SENIOR HIGH SCHOOL PROGRAM: CORE CURRICULUM, POLICIES AND UPDATES

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Overview

- K to 12 Curriculum Framework
- Curriculum Contextualization Process
- Curriculum Flexibility
- Unique Tracks
- TVL Specialization
- Curriculum Database

The K to 12 Philippine Basic Education Curriculum Framework
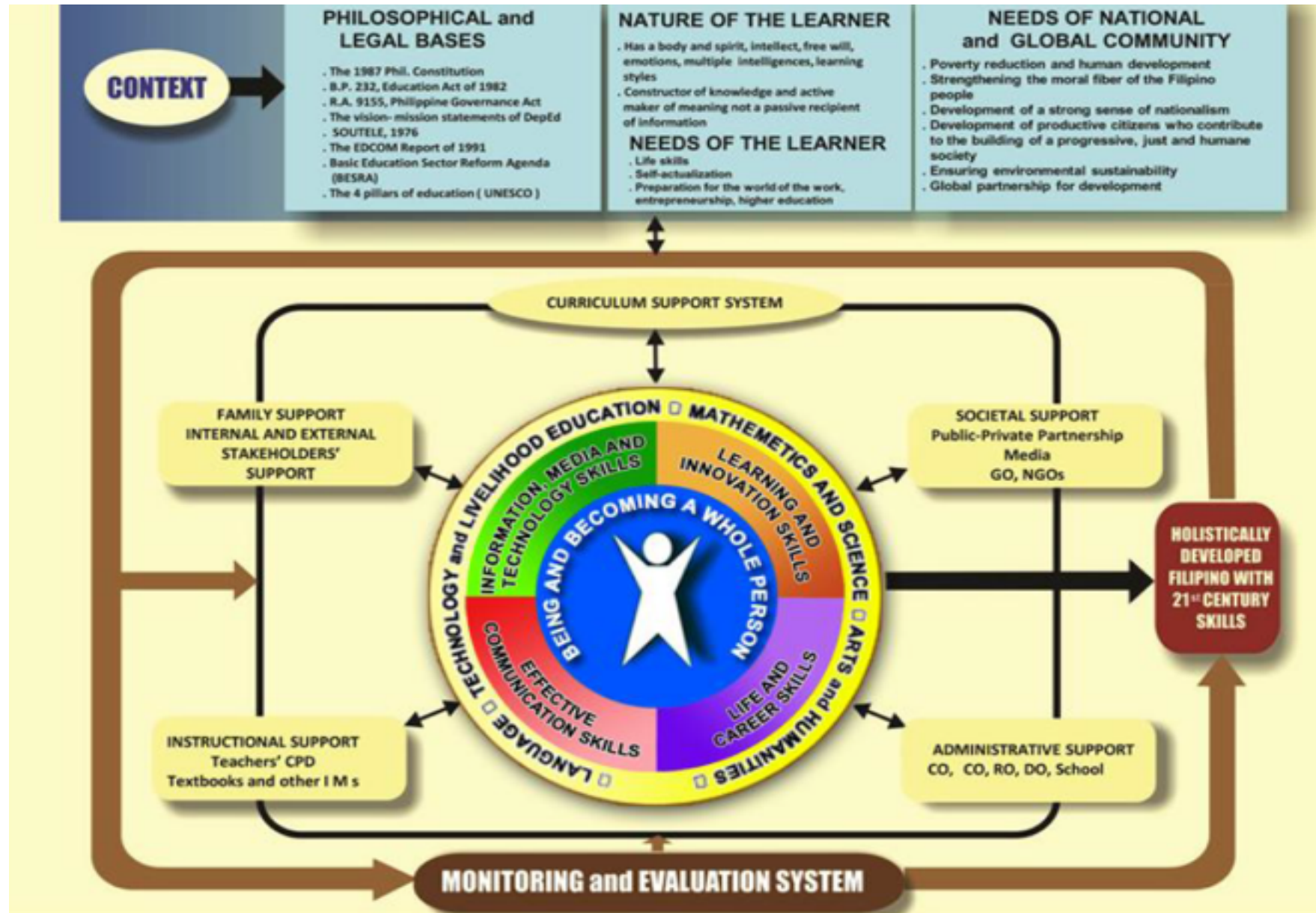
Curriculum Exits

Holistically developed Filipino with 21st century skills.

