The Strengthened Senior High School Program Shaping Paper

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OVERVIEW

The Senior High School (SHS) Program, established under Republic Act 10533, aims to prepare learners for higher education, employment, entrepreneurship, and middle-level skills development. It fosters core values and lifelong competencies to enable meaningful contributions to society.

Since its full implementation in 2016, however, the program has faced persistent challenges, including insufficient infrastructure, a shortage of specialized teachers, and weak industry partnerships. Reviews indicate that the curriculum is fragmented, overloaded with subjects, offers limited elective options, and lacks sufficient instructional time. Furthermore, labor market research (Orbeta, 2020) shows that SHS graduates gain minimal economic advantages over Grade 10 or second-year college completers, underscoring the urgent need for targeted curriculum reforms and stronger industry linkages.

To address these gaps, the Department of Education (DepEd) is implementing key reforms to strengthen the SHS Program, guided by the following objectives:

- Streamlining tracks and subjects to enhance clarity and efficiency.
- Expanding student choice to align education with individual aspirations.
- Establishing stackable and seamless learning pathways for continued academic and career growth.
- Enhancing employability by aligning education with industry needs.

The Strengthened SHS Shaping Paper serves as a guiding framework to provide background, national directives, and an evidence base for SHS curriculum reform; establish a coherent structure for the revised curriculum; assist curriculum developers in designing updated curriculum guides; provide implementation guidance for educational institutions; and specify entry, completion, and certification requirements for SHS learners.

BACKGROUND

SHS Curriculum within the K to 12 Program

The Enhanced Basic Education Program, or K to 12 Basic Education Program, was institutionalized through Republic Act No. 10533 (Enhanced Basic Education Act of 2013). This reform aligns with the Philippine education system with national development goals and international standards. It aims to strengthen Filipino values and nationalism, develop responsible and productive citizens, promote environmental sustainability, and foster global partnerships for development.

As one of the most significant education reforms in Philippine history, the K to 12 Curriculum was designed to expand and improve basic education delivery. Its primary goal is to equip learners with essential competencies that meet both national and global demands. The ongoing implementation of the K to 10 MATATAG Curriculum began in School Year (SY) 2024-2025 with Kindergarten, and Grades 1, 4, and 7 and will continue in subsequent years for the remaining grade levels. This curriculum replaces the 2016 K to 10 Basic Education Curriculum and introduces key enhancements, including a decongested curriculum, a stronger focus on foundational skills, balanced cognitive demands, a clearer articulation of 21st-century skills, a reduction in learning areas, and an intensified emphasis on Values and Peace Education, ensuring that Philippine education aligns with international standards.

As part of the K to 12 reforms, the Senior High School (SHS) Program was introduced to strengthen secondary education and prepare learners for their chosen career. SHS consists of two additional grade levels (Grades 11 and 12), providing learners with specialized tracks that align with their interests and aspirations. It is designed to equip graduates for higher education, employment, middle-level skills development, and entrepreneurship, ensuring they are ready to contribute meaningfully to society.

Rationale for SHS Curriculum Reform: Gaps, Pathways, and the Case for Realignment

Despite the aspirations of the K to 12 Basic Education Program, persistent challenges have limited its success in delivering intended learning outcomes, particularly at the Senior High School (SHS) level. National and international assessments, including PISA and SEA-PLM, have shown no significant improvement in Filipino learners' performance (Schleicher, 2018; Mullis et al., 2020; UNICEF & SEAMEO, 2020). These results, coupled with global research on evolving learner needs (Jorgenson, 2006), have prompted a critical re-evaluation of the SHS curriculum to enhance its quality, relevance, and responsiveness to 21st-century demands.

The SHS Program, while designed to support college readiness, employability, and lifelong learning, has encountered systemic issues that constrain its impact. Limited track availability, inadequate resources, and weak industry partnerships have restricted access to meaningful learning pathways (Abrigo & Orbeta, 2023). Alarmingly, research and public perception suggest that SHS graduates are no better positioned for employment than their Junior High School counterparts. Only 41% of Filipinos express satisfaction with SHS, citing concerns about its effectiveness in preparing learners for higher education or the workplace. Further compounding

these challenges is the observed misalignment between curricular expectations and learners' actual capabilities, which is highlighted in an ACTRC study that found nearly half of SHS teachers unable to cover even half of the prescribed competencies due to time constraints and unrealistic curriculum loads.

