

**GURO FOUNDATION FORUM, INC.**  
**4th International Conference Workshop**



# **Implementing Twenty First Education in the Light of Grades 11 and 12**

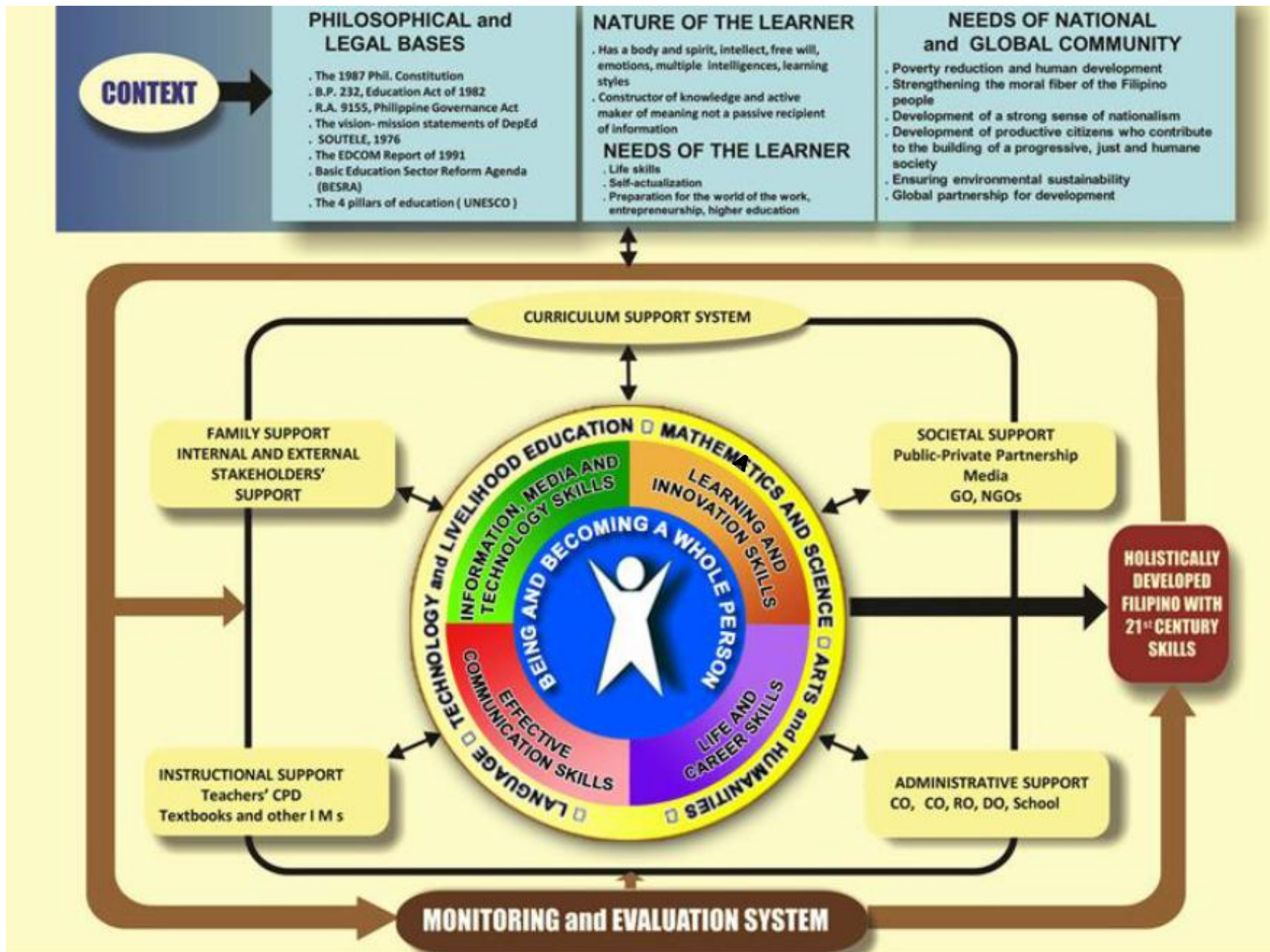
Travelers Hotel, Subic Freeport Zone, Olongapo City, Philippines