Information, Media and Technology Skills

Learning and Innovation Skills

Communication Skills

Life and Career Skills

Higher Education

Employment
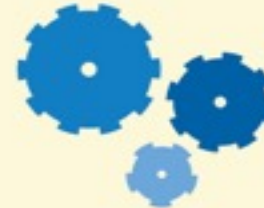
Entrepreneurship

Middle Level Skills Development

Features of the K to 12 Curriculum

learner-centered, inclusive, and research-based

standards- and competence-based, seamless, decongested

culture-responsive and culture-sensitive, integrative and contextualized, relevant and responsive

flexible, ICT-based, and global

Senior High School Subjects

Core Subjects

Applied Track Subjects

Specialized Track Subjects

Senior High School Subjects

Core Subjects	same content	same competencies
Applied Track Subjects	different content	same competencies
Specialized Track Subjects	different content	different competencies

Senior High School Curriculum

SHS CORE CURRICULUM: THE EIGHT (8) LEARNING AREAS
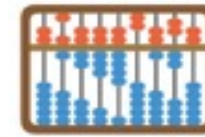
LANGUAGE

HUMANITIES

COMMUNICATION

MATHEMATICS

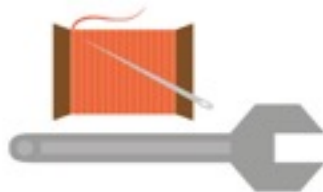PHILOSOPHY

SCIENCE

SOCIAL SCIENCE

P.E. & HEALTH

SHS TRACKS

ACADEMIC*

TECHNICAL-VOCATIONAL-LIVELIHOOD

SPORTS

ARTS & DESIGN

*The Academic track includes four (4) strands: Accountancy, Business and Management (ABM); General Academic; Humanities and Social Science (HUMSS); Science, Technology, Engineering and Mathematics (STEM).

Senior High School Core Subjects

Core Learning Areas and Subjects		hours per semester
Language	Oral Communication	80
	Reading & Writing	80
	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	80
	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	80
Humanities	21st Century Literature from the Philippines and the World	80
	Contemporary Philippine Arts from the Regions	80
Communication	Media & Information Literacy	80
Mathematics	General Mathematics	80
	Statistics & Probability	80
Science	Earth and Life Science (Lecture and Laboratory)	80
	Physical Science (Lecture and Laboratory)	80
Social Science	Personal Development / *Pansariling Kaunlaran*	80
	Understanding Culture, Society and Politics	80
Philosophy	Introduction to the Philosophy of the Human Person / *Pambungad sa Pilosopiya ng Tao*	80
PE and Health	Physical Education and Health	20
CORE Total Number of Hours		**1,200**

K to 12 and CHED GE Course Comparison

K to 12 Basic Education Curriculum			New General Education Curriculum (CHED)
Grades 7-10	**SHS Core Subjects**	**SHS Contextualized Subjects**	
▪ *Edukasyon sa Pagpapakatao* ▪ Health	Personal Development		Understanding the Self / *Pag-uunawa sa Sarili*
▪ *Araling Panlipunan* ▪ Filipino			Readings in Philippine History / *Mga Babasahin hinggil sa Kasaysayan ng Pilipinas*
▪ English / Filipino ▪ *Araling Panlipunan*	21st Century Literature from the Philippines and the World		The Contemporary World / *Ang Kasalukuyang Daigdig*
▪ Math	▪ General Math ▪ Statistics and Probability		Mathematics in the World / *Matematika sa Makabagong Daigdig*
▪ English ▪ Filipino	▪ Oral Communication ▪ Reading and Writing ▪ *Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino* ▪ *Pagbasa at Pagsusuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik* ▪ Media and Information Literacy	▪ English for Academic and Professional Purposes ▪ *Pagsulat sa Filipino sa Piling Larangan (Akademik, Arts, Isports at Tech-Voc)*	Purposive Communication / *Malayuning Komunikasyon*

