

4

CURRICULUM



The ALS-EST Curriculum is a combination of the ALS K to 12 Curriculum and the TVL Track component of the formal SHS Curriculum.

The ALS K to 12 Curriculum currently covers only up to JHS. However, an ALS Curriculum for SHS is under development, and its latest draft version includes a TVL Track, where the learner chooses a specialized skill and undergoes work/industry immersion. This is compatible with what ALS-EST implements.

ALS-EST, therefore, expects a smooth transition to the forthcoming ALS SHS Curriculum. While waiting for the ALS SHS Curriculum, ALS-EST will pilot a SHS equivalent, using the formal Senior High School Technical Vocational (SHS TVL) track curriculum delivered through the NFE modality.

ALS K to 12 Curriculum

The ALS K to 12 Curriculum contains a learning continuum of essential skills, knowledge, attitudes, life skills, learning-to-learn skills, and values desired for ALS Learners.

Table 4-1 lists the six interrelated learning strands contained in the 2018 ALS K to 12 Curriculum. ALS-EST Learners and completers are expected to demonstrate learning of competencies from each of the six learning strands.

- Each learning strand provides content standards.
 - ✓ These are statements of the core content in terms of knowledge or skill that students should learn and understand.
- Under each content standard are a number of performance standards.
 - ✓ These are the work that a learner is expected to be able to do.
 - ✓ These demonstrate the achievement, acquisition, and application of the knowledge or skill required by the content standard.
- Comprising performance standards are learning competencies.
 - ✓ These are more specific applied knowledge, skills, and values that indicate or validate learning consistent with the broader content and performance standards.
 - ✓ The curriculum indicates to what ALS level the learning competency is applicable.

Table 4-1. ALS K to 12 Basic Education Curriculum Learning Strands, Summary of Objectives and Coverage

Learning Strand 1

Communication Skills (English)

The main thrust of Learning Strand 1: Communication Skills is to develop the ability to access, critically process, and effectively use available information in a variety of media to be able to:

1. function effectively as a member of the family, community, nation, and the world
2. participate actively in community and economic development.

Learning Strand 1 involves the five macro skills: (1) listening purposively and critically; (2) speaking clearly and appropriately; (3) reading to process and critically use information from a wide range of written materials and other forms of media; (4) expressing one's ideas and feelings clearly and effectively in writing; and (5) viewing as an ability to demonstrate critical understanding and interpretation of visual media.

Communication Skills (Filipino)

Kasanayan sa Komunikasyong Filipino

Ang pangunahing layunin ay mapaunlad ang kakayahan ng mga matatatanda at kabataang hindi na nakapag-aral upang kritikal na masuri, maabot at epektibong magamit ang impormasyon sa pamamagitan ng iba't ibang uri ng midya upang:

1. *epektibong magampanan ang tungkulin bilang miyembro ng pamilya, komunidad, bansa at daigdig*
2. *aktibong makilahok sa pagpapaunlad ng komunidad at ekonomiya.*

Kasangkot din dito ang limang makrong kasanayan: (1) kritikal at malayuning pakikinig; (2) wasto, angkop at malinaw na pagsasalita; (3) pagpoproseso mula sa pagbabasa at masusing paggamit ng impormasyong nakasulat o inihayag gamit ang iba't ibang anyo ng midya; (4) pagpapahayag ng naiisip at nararamdaman nang malinaw at epektibo sa pamamagitan ng pagsusulat; at (5) kritikal na pag-unawa at pagpapakahulugan sa panonood ng mga midyang biswal.

