



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
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DepEd ORDER
No. 43, s. 2002

AUG 29 2002

THE 2002 BASIC EDUCATION CURRICULUM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division Superintendents
Chiefs of Services and Heads of Units/Centers

1. As announced in DepEd Order No. 25, s. 2002, the 2002 Basic Education Curriculum (BEC) shall be implemented in all public schools during the pilot year 2002-2003.
2. For the guidance of all concerned, the 2002 BEC shall be operationalized following the guidelines provided in Inclosure 1 for the elementary level, and Inclosure 2 for the secondary level. Further guidelines shall be issued as the need arises.
3. Immediate and wide dissemination of this Order is expected.

R. C. Bacani
RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encls.:

As stated

Reference:

DepEd Order: (No. 25, s. 2002)

Allotment: 1—(D.O. 50-97)

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

BASIC EDUCATION
CURRICULUM
SCHOOLS

"Bawat Graduate, Bayani at Marangal!"

GUIDELINES ON THE IMPLEMENTATION OF THE ELEMENTARY BASIC EDUCATION CURRICULUM

1. Subject Nomenclature and Description

The Elementary Basic Education Curriculum focuses on the tool learning areas for an adequate development of competencies for learning how-to-learn.

ENGLISH

English as a subject is concerned with developing competencies in listening, speaking, reading and writing among the learners. Pupils achieve the desired level of competence when they are motivated to learn and use the language. The specific skills constituting these competencies shall be developed to the point of mastery in communication situations using varied materials.

Science and Health concepts will be used as content in English for Grades I and II but not to the extent of neglecting the content in the English books for the grade. The learners shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogues, stories, etc. suited to their grade level and interest.

SCIENCE AND HEALTH

Science and Health is introduced as a separate learning area in Grade III. This learning area aims to help the Filipino child gain a functional understanding of science concepts and principles linked with real-life situations, and acquire science skills, as well as scientific attitudes and values needed in solving everyday problems pertaining to health and sanitation, nutrition, the environment and conservation.

Teaching strategies that may be used in teaching Science and Health concepts are Inquiry Learning, Practical Work Approach, and Cooperative Learning.

MATHEMATICS

Mathematics provides learners with opportunities in the acquisition of skills and competencies necessary to gain understanding and appreciation of the subject.

The specific content for each grade level are as follows:

- Grades 1 and 2 include the study of whole numbers, addition and subtraction, basic facts of multiplication and division, basic concepts of geometry, fractions, metric and local measurements, the use of money, and the application of these concepts to practical problems based on real life activities.
- Grades 3 and 4 deal with the study of whole numbers, the four fundamental operations, fractions and decimals including money, angles, plane figures, measurement and graphs.

- Grades 5 and 6 learners are expected to have mastered the four fundamental operations of whole numbers, performed skills in decimals and fractions, and learned the meaning of ratio and proportion, percent, integers, simple probability, polygons, spatial figures, measurement and graphs. Simple concepts in Algebra are also introduced but will be articulated in high school.

Mathematics teaching shall encourage learners to learn through hands-on and minds-on or manipulative and interactive activities. Pupils learn on their own, explore, discover, generalize and apply what they learned in their daily lives. These activities shall be made effective by using appropriate teaching strategies/approaches/ techniques and adequate instructional materials.

FILIPINO

This learning area provides for the development of competencies in listening, speaking, reading, writing and thinking in Filipino. Listening competencies include such skills as auditory discrimination and comprehension. Speaking includes pronunciation, use of expressions and grammatical structures. Reading includes vocabulary development, recognition, comprehension and study skills, and Writing includes handwriting skills, composition and mechanics.

For effective teaching, the specific skills shall be developed using different learning situations and varied materials to the point of mastery. Children shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogs, etc. suited to the grade.

Sibika at Kultura concepts may be used as content for Filipino in Grades I-III.

It is expected that the basic literacy skills have already been mastered in the first three grades.

MAKABAYAN

Makabayan is the laboratory of life, or an experiential learning area which consists of Sibika at Kultura/Heograpiya, Kasaysayan at Sibika (SK/HKS); Edukasyong Pantahanan at Pangkabuhayan (EPP); Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP). Makabayan learning area provides the balance as it addresses primarily societal needs. This is where the learner can apply practical knowledge and life skills and demonstrate deeper appreciation of Filipino culture. Thus, it emphasizes the development of self-reliant and patriotic citizens as well as the development of critical and creative thinking.

Makabayan as a learning area shall feature a stronger integration of competencies and values within and across its learning area component and the tool learning areas. It shall use integrative teaching approaches where appropriate and relevant for a more holistic learning.

MSEP shall be integrated in Sibika at Kultura I-III. These can be used either as springboard or outcome of the lesson. But if there's a need to formally teach the elements of Music, Arts and Physical Education the teacher can do so. Hence, the teacher can use some of the time allotted for MAKABAYAN.

EPP Teachers are expected at the beginning of the school year to prepare a schedule of learning strands based on the PELC that shall be taught each grading period. Although 40 minutes daily are allotted to EPP as one teaching block, the school may design alternative longer time schedule of 120 minutes per day to give enough time for hands-on exploratory work once or twice a week. This can be done through careful planning and coordination with the other teachers of the MAKABAYAN components (HKS and MSEP).

