

MODULE 2

THE PHILIPPINE BASIC
EDUCATION
CURRICULUM

Teacher Induction Program

Teacher Education Council, Department of Education

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TEACHER INDUCTION PROGRAM

MODULE 2

*The Philippine Basic
Education Curriculum*

THE PHILIPPINE BASIC EDUCATION CURRICULUM

Overview

This module is about the Basic Education Curriculum (BEC), which sets the standards for what your students should learn in basic education which in the Philippines is from Grades I-VI and from First Year to Fourth Year high school. It spells out the knowledge, skills, habits and attitudes that your students should learn under your guidance. It is your guide in what to teach, in whatever grade/year level you are assigned. Besides learning about the curriculum, you should also be familiar with the Philippine Education For ALL (EFA) 2015 Plan.

In the module, there are Self Check Questions (SCQs) and Activities to find out for yourself how well you understood what you read. However, **you are not to write your answers on the module itself**. Your answers are to be recorded in a notebook or journal which shall be part of your formative evaluation. TEC shall provide the postassessment booklet for summative evaluation.

After studying this module you should be able to do the following:

- Discuss the goals and critical tasks of the EFA 2015 Plan of Action.
- Define what a curriculum is and its role in Philippine basic education.
- Explain the bases of the Philippine basic education curriculum.
- Discuss the forerunners of the present basic education curriculum.
- Explain the rationale for restructuring the basic education curriculum.
- Analyze the structure of the BEC.
- Identify samples of the different learning goals.
- Describe the role of the curriculum in the instructional system.
- Use the BEC in planning effective lessons.
- Assume greater responsibility for enhancing your capabilities to use the BEC as your guide to teaching and learning.

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PREASSESSMENT

Don't be distracted by the title of this section of the module. This is a preliminary survey of what you already know about the topics covered in this module. Get a sheet of paper and write your answers to the questions. Don't worry if you cannot answer all of them correctly but try anyway. Keep your answers and compare them with the materials you have studied after each lesson.

1. If you are going to survey the educational status of people in your town, barangay and school, which of the following groups will you find? Check as many as are applicable to your community.

- _____ a. Young and old alike who have not attended school at all
- _____ b. Children and youth drop-outs
- _____ c. Adults who have not finished elementary/ secondary schooling
- _____ d. Pupils/Students who cannot read and write in English/Filipino
- _____ e. Pupils/Students who have limited competencies in mathematics
- _____ f. Others: Please State

2. Would you consider these groups as educationally challenged? Why? Why not? What do you think should our educational system do for them?

3. Have you heard/read something about the Education For ALL 2015 Plan of Action? Will the plan help the disadvantaged groups? Why do you think so? What do you think will be your role in the implementation of the EFA Plan?

4. When you hear the word curriculum, what comes to your mind? What do you know about the curriculum you are going to implement as a teacher?

5. What languages of instruction are you supposed to use in your classes? What do you know about the bilingual policy? The lingua franca program?

6. What basic education curriculum was being implemented when you were in elementary school/in high school? What subjects did you study?

7. Are you aware of tests conducted to assess the performance of students who were schooled on the NESC & NSEC? What were some of the findings? Are they good or bad? Why?

8. Have you attended orientation sessions on the Basic Education Curriculum (BEC)? What are the important features of the BEC?

9. Do you know what the Philippine Elementary Learning Competencies (PELC) and the Philippine Secondary Learning Competencies (PSLC) are? Why should you be familiar with these documents as a teacher?

10. Since you are a teacher, what do you know about the relationship among curriculum, instruction and assessment? Why should you be completely knowledgeable of these three components of the instructional system?

11. When you prepare your lesson plans, how important are the following to you?

- a. The PELC / PSLC
- b. The textbooks for your learning areas
- c. The methods, strategies, techniques and activities for instruction
- d. The evaluation measures you are going to use to assess student learnings

12. When you conduct your daily lessons, why are the following important?

- a. Congruence among your objectives, strategies and assessment
- b. Your knowledge of your subject matter
- c. Your knowledge of the needs, interests and abilities of your students

Well, how many questions were you comfortable answering? As you study each lesson, compare your answers with the materials. If you answered the questions correctly, that's very good. If not, don't despair. That is the reason this module was prepared. Take note of the topics where you feel inadequate and study them well when you come across them in the module.

LESSON 1

HOW DO YOU GET TO WHERE YOU WANT TO GO? KNOW YOUR CURRICULUM

INTRODUCTION

Lesson 1 talks about the curriculum and how the curriculum can be used as your guide in going where you want to take your students as you teach. It is discussed using the Education For All (EFA) 2015 Plan of Action as your framework.



OBJECTIVES

After studying this lesson you should be able to:

- discuss the EFA 2015 Plan of Action particularly its challenges, goals and critical tasks;
- relate the EFA tasks to your role as implementor of the curriculum;
- define what a curriculum is;
- explain why there is a need for a national curriculum;
- demonstrate ways of indigenizing or localizing the curriculum; and
- justify the implementation of the bilingual policy in Philippine schools.



READ

Imagine yourself riding in an airplane or watching an airplane land. The pilot spots the landing field and looks for the runway. Upon landing, he follows the runway and guides the airplane until it comes to a stop.

If you have gone to the Palarong Pambansa or watched any local athletic meet, you must have heard the crowd cheering the runners as they negotiated the track to reach the finish line.

Sometimes the curriculum is likened to a runway or a racetrack. Just like the pilot or the runners, you need a guide when you teach. What do you think would happen if the pilot missed the runway or the runners crossed the field and did not follow the track? Yes, that would be disastrous.

The curriculum is your guide so you will know where to take your students as they study with you. There are goals or milestones they need to reach and all these are spelled out in that document we call the curriculum.

But before you learn about the curriculum, there is a very important document you need to be familiar with. This is the Philippine Education For All (EFA) 2015 Plan. This Plan for Action was developed by different Technical Working Groups (TWGs) of the DepEd who conducted a series of consultations with civil society, education experts, policy makers, teachers and administrators on what needs to be done to improve the quality of Philippine education. The TWGs finalized the EFA Plan of Action, which is to be implemented from the year 2005 until the year 2015.

As a teacher, this Plan will serve as your framework for doing your job well as an education stakeholder.

The EFA 2015 Plan of Action

EFA means Education For All. EFA is a UNESCO Program. Who are referred to by the catchword ALL?

The 1987 Philippine Constitution affirms that education is the birthright of all Filipinos. This means that education should be available to all Filipinos whatever their age, creed, abilities, social and economic status. Educating all Filipinos is a very great challenge to our educational system. As a teacher, you are partly responsible for addressing this educational challenge.

Who are these educationally challenged Filipinos? The EFA 2015 Plan of Action (DepEd, 2004) identifies the following:

1. Those who are disadvantaged because of inadequate competencies.

Inadequate competencies translate into the following conditions:

Those who are:

- not fully functionally literate in the regional language (Ex. Cebuano, Tagalog, Ilocano) Filipino or English;
 - unable to communicate in English and therefore cannot make use of available knowledge and opportunities in English; and
 - able to communicate in Filipino, but get limited benefits from less abundant existing knowledge and opportunities in the Filipino language,
2. Those who are disadvantaged in terms of schooling are those children and youth who:
 - were unable to enter school. They are found in the far flung barangays where there are no schools, or in other areas where because of poverty or neglect, they don't avail of the opportunities for schooling,

- were unable to finish the full 10 years of basic education. In other words these are the children who drop out before they finish their elementary/ secondary schooling, and
- were able to finish 10 years of basic schooling, but have not attained the standard 75% mastery of basic competencies.



SCQ 1.1

1. Choose who among these children are educationally challenged.
 - a. Pedro, Grade III, can read in Filipino but not in English
 - b. Nancy, drop-out at Grade IV
 - c. Jose and Greg, street children
 - d. Jane, finished high school, lacks numeracy skills

2. Why do you say they are educationally disadvantaged?

(Refer to page 60 for the answers)



READ

Goals of EFA

What does the EFA Plan of Action hope to accomplish by 2015, the end of the implementation period? Let's analyze each goal by answering the questions. You may want to do this with a partner.

1. *Universal Functional Literacy*

The Plan envisions that all Filipinos will be functionally literate by 2015. But how can you tell that they are functionally literate? They are functionally literate according to the Plan if they possess:

“A range of skills and competencies – cognitive (Intellectual) affective (emotional) and behavioral - which enables individuals to live and work as human persons, develop their potential, make critical and informed decisions and function effectively in the context of their environment and that of the wider community (local, regional, national, global) in order to improve the quality of their life and that of society.”

If you analyze this definition, I'm very sure; there is still a lot to be done before functional literacy for all Filipinos can be attained.

Going back to those who are educationally disadvantaged, can you say they are functionally literate? You're right. They are not. They may not be able to make critical and informed decisions. They need further help.

2. *Universal coverage of quality Early Childhood Education (ECE) for all 3-5 year-old children.*

Most communities have Early Childhood Education Programs to provide early childhood stimulation and development for children before they enter Grade One. These programs are provided by several institutions in the community.



ACTIVITY 1.1

Please check if you have the following programs in your community.

You can use this form.

ECE Program	Available	Enrolment	Not Available
1. DSWD Day Care Centers			
2. NGO Day Care Centers			
3. Preschools			
a. Private Preschool			
b. Public Preschool			
4. Others: Please state			

(Refer to page 60 for comments)

3. *Universal school participation and total elimination of drop-outs and repetition from Grades I-III.*

Are all 6-7 year-old children in your barangay enrolled in Grade I? Are they able to continue attending classes at least until Grade III? You can help attain this goal if you:

- campaign and visit parents of all prospective Grade I children and convince them to enroll their children in school;
- make your school child-friendly so that the children do not drop out and

- make sure that they master the foundation skills of literacy and numeracy, or they do not repeat any grade. If they repeated any grade, they wasted government funds. Also, they might not want to continue going to school anymore.
4. *Universal completion of the full cycle of basic education schooling with satisfactory achievement levels by all at every grade level.*

In the Philippine educational system, a child has to finish six (6) years of elementary and four (4) years of secondary education to complete the full cycle of basic education. Studies show that from 1989 to 2002 only 65 out of 100 pupils who enter Grade I finish Grade Six and only 46 finish secondary education.



ACTIVITY 1.2

Your school data are stored in your Basic Education Information System (BEIS). Get your school data and compare them with the National Data provided herein.

Performance Indicators	National Data School Year 2005-2006		School Data Year ____	
	Elementary	Secondary	Elementary	Secondary
1. Participation Rate	84.41	58.20		
2. Drop- out Rate	10.57	15.81		
3. Repetition Rate	2.69	3.14		
4. Completion Rate	56.76	59.77		
5. Achievement Rate (Mean Percentage Score)				
a. English	59.15	51.35		
b. Science	54.12	39.49		
c. Math	59.10	46.80		

Ask your Principal or BEIS Coordinator to explain to you what the data mean. Is your school performance higher or below the national performance?

(See page 60 for comments)

-
5. *Expand the coverage of the Basic Literacy Program for the 16 year old and-above and the Alternative Learning System (ALS) Accreditation and Equivalency Program for the 16 year-old and above who have less than 10 years of basic education.*

Does your school have an Alternative Learning System Program (formerly Non-Formal Education Program)? Find out what the program is doing for the out-of-school youths and adults in your community. Do they avail of the programs? Why or why not? You may want to discuss this with the ALS coordinator of your school or district.

6. *Commitment of all Philippine communities to the attainment of basic education competencies for all– Education for All by ALL. The ALL here again refers to the Filipino children in need of education. It also refers to ALL the stakeholders, most especially you.*

Did you learn much about your school while working on the activities and answering the questions?

The answers you gathered will give you a good picture of the state of education in your school.

The six (6) goals of EFA can be your guideposts until 2015 while you are with the Philippine educational system.



ACTIVITY 1.3

Based on your understanding of the EFA goals and the activities you have done, assess the status of your school based on accomplishments towards reaching the goals. Put a star (*) after the goals where you perceive your school is doing well, a question mark (?) if you are not sure, and an (x) if you feel there is more to be done.

EFA Goal	Status of Accomplishments
1. Universal Functional Literacy	_____
2. Universal Coverage of ECE	_____
3. Universal Participation and Elimination of Drop- outs	_____
4. Universal Completion of Basic Education	_____
5. Expansion of Basic Literacy	_____
6. Commitment to the Attainment of Basic Competencies	_____

Discuss your assessment with your principal and find out how you can contribute to the attainment of the goals. List a few things you can do especially for number 3 and number 6 goals.

Goal No. 3	Goal No. 6
1.	1.
2.	2.
3.	3.

(See page 61 for comments)



READ

EFA's Critical Tasks

Based on the goals of EFA, what are the critical tasks of the different education stakeholders? When we say stakeholders, we mean all those involved in the education of the child. They all have significant roles. As a teacher, since you are at the forefront of these critical tasks, your role is doubly important.

The more important tasks for which your personal and professional commitment as a teacher is greatly needed are the following: (DepEd 2004, Philippine Education For All (2015 Plan of Action)).