Learning Strand 2: Scientific Literacy and Critical Thinking/ Learning Strand 3: Mathematical and Problem-Solving Skills

Learning Strands 2 and 3 are intended to develop skills which include the core competencies of scientific literacy and numeracy. Integrated across scientific and numeracy literacy skills are the critical functional competencies of openness to change, awareness of options, ability to make critical and informed decisions, curiosity, innovativeness and creativity, scientific thinking, logical reasoning, spatial intelligence, and future orientation. These competencies specifically seek to extend and refine learners' critical and creative thinking processes including the abilities to:

1. organize new knowledge
2. gather and analyze information
3. categorize things and ideas
4. make comparisons
5. infer principles from evidences
6. critique one's own thinking
7. evaluate options as a basis of decision making
8. apply the scientific process
9. seek explanation for applying the scientific process
10. support assertions with evidences
11. overcome obstacles and find a better way to do things
12. apply principles to draw conclusions
13. learn independently

The ultimate goal of Learning Strands 2 and 3 is to develop individuals who are aware of their own thinking, able to make critical and informed decisions, defend their ideas and evaluate the ideas of others and are persistent in striving for new ways of solving problems. Through the development of such critical thinking and problem-solving skills, ALS learners will enhance their own personal and social effectiveness as a pathway to improve quality of life.

Learning Strand 4: Life and Career Skills

Learning Strand 4 focuses on the attitudes, skills, and knowledge (competencies) necessary for earning a living and promoting a sustainable lifestyle.

This learning strand covers the ability to earn a living—through employment/self-employment, entrepreneurship, sustainable consumption—live within one's means, navigate the market place (as both consumer and seller), reduce wasteful expenditure and perform wise consumption/ utilization of resources, conserve resources for future generations, and produce and use work-related skills, knowledge, values, and technology to maximize one's efficiency and performance as a productive citizen.

In addition to demonstrating mastery of skills completed under Learning Strand 4, all ALS learners are encouraged to complete at least one TVL track specialization leading to the acquisition of occupational skills and a NC. Learners are referred to the list of specializations in formal school's TVL Track.

Learning Strand 5: Understanding Self and Society

Learning Strand 5 is intended to help learners acquire a positive sense of self and social responsibility that will lead them to develop their potentials and enable them to live together harmoniously within the contexts of their family, local community, and country as well as participate as a member of the Association of Southeast Asian Nations (ASEAN) region and an increasingly global community.

In an increasingly globalized world, it is important that learners are able to see things through the hearts, minds, and eyes of others and understand the impact of regional and global issues on their lives and the lives of the members of their family, community, and country.

The learning strand endeavors to encourage learners to continue developing the knowledge, attitudes, values, and skills in order to act locally in building a just, peaceful, equitable, compassionate, multi-cultural, and pluralistic society. Hence, it is important to articulate in the minds of the learners that whatever they do affects their sphere of influence (family and community) and creates an impact on the nation, the region, and the world. Thus, as members of the ASEAN and world communities, learners' horizons for developing identity need to be national, regional, and global.

Learning Strand 6: Digital Citizenship

This learning strand seeks to help equip ALS learners with critical knowledge, skills, and values to be able to live and work effectively as part of the digital universe.

To achieve digital literacy, ALS learners need both Information and Communication Technologies (ICT)-related knowledge and skills and the ability to integrate such skills and knowledge across the competencies listed in the other four learning strands of the ALS curriculum. This is the application part where the learners use their digital knowledge and skills as tools to communicate with others and solve problems in daily life. Each of the other four learning strands will thus go hand in hand with Learning Strand 6.

This Learning Strand covers the following digital citizenship competencies:

1. Digital Concepts
2. Digital Operations and Management
3. Digital Applications
4. Digital Systems Network
5. Digital Devices
6. Digital Ethics

Source: Omnibus Policy on K to 12 (Forthcoming)

Alignment to Formal K to 12

Table 4-2 provides the alignment of the ALS K to 12 Curriculum with the grade levels of the formal school system.