2. Time Allotment

THE ELEMENTARY SCHOOL CURRICULUM

Learning Areas	Daily Time Allotment – Minutes Per Day					
	I	II	III	IV	V	VI
English	100	100	100	80	80	80
Filipino	80	80	80	60	60	60
Mathematics	80	80	80	60	60	60
Science and Health			40	60	60	60
Makabayan				100	120	120
Sibika at Kultura	60	60	60			
HKS*				(40)	(40)	(40)
EPP**				(40)	(40)	(40)
MSEP***				(20)	(40)	(40)
Total No. of Min. Daily	320	320	360	360	380	380

* - Heograpiya, Kasaysayan at Sibika

** - Edukasyong Pantahanan at Pangkabuhayan

*** - Musika, Sining at Edukasyong Pangkalusugan

- The Elementary Basic Education Curriculum makes values development integral to all learning areas. There is a greater focus on values formation in all the subject areas. (See Inclosure 1A, on page 13 for Matrix ng mga Paksa sa Edukasyon sa Kagandahang-Asal at Wastong Pag-uugali.)
- Science and Health as a separate subject starts in Grade III. Science and Health concepts for Grades I and II are integrated into English.
- Makabayan as a learning area in Grades I, II and III is focused on Civics and Culture (Sibika at Kultura) with the integration of Music, Art and Physical Education (MSEP).
- Makabayan in Grades IV, V and VI consists of HKS, EPP and MSEP with a separate time allotment for each component in the daily program. Each component can be taught separately, when integration of the three components is not possible.

3. Grading System and Reporting of Pupil Performance

The existing guidelines provided in DECS Order no.66 s.1995 re: Guidelines for Rating Elementary School pupils per DECS Order No. 80, s. 1993 will still be enforced in rating each core subject (English, Science and Health, Mathematics and Filipino).

For Makabayan, the following guidelines shall be applied:

- There shall be one (1) grade for Makabayan.
- Follow the computation for each learning area component as provided in DECS Order No. 66 s. 1995. Then compute the average of HKS, EPP and MSEP. The average rating of the three (3) learning areas will be the grade for Makabayan. The grades for the learning areas under Makabayan will also be reflected in the report card.

Example:

Heograpiya, Kasaysayan at Sibika (HKS)	85
Edukasyong Pantahanan at Pangkabuhayan (EPP)	82
Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP)	<u>81</u>
	248 / 3 = 82.66

Thus, the grade for **MAKABAYAN** is **82.66 = 83**

- Add the grades for the 4 core subjects plus Makabayan. Total grades divided by 5 is the average grade of the pupil for all learning areas.

Marking for the Character Traits

Since appropriate core values have been indicated in the learning competencies in different learning areas, a non-numerical rating will be used to mark the pupil's character traits. The class adviser and other teachers handling the class shall give the non-numerical rating for behavior observations. Inclosure 1A, Scope and Sequence Chart for Character Education may be used as guide in rating a pupil's behavior. Below is a sample table for the traits to be rated:

CHARACTER BUILDING

TRAITS	1	2	3	4
1. Honesty				
2. Courtesy				
3. Helpfulness and Cooperation				
4. Resourcefulness and Creativity				
5. Consideration for Others				
6. Sportsmanship				
7. Obedience				
8. Self-Reliance				
9. Industry				
10. Cleanliness and Orderliness				

Guidelines for Rating

- A - Very Good
- B - Good
- C - Fair
- D - Poor

Herein are sample report cards for Grades I and II; Grade III and Grades IV and V.

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Narrative Report

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

Parent's Comment/Signature _____

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

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Republic of the Philippines
Department of Education

Region _____

Division _____

District _____

School _____

Grades I-II

Name: _____

Age: _____ Sex: _____

Grade: _____ Section: _____

School Year: _____

Dear Parent,

This report card shows the ability and progress your child has made in the different learning areas as well as his/her progress in character development.

The school welcomes you if you desire to know more about the progress of your child.

_____ Teacher

Principal

Certificate of Transfer

Admitted to Grade: _____ Section: _____

Eligible for Admission to Grade _____

Approved: _____

Principal _____ Teacher _____

Cancellation of Eligibility to Transfer

Admitted in _____

Date: _____ Principal _____

Handwritten mark

Periodic Rating

Learning Areas	1	2	3	4	Final Rating
Filipino					
English					
Mathematics					
MAKABAYAN (Sibika at Kultura, MSEP)					
Average					

Attendance Record

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of School Days												
No. of School Days Present												
No. of Times Tardy												

Character Building

Traits	1	2	3	4
1. Honesty				
2. Courtesy				
3. Helpfulness and Cooperation				
4. Resourcefulness and Creativity				
5. Consideration for Others				
6. Sportsmanship				
7. Obedience				
8. Self-Reliance				
9. Industry				
10. Cleanliness and Orderliness				
Rating				

Guide for Rating

- A - Very Good
- B - Good
- C - Fair
- D - Poor

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Narrative Report

DepEd FORM 138-E

Republic of the Philippines
Department of Education

Region _____

Division _____

District _____

School _____

Grade III

Name: _____

Age: _____ Sex: _____

Grade: _____ Section: _____

School Year: _____

Dear Parent,

This report card shows the ability and progress your child has made in the different learning areas as well as his/her progress in character development.

