



Republic of the Philippines

# Department of Education

DepEd Complex, Meralco Avenue, Pasig City

**STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**

## **LIFE AND CAREER SKILLS**

**Grade 11**

*This curriculum guide contains inputs from the Technical Panel for General Education  
of the Commission on Higher Education (CHED)*

## Course Description:

This course explores interconnectedness of the science of personal development, health and wellness, and career readiness that develops life skills for self-determination, adaptability, resilience, and leadership to engage responsibly in the workplace and community. It equips learners with personal, physical, social, and career development competencies in preparation for their transition to various pathways.

**Core:** Academic

**Prerequisite:** None

**Time Allotment:** 160 hours for one year, 4hours per week

### QUARTER 1: Life Skills toward Personal Development

<b>Content Standard</b>	The learners demonstrate understanding of the interconnectedness of developmental tasks, protective and risk factors, sense of self, and health and wellness in their transition from late adolescence to early adulthood.
<b>Performance Standard</b>	The learners reflect on their personal experiences as adolescents in terms of developmental tasks, protective and risk factors, sense of self, and health and wellness.
<b>Essential Life Skills</b>	Self-awareness, self-acceptance, self-regulation, problem-solving, decision-making, optimism, goal setting, grit, and self-determination
<b>LEARNING COMPETENCY</b>	
<b>CONTENT</b>	
1. Examine their own sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood	I. Understanding and Strengthening the Self A. Key Developmental Stages B. Developmental Tasks and Protective and Risk Factors of Late Adolescence to Early Adulthood 1. Physiological development • healthy habits 2. Psychosocial development • self-concept and identity 3. Emotional development • self-regulation
2. Exhibit understanding of routines that promote physiological development, health, personal development, and well-being	II. Promoting Physiological Development and Well-Being

	<ul style="list-style-type: none"> <li>A. Fitness Activities (e.g., exercises, etc.)</li> <li>B. Mindfulness Activities (e.g., breathing, meditation, etc.)</li> <li>C. Other Physical Activities (e.g., playing sports and other physical recreational activities, etc.)</li> </ul>
3. Reflect on their own personal experiences that support self-awareness, self-acceptance, and self-regulation	<ul style="list-style-type: none"> <li>III. Applying Life Skills to Different Domains <ul style="list-style-type: none"> <li>A. Personal and Social</li> <li>B. Academic</li> <li>C. Career and Vocational</li> <li>D. Digital</li> </ul> </li> </ul>

### **QUARTER 2: Life Skills toward Social Competence**

<b>Content Standard</b>	The learners demonstrate understanding of the value of interpersonal effectiveness in achieving social competence.
<b>Performance Standard</b>	The learners engage in collaborative work that showcases interpersonal effectiveness.
<b>Essential Life Skills</b>	Effective communication, empathy, fair treatment, conflict resolution, collaboration
<b>LEARNING COMPETENCY</b>	<b>CONTENT</b>
1. Articulate the importance of having healthy relationships	<ul style="list-style-type: none"> <li>I. Understanding the Nature and Dynamics of Social Relationships <ul style="list-style-type: none"> <li>A. Social Influence, Social Perception, Social Interaction</li> <li>B. Cooperation, Accommodation, Competition, Conflict</li> <li>C. Intergenerational and Intergroup Relationships</li> </ul> </li> <li>II. Establishing Healthy Relationships <ul style="list-style-type: none"> <li>A. Personal Growth and Group Productivity</li> <li>B. Mental Health and Well-Being</li> <li>C. Conflict Management</li> </ul> </li> </ul>
2. Apply interpersonal effectiveness principles and practices in different social situations	<ul style="list-style-type: none"> <li>I. Applying Interpersonal Effectiveness at Home, School, and Community in Philippine Context <ul style="list-style-type: none"> <li>A. Effective Communication</li> </ul> </li> </ul>

	<ol style="list-style-type: none"> <li>1. Verbal (e.g., language, clear messaging, mutual respect, negotiating, etc.)</li> <li>2. Nonverbal (e.g., sensitivity to the needs of others, recognizing social cues, etc.)</li> </ol> <ol style="list-style-type: none"> <li>B. Empathy, Pro-Social Behavior, Other-Centeredness, and <i>Pakikipagkapwa</i></li> <li>C. Compassion, Fairness, and Kindness</li> <li>D. Collaboration</li> </ol>
3. Apply skills in enhancing social interaction through different social activities	<ol style="list-style-type: none"> <li>I. Participating Effectively in Collaborative Activities <ol style="list-style-type: none"> <li>A. Group Activities</li> <li>B. Team Sports (including Laro ng Lahi)</li> <li>C. Recreational and Rhythmic Activities</li> </ol> </li> </ol>