1. **Make every school continuously perform better.** Let us say there are 10 teachers in your school. If all of you teach very well and make sure your students learn, then you can say you have done your best to make your school better. If there are 10 schools in your town that are doing the same, can you say that you are helping make your town perform well? Multiply the efforts of all the schools in the country; can you imagine how your little effort in your school can go a long way?
2. **Expand ECE coverage to yield more EFA benefits.** If you have children of your own, you can start giving them the benefit of early childhood care and development. Talk to them. Tell them stories. Take them for a walk in your barangay. Answer all their questions. Enroll them in ECE Programs. Encourage other parents to do the same. These activities will keep them stimulated mentally.

If you teach Grades I-III, be sure that the pupils' gains in ECE will not be lost. Continue to stimulate them mentally, socially and emotionally. If you have done this, you can be sure you have built a strong educational foundation for your students.

3. **Transform existing non-formal and informal learning options into a truly viable alternative learning system yielding more EFA benefits.** As a teacher, you may be asked to handle non-formal education classes. The ALS has a Basic Literacy Program which teaches illiterates basic reading, writing, and numeracy skills. There is also an Accreditation and Equivalency Program (A and E), which addresses the learning needs of school drop-outs who have not completed 10 years of basic education.
4. **Get all teachers to continuously perform better.** Whether you are a beginning teacher or an experienced one, you cannot stop growing. You have to continue to upgrade and improve your teaching skills. Read widely. Attend seminars. Observe effective teachers. Ask questions.
5. **Adopt a 12-year cycle for formal basic education.** This means adding two (2) more years to basic education. This is a matter to be decided by our legislators, our education authorities, and the parents. But since you also have a stake in education, your stand on the matter must be heard. Study the benefits of a longer basic education cycle and help convince parents to support a shift to it. The DepEd started to introduce an additional year with the optional High School Bridge Program. You learned about this Program in Module 1. Will you be happy if most of the elementary graduates of your school will be asked to attend the Bridge Program? What does it say about the quality of the graduates of your school?
6. **Accelerate curriculum development.** You are not expected to develop a new curriculum. What is expected of you is to know the curriculum by heart so that you will know what you are expected to teach in the different learning areas in the grade/year level you are handling. At the same time, try to conduct some studies on the curriculum so you will know whether the learnings are relevant to the needs and conditions of your pupils. If they are not, then try to make some modifications to make the curriculum more relevant.

As you go through Module 2, you will know more about the Basic Education Curriculum (BEC) of 2002, which you are expected to implement.



ACTIVITY 1.4

You have studied six (6) critical tasks of EFA. They are now also your tasks. Select the three (3) most important tasks to which you can contribute most. Write what you think can be your best contribution.

Complete this form

Critical Task	My Contributions

(Refer to page 61 for comments)



READ

What is a Curriculum?

Unlike the runway or the racetrack that I mentioned earlier, the curriculum is not paved with concrete or asphalt. It is the totality of all the experiences that the students will undergo while they are in school. Others say it is made up of the subject matter taught by the teacher and learned by the students as they go through the educational process still, others see the curriculum as made up of objectives (cognitive, affective, and psychomotor) or competencies that should be developed

among the students under the guidance of the teacher (Saylor, Alexander & Lewis, 1981 pp. 4-7).

A curriculum can be all of these--experiences, subject matter, objectives and competencies. (Saylor, et al 1981 p.7) defined the curriculum as the “different planned opportunities for learning” afforded the students as they go through schooling. This is a more encompassing definition of what curriculum is. It means that the curriculum includes subject matter, objectives, and the experiences of the learner.

Why Do We Need a Curriculum?

Let’s play a little game of looking back to your first few days or weeks when you were first appointed to teach. Although you have a Bachelors Degree in Education, did you feel a little lost as to what you were going to teach your grade school pupils, say in mathematics, or your high school students, in English? You cannot just look at the ceiling and decide that you are going to teach your Grade One children addition or your first year students letter writing. Yes, you may ask your students about their previous lessons, but where do you go from there? Obviously, you need a written guide that will tell you what you are expected to teach. This guide is your curriculum plan. This is now the BEC.

There are certain elements that you have to look for when you examine the curriculum. You need to know the scope of the work or the lessons for a particular grade or year level and for a particular learning area. The scope tells you the coverage of the lessons. You also need to know the sequence of the lessons. What comes first, what comes next and so on. The sequence tells you when to teach a particular competency or content.

The sequence of the lessons also provides for the continuity link from one grade level to another. For example, if the curriculum plan for Mathematics Grade I covers addition of two digit numbers with a sum of 99, then the Grade II curriculum will start from there. The competencies also increase in difficulty. In other words, if everything in the curriculum plan has been learned in the previous grade, the teacher of the next grade will know where to start. If not, then you have to begin where the children are.



ACTIVITY 1.5

Examine your PSLC for Science, for first year high school.

1. What does it cover?
2. Are the lessons/ topics properly sequenced so there is continuity?

Note: If you teach other subjects and grade/year level, do this activity with the subject of your choice.

(See page 61 for comments)



READ

Why Do We Have a National Curriculum?

In the Philippines, we have a national curriculum implemented nationwide in all public elementary and secondary schools. It is called the Basic Education Curriculum (BEC). The private schools have the option to enrich or modify the BEC as circumstances in their schools dictate.

Why is it important that our country follow a national curriculum? Some of our students are very mobile. Sometimes in the course of the school year, they change residence and transfer to another school. Let us say two of your students transferred to two different schools in the middle of the school year. Will they have problems following the lessons in their new schools? How does having a national curriculum help the transferred pupils and their new teacher?

Furthermore, the DepEd uses the national curriculum as the standard for assessing your performance and the performance of your pupils. There must be only one standard for all.

If different curricula are followed, different standards will be set. Students in a particular grade/year level will not be developing the same competencies. Since tests are based on the standards, valid or reliable results can be generated which will apply to all the samples.

If the education authorities will use the results of the tests to improve the curriculum or to design seminars and workshops for teachers, their data may not be reliable.



SCQ 1.2

You know that the DepEd administers national tests, the regional offices, their own regional tests and your own divisions, the division test. The same tests are administered to all sampled pupils.

1. Why is it possible to give the same national tests all over the country to our Grade VI and Fourth Year students?
2. Does your Division also administer division tests? What do test developers use as basis for developing test items to be included in the tests?
3. What does your school do with the results of the tests?

(Refer to page 61-62 for the answers)



READ

How Do We Indigenize/Localize the Curriculum?

Children differ in many ways in their cultural backgrounds, in their home languages, in their needs and interests. They have different ways of life too. And surely they differ in mental abilities. But it is not saying that a certain group has a

monopoly of the good traits. The differences among children have to be addressed through the curriculum. They are part of the EFA challenge.

How can a national curriculum cater to learner differences? The answer is indigenization or localization of the curriculum. Indigenization can be done by:

- organizing the subject fields to make them relevant to the pupils' culture;
- adopting content and learning modes, including indigenous learning systems from the community; and
- inviting the natives/local people (the learner, parents, laymen, local specialist and local leaders) to participate in designing and implementing the curriculum.

Localization involves “adaptation of the curriculum content to the community where changes in a given curriculum are based on its peculiarities” (Abuso, et al 2002 p.44).

The study done by Abuso, et al for the Third Elementary Education Project (TEEP) mentioned the different practices of teachers to indigenize and localize the curriculum to make it more relevant and suitable to the demands of the different groups of students in our country. You may try some of them in your own classrooms. Surely you can think of other ways to respond to the needs and circumstances of your own students.

Some examples of initiatives in indigenizing/ localizing the curriculum follow (Abuso, et al 2002 p. 54):

- Citing examples from the local culture related to the topic
- Using indigenous knowledge--local songs, stories, poem, etc.
- Using indigenous aids such as artifacts
- Incorporating community resources in teaching--visit to scenic spots, inviting local people as resource persons, etc.
- Putting up learning resource centers (LRCs) where local artifacts are displayed

- Discussing local problems and issues
- Preserving local songs, dances and games through co-curricular activities
- Using the local language in teaching
- Participating in local celebrations



SCQ 1.3

How have you indigenized / localized your lessons in:

A. Sibika at Kultura or Araling Panlipunan?

- 1.
- 2.
- 3.

B. Science or Mathematics?

- 1.
- 2.
- 3.

C. Other learning area/s you are teaching?

- 1.
- 2.
- 3.

(See answers on page 62)



READ

Why Do We Have a Bilingual Policy?

The 1987 Philippine Constitution mandates that Filipino shall be the national language and English shall continue to be used as another medium of communication and instruction. (Art XIV. Sec. 6&7) Since there are other regional languages, the Constitution also provides that the vernacular can be used as an

auxiliary medium of instruction in the lower grades until such time that the students become familiar with English and Filipino.

Following this Constitutional mandate, the Bilingual Education Policy (BEP) of 1974 was re-confirmed by DECS in 1987. The Bilingual Policy states that certain subjects must be taught in Filipino and certain subjects in English. So, if you teach in the elementary grades, what subjects will you teach in Filipino and what subjects will you teach in English? Yes, you teach Filipino as a language and also teach Makabayan in Filipino. You will teach English as a language and teach science and health and mathematics in English.

If you teach in the secondary level, you also teach Filipino and English as languages and use English as the medium of instruction for Mathematics, Science, Technology and Livelihood Education, Music, Arts and P.E and Health and CAT. Filipino is used as the medium of instruction for Edukasyon sa Pagpapahalaga and Araling Panlipunan.

The use of the lingua franca or the regional languages for Grade I has been recommended by the Presidential Commission for Educational Reform (PCER), but there is no clear mandate yet at present. However, during the time of Sec. Andrew Gonzales, DECS experimented with the use of Tagalog, Cebuano, and Ilocano in ten schools from Grades I - III and the studies yielded favorable results.



SCQ 1.4

Are you in favor of the bilingual policy? Why or Why not? Write a paragraph of about 100 words defining your position on the matter.

(See page 62 for the answers)



POINTS TO REMEMBER

After studying Lesson 1 of Module 2, did you realize the following?

- The Philippine Education for All 2015 Plan of Action is a document you must study and understand if you are to be a responsible teacher. It identifies the challenges, goals, and critical tasks every education stakeholder must know by heart and be prepared to follow .
- The curriculum is a plan that helps the teachers provide different learning opportunities for their students. It is the totality of all the learner's experiences. It may be organized along subject matter lines, or according to competencies. The BEC may be used as a guide for choosing both subject matter and competencies for specific groups.
- You need the curriculum as your guide to teaching. As you prepare your lesson plans, you refer to the scope and sequence of the curriculum so that you will know what to teach and when to teach a particular lesson in a particular grade level.
- The country implements a national curriculum known as the BEC. While all teachers follow the national curriculum, as an individual teacher, you are given leeway to adjust the curriculum to the actual circumstances and needs of your pupils. You are not required to follow it *en toto*. You can make the curriculum relevant to your children's peculiar needs. You can indigenize and/or localize the curriculum to make it more relevant and meaningful to their lives.
- The curriculum is not a product merely of the imagination or of the desire of our national educational officials and curriculum developers. Its goals and objectives are based on legal documents, relevant studies/researches and actual learning needs of learner. These documents help spell out the structure and content of the curriculum. Even the language policy is enshrined in the laws of the land.

LESSON 2

WHY RESTRUCTURE THE CURRICULUM: A LITTLE BIT OF HISTORY

INTRODUCTION

This lesson summarizes the findings and recommendations of some researches and studies on the performance of our learners that led to the restructuring of the basic education curriculum.



OBJECTIVES

After studying this lesson, you should be able to do the following:

- Describe the New Elementary School Curriculum (NESC) and the New Secondary Education Curriculum (NSEC).
- Explain the important features of these curricula.
- Explain why reforms in the curriculum were undertaken.
- Infer from the results of the evaluation of the NESC and the NSEC why the curriculum has to be restructured.
- Discuss the rationale for restructuring the basic education curriculum



READ

It is not the intention of this lesson to go back before the 1980's in discussing the basic education curriculum. But you must know that there were other education acts before the 1980's that influenced earlier national curricula. The National Elementary School Curriculum (NESC) implemented from 1984 to 2002 and the New Secondary Education Curriculum (NSEC) implemented from 1991 to 2002 should serve as background information for you to understand the present BEC.

Before the NESC and NSEC were developed, the Department of Education, Culture and Sports (DECS), reviewed the results of several researches, surveys and experimental programs conducted in the country to find out what ailed the educational system. The surveys and researches revealed the deficiencies of previous curricula implemented by the Department. The Presidential Commission to Study Philippine Education 1970 (PCSPE), the Survey of the Outcomes of Elementary Education 1975 (SOUTELE) and the Experimental Elementary Education Program 1978 (EEEP) revealed that our elementary students performed poorly especially in the 3R's. The studies went deeper and revealed the deficiencies in the curricula themselves. One of the findings revealed that the elementary school curriculum was overloaded starting from Grade One.

The National Elementary School Curriculum (NESC)

The 1983 National Elementary School Curriculum was deemed the answer to the problems revealed by the previously mentioned surveys. First, a comprehensive plan known as the Program for Comprehensive Elementary Education (PROCEED) was prepared. From this big program was derived the sector program known as the Program for Decentralized Educational Development (PRODED). With assistance from the World Bank, PRODED encompassed several reform measures to improve elementary education.