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DepEd - CO

# Talking Points:

- K to 12 Program: Framework
- K to 12 Basic Education Program and the 21<sup>st</sup> Century Skills
- Ensuring Higher Education and Tech-Voc Readiness

# The K to 12 Philippine Basic Education Curriculum Framework



# The K to 12 Philippine Basic Education Curriculum Framework

## CONTEXT

### **PHILOSOPHICAL & LEGAL BASES**

- RA 10533 Enhanced Basic Education Act of 2013
- Kindergarten Act
- The 1987 Phil. Constitution
- BP 232, Education Act of 1982
- RA 9155, Governance of Basic Education Act of 2001
- The vision, mission statements of DepEd
- SOUTELE, 1976
- The EDCOM Report of 1991
- Basic Education Sector Reform Agenda (BESRA)
- The four pillars of education (UNESCO)

### **NATURE OF THE LEARNER**

- Has a body and spirit, intellect, free will, emotions, multiple intelligence, learning styles
- Constructor of knowledge and active maker of meaning, not a passive recipient of information

### **NEEDS OF THE LEARNER**

- Life skills
- Self-actualization
- Preparation for the world of the work, entrepreneurship, higher education

### **NEEDS OF NATIONAL & GLOBAL COMMUNITY**

- Poverty reduction and human development
- Strengthening the moral fiber of the Filipino people
- Development of a strong sense of nationalism
- Development of productive citizens who contribute to the building of a progressive, just, and humane society
- Ensuring environmental sustainability
- Global partnership for development

# The K to 12 Philippine Basic Education Curriculum Framework

*Holistically Developed Filipino with 21<sup>st</sup> Century Skills*

## Being and Becoming a Whole Person

### SKILLS

*Information, Media, and Technology Skills  
Learning and Innovation Skills  
Communication Skills  
Life and Career Skills*

### LEARNING AREAS

*Language  
Technology and Livelihood Education (TLE)  
Mathematics and Science  
Arts and Humanities*

## Curriculum Support System

*Teachers*

*Materials,  
Facilities,  
and  
Equipment*

*ICT  
Environment*

*Assessment*

*School  
Leadership  
and  
Management*

*Schools  
Divisions  
Technical  
Assistance*

*Community-  
Industry  
Relevance  
and  
Partnerships*

## Monitoring and Evaluation System

# 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*

# 21<sup>st</sup> Century Skills

**Holistically developed Filipino with 21<sup>st</sup> century skills.**



*Information, Media  
and Technology Skills*



*Learning and  
Innovation Skills*



*Communication Skills*



*Life and  
Career Skills*

1. Visual and information literacies
2. Media literacy
3. Basic, scientific, economic and technological literacies and multicultural literacy
4. Global awareness

1. Creativity and curiosity
2. Critical thinking problem solving skills
3. Risk taking

Collaboration and interpersonal skills

1. Flexibility and adaptability
2. Initiative and self-direction
3. Social and cross-cultural skills
4. Productivity and accountability
5. Leadership and responsibility
6. Ethical, moral and spiritual values