K to 12 and CHED GE Course Comparison

K to 12 Basic Education Curriculum			New General Education Curriculum (CHED)
Grades 7-10	**SHS Core Subjects**	**SHS Contextualized Subjects**	
▪ Music and Arts ▪ Physical Education	Contemporary Philippine Arts from the Regions		Art Appreciation / *Pagpapahalaga sa Sining*
▪ Physical Education ▪ Health		Physical Education and Health	
▪ Science ▪ *Araling Panlipunan* ▪ English ▪ Filipino ▪ Health	▪ Understanding Culture, Politics and Society ▪ Physical Science ▪ Earth and Life Science	Empowerment Technologies: ICT for Professional Tracks	Science, Technology and Society / *Agham, Teknolohiya, at Lipunan*
▪ *Edukasyon sa Pagpapakatao* ▪ *Araling Panlipunan*	Introduction to Philosophy of the Human Person		Ethics / *Etika*
▪ *Edukasyong Pantahanan at Pangkabuhayan* ▪ Technology Livelihood Education		Entrepreneurship	
▪ English ▪ Filipino ▪ *Araling Panlipunan* ▪ Science ▪ Math		Research in Daily Life 1 and 2	
All learning areas		Research Project/Career Advocacy/ Work Immersion/ Culminating Activity	

DEPARTMENT OF EDUCATION

Current Initiatives

What we have now:
Contextualizing Education at Various Levels

- K to 12 Framework
  - MTB
  - SHS
- Programs (IPEd, Muslim Ed, SPED, Special Interest Programs, ALS)
- Learning Areas (e.g. AP –regional profiles, Art and Music- cultural artistic expressions by regions)

CONTEXTUALIZATION

Flexibility of the K to 12 curriculum allows for curriculum enhancement in relation to the diverse background of learners

Enhanced Basic Education Act of 2013 (RA 10533), Sec. 5
The DepEd shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

h)... **flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.**

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Curriculum Contextualization

