
Regional Director

MECHANICS OF PROJECT SHARE
INSTRUCTIONAL PLANS (iPlans) - PHASE 2 – CY 2026

A. Preliminaries

1. The DepEd Regional Office, through the Curriculum and Learning Management Division (CLMD), will spearhead the Phase 2 of Project SHARE – Development, Quality Assurance and Pilot testing of Instructional Plans for Grades 2, 3, 5 and 8 for CY 2026.
2. A re-orientation and workshop on Phase 2 (for 2 days) of the Development, Quality Assurance and Pilot Testing of Instructional Plans will be conducted with expanded participants: CID Chiefs, Education Program Supervisors and recommended Writers in Elementary and Secondary Levels.
3. SDOs will spearhead the implementation of Project SHARE Phase 2 at the Schools Division Level by identifying high-performing and specialized teachers to select or develop high-quality instructional plans in Grades 2, 3, 5 and 8.
4. Under the leadership of the CID Chiefs, SDO Learning Area Supervisors will oversee the selection of high-performing teachers, and the Quality Assurance (QA) Team. They will also facilitate an orientation on Project SHARE in the most efficient and effective manner possible.

Table 1: Grade Level Assignment and Estimated Count of iPlans, Writers and Evaluators in SDO Level

SDO	G2	G3	G5	G8	Number of iPLANS 1 week=4 iPLANS	Number of Writers 1Writer=2 iPlans 1 week = 2 writers 1 LA = 20-22 writers	Number of QA Evaluators 2 Evaluators=4 iPlans
Bohol				T1	10-11 Wks x 4iPlans x 8LA = 320-352 iPlans	160-176	160-176
Cebu City				T2	10-11x 4x 8= 320-352 iPlans	160-176	160-176
Cebu Province				T3	10-11x 4x 8= 320-352 iPlans	160-176	160-176
Carcar City			T1		10-11x 4x 8= 320-352 iPlans	160-176	160-176
City of Bogo			T2		10-11x 4x 8= 320-352 iPlans	160-176	160-176
City of Naga			T3		10-11x 4x 8= 320-352 iPlans	160-176	160-176
Danao		T1			10-11x4x6= 240-264 iPlans	120-132	120-132
Lapu-Lapu		T2			10-11x4x6= 240-264 iPlans	120-132	120-132
Tagbilaran		T3			10-11x4x6= 240-264 iPlans	120-132	120-132
Mandaue	T1				10-11x4x5= 200-220 iPlans	100-110	100-110
Toledo	T2				10-11x4x5= 200-220 iPlans	100-110	100-110
Talisay	T3				10-11x4x5= 200-220 iPlans	100-110	100-110
					3240 - 3564 iPlans	1620-1782	1620-1782

B. SDO Level Implementation

1. In accordance with DO 12, s. 2024, the following time allotment per instructional plan (iPlan) shall be observed:

Table 2. Time allotment per iPlan

Learning Areas	Minutes per Day/ per iPlan	Days Covered
English, Math, Science, GMRC/VE	60	Monday-Thursday
EPP/TLE, MAPEH, AralPan, and Filipino	60	Monday-Thursday

2. The iPlan writers must meet these criteria:

- 2.1 Teachers-Master Teachers who have been teaching the subject for at least 3 years
- 2.2 Specialized in the subject and adept lesson planners (writers of Phase 1 are excluded to allow other potential writers to join)
- 2.3 Experienced in learning resources development (division, regional, or national levels)

3. Writers may use open-source materials, Canva, or original illustrations with proper attribution.

4. Responsibilities of iPlan writers:

- 4.1 Select and refine existing lesson plans from SY 2025-2026
- 4.2 Enhance them by prescribed iPlan template (Appendix 1- iPlan2026Template))
- 4.3 Complete the assigned iPlans within 30 days (coded as Version 0.1)

5. Each iPlan must include:

- 5.1 Learning Competency
- 5.2 Learning Objectives
- 5.3 Complete parts of iPlan – ILAW Format (DO 16, 2026)
- 5.4 Formative test/activity
- 5.5 End-of-lesson assessment
- 5.6 Appendices: Activity sheet, rubrics, checklist, answer key, etc.
- 5.7 Slide decks (for lesson delivery)

6. SDO Level Quality Assurance (QA) Team shall be managed by the Learning Area - Education Program Supervisor with two other members from:

- a. Master Teachers/ Experienced teachers/ Specialized Teachers
- b. School Heads (Specialized)
- c. Public Schools District Supervisors (PSDS) (Specialized)