# K to 12 Graduates



Figure 6. The K to 12 Graduate



# **The K to 12 Basic Education Program**

# Basic Education Program

*Elementary*

**Kinder to Grade 6**

*Junior  
High  
School*

**Grades 7 to 8**  
*(Exploratory TLE)*

**Grades 9 to 10**  
*(Specialized TLE)*

*Senior  
High  
School*

**Core  
Subjects**

**Academic  
Track**

- General Academic Strand
- STEM
- ABM
- HUMSS

**Technical  
Vocational  
Livelihood  
Track**

- Home Economics
- Agri-Fishery
- Industrial Arts
- ICT

**Sports  
Track**

**Arts &  
Design  
Track**

## Tracks

*Contextualized Track Subjects*

**TLE**

Personal Entrepreneurial Competencies (PECS) across AF, IA, HE and ICT

**AP (Sinaunang Kabihasnan sa Asya)**

Naisasagawa ng mag-aaral ang kritikal na nakapagsusuri sa mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnan sa Asya at sa pagbuo ng pagkakilanlang Asyano

**EsP**

Naisasagawa ng mag-aaral ang paglalapat ng wastong paraan upang itama ang mga maling pasiya o kilos bilang kabataan batay sa tamang konsiyensiya.

**Math****Numbers and Number Sense**

The learner is able to formulate challenging situations involving sets and real numbers and solve these in a variety of strategies.

**Statistics and Probability**

The learner is able to collect and organize data systematically and compute accurately measures of central tendency and variability and apply these appropriately in data analysis and interpretation in different fields.

**Science**

The learner investigates the properties of mixtures of varying concentrations using available materials in the community for specific purposes.

# Learning and Innovation Skills

**English (Philippine Literature)**

The learner transfers learning by: resolving conflicts presented in literary selections; using tools and mechanisms in locating library resources; extracting information and noting details from texts to write a précis, summary, or paraphrase; distinguishing between and using literal and figurative language and verbal and non-verbal cues; use phrases, clauses, and sentences meaningfully and appropriately.

**Filipino (Ibong Adarna)**

Naisasagawa ng mag-aaral ang malikhaing pagtatanghal ng ilang saknong ng koridong naglalarawan ng mga pagpapahalagang Pilipino.

**Music****(Music of Cordillera, Mindoro, Palawan, and the Visayas)**

The learner improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas

**Arts (Festivals and Theatrical Forms)**

The learner creates appropriate festival attire with accessories based on authentic festival costumes.

**PE (Training Guidelines, FITT Principles)**

The learner designs an individualized exercise program to achieve personal fitness.

**Health (Injury, Prevention, Safety and First Aid)**

The learner consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries.

# Grade 7

# Senior High School Curriculum

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



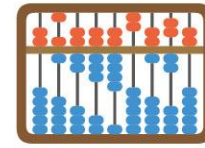
LANGUAGE



HUMANITIES



COMMUNICATION



MATHEMATICS



PHILOSOPHY



SCIENCE



SOCIAL SCIENCE



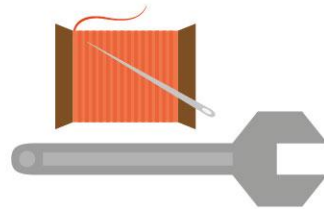
P.E. & HEALTH

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## 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); and Science, Technology, Engineering and Mathematics (STEM).*

# K to 12 Senior High School

## Four Tracks in Senior High School



Grades 11 and 12 will have 31  
80-hour subjects, totalling 2,480 hours.

## 31 TOTAL SUBJECTS



*Each subject will have 80 hours per semester  
P.E. and Health will have 20 hours per semester for 4 semesters*

# Senior High School Subjects

**Core Subjects**

*same  
content*

*same  
competencies*

**Applied  
Track Subjects**

*different  
content*

*same  
competencies*

**Specialized  
Track Subjects**

*different  
content*

*different  
competencies*

# Learning Standards

- Learning standards refer to *how well* the student must perform, at *what kinds* of tasks, based on *what content*, to be considered proficient or effective
- They define what learning should be achieved in what grades or over certain grade spans



# Learning Standards

1. Key Stage Standards
2. Content Standards
3. Performance Standards
4. Learning Competency

# Contextualization and Localization

*“The curriculum shall be contextualized and global;”*

*“The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the [curriculum] based on their respective educational and social contexts.”*

–Sec. 10.2 (d) and (h), RA 10533 Implementing Rules and Regulations

# Spiralling of Content

Basic concepts/general concepts are first learned.