- The ALS K to 12 is aligned but is not a mirror image of the formal K to 12 Enhanced Curriculum for Basic Ed.
 - ✓ It does not have all the competencies of the formal school curriculum.
 - ✓ ALS K to 12 curriculum adds competencies not found in the formal school system:
 - Digital citizenship skills
 - Global citizenship skills
 - Learning-to-learn skills
 - Life skills-related competencies

Table 4-2. Alignment of ALS K to 12 Curriculum with Formal K to 12

ALS K to 12 Levels	K to 12 Enhanced Basic Education Levels
Elementary	
Basic Literacy	Kindergarten to Grade 1
Lower Elementary	Grades 2 to 3
Advanced Elementary	Grades 4 to 6
Secondary	
Junior High School	Grades 7 to 10
Senior High School	Grade 11 to 12

Learner-Centered, Community-Responsive Implementation

ALS-EST caters to a special subset of learners who have different capacities and needs. For the Program to be relevant for them, and to increase the likelihood that they will complete the Program, the curriculum has to be responsive to learners’ needs and expectations.

In the implementation of the ALS K to 12 Curriculum, it is essential that teachers focus on the everyday application of competencies. This shall also guide the development of appropriate, relevant, and responsive learning materials and learning assessment tools.

ALS-EST teachers are encouraged to make learning more meaningful and resonant to adult learners by contextualizing the education competencies. This can be done by:

- Building on learners' existing knowledge and experience
- Respecting and incorporating local knowledge and community wisdom
- Responding to specific learner needs and potentials
 - ✓ The level of learners' prior learning will be assessed with results used as basis for identifying learning gaps/needs.
 - ✓ Learners' performance across learning strands will be monitored and documented throughout the Program. At the point of exit, their level of competence will be assessed and certified.
- The Program respects learners, particularly adult learners, who may not be interested in full equivalency certification, but want to strengthen specific basic ed competencies or improve their overall life skills.

In such cases, the ALS teachers will customize learning programs around needed competencies based on the ALS K to 12 Curriculum while ensuring integration with the skills training component. These functional literacy type programs might be shorter than a regular ALS-EST equivalency program.

Skills Training Curriculum

Technical Skills development is seen as an essential component of economic growth. In its meeting in Washington DC in April 2010, the G20 Employment and Labor Ministers recommended to prioritize education, lifelong learning, job training, and skills development strategies. They also specified the following critical elements (ILO, 2010):

- Broad availability of quality education as a foundation for future training
- Solid bridges between the world of work and training providers in order to match skills provision to the needs of enterprise
- Continuous workplace training and lifelong learning
- Anticipating and building competencies for future needs
- Ensuring broad access to training opportunities for all

The ALS-EST program agrees with these critical elements, and seeks to promote the full integration of the ALS K to 12 Curriculum and the SHS TVL Track wherever appropriate and relevant.

Most of the 98 pilot ALS-EST schools implement skills training curricula anchored on the national technical training standards of TESDA. Table 4-3 lists some of these technical skills and subskills training.

Table 4-3. Examples of Technical Skills and Subskills Training Offered by TESDA

Skills	Subskills	Skills	Subskills
Food and Housekeeping	Food and Beverage	Wellness	Hairdressing
	Cookery		Nail Care
	Food Processing		Wellness Massage
	Baking and Pastry Production		Beauty Care
	Housekeeping	Dressmaking	Tailoring
Electronics and Welding	Electrical Installation and Maintenance		Dressmaking
	Computer System Servicing		Garments and Textile
	Automotive	Fashion Design	
	Shielded Metal Arc Welding	Agriculture	Organic Vegetables
Electronics Production and Assembly	Organic Agriculture		
Carpentry	Agricrop Production		
	Plumbing		
	Carpentry		
	Furniture and Cabinet Making		
Technical Drafting			

Skills Training Offerings

Demand and supply factors influence the choice of skills training offered by the pilot schools. Whether a skill qualifies for TESDA NC also matters.

A careful consideration of these demand and supply factors should constitute the basis for generating a list of priority skills training that may be offered through the ALS-EST program.