7. The responsibilities of the Education Program Supervisors are to:
 - a. Lead the SDO QA
 - b. Establish an iPlan repository (Microsoft OneDrive preferred)
 - c. Ensure all materials are electronically uploaded
 - d. Review submissions for completeness
 - e. Compile all submissions of iPlans Version 0.3
 - f. Submit and upload the compilation to Regional Repository
8. QA evaluation of iPlans shall be done using the following QA tools and the timeline will take 20 days:
 - a. Instructional Plan – Content Quality Assurance Tool (ICQAT)- Appendix 2
 - b. Instructional Plan – Format and Structure Quality Assurance Tool (IFSQAT) – Appendix 3
 - c. Instructional Plan – Language Quality Assurance Tool (ILQAT) – Appendix 4
 - d. Instructional Plan – Summary of Findings and Recommendations Form (ISFRF) – Appendix 5
9. Writers will revise the iPan per QA recommendations for another 20 Days marking the iPlan version 0.2
10. Pilot Testing shall be done for iPlan version 0.2 within 20 days.
11. A different teacher from the same or a neighboring school must conduct the field test, preferably at the same grade level. The iPlan should be tested with learners who have completed Q1–Q4 competencies (e.g., Grade 2 iPlans with Grade 3 learners, Grade 4 with Grade 5, and Grade 5 with Grade 6 and Grade 8 with Grade 9).
12. Testing with learners who have mastered the competencies helps the teacher-writer assess if the iPlan reinforces prior knowledge and aligns with curriculum standards.
13. To minimize class disruptions, each teacher may test up to two iPlans, preferably on Fridays/remedial days. The school head or PSDS shall oversee the process.
14. After field testing, the assigned teacher in Pilot Testing must complete the Instructional Plan – Content Quality Assurance Tool (ICQAT) and the timeline will take 5 days.
15. Writers will refine and finalize the iPlans as Version 0.3 within 20 days.
16. Once completed, the iPlans will be submitted to the Schools Division Office (SDO) Curriculum Implementation Division (CID) specific to the concerned Learning Area Supervisor who will manage the repository with the following folders:
 - a. Developed iPlan version 0.1 (complete with all parts)
 - b. Quality Assured iPlan Version 0.2 (with accomplished ICQAT)
 - c. Pilot Tested iPlan Version 0.3 (with accomplished ICQAT)
17. SDO shall organize recognition events to acknowledge the contributions of iPlan writers, evaluators and Pilot Testing teachers.
18. All SDOs based on assigned Term will submit iPlans (Version 0.3) for regional QA through the Regional Program Supervisor.

C. Regional Level Implementation

1. The SDO assignment for QA for CY 2026 will be as follows:

Table 3. SDO Assignment

SDO iPlan Developer	Assigned SDO Evaluator	Number of Evaluators per Quarter per Learning Area
Bohol	Cebu Province	64 (<i>8 per Learning Area per Semester</i>)
Cebu City	Bohol	64
Cebu Province	Cebu City	64
Carcar City	City of Naga	64
City of Bogo	Carcar City	64
City of Naga	City of Bogo	64
Danao	Tagbilaran	48
Lapu-Lapu	Danao	48
Tagbilaran	Lapu-Lapu	48
Mandaue	Talisay	40
Toledo	Mandaue	40
Talisay	Toledo	40
Total		648

2. There will be 8 QA Team Members who will evaluate the entire SDO Assignment with the following composition:
 - a. (5) members for Contents/Specialized
 - b. (2) Language Experts
 - c. (1) Layout
3. Regional QA Team shall be managed by the Education Program Supervisor with members coming from:
 - a. SDO EPS
 - b. QA Evaluators in SDO Level
 - c. Content Expert Teachers/Specialized
 - d. Lay-out Expert/ICT/Illustrator
 - e. Language Expert/English Teachers
4. The responsibilities of the Regional Education Supervisors are to:
 - a. Lead regional QA
 - b. Establish an iPlan repository (Microsoft OneDrive preferred)
 - c. Ensure all materials are electronically uploaded
 - d. Review submissions for completeness
 - e. Issue Specialty Clearance for iPlans
 - f. Compile all Version 0.4
 - g. Upload Version 0.4 to the Learning Area Drive or DepEd RO 7 Portal

5. The Quality Assurance will be 3 days using the same QA Tools (Appendix 2-5) through an onsite/face-to-face session.
6. The iPlan writers will implement the corrections within 20 days and finalize Version 0.4

D. Selection of Best iPlans

1. Right after the submission of iPlans version 0.4, the Regional Supervisor shall form a Selection committee to select the Best iPlans.
2. The selection of best iPlans should come from the recommendations of the SDO Supervisor.
3. The recommendation should be 1 best iplan per week, so a total of 8 best iplans will be endorsed for the regional committee selection.
4. Selection of Best iPlans will be 5 days.
5. The composition of the Regional Selection Committee will be as follows:

SDO iPlan Developer	Judge 1 (SDO EPS)	Judge 2 (SDO EPS)	Judge 3
Bohol	Cebu City	Cebu Province	Regional EPS
Cebu City	Bohol	Cebu Province	Regional EPS
Cebu Province	Bohol	Cebu City	Regional EPS
Carcar City	City of Bogo	City of Naga	Regional EPS
City of Bogo	Carcar City	City of Naga	Regional EPS
City of Naga	Carcar City	City of Bogo	Regional EPS
Danao	Lapu-Lapu	Tagbilaran	Regional EPS
Lapu-Lapu	Danao	Tagbilaran	Regional EPS
Tagbilaran	Danao	Lapu-Lapu	Regional EPS
Mandaue	Toledo	Talisay	Regional EPS
Toledo	Mandaue	Talisay	Regional EPS
Talisay	Mandaue	Toledo	Regional EPS