Foremost among them was the revision of the elementary school curriculum. Thus, the NESC was developed. The NESC was considered the first research-

based curriculum in the country. It had fewer learning areas in the first three grades Filipino, English, Mathematics and Civics and Culture. Science and Health was added starting Grade III. Music, Arts and Physical Education were integrated in Grades I and II and became a separate subject starting from Grade III. At the same time, the contact time for each subject was increased, thus giving both the teachers and students more time to develop the basic skills of literacy, numeracy and also values. Other subjects were gradually added beginning Grade IV, like Home Economics and Livelihood Education, a common subject for boys and girls, and Geography, History, Civics for Grade IV–VI, which was the continuation of Civics and Culture.

In a series of consultations, seminars and workshops, the curriculum experts identified the different contents, skills and values that needed to be learned by our elementary students. They called these competencies. The listing of competencies came to be known as the Minimum Learning Competencies (MLC). The NESC was tried out gradually in 13 pilot schools in the country. From the results of the try-outs, the MLC's were finalized and the NESC was fully implemented.

In the implementation of the NESC, mastery learning was emphasized. The students were expected to acquire the required competencies with at least 75% mastery. In other words, a child must be able to answer at least seven (7) out of ten questions in a formative test.



SCQ 2.1

What were the reforms introduced in the NESC?

- 1.
- 2.
- 3.
- 4.
- 5.

(See answers on page 63)

The New Secondary Education Curriculum (NSEC)

When the first batch of students who went through the NESC graduated, the Bureau of Secondary Education (BSE) implemented the NSEC in the schools. Of course, like the NESC, it had to undergo field try-outs and on the basis of the results, was revised and finalized.

The NSEC included the following learning areas to be taught for 400 minutes daily from First Year to Fourth Year:

Values Education	Araling Panlipunan
Filipino	Science and Technology
English	Physical Education, Health and Music
Mathematics	Technology and Home Economics

Evaluation of the NESC and NSEC

A curriculum is never a permanent document. It continually undergoes evaluation which becomes one of the bases for revising or restructuring it. So while the NESC and the NSEC were still being implemented, they were simultaneously undergoing some minor revisions or changes. Indeed, curriculum development is a never-ending process.

Some of the studies and researches that were conducted to evaluate the performance of students using the NESC and the NSEC revealed some of the shortcomings of these curricula. These are all cited in the document. The 2002 Basic Education Curriculum–Bawat Graduate Bayani at Marangal (DepED, April 5, 2002).

The studies and the findings follow:

Studies/Researches	Findings/Recommendation
1. National Elementary Achievement Test (NEAT)	Grade VI students were able to answer correctly less than 50% of questions asked in science, mathematics and English.
2. National and Secondary Assessment Test (NSAT)	A mean percentage score of only 50% was achieved.
3. Committee on Information Technology, Science, Mathematics, Education & other Technology.	An "overcrowded curriculum" especially in Grade I-III resulted in poor performance of pupils in the elementary grades. Students needed longer time in science and mathematics
4. Aurora Roldan, "Present Realities in Reading Education"	Our students are deficient in reading ability. They have not developed the higher order thinking skills even at Grade V. There is the danger of reverting to illiteracy if the students dropped out before completing Grade VI.

<p>5. Third International Mathematics & Science Study (TIMSS)</p> <p>6. Allan B. I. Bernardo, “The Learning Process: The Neglected Phenomenon in Science and Mathematics Education Reform in the Philippines”</p>	<p>The Philippines ranked 39th out of 42 countries which participated in the study,</p> <p>In comparison with other countries, the Philippine “science syllabus contained more topics” suggesting that the curriculum is still congested.</p>
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SCQ 2.2

What do the findings of the studies/researches mentioned suggest to you?
Cite at least two (2) or three (3) studies and their findings.

- 1.
- 2.
- 3.

(Refer to page 63 for answers)

The formal review of the NESC and NSEC was started during the incumbency of Secretary Andrew Gonzales (1998-2001) and continued during the incumbency of Secretary Raul S. Roco (2001–2003). A Committee on Curriculum Reform was formed with the participation of officials from the academe, the private sector and civil society. Teachers, parents and students were likewise consulted and their inputs considered. While this was done on a limited basis, inputs from previous consultations were considered.

The Committee on Curricular Reform came out with the 2002 Basic Education Curriculum (BEC), which had to undergo a national pilot test in SY 2002.



READ

The Rationale for the 2002 Basic Education Curriculum (BEC)

The 2002 Basic Education Curriculum (DepEd, Apr. 5, 2002), cited several reasons why the basic education curriculum should be restructured. Restructuring does not mean complete revision or change of the curriculum. It only means refining and giving more emphasis to some aspects that are deemed more responsive to the present realities.

The Four Pillars of Education in Jacques Delors' Report to UNESCO (1996, pp. 22-24) was one of the documents that influenced the restructuring of the curriculum. The third and fourth pillars, Learning to Live Together and Learning to Be, which emphasize using the knowledge gained to improve oneself and one's relationship with fellow human beings, are especially relevant.

The emphasis on learning-to-learn skills has long been a feature of the curriculum. But it seems that it got lost in implementation. Thus, the new BEC gives it greater impetus, along with the development of functional literacy which involves the development of the essential skills such as "linguistic fluency and scientific – numerical competence. Lifelong learning is possible only when our people become functionally literate," (David Kemp as mentioned in the 2002 Basic Ed. Curriculum).

To further decongest the curriculum and to provide more contact time for the tool subjects, the restructured curriculum emphasizes the enhanced teaching of the four (4) core subjects Filipino, English, Mathematics and Science. A fifth subject called Makabayan, which is envisioned to be a “laboratory of life” or practice environment, integrated the other non-tool subjects.



ACTIVITY 2.1

Discuss the findings of the studies with a partner.

- Are there really reasons for the education sector to be alarmed about the state of Philippine education? Why do you say so?

- Study the results of the recent tests given in your school (national, regional, division, and district). What do the results show?

- Based on the results, do you agree that the curriculum must be restructured? Why or why not?

(Refer to page 63 for comments)



POINTS TO REMEMBER

From this lesson, remember the following:

- Prior to BEC, the DECS then implemented research and reformed-based curricula known as the NESC and the NSEC. Both curricula were in response to the needs of those times and emphasized features that were designed to respond to the adverse findings of researches and surveys on the performance of our students using the previous curricula.
- No curriculum is permanent. It undergoes revision and restructuring in response to changes in people and society. Any curriculum should undergo try-out or pilot testing before it should be implemented.
- The evaluation of the NESC and the NSEC still found the curriculum wanting. Test results showed that students performed on the average only at the 50% level.
- Before the formal review was done in the 1990's when a Curriculum Reform Committee was formed, the curriculum revision process was going on. Small but crucial changes were being effected during implementation as part of the formative evaluation process.
- Aside from results of the evaluation of the NESC and NSEC, other developments nationally and worldwide were considered in developing the BEC. Foremost was the UNESCO Report on the Four Pillars of Education. It gave new impetus to the development of functional literacy and lifelong learning, and the decongestion the curriculum. Emphasis was given to interactive and integrative learning.

LESSON 3

I KNOW THE BEC:

HOW DO I MAKE IT ALIVE?

This lesson is the soul of the Basic Education Curriculum. It focuses on the different features of the BEC and how you can operationalize the same in your own classrooms as you implement and make the curriculum alive.



OBJECTIVES

After finishing this lesson, you should to be able to;

- describe the structure of the BEC in terms of the different learning areas in the elementary and secondary levels;
- identify the general and intermediate goals of particular learning areas;
- examine the Philippine Elementary Learning Competencies (PELC) or the Philippine Secondary Learning Competencies (PSLC) according to your level of assignment;
- explain the relationships between the learning goals--general, intermediate and specific--as outlined in the different BEC documents; and
- operationalize the features of the BEC in your own classroom.

The first two lessons aimed to familiarize you with the EFA Plan of Action and the more general ideas about the curriculum. This lesson will explain in greater detail the features of the BEC. Once you have internalized these ideas, you can be more proactive in your daily interactions with your students and give more life to your teaching. You can then become a more effective teacher.



The Features of the BEC

1. **Greater emphasis on helping every learner become a successful reader.** Several studies mentioned earlier (PCSPE, SOUTELE) showed that our students are weak in the 3R's. If our students do not know how to read, it will be very difficult for them to learn the other subjects. Let us take for example the learning of mathematics. It has been shown that most children can do the computational skills, but when the equations are put into word problems, they cannot solve the problems correctly. The culprit is their lack of ability to comprehend what they read.

Thus, under the BEC, the emphasis is for every child to become a successful reader by Grade III. You must have heard of the program Every Child a Reader Program or E-CARP. This program of the Bureau of Elementary Education (BEE) provides materials and training for teachers to become effective reading teachers. If you are teaching Grades I-III, it is your main responsibility to see to it that your students learn how to read. Modules 6.1 and 6.2 on the Teaching of Communication Arts – English and Filipino will show you how.

If you are to teach in the higher grades/years, it does not mean that you will no longer be a reading teacher. You must continuously help your students to develop their reading ability further. In all subjects, children read in order to learn; thus, all teachers must be reading teachers. The BEC includes the reading competencies/skills that your students should master. Your job is to develop those competencies.



ACTIVITY 3.1

Study the sample page of the PELC in Appendix 1. It shows you samples of the reading skills that Grades I- III children should master.

Give some of the reading skills that should be developed from Grades I–III.

1. Why is it important that these reading skills be mastered?
2. What do you think will be the problems in the later grades if these skills are not developed in the early grades?

(See page 64 for comments)

2. Emphasis on interactive/collaborative learning approaches.

Teachers have a tendency to lecture. They seem to feel that they have all the questions and all the answers. Try to tape one of your lessons and compare the length of time you talk and the amount of time pupils/students do the talking. And if they do talk, what do they say? Do they simply say “Yes, Ma’am or ‘No, Ma’am?” If this is the case, your class is very much teacher–dominated or teacher-directed. Nothing much happens in your classroom except for your children to affirm what you are saying. Do you think they are becoming robots in the process?

Interactive learning is like playing basketball. The teacher interacts with the pupils and the pupils interact among themselves. They work together to achieve the lesson objectives for the day. They can work together as a whole class or work in small groups. The teacher does not direct but merely facilitates the learning process.



SCQ 3.1

How can you make your lesson more learner-centered instead of teacher-dominated? What interactive activities have you tried out with your students? Were you satisfied with the results? Why?

List at least five and comment on the outcome.

(See pages 64 for answers)

3. **Emphasis on the use of integrative learning approaches.** The child learns as a whole individual. While for convenience in scheduling, class time is blocked into periods for the different subject areas, the integration of learning takes place within the individual. This is called covert integration. It is not done deliberately but it happens in the life of the individual learner. On the other hand, you as the teacher can employ strategies that will show students how to relate learnings in one subject to learnings in other subjects or how to integrate elements within a learning area. This is overt integration. If you are the English or Filipino teacher, you can use science topics or Araling Panlipunan topics, respectively, as vehicles for teaching the skills of listening, speaking, reading and writing. Thus you are integrating within and across learning areas. You will find many good examples of integrative lessons in Module No.6.

4. **Teaching of values in all learning areas.** In the implementation of the BEC, every teacher is considered a values education teacher. You cannot separate values from what you do. Values are those that you consider of most worth. Values permeate everything that you do. Whatever lesson you teach, be very conscious of the values that can be infused or integrated in the lesson.

Let's listen to these children talking about one of their teachers.

First Child: *There is Miss Reyes, my favorite Grade I teacher. She was the one who first taught me the value of being honest. She helped me tell my mother the truth about how I lost my book.*

Second Child: *She was my favorite Grade I teacher, too. Remember the stories she told us about little heroes and the good things they did to help others?*

First Child: *Oh, yes. And I remember also how well she treated us even when we were a little bit naughty or noisy. If ever I become a teacher, I'll be like her.*

Second Child: *I bet she is a good mother, too.*

As a teacher, you not only teach values but also exemplify values in your person. Some say that values are caught rather than taught. This means that you are the model for the values you want your children to learn and live by. You cannot say one thing and do another thing.

5. **Development of self-reliant and patriotic citizens.** Recall the legal bases of the Philippine BEC. When parents were asked during the time of PRODED what values they would like emphasized in schools, many mentioned patriotism. They said that many values can be learned at home and can be taught in the church, but it is only the schools that can do a good job of teaching the value of patriotism. You may not fully agree with them, but our schools are mandated to teach the values of love of country, patriotism, and nationalism. In what learning areas can you exemplify the value of patriotism? The very name itself of the learning area MAKABAYAN is a give-away.

We would like to erase the culture of mendicancy from our people. Let us teach our students how to stand on their own two feet. While the government is there to help, they should not always rely on the government to do things for them. You can start them early on the trait of self-reliance. You can always look for activities

and experiences in the curriculum that will enhance your students' resourcefulness and ingenuity, from our common historical heritage or from the arts and sciences which highlight the Filipino traditions and way of life. There will be plenty of these experiences that can be provided when you implement the curriculum, so you can produce self-reliant students and, consequently, self-reliant citizens.