Contextualized Curriculum

Learning spaces and environment

Teaching methodologies and strategies

Classroom assessment

Learning resources
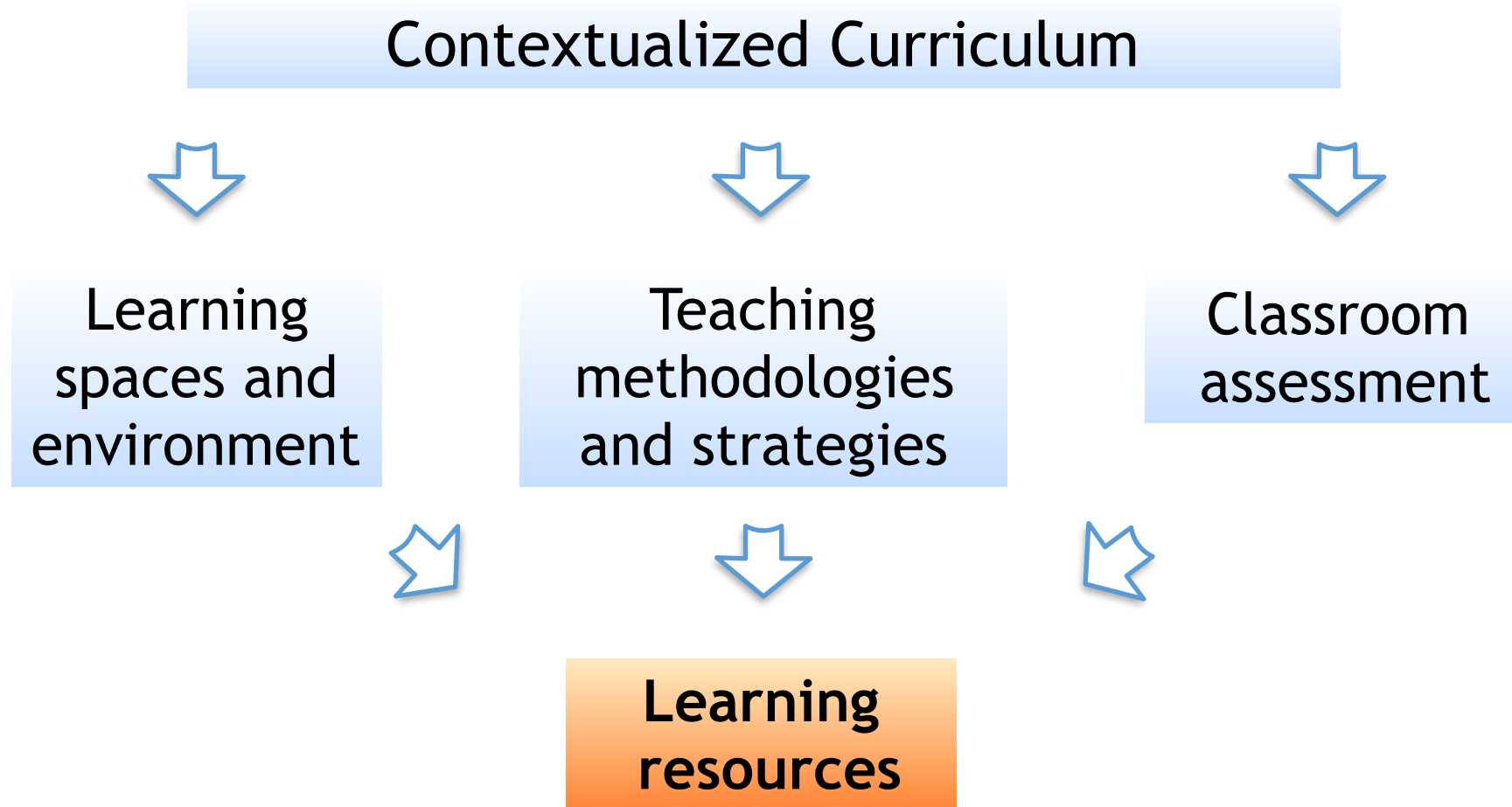
UPDATES

- [Curriculum Flexibility](#)
- [Unique Tracks](#)
- [TVL Specialization](#)
- [Curriculum Database](#)

CURRICULUM FLEXIBILITY

SHS CORE CURRICULUM: THE EIGHT (8) LEARNING AREAS

LANGUAGE · HUMANITIES · COMMUNICATION · MATHEMATICS
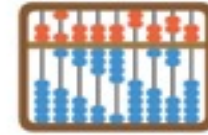
PHILOSOPHY · SCIENCE · SOCIAL SCIENCE · P.E. & HEALTH

Senior High School Core Subjects

Core Learning Areas and Subjects		hours per semester
Language	Oral Communication	80
	Reading & Writing	80
	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	80
	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	80
Humanities	21st Century Literature from the Philippines and the World	80
	Contemporary Philippine Arts from the Regions	80
Communication	Media & Information Literacy	80
Mathematics	General Mathematics	80
	Statistics & Probability	80
Science	Earth and Life Science (Lecture and Laboratory)	80
	Physical Science (Lecture and Laboratory)	80
Social Science	Personal Development / *Pansariling Kaunlaran*	80
	Understanding Culture, Society and Politics	80
Philosophy	Introduction to the Philosophy of the Human Person / *Pambungad sa Pilosopiya ng Tao*	80
PE and Health	Physical Education and Health	20
CORE Total Number of Hours		**1,200**

CURRICULUM FLEXIBILITY

however ...

curriculum flexibility allows for two subject substitutions

provided that

the replacement subjects must have the same competencies with the subjects to be replaced.

