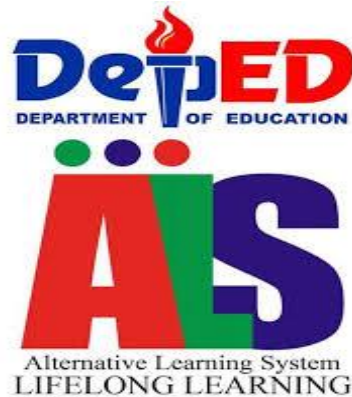# ALS-EST: The Silliman University Way

Curriculum Map

Senior High School Equivalency

(Information and Communication Technology and Entrepreneurship)

SILLIMAN UNIVERSITY
ALTERNATIVE LEARNING SYSTEM

ISO 9001:2015 Certified
CIP/4045/09/06/579

UNIVERSITY'S VISION AND MISSION STATEMENTS

VISION

A leading Christian institution committed to total human development for the well-being of society and environment.

MISSION

1. Infuse into the academic learning the Christian faith anchored on the gospel of Jesus Christ; provide an environment where Christian fellowship and relationship can be nurtured and promoted.
2. Provide opportunities for growth and excellence in every dimension of the University life in order to strengthen character, competence and faith.
3. Instill in all members of the University community an enlightened social consciousness and a deep sense of justice and compassion.
4. Promote unity among peoples and contribute to national development.

VISIBLE OUTCOMES INDICATORS OF A GOOD SILLIMAN GRADUATE

INSTITUTIONAL GRADUATE OUTCOMES	OPERATIONAL INDICATORS
1. Creative Critical Thinking	1.1 Asks pertinent questions, reflecting a heightened consciousness and curiosity 1.2 Perceives and describes the world in a correct and creative way 1.3 Is a problem solver
2. Transformative Christian Witness	2.1 Influences society and creates impacts on the environment- positively 2.2 Serves others with compassion 2.3 Leads an exemplary life 2.4 Discerns (and acts on) what is right and wrong 2.5 Discerns (and acts on) what is good or bad 2.6 Sees the divine in all that is in the world 2.7 Lives out the Via, Veritas, Vita- and becomes an image of God's justice and love to others

3. Effective Communicator	3.1 Participates actively in social discourse
	3.2 Expresses ideas and feelings accurately and in a clearly organized manner- in both writing and speaking
	3.3 Listens attentively and empathetically
	3.4 Discerns and processes information objectively
	3.5 Exchanges opinions rationally, assertively but not arrogantly, respecting other's opinions
	3.6 Demonstrates appreciation of ethical and moral standards of effective communication and practices them
4. Independent, Reflective Life-long Learner	4.1 Updates abilities, knowledge, skills, and qualifications
	4.2 Values all forms of learning
	4.3 Strives for excellence, always
	4.4 Transcends challenges that are yet to be known in the "laboratory of possibilities"

Program Description

The Alternative Learning System of Silliman University for Senior High School is intended for out-of-school youth and adults who do not have access to formal education. The course design integrates SU-ALS para-teaching competencies with Senior High School Core (SHS) competencies. Generally, the program is designed to prepare the students to become para-teachers or teaching assistants who are equipped with fundamental knowledge and skills in teaching and para-teaching. The course also promotes, among the students, a positive attitude towards the practice of teaching and develops their understanding of the varying levels and needs of learners. The program equips the students with basic theoretical understanding of how learners develop and learn, collaborative skills necessary to effectively cope with teamwork/groupwork, and classroom management skills necessary for managing groups of learners and cope with challenging behaviors. Specifically, the program exposes students to the rudiments of lesson planning and preparation including IEPs, preparation of instructional materials, effective teaching strategies and assessment techniques, classroom management, IT integration, one-on-one tutoring, and effectively dealing with children with special needs. Key SHS competencies are integrated into the discussion of para-teaching topics with emphasis on how these competencies meaningfully apply within the para-teaching context. The students are then expected to demonstrate the skills they have acquired through facilitated training and practice. Completers of this program will be ready for employment or higher education. (800 hours)

ALS AND REGULAR K-12 COMPETENCY INTEGRATION

	Communication (LS1)	Scientific Literacy and Critical Thinkers (LS2)	Math and Problem-Solving Skills (LS3)	Life and Learner Skills (LS4)	Understanding the Self and Society (LS5)	Digital Literacy (LS6)
Reading and Writing Skills	/	/	/	/	/	/
Oral Communication	/			/	/	/
Statistics and Probability		/	/	/		/
General Math		/	/	/		/
Media and Information Literacy	/			/	/	/
Pagbasa at Pagsusuri	/	/		/	/	/