SCQ 3.2

A. Put a check on the activities that will help develop patriotism and self reliance.

_____ 1. Discussing the meaning of the lyrics of the National Anthem.

_____ 2. Visiting historical places

_____ 3. Listening to the teacher lecture on heroism.

_____ 4. Waiting to be told what to do.

_____ 5. Preparing a skit or short drama on the rich culture of the early Filipinos.

B. Can you add some more activities to help develop patriotism and self-reliance from your own experiences?

6. **Development of creative and critical thinking skills.** Earlier, you learned that the BEC is an interactive curriculum. Children learn not only from you or from the books that the DepEd provides, or from experiences in the classroom. They bring with them the stock knowledge they gain from life outside the school. The formal knowledge from the school and their own personal experiences are ingredients for further learning in the restructured BEC.

As the teacher, you will be greatly responsible for developing creativity and critical thinking among your students. Refrain from dominating the classroom interaction. Guide the students to create and construct their own knowledge. Do not be satisfied with just the correct answer, but probe the thinking processes that

helped them arrive at the correct answers. The curriculum has provided you a wealth of opportunities to engage students in reflecting on their own learnings, to find new answers to old questions and to work out problems cooperatively among themselves with you as the facilitator.

Never dictate to your students how they should organize their own learnings. Be dutifully alert to opportunities that will help them synthesize their own learnings and apply them to real life situations. Provide the challenge to make them think critically.



ACTIVITY 3.2

The features of the BEC that were described above reflect the intention of the curriculum developers to attune the BEC to the times. But they will remain just that—intentions, if you cannot make them alive in the classrooms. As you study the BEC and as you implement it, always be alert to create opportunities that will operationalize these features.

You may start this activity in your notebook.

Features of the BEC	Lesson	Activities Provided

1. List the features of the BEC in the first column.
2. Put the particular lesson in the second column.
3. List the specific activities that you can provide to operationalize the feature.

(See page 65 for comments)



The Structure of the 2002 Basic Education Curriculum

The objectives of elementary and secondary education serve as the “official learning goals” of basic education as stated for a particular population of learners; that is, the elementary and secondary education learners. The Bureau of Alternative Learning System (formerly Non-formal Education) likewise has a set of official learning goals for its particular set of target learners – the out-of-school youth and adults.

The **Education Act of 1982** or **Batas Pambansa Blg. 232** provides the general objectives of elementary, secondary, and non-formal education.

The *objectives of elementary education* are as follows:

1. Provide the knowledge and develop the skills, attitudes, and values essential for personal development, a productive life, and constructive engagement with a changing social milieu;
2. Provide learning experiences that increase the child’s awareness of and responsiveness to the just demands of society;
3. Promote and intensify awareness of, identification with, and love for our nation and the community to which the learner belongs;
4. Promote experiences that develop the learner’s orientation to the world of work and prepare the learner to engage in honest and gainful work.

The *objectives of secondary education* are threefold:

1. Continue the general education started in elementary.
2. Prepare the learners for college.
3. Prepare the learners for the world of work.

The *objectives of non-formal education* are as follows:

1. Eradicate illiteracy and raise the level of functional literacy of the population;

2. Provide an alternative means of learning and certification for out-of-school youth and adults;
3. Develop among the learners the proper values, attitudes, and knowledge to enable them to think critically and act creatively for personal, community, and national development.

To operationalize the official learning goals, the BEC, was organized into four (4) learning areas, considered as the core or tool subjects and one (1) non-core subject.

The core subjects for both the elementary and secondary levels are the following:

- Filipino
- Mathematics
- English
- Science

The fifth subject, called **Makabayan**, was designated as the “practice environment for holistic learning to develop a healthy personal and national self-identity”. (BEC, 2002)

Makabayan has several components as follows:

Elementary Level

- Sibika at Kultura (S&K) (I-III) Heograpiya, Kasaysayan, Sibika (HKS) (IV-VI)
- Musika, Sining at Edukasyong Pangkatawan (MSEP) (Integrated in Grades I-III; Separate subjects in Grades IV-VI)
- Edukasyong Pantahanan at Pangkabuhayan (EPP) (IV-VI)
- Edukasyong Pagpapakatao (EP); Separate subject from Grade I-VI

Secondary Level

- Araling Panlipunan
- Technology and Livelihood Education (TLE)
- Musika, Sining at Edukasyong Pangkatawan at Pangkalusugan
- Edukasyon sa Pagpapahalaga



SCQ 3.3

Review the objectives of elementary education which are continued in secondary education and the structure of the BEC. Do the objectives relate to the



READ

The Philippine Elementary Learning Competencies (PELC) and the Philippine Secondary Learning Competencies (PSLC)

If you are an elementary school teacher, the PELC is your “bible”. If you are in the secondary schools, the PSLC is your “bible’. They are the documents that you have to study religiously because they are the sources of your objectives and they prescribe the contents of your lessons as well as the strategies and assessment procedures to use. The PELC and the PSLC define the intermediate and the specific learning goals that your pupils are expected to learn and that you, as a teacher, are expected to achieve. You will base your daily lessons on the PELC or PSLC.

The PELC and PSLC are organized according to learning areas so you have a list of objectives and competencies from Grades I-VI and from first year to fourth year for English, Filipino, Mathematics, Science and Health and for all the Makabayan Components. They are issued under separate covers, that is, there is a handbook for each learning area.

It is now your turn to become more familiar with the PELC or the PSLC. Get the Handbook for the learning area that you are teaching and go through it.



ACTIVITY 3.3

As you examine your Handbook for your learning area, answer the following questions:

1. What are the parts of your Handbook?
2. What information do you get from each part?
3. Why is it important that you familiarize yourself with each part of your Handbook?

You may want to team with another teacher and compare the features of your Handbook.

(See comments on page 65)



READ

Study the PELC/PSLC and look at the sample expectations and or learning outcomes for the learning areas.

For the elementary level let us look at Mathematics.

GOAL: Demonstrate understanding and skills in computing with considerable speed and accuracy, estimating, communicating, thinking analytically and critically, and in solving problems in daily life using appropriate technology

This goal is further broken down into goals for each grade level; that is, what the students are expected to accomplish at the end of the year. The goals for Grades I- VI are given.

At the end of **Grade I**, the child is expected to demonstrate understanding of basic concepts and skills on whole numbers up to one hundred, including money and measurement; perform addition and subtraction of 1 to 3 digit numbers and apply the concepts learned to solve problems.

At the end of **Grade II**, the child is expected to demonstrate understanding of concepts and skills on whole numbers up to one hundred, including basics of geometry; perform addition and subtraction of 3 to 4 digit numbers; understand basic facts of multiplication and division and apply the concepts learned to solve problems.

At the end of **Grade III**, the child is expected to demonstrate understanding of concepts and skills on whole numbers up to one hundred thousand; fractions, measurements and graphs; perform the four fundamental operations of whole numbers and measurement and apply the concepts learned in solving problems.

At the end of **Grade IV**, the child is expected to demonstrate understanding of concepts and perform skills of whole numbers up to millions and billions including money, decimal, fractions, geometry, graphs, and scales; exact and estimated computation on the four fundamental operations and apply the concepts learned to solve problems

At the end of **Grade V**, the child is expected to have mastered the concepts and operations of whole numbers; demonstrate understanding of concepts and perform skills on fractions, decimals including money, ratio, percent geometry, measurement and graphs; exact and estimated computation of the four fundamental operations on rational numbers including money and measurement and apply the concepts learned in solving problems.

At the end of **Grade VI**, the child is expected to have mastered the concepts and operations of whole numbers; demonstrate understanding of concepts and perform skills on decimals, fractions, ratio and proportion, percent, integers, simple probability, geometry, measurement, and graphs; exact and estimated computation of the four fundamental operations on rational numbers including money and measurement and apply the concepts learned in solving problems.



SCQ 3.4

After studying the learning goals for Elementary Mathematics,

1. What do you expect a Grade VI graduate to be able to do?
2. Identify and write down the concepts and skills to be developed for each grade level on the topic Comprehension of Whole Numbers. (Appendix 2)
3. Is there a logical progression of skills from one grade level to the next levels? Why do you say so?

(See pages 65-66 for answers)



ACTIVITY 3.4

If you don't teach Elementary Mathematics, you may want to do a similar study for the learning area you are teaching. Look for the Expectations part of your Handbook and do something similar to SCQ 3.

(Refer to answer to SCQ 3.3)



READ

I'm sure you'll want to know more about the contents of the Handbook especially the main body which contains the listing of competencies from Grade I to Fourth Year.

Notice how the competencies are laid out. Do you remember what we discussed about scope, sequence and/or continuity? Let's do a page or two of the PELC, for example Makabayan (Sibika at Kultura) for Grades I-III. Read the competencies for Grade I by going down the page that is, vertically from top to bottom. What do you notice? Do you see that there is a topic heading which tells you the scope of the learning unit. Then under that topic is a broad objective for that

learning unit. The broad objective is further broken down or task-analyzed into specific objectives with numbers like 1, 2, 3, etc. Sometimes these objectives are further broken down into more specific objectives and they are numbered 1.1, 1.2, or 2.1, 2.2, etc. The numbers tell you how you can properly sequence your lesson, that is, you develop first no. 1, then no. 2 and so on. If there are more specifics e.g. 1.1, 1.2 the same will be followed - you develop first 1.1, then 1.2 and so on.

Now, look across the page at the scope for Grades II and III. Do you see the topic headings and the intermediate objectives as well as the specific objectives? The same rule applies for Grades II and III. Now if you examine closely the horizontal listings, you will notice the sequence/continuity across grade levels. You can safely conclude that learnings from one grade level are articulated in the next grade level and that the learnings increase in difficulty. These arrangements will help you determine if your children are ready for your lesson by checking vertically and horizontally if the pre-requisite skills and knowledge have been developed and learned.

The PELC is your curriculum guide for the elementary grades. Always consult your PELC when you plan your lessons. Try to know this document by heart as you grow in experience as a teacher.



ACTIVITY 3.5

Study the listing of competencies for Mathematics Grades 1- VI
Comprehension of Whole Numbers in Appendix 2

1. Study the vertical sequence of lessons for each grade level and the horizontal sequence across grade levels. Do you notice how the level of skills increase e.g. from 1.1 to 1.4? And from Grade I to Grade VI?
2. If you are to teach identifying cardinal numbers from 101 to 1,000 in Grade II, what should have been taught in Grade I?
3. If you want your Grade II children to write numbers through 1,000 in symbols and in words (2.3), what should they learn first? (2.2)

(See page 66 for comments)

The PSLC's for the secondary schools are slightly different. While there is a handbook for each learning area, the competencies for the different year levels are simply listed vertically, that is First Year English is followed by Second Year English, then Third year and Fourth year. You don't see the horizontal articulation. Did you notice that in your copy of the PSLC?

Go through the PSLC for your learning area. If you are teaching Second Year, why is it important that you know what your students have learned in the First Year? How will this knowledge help you plan your lessons better?



ACTIVITY 3.6

Study Appendix 3, the listing of competencies for Filipino–Unang: Taon to Ikaapat na Taon. The competencies are in the area of Pakikinig.

Look for the vertical sequence along year level and then the horizontal sequence from one-year level to the other.

Was there sequence from one-year level to the other? Did the competencies increase in difficulty?

(See page 67 for comments)



POINTS TO REMEMBER

- As a teacher always keep in mind the basic features of the BEC. You may want to recite them to yourself like a prayer because those features embody the essentials. However, mere recitation is not an assurance that you will be an effective implementor. Mastery of the BEC must be accompanied by a conscious effort to think of activities that will reinforce practice. If operationalizing the features of the BEC becomes second nature to you as a teacher, then you can expect more creative encounters with your students.
- You will need the cooperation of other teachers in your grade/year level to do integrative teaching. While it will be much easier to plan integrated lessons if you are in a self-contained classroom, starting from Grade IV upwards you and the other teachers will have to work as a team and plan your integrated lessons together.
- Always be alert to seize opportunities to engage your students in interactive and cooperative learning. Never give in to the urge to lecture or to dominate the lessons. If you do, you will miss out on the wealth of knowledge that your students bring with them from their own personal and community experiences.
- The PELC and the PSLC define the specifics of the curriculum or the BEC. If you are an elementary school teacher, your guide is the PELC. If you are a secondary school teacher your guide is the PSLC. Remember that each learning area has its own handbook. Familiarize yourself thoroughly with the handbook for the learning areas you are teaching. Study them vertically, for the coverage within the grade level, and horizontally, for the coverage across grade levels for the PELC. For the PSLC, the objectives are arranged by year level, so examining the handbooks horizontally may be a little difficult but not impossible. You may have to exert a little extra effort to check the horizontal articulation from one-year level to another.

LESSON 4

ALIVE! BUT HOW DO I MAKE THE CURRICULUM WORK?