Senior High School Core Subjects

	Core Learning Areas and Subjects	hours per semester
Language	Oral Communication	80
	Reading & Writing	80
	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	80
	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	80
Humanities	21st Century Literature from the Philippines and the World	80
	Contemporary Philippine Arts from the Regions	80
Communication	Media & Information Literacy	80
Mathematics	General Mathematics ← PRACTICAL MATHEMATICS	80
	Statistics & Probability	80
Science	Earth and Life Science (Lecture and Laboratory)	80
	Physical Science (Lecture and Laboratory)	80
Social Science	Personal Development / *Pansariling Kaunlaran* RELIGION	80
	Understanding Culture, Society and Politics	80
Philosophy	Introduction to the Philosophy of the Human Person / *Pambungad sa Pilosopiya ng Tao*	80
PE and Health	Physical Education and Health	20
CORE Total Number of Hours		**1,200**

Regardless of program offering, there should be at least thirteen (13) subjects consistent, in content and competencies, with the approved SHS curriculum and must use the approved curriculum guides.

Senior High School Tracks

ACADEMIC*   TECHNICAL-VOCATIONAL-LIVELIHOOD   SPORTS   ARTS & DESIGN

curriculum flexibility allows for three (3) subject substitutions, provided that the replacement subjects are related to the field of specialization

- **For ABM, STEM, HUMSS under the Academic Strand, Sports, and Arts and Design** – there should be six (6) subjects consistent, in content and competencies, with the approved SHS curriculum and use the approved curriculum guides.
- **For GAS**, there should be at least four (4) subjects consistent, in content and competencies, with the approved SHS curriculum. This is so because GAS allows for two (2) electives. If the electives are to be taken from the other academic strands or TVL specializations, such electives must be consistent, in content and competencies, with the approved SHS curriculum and use the approved curriculum guides.

Curriculum Flexibilities

For core subjects	2 substitutions
For an existing strand and only for specialized subjects (different content, different competencies)	3 substitutions
For a new strand	9 new specialized subjects or a combination of new and existing subjects for other strands
Number of hours per subject	1. constitutes total number of hours spent on the course for the semester 2. may be a combination of lecture and laboratory, field work, project work, etc.
Work Immersion/Research/ Career Advocacy/ Culminating Activity	1. May be scheduled in coordination with industry partners 2. May be a combination of activities 3. Must be clearly structured

UNIQUE TRACK

<u>Unique Program</u> is a program/track/ strand other than the following regular programs: Academic-ABM, Academic-STEM, Academic-HUMMS, Academic-GAS, Sports, TVL, and Arts and Design.

Maritime

Academic Track

Pre-Calculus
Basic Calculus
General Physics 1 & 2
General Chemistry 1
Introduction to Maritime Career
Introduction to Maritime Safety
Introduction to Marine Transportation
and Engineering

TVL Track

Navigational Watch 1
Navigational Watch 2
Navigational Watch 3
Engine Watch 1
Engine Watch 2
Safety 1
Safety 2
Ship's Catering Services (NC I)

Unique Tracks

Ongoing development
- Basic Conservatio

→

For future development
- Aviation
- Civil

How to propose a unique track/strand

UNIQUE TRACK APPLICATION PROCESS

The proposed unique track/strand must be re-aligned/migrated to the closest related standard program and use the approved curriculum guides.

Any institution shall take the following steps in order to be granted permit to implement any unique SHS track/strand:

Step 1: **Curriculum Development**

    A. [Needs Analysis](#)
    B. [Written Curriculum](#)

Step 2: **Submission of Letter of Intent and Additional Requirements to the Bureau of Curriculum Development (BCD)**

Step 3: **Screening of Application**

NEEDS ANALYSIS

1. Determine the need to offer the program through consultations with:
   a. LGUs
   b. NGOs
   c. Industry partners
   d. CHED and TESDA
   e. students, parents, teachers and school administrators
   f. other relevant organizations