### QUARTER 3: Life Skills toward Career Competence

<b>Content Standard</b>	The learners value the importance of career planning based on the understanding of the different factors affecting the development of career competence.	
<b>Performance Standard</b>	The learners design a career action plan aligned to their personal values, interests, skills, and workplace aspirations.	
<b>Essential Life Skills</b>	Problem solving, effective communication, time management, adaptability, safety awareness, teamwork, and collaboration	
<b>LEARNING COMPETENCY</b>		<b>CONTENT</b>
1. Discuss the importance of considering personal, social, and environmental factors in career planning	<ol style="list-style-type: none"> <li>I. Understanding Factors Affecting Career Planning <ol style="list-style-type: none"> <li>A. Skills, Interests, and Talents</li> <li>B. Academic and Skills Requirements</li> <li>C. Influences (e.g., economic considerations, parent's decision, in-demand careers, etc.)</li> <li>D. Opportunities (e.g., scholarships, employment, etc.)</li> </ol> </li> </ol>	
2. Analyze the importance of workplace considerations on career success	<ol style="list-style-type: none"> <li>I. Understanding Workplace Considerations for Career Success <ol style="list-style-type: none"> <li>A. Basic Rights of Employees <ol style="list-style-type: none"> <li>1. Fair compensation</li> <li>2. Non-discrimination</li> </ol> </li> </ol> </li> </ol>	

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|  | <ul style="list-style-type: none"><li>3. Rest and time off</li><li>4. Protection from exploitation</li><li>B. Responsibilities of Employers<ul style="list-style-type: none"><li>1. Setting job expectations and responsibilities</li><li>2. Ensuring workplace productivity</li><li>3. Implementing employee discipline</li><li>4. Observing occupational health and safety standards<ul style="list-style-type: none"><li>● ergonomics</li><li>● disaster and emergency preparedness</li></ul></li></ul></li><li>C. Occupational Wellness<ul style="list-style-type: none"><li>1. Nature of employment<ul style="list-style-type: none"><li>● permanent</li><li>● contractual</li><li>● probationary</li><li>● casual</li><li>● self-employment</li><li>● part-time</li></ul></li><li>2. Work arrangements (e.g., physical, remote, hybrid, etc.)</li><li>3. Compensation (e.g., salary, earnings, wages, compensation, incentives, etc.) and benefits (e.g., health insurance, allowance, etc.)</li><li>4. Work-life dynamics<ul style="list-style-type: none"><li>● work-life balance</li><li>● work-life integration</li><li>● work-life harmony</li><li>● work-life fit</li><li>● work-life negotiation</li></ul></li></ul></li><li>D. Career Advancement<ul style="list-style-type: none"><li>1. Training</li><li>2. Coaching and mentoring</li><li>3. Promotion</li></ul></li></ul> |
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<p>3. Examine the importance of desirable work behaviors that impact the development of career competence</p>	<p>I. Observing Appropriate Workplace Behavior</p> <p>A. Workplace Etiquette</p> <ol style="list-style-type: none"> <li>1. Punctuality and attendance</li> <li>2. Appearance and grooming</li> <li>3. Respect in the workplace</li> <li>4. Workplace decorum</li> <li>5. Responsibility and accountability</li> <li>6. Workplace communication <ul style="list-style-type: none"> <li>• netiquette</li> <li>• phone etiquette</li> <li>• communication channels</li> <li>• data privacy)</li> </ul> </li> </ol> <p>B. Management of Workplace Resources</p> <ol style="list-style-type: none"> <li>1. Efficiency in the workplace</li> <li>2. Stewardship of workplace resources <ul style="list-style-type: none"> <li>• prioritization</li> <li>• allocation</li> <li>• optimization</li> </ul> </li> </ol>
<p>4. Demonstrate ability to incorporate physical activities that promote work-life balance</p>	<p>I. Promoting Work-Life Balance Engagement through Physical Fitness Activities</p> <ol style="list-style-type: none"> <li>A. Simple Physical Exercises</li> <li>B. Structured Exercise Routines</li> <li>C. Sports Activities</li> <li>D. Leisure Activities</li> </ol>

**QUARTER 4: Life Skills toward Career Readiness**

<b>Content Standard</b>	The learners demonstrate understanding of the opportunities, procedures, and strategies in preparation for a future career.
<b>Performance Standard</b>	The learners create a portfolio that showcases personal agency and career readiness.
<b>Essential Life Skills</b>	Self-determination, adaptability, resilience, responsibility, decision-making, research,

leadership, digital skills, resource management, entrepreneurship, and interpersonal effectiveness

**LEARNING COMPETENCY**

**CONTENT**

1. Evaluate requirements of different pathways for various career opportunities

- I. Exploring Various Career Pathways
  - A. Higher Education
    - 1. Pathways
    - 2. Modalities
    - 3. Specializations
    - 4. Financing options
  - B. Middle-Level skills
    - 1. Pathways
    - 2. Modalities
    - 3. Certifications
    - 4. Micro-credentials
    - 5. Financing options
  - C. Employment
    - 1. Types
    - 2. Skill profiles
    - 3. Regulations
    - 4. Economic considerations
  - D. Entrepreneurship
    - 1. Types
    - 2. Skill profiles
    - 3. Regulations
    - 4. Economic considerations