Lesson 4 discusses two (2) models, which you can use to help you make the curriculum work. It is important that you see your work as a teacher as part of an interrelated system wherein all parts should work if you are to become an effective teacher.



OBJECTIVES

After studying this lesson, you are expected to be able to:

- discuss the importance of the Curriculum, Instruction and Assessment(CIA) model in closing the gap between the intended, implemented and actual curriculum;
- describe how the Goal-Oriented Instructional Model (GOIM) works in the daily preparation of your lessons;
- provide congruence between your objectives, strategies and activities and assessment procedures in preparing your lessons;
- discuss the importance of mastery of subject matter in implementing the curriculum; and
- analyze the role of textbooks and other instructional materials in the implementation of the curriculum.



READ

The first three (3) lessons of this module have given you very important information about the BEC which will serve as your guide in providing “varied learning opportunities” for your students. However, the curriculum will come alive only when it is implemented properly. You give it life through thoughtful and imaginative planning. Base your daily lessons on the competencies that were carefully organized for each learning area. A word of advice is in order here. You are free to alter the sequence of lessons if you deem it appropriate, or you may re-teach a lesson depending on how your students performed in the particular lesson as shown by the results of your evaluation.

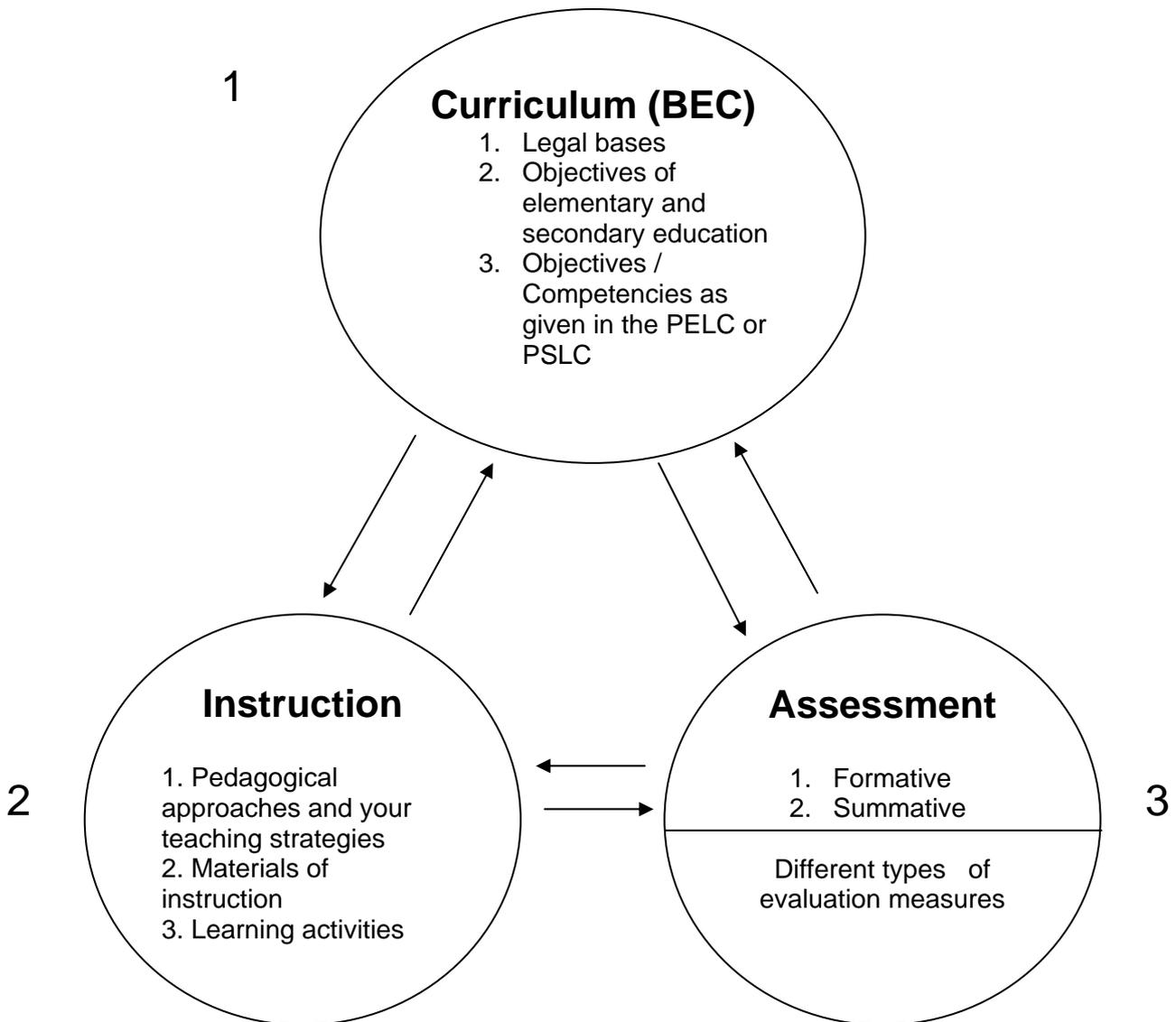
The Curriculum, Instruction and Assessment Model

From the introduction, you probably caught these three most important concepts--curriculum, instruction and assessment.

These three can be likened to a tripod. It cannot stand if one of its legs is missing or if they are not of the same length.



You probably will have a clearer picture if you study this illustration.



The Curriculum Circle pertains to the BEC. It is the intended curriculum or the curriculum as designed and planned by the developers. We have discussed this at length and you must be very familiar with it by now.

The second circle is the Instruction Circle. Do you notice the outer arrow from Curriculum to Instruction? As teachers your role here is very important. This will involve your choice of the strategy and the materials of instruction in order to develop the competencies listed in the PELC/ PSLC. At this point, the curriculum becomes the implemented curriculum because you now translate the intended curriculum through implementation or instruction. How well you conduct the instruction will make

the difference between the intended and implemented curriculum. They must be congruent – that is what was intended should really be implemented. If there is a big gap, then there is a problem.

The third circle is the Assessment Circle. What you taught must be evaluated, that is, you want to know whether what you taught has been learned. That is why the outer arrow from the Instruction Circle leads to the Assessment Circle. The result of the evaluation will show you what your students learned. This is now what is called the actual curriculum or the learned curriculum. If you taught effectively and the children learned the lesson, then you go back to the Curriculum Circle and choose the next objective in the sequence for your next lesson. If your children did not do well, then they did not master the lesson; so you go back to the curriculum and find out why. Maybe they are not yet ready for the lesson, or the objective is too broad, and they were not able to grasp the lesson. If there is nothing wrong with the objective, since it is specific enough, then go again to the instruction circle. You might have used the wrong strategy or the wrong material, so you will have to revise your lesson. Again there must not be a big gap between the implemented and the actual curriculum, i.e., what is learned by the children.

Now, do you notice the inner arrows that point to the other direction? It is also possible for you to go from the Curriculum Circle to the Assessment Circle. That is, after choosing your objectives you may decide how best to assess the learnings of your students. Then you can proceed to instruction and write your lesson plan choosing the best strategy and material that will develop your objective and give you the desired results as measured by the assessment process that you have designed. Then based on the results of the formative evaluation, you again go back to the curriculum as in the first example.

Towards the end of the school year, national, regional and division tests are given based on the intended curriculum. The results of these tests, would show how well you have implemented the curriculum and what your students actually learned.



SCQ 4.1

Multiple Choice: Choose the best answer:

1. The BEC is the intended Curriculum. To which circle in the CIA model does it belong?
 - a. Curriculum Circle
 - b. Instruction Circle
 - c. Assessment Circle
2. When we talk of the implemented curriculum, to which circle do we refer?
 - a. Curriculum Circle
 - b. Instruction Circle
 - c. Assessment Circle
3. Why is the CIA model compared to a tripod?
 - a. These are three parts to the model
 - b. All three must be congruent to each other
 - c. The three parts can stand alone.
4. Why do the arrows in the model point two ways? The teacher may start
 - a. from Curriculum to Instruction and to Assessment or from Curriculum to Assessment to Instruction.
 - b. from Instruction to Curriculum then to Assessment
 - c. from Assessment to Curriculum to Instruction and back to Curriculum.

(See page 67 for answers)



READ

You and the Instructional System

You, as the teacher, are the implementor of the curriculum. It is in your hands that the curriculum becomes alive and serves as an effective guide to instruction. Without your imagination, skill, and dedication, the curriculum is just a piece of paper.

We now go to the part where you, really use the curriculum to plan your lessons. During the time of PRODED, the BEE introduced a model called the Goal Oriented Instructional Model (GOIM). This model underscores your role as the facilitator of learning and the decision-maker in the classroom - two very important roles. In a way, the GOIM may be seen as your day-to-day illustration of the Curriculum, Instruction and Assessment Model discussed earlier in this lesson.

Like the Curriculum, Instruction and Assessment Model, the GOIM is a system. The parts are related and the model will not function if any one part is missing.

The GOIM works like this:

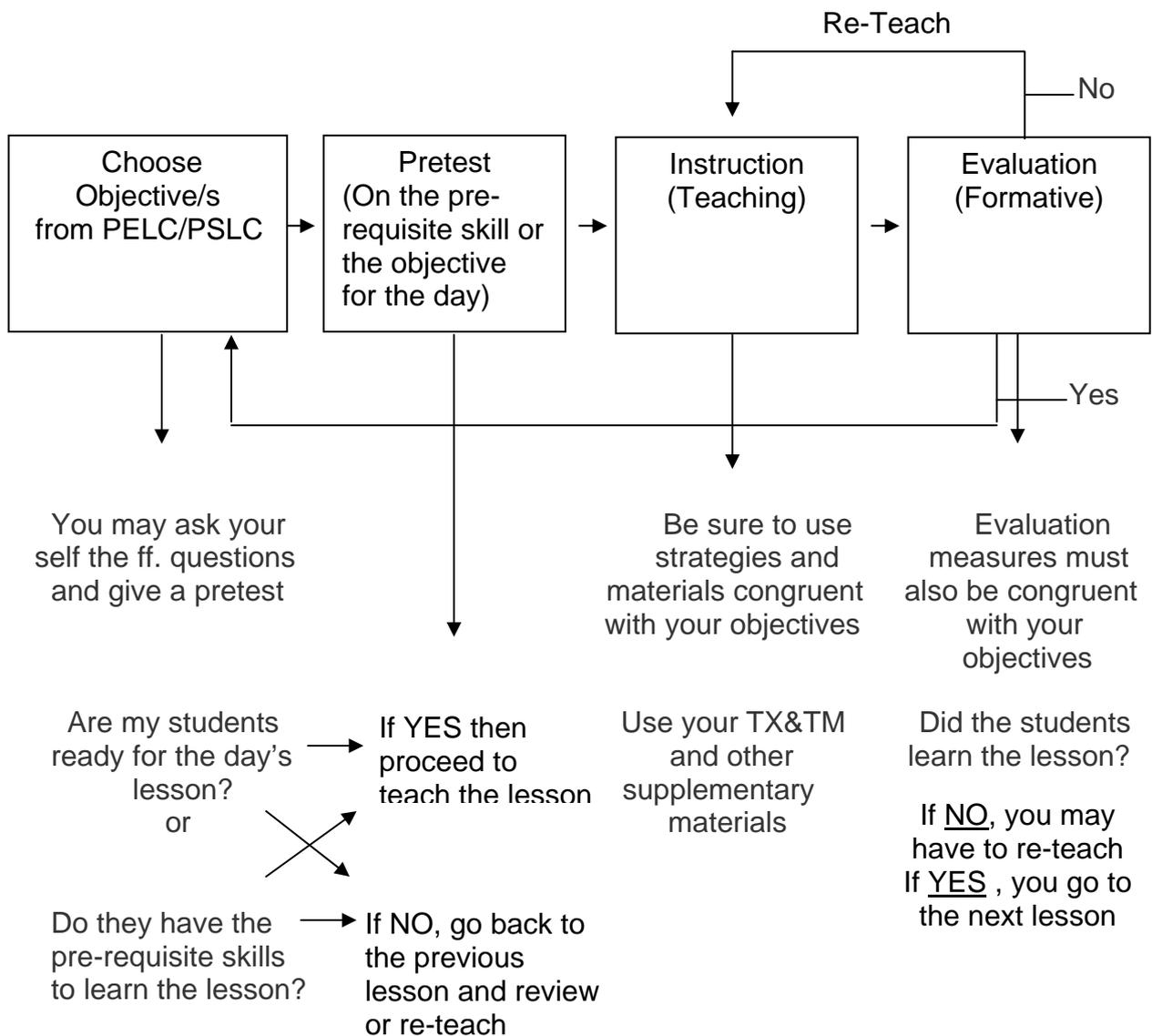
1. You choose your objective from the PELC or PSLC (First square)
2. a. You give a pre-test on the pre-requisite skill, which may be the previous lesson or a readiness test on the objective for the day. (Second square)
b. You ask yourself these questions based on the results of the pre-test:
 - Are my students ready for the day's lesson? or Do they have the pre-requisite skills to learn the lesson?
 - If Yes, go to instruction (Third square).
 - If NO, go back to the previous lesson and review or reteach.
3. You proceed to teach the lesson using appropriate strategies and materials that match your objectives (Third square)

4. Give formative evaluation suited to the objectives and strategies

Ask: Did the students learn the lesson?