2. Review recent Studies (local or international) relative to the proposed track/ strand or program taking into consideration the following:
   a. Job opportunities
   b. Societal demands
   c. Trends and Issues
   d. Potential enrollees
   e. 5 Cs: Community, Child Interest, Curriculum, Culture and Commercial Viability

NEEDS ANALYSIS

The school that wishes to apply to offer unique SHS tracks must also undergo the following process:

3. Identification of partners and experts
4. Formulation of MOA/MOU/MOC
5. Determining Resources
      A. Manpower
      B. References
      C. Equipment and Tools
      D. Financial

WRITTEN CURRICULUM

The school shall append its developed, reviewed, revised and finalized curriculum and curriculum guides to its application.

A. Development of the Curriculum Guide

The Curriculum Guide should have the following   components:
- Conceptual Framework
- Key Stage Standards
- Content Standards
- Performance Standards
- Learning competencies
- Code Learning competencies

B. Curriculum Review
1. Evaluation
2. Validation
3. Revision and finalization

UNIQUE TRACK APPLICATION PROCESS

Step 4: **Ocular Inspection of the School**

Step 5: **Endorsing the Application to the BCD**

Step 6: **Release of Permit to Operate**

Step 7: **Regional Office Monitoring of Conduct of the SHS Program**

Step 8: **Endorsement of Issuance of a Certificate of Recognition**

TVL SPECIALIZATION

23
- Agri-Fishery Arts (AFA)

25
- Home Economics (HE)

12
- Information and Communications Technology

26
- Industrial Arts (IA)

8
- Maritime

94 Specializations

List of Migrated Specializations

MIGRATED SPECIALIZATIONS IN AFA

SPECIALIZATION	OLD NUMBER OF HOURS	NEW NUMBER OF HOURS
Agricultural Crops Production (NC II)	640	NC I – 320 NC II – 640 NC III - 640
Animal Production (NC II)	480	320 each
		• Poultry Chicken
		• Ruminants

MIGRATED SPECIALIZATIONS IN HE

SPECIALIZATION	OLD NUMBER OF HOURS	NEW NUMBER OF HOURS
Food and Beverage Services (NC II)	160	160
Housekeeping (NC II)	160	160

MIGRATED SPECIALIZATIONS IN ICT

SPECIALIZATION	OLD NUMBER OF HOURS	NEW NUMBER OF HOURS
Computer Systems Servicing (NC II)	320 (Computer Hardware Servicing)	640
Computer Programming	320 (NC IV)	NC III – 320 each .Net Technology Oracle Database Java

MIGRATED SPECIALIZATIONS IN IA

SPECIALIZATION	OLD NUMBER OF HOURS	NEW NUMBER OF HOURS
Automotive Servicing (NC I)	640	NC II - 640
Electronic Products Assembly and Servicing (NC II)	640 (Consumer Electronics Servicing)	640

TVL SPECIALIZATION

Option 1	Option 2	Option 3	Option 4	Option 5
8 slots subject 640 hours *Caregiving NC II*	4 slots subject 320 hours *Animal Production (Swine) NC II*	6 slots subject 480 hours *Furniture Making (Finishing) NC II*	4 slots subject 320 hours *Barbering NC II*	2 slot subject 160 hours *Front Office Services NC II*
				2 slot subject 160 hours *Housekeeping NC II*
	4 slots subject 320 hours *Animal Production (Large Ruminants) NC II*		2 slot subject 160 hours *Beauty/Nail Care NC II*	2 slot subject 160 hours *Local Guiding Services NC II*
		2 slot subject 160 hours *Construction Painting NC II*	2 slot subject 160 hours *Bread and Pastry Production NC II*	2 slot subject 160 hours *Travel Services NC II*