<p>2. Engage in career readiness activities</p>	<p>I. Preparing for Various Career Pathways</p> <p>A. Higher Education</p> <ol style="list-style-type: none"> <li>1. Sourcing college opportunities</li> <li>2. Securing application for college admission</li> <li>3. Filling out documents</li> <li>4. Preparing for college admission assessments</li> </ol> <p>B. Middle Level Skills</p> <ol style="list-style-type: none"> <li>1. Sourcing of training institutions and offerings</li> <li>2. Securing application documents</li> <li>3. Preparing for admission assessment</li> </ol> <p>C. Employment application</p> <ol style="list-style-type: none"> <li>1. Sourcing employment opportunities</li> <li>2. Preparing pre-employment requirements <ul style="list-style-type: none"> <li>● creating a resume/curriculum vitae</li> <li>● writing an application letter</li> <li>● filling out information sheets</li> <li>● readying other relevant documents (e.g., certifications, government documents, etc.)</li> </ul> </li> <li>3. Preparing for pre-employment interview</li> <li>4. Preparing for pre-employment medical exam</li> </ol> <p>D. Entrepreneurship</p> <ol style="list-style-type: none"> <li>1. Familiarizing with different business opportunities</li> <li>2. Evaluating resource requirements</li> <li>3. Identifying documentary requirements for operations</li> </ol>
<p>3. Survey different sources of information for career readiness</p>	<p>I. Surveying Sources of Information for Career Readiness</p> <p>A. Sources of Career Information</p> <ol style="list-style-type: none"> <li>1. Parents and relatives</li> </ol>

	<ul style="list-style-type: none"> <li>2. Peers</li> <li>3. Experts</li> <li>4. Industry professionals</li> </ul> <p>B. Sources of Labor Market Information</p> <ul style="list-style-type: none"> <li>1. Government agency reports (e.g., DepEd, DOLE, CHed, TESDA, LGUs, PSA, etc.)</li> <li>2. International surveys</li> </ul> <p>C. Web-based Career Education Platforms</p>
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## GLOSSARY

**Adolescence** - a person’s developmental stage transitioning from childhood to the onset of puberty ranging from ten to nineteen years of age.

**Career Competence** - the knowledge, skills, and attitudes necessary for preparing oneself in the world of work.

**Career Planning** - a systematic process by which a person creates and reflects on a roadmap of oneself towards future career goals.

**Career Readiness** - the process of developing skills, knowledge, and experiences in preparation for a future career.

**Developmental Task** - the capacity of an individual to perform and master specific tasks based on what is expected at a certain point in one’s life span.

**Disaster and Emergency Preparedness** - the ability of the person to become proactive in applying measures to mitigate an impact of natural or human-caused disaster and emergencies.

**Early Adulthood** - an individual’s developmental stage transitioning from early to late adolescence marked by significant changes towards adulthood ranging from twenty to thirty years of age.

**Emotional Development** - the ability of an individual to express, experience, interpret, and regulate one’s full range of emotions.

**Ergonomics** - the discipline of identifying and mitigating risk factors, especially those that can lead to injury or illness, to optimize a safer and more productive work practice.

**Fitness activities** - practices intended to assist in maintaining physical, mental, and emotional well-being in order to support effective daily functioning and lifelong health.

**Interpersonal Effectiveness** - skills and strategies that allow one to build strong relationships with others and to communicate their needs clearly while maintaining self-respect.

**Life Skills** - the competencies needed to be developed towards personal development, health and wellness, and career readiness for self-determination, adaptability, resilience, and leadership necessary for engaging responsibly in the workplace and community

**Micro-credentials** - short, competency-based qualifications that demonstrate the mastery of targeted skills relevant to specific industries or career paths

**Mindfulness Activities** - practices that have to do with the mind being fully present and engaged in the current moment, while calmly acknowledging and accepting one's thoughts, feelings, and bodily sensations without judgment.

**Occupational Health and Safety** - the discipline that focuses on the promotion of well-being and mitigation of hazards and work-related concerns.

**Personal Agency** - the capacity of an individual to take control and direct own actions to achieve goals and become self-determined.

**Personal Development** - the process of improving oneself in all aspects of life.

**Physiological Development** - the enhancement of bodily functions and physical performance through growth, exercise, and fitness activities

**Protective Factors** - conditions associated with enhancing resilience in facing challenges and reducing risk factors during the transition from late adolescence to late adulthood

**Psychosocial Development** - the process by which a person's personality and social skills develop over time

**Recreational Activities** - purposeful leisure-time engagements that support the development of essential personal and social competencies

**Rhythmic Activities** - the structured movement patterns performed with a sense of rhythm, often to music, that helps individuals develop physical coordination, self-expression, social interaction, and emotional regulation

**Risk Factor** - a behavior, condition, or challenge that increases the likelihood of acquiring a disease or disorder

**Social Competence** - the dynamic ability to navigate social interactions, build meaningful relationships, and thrive in diverse social environments by developing effective communication skills, empathizing with others, and resolving conflicts to contribute to personal and professional success

**Wellness** - a holistic integration of physical, mental, and spiritual well-being