- If NO, you have to reteach.
- If YES, you go to the next lesson.

Graphically, it can be shown this way.



You will be able to operationalize the model better after you have studied any of the Modules 6 which will discuss instruction at length. The reason for using the model is to ensure a fit between the parts of the system. Be sure that what you

intend to teach (your objective) is what you teach (instruction) and that what you taught is what you evaluate, (assessment).



ACTIVITY 4.1

Study and analyze this illustration of the GOIM

I Objective:

To add two (2) digit numbers with regrouping

II Subject Matter:

PELC Math: Addition of two (2) digit numbers with regrouping.

III Strategy

A. Pretest or your Review

42	61	33	22	57
<u>+ 53</u>	<u>+22</u>	<u>+45</u>	<u>+56</u>	<u>+82</u>

Note: If the children have already learned this, then you can proceed to your new lesson. If not, further review or re-teaching may be needed.

A. 1. Development Lesson

For the school fund drive, the children decided to collect empty soft drinks cans. The boys collected 85 cans while the girls collected 79 cans. How many cans did all of them collect?

49	83	94	85	
<u>+56</u>	<u>+78</u>	<u>+26</u>	<u>+47</u>	etc.

2. Application / Practice

Group your students for practice/application.

Use the textbook and other activities as practice exercises.

Note: What is the objective of the Lesson?

Is the development lesson congruent with the objective?

Why do you say so?

Do the exercises further develop the objective?

C. Evaluation

What kind of test will you give to find out if your students learned the lesson for the day?

Will it be this?

A.	2	24	35
	<u>+7</u>	<u>+12</u>	<u>+42</u>

Or this?

B.	48	74	49
	<u>+56</u>	<u>+38</u>	<u>+53</u>

Why B and not A?

- Which exercise is congruent with your objective? If your evaluation measure is more of the A type and all of them got the answers right, what does it tell you about your lesson for the day?
- If you gave them the B type and 80% of them passed the formative test, what does it tell you about how well the lesson was taught? What will your decision be as the facilitator of learning?
- If only 50% of them passed the test, what does it show about your performance and that of your class? What will be your decision? What will be your lesson for the next day?

(See page 67 for comments)



The Role of Textbooks and Other Instructional Materials

The textbooks are your most important tools in implementing the curriculum. Textbook developers base their textbooks on the curriculum. The textbook translates the curriculum into manageable lessons. However, don't make the mistake of using your textbook as your curriculum. You are not supposed to be a slave to the textbooks and teachers' manuals. Use them as your aids to implement the curriculum.

Study your textbooks and your teachers' manual so that you will be familiar with their contents. Choose your objectives/competencies from the PELC or the PSLC, and when you prepare your lesson plan, source your material of instruction from the textbooks. If the textbook is not sufficient, then you will have to use other instructional materials. The Teachers' Manual will show you how to develop your lesson, but you can always modify the strategies and/or disregard the suggested strategies if you feel that they do not suit your class, or if there are better alternative strategies.

Your Mastery of Subject Matter

One difficulty that you may encounter and which you must overcome when you implement the curriculum is your lack of mastery of the subject matter. While the curriculum gives you the coverage of your lessons, you have to translate the competencies into meaningful lessons. You can do this if you are knowledgeable about the subject matter. You cannot teach Grade V or VI Mathematics well if you don't know ratio and proportion or percentage. You cannot teach the geographic concepts if your knowledge of the same is hazy.

This may be more true of elementary school teachers since they are considered generalists and not specialists, unlike the secondary teachers who have areas of specialization. But even then, in small high schools you may be forced to

teach other subjects which may not be in your line of specialization. What should you do if you are in this predicament? You cannot just rely on the students' textbooks. You must know more than your students. You'll have to find ways and means to deepen your knowledge base.

These are some of the things you can do.

- Read newspapers daily. Subscribe to a broadsheet or give yourself time to read in your library. Or listen to any news program on radio or television.
- Your school must have a subscription to some educational journals. Find the time to read them.
- Your municipal / provincial library must have copies of weekly news magazines. Keep abreast of world events by reading them.
- You may have children, siblings and other relatives who have advanced textbooks for the learning area you are teaching. Borrow them and add to your knowledge base.
- In other words, keep on reading, reading, reading and reading. Then find the time for discussion sessions with your co-teachers. You may do this over lunch or during merienda.
- What am I saying? You cannot afford to be stagnant. You have to GROW and GROW VIGOROUSLY.



POINTS TO REMEMBER

From the lesson, it is important that you remember the following:

- The BEC is a very important document for all teachers of basic education. The features of the BEC are operationalized in the PELC and the PSLC.
- The curriculum becomes alive in the classroom when you use it as basis for instruction. What you teach is also what you should evaluate. Thus, the Curriculum, Instruction and Assessment Model must always be foremost in your mind when you plan your lessons.
- The Goal-Oriented Instructional Model (GOIM) is a mastery learning model. This can also be your guide as you prepare your daily lessons.
- The intended curriculum is the BEC as operationalized in the PELC and PSLC. The implemented curriculum is what you do during instruction. The actual curriculum or the learned curriculum is what your students learned as a result of instruction as revealed by the results of your tests and other assessment procedures. It is also seen as the student's application of what they have learned. Congruence of the intended, the implemented and the actual curriculum is the acid test of successful teaching.
- Your textbooks and teachers' manuals and other support materials are your tools of instruction. They must be used as your vehicles for implementing the curriculum. They are not used as the curriculum themselves.

ANSWER KEY

LESSON 1

SCQ 1.1

1. All are educationally disadvantaged.
 - a. Pedro—not literate in English
 - b. Nancy—did not complete the 10 year basic education cycle
 - c. Jose and Greg—are not in school; they may be selling, begging, etc.
 - d. Jane—did not attain the standard 75% mastery of basic competencies.

Congratulations if you got all the answers right. If you missed some, go back to the material and re-read the same.

Comments on Activity 1.1

What do your data tell you? If you have most of them, then your community is well on the way to covering all 3-5 year old children with ECE.

If you have one or two or none at all, your school and community still have a lot to do to achieve the goal.

What can you suggest to your Principal?

Comments on Activity 1.2

Discuss the data with your grade leader or principal, so you'll have an idea of how much work you have to do to help achieve this goal of universal completion of the full cycle of basic education, with a satisfactory level of achievement.

If you cannot fully grasp the impact of the figures yet, don't panic. Just bear in mind that if the figures are very low for most of the indicators but very high for the drop-out rate, you and your school have to work harder to achieve Goal #4 by 2015.

How does your school's performance compare with that of the national performance? Is your school's performance better than the national performance? Congratulations! But those can still be improved further.

Comments on Activity 1.3

If you have stars (*) for most of the goals, your school is on the way to fulfilling the EFA goals. If you have mostly question marks (?), maybe you'll have to discuss these with your principal. For the X's, suggest what you can do to help.

Teachers have much to do to address the drop-out problem. (Goal no. 3) Do you know why your pupils drop-out? Your answers must address the identified causes of drop-outs in your class. For Goal no. 6, your answers must reflect what teaching practices you use to make your students really learn.

Comments on Activity 1.4

If you have identified Tasks 1-4 as crucial to your role as a teacher, the tasks are clear to you. As a teacher those are really the tasks which you are expected to internalize and pursue. Your contribution column will reflect how well you understood the goals.

If you identified only two (2) of them, don't be disheartened. You will, as you continue working with the modules.

Comments on Activity 1.5

Discuss your work with your grade leader or the master teacher for your learning area. You must be able to see the vertical and horizontal sequences of your lessons. They will help you plan better lessons.

Your grade leader or the master teacher will give you feedback. Consult him/her whenever you need help.

SCQ 1.2

1. The Philippines follow a national standard which is our national curriculum. From Batanes to Jolo, all schools use the same DepEd curriculum.

2. Division test developers also use the national curriculum as the standard or basis for developing test items.
3. You may ask your Principal, what she does with the results of the tests. Does she use them to determine the least learned skills for the different learning areas? To develop in-service training programs for teachers? etc.

SCQ 1.3

Sample Indiginization/ Localization Activities

A. Sibika at Kultura/ Araling Panlipunan

1. Reading / Dramatizing the life of local heroes
2. Discussing local environmental problems
3. Staging a debate on local issues
4. etc.

B. Science or Mathematics

1. Research on production outputs of local industries
2. Learning about indigenous ways of measurement
3. Learning from local artisans/ farmers, etc. about their own methods of production which use folk mathematics or traditional folk practices.
4. etc.

SCQ 1.4

If you agree with the policy you must have included in your paragraph the advantages of being literate in two languages.

If you don't agree, your paragraph must have discussed the disadvantages of the policy and argued why it should be either English or Filipino.

LESSON 2

SCQ 2.1

Reforms introduced in the NESC

1. Reducing the number of subjects in Grades I and II.
2. Integrating Music, Arts and P.E in Grades I and II.
3. Addition of Health in Grade III and making Music, Arts and P.E separate subjects from Grade III.
4. Contact time for the 3 R's increased
5. Emphasis on mastery learning

SCQ 2.2

Findings of the studies suggest that:

1. Filipino students are weak in Science, Math and English
2. Filipino students learn less or just one-half of what they are supposed to learn.
3. There seems to be a need to further decongest the curriculum.
4. Filipino students performed very poorly in Science and Mathematics as shown by international studies.
5. Filipino students cannot answer high level cognitive questions.

Comments on Activity 2.1

If you examined the findings and recommendations of the studies, you must have come to the conclusion that indeed the state of Philippine education is alarming.

You may have to look into the results of the recently administered National Achievement Tests to Grade V and VI pupils and to Fourth Year students and compare the results with previous studies.

If you found a significant change, then probably we are improving a little. If there are no changes, then we really have to pay more attention to improving the quality of education.

If you agree that the Curriculum of the 1980's to 1990's were really congested, as some of the reports cited, then probably the curriculum really needs some pruning.

If you don't agree, maybe you could cite some other factors that need to be attended to like the big class size, lack of textbooks, absenteeism of teachers and pupils, etc.

LESSON 3

Comments on Activity 3.1

In Grades I- III, **CHILDREN** are taught to learn to read. If they did not learn the learning to read skills, they will not be able to “read to learn “in the later grades/ year level.

If the lower reading skills have not been mastered, it will be difficult if not impossible for them to master the more difficult reading skills.

SCQ 3.1

The BEC is an interactive curriculum. This means that there is constant interaction between and among the teachers and students and also with the materials. In this respect, you are not the only authority in the classroom. You are only the facilitator, the guide to your students' learning. You allow your students to “construct their own knowledge.” If they do, they will learn better than when you just “pour knowledge” into them. They are not empty vessels that need to be filled up.

Ideally, students must be guided to learn through helping each other. They do this by engaging in collaborative learning. Many of the collaborative teaching strategies will be discussed with you in the different Modules 6, which deal with strategies of teaching in the different learning areas. You'll have to engage your students in collaborative learning, but again the learning - to - learn skills are very important.

SCQ 3.2

$\frac{\sqrt{\quad}}{\quad}$ 1.	B. What have you added?
$\frac{\sqrt{\quad}}{\quad}$ 2.	
$\frac{\quad}{\quad}$ 3.	
$\frac{\quad}{\quad}$ 4.	
$\frac{\sqrt{\quad}}{\quad}$ 5.	

Comments on Activity 3.2

If you are able to list one (1) or two (2) activities for each feature, congratulations. It means you are on board with the features. Pretty soon it will be much easier for you to think of other ways. Follow your own progress.

If you cannot think of some concrete activities you have done, don't be dismayed yet. You will be able to do so as you continue growing in the profession.

SCQ 3.3

Objective 3—Makabayan especially Sibika at Kultura and Heograpiya, Kasaysayan, Sibika in the elementary level and Araling Panlipunan in the secondary level.

Objective 4—EPP in the elementary and TLE in the secondary

Comments on Activity 3.3

1. Were you able to fill in the needed information for each question from your examination of the handbooks? Did you see especially the outcomes and the scope and sequence of the skills that you should develop for the school year. This is very important.
2. Be sure you read each part so your know how each part contributes to the wholeness of the handbook.
3. Knowing the parts, you will know now how to proceed in using the handbook as your guide for teaching your learning area.

SCQ 3.4

1. a. Demonstrate understanding of skills in computation
b. Compute with speed and accuracy
c. Estimate, communicate and think critically and analytically

d. Solve problems of daily life using appropriate technology

2.

GRADE I	GRADE II	GRADE III
<ul style="list-style-type: none"> ▪ Demonstrate Understanding of Basic Concepts of whole numbers up to 100 ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Concepts and skills of whole numbers up to 1,000 ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Concepts and skills of whole numbers up to 100,000 ▪ ▪ ▪
GRADE IV	GRADE V	GRADE VI
<ul style="list-style-type: none"> ▪ Demonstrate Understanding of Basic Concepts of whole numbers up to millions ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Mastery of Concepts and Operations on whole numbers ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Mastery of Concepts and Operations of whole numbers ▪ ▪ ▪

3. Did you notice the logical progression of the skills and the concepts? Was there increasing difficulty of the skills and concepts to be taught?