The school welcomes you if you desire to know more about the progress of your child.

First Grading

Second Grading

Third Grading

Fourth Grading

Parent's Comment/Signature

First Grading

Second Grading

Third Grading

Fourth Grading

Teacher

Principal

Certificate of Transfer

Admitted to Grade: _____ Section: _____

Eligible for Admission to Grade _____

Approved: _____

Principal

Teacher

Cancellation of Eligibility to Transfer

Admitted in _____

Date: _____

Principal

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Periodic Rating

Learning Areas	1	2	3	4	Final Rating
Filipino					
English					
Mathematics					
Science and Health					
MAKABAYAN (Sibika at Kultura, MSEP)					
Average					

Character Building

Traits	1	2	3	4
1. Honesty				
2. Courtesy				
3. Helpfulness and Cooperation				
4. Resourcefulness and Creativity				
5. Consideration for Others				
6. Sportsmanship				
7. Obedience				
8. Self-Reliance				
9. Industry				
10. Cleanliness and Orderliness				
Rating				

Attendance Record

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of School Days												
No. of School Days Present												
No. of Times Tardy												

Guide for Rating

- A - Very Good
- B - Good
- C - Fair
- D - Poor

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Narrative Report

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

Parent's Comment/Signature _____

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

DepEd FORM 138-E

Republic of the Philippines
Department of Education

Region _____

Division _____

District _____

School _____

Grades IV-V

Name: _____

Age: _____ Sex: _____

Grade: _____ Section: _____

School Year: _____

Dear Parent,

This report card shows the ability and progress your child has made in the different learning areas as well as his/her progress in character development.

The school welcomes you if you desire to know more about the progress of your child.

Parent's Comment/Signature

Principal _____ Teacher _____

Certificate of Transfer

Admitted to Grade: _____ Section: _____

Eligible for Admission to Grade _____

Approved: _____

Principal _____ Teacher _____

Cancellation of Eligibility to Transfer

Admitted in _____

Date: _____

Principal _____

Periodic Rating

Learning Areas	1	2	3	4	Final Rating
Filipino					
English					
Mathematics					
Science and Health					
MAKABAYAN					
• Heograpiya/Kasaysayan/ Sibika (HKS)					
• Edukasyong Pantahanan at Pangkabuhayan (EPP)					
• Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP)					
Average					

Character Building

Traits	1	2	3	4
1. Honesty				
2. Courtesy				
3. Helpfulness and Cooperation				
4. Resourcefulness and Creativity				
5. Consideration for Others				
6. Sportsmanship				
7. Obedience				
8. Self-Reliance				
9. Industry				
10. Cleanliness and Orderliness				
Rating				

Attendance Record

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Total
No. of School Days												
No. of School Days Present												
No. of Times Tardy												

Guide for Rating

A	-	Very Good
B	-	Good
C	-	Fair
D	-	Poor

Inclosure 1A

LAWAK AT PAGKAKASUNUD-SUNOD NG MGA PAKSA SA
EDUKASYON SA KAGANDAANG-ASAL AT WASTONG PAG-UUGALI

PAKSANG ISINAMA SA LAHAT NG ARALIN

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
		Mga Gawaing Nakatitinigang sa Mapanuring Pag-iisip			
		KATAPATAN SA LAHAT NG PAGKAKATAON			
Pagsasabi ng Totoo	Paggawa Kung Ano ang Tama	Mga Gawaing Matapat	Pagpapahalaga sa "Honor System"	Katapatan sa Kapwa	Pagpapahalaga sa Pangako (Palabra de Honor)
		DISIPLINA SA SARILI			
				Pagpipigil/Pagtitimpi sa Sarili	Pagpaparaya/Pagkakait sa Sarili
		KASIYA-SIYANG SALOOBIN SA PAGGAWA			
Pagsasagawa ng mga Gawaing Bahay					
		PAGTUTULUNGAN PARA SA KABUTHIHAN NG NAKARARAMI			
		Pagkakaisa sa Pangkat		Tuntunin ng Nakararami	

PAKSANG ISINAMA SA FILIPINO/ENGLISH

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
KAGUSTUHANG NAIS NA TUKLASIN ANG KATOTOHANAN AT MGA KANAIS-NAIS NA GAWI SA PAGTUKLAS NG KATOTOHANAN					
Pagpapalawak ng kaalaman sa mga bagay sa kapaligiran	Pagpapahalaga sa mga pinagkukunan ng mga kaalaman	Pandagdag sa Kaalaman			
PAGGALANG SA MGA EBIDENSIYA SA PAGBUO NG PASIYA					
	Mga Gawaing Nakaliinang sa Mapanuring Pag-iisip	Katotohanan Tungkol sa Anunsiyo	Pag-iingat at Pagpigil ng Polusyon		
MATALINONG PAGGAMIT AT PAGTITIPID NG PINAGKUKUNANG-YAMAN					
Pangangalaga sa Pansariling Kagamitan					