- ALS-EST schools need to consider the available resources in the host school and community to determine the supply side.

For example, schools need to take stock of the availability of the following:

- ✓ Skill trainers/assessors
- ✓ Materials
- ✓ Workshops
- ✓ Equipment

- On the demand side, schools need to align their skills training offerings to the preferences of target learners, and the human resource requirements of the community.

Aligning skills training with job market demands helps to increase the likelihood of employment for ALS-EST graduates, and avoid skills-employment mismatch.

The schools need to conduct market analysis to identify skill areas with high demand in the labor market. This requires consulting with key stakeholders, such as TESDA, Department of Trade and Industry (DTI), Department of Labor and Employment (DOLE), LGUs, private employers/Chambers of Commerce and skills training providers among others.

- Schools and implementers may adopt the Standard Needs Assessment Survey tools, currently used by TESDA to come up with a systematic list of demand-driven skills that could be offered through ALS-EST.

Identified learners will be matched, as far as practicable, with the most compatible skills training offering, taking into consideration proficiency assessments, inclination or interest of the learners, and counselling. The results of the learners needs assessment are analyzed against the results of the labor market analysis, and the availability of resources.

Skills Training Content

Skills Training shall follow TESDA TR or approved non-TESDA Training Programs.

- A TR “serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed,” and “defines the competency standards for a national qualification and how such qualification can be gained, assessed, and be given recognition.”
 - ✓ A TR specifies the training arrangements, including: curriculum design, training delivery, entry requirements, list of tools, equipment and materials, training facilities, trainer’s qualification, and institutional assessment.
 - ✓ The TESDA website lists almost 300 downloadable TRs, covering skills eligible for varying levels of qualification.
- Schools can also offer non-TESDA Training Programs, subject to approval of the ALS-EST Project Management Team at the Division level.

Box 4-1. A Sample Training Syllabus for Baking Technology

The syllabus outlines the fundamentals of and technical know-how in baking. It incorporates different baking methods and procedures undertaken in a workshop setting to enhance the learning process.

Course Objective: The intensive course aims to develop and produce well-rounded skilled bakers equipped with updated baking knowledge and techniques.

Duration: The program lasts two quarters or a total of 50 weeks (five days a week). Weeks 1 to 20 are for academic in-school training while Weeks 21 to 50 are for on-the-job training.

Training Plan: The table below shows a segment of the skills training plan on Baking Technology. Values education is a mandatory component of skills training.

Table 4-4. Training Plan: Baking Technology

Week	Competencies	Training Skills
1	<ul style="list-style-type: none"> • Workplace communication • Working in a team • Career Professionalism 	<ul style="list-style-type: none"> • Effective communication (oral and written) • Industry policies and practices • Desirable work attitudes and values
2	<ul style="list-style-type: none"> • Occupational safety and maintenance • Baking Terminologies 1 	<ul style="list-style-type: none"> • Occupational health & safety procedures, practices, and regulations • Baking terminology comprehension
3	<ul style="list-style-type: none"> • Baking Terminologies 2 • Ingredients and their functions 	<ul style="list-style-type: none"> • Baking terminology comprehension (continued) • Identifying different baking ingredients and their functions

Week	Focus	Skills	Sub-skills
17	<ul style="list-style-type: none"> • Pies and pastries production • Other baked products 	<ul style="list-style-type: none"> • Choux pastry • Perfecting the crust • Baking the meringue 	<ul style="list-style-type: none"> • Cream puffs • Custard pie • Pineapple pie • Buko pie • Brazo de Mercedes
18	IN-HOW (Intensive Hands-on Workshop) Culmination Part 1	<ul style="list-style-type: none"> • Inventory and evaluation of skills and competencies • Practice acquired skills 	<ul style="list-style-type: none"> • Breads • Cakes
19	IN-HOW Culmination Part 2		<ul style="list-style-type: none"> • Cookies • Pies and pastries

Source: Tuloy sa Don Bosco Foundation

- ✓ This includes among others: skills training designed by national government agencies (NGAs) (for example, Agricultural Training Institute, Philippine Carabao Center, Department of Tourism), training programs developed by industry or private training institutions.
- ✓ Box 4-1 gives an example of a Training Syllabus developed and used by a private tech-voc school.