9th subject is for immersion

The Code Book

OBJECTIVES

1. Show spiralling of competencies across subjects and grades

2. Show spiralling of competencies based on skill and content

PROCESS

1. Transferred codes and competencies to the matrix below:

Code	Grade Level	Competency

2. Sent code books out for refinement of language. For example: *Performs addition vs. Adds*

3. Analyzed competencies using the matrix

Code	Grade Level	Verb	Verb Complexity	Noun	Noun Complexity

4. Sorted competencies based on the following:
   a. Subject
   b. Grade
   c. Verb
   d. Content

OUTPUT

1. [Code book by subject](#) (competencies across grades)

2. [Code book by grade](#) (competencies across subjects)

3. [Code book by skill](#) (competencies across grades, subjects and content)

4. Code book by content (competencies across grades, subjects and skill) – work still on-going

Code book by subject (competencies across grades)

ARALING PANLIPUNAN

Code	Grade Level	Verb	Verb Complexity	Noun	Noun Complexity
AP5PKB-IVh-6	5	Nababalangkas		ang pagkakaisa o pagkakawatak-watak ng mga Pilipino sa mga mahahalagang pangyayari at mga epekto nito sa naunang mga pag-aalsa laban sa kolonyalismong Espanyol	
AP4KPB-IVf-g-5	4	Nabibigyang-halaga		ang bahaging ginagampanan ng mga mamamayan sa pagtataguyod ng kaunlaran ng bansa	
AP4KPB-IVh-6	4	Napahahalagahan		ang mga pangyayari at kontribusyon ng mga Pilipino sa iba't-ibang panig ng daigdig tungo sa kaunlaran ng bansa (hal. OFW)	
AP6PMK-If-9	6	Napahahalagahan		ang pagkakatatag ng Kongreso ng Malolos	
AP6PMK-If-9	6	Napahahalagahan		ang deklarasyon ng kasarinlan ng mga Pilipino	

Code book by grade
(competencies across subjects)

Code	Grade Level	Verb	Verb Complexity	Noun	Noun Complexity	Subject
A4EL-Ic	4	Adapts	through crayon etching technique.	an indigenous cultural motif into a contemporary design		Arts-Music
M4NS-IIg-83	4	Adds		dissimilar fractions.		Math
M4NS-IIg-83	4	Adds		similar fractions.		Math
H4IS-Ivh-j-33	4	Advocates		the use of alternatives to firecrackers and alcohol in celebrating special events		Health-PE
A4PL-IIIb	4	Analyzes		how existing ethnic motif designs are repeated and alternated		Arts-Music
EN4RC-Ib-2.1.1	4	Analyzes	in terms of its setting	a story		English
EN4RC-Ic-2.1.1	4	Analyzes	in terms of its setting	a story		English
H4N-If-g-25	4	Analyzes	by comparing the information in their food labels	the nutritional value of food products	two or more	Health-PE
A4PL-Id	4	Applies		specific clothing, objects, and designs of the cultural communities to a drawing of the attire and accessories of one of these cultural groups		Arts-Music
A4EL-Ia	4	Appreciates		the rich variety of cultural communities in the Philippines and their uniqueness 1.1 LUZON - Ivatan, Ifugao, Kalinga, Bontok, Gaddang, Agta		Arts-Music

Code book by skill
(competencies across grades, subjects and content)

Code	Grade Level	Verb	Verb Complexity	Noun	Noun Complexity	Subject
DRR11/12-IIi-j-49	11/12	Abides by		public policies	on DRRM	Science
H5GD-Ia-b-2	5	Accepts	as a normal part of growth and development	changes		Health-PE
H5GD-Ie-f-6	5	Accepts		that most of these concerns are normal consequence of bodily changes during puberty, and that one can learn to manage them		Health-PE
EN9LC-Id-8.5	9	Accepts or rejects		ideas mentioned		English
S7ES-IVe-7	7	Accounts for		the occurrence of land breezes.		Science
S7ES-IVe-7	7	Accounts for		the occurrence of monsoons		Science
S7ES-IVe-7	7	Accounts for		the occurrence of sea breezes		Science
S7ES-IVe-7	7	Accounts for		the occurrence of the Intertropical Convergence Zone (ITCZ)		Science
AD_LMA12-IIIf-39	12	Accounts for		the expenses		Arts-Design
EN8SS-IIIe-1.6.3	8	Acknowledges	by creating a bibliography	sources		English
EN8SS-IIIf-1.6.3	8	Acknowledges	by creating a bibliography	sources		English
EN10SS-IId-1.6.3	10	Acknowledges	by preparing a bibliography	citations		English
EN10SS-IIIf-1.6.3	10	Acknowledges	by preparing a bibliography	sources		English
EN10SS-IVc-1.6.3	10	Acknowledges	by preparing a bibliography	sources		English
EN10SS-IVg-1.6.3	10	Acknowledges	by preparing a bibliography	sources		English