PAKSANG ISINAMA SA MATH

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
MATALINONG PAGGAMIT AT PAGTITIPID NG PINAGKUKUNANG-YAMAN					
Matalinong Paggamit ng Panahon at Pera					

PAKSANG ISINAMA SA MSEP

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
KAMALAYAN SA KANAIS-NAIS NA GAWAIN SA PAGPAPAUNLAD NG KAANGKUPANG PISIKAL					
				Kakayahang Pangkatawan	
PAGIGING MATAPAT, PAKIKIISA AT PAGMAMALAKI SA SARILING BANSA					
			Pamanang Kultura		

PAKSANG ISINAMA SA SCIENCE AND HEALTH

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
	KANAIS-NAIS NA PAG-JUGALING PANGKALUSUGAN AT KAAYUSAN				Kalinisan at Kaayusan sa mga Pook Pampubliko
	KANAIS-NAIS NA GAWAIN SA PAGPAPAUNLAD NG KAANGKUPANG PISIKAL				
			Kamalayang Pangkalusugan	Mga Gawaing Pangkaligtasan	
	PAMAMARAAN UPANG MAGKAROON NG MALINIS AT MAGANDANG KAPALIGIRAN				
		Wastong Pagtatapon ng Basura		Pag-iingat at Pagpigil sa Polusyon	
	MATALINONG PAGGAMIT AT PAGTITIPID NG PINAGKUKUNANG-YAMAN				
				Paggamit ng Enerhiya	

PAKSANG ISINAMA SA SIBIKA

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
Pansariling Kalinisan	KANAIS-NAIS NA PAG-JUGALING PANGKALUSUGAN AT KAAYUSAN				Kalinisan at Kaayusan sa mga Pook Pampubliko
	Kalinisan at Kaayusan sa Tahanan	Kalinisan at Kaayusan sa Kapaligiran			
	KANAIS-NAIS NA GAWAIN SA PAGPAPAUNLAD NG KAANGKUPANG PISIKAL				
	Wastong Gawaing Pangkalusugan				
	MGA PAMAMARAAN UPANG MAGKAROON NG MALINIS AT MAGANDANG KAPALIGIRAN				
Pag-iwas sa Pagkakatat					Pangangalaga sa mga Likas na Pinagkukunang Yaman

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
KAGUSTUHANG NAIS NA TUKLASIN ANG KATOTOHANAN AT MGA KANAIS-NAIS NA GAWI SA PAGTUKLAS					
Karunungan ng tao				Wastong Paggamit ng Kaalaman	Karunungan Tungo sa Maunlad na Buhay
PAGGALANG SA MGA EBIDENSIYA SA PAGBUO NG PASIYA					
				Bunga ng Sariling Pasiya	Pasiya para sa Nakatarami
PAG-UNAWA SA SARILING KAKAYAHAN AT MGA KAHINAAN					
Pagkilala sa Sarili	Ang Magagawa Ko at Di Ko Magagawa	Paglinang sa Sariling Kakayahan			Pagtanggap ng Hamon
DISIPLINA SA SARILI					
Mga Tuntunin sa Paaralan	Mga Tuntunin sa Paaralan				
MGA PARAAN NG PAGKILALA SA DIYOS					
Paniniwala sa Panginoon	Paggalang sa mga Pook Sambahan	Paggalang sa Relihiyon at Paniniwala ng Iba	Ang Masaganang Biyaya ng Panginoon	Pamumuhay nang Naayon sa Sariling Paniniwala	Pagbibigay-halaga sa mga Gawaing Maka-Diyos
PAGGALANG SA BAWAT SA BILANG TAO					
Paggalang sa Magulang, Nakatatanda at Iba Pang Kasapi ng Mag-anak	Paggalang sa Kapwa, Bata at Pamunuan ng Paaralan	Paggalang sa Pamunuan o Maykapangyarihang Kasapi ng Pamayanan	Paggalang sa Karapatang Pagmamamay-ari	Paggalang sa Karapatang Pantao	Paggalang sa Batas, Maykapangyarihan at Kalayaan
PAGMAMALASAKIT SA IBA'T IBANG PARAAN					
	Malasakit sa Kapwa, sa Paaralan at Pamayanan				Malasakit sa mga Nangangailangan
IBA'T IBANG PARAAN UPANG MAPANATILI ANG KAPAYAPAAN					
	Masaya/Tahimik na Pamayanan	Pagmamalasakit sa Iba Para sa Payapang Kapaligiran	Paggalang sa Kultura Tungo sa Payapang Pamumuhay	Pagkakaisa Tungo sa Kapayapaan	Paglutas ng Sigalot Tungo sa Kapayapaan