E. Awarding Ceremony of Best iPlan

Date: December 11, 2026

F. Timeline of Project SHARE Phase 2

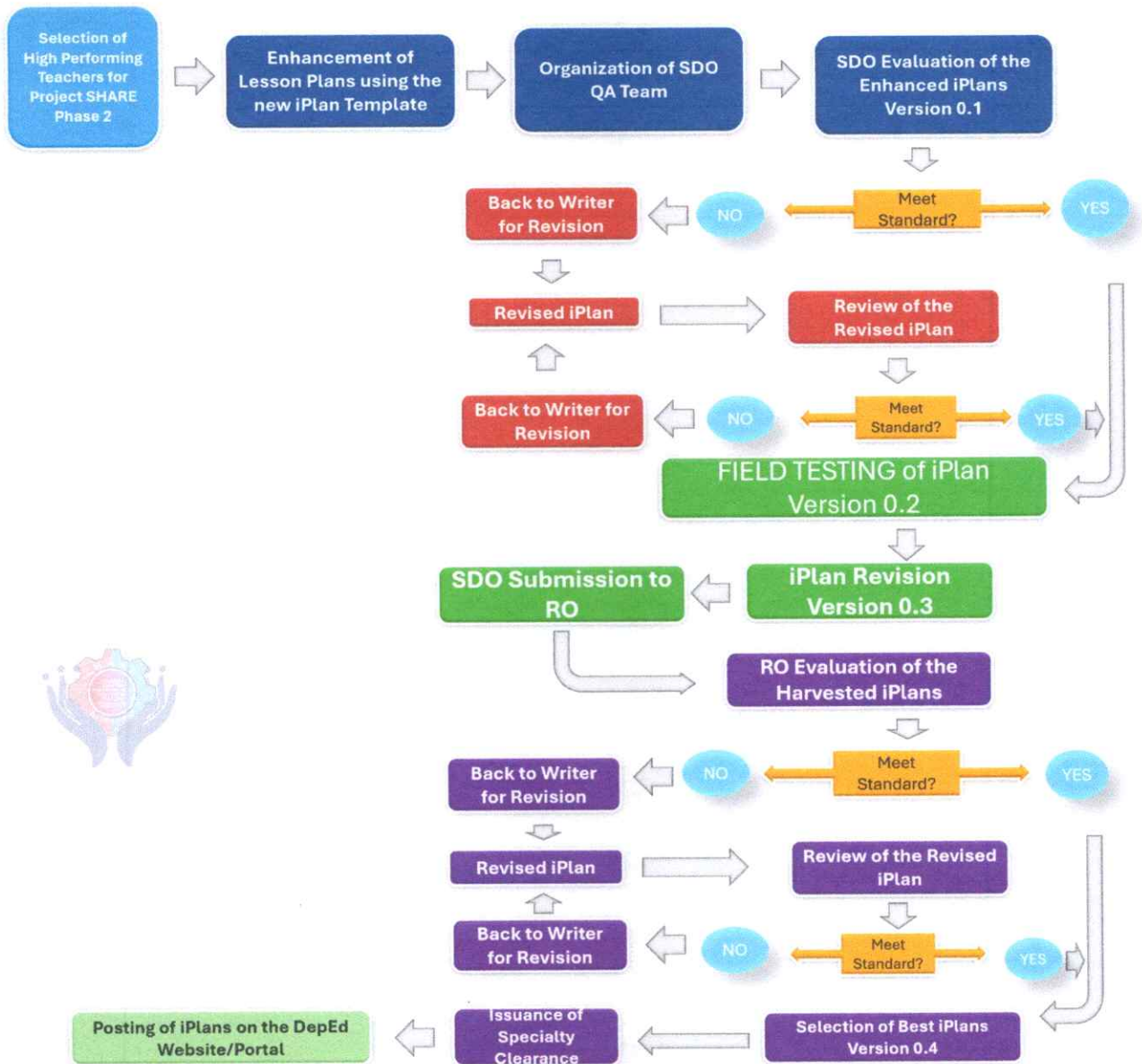
Part	Significant Activities	Key Person-in-Charge	Timeline (No. of Days)	Proposed Dates	Expected Output
Part I: Regional Preliminaries	Regional planning and coordination	CLMD Chief, Regional EPS	17 days	February 20- March 30, 2026	Approved mechanics and implementation plan
	Re-orientation and Workshop on Project SHARE Phase 2	CLMD, Regional EPS	2 days	April 6-7, 2026	Oriented CID Chiefs, EPS, and Writers
Part II: SDO Organization & Mobilization	Identification and selection of iPlan writers and SDO QA Team	CID Chiefs, SDO EPS	30 days	May 15- June 15, 2026	Official list of qualified writers and QA members
	SDO-level Learning Area Virtual/Onsite Orientation	CID Chiefs, Learning Area EPS	2 days	June 16-20 2026	Oriented SDO implementers
Part III: iPlan Development	iPlan Development and Enhancement (Version 0.1)	iPlan Writers	30 days	June 20– July 20, 2026	Developed iPlans Version 0.1
Part IV: SDO Quality Assurance	Evaluation of iPlans using iPEC	SDO QA Team (EPS-led)	20 days	July 21– August 15, 2026	QA-reviewed iPlans with accomplished iPEC
Part V: iPlan Revision (SDO Level)	Revision of iPlans based on QA recommendations (Version 0.2)	iPlan Writers	20 days	August 17– September 12, 2026	Quality-Assured iPlans Version 0.2
Part VI: Pilot Testing	Pilot testing of iPlans Version 0.2	Pilot Teachers, School Heads, PSDS	20 days	September 13–October 3, 2026	Pilot-tested iPlans
	Completion of iPEC (Pilot Testing)	Pilot Testing Teachers	5 days	September 20–October 3, 2026	Accomplished pilot-testing iPEC
Part VII: Finalization at SDO Level	Refinement and finalization of iPlans (Version 0.3)	iPlan Writers	20 days	October 4– October 24, 2026	Finalized iPlans Version 0.3
	Organization of SDO repository and submission to Regional Office	Learning Area EPS, CID Chiefs	5 days	October 24–30, 2026	Complete SDO iPlan repository
	Recognition of writers, QA	SDO CID	5 days	November, 2026	Conducted recognition activity