Code book by content
(competencies across grades, subjects and skill)

Code	Grade Level	Verb	Verb Complexity	Noun	Noun Complexity	Subject
AP5PKB-IVh-6	5	Nababalangkas		ang pagkakaisa o pagkakawatak-watak ng mga Pilipino sa mga mahahalagang pangyayari at mga epekto nito sa naunang mga pag-aalsa laban sa kolonyalismong Espanyol		AP
AP4KPB-IVf-g-5	4	Nabibigyang-halaga		ang bahaging ginagampanan ng mga mamamayan sa pagtataguyod ng kaunlaran ng bansa		AP
AP4KPB-IVh-6	4	Napahahalagahan		ang mga pangyayari at kontribusyon ng mga Pilipino sa iba't-ibang panig ng daigdig tungo sa kaunlaran ng bansa (hal. OFW)		AP
AP6PMK-If-9	6	Napahahalagahan		ang pagkakatatag ng Kongreso ng Malolos		AP
AP6PMK-If-9	6	Napahahalagahan		ang deklarasyon ng kasarinlan ng mga Pilipino		AP
AP6PMK-Ig-10	6	Napapahalagahan		ang pangyayari sa Digmaang Pilipino-Amerikano. Hal: Unang Putok sa panulukan ng Silencio at Sociego, Sta. Mesa; Labanan sa Tirad Pass; Balangiga Massacre		AP
AP6PMK-Ih-11	6	Nabibigyang-halaga		ang mga kontribusyon ng mga Natatanging Pilipinong nakipaglaban para sa kalayaan. Hal: Emilio Aguinaldo, Gregorio del Pilar, Miguel Malvar, at iba pang Pilipino		AP

10- Point Education Agenda

Strengthening the drug education component in Science and Health by providing real-life lessons via alternative leanring methods

Strengthening gender and development component of school curricula especially in relation to sex education and teenage pregnancy

Giving special emphasis on environmental awareness, prepareedness and climate change adaptation and mitigation

DepEd Secretary Leonor Magtolis-Briones

10- Point Education Agenda

Our basic education will foster critical thinking. Enriching appreciation of culture and arts that spring from our diversity and rich historical experiences as a people would round out the scope of our basic education. The curricular content on culture and the arts will be complemented by greater actual exposure to these by both teachers and students

The Curriculum Guide Process

1. Content and Skills Review

STEPS	OUTPUT
Technical Panel/Technical Committee/Drafting Committee	*Draft 1*
Review of CGs	*Comments*
Return to crafters of Draft 1	*Draft 2*
DepEd reads comments in a Curriculum Finalization Workshop	*Final Curriculum Guide*

The Curriculum Guide Process

2. Language Review

Select language editors

Send Curriculum Guides to selected language editors

Encoders key in revisions

3. Copy and Proofreading

Number of SUCs and LUCs Implementing the SHS Program

REGION	SUC	LUC
I	20	1
II	3	0
III	11	7
IV-A	16	5
IV-B	15	2
V	8	3
VI	13	0
VII	18	3
VIII	15	1
IX	12	1
X	9	3
XI	1	0
XII	4	0
XIII	11	0
NIR	9	1
ARMM	11	1
CAR	5	0
NCR	8	11
	189	**39**

DEPARTMENT OF EDUCATION