Beyond implementation challenges, the SHS curriculum has fallen short in supporting clear, functional learner pathways. While it is designed to offer four exits: higher education, middle-level skills development, employment, or entrepreneurship, studies show that learners often struggle to transition smoothly into these post-SHS destinations. College readiness remains a concern, with some SHS graduates lacking foundational literacy and numeracy skills, leading many higher education institutions to continue requiring entrance exams (Baber et al., 2019; PIDS, 2020). At the same time, the labor market remains cautious: while a 2023 JobStreet report indicates growing acceptance of SHS graduates in industries such as hospitality, BPO, and manual labor, 32% of employers remain hesitant to hire them due to skill gaps—particularly in fields requiring advanced technical training.

The SHS curriculum is also expected to contribute to the Philippine Qualifications Framework (PQF), which aims to enable seamless progression and mobility across basic education, higher education, and technical-vocational training. However, the envisioned alignment remains largely aspirational, as competencies taught in SHS are not yet fully mapped to PQF levels in ways that ensure employability or credit transfer. The gap between what learners study and what industries require is especially evident in fast-growing sectors identified in the 2023–2025 Jobs and Labor Market Forecast, including Construction, Manufacturing, IT-BPM, Transport and Logistics, and Health and Wellness.

To address these complex and interlinked issues, the Department of Education commissioned a comprehensive, three-volume curriculum review through the Assessment, Curriculum, and Technology Research Centre (ACTRC), completed in 2024 and released in 2025. Drawing on international benchmarks and stakeholder consultations, the study recommended a number of key reforms: restructuring the SHS curriculum to eliminate duplication, sequencing issues, and overcrowding; prioritizing essential competencies for both higher education and employment; differentiating core subjects by track; expanding elective offerings to support more flexible learner pathways; and increasing work immersion hours to build practical industry experience.

These recommendations are further supported by findings from the National Tracer Study and other national evaluations, which confirm that SHS graduates have not yet gained a meaningful edge in employment or wages. In response, recent national directives have called for the decluttering of the curriculum, tighter alignment with labor market needs, and better support for certification of Technical-Professional Track learners.

Together, these insights form the basis of the proposed Senior High School reform: a more coherent, streamlined, and outcomes-driven curriculum designed to restore confidence in SHS and ensure that it delivers on its promise—to prepare Filipino learners for success in higher education, the workforce, and lifelong learning.

International Comparisons of Senior High School Structures

While international evidence shows that the structure of Senior High School (SHS) alone does not determine learner success, it plays a crucial role in shaping the flexibility, relevance, and

coherence of a learner's educational experience. Recognizing this, the Department of Education carefully reviewed various SHS models around the world to inform its proposed structural reforms.

A comparative analysis conducted by the Assessment, Curriculum, and Technology Research Centre (ACTRC) found that most countries organize SHS into two primary pathways: General Academic and Vocational/Technical. In systems where additional subdivisions exist, such as workplace- vs. school-based vocational streams (e.g., Poland, Malaysia)—the goal remains consistent: to provide learners with a clear, navigable path toward further education or direct employment.

Countries like Germany and Taiwan demonstrate the value of flexibility within structured systems, offering learners options to shift between or blend academic and vocational courses. Meanwhile, Singapore's Full Subject-Based Banding (Full SBB) eliminates rigid tracks altogether, allowing learners to take subjects at varying levels based on interest and ability. Despite these differences, a common thread in successful systems is the deliberate balance between structure and choice, ensuring foundational competencies while honoring learner agency.

International employment data supports this approach. Personalized systems (e.g., Canada, New Zealand, the US) tend to report lower long-term unemployment rates among secondary graduates, while structured systems with robust vocational programs (e.g., Switzerland, Austria) maintain low NEET (Not in Education, Employment, or Training) rates. This suggests that neither structure nor flexibility alone guarantee success; rather, it is how a system strategically integrates both that matters.

Guided by this insight, the Philippine SHS structure is being revised to adopt two main pathways—Academic and Technical-Professional—with expanded elective options, a streamlined set of core subjects, and a "doorway option" that allows cross-track exploration. This revised structure is not simply a replication of global models but a contextualized response to our learners' needs, informed by evidence from ACTRC studies, the National Tracer Study, and national directives to declutter, deepen, and diversify SHS offerings.

