



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

June 03, 2026

DIVISION MEMORANDUM
No. 321, s. 2026

CLASS PROGRAMS AND TEACHERS' PROGRAMS FOR THE REVISED K TO 10 CURRICULUM AND STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM AS PREPARATION FOR THE OPENING OF CLASSES, SCHOOL YEAR 2026–2027

To: **Assistant Schools Division Superintendent**
Chief Education Supervisors
Education Program Supervisors/ Specialists
Public Schools District Supervisors/ PIDs/ HTID
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to DepEd Order No. 10, s. 2024, *Policy Guidelines on the Implementation of the MATATAG Curriculum*, and DepEd Order No. 9, s. 2026, *Guidelines in the Implementation of the Three-Term School Calendar in Basic Education*, this Office reiterates the preparation of Class Programs and Teachers' Programs for the Revised K to 10 Curriculum and Strengthened Senior High School Curriculum for School Year 2026–2027. These programs shall serve as essential guides for curriculum implementation, instructional planning, and school operations. For teachers, they provide direction in organizing learning competencies, selecting appropriate teaching strategies and resources, and implementing assessment practices. For instructional leaders, they serve as tools for planning, monitoring instructional delivery, tracking learner progress, and providing timely technical assistance to teachers.
2. In the preparation of Class Programs and Teachers' Programs, schools shall be guided by the following policies:
 - a. DepEd Order No. 10, s. 2024, *Policy Guidelines on the Implementation of the MATATAG Curriculum*, and DepEd Order No. 12, s. 2024, *Amendment to DepEd Order No. 10, s. 2024*, shall serve as the primary references in the preparation of Class Programs and Teachers' Programs.
 - b. DepEd Order No. 12, s. 2024, titled Amendment to DepEd Order No. 10, s. 2024 (Policy Guidelines on the Implementation of the MATATAG Curriculum) specifically on item 2.a stated as schools are given the flexibility in the implementation of the MATATAG Curriculum in consideration of their specific contexts, such as, but not limited to, typology (the type and size of the school), curricular program offerings, and the availability of teachers and classrooms, subject to the following:
 - i. All learning areas for 45 minutes a day each for 5 days, and the Homeroom Guidance Program for 45 minutes once a week; or
 - ii. Learning areas may be given a uniform time allotment of 50, 55, or 60 minutes per learning area based on the following:





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- (a) Five times a week (English, Mathematics, Science);
 - (b) Four times a week (EsP, EPP, MAPEH, AP, and Filipino); and once a week (HGP).
 - iii. In circumstances where any of the given options is not applicable, schools may propose other combinations as stated in the said Order, subject to the approval of the Schools Division Superintendent or authorized representative.
 - c. Pursuant to DepEd Order No. 9, s. 2026, *Guidelines in the Implementation of the Three-Term School Calendar in Basic Education*, schools shall strictly adhere to the Three-Term School Calendar structure, namely the Opening Block, Instructional Block, and End-of-Term Block, in planning and scheduling school activities. Furthermore, in accordance with Item 31 of the said Order, in-person learning shall remain the primary mode of instruction in all schools and Community Learning Centers (CLCs).
 - d. DepEd Order No. 6, s. 2025 on the Streamlining of School Forms and Reports Accomplished by Teachers shall be observed to ensure that teacher reports are limited to those related to teaching and ancillary assignments.
 - e. DepEd Order No. 5, s. 2024 on the Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload shall guide schools in ensuring equitable distribution of teaching loads and assignments.
 - f. DepEd Memorandum No. 12, s. 2026 on the Full Implementation of the Strengthened Senior High School Curriculum shall be observed. Grade 11 shall implement the Strengthened SHS Curriculum, while Grade 12 shall continue the curriculum offered in the previous school year, except in schools that participated in the pilot implementation.
3. Schools are reminded that the sample class programs reflected in DepEd Order No. 009, s. 2026 are intended merely as illustrative references and are not to be construed as rigid or mandatory templates. The one-hour class periods reflected therein are examples that may be adjusted in accordance with the actual context and operational realities of schools.
4. Pursuant to DepEd Order No. 010, s. 2024 and DepEd Order No. 012, s. 2024, schools shall ensure compliance with the prescribed weekly instructional time allotments for learning areas under the K to 12 Curriculum. However, schools are likewise reminded that DepEd Order No. 012, s. 2024 provides allowable flexibility mechanisms and alternative arrangements in the implementation of instructional delivery, subject to the specific context and needs of the school. In this regard, school heads shall take into careful consideration the actual conditions prevailing in their respective schools, including but not limited to:
- a. number of class shifts;
 - b. classroom availability;
 - c. enrolment size and class density;



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- d. availability of teachers; and
 - e. localized operational constraints.
5. Immediate dissemination of and compliance with this Memorandum is directed.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:

MARY CHERRY LYNN M. TABERNILLA, EdD

Education Program Supervisor, Science
Curriculum Implementation Division
In-Charge of the Division

To be indicated in the Perpetual Index under the following subjects:

CURRICULUM

EDUCATION

SCHOOLS

References:

DepEd Order No. 10, s. 2024
DepEd Order No. 12, s. 2024
DepEd Order No. 5, s. 2024
DepEd Order No. 6, s. 2025
DepEd Order No. 9, s. 2026
DepEd Memorandum No. 12, s. 2026



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Reference: DepEd Order No. 10, s. 2024