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
		GRADE III	GRADE IV	GRADE V	GRADE VI
		KASIYA-SIYANG SALOOBIN SA PAGGAWA			
	Pagsasagawa ng mga Gawain sa Paaralan	Pagmamahal sa Gawain			Kakayahang ng mga Taong Matagumpay
		PAGIGING MATAPAT, PAKIKISA AT PAGMAMALAKI SA SARILING BANSA			
Ang Mag-anak na Pilipino	Maganda/Makasaysayang Pook	Kaugaliang Pilipino	Pamanang Kultura	Namumukod na Katangiang Pilipino	Pilipinong Mapagmahal sa Kalayaan
		PAKIKIPAGTULUNGAN PARA SA KABUTIHAN NG NAKARARAMI			
Pagkakaisa ng Mag-anak	Pagkakaisa sa Pamayanan	Pagkakaisa sa Pangkat	Isang Bansa, Isang Diwa	Tuntunin ng Nakararami	Pagmamahal, Pagkakaisa at Pagtutulungan
		KAMALAYAN SA KULTURA NG IBA'T IBANG BANSA			
Pagkakatantay-pantay ng lahat ng tao sa mundo	Paggalang sa mga Tao sa Buong Mundo	Paggalang sa mga Paniniwala, Opinyon, Kaasalan at Kaugalian	Paggalang sa Kontribusyon ng Ibang Bansa sa Kultura ng Pilipino	Kamalayan sa mga Pangkulturang Kontribusyon sa Ibang Bansa	Pagpapalaganap ng Kapayapaan at Pagtutulungan

PAKSANG ISINAMA SA EPP

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
		GRADE III	GRADE IV	GRADE V	GRADE VI
		POSITIBONG PAGKILALA SA SARILI			
			Pagtitiwala sa Sarili	Paglahok sa mga Samahan	
		PAG-AYON SA KAPALIGIRAN			
			Pagpapaluntian ng Kapaligiran		
		PAGMAMALASAKIT SA KAPWA/KABUTIHAN NG NAKARARAMI			
			<ul style="list-style-type: none"> Malasakit sa may Karamdaman at may Kapansanan Malasakit sa mga Nakatatanda 	Malasakit sa Kapwa sa Panahon ng Pangangailangan	



for an

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
PAGTITIPID/MATALINONG PAGGAMIT NG PINAGKUKUNANG-YAMAN					
			<ul style="list-style-type: none"> Pangangalaga sa mga Kagamitan/ Kasangkapan Pagtitipid sa Pagkain 		Pagpapalano at Pangangasiwa ng Pinagkukunang-yaman
PAGIGING PRODUKTIBO					
			Gawaing-Kamay	Pagpaparami sa Produksiyon ng Pagkain	Mapagkakakitaang Gawain
SALOOBIN SA PAGGAWA					
			Komitment sa Paggawa	Karangalan sa Paggawa	

GUIDELINES FOR THE PILOT IMPLEMENTATION OF THE 2002 SECONDARY EDUCATION CURRICULUM

These guidelines cover the salient features of the 2002 Secondary Education Curriculum.

1. **Subject Nomenclature, Description and Sequencing**

1.1 There are five learning areas described as follows:

Filipino

The program integrates interdisciplinary vocabulary and topics as content in the development of academic language proficiency through the use of journalistic, literary, politico-economic, referential and procedural texts in Filipino.

English

This addresses the communicative needs (i.e. interpersonal, informative and aesthetic) of students by adopting a communicative, interactive, collaborative approach to learning as well as reflection and introspection with the aim in view of developing autonomous language learners aware of and able to cope with global trends.

Mathematics

The program follows the linear sequential or discipline-based approach.

First Year is Elementary Algebra. It deals with life situations and problems involving measurement, real number systems, algebraic expressions, first degree equation and inequalities in one variable, linear equations in two variables, special products and factoring.

Second Year is Intermediate Algebra. It deals with systems of linear equations and inequalities, quadratic equations, rational algebraic expressions, variation, integral exponents, radical expressions, and searching for patterns in sequences (arithmetic, geometric, etc.) as applied in real-life situations.

Third Year is Geometry. It deals with practical application to life of the geometry of shape and size, geometric relations, triangle congruence, properties of quadrilaterals, similarity, circles, and plane coordinate geometry.

Science

This program promotes students' awareness of the relevance of science to life and develops critical and creative thinking as well as skills in problem solving through cooperative learning and teaching of science in an outdoor environment.

More than the understanding of science concepts, the emphasis is on the application of these concepts to improve the environment and the quality of life.

Makabayan

This is a learning area that serves as a practice environment for holistic learning to develop a healthy personal and national self-identity. It is designed to develop the personal, social and work/spatial skills of learners especially interpersonal skills, empathy with other cultures, vocational efficiency, problem-solving and decision-making in daily life. It has four (4) component subjects: Araling Panlipunan (AP); Teknolohiya at Edukasyong Pantahanan at Pangkabuhayan (TEPP); Musika, Sining, Edukasyong Pangkatawan at Pangkalusugan (MSEPP); at Edukasyon sa Pagpapahalaga (EP).

Araling Panlipunan covers Philippine History and Government in the First Year, Asian Studies in the Second Year, World History in the Third Year, and Economics in the Fourth Year. The approach is thematic/chronological in the case of the history-oriented disciplines, and thematic/topical in the case of economics.

Teknolohiya at Edukasyong Pantahanan at Pangkabuhayan comprises home economics, agriculture and fishery arts, industrial arts, and entrepreneurship. To complement the development of procedural knowledge in the classroom, the learners are given time to work on their class projects outside the school, and to develop practical work skills at home and in the community.