In sum, the proposed structure balances clarity of learner pathways with the flexibility to explore, ensuring that Filipino SHS graduates are not only academically prepared but also better aligned with higher education, employment, and lifelong learning opportunities.

Senior High School National Task Force (NTF) and Key Recommendations

To address implementation issues in SHS, the Department of Education (DepEd) created the Senior High School National Task Force through DepEd Memorandum No. 028, s. 2023 on May 11, 2023. The NTF assessed the effectiveness of SHS in both DepEd and non-DepEd schools and provided 13 key recommendations, seven of which directly inform the shaping of the revised SHS Curriculum. These are:

1. Select a refined SHS model that considers challenges and lessons from its initial implementation;
2. Review curriculum implementation to assess content mastery, competency proficiency, and attainment of 21st-century skills;

3. Strengthen DepEd-TESDA coordination in implementing the Technical-Vocational-Livelihood (TVL) track;
4. Update guidelines for schools on proposing and periodically reviewing SHS program offerings;
5. Develop an exit assessment for Alternative Learning System (ALS) SHS learners.
6. Incorporate learner-centered assessments into ALS evaluation; and
7. Review Work Immersion Program guidelines in collaboration with government and private sector partners.

These recommendations support the goals outlined in the 2022-2030 Basic Education Development Plan (BEDP) and AmBisyon Natin 2040, reaffirming the critical role of SHS in national development.

National Directives

President Ferdinand R. Marcos Jr., in his State of the Nation Address, called for an education system that produces critical thinkers, problem solvers, and future-ready learners:

> *"Our system of education must be strategically calibrated to make sure that our youth are not only taught to become literate; but, it must also consciously develop them into problem-solvers, and into critical thinkers – hungry for success and ready for the future."*

In response, Department of Education (DepEd) Secretary Sonny Angara announced in November 2024 a commitment to streamline and strengthen the SHS Curriculum. The goal is to make learning more focused, efficient, and relevant by reducing core subjects, expanding electives, and strengthening industry partnerships to better support learner's career aspirations.

Streamlining the curriculum entails simplifying, refining, and reorganizing content to enhance its focus, efficiency, and relevance to meet modern educational and industry demands. In a 2024 Palace Press Briefing, Secretary Angara affirmed the Department of Education's commitment to supporting learners' career aspirations by strengthening industry partnerships to improve their employability. He underscored that reducing the number of core subjects and expanding flexible pathways through electives will ensure greater alignment between the curriculum and learners' chosen career tracks.

THE FEATURES OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

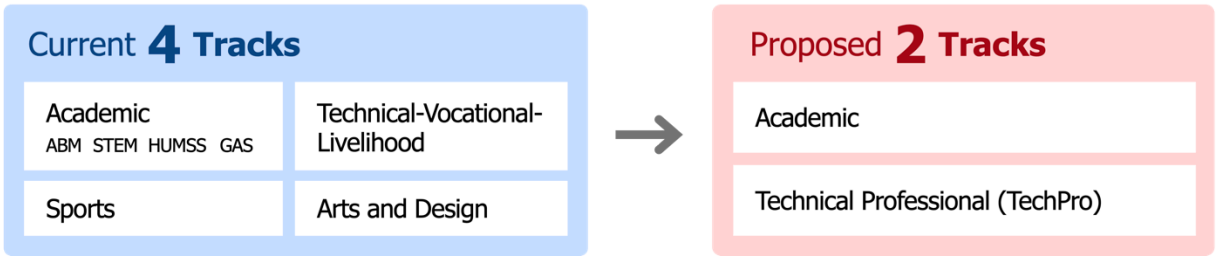
Driven by national directives and guided by reviews and international benchmarks, the following are the key features of the Strengthened Senior High School Curriculum.

1. Reduction of tracks from 4 to 2

The current structure of the Senior High School (SHS) Program originally includes four tracks: Academic, Technical-Vocational-Livelihood (TVL), Arts and Design, and Sports.

Considering national directives and the review of the SHS Program, however, these tracks shall be streamlined into two main educational pathways: the Academic Track and the Technical-Professional Track – a shift that aligns more closely with global practices.