Skills training should incorporate relevant Core Competencies of the ALS Elementary and Secondary curriculum as may be necessary for the development of certain skills. For example, measurement for carpentry, or weights and measures for baking.

Schools should be guided by the results of the recognition of prior learning (RPL) assessment of learners to guide them in the selection and design of the skills training content. Some learners may have acquired specific skills prior to their enlistment to ALS-EST, and schools should be able to build on those.

The length of the skills training depends on its design, as outlined in the TR or the approved training program, and the specific needs of learners and the community. It is possible for schools to have comprehensive trainings that last for several months, and also have shorter duration trainings with specific focus.

The schools will devise appropriate schedules for the education component and the skills training component of the Program. As an implementation strategy, many ALS-EST schools offer the education component on weekdays, and the hands-on vocational skills training on weekends.

Integrating Education and Skills Training Competencies

ALS-EST aims to maximize opportunities for curriculum integration. This involves:

- Integration of competencies across the six learning strands
- Integration of ALS education and skills training competencies

Integration will make the skills training more meaningful as students learn not only the 'how' but also the 'why' of doing things. Students learn to be critical of their own work leading to improved ways of thinking which is an essential requirement for becoming an empowered and productive member of society.

Aligning these learning competencies require that the ALS teachers and Skills Trainers work together to do joint mapping, draw up the syllabi together, and plan the teaching tasks (see Chapter 6, Learning Delivery, and Chapter 7, Learning Facilitators and Tech-Voc Teachers).

There have been efforts by ALS-EST schools and non-DepEd partners to integrate skills training with the teaching of education competencies. Box 4-2 and Box 4-3 give examples.



Box 4-2. Curriculum Integration in Inocencio V. Ferrer Memorial School of Fisheries

The school approaches curriculum integration in four steps: mapping, curriculum web, curriculum brief, and session guide.

- Mapping: Competencies identified in the learning strands specified in the Individual Learning Agreement (ILA) can be mapped and matched with those required for the skills training. Table 4-5 shows a sample of mapped competencies.