Part	Significant Activities	Key Person-in-Charge	Timeline (No. of Days)	Proposed Dates	Expected Output
	evaluators, and pilot teachers				
Part VIII: Regional Quality Assurance	Regional QA of iPlans (onsite/face-to-face)	Regional EPS, Regional QA Team	3 days	November 9-11, 2026	Regionally QA-reviewed iPlans
Part IX: Regional Finalization	Implementation of Regional QA corrections and finalization (Version 0.4)	iPlan Writers	20 days	November 10--30, 2026	Final iPlans Version 0.4
Part X: Selection of Best iPlans	Formation of Regional Selection Committee	Regional Supervisor	2 days	November 25-30, 2026	Organized Selection Committee
	Selection of Best iPlans	Regional Selection Committee	5 days	December 1-5, 2026	Identified Best iPlans
Part XI: Awarding Ceremony	Awarding Ceremony of Best iPlans	CLMD, Regional Office	1 day	December 11, 2026	Awarded Best iPlans

G. Graphical Presentation of Project SHARE (Phase 2) Implementation



XI. Quality Assurance Process Flow



XII. Monitoring

Illustrative Example: Submission Dashboard

PROJECT SHARE MONITORING DASHBOARD						
SDO CITY OF MANDAUE CITY						
LEARNING AREA	ACTIVITIES AND TIMELINE				% of Accomplishment Per Learning Area	SDO OVER-ALL % OF ACCOMPLISHMENT
	School Level	Division Level				
	Development/ Harvesting of iPlans by high-performing teachers (Version .01)	Division-level quality assurance by SDO QA Team	Review and revision of iPlans	Endorsement of iPlans (Version .03) to Regional Office		
Date: June 15-August 5, 2025	Date: September 11-September 25, 2025	Date: September 26-October 5, 2025	Date: October 6-10, 2025			
MAKABANSA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	100%
GMRC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	
LANGUAGE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	
READING AND LITERACY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	
MATHEMATICS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	
	<i>Issues and Challenges:</i>	<i>Issues and Challenges:</i>	<i>Issues and Challenges:</i>	<i>Issues and Challenges:</i>		

This Monitoring Dashboard for the Submission of Instructional Plans provides a structured way to track and evaluate the submission compliance of different Schools Division Offices (SDOs) in a region. The dashboard includes columns for each submission period, progress percentage, and remarks, making it a comprehensive tool for supervisors to oversee instructional planning.



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Project SHARE - iPlan

Enclosure 2 to Regional Memorandum No. _____, s. 2026

Name of Lesson	Patterns of Inheritance
Learning Area/Term Week/day	Science /Term 1/W3 Day 1
Designed by Teacher	Bryant C. Acar
Designed for which Grade level and Section	Grade 8
No. of Session	1
References (books, website, toolkits, etc.)	References Acar, B. C. <i>Lecture Manual in Biology</i> . 2nd ed. Science and Technology Education Center, 2018. Department of Education (DepEd). (2023). <i>Science 8 learning modules: Patterns of inheritance</i> . Bureau of Learning Resources. Pasig City, Philippines. Department of Education (DepEd). (2024). <i>MATATAG curriculum lesson exemplars in science (Grade 8)</i> . Bureau of Learning Delivery. Pasig City, Philippines. Facebook Group. "Post in Facebook group." Facebook, n.d., https://www.facebook.com/groups/1004281874050280/posts/1521337105678085/ OpenStax. (2021). <i>Biology 2e</i> . Rice University. https://openstax.org/details/books/biology-2e Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Reece, J. B. (2022). <i>Campbell biology</i> (12th ed.). Pearson Education.
Declaration of AI use (Cite how AI was used in the formulation of the lesson plan. See DO 3, 2026 Annex A.)	AI was used in reformatting the instructional plan into the DepEd Appendix A Lesson Plan Template, ensuring clarity, alignment, and completeness (DO 3, 2026 Annex A); and creating the Crossword Puzzle.
Intentions.	<i>Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson. Keep it clear and simple.</i> <i>Remember: Understanding your learners/ evolving context and designing around it helps ensure that your lessons connect with and are relevant to them.</i>



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Project SHARE – iPlan-ILAW Format

<p><i>Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the session.</i></p>	
<p>Learning Objectives: <i>Write the smaller knowledge, skills or tasks from the competency that the learners will work on and be able to show by the end of the sessions.</i></p>	<p>Unpacked: Day 1: Learners define heredity and traits.</p>
<p>Learner Context: <i>Write your observations of your learners and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.</i></p>	<p>Grade 8 learners are curious and enjoy interactive, family-related activities. They respond well to visual aids and group tasks but may need support in understanding abstract terms like heredity, genetics, dominant, recessive, genotype and phenotype. Linking concepts to real-life traits helps them stay engaged and grasp heredity more clearly.</p>
<p>Learning Experience.</p>	<p><i>Learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills or understanding in a purposeful way.</i></p>
<p>Pre-Lesson: <i>Describe how you will help the learners get ready for the lesson.</i></p>	<p>1. Introductory Activity Opening Prayer (1 minute) Class Roll Call (ask the secretary of the class)</p> <p>Introductory Activity: “That’s Me!” (4 minutes)</p> <p>Objective: To identify traits the learner may have inherited from their parents.</p> <p>Instructions for Learners:</p> <ol style="list-style-type: none"> 1. Sit comfortably and listen carefully to the teacher. 2. The teacher will say a characteristic (like “curly hair” or “dimples”).