The Technical-Professional Track shall continue to offer practical, industry-relevant skills training for learners who prefer alternative postsecondary pathways such as employment, entrepreneurship, or middle-level skills development. The track was renamed to highlight its professionalism and elevate its public perception, positioning it as a viable, prestigious, and future-ready option alongside the Academic Track. Beyond this rebranding, the track aims to empower both teachers and learners by equipping educators with updated tools, industry exposure, and specialized training, and by enabling learners to graduate with the confidence, competence, and qualifications to thrive in the workforce or start their own enterprises. This reflects the Department of Education's commitment to honoring diverse learner aspirations and building a highly skilled and empowered Filipino workforce.



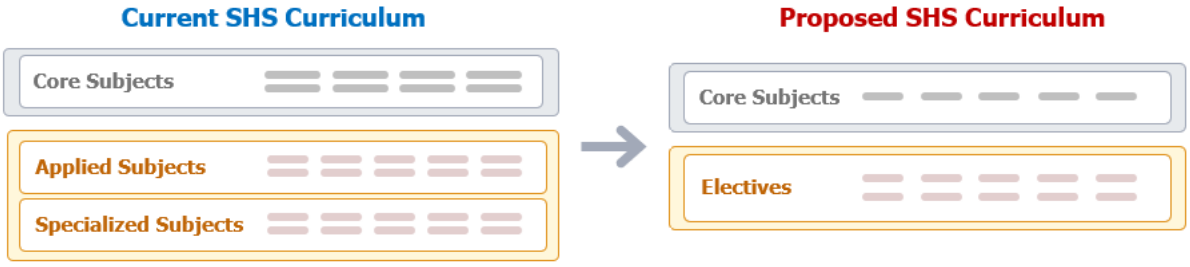
2. Reduction of the required subjects by streamlining the number of core subjects, academic electives, and TechPro electives

As part of the SHS curriculum refinement, the number of required subjects has been significantly reduced through the streamlining of core subjects, academic electives, and technical-professional (TechPro) electives. Previously, learners were expected to complete a total of 31 subjects throughout Senior High School. Under the revised structure, learners will now be required to complete about 7 to 23 subjects consisting of 5 core subjects and at least 9 electives (totaling 960 hours) for those in the Academic Track, or at least 2 TechPro electives (totaling 640 hours) along with work immersion (at least 320 hours) for those in the Technical-Professional Track. The minimum number of electives ensures that learners meet the minimum competencies and qualifications needed for higher education, employment, and entrepreneurship after graduation. However, a learner may take additional electives beyond the minimum requirement, provided that his/her total stay in school does not exceed 30 hours per week.

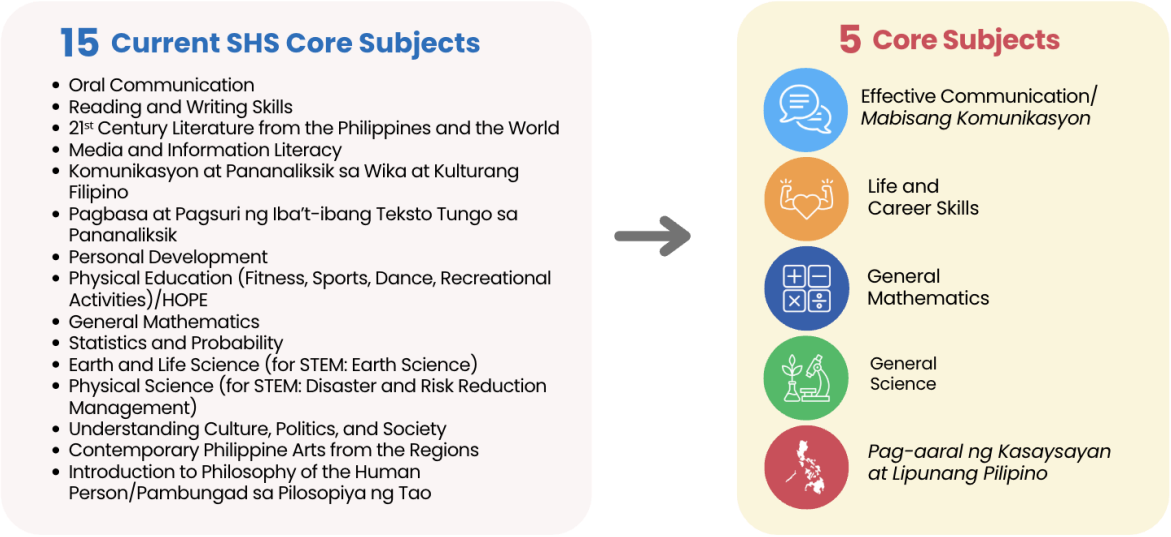
Elective subjects in Senior High School (SHS) are specialized courses chosen by learners within their selected track (Academic or Technical-Professional), offering them flexibility and the opportunity to explore the courses based on their interest and aspirations. Consequently, these subjects are designed to develop specific skills and competencies aligned with career interests, academic goals, and industry demands.