More complex and sophisticated versions of the basic/general concepts are then rediscovered in the succeeding grades.

This strengthens retention and enhances mastery of topics and skills as they are revisited and consolidated time and again.

This also allows learners to learn topics and skills appropriate to their developmental and cognitive stages.

# 21<sup>st</sup> Century Skills in Focus

- Instructional 21st Century Learning Practices: Project-Based and Inquiry – Based Learning (PBL) that include problem solving, critical thinking, communication and collaboration
- Student career preparation – ensure that students receive as much diverse experience as possible as various education organization, business, and community and government agencies.

# Technology and Livelihood Education (TLE) and the Technical-Vocational-Livelihood (TVL) Track

## TLE in Junior High School

Exploratory at Grades 7 and 8

Given the opportunity to explore from a maximum of 4 TLE mini courses for each level

Taught five basic competencies common to all TLE courses

Learners may earn the Certificate of Competency (COC) in Grade 9 and the National Certificate I/II (NC I/II) in Grades 9 and 10

The learner may opt to take the Technical-Vocational-Livelihood Track in Grades 11 and 12 to continue the TLE specialization taken in Grades 9 and 10. This enables him to get an NC II.

# **Ensuring Higher Education and Tech-Voc Readiness**

# 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	
<ul style="list-style-type: none"> <li>▪ <i>Edukasyon sa Pagpapakatao</i></li> <li>▪ Health</li> </ul>	Personal Development		Understanding the Self / <i>Pag-uunawa sa Sarili</i>
<ul style="list-style-type: none"> <li>▪ <i>Araling Panlipunan</i></li> <li>▪ Filipino</li> </ul>			Readings in Philippine History / <i>Mga Babasahin hinggil sa Kasaysayan ng Pilipinas</i>
<ul style="list-style-type: none"> <li>▪ English / Filipino</li> <li>▪ <i>Araling Panlipunan</i></li> </ul>	21 <sup>st</sup> Century Literature from the Philippines and the World		The Contemporary World / <i>Ang Kasalukuyang Daigdig</i>
<ul style="list-style-type: none"> <li>▪ Math</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Math</li> <li>▪ Statistics and Probability</li> </ul>		Mathematics in the World / <i>Matematika sa Makabagong Daigdig</i>
<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Filipino</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral Communication</li> <li>▪ Reading and Writing</li> <li>▪ <i>Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</i></li> <li>▪ <i>Pagbasa at Pagsusuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik</i></li> <li>▪ Media and Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ English for Academic and Professional Purposes</li> <li>▪ <i>Pagsulat sa Filipino sa Piling Larangan (Akademik, Arts, Isports at Tech-Voc)</i></li> </ul>	Purposive Communication / <i>Malayuning Komunikasyon</i>

# 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	
<ul style="list-style-type: none"> <li>▪ Music and Arts</li> <li>▪ Physical Education</li> </ul>	Contemporary Philippine Arts from the Regions		Art Appreciation / <i>Pagpapahalaga sa Sining</i>
<ul style="list-style-type: none"> <li>▪ Physical Education</li> <li>▪ Health</li> </ul>		Physical Education and Health	
<ul style="list-style-type: none"> <li>▪ Science</li> <li>▪ <i>Araling Panlipunan</i></li> <li>▪ English</li> <li>▪ Filipino</li> <li>▪ Health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding Culture, Politics and Society</li> <li>▪ Physical Science</li> <li>▪ Earth and Life Science</li> </ul>	Empowerment Technologies: ICT for Professional Tracks	Science, Technology and Society / <i>Agham, Teknolohiya, at Lipunan</i>
<ul style="list-style-type: none"> <li>▪ <i>Edukasyon sa Pagpapakatao</i></li> <li>▪ <i>Araling Panlipunan</i></li> </ul>	Introduction to Philosophy of the Human Person		Ethics / <i>Etika</i>
<ul style="list-style-type: none"> <li>▪ <i>Edukasyong Pantahanan at Pangkabuhayan</i></li> <li>▪ Technology Livelihood Education</li> </ul>		Entrepreneurship	
<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Filipino</li> <li>▪ <i>Araling Panlipunan</i></li> <li>▪ Science</li> <li>▪ Math</li> </ul>		Research in Daily Life 1 and 2	
All learning areas		Research Project/Career Advocacy/ Work Immersion/ Culminating Activity	