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Project SHARE – iPlan-ILAW Format

	<p>3. If the characteristic applies to you, stand up and say quietly: “That’s me! and I got it from my _____”</p> <p>4. Sit down after standing and wait for the next characteristic.</p> <p>5. Be honest and have fun seeing which traits you share with your family!</p> <p>Characteristics to Check:</p> <ol style="list-style-type: none">1. Curly or wavy hair2. Straight hair3. Dimples when you smile4. Eye color like your parents5. Height like your parents6. Left-handed7. Birthmarks8. Shape of the nose <p>Transition Phrase: Well-done, everyone! Just like you stood up for your traits, we can see how families share certain characteristics. Let’s now look at a family photo and see which traits appear in both parents and children in our next activity.</p>
<p>Flow: <i>Describe the activities that you can implement in 1 or more sessions to meet the learning objectives.</i></p> <p><i>Apply the Learning Design Principles by thinking how to:</i></p> <ul style="list-style-type: none">• make the objectives clear for the learners• guide learners before letting them try the task on their own• check the state of the learners’ well being, understanding	<p>2. Activity (5 minutes)</p> <p>Title: F.A.C.T. – Family Analysis of Common Traits</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Look at the photo your teacher will show. It is a picture of a Filipino family.2. Observe each family member carefully. Focus on their physical traits such as hair type, eye shape, skin tone, height, and facial features.3. Compare the family members. Identify which traits are the same or similar among them.



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Project SHARE – iPlan-ILAW Format

and mastery over the lesson

- *connect today's new concepts to past competencies*
- *encourage collaboration among learners*
- *invite learners to reflect on why this matters to them*
- *ensure inclusion for learners' varied abilities, learning styles and contexts*



<https://www.facebook.com/groups/1004281874050280/posts/1521337105678085/>

3. Analysis (3 Minutes)

Allow the learners to answer the Analysis Questions:

- Which similar physical traits can you observe among the family members in the picture?*
- How do these shared traits help you understand what heredity means?*
- Based on what you see, how would you define a trait?*

Transition Phrase: The similarities and differences you observed are not random. These traits are inherited from parents through genes. Today, we will learn how traits are passed from one generation to the next, why some traits appear in every generation, and how we can predict inherited traits using Punnett squares.



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4. Abstraction (20 minutes)

Genetics is the branch of science that studies how traits are inherited from parents to offspring. These traits include physical characteristics such as hair type, eye color, height, and skin tone, as well as some traits that are not easily seen, like blood type. Gregor Johann Mendel is known as the Father of Genetics. He discovered the basic laws of inheritance through his pea plant experiments between 1856 and 1863.

The next question is *“How are these traits actually passed from parents to their children?”* The process by which traits are transferred from one generation to the next is called **Heredity**.

We may ask *“What carries these traits from one generation to the next?”* These traits are carried by special units called **Genes**. Examples: Height, hair type, blood type, eye color

The next question is: *“Why do some traits appear in one person while others do not, even though the same gene is present?”* The answer lies in the different forms of a gene, which we call **Alleles**.

Alleles are the different versions or forms of a gene that determine how a particular trait is expressed. For each trait, a person inherits two alleles—one from the mother and one from the father.

Examples: The gene for eye color may have a brown allele or a blue allele.

The gene for hair type may have a curly allele or a straight allele.

Alleles can be represented using letters for easier illustration. For example, the allele for brown eyes can be written as **B**, blue eyes as **b**, curly hair as **C**, and straight hair as **c**.

Depending on the combination of alleles a person inherits, a trait may be expressed differently:

Homozygous: Both alleles are the same (e.g., BB or bb)

Heterozygous: The alleles are different (e.g., Bb)

Now that we know that alleles are different forms of a gene, the next question is: *Why does one trait sometimes appear while another seems to disappear?”* This happens because some alleles are stronger than others. The stronger allele is called **Dominant**, while the weaker one is called **Recessive**.



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Project SHARE – iPlan-ILAW Format

Dominant Traits are traits that always show up in an individual if at least one dominant allele is present.

- *Example: If the allele for brown eyes (B) is dominant, a person with BB or Bb will have brown eyes.*

Recessive Traits are traits that only appear when both alleles are recessive.

- *Example: Blue eyes (b) are recessive, so a person must inherit bb to have blue eyes.*

“Now that we understand dominant and recessive traits and how alleles interact, the next step is to look at how these allele combinations are represented and how they actually appear in an individual. The combination of alleles is called the **Genotype**, and the physical appearance or observable trait is called the **Phenotype**.”

Genotype Example:

- **BB** – homozygous dominant for brown eyes
- **Bb** – heterozygous for brown eyes
- **bb** – homozygous recessive for blue eyes

Phenotype Example:

- **BB** → brown eyes
- **Bb** → brown eyes
- **bb** → blue eyes

Now that we know that an individual’s genotype determines their phenotype, the next question is: *Can we predict which traits will appear in the offspring?* The answer is yes! Scientists use a tool called a **Punnett square**, developed by Reginald C. Punnett in 1905, to predict the possible combinations of alleles and the traits they produce in the next generation.

5. Application (8 minutes)

Inheritance of Traits - Case Study

Objective: Apply key genetics concepts to explain how traits are inherited.