The elective subjects are grouped into clusters to help learners choose more easily and wisely. As these clusters of electives are organized by themes, e.g., arts, sciences, business,

learners can focus on areas that match their interest or future careers, simplifying the decision-process of learners and supporting both their academic and career goals.



Meanwhile, the core subjects have been restructured by integrating key competencies from related disciplines, reducing the original 15 core subjects to just 5. These core subjects will now be offered across the entire academic year, allowing for a more sustained and in-depth engagement with the content. The revised core curriculum adopts an integrative approach, emphasizing the interconnectedness of ideas and fostering interdisciplinary learning, rather than treating each subject in isolation.



For the Academic Track, electives with competencies already covered in Junior High School (JHS) have been removed to avoid redundancy and to ensure learners focus on higher-level, subject-specific skills and knowledge. Meanwhile, for the Technical-Professional Track, elective subjects that are no longer offered or certified by TESDA have been eliminated to ensure that the curriculum remains responsive to current industry certifications and qualifications. This reduction in subject load allows for more focused instruction, deeper learning, and better alignment with both higher education and labor market demands.

3. Replacing strands with "clusters" of electives

Strands shall also be removed in the revised SHS Program to promote greater flexibility and learner choice by eliminating the rigid grouping of subjects within the Academic and Technical-Professional Tracks. This shift allows learners to explore a wider range of subjects based on their interests, career goals, and evolving competencies, fostering a more personalized learning experience. By aligning with international best practices, where high-performing education systems avoid strand restrictions, this reform better equips Filipino learners with diverse skills for higher education, employment, and lifelong learning.

The four curricular exits of the SHS program: higher education, employment, entrepreneurship, and middle-level skills development shall remain in place notwithstanding modifications to the track offerings. These exits shall ensure that learners are provided with multiple options after graduation, whether they decide to pursue further studies, get a technical skill certification, establish their own business, or become part of the workforce.

Offering Arts and Design (A&D) and Sports Tracks, formerly standalone tracks, under the Academic Track is responsive to the findings of the 2018 Senior High School Tracer Study, which revealed that 81% of SHS graduates pursued higher education, supporting the argument that most learners opt for academic pathways.

Hence, learners interested in Arts & Design (A&D) and Sports will take the Academic Track instead and choose A&D/S "electives." Teachers who were previously teaching specialized and applied subjects under the Arts & Design Track and Sports Track will now teach "electives" related to Arts & Design and Sports, which are all under the academic track.

Previously, learners needed to take specialized subjects based on their strands. In the new model, learners can take electives from any cluster of subjects. Schools may now offer a variety of electives that are not tied to specific "strands." For example, learners interested in Arts and Design (A&D) and Sports will take the Academic Track and choose Arts, Social Sciences, and Humanities or Sports, Health, and Wellness "electives". Likewise, teachers who were previously teaching specialized and applied subjects under the Arts and Design Track and Sports Track will now teach "electives" related to Arts, Social Sciences, and Humanities or Sports, Health, and Wellness, which are all under the Academic Track.

Clusters of Electives

Academic Electives
- Arts, Social Sciences, and Humanities
- Science, Technology, Engineering, and Mathematics
- Sports, Health, and Wellness
- Business and Entrepreneurship
- Field Experience

TechPro Electives
- Aesthetic, Wellness, and Human Care
- Agri-Fishery Business and Food Innovation
- Artisanry and Creative Enterprise