# Ensuring College Readiness

## Working with CHED to:

1. Ensure alignment of Core and Contextualized Subjects to the College Readiness Standards (CRS)\* and new General Education (GE)\*\* Curriculum
2. Develop appropriate Specialization Subjects for the Academic, Sports, and Arts and Design Tracks

## Process:

CHED Technical Panel/Committee members take part in content and skills review for the development, refinement, and finalization of the SHS Curriculum Guides

\*CEB Resolution No. 298-2011

\*\*CHED Memorandum Order No. 20, s. 2013

# Strengthening TVET Integration in Secondary Education

## Working with TESDA to:

1. Integrate TVET skills, competencies, and qualifications in TLE in JHS and Technical-Vocational-Livelihood (TVL) track in SHS
2. Ensure that any Grade 10 finisher and all Grade 12 TVL graduates are eligible for TESDA competency/qualifications assessments (i.e. COC, NC I, or NC II)
3. Prepare learning resources that are consistent with promulgated Training Regulations
4. Develop appropriate INSET and certification programs for TLE teachers

## Process:

1. TESDA representatives take part in Curriculum Guides development, refinement, and finalization for TLE and the TVL track
2. TESDA representatives assist in crafting of TLE learning resources
3. TESDA representatives assist in development of summer ToT and mass training program for TLE teachers

# TLE and TVL Common Competencies

DepEd and TESDA agreed on common competencies to be embedded in the TLE and Technical-Vocational Livelihood Curriculum for Grades 7 to 12.

1. Use of Tools
2. Perform Mensuration and Calculation
3. Practice Occupational Health and Safety Procedures
4. Use and Maintain Hand Tools, Equipment and Paraphernalia
5. Read and Interpret Manuals/Specifications

Other common competencies:

1. Personal Entrepreneurial Competencies
2. Environment and Market

# Proposed PQF Articulation for Grades 10 & 12

Level	Knowledge, Skills and Values	Application	Degree of Independence
<b>I (G10)</b>	<ul style="list-style-type: none"> <li>• Possess <u>foundational knowledge</u> across a range of learning areas with <u>core competencies</u> in communication; scientific, critical and creative thinking; and the use of technologies.</li> <li>• Have an understanding of right and wrong; one's history and cultural heritage; and deep respect for self, others and their culture, and the environment.</li> </ul>	Apply <u>foundational</u> knowledge, skills, and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources.	Apply skills in limited situations with <u>close</u> supervision.
<b>II (G12)</b>	<ul style="list-style-type: none"> <li>• Possess <u>functional</u> knowledge across a range of learning areas and <u>technical skills in chosen career tracks with advanced competencies</u> in communication; scientific, critical and creative thinking; and the use of technologies.</li> <li>• Have an understanding of right and wrong; one's history and cultural heritage; and deep respect for self,</li> </ul>	Apply <u>functional</u> knowledge, <u>technical</u> skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of	Apply skills in varied situations with <u>minimal</u> supervision.

“ The Department wants to ensure 21st Century learning incorporates a healthy balance of knowledge and skills acquisition through engaging learning experiences that bring the real world into the classroom and the classroom into the real world.”



**“The illiterates of the 21<sup>st</sup> Century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn”.**

*Alvin Toffler*