Instructions:

1. Read the story below carefully.
2. Fill in the blanks with the correct term from the word bank.



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Project SHARE – iPlan-ILAW Format

Word Bank:

Alleles, Homozygous, Heterozygous, Heredity, Dominant, Recessive, Genes, Genotype, Phenotype, Punnett Square, Genetics,

Case Study Story:

Once upon a time in a small village, a curious scientist named Lila wanted to understand why children sometimes look like their parents and sometimes have unique features. She decided to study this using the field of 1 .

Lila knew that the process by which traits are passed from parents to children is called 2 . She discovered that traits are carried by tiny units inside the cells called 3 , which act like instruction manuals for every characteristic.

Each gene could have different versions called 4 . For example, a gene for hair color might have a black hair version or a blonde hair version. If a child inherits two identical alleles, they are 5 for that trait. If the alleles are different, they are 6 .

Some traits always appear in a child if at least one allele is present. These strong traits are called 7 , while weaker traits that only appear when no dominant allele is present are called 8 .

Lila also learned that the combination of alleles a child inherits is called the 9 , while the physical appearance of that trait, what you can see, is called the 10 .

To predict which traits might appear in the children of her neighbors, Lila used a tool called a 11 , developed by Reginald C. Punnett in 1905. Using this, she could visualize all the possible combinations of alleles and the traits the children might inherit.

Thanks to her study, the village children learned why some siblings had curly hair while others had straight hair, why some had brown eyes and others blue, and most importantly, why each child was unique and special.

Answer Key:

1. Genetics
2. Heredity
3. Genes
4. Alleles
5. Homozygous



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	<p>6. Heterozygous 7. Dominant 8. Recessive 9. Genotype 10. Phenotype 11. Punnett Square</p> <p>Transition: The teacher will ask, “In your own words, define Heredity and Traits”</p>
<p>Learning Resources: <i>List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive.</i></p> <p><i>Include options and alternatives in case of emergencies</i></p>	<p>Projector or TV; Small White Board; Big White Board; Markers; Slide Decks; Lecture Notes, Task Sheet, Post Test; and sample family picture; Punnett Square Diagram</p>
<p>Opportunities for Integration: <i>Write down any possibilities to meaningfully anchor learning areas, special topic, or technology. Write N/A if none.</i></p>	<p>This lesson can be meaningfully anchored to Mathematics (probability and ratios in Punnett squares), Health Education (understanding inherited conditions like blood type), and Technology (using digital simulations or online Punnett square generators). It also connects to Social Studies by highlighting family heritage and diversity, making heredity relevant to learners’ cultural context.</p>
<p>Assessment.</p>	
<p>Formative Assessment: <i>Create a task, activity or questions to evaluate learning and provide feedback. Include ways for learners to ask for guidance or support.</i></p> <p><i>Remember to provide appropriate accommodation so all learners can</i></p>	<p>Assessment Activity: Genetics Crossword Puzzle (10 minutes)</p> <p>Objective: To assess learners’ understanding of heredity and related genetics terms through a fun and interactive crossword puzzle.</p> <p>Instructions for Learners:</p> <ol style="list-style-type: none"> 1. Read each clue carefully under Across and Down. 2. Write the correct term in the crossword boxes that match the clue number. 3. All answers are key concepts from today’s lesson on heredity and inheritance.



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demonstrate their understanding (e.g. varied response formats, small group options, visual or auditory supports)

4. Check your spelling — each letter must fit correctly with intersecting words.
5. When finished, review your answers and exchange paper with seatmate for checking

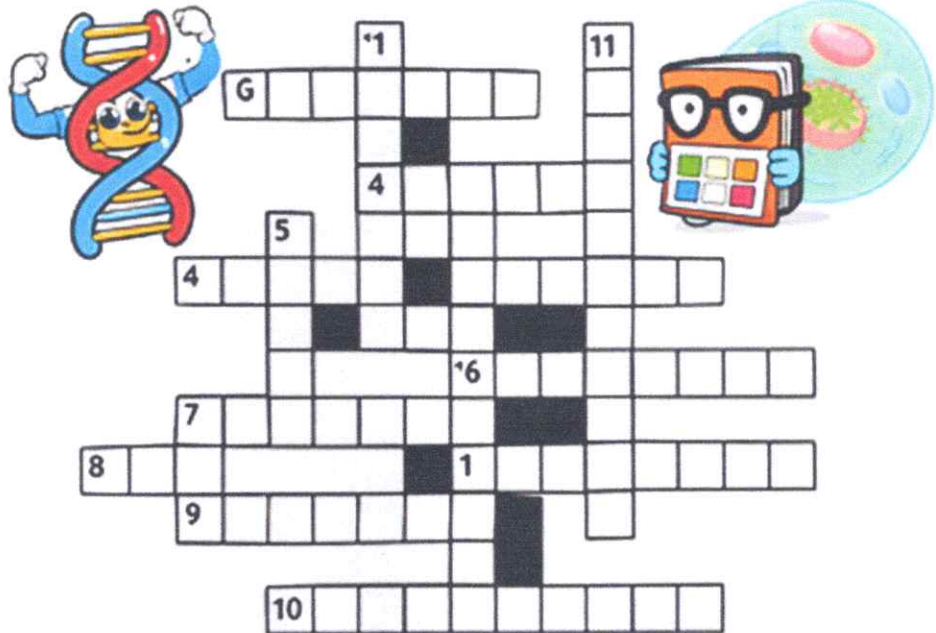
Expected Output: A completed crossword puzzle showing correct placement of the 11 key genetics terms: *Genetics, Heredity, Genes, Alleles, Homozygous, Heterozygous, Dominant, Recessive, Genotype, Phenotype, Punnett Square.*



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Genetics Crossword Puzzle



Across

1. Study of heredity
4. Alternative forms of a gene
7. Genetic makeup of an organism
8. Trait that is hidden by a dominant one
10. Tool used to predict genetic crosses.