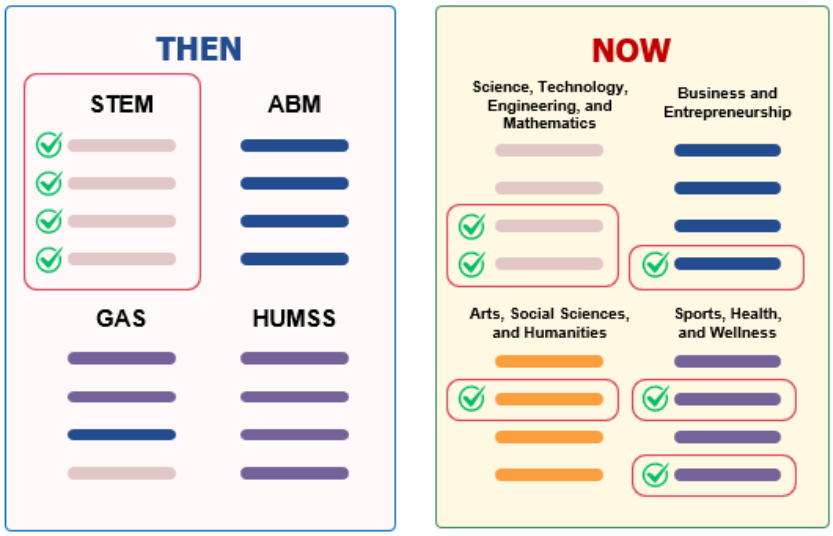
- Automotive and Small Engine Technologies
- Construction and Building Technologies
- Creative Arts and Design Technologies
- Hospitality and Tourism
- Industrial Technologies
- ICT Support and Computer Programming Technologies
- Maritime Transport

A clustering of electives can be found in Annex A.

4. Introduction of a "doorway option" where learners can take 2 elective subjects from the other track

To promote greater flexibility and learner agency within the revised Senior High School curriculum, a "doorway option" is introduced, allowing learners to take 1 to 2 elective subjects from a track other than the one they originally chose. While learners are still required to formally select their track (i.e., either Academic or Technical-Professional) at the start of Grade 11, the doorway option provides them with the opportunity to explore subjects outside their chosen track, broadening their skill sets and career exposure.

This innovation responds to the realities of learners' interests and evolving aspirations. For example, an Academic Track - learner interested in entrepreneurship may take a TechPro elective of Agricultural Crops Production (NC II) or Food Processing (NC II), while a TechPro Track learner may opt to take a subject Basic Accounting or Contemporary Marketing from the Academic Track. This cross-track mobility serves as an exploratory mechanism – a "doorway" to other disciplines – without requiring a full shift in track.



The doorway option not only supports holistic development but also enhances interdisciplinary learning, making learners more adaptable to both academic and real-world contexts. It recognizes that interests and aptitudes may evolve, and it empowers learners to

customize their SHS experience based on their emerging goals, whether toward employment, entrepreneurship, or higher education.

5. Revised time allotment per subject

To support the streamlined structure of the revised Senior High School curriculum, the time allotment per subject has been adjusted to ensure sufficient depth of learning while maintaining curriculum efficiency. The revised time allocations are designed to maximize instructional time, allow for more focused delivery of content, and provide flexibility in scheduling across semesters and grade levels. These adjustments also reflect the differentiated nature of the Academic and Technical-Professional tracks, balancing foundational knowledge, specialization, and practical application.

- Core = 160 hours offered in one year/two semesters
- Academic electives = 80 hours offered in one semester
- Grade 11 TechPro electives = 320 hours in one year
- Grade 12 TechPro electives = 320 hours in one semester

6. Extension of Work Immersion hours from 80-320 hours to 320-640 hours

Work Immersion as a subject in the SHS Curriculum involves hands-on experience or work simulation in which learners can apply their competencies and acquire knowledge relevant to their track. A significant enhancement in the strengthened Senior High School Program is the extension of Work Immersion hours from the current 80 to 320 hours to a more intensive 320 to 640 hours. This extension is designed to provide learners, particularly those in the Technical-Professional Track, with more meaningful, hands-on experience in real-world workplace settings, better preparing them for immediate employment or further skills training after graduation.

The Work Immersion in the Strengthened SHS Curriculum requires a minimum of 320 hours, giving learners ample time to gain a deeper understanding and acquire additional skills in their respective industries. Work Immersion is mandatory for all learners under the TechPro track. For Academic Track, they may opt to take electives under Field Experience as counterpart of Work Immersion. One of these is Field Exposure which is a structured learning experience that immerses learners in real-world environments relevant to their field of interest for a minimum of 320 hours, or Design and Innovations for 160 hours.