Activity 3.4 (See sample of Answers for SCQ 3.3)

Comments on Activity 3.5

The vertical sequence of Mathematics Competencies for Grades I–VI can be read going down the columns. The horizontal sequence from grade to grade can be seen in I A-1, II A-1, III A-1 until Grade VI.

These show that before your children can recognize cardinal numbers from 101–1,000 they must recognize cardinal numbers from 0-100 first and before they can write numbers, (2.3) they must be able to read them first (2.2).

I don't think you'll find this very difficult. If you are confused consult your Mathematics master teacher.

Comments on Activity 3.6

Notice that in the First Year the emphasis is on listening comprehension; in the Second Year, it is on critical thinking skills using forms of social communication; in the Third Year, bottoms-up processing of information listened to and in the Fourth Year, top-bottom processing using prior knowledge. But you have to analyze further the specific objectives to know how to go about developing the bigger objectives at your particular year level. If you find it difficult to follow the sequence, don't worry, you'll be able to do so as you become more familiar with the curriculum.

NOTE: After doing this learning task, try the same with the learning area you teach.

LESSON 4

SCQ 4.1

1. a
2. b
3. b
4. a

Comments on Activity 4.1

Very Good! It is B, which is the appropriate assessment exercise to the objective. If 80% of them passed the test, then there is mastery of your lesson but you still have to look at the 20% who lack mastery so you can help them. If the level of mastery is only 50%, review your strategy. You may have to re - teach the lesson.

If you chose A, go back to the material and see why it should not be A.

You may try to operationalize the model with any objective for your particular learning area to be sure you understood the model.

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List of References

Saylor, Galen J., Alexander, W. M & Lewis, A.J (1981) Curriculum Planning for Better Teaching and Learning (4th ed.) New York: **Holt Rinchart and Winston**.

This book is a guide for planning the curriculum for any educational program serving the learning needs of people. The first few chapters are especially relevant to this module since they discuss the conception of a curriculum and how it can be made alive in the classroom.

Oliva, Peter (1988) Developing the Curriculum (2nd ed) **Boston Scott Foresman**. This is a basic book for students of curriculum development.

Delors, Jacques, Chairman (1996) Learning: The Treasure Within: Report to **UNESCO** of the International Commission on Education for the Twenty – first Century, **UNESCO** Publishing.

The book is a product of the inquiry done by the members of the **UNESCO** Commission tasked with studying the future of education. It is relevant to the module since it will enable the reader to look at the curriculum in the light of present realities both nationally and internationally.

The Department of Education (2002) The 2002 Basic Education Curriculum (BEC) This is the main material expounded on and hopefully made more comprehensible in this module. This should be made available to all schools if not all teachers.

Department of Education (2004) Philippine Education For All 2015 Plan (PowerPoint Presentation). This presentation contains the challenges, goals and critical tasks of the education sector if it is to improve the system by 2015. All education stakeholders must be familiar with this document so that all their efforts will be directed towards the **EFA** goals of improving Philippine education.

APPENDICES

APPENDIX 1 Sample Reading Skills – PELC English Grades I - III

ENGLISH

GRADE I READING	GRADE II READING	GRADE III READING
<p>1. Recognize words commonly heard through sight word</p> <ul style="list-style-type: none"> • Courteous expressions • One-step direction <p>2. Identify common printed materials e.g. book, newspaper</p> <p>2.1 Turn the pages of a reading material properly</p> <p>3. Sharpen visual discrimination skills*</p> <ul style="list-style-type: none"> • Similarities and differences of objects/pictures as to size, length • Identifying missing parts of pictures • Left to right eye movement <p>3.1 Identify letters that are similar/ different in a group of letters</p>	<p>1. Associate names of objects pictures with printed symbols</p> <p>1.1 Read automatically high frequency words in running print</p> <p>1.2 Recognize words using spelling patterns</p> <ul style="list-style-type: none"> - c – v – v – c - c – v – c – c - consonant clusters in initial and final position - consonant clusters and blends in initial/final position <p>2. Increase one's vocabulary by learning synonyms and antonyms of common words</p> <p>3. Do accurately slow reading to follow a simple one – step direction</p> <p>3.1 Follow printed directions for test taking</p> <p>4. Pantomime/act out rhymes and jingles</p> <p>4.1 Feel the rhythm through clapping, etc.</p>	<p>1. Recognize words using spelling patterns as clues e.g. digraphs</p> <ul style="list-style-type: none"> - cvc - Consonant clusters in Initial and final position <p>1.1 Recognize words through repeated exposure</p> <p>2. Read orally 1-2 stanza poems with correct pronunciation, stress and rhythm</p> <p>2.1 Read orally or commit to memory well-liked lines in a poem/selection</p> <p>2.2 Use context clues to get meaning of unfamiliar words</p> <p>2.3 Use the glossary to get meaning of new words</p> <p>3. Read orally conversation/ dialogs observing proper intonation</p> <p>4. Follow simple two-step directions</p> <ul style="list-style-type: none"> - two separate simple sentences - compound sentences <p>5. Get the main idea</p> <ul style="list-style-type: none"> - distinguish big ideas from small ideas - give appropriate title for a paragraph - identify key sentence in a paragraph

APPENDIX 2 **Sample Competencies – Elementary Mathematics: Grade I-VI Comprehension of Whole Numbers**

I	II	III
<p>I. WHOLE NUMBERS A. Comprehension of Whole Numbers 1. Recognize cardinal numbers from 0 to 100 1.1 Identify common objects according to 1.1.1 color 1.1.2 thickness 1.1.3 size 1.1.4 shape 1.2 Classify sets using common objects according to: 1.2.1 color 1.2.2 thickness 1.2.3 size 1.2.4 shape 1.3 Order sets with 1 to 10 objects from least to greatest and vice-versa 1.4 Construct sets with objects 1 to 10 in 1.4.1 – the one more order 1.4.2 – the one less order 1.5 Compare 2 sets using the expressions “fewer than”, “more than”, and “as many as” 1.6 Associate numbers with sets having objects 0 to 10 1.7 Tell the number of objects in a given set of 10 or less</p>	<p>I. WHOLE NUMBERS A. Comprehension of Whole Numbers 1. Identify numbers from 101 through 1000 1.1 Associate numbers with sets having 101 up to 500 objects/things 1.2 Associate numbers with sets having 501 up to 1000 objects/things 2. Read and write numbers from 101 through 1000 in symbols and in words 2.1 Give the place value of each digit in a 3-digit number 2.2 Read numbers through 1000 in symbols and in words 2.3 Write numbers through 1000 in words 2.4 Write 3-digit numbers in expanded form 2.5 Compare numbers using $>$, $<$ and $=$ 3. Skip count numbers by 50s up to 1000 4. Read and write ordinal numbers from 11th through the 20th objects of given sets from a given point of reference 5. Identify the 11th through the 20th objects of given sets from a given point of reference 6. Identify the pattern of naming ordinal numbers e.g. 21st, 22nd, 23rd, 24th, etc.</p>	<p>I. WHOLE NUMBERS A. Comprehension of Whole Numbers 1. Read and write the numbers through 100 000 in symbols and in words 1.1 Identify cardinal numbers 1.1.1 1000 through 10 000 1.1.2 10 001 through 100 000 1.2 Give the place value of each digit in 4 to 5 digit numbers 1.3 Read numbers through 100 000 in symbols and in words 1.4 Write numbers through 100 000 in symbols and in words 1.5 Express the relationship of numbers using expressions “less than”, “greater than” and “equal to” ($>$, $<$, $=$) 1.6 Write 4 to 5 digit numbers in expanded form 7. Round numbers to the 2.1 Nearest tens and hundreds 2.2 Nearest thousands and ten thousands and ten thousands 8. Tell when a number is odd or even 9. Read and write money value in symbols through 1000 4.1 Read money value in symbols through 1000 4.2 Write money value in symbols through 1000</p>

<p>1.8 Order numbers 1 to 10 including zero from least to greatest and vice versa</p> <p>1.9 Read and write numbers from 0 to 10 in symbols</p> <p>1.10 Tell the relationship of numbers using the expressions “less than”, “greater than”, “equal”</p> <p>1.11 Count by 1’s through 50</p> <p>1.12 Identify numbers in sets having 11 to 50 objects</p> <p>1.13 Skip count by 2’s, 5’s and 10’s through 50</p> <p>1.14 Associate numbers with sets having 51 up to 100 objects/things</p> <p>7. Read and write numbers through 100 in symbols and in words</p> <p>2.1 Give the place value of each digit in a 1-to-2 digit number</p> <p>2.2 Read numbers from 11 through 100 in symbols and in words</p> <p>2.3 Write numbers from 11 through 100 in symbols and in words</p> <p>2.4 Write numbers from 11 through 100 in expanded form</p> <p>2.5 Regroup sets of ones into sets of tens and sets of tens into hundreds using objects</p>	<p>7. Use the pattern of naming ordinal numbers</p> <p>8. Read and write money value through P100</p> <p>8.1 Read money in symbols through P 100</p> <p>8.2 Express money as pesos and centavos through P 100</p> <p>8.3 Compare values of the different Denominations of coins and paper Bills through P100 using the relation symbol</p> <p>9. Express Roman numbers in equivalent Hindu-Arabic through L (50)</p> <p>9.1 Read and write Roman numbers through L</p> <p>9.2 Change Roman numbers in equivalent Hindu-Arabic through L and vice-versa</p>	<p>4.3 Compare value of the different denominations of coins and bills through 1000</p> <p>10. Express Roman numbers through M in Hindu-Arabic symbols and vice-versa</p> <p>5.1 Read and write the value of Roman numbers in Hindu-Arabic and vice-versa</p> <p>5.1.1 L to C</p> <p>5.1.2 C to D</p> <p>5.1.3 D to M</p>
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<p>8. Read and write ordinal numbers 1st, 2nd, 3rd up to 10th in a given set</p> <p>3.1 Identify the 1st, 2nd, 3rd up to the 10th object in a given set from a given set of reference</p> <p>4. Read and write money up to P50.00</p> <p>4.1 Read and write the symbol of c for centavo and P for pesos</p> <p>4.2 Tell the value of a given set of coins and paper bills up to P50</p> <p>4.3 Compare values of the different denominations of coins and paper bills through P50 using the relation symbols</p> <p>4.4 Skip count by P5s, P10s, up to P50s</p>		
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IV	V	VI
<p>I. WHOLE NUMBERS</p> <p>A. Comprehension of whole numbers</p> <p>1. Read and write numbers through millions in symbols and in words</p> <p>1.1 identify numbers from 100 001 through millions/billions</p> <p>1.2 Give the place value of each digit in a 6 or more digit numbers</p> <p>1.3 Read and write numbers through millions/billions in words</p> <p>1.4 Read and write numbers through millions/billions in words</p> <p>2. Round off numbers to the nearest</p> <p>2.1 Tens, hundreds, thousands</p> <p>2.2 Ten thousands, hundred thousands</p> <p>2.3 Millions, billions</p>	<p>I. WHOLE NUMBERS</p> <p>A. Comprehension of whole numbers</p> <p>REVIEW</p> <p>1. Place Value</p> <p>2. Rounding Numbers</p> <p>3. Properties of whole numbers</p> <ul style="list-style-type: none"> • Addition • Multiplication <p>4. Operations of Whole Numbers</p> <ul style="list-style-type: none"> • Adding and Subtracting • Multiplying Whole Numbers • Dividing Whole Numbers <p>5. Problem solving Involving Large Numbers: 1-step and 2- to 3-step</p> <p>6. Subset of Whole Numbers</p> <p>6.1 Differentiate odd from even numbers</p> <p>6.2 Differentiate prime and composite numbers</p> <p>6.3 Find prime factors of a number</p> <p>6.4 Give the common factors of given numbers</p> <p>6.5 identify numbers which are multiplies of 10,000</p> <p>6.6 Find the least common multiple of a set of numbers</p> <p>6.7 Tell when a number is divisible by another number (Divisibility Rules)</p>	<p>I. WHOLE NUMBERS</p> <p>A. Comprehension of whole numbers</p> <p>REVIEW</p> <p>1. Comprehend the order of operations of whole numbers</p> <p>1.1 Follow the correct order of operations (PEMDAS Rule) when evaluating expressions having more than one operations.</p> <p>1.1.1 Give the meaning of:</p> <ul style="list-style-type: none"> - Expression - Equation - Exponent - Base <p>1.1.2 Evaluate an expression involving exponents</p> <p>1.1.3 Evaluate an expression with two different operations with or without exponents and parenthesis/grouping symbols</p> <p>1.1.4 Evaluate an expression with more than 2 operations with or without exponents and parenthesis/grouping symbols\</p> <p>1.2 Apply the order of operations in solving 2-3 step word problems</p> <p>1.2.1 Solve 2-3 step word problems involving whole numbers following the steps in solving 2-step problems.</p>

APPENDIX 3

Sample Competencies – Filipino
Unang Taon – Ikaapat na Taon

PAKIKINIG**MGA PANLAHAT AT TIYAK NA KASANAYANG PAMPAGKATUTO****UNANG TAON**

Sa pagtatapos ng unang taon, ang isang mag-aaral ay nararapat na nagtataglay na ng sapat na kasanayan at kaalamang magamit nang wasto ang mga angkop na istrukturang gramatikal sa isang iskolarling pakikipagtalastasan sa tulong ng mapanuring pagbasa ng iba't ibang uri ng texto.