Down

2. Passing of traits from parents to offspring
3. Units of heredity
5. Trait that always shows up
6. Two identical alleles (___zygous)
9. Physical appearance of an organism
11. Trait that can be masked by a dominant allele



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	<p> Crossword Puzzle Answer Key</p> <p>Across</p> <ol style="list-style-type: none">1. Genetics – Study of heredity2. Alleles – Alternative forms of a gene3. Genotype – Genetic makeup of an organism4. Recessive – Trait that is hidden by a dominant one5. Punnett Square – Tool used to predict genetic crosses <p>Down</p> <ol style="list-style-type: none">2. Heredity – Passing of traits from parents to offspring3. Genes – Units of heredity4. Dominant – Trait that always shows up5. Homozygous – Two identical alleles6. Phenotype – Physical appearance of an organism7. Heterozygous – Trait with two different alleles
<p>Ways Forward.</p>	<p><i>Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.</i></p>
<p>Extended Learning Opportunities: <i>Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned, to spark their curiosities further, or that may provide them support in their areas of difficulty</i></p>	<p>Assignment: Dominant vs. Recessive Traits</p> <p>Objective: Show understanding of how dominant and recessive traits are inherited.</p> <p>Instructions for Learners:</p> <ol style="list-style-type: none">1. Write the definition of dominant trait and give one example.2. Write the definition of recessive trait and give one example.3. Draw a simple Punnett square showing the cross between:<ul style="list-style-type: none">o Parent 1: Heterozygous (Dd)o Parent 2: No dimples (dd)4. Label the possible genotypes and phenotypes of the offspring.5. In 2–3 sentences, explain how dominant and recessive alleles affect the child’s traits. <p>Expected Output:</p> <ul style="list-style-type: none">• Clear definitions with examples• A Punnett square diagram• Genotype and phenotype results• Short explanation in own words



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Reflections:	Questions for Reflection	Response/Data	Recommendations
<p><i>Think about what you need to change for the next session based on what happened today. Is there something the learners are interested in exploring?</i></p> <p><i>Are there some things you would like to share with your co-teachers, parents, or school leaders about your classroom experience? What would you like your instructional coach to help you with?</i></p>	A. How many learners scored 80% or above in the evaluation? What does this say about how well the lesson helped them learn?		
	B. How many learners need extra help or remediation? What specific activities or strategies will I use to support them?		
	C. Was the time enough for each part of the lesson (motivation, instruction, activity, assessment)? Which part took too long or too little time, and why?		
	D. Were the materials I used effective in helping learners understand the lesson? Which materials worked well, and which ones need improvement?		
	E. What teaching strategies got students actively involved in the lesson? Were there any strategies that didn't work as planned and need adjustment?		
	F. How did I include Higher Order Thinking Skills (HOTS) like analyzing, evaluating, or creating in the lesson? Did students show these skills in their answers or work?		
	G. Did my lesson follow the intended Instructional Design Framework? Which parts of the 4Es , 4Is , and 4Cs were clearly applied?		
	H. What problems did I face during the lesson that my principal or supervisor can help me solve (e.g., student behavior, time management, or lack of resources)?		
	I. What new or localized strategies, materials, or innovations did I use that other teachers might find helpful?		



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Appendix 2
Instructional Plan – Content Quality Assurance Tool (ICQAT)

Subject	Evaluator/s
Term/Week/Day	Designation
Writer's Name	SDO
SDO	Date of Evaluation
School	

Purpose: This tool is designed to evaluate the **content quality** of the iPlan based on its essential parts. It focuses on alignment, clarity, coherence, and instructional soundness.

Instructions: Put a check (✓) under the appropriate column: **Evident**, **Not Evident**, or **Not Applicable**. Use the **Remarks** column to indicate strengths, gaps, or recommendations.

PART I. LEARNING COMPETENCIES AND OBJECTIVES

Indicator	Evident	Not Evident	Remarks
1. Learning competency is correctly lifted from the Curriculum Guide			
2. Learning competency is unpacked, specific, and measurable			
3. Objectives are aligned to the learning competency			
4. The objective/s is/are aligned with the level and intent of the learning competency			

PART II. INSTRUCTIONAL DESIGN AND LEARNING TASKS

Indicator	Evident	Not Evident	Remarks



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5. The pre-activity/activities are light and brief, and are intended to review prior knowledge, motivate, and engage the learners			
6. The activity is a good attempt to lead the learners and prepare them for the content of the lesson. It effectively engages learners, provides a clear purpose, and sets the stage for meaningful learning.			
7. The analysis part provides 1-2 questions that effectively embody HOTS (Higher-Order Thinking Skills) or SOLO Taxonomy, encouraging learners to analyze, evaluate, or create based on the lesson content.			
8. The abstraction clearly details the key concepts of the lesson, provides a focused discussion on the content, includes relevant examples, and offers well-crafted follow-up questions to check and deepen understanding.			
9. Contextualization and localization are clear, ensuring that the lesson is relevant and meaningful to the learners' environment and experiences			
10. Effective strategies are evident, as they actively engage learners in the lesson and promote meaningful participation			

PART III. APPLICATION AND ASSESSMENT OF LEARNING

Indicator	Evident	Not Evident	Remarks
11. Application activities are aligned to measure the intended knowledge, skills, values, and attitudes, and enable learners to apply concepts in meaningful, real-life contexts			