Musika at Sining aims at developing the learner's personal, social, and aesthetic skills and values. It covers the study of the elements and styles of music learned experientially through listening, singing, playing, reading and creating. Philippine music and visual art materials as well as those of other countries are used for deepening the understanding of musical and artistic ideas and values. The visual arts involve drawing, painting, and making two-three dimensional artistic pieces.

Edukasyong Pangkatawan aims at the physical and athletic development of the learner through selected physical exercises, games, sports and dance.

Kalusugan develops the learner's ability to attain and maintain holistic health (physical, mental, and interpersonal). It includes population, drugs and safety education.

Edukasyon sa Pagpapahalaga addresses the goal of the adolescent period: the formation of self-identity (pagbuo ng pagkatao). It seeks to guide the youth in developing their values, increase their capacity for reflection and critical analysis and achieve integration of personhood. The role of the teacher is to identify the values inherent in each discipline and to deliberately attempt to instill these values in his/her teaching through the experiential learning approach. The Revitalized Homeroom Guidance Program (RHGP) is a vital component of Edukasyon sa Pagpapahalaga.

1.2 The nomenclature and sequencing of the learning areas shall appear in Forms 137 and 138, as follows:

- Filipino
- English
- Mathematics
- Science
- Makabayan
 - Araling Panlipunan (AP)
 - Teknolohiya at Edukasyong Pantahanan at Pangkabuhayan (TEPP)
 - Musika, Sining at Edukasyong Pangkatawan at Pangkalusugan (MSEPP)
 - Edukasyon sa Pagpapahalaga (EP)
 - CAT (Citizen Army Training shall be offered in the 4th year)

The year level (i.e., I, II, III) shall be affixed to the corresponding learning areas. A sample report card is on the last page of this Inclosure.

2. **Time Allotment**

2.1 The time allotment for the learning areas shall be as follows:

<u>Learning Area</u>	<u>No. of Minutes/Week</u>
Filipino	300
English	300
Mathematics	300
Science	300*
MAKABAYAN	780
• AP	240
• TEPP	240**
• MSEPP	240
• EP	60

The learning areas do not carry any unit credits.

3. **Class Program**

The class program shall be planned accordingly. Corresponding adjustments may be made in regard to the time allocation to respond to specific teaching-learning situations within the school.

4. **Curriculum Enrichment and Localization/Contextualization**

Schools are encouraged to contextualize/localize the curriculum to respond to their specific teaching-learning needs. They are also given flexibility to modify or enrich the curriculum to suit the particular needs/mission thrusts of special schools.

*In addition to this time allotment, students will spend more than 20 minutes for pre-laboratory work and outdoor science investigatory project/work

**In addition to this time allotment, students will spend time for practical work skills development activities outside the classroom (e.g., minor repair of school facilities as practicum in Civil Technology of Industrial Arts)

However, curricular enrichment may be effected only after the basic requirements of the curriculum have been satisfied. Thus, schools adopting programs like the Special Program for the Arts (SPA), Special Program for Sports (SPS), Engineering Science Education Project (ESEP) and Technical-Vocational (Tech-Voc) schools shall likewise implement the 2002 Secondary Education Curriculum in addition to their specialization courses. For ESEP, the special course offering in Research shall be transferred from third year to second year so as not to overload the students.

Regional Science High Schools shall continue to use the existing special science curriculum since it complies with the basic requirements of the 2002 SEC.

5. Medium of Instruction

Pursuant to the DECS Bilingual Policy (Department Order No. 52, s. 1987), the media of instruction shall be as follows:

5.1 Filipino shall be used in the following learning areas:

Filipino
Makabayan

5.2 English shall be used in the following learning areas:

English
Science
Mathematics

6. Textbooks and other Instructional Materials

Teachers are encouraged to use a variety of instructional materials. These shall include:

- a. Learning Competencies and Scope and Sequence by learning area;
- b. DepEd Approved Textbooks and Teacher's Manuals;
- c. NFE Accreditation and Equivalency Learning Materials;
- d. Prototype Lesson Plans;
- e. Teacher-developed Instructional Materials;
- f. Cultural artifacts and other indigenous materials available in the community; and
- g. Information and Communication Technology (ICT), where available.

7. Teaching Load

7.1 As provided for in the Magna Carta for Public School Teachers, those engaged in teaching shall render not more than six (6) hours of actual teaching and two (2) hours of related work. Related work may include lesson planning, preparation of instructional devices, checking of test papers, themes, and computation of students' grades.

7.2 A teaching load is equivalent to a class of one hour. However, in the exigency of the service, the principal may give assignments to teachers which shall be considered equivalent to a teaching load, such as:

- Advisory of a class or year level assignment;
- A class for enrichment or enhancement;
- A class for remediation;
- Advisory or moderatorship of an interest club (e.g., school paper, student government organization, scouting, etc.);
- Coaching/mentoring;
- Coordinatorship of community outreach or community development projects of the school;
- Special services (e.g., guidance work, library work, clinic work, school canteen, etc.);
- Supervision of off-campus laboratory work in Science;
- Supervision of off-campus practical skills development activities in TEPP;
- Coordinatorship of school-based training programs;
- Coordinatorship of school-based instructional materials development; and
- Other related work that may be assigned by the school head.