	Communication (LS1)	Scientific Literacy and Critical Thinkers (LS2)	Math and Problem-Solving Skills (LS3)	Life and Learner Skills (LS4)	Understanding the Self and Society (LS5)	Digital Literacy (LS6)
21st Century Literature	/	/		/	/	/
Contemporary Philippine Arts		/		/	/	/
Earth and Life Science		/	/	/	/	/
Personal Development		/		/	/	/
Physical Science		/	/	/	/	/
Understanding Culture, Society and Politics	/	/		/	/	/
Intro to the Philosophy of the Human Person		/	/	/	/	
P.E. and Health		/		/		

	Communication (LS1)	Scientific Literacy and Critical Thinkers (LS2)	Math and Problem-Solving Skills (LS3)	Life and Learner Skills (LS4)	Understanding the Self and Society (LS5)	Digital Literacy (LS6)
Earth Science		/	/	/		/
Disaster Readiness	/	/		/	/	/
Komunikasyon at Pananaliksik	/	/	/	/	/	/

	Senior High School Equivalency
	Para-teaching
ALS Learning Strands	**ALS-EST SUSHS Equivalency Graduate Outcomes**
LS1 - Communication (English & Filipino)	GO1 - Demonstrate the ability to communicate effectively in written, oral, and digital media
LS2 - Scientific Literacy & Critical Thinkers	GO2 - Create and design innovative products using available local resources and digital tools
LS3 - Math & Problem-Solving Skills	GO3 - Exhibit mathematical skill in presenting entrepreneurial data thru digital apps and tools
LS4 - Life & Learner Skills	GO4 - Manifest working knowledge, competent skills, and positive attitude as a productive individual engaged in ICT and Entrepreneurship to uplift one's quality of life and economic status
LS5 – Understanding the Self and Society	GO5 - Develop self-worth and confidence as tools to improve one's self, family, country, and the world necessary for the sustainability and improvement of society
LS6 - Digital Literacy	GO6 - Exemplify the effective use of digital tools to maximize productivity

Content	Content Standard	Performance Standard	Institutional Graduate Outcomes (IGO) 1				Senior High School Graduate Outcomes (SHS-GO) 2									
			IGO1	IGO2	IGO3	IGO4	SHS-GO1	SHS-GO2	SHS-GO3	SHS-GO4	SHS-GO5	SHS-GO6				

| Unit 1: Lesson Planning

- Principles of teaching
- Principles of lesson planning
- Useful teaching strategies across subject areas
- Basic principles of testing and assessment (this is dealt in greater detail later in the course) | The learner should be able to demonstrate understanding of the theories and principles relevant to the skill of lesson planning | In the long run, on their own, the learner should be able to

- *critically evaluate the elements (objectives, springboard, motivation, procedure, etc.) of a learning plan/lesson plan based on given criteria/rubrics;*

- *write clear and well-organized semi-detailed lesson/learning plans, applying the principles and skills learned in class* | / | / | / | / | / | / | / | / | | / | | | |

Unit 2: Preparing Materials and Instructional Media - Visual aids and instructional media - Instructional materials preparation - ICT integration in the classroom	The learner should be able to demonstrate understanding of the process of effective preparation of instructional materials and integration of ICT into teaching	In the long run, on their own, the learner should be able to - prepare visual aids and various instructional materials; - implement the lesson plans they have written/revised); - integrate ICT into the teaching and learning process.	/		/	/	/	/	/	/	/	/			

Unit 3: Facilitating Learning: Using Collaborative Strategies, and Practicing Critical Thinking and the Art of Questioning - The art of questioning - Teacher feedback and student uptake - Collaborative and tasked-based activities strategies and techniques	The learner should be able to demonstrate understanding of essentials strategies in facilitating classroom activities as well as basic principles underpinning effective classroom interaction such as the art of questioning and providing effective feedback to students.	In the long run, on their own, the learner should be able to demonstrate the ability to critically ask questions, provide relevant feedback to students, manage classroom effectively, and facilitate groupwork and other activities through simulated teaching	/	/	/	/	/	/	/	/	/						