Table 4-5. Sample of Competencies Map: Food Processing NC II

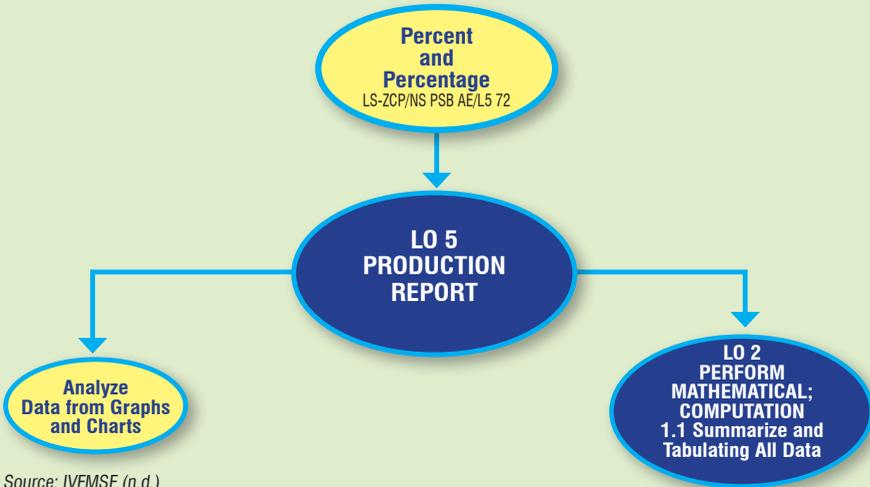
ALS-EST LEARNING STRANDS	SKILLS COMPETENCIES
1. Interpret common written abbreviation and acronyms LS 1 CS/EN-PSC-BL-3	L03 Implement Food Sanitation Practices 1.1 Workplace Sanitation Regulation in Implementing Sanitary Food Handling Practices 1.2 Safety Measures to be Observed in Implementing Sanitary Food Handling Practices L03 Perform Post Packaging Procedures 1.1 Method of Labeling
1. Analyze Data from Graphs and Charts 2. Percent and Percentage LS2 CP/INS-NS-PSB-AE/LE-69	L01 Perform Mathematical Computation 1.1 Summarizing and Tabulating All Raw Data Gathered L05 Production Report 1.1 Process Flow Chart of Making Pickled Mixed Vegetables 1.2 Daily Production Input 1.3 Daily Production Output
1. Ratio and Proportion LS2 CP/NS-NS-PSB-AE-65 2. Scientific Methods of Food Preservation LS2 SC-AS-PSB-BL/LE/AE/ LS-1.2.1	L03 Process Food/Fish by Salting, Curing and Smoking 1.1 Prepare Salting, Curing Solutions and Mixture (Measuring and Weighing required salt for salting, curing and smoking) L04 Cook Sugar Concentrates 1.1 Cook Jam, Jellies, Marmalade and Preserves L03 Process Foods by Fermentation and Pickling (Fruits and Vegetables) 1.1 Perform Alcoholic Fermentation 1.2 Perform Acetic Acid Fermentation 1.3 Perform Lactic Acid Fermentation L03 Process Fish and Other Fishery Products by Fermentation and Pickling 1.1 Prepare Salting and Curing Solution and Mixturing
1. Reduce Wastage of Resources at Home and Work 2. Proper Ways of Caring for and Conserving the Environment S2 SC-AS-PSB-LE/AE/LS/AS19.28	L04 A. Render Safety Measures 1.1 Safety Measures to be applied to work place rules and regulations L05 B. Implement Housekeeping Activities 1.1 Waste Management

ALS-EST LEARNING STRANDS	SKILLS COMPETENCIES
3. Prepare a Plan for Setting Up a Small Business LS4 LC-AE-RSB-LE/AE/LS/ AS-8.1	L05 Production Report 1.1 Procedure for Determining the Selling Price of Processed Products 1.2 Financial Recording
4. Understand Work Related Health LS2SC-AS-PSB-BL/LE/AE/LS/ AS-1.4.3	L02 Observe Personal Hygiene and Good Grooming 1.1 Measure to consider in Practicing Personal Hygiene and Good Grooming L03 Implement Food Sanitation 1.1 Food Safety

Source: IVFMSF (n.d.)

- Curriculum Web:** From the identified competencies for both basic ed and skills training, a central theme or a binding project/performance may be utilized to connect these competencies together. Figure 4-1 shows a sample curriculum web.

Figure 4-1. Sample Curriculum Web: ALS Competencies and Skills Competencies



Source: IVFMSF (n.d.)

- Curriculum Brief:** This is a comprehensive documentation of the integrated curriculum, which specifies the ALS and Skills Competencies, as well as the Teaching-Learning Strategies.
- Session Guide:** From the curriculum brief, facilitators/trainers may proceed with developing a session guide. The session guide lays out the activities to be done for a specific session. Table 4-6 gives an example.