7.3 Teachers who have double preparation (i.e., handling the same learning area in different year levels such as English I and II, or handling two (2) different learning areas in any year level such as Filipino I and English III) may be given a maximum of five (5) teaching loads and three (3) hours of related work.

7.4 No teacher shall be underloaded or overloaded.

8. Coordinatorship in Makabayan

Makabayan as learning area shall be headed by a Coordinator. Coordinatorship may be rotated among the heads of the component subjects following a scheme to be devised by the school head.

8.1 The coordinator for Makabayan shall be designated from among the Head Teachers of the Makabayan component subjects based on the following criteria:

- 8.1.1 Leadership/managerial competency,
- 8.1.2 Educational qualification,
- 8.1.3 Ability to get along well with others for successful planning and effective integration of Makabayan component subjects, and
- 8.1.4 Other aspects the principal may deem important.

8.2 The Makabayan Coordinator shall perform the following functions:

- 8.2.1 Oversee/coordinate all activities of Makabayan;
- 8.2.2 Represent Makabayan in all school activities;
- 8.2.3 Initiate integration among Makabayan teachers and other teachers; and
- 8.2.4 Consolidate required reports for submission.

8.3 Head Teachers/Subject Chairs of the component subjects shall continue to perform their usual functions relative to their areas of concern and shall perform other related work that may be assigned to them by the Makabayan Coordinator.

9. School Curriculum Committee

The school is encouraged to organize a School Curriculum Committee composed of a representative from each of the learning areas. The Committee shall perform the following functions:

- Advise the school head on possible courses of action regarding the implementation of the curriculum;
- Respond quickly to problems relative to the implementation of the curriculum;
- Plan/propose intervention programs (e.g., coaching, mentoring, remediation, enrichment) to support instruction and improve student learning;
- Plan implementation strategies for the effective operationalization of the curriculum;
- Conduct advocacy to generate community and other stakeholders' support to the curriculum;
- Propose follow-through intervention programs to provide continuity to the training of teachers;
- Consult with stakeholders in the community to gather feedback/recommendations for continuing curriculum improvement; and
- Monitor and evaluate the school implementation of the 2002 secondary education curriculum.

10. Grading System and Reporting of Student Performance

10.1 There shall be four grading periods using the cumulative method. This means that the grades for the second to the fourth grading periods are computed based on the 30-70% scheme, that is, 30% shall be taken from the previous grade, whereas 70% shall be taken from the tentative grade for the quarter.

Example:

Grade for the 1 st grading period	-	82%
Tentative grade for the 2 nd grading period	-	85%

$$30\% \text{ of } 82\% = 24.6\%$$

$$70\% \text{ of } 85\% = 59.5\%$$

$$\text{-----}$$
$$\text{Computed grade} = 84.1\% = 84\%$$

10.2 The numerical system of grading shall be used. This shall be expressed in multiples of one. However, in case of a tie in the selection of honor students, grades shall be computed up to two (2) decimal places.

10.3 The passing grade in any learning area shall be at least seventy-five (75%) percent, while the lowest grade that can be given to a student after the transmutation of performance shall be seventy (70%) percent.

- 10.4 The grading system for Filipino, English, Science and Mathematics shall follow the suggested system of rating in the Operations Handbook.
- 10.5 For Makabayan, the grading system for each component shall follow the suggested system of rating in the Operations Handbook. The individual rating in each component shall be reflected in the report card.
- 10.5.1 For MSEPP, it is stated in the Operations Handbook that grade shall not be given unless the student completes within the grading period his deficiencies in any of the component subjects. For the last grading period, a student is given a week after the final examination to complete his deficiencies, otherwise he is considered failed.
- 10.5.2 There shall be an average grade for Makabayan which shall serve as the basis for the cumulative computation of the grade for the succeeding quarter or grading period.

Example:

	Individual rating
AP	83%
MSEPP	85%
TEPP	85%
EP	87%
Average	85%

- 10.5.3 If the average grade in Makabayan is passing the student shall be considered **Passed** in the learning area, regardless of whether the student has a failing grade in any of the component subjects.
- 10.6 Failures incurred under the 1989 curriculum shall be considered back subjects under the 2002 SEC.
- 10.7 To address poor student performance, schools are encouraged to provide and strengthen the following:
- learning centers
 - guidance services
 - remedial and enhancement classes

11. Promotion and Retention

- 11.1 Promotion shall be by learning areas. A student who fails in one (1) or two (2) learning areas is promoted to the next year level but shall repeat the learning areas in which he/she failed.

11.2 A student who fails in three (3) learning areas is retained in the year level. He/She shall be given advance learning areas in the next curriculum level, but not in the learning areas in which he/she failed.