Unit 4: Managing the Classroom and Students' Behavior - Theories on child development - Principles of classroom management - Code of Ethics for Professional Teachers	The student should be able to demonstrate understanding of theories and literature relevant to management of the classroom environment and learners' behavior		/	/	/	/	/	/	/	/	/	/				

| Unit 5: Testing and Evaluating Students' Performance | The learner should be able to demonstrate understanding of the basic principles of testing and evaluating students' performance | In the long run, on their own, the learner should be able to

- prepare tests and assessment tools;

- compute grades and measure students' performance;

- qualitatively and quantitatively analyze and describe students' performance | / | | / | | / | | | / | | / | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - Basic principles of testing, measurement, and evaluation
- Use of technology in computing grades
- | | | | | | | | | | | | | | | | |

Unit 6: Synthesizing the Elements of Teaching - Review and synthesis of previous lessons - Classroom teaching	The learner should be able to demonstrate understanding of the interconnection and application of the teaching and learning theories and principles learned.	In the long run, on their own, the learner should be able to integrate the teaching skills learned; they should be able to provide evidence of wholistic learning through a learning portfolio.	/	/	/	/	/	/	/	/	/	/					

Content	Learning Competencies (KSA)	Assessment	TL Strategies /Activities (Enduring Understanding & Essential Questions)	Time Frame (10 months=40 weeks)	References & Materials

Module 1: Lesson Planning
 	
- Principles of teaching
- Principles of lesson planning
- Useful teaching strategies across subject areas
- Basic principles of testing and assessment (overview)
	The learners should be able to:
	
	- analyze theories on child development and their implications to teaching-learning
	- discuss the basic principles of teaching
	- describe the elements of the teaching and learning process
	- discuss the principles of lesson planning
	- analyze the elements of a lesson plan for a given subject area
		- Presentation of the learner's critical evaluation of a lesson plan considering their developmental appropriateness
		
		- Written/Revised lesson plans for specific topics (rubrics to be created/adapted)
		
		- **Written reflection/journal**
		  a. What I have learned
		  b. How could I have done better
			Enduring Understanding
			Lesson planning is crucial in organizing the teaching-learning process.
			
			Essential Questions:
			
			1. What are the elements of the teaching and learning process?
			2. How can one prepare effective lesson plans?
			3. What is the importance of effective lesson planning to teachers and learners?
			
			Values Integration: Importance of planning preparation, and organization to one's profession and day-to-day situations
			
			Strategies:
			
			- group discussion
			
			- filling out graphic organizers
			
			- watching video clips
				Weeks 1-10	PPT, hand-outs, videos, realia, charts etc.

	(e.g. Math, Science, English) - evaluate the effectiveness of a given lesson plan - clearly and effectively write lessons plans in English and in Filipino			- writeshop and consultation -workshop -reflections on journals		

Module 2: Preparing Materials and Instructional Media
 	
- Visual aids and instructional media
 	
- Instructional materials preparation
 	
- ICT integration in the classroom
	The learner should be able to
	
	- create and use effective and appropriate visual aids and instructional materials (both technology and traditional)
	- carry out the planned lesson with accuracy and confidence
	- use critical thinking and the art of questioning when facilitating class discussion
		- Annotated/Micro-teaching demonstration using appropriate instructional materials using technology and traditional ones.
		
		- **written reflection/journal**
		  a. What I have learned
		  b. How could I have done better
			Essential Understanding: Instructional materials and media are essential tools for teaching and learning.
			
			Essential Questions:
			
			1. What are the qualities of effective visual aids and instructional materials
			2. How can visual aids facilitate or promote learning in the classroom?
			3. How can one effectively implement his/her learning plan?
			4. Why is it important to follow one's lesson plan?
			5. How are values integrated across the subject areas?
			
			Values Integration: creativity, innovation, originality, commitment
			
			Strategies:
			
			- practice demonstration/microteaching
				Weeks 11-16	PPT, hand-outs, realia, charts, videos, etc.