Table 4: Sample Blocks of Time for Kindergarten

Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
Arrival Time/ Free Play	Arrival of the learners in the classroom, playing with educational toys, manipulatives, etc.	
Meeting Time	Checking of attendance days of the week, checking of the weather	15
Circle Time 1	Story read-aloud/picture reading, valuing, and processing (<i>springboard to Circle Time 1 activities</i>)	45
	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	
Supervised Recess	Integrate hands-on activities to develop desirable table manners/etiquette, values of being independent, disciplined, and conscious about healthy and nutritious food, etc.	15
Quiet/Nap Time	Engage in mindfulness and relaxing activities	10
Circle Time 2	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes	40
Indoor/Outdoor Play	Activities, such as art, music, science, language, math, etc., are to be explored inside or outside the classroom. This includes locomotor and non-locomotor movements.	35
Wrap-Up Time	Recall the activity of the day through a simple story, poem, or saying, etc., and/or process learning insights or moral lessons from the activities on how to apply the learnings at home	20
Dismissal Time	Packing away, goodbye, going home, etc.	
Total Number of Minutes		180 minutes
Total Number in Hours		3 hours



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Table 5: Time Allotment for Grades 1 to 3

LEARNING AREA	TIME ALLOTMENT PER DAY (NUMBER OF MINUTES)		
	G1	G2	G3
Language	40 (5x a week)	-	-
Reading and Literacy	40 (5x a week)	-	-
Filipino	-	40 (5x a week)	45 (5x a week)
English	-	40 (5x a week)	45 (5x a week)
Mathematics	40 (5x a week)	40 (5x a week)	45 (5x a week)
Makabansa	40 (5x a week)	40 (5x a week)	45 (5x a week)
GMRC	40 (5x a week)	40 (5x a week)	45 (5x a week)
Science	-	-	45 (5x a week)
*NRP	30 (4x a week)	30 (4x a week)	30 (4x a week)
*NMP	30 (4x a week)	30 (4x a week)	30 (4x a week)
*HGP	40 (once a week)	40 (once a week)	45 (once a week)
Total Time per day (in minutes)	260 (Mon-Thurs) 240 (Fridays)	260 (Mon-Thurs) 240 (Fridays)	330 (Mon-Thurs) 315 (Fridays)
Total Time per day (in hours)	4h 20 min (Mon to Thurs) 4h (Friday)	4h 20 min (Mon to Thurs) 4h (Friday)	5h 30 min (Mon to Thurs) 5h and 15 min (Friday)

**NMP and NRP are provided with a time allotment and shall be considered part of the total teaching load of teachers.*

Table 6: Time Allotment for Key Stage 2: Grades 4 to 6

LEARNING AREA	TIME ALLOTMENT (NUMBER OF MINUTES)
Filipino	45 (5x a week)
English	45 (5x a week)
Mathematics	45 (5x a week)
Araling Panlipunan	45 (5x a week)
MAPEH	45 (5x a week)
GMRC	45 (5x a week)
Science	45 (5x a week)
EPP/TLE	45 (5x a week)
*NMP	30 (4x a week)
*HGP	45 (once a week)
Total Time per day (in minutes)	390 (Mon-Thurs) 405 (Fridays)
Total Time per day (in hours)	6 h 30 min (Mon-Thurs) 6h 45 min (Fridays)



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Reference: DepEd Order No. 12, s. 2024

2. To accommodate the different contexts of schools, specifically for Grades 3 to 10, the following are additional provisions to Part V. (The MATATAG Curriculum). Paragraph 35:

- a. Schools are given the flexibility in the implementation of the MATATAG Curriculum in consideration of their specific contexts, such as, but not limited to, typology (the type and size of the school), curricular program offerings, and the availability of teachers and classrooms, subject to the following:
 - i. All learning areas for 45 minutes a day each for five days, and the Homeroom Guidance Program for 45 minutes once a week; or
 - ii. Learning areas may be given uniform time allotments of 50, 55, or 60 per learning area based on the following
 - Five times a week (English, Mathematics, Science, and Good Manners and Right Conduct/Values Education);
 - Four times a week (Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino); and
 - Once a week (Homeroom Guidance Program).



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- b. In circumstances where any of the given options is not applicable, schools may propose other combinations, provided that
- the learning contact time is at least five hours and 30 minutes a day,
 - the time allotment for English, Mathematics, Science, and Good Manners and Right Conduct/Values Education shall not be less than 225 minutes per week;
 - the time allotment for Edukasyong Pantahanan at Pangkabuhayan/ Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino shall not be less than 200 minutes per week; and
 - the time allotment for the Homeroom Guidance Program shall not be less than 45 minutes per week.

The proposed combination shall be subject to the approval of the schools division superintendent or authorized representative.

3. The time allotment for learning areas in elementary and secondary education in Annexes I and II is amended accordingly.
4. Schools division offices (SDOs) shall ensure that technical assistance is provided to schools in the preparation of class programs.
5. Schools may implement their revised class programs starting the second quarter of the school year or upon approval of the SDO for those adopting **Option b**.
6. Schools shall ensure fair and equitable distribution of teaching loads while protecting the overall welfare of teachers.
7. Annex 1, Part II, which covers Programs in Support of the Implementation of the MATATAG Curriculum, shall include the Multigrade Program in Philippine Education.
8. The Mother Tongue shall continue to be implemented as the Medium of Teaching and Learning; however, it shall no longer be offered as a subject.
9. In-person learning shall remain the primary learning delivery modality in implementing the basic education curriculum. In schools with classroom shortages and during disasters and emergencies, blended learning, a combination of in-person and online distance learning, or other distance learning delivery modalities (DLDMs), such as modular distance learning and television- or radio-based instruction, may be implemented.
10. Schools conducting reading and math programs after classes as part of their intervention programs and having a sufficient number of teachers to handle the classes are encouraged to continue. Otherwise, schools shall wait for the issuance of the policy guidelines of the National Reading Program and the National Mathematics Program.