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DepEd ORDER
No. **76**, s. 2010

POLICY GUIDELINES ON THE IMPLEMENTATION OF THE 2010 SECONDARY EDUCATION CURRICULUM (SEC)

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools

1. Key reforms in basic education have been put in place in the areas of national learning strategies, school based management, teacher education and development, resource mobilization and management, and quality management system, among others as a demonstration of the DepEd's commitment to provide the learners the best education that they deserve.

2. At the secondary level, a critical reform is in the area of curriculum and instruction as an urgent response to declining school performance. After a four-year try out in a number of schools nationwide, the 2010 Secondary Education Curriculum (SEC) which focuses on teaching and learning for understanding and doing this by design, is ready for roll-out in the First Year and shall be progressively mainstreamed following this schedule:

SY 2010-2011 - First Year level
SY 2011-2012 - Second Year level
SY 2012-2013 - Third Year level
SY 2012-2014 - Fourth Year level

This implies that for SY 2010-2011, students in the Second-Fourth Year levels shall continue to undertake the 2002 Basic Education Curriculum (BEC) until they complete it. The 2010 SEC shall cover initially the incoming First Year students only.

3. It is encouraging that there are private secondary schools that have long adopted the design of the curriculum. These schools are expected to continue the implementation of the program, and share their best practices and insights to guide other schools. On the other hand, a two-year transition period covering SY 2010-2012 is being provided to schools that need to build and develop further their capacity as well as their confidence to implement the curriculum. These schools are given the leeway to conduct their own tryout of the curriculum as they transition to the full implementation of the program.

4. The features of the curriculum, the enabling policies, and the implementing guidelines are provided in the enclosure.

5. Immediate dissemination of and compliance with this Order is directed.

MONA D. VALISNO
Secretary



Encl.:

As stated

Reference:

DepEd Order: No. 43, s. 2002

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

CURRICULUM
POLICY

Model:Secondary Educ Curriculum
5-24-10

(Enclosure to DepEd Order No. 76, s. 2010)

A. Design of the 2010 Secondary Education Curriculum

1. The refinement of the curriculum followed the Understanding by Design (UbD) framework which covers three stages: Stage 1: Results/Desired Outcome; Stage 2: Assessment; and Stage 3: Learning/Instructional Plan. The first two stages are defined in the Curriculum Guide. The last stage is covered in the Teaching Guide. Both documents can be accessed at the BSE website. (www.bse.portal.ph) e-library.
2. The curriculum has the following features:
 - Lean-focuses on essential understandings;
 - Sets high expectations (standards-based) – expressed in terms of what students should know, do, understand, and transfer in life as evidence of learning;
 - Rich and challenging – provides for a personalized approach to developing the student’s multiple intelligences through the provision of special curricular programs: Special Program in the Arts (SPA), Special Program in Sports (SPS), Special Program in Journalism (SPJ), Special Program in Foreign Language (SPFL), Special Science/Math (S&T)/Engineering and Science Education Program (ESEP), Technical-Vocational Program (Tech-Voc) that students can pursue on top of the core curriculum; and
 - Develops readiness and passion for work and lifelong learning.

B. Subject Areas, Time Allotment and Unit Credits

1. There are eight subject areas of the curriculum: English, Science, Mathematics, Filipino, Araling Panlipunan, Edukasyon sa Pagpapahalaga; Career Pathways in Technology and Livelihood Education (CP-TLE), and Music and Arts, Physical Education and Health (MAPEH). The time allotment and corresponding unit credits of the subjects shall follow the existing provision of the 2002 BEC as follows:

English	300 mins/wk	1.5 units
Science	360 mins/wk	1.8 units
Mathematics	300 mins/wk	1.5 units
Filipino	240 mins/wk	1.2 units
Araling Panlipunan	240 mins/wk	1.2 units
Edukasyon sa Pagpapahalaga		
(First Year)	120 mins/wk	0.6 units
(Second Year)	120 mins/wk	0.6 units
(Third Year)	180 mins/wk	0.9 units
(Fourth Year)	180 mins/wk	0.9 units

Career Pathways in Tech. and Livelihood Educ. (CP-TLE)	240 mins/wk	1.2 units
Music and Arts, P.E. and Health (MAPEH)	240 mins/wk	1.2 units
• Citizenship Advancement Training (CAT) (Fourth Year)	35 hrs.	0.3 units

C. Delivery of the Curriculum

1. Proficiency in the use of English as the medium of instruction in English, Science, Mathematics, CP-TLE, and MAPEH and CAT shall, on the one hand, continue to be strengthened as a tool for learning how to learn and for improving the students' global competitiveness. The schools' comparative advantage in the use of Filipino as medium of instruction in Filipino, Araling Panlipunan, Edukasyon sa Pagpapahalaga shall, on the other hand, be sustained as a tool for building and communicating the values of Filipino identity and nationhood.
2. Integrative teaching and constructivism as key features of the 2002 BEC shall continue to be strengthened in all learning areas across the curriculum. Connection between and among the subject areas shall be made whenever and wherever appropriate.
3. The use of ICT as integral to the curriculum shall continue to be pursued in schools where the technologies may already be available. The use of various instructional media is encouraged. Likewise, learning shall be extended as far as practicable to the community as the school's laboratory for authentic learning. CP-TLE, for example, shall include practical work experience in the community that may extend beyond the school hours.
4. Class programming shall be so designed as to maximize the utilization of classrooms. In schools where double shifting of classes is necessary, teacher-student contact time may be reduced by 50% in Music, Arts, P.E. and Health. However, students shall be encouraged to pursue their special interests in these fields outside of class hours.
5. CP-TLE has been expanded as to include the following special curricular programs: Special Program in the Arts (SPA), Special Program in Sports (SPS), Engineering and Science Education Program (ESEP), Special Program in Journalism (SPJ), Technical-Vocational Education, and Special Program in Foreign Language (SPFL). Students taking any of these programs need not take additional courses in CP-TLE inasmuch as they are all designed to prepare students for a career.
6. Schools are encouraged to provide a variety of career pathways for students taking into consideration the needs of the market or the community the school serves. In the absence of full-time teachers who can teach such livelihood courses, schools are authorized to secure the

services of part-time experts (e.g., chefs, farmers, fishermen, manicurists, and IT specialists) as resource persons who may be paid on honorarium basis, subject to the usual accounting and auditing regulations if public funds are used for the purpose.

D. Grading System

1. Pending the revision of the current grading system, the implementing guidelines on the performance-based grading system as defined in DepED Order No.33 s., 2004 shall continue to be enforced, with emphasis being placed on the formative function of assessment. Students' progress in the attainment of standards shall be regularly monitored as basis for enrichment or remediation. Every learning deficiency shall be addressed and every learning gap shall be bridged as a matter of urgency.
2. The 60-30-10 test design shall continue to be adopted, where 60% of the items shall be easy, although assessing critical thinking; 30% shall be average or moderately difficult; and 10% shall be difficult. Authentic assessment that considers application of learning in real-life situations shall be the basic mode of measuring learning outcomes.
3. Alternative assessment shall be utilized whenever appropriate. The use of rubrics as scoring guides shall be continued for a more objective method of rating students.

E. Promotion and Retention

1. Student promotion shall be by subject and shall continue to be based on the minimum performance standard of 75%. Sixty-five percent (65%) shall remain the lowest grade that can be indicated in the student's report card.
2. A student shall be retained in the year level if he/she incurs failures of three units or more during the regular school year and is unable to make up for the failed subjects during the summer sessions. Retained students need to repeat only the subjects that they failed and shall not be allowed to take advanced courses in these subjects.