			- peer evaluation/critiquing - workshop/consultation/revision		

Module 3: Facilitating Learning: Using Collaborative Strategies, and Practicing Critical Thinking and the Art of Questioning
 	
- The art of questioning
- Teacher feedback and student uptake
- Collaborative and tasked-based teaching-learning activities and strategies
	The learner should be able to
	
	- Identify and discuss a) the principles underlying the art of questioning; and b) effective teacher feedback;
	- compare and contrast collaborative and non-collaborative teaching strategies
	- use collaborative teaching-learning strategies in a teaching simulation and micro-teaching.
		- simulated teaching
		- role-playing of ethical situations to deepen understanding
		written reflections
		- micro-teaching
		- **written reflection/journal**
		    a. What I have learned
		    b. How could I have done better
			Essential Understanding: Learner-centeredness in the classroom is promoted through effective facilitating skills.
			
			Essential Questions:
			
			1. What are the principles underlying the art of questioning?
			2. How is the art of questioning observed/practiced?
			3. Why is practicing the art of questioning important to teachers and students?
			4. What is feedback?
			5. How is an effective feedback formulated?
			6. What is the importance of giving effective feedback to students?
			7. What collaborative strategies can be used in teaching different subjects?
			8. Why are collaborative strategies important?
			
			Values Integration: cooperation, collaboration, honesty, tactfulness
			
			Strategies:
			
			Role-play and simulations
				Weeks 17-27	PPT, hand-outs, videos, etc.

			Group discussion		
Module 4: Managing the Classroom and Students' Behavior - Theories on child development - Principles of classroom management - Code of Ethics for Professional Teachers	The learner should be able to: - discuss relevant theories on child development and their importance in understanding students' behavior; - determine ways of effectively managing the classroom and students' behavior - summarize and discuss important points in the code of ethics - analyze and discuss ethical situations and dilemmas and defend/support his/her stand		**Essential Understanding:** Being able to manage the classroom effectively is one of the keys to ensure that learning is not disrupted. **Essential Questions:** 1. What are some child development theories that can help teachers understand students' behavior? 2. What are the principles of classroom management? 3. How can a teacher manage the classroom effectively? 4. Which salient provisions of the code are considered basic for teachers to follow and adhere to? 5. Why do teachers follow these code of ethical principles? **Values Integration:** discipline, obedience, gentleness, authority **Strategies:** Case Study Situational analysis Role playing with group members - Writing reflections to capture one's insights Classroom observations	Weeks 28-32	PPT, hand-outs, videos, etc.

Module 5: Testing and Evaluating Students' Performance	The learner should be able to	- Test formulation (with table of specification)	Essential Understanding: Tests and evaluation are essential in monitoring and assessing learning.	Weeks 33-38	PPT, hand-outs, videos, etc.

- Basic principles of testing, measurement, and evaluation
- Use of technology in computing grades
	- discuss the basic principles of testing
	- formulate test items and questions, applying the principles they learned
	- compute grades through practice activities
	- appreciate the importance of accurate evaluating students' performance
		- Written test (situation-based problem solving)
		- Filling out report cards
		- **Written reflection/journal**
		  a. What I have learned
		  b. How could I have done better
			Essential Questions:
			
			1. What are the basic principles of testing and measurement, assessment, and evaluation?
			2. How can technology be used in the process of testing and measurement, assessment, and evaluation?
			3. What is the importance of tests, evaluation, and computation of students' grades?
			
			Values Integration: integrity, accuracy, carefulness
			
			Strategies:
			
			Writeshop/workshop
			
			Situational problem-solving activities
			
			Practice exercises		

Module 6: Synthesizing the Elements of Teaching; Enhancing Skills and Content Knowledge - Review and	- create a lesson plan on a subject matter of his/her choice - implement the entire lesson plan	- Final teaching demonstration - Learning portfolio - Well written reflection papers - Pre-demonstration	**Essential Understanding:** All the elements of the teaching and learning process must be coherently and logically weaved together to create a holistic learning experience and ensure the achievement of teaching goals.	Weeks 39-40	PPT, hand-outs, videos, etc.

synthesis of previous lessons
- Classroom teaching demonstration
	through a teaching demonstration
	- reflect on the his/her performance through guided self-assessment
	- write his/her reflection on all the learning outputs and performance throughout the program
		observation and conference
		- **Written reflection/journal**
		  a. What I have learned
		  b. How could I have done better
		-
			Essential Question:
			
			  How does one ensure the achievement of teaching goals and objectives?
			
			Values Integration: unity, perseverance, sensitivity to the needs of learners
			
			- Classroom observation
			- Post-conference with teacher/facilitator
			- Discussion
			- Guided reflection		