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12. Assessment incorporates HOTS and SOLO Taxonomy skills, and utilizes a variety of methods—such as written tests or performance tasks—to effectively capture learners' understanding and skills				
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PART IV. REFERENCING AND APPENDICES

Indicator	Evident	Not Evident	Remarks
13. References are properly cited and credible			
14. Appendices support the implementation of the lesson			
15. Assessment tools / worksheets are attached as appendices			

Evaluator's Signature : _____



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Appendix 3
Instructional Plan – Format and Structure Quality Assurance Tool (IFSQAT)

Subject	Evaluator/s
Term/Week/Day	Designation
Writer's Name	SDO
SDO	Date of Evaluation
School	

Purpose: This tool evaluates the format, structure, and presentation quality of the iPlan, focusing on consistency, readability, logical organization, transitions, and compliance with prescribed formatting standards.

Instructions: Put a check (✓) under the appropriate column: **Evident**, **Not Evident**, or **Not Applicable**. Use the **Remarks** column to indicate strengths, gaps, or recommendations.

PART I. OVERALL DOCUMENT FORMAT AND LAYOUT

Indicator	Evident	Not Evident	Remarks
1. The iPlan format is in portrait with corresponding header and footer in all pages.			
2. The prescribed font style is Bookman Old Style, is consistently used throughout the document			
3. Font sizes are correctly applied: 14 for title, 11 for body text, and headings are consistently formatted in bold			
4. Margins are consistently applied: 1 inch (2.54 cm) on the left and right, and 1 inch (2.54 cm) on the top and bottom			
5. Line spacing is strictly single-spaced throughout the document, with consistent paragraph spacing and section breaks that enhance readability			



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PART II. STRUCTURE, SEQUENCING, AND ORGANIZATION

Indicator	Evident	Not Evident	Remarks
6. Lesson parts are logically sequenced (Pre-Activity, Activity, Analysis, Abstraction, Application, Assessment)			
7. Headings and subheadings are clearly distinguished and consistently formatted			
8. Tables, boxes, or matrices (if used) are properly formatted, labeled, and easy to interpret			

PART III. NUMBERING, LABELING, AND CONSISTENCY

Indicator	Evident	Not Evident	Remarks
9. Numbering of parts, activities, and indicators is sequential, accurate, and consistent			
10. Labels, titles, and section names are consistent throughout the document			
11. Capitalization, punctuation, and formatting styles are applied consistently			

PART IV. TRANSITIONS AND ADEQUACY OF ITEMS

Indicator	Evident	Not Evident	Remarks
12. Transitions are provided between lesson parts to connect one phase to the next			
13. Processing or analysis questions are limited to a maximum of three (3) to ensure focus and clarity			



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14. Written tests stated in objective form do not exceed fifteen (15) items, ensuring appropriateness and alignment with the learning competency			
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Evaluator's Signature : _____



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Appendix 4
Instructional Plan – Language Quality Assurance Tool (ILQAT)

Subject	Evaluator/s
Term/Week/Day	Designation
Writer's Name	SDO
SDO	Date of Evaluation
School	

Purpose: This tool is designed to evaluate the language quality of the iPlan. It focuses on clarity, correctness, consistency, appropriateness to learner level, and alignment of language with instructional intent.

Instructions: Put a check (✓) under the appropriate column: **Evident**, **Not Evident**, or **Not Applicable**. Use the **Remarks** column to indicate strengths, gaps, or recommendations.

PART I. LANGUAGE USE IN LEARNING COMPETENCIES AND OBJECTIVES

Indicator	Evident	Not Evident	Remarks
1. Learning competency is stated using correct, clear, and grammatically accurate language			
2. Unpacked learning objectives are written in specific, measurable, and learner-friendly terms			
3. Action verbs used in objectives are appropriate to the cognitive level (HOTS/SOLO)			
4. KSAV (Knowledge, Skills, Attitude, and Values) objectives are clearly worded and consistent in tense, structure, and intent			

PART II. LANGUAGE USE IN INSTRUCTIONAL DESIGN AND LEARNING TASKS



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Indicator	Evident	Not Evident	Remarks
5. Instructions for pre-activities are concise, clear, and easy for learners to understand			
6. Activity descriptions use precise and developmentally appropriate language that clearly communicates purpose and expected output			
7. Analysis questions are clearly phrased, grammatically correct, and promote higher-order thinking (HOTS/SOLO)			
8. Abstraction presents concepts using accurate scientific language, clear explanations, and well-structured sentences			
9. Contextualized and localized examples are described using familiar, relevant, and culturally appropriate language			
10. Language used in strategies promotes learner engagement, clarity of roles, and meaningful participation			

PART III. LANGUAGE USE IN APPLICATION AND ASSESSMENT OF LEARNING

Indicator	Evident	Not Evident	Remarks
11. Application tasks are written using clear, purposeful language that guides learners in applying knowledge, skills, values, and attitudes			
12. Assessment instructions, questions, and rubrics are clearly worded, level-appropriate, and aligned with HOTS and SOLO Taxonomy			

PART IV. LANGUAGE USE IN REFERENCING AND APPENDICES



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Indicator	Evident	Not Evident	Remarks
13. References are consistently formatted and written using correct academic language			
14. Appendices (worksheets, tasks, tools) use clear, grammatically correct, and learner-appropriate language			
15. Assessment tools attached as appendices use unambiguous language and clearly communicate expectations			

Evaluator's Signature : _____



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