A. PAKIKINIG

1. Napauunlad ang mga kasanayan sa pag-unawa, pagpapakahulugan, pagsusuri at pagbibigay-halaga sa mga diskursong napakinggan.

1.1 Naisasagawa ang mga kasanayan sa maunawang pakikinig
(listening comprehension)

1.1.1. Nakikilala ang kaisipang narinig batay sa :

- dami o lawak
- tiyak o di-tiyak
- lokasyon o direksyon
- sanhi o bunga

1.1.2 Nabibigyang-halaga ang mga pananalitang narinig batay sa paraan ng pagpapahayag

- 1.1.3 Natutukoy sa napakinggang diskurso ang mga pahayag na:
- nagpapakilala ng ideya
 - nagpapatibay sa ideya
 - naglilipat nito sa bagong ideya
 - nagwawakas ng isang ideya
- 1.1.4 Nabibigyang-diin ang mahahalagang punto sa textong narinig
- 1.1.5 Natutukoy ang pagsisimula ng isang usapan sa pamamagitan ng tuwiran at di-tuwirang pahayag
- 1.1.6 Natutukoy ang daloy ng pagpapahayag sa diskursong napakinggan tulad ng kung papaano:
- sumasagot
 - nagpapatuloy
 - nagpapalutang ng ideya
 - nakalalahok sa usapan
- 1.1.7 Naisasagawa ang isang mabisang pagtatapos sa isang diskurso tulad ng:
- pag-alis sa isang usapan
 - paglalagom sa paksang napag-usapan
2. Naisasagawa ang mga kasanayan sa maunawaang pakikinig sa iba't ibang diskurso na ang layon ay makaunawa, makakuha at makapag-ayos ng mga impormasyon
- 2.1 Natutukoy ang mga ideya sa mga detalyeng nasa textong narinig
- 2.2 Natutukoy ang angkop na punto sa isang texto na may:
- koordinasyon ng magkakaugnay na impormasyon

- maayos na pagkakasunud-sunod ng mga nagsasalungatang ideya
- 2.3 Nabubuod ang texto batay sa mga mahahalagang punto
- 2.4 Napaiikli ang diskursong napakinggan sa:
- pagbabawas ng paulit-ulit na impormasyon
 - pagbabawas ng mga walang kaugnayang impormasyon
- 2.5 Naisasaayos ang mga narinig na impormasyon sa pamamagitan ng retorikal na tungkulin tulad ng:
- definisyon
 - klasifikasyon
 - deskripsyon ng proseso
- 2.6 Naisasagawa ang pagtatala ng narinig na impormasyon
- sa parehong istilo (paraphrasing)
 - sa naiibang istilo
3. Naipamamalas ang kasanayan sa maunawang pakikinig kaugnay sa pagkakaroon ng kritikal na pag-iisip at mabisang pagpapahayag ng damdamin
- 3.1 Natutukoy ang angkop na hangganan ng mga salita (word boundaries) sa mga napakinggang pangungusap
- 3.2 Nakikilala ang mahahalagang salita (key words) na nagpapahayag ng paksa at proposisyon
- 3.3 Natutukoy ang mga panandang ginamit sa napakinggang diskurso
- 3.4 Natutukoy sa mga pahayag ang narinig na :
- nagpapayo
 - nagbababala
 - nanghihikayat
 - argumento
- 3.5 Natutukoy sa mga pahayag na narinig ang nagsasaaad ng magandang intensyon ng nagsasalita

- 3.6 Naisasagawa ang angkop na pag-uulit ng mga pahayag na narinig
 - 3.7 Naisasagawa ang pagtukoy sa ibang paraan ng diskursong napakinggan
4. Naisasagawa ang mga kasanayan sa maunawang pakikinig sa iba't ibang diskurso na may layuning transaksyunal (binibigyang halaga ang impormasyon)
- 4.1 Natutukoy sa diskursong napakinggan kung may sapat na kaalaman ang nagsasalita
 - 4.2 Natutukoy kung ang isang napakinggang proposisyon ay matibay o hindi
 - 4.3 Natutukoy ang maaaring kalabasan ng pangyayaring narinig
 - 4.4 Nasusuri ang level ng kahalagahan ng impormasyong narinig
 - 4.5 Nabibigyang-kahulugan ang napakinggang diskurso
 - mahahalagang puntos
 - paglilinaw sa paksa
 - paglilinaw sa ideya
 - 4.6 Naibibigay ang kahulugan ng konsepto ayon sa :
 - dami o lawak
 - tiyak o di-tiyak
 - sanhi o bunga
 - panahon
 - kondisyon at kontrast
 - 4.7 Nakabubuo ng ugnayan sa mga bahagi ng textong napakinggan sa pamamagitan ng kayariang kohesyon
 - anapora/katapora bilang pagpapatungkol
 - paghahambing
 - ellipsis

- 4.8 Naililipat ang impormasyon mula sa diskursong napakinggan tungo sa iba pang anyo (transkoding)

MGA PANLAHAT AT TIYAK NA KASANAYANG PAMPAGKATUTO

IKALAWANG TAON

A. PAKIKINIG

Sa pagtatapos ng ikalawang taon, ang isang mag-aaral ay dapat na nagtataglay na ng kognitibong kasanayan at kahusayan sa maunawang pagbasa ng iba't ibang texto at nagagamit nang wasto ang angkop na istrukturang gramatikal sa isang akademikong pakikipagtalastasan.

1. Naisasagawa nang mahusay ang proseso ng pakikinig na may pag-unawa mula sa taglay na leksikal at gramatikal na kakayahan sa pagkuha ng mensahe (bottom-up process)
 - 1.1 Nakikilala ang ayos ng pangungusap na nagpapaiba sa istilo ng pagpapahayag
 - 1.2 Nakikilala ang mga sequence marker (pananda ng pagkakasunud-sunod)
 - 1.3 Nakikilala ang mga salita/pahayag na familiar at di-familiar
 - 1.4 Natutukoy ang kahulugan at gamit ng mga di-familiar na salita sa pamamagitan ng:
 - paglalapi
 - paggamit ng hudyat na kontekstwal
 - 1.5 Natutukoy ang mga positib at negatib na pahayag
 - 1.6 Nakikilala ang mga makahulugang pagkakasunud-sunod ng mga pangungusap sa pagbuo ng diskurso
 - 1.7 Nakikilala ang ugnayan sa pangungusap sa pamamagitan ng:
 - modifikasyon
 - negasyon

- modal
- 1.8 Natutukoy ang ugnayan ng mga bahagi ng texto sa pamamagitan ng mga panandang kohesyong leksikal:
 - pag-uulit
 - kasingkahulugan
 - antitesis
 - aposisyon
 - 1.9 Natutukoy ang ugnayan sa mga bahagi ng texto sa pamamagitan ng mga panandang kohesyong gramatikal:
 - pagpapatungkol (anapora/katapora)
 - hambingan
 - pagpapalit
 - ellipsis
 - pag-uugnay
2. Napauunlad ang kahusayan sa/ at naisasagawa ang proseso ng pakikinig mula sa mensaheng narinig at mga datihan ng alam na impormasyon (top-down process)
 - 2.1 Natutukoy ang layon at saklaw ng narinig
 - 2.2 Nakukuha ang mahahalagang detalye sa narinig
 - 2.3 Nahihinuha ang pamaksang-diwa ng diskursong narinig
 - 2.4 Natutukoy ang kalalabasan ng mga pangyayari sa narinig na usapan
 - 2.5 Nahihinuha ang sanhi at bunga ng napakinggan
 - 2.6 Nahihinuha ang kahalagahan ng isang panukala
 - 2.7 Natutukoy ang mga panawag-hudyat na ginagamit ng nagsasalita upang:
 - magpatuloy
 - huminto nang bahagya
 - tumigil at magwakas
 - 2.8 Naibibigay ang pansariling damdamin o saloobin ng nagsasalita

- 2.9 Naihahambing ang sariling saloobin sa saloobin ng nagsasalita
 - 2.10 Nabubuo ang isang proposisyon mula sa impormasyong narinig
3. Naisasagawa ang pakikinig nang may pang-unawa sa gamit ng wika sa komunikasyong sosyal (interaksyunal)
 - 3.1 Nakikilala ang mga angkop na pahayag na nararapat gamitin sa pagsasagawa ng komunikasyong interaksyunal
 - 3.2 Nasasabi kung ang pakikipagtalastasan ay angkop sa tiyak na sitwasyon
 - 3.3 Nakikilala ang layon o intensyon ng nagsasalita
 - 3.4 Natutukoy ang kontradiksyon sa napakinggang pahayag
 - 3.5 Natutukoy and di-sapat na impormasyon at iba pang pagpapakahulugan ng nagsasalita
 4. Napauunlad ang kasanayan sa maunawang pakikinig na may layuning transaksyunal (pagkuha ng impormasyon o mensahe)
 - 4.1 Natutukoy ang mga tiyak na detalye sa isang diskurso
 - 4.2 Nakukuha ang batayang impormasyon sa diskursong napakinggan
 - 4.3 Natutukoy ang pangunahing ideya sa diskursong narinig
 - 4.4 Naisasagawa ang layon o intensyon sa isang diskurso:
 - pakikiusap
 - pagpapayo
 - pag-uutos
 - pagsunod sa ipinagagawa
 - 4.5 Natutukoy ang pangunahing punto o mahahalagang detalye sa narinig
 - 4.6 Nakukuha ang iba't ibang tala mula sa narinig sa pamamagitan ng:

- ugnayang pamaksa
 - pagsasalin sa pagsipi
 - pagsulat kung ano ang narinig
 - ugnayang sunuran (pagkakasunud-sunod o antasan)
 - pagbibigay-diin o empasis
 - revisyon, pagsisingit, pagbubura
- 4.7 Naisasaayos ang mga impormasyong napakinggan batay sa antas nito
- 4.8 Naililipat sa isang dayagrama ang mga impormasyong napakinggan
- 4.9 Nabibigyang-kahulugan ang napakinggan sa pamamagitan ng paglilipat nito sa grap
- 4.10 Nabubuo ang grid - pang-impormasyon kaugnay ng textong napakinggan

MGA PANGKALAHATAN AT TIYAK NA KAKAYAHAN

IKATLONG TAON

I. PAKIKINIG

Inaasahang malilinig sa mga mag-aaral ang sumusunod na mga kasanayan sa Filipino:

- I. Naisasagawa ang proseso ng pakikinig na bottom-up (ginagamit ang naririnig na input leksikal at gramatikal bilang hanguan ng impormasyon tungkol sa kahulugan ng mensahe).
 - 1.1 Natutukoy ang referents sa mga pangungusap na pinaguukulan ng panghalip
 - 1.2 Nakikilala ang ayos ng pangungusap na nakapagpapaiba sa istilo ng pagpapahayag
 - 1.3 Nakikilala ang iba't ibang kahulugang ibinibigay ayon sa tono, diin, ay intonasyon

- 1.4 Nakikilala ang mga pananda para sa pagsunud-sunod (sequence markers)
- 1.5 Nakikilala ang mga salitang pamilyar at di-pamilyar
- 1.6 Nakapag-iiba-iba ang pagbabahagi sa pangungusap (sentence constituents) ayon sa kahulugan
- 1.7 Natutukoy ang mga pahayag na positibo at negatibo
- 1.8 Nakikilala ang mga makahulugang pagkakasunud-sunod ng mga pangungusap sa pagbuo ng diskurso

MGA PANGKALAHATAN AT TIYAK NA KAKAYAHAN

IKAAPAT NA TAON

Inaasahang malilinig sa mga mag-aaral ang sumusunod na mga kasanayan sa Filipino:

A. PAKIKINIG

- I. Nagpapaunlad ang kasanayan at/o naisasagawa ang proseso ng pakikinig (top-down process) mula sa mensaheng narinig at mga datihang alam na impormasyon (prior knowledge)
 - 1.1 Natutukoy ang layunin at saklaw ng panayam
 - 1.2 Nakukuha ang mga detalye ng usapan at ulat
 - 1.3 Nahihinuha ang mga pamaksang-diwa ng isang diskurso
 - 1.4 Natutukoy ang kalabasan ng isang pangyayari
 - 1.5 Nahihinuha ang sanhi at bunga ng talagang napakinggan
 - 1.6 Nahihinuha ang layunin at kahalagahan ng isang panukala
 - 1.7 Nalilikom ang impormasyon mula sa media (radio ay telebisyon) bilang batayan ng nabubuong hinuha
 - 1.8 Naibibigay ang damdamin o saloobin ng nagsalita
 - 1.9 Naihahambing sa sariling saloobin ang saloobin ng nagsalita