Table 4-6. Sample Session Guide: Food Processing NC II (Excerpts)

Learning Objectives ¹															
1.1 Textual Form 1.2 Tabular and Graphical Form 1.3 Flow Chart of making Salted Egg															
Key Learning Points	Methodology/Activities														
Summarizing and Tabulating all Raw Data Gathered Any set of information or data collected for study should be organized and analyzed systematically for easier and faster interpretation. To do this, collected data may be presented in any of the following forms: <ol style="list-style-type: none"> The textual forms are used when data to be presented are few. The tabular and graphical forms are used when more detailed information is to be presented Using tables and graphs has the following advantages: <ol style="list-style-type: none"> Data is presented in more practical and convenient way. Instead of writing text on the information gathered, items can be enumerated in tabular form or shown in graphical form Data can be compared more easily Recording tables and graphs can be done more easily because the needed information can be seen at a glance. Data can be analyzed comparatively Tables and graphs enable a thorough analysis of data because all needed information is clearly known. 	<i>Introduction:</i> Ensure that the room was arranged based on the design grouping and all conditions are observed. DO: Greet the learners and make them comfortable. Unlocking Difficulties (Matching Type) Duration: 10 minutes <i>Direction:</i> Write the correct answer in column A from its corresponding answer to column B. Duration:10 minutes <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>_____ 1. To count, record or list systematically</td> <td>a. Production Report</td> </tr> <tr> <td>_____ 2. A collection of information about a study under investigation</td> <td>b. Tabulate</td> </tr> <tr> <td>_____ 3. The process of capturing data or translating information to a recorded format stored on a storage medium often referred to as 'record'</td> <td>c. Data</td> </tr> <tr> <td>_____ 4. A homogenous mixture of substance with variable composition</td> <td>d. Recording</td> </tr> <tr> <td>_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure</td> <td>e. Solution</td> </tr> <tr> <td></td> <td>f. Cost</td> </tr> </tbody> </table>	A	B	_____ 1. To count, record or list systematically	a. Production Report	_____ 2. A collection of information about a study under investigation	b. Tabulate	_____ 3. The process of capturing data or translating information to a recorded format stored on a storage medium often referred to as 'record'	c. Data	_____ 4. A homogenous mixture of substance with variable composition	d. Recording	_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure	e. Solution		f. Cost
A	B														
_____ 1. To count, record or list systematically	a. Production Report														
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_____ 4. A homogenous mixture of substance with variable composition	d. Recording														
_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure	e. Solution														
	f. Cost														
	MOTIVATION: FOUR PICS ONE WORD (slides presentation) Duration: 15 minutes The trainer will present several slides. The trainees will guess what word is being used to describe the picture in the presentation.														

Source: IVFMSF (n.d.)

Box 4-3. Curriculum Integration in Silliman University

Silliman University is a private research university based in Dumaguete City. It is developing an ALS-EST program that covers the following skills: para-teaching, assistant librarianship, sports coaching and officiating, and information and communications technology. Silliman University took the following steps to integrate the education and skills training curriculum for the Program:

- Reviewed the content, performance standards, and competencies for the six ALS learning strands
- Specified the competencies required for the intended ALS-EST programs
- Took into account the needed competencies for skills training vis-a-vis TESDA handbook, tertiary syllabuses, coaching manuals, and other reference materials
- Mapped the content and performance standards as well as competencies for each of the programs based on the Basic Education Enhanced K to 12 Curriculum Program, the updated ALS learning strands, baccalaureate course competencies, TESDA competencies, and competencies indicated in training manuals
- Finalized the time allocation for each program and the actual time allocation needed for each unit/skill to be covered
- Did a breakdown of coverage or processes needed to achieve the standards/competencies and skills in every program, using an agreed format
- Derived the meaning of the learning goals of the knowledge that need to be acquired and transferred them to each of the lessons and units in the specific program
- Specified the key ideas and essential questions for each of the units in each of the programs, including teaching and learning strategies/activities, assessments (diagnostic, formative and summative), journal writing for portfolio assessment, and other materials and resources needed
- Identified the core values to be integrated, according to DepEd's and the University's Vision, Mission and Goals
- Established the alignment of content and learning progression within and across programs
- Completed the articulated and integrated curriculum maps for the programs
- Modules for each of the programs will be designed based on the curriculum maps

Source: Silliman University

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