11.3 A maximum of two (2) learning areas may be allowed as overload for graduating students.

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Signature *TH*

Puna ng Guro

Unang Markahan	
Ikalawang Markahan	
Ikalong Markahan	
Ikaapat na Markahan	

Puna ng Magulang Lagda

Unang Markahan		
Ikalawang Markahan		
Ikalong Markahan		
Ikaapat na Markahan		

BALANGKAS NG PAGMAMARKA

Karapat-dapat tilipat at ianggapin sa _____
 Mga larangang naiipasa _____
 Mga larangang di naiipasa _____
 Peisa _____

_____ Tagapayo
 Punong-Guro _____

KA TIBAYAN SA PAGLIPAT NG TAON
 Inilipat sa Taon _____ Pangkat _____

Pinagtibay _____ Tagapayo _____
 Punong-Guro _____

PAGPAPAWALANG-BISA SA KARAPATANG LUMIPAT
 Inilipat sa Taon _____ Pangkat _____

Pinagtibay _____ Tagapayo _____
 Punong-Guro _____

DepEd Form 138-A

Republika ng Pilipinas
KAGAWARAN NG EDUKASYON

Rehiyon _____

Dibisyon _____

Paaralan _____

Pangalan _____

Gitlang _____ Kasarian _____

Taon _____ Pangkat _____

Taong Pamparalan

Mahal na Magulang,

Nakapaloob sa kard na ito ang ulat sa pag-unlad ng iyong anak, bilang ng araw na ipinasok, bilang ng liban at pagdating nang huli sa klase at mga pag-uugali at kasalang ipinamamalas niya sa loob ng paaralan.

Mangyari pong makipag-uugayan sa amnir tungkol sa anumang bagay na makatuwiling sa pag-unlad ng iyong anak.

Salamat po.

_____ Tagapayo
 Punong-Guro _____

Punong-Guro

signature

ULAT TUNGKOL SA PAG-UNLAD NG MARKA

Larangan ng Pag-aaral	MARKAHAN				HULING MARKA	PASYA
	1	2	3	4		
Filipino						
English						
Mathematics						
Science						
Makabayan						
<ul style="list-style-type: none"> • Araling Panlipunan (AP) • Teknolohiya at Edukasyong Pantahanan at Pangkabuhayan (TEPP) • Musika, Sining at Edukasyong Pangkatawan at Pangkalusugan (MSEPP) • Edukasyon sa Pagpapahalaga (FP) 						

Pangkalahatang Marka (Average)

ULAT NG PAGPASOK

Buwan	PANGALAHATANG MARIKANG (AVERAGE)												
	Hunyo	Hulyo	Agosto	Setyembre	Okubre	Nobyembre	Disyembre	Enero	Pebrero	Marso	Abril	Kabuanan	
Bilang ng araw na may pasok													
Bilang ng araw na pumasok													
Bilang ng araw na pumasok nang huli													

PAG-UNLAD SA TAGLAY NA MGA PAGPAPAHALAGA AT SALOOBIN

Panuto: Lagyan ng tatlong (3) star (☆☆☆) kung lubhang kasiya-siya ang ipinamalas, dalawang (2) star (☆☆) kung kasiya-siya, at isang (1) star (☆) kung dapat pang limangin sa mag-aaral.

Mga dapat namasid na pagpapahalaga at saloobin	MARKAHAN			
	1	2	3	4
Kaangkopang Pisikal-Nagpamalas ng kasiya-siyang gawi tungo sa pagpapahalaga ng kaangkopang pisikal at mental				
Sining-Nagpamalas ng pagkamatikhatin sa pagsasagawa ng iba'ibang gawain				
Tolerance-Nagpakita ng paggalang sa pagkakaiba-iba ng mga paniniwala at palagay ng tao				
Katapatan/Integridad-Nagpakita ng katapatan sa lahat ng pagkakaibang				
Disiplina sa Sarili-Nagpamalas ng kusang-loob na malinang ang angkop na pagkilos sa pagsasagawa ng mga gawain				
Religious Tolerance-Nagpakita ng paggalang sa pagkakaiba ng relihiyon, tulad ng mga tugar ng pagsamba at mga simbolong banal				
Paggalang sa Karapatang Pantao-Nagpakita ng paggalang sa pagkakatanyag-panatoy ng lahat maging anumang edad, kasarian, lahi, wika, relihiyon, paniniwalang politikal, katayuang panlipunan at kapansanan				
Mapayapang Pakikibahok-Nagpamalas ng kaaya-ayang pakikitungo sa kapwa				
Pangangalaga sa Kapaligiran-Pinangalagaan ang kapaligiran				
Tamang Paggamit ng mga Resorses-Cinamit ang mga resorses sa ekonomikal na paraan				
Pagpapahalaga sa Yamang Kultural-Nagpakita ng pagmamalaki sa mga katutubo at kontemporaryong sining at kultura ng Pilipinas				
Kalayaan at Pananagutan-Nagpakita ng pag-unawa sa mga pangunahing kalayaan at ang mga katumbas na pananagutan				
Maipangalagang Pamumuno-Nagsagawa ng sariling responsibilidad nang may dedikasyon				
Pambansang Pagkakaiba-Nagpamalas ng pakikisa sa sariling bunso sa kabila ng pagkakaiba-iba ng paniniwalang politikal at kultural, wika at relihiyon				