When offered on a full-time basis (i.e., 8 hours per day on consecutive days), the extended work immersion may span one to two academic quarters, allowing learners to become deeply involved in work processes and industry-standard practices. This setup mirrors the structure of actual employment and helps bridge the gap between school and the workplace. It also provides ample time for learners to demonstrate and refine the competencies they have acquired in their elective subjects.
In the revised program, work immersion will be mandatory for all TechPro learners, ensuring alignment with industry demands and TESDA qualifications. For learners in the Academic Track, work immersion remains optional, recognizing that their chosen pathways are more

likely to lead to higher education. However, the option is still available for those who wish to gain professional exposure in areas such as research, business, or communication—depending on their interest and career goals.

Learners in both tracks (Academic and TechPro) have the option to take an elective under Field Experience, a cluster of courses designed to provide hands-on activities and community engagements that allow students to apply their knowledge and skills in real-world contexts.

One of the electives under Field Experience is Field Exposure. This structured learning experience immerses students in actual environments relevant to their field of specialization, enabling them to:

- demonstrate industry-specific competencies and apply theoretical knowledge in a supervised real-world setting;
- enhance their technical expertise and practical skills;
- strengthen their communication and interpersonal skills, fostering collaboration and adaptability; and
- develop positive work habits, professional attitudes, and a deep appreciation for the value of work.

Electives under the Field Experience cluster may be taken during either the first or second semester of Grade 12, depending on the school's implementation plan. However, Field Exposure is best scheduled in the final semester of Grade 12, when students have already gained the necessary foundational knowledge and technical skills from their core and specialized subjects. This approach ensures that learners are well-prepared to apply their learning effectively in real-world or community-based settings.

THE NEW SENIOR HIGH SCHOOL CURRICULUM

Curriculum Goals

The Strengthened SHS Program is aligned with the international benchmarks and national educational goals, preparing learners for higher education, the workforce, and lifelong learning. This enables teachers to design lessons and assessments that foster mastery and deeper understanding of the lessons, ensuring that the learners gain 21st century skills including critical thinking and problem-solving abilities required for success in the real world.

Key Stage 4 Standards

At the end of Grade 12, learners are expected to demonstrate mastery of essential academic and technical skills that enable them to think critically, solve complex problems, and engage in lifelong learning. They are equipped with global competence, values, and 21st-century skills

aligned with international standards allowing them to adapt to a dynamic, globalized environment. They are prepared for further education, vocational and technical careers, creative arts, sports, and entrepreneurial ventures to contribute meaningfully as productive and responsible citizens.

Academic Track Standards

At the end of Grade 12, learners demonstrate interdisciplinary knowledge, skills, and values across accountancy, business, management, humanities, social sciences, science, technology, engineering, mathematics, sports, health, arts, and design. They apply critical thinking, creativity, ethical decision-making, and 21st-century skills to address socio-economic, scientific, cultural, and professional challenges while contributing to national development and engaging with both local and global contexts.

Technical-Professional Track Standards

At the end of Grade 12, learners demonstrate mastery of technical knowledge, skills, and attitudes across various sectors, including agriculture and fishery, family and consumer science, industrial arts, information and communications technology, and maritime services. They apply industry-based competencies aligned with national and international standards, showcasing readiness for specialized careers, lifelong employability, and the capacity to contribute effectively to the nation's economic development.

SHS Subjects

Core Subjects

Unlike the previous structure, which featured core, applied, and specialized subjects, the new SHS curriculum design shall exclusively emphasize core and elective subject offerings. With this modification, learners shall be able to focus on developing the fundamental skills needed for the curriculum exits, resulting in a more concentrated and in-depth learning experience.

This change is aligned with the SHS structure of the majority of academically high-achieving nations, whose curriculum consists of only five to six core subjects supplemented by electives chosen by the learners depending on their interests and aptitude. For example, a typical structure might consist of six core subjects with two specialized electives, or five core subjects plus two electives. The redesigned SHS curriculum minimizes overlaps and simplifies learning areas in accordance with this global approach.

TABLE 1

Core Subject Descriptions

EFFECTIVE COMMUNICATION/ MABISANG KOMUNIKASYON	Effective Communication / Mabisang Komunikasyon is a core subject for all Grade 11 learners, designed to develop communicative competence in both English and Filipino across four key contexts: personal and interpersonal, social and cultural, academic and training, and professional and work settings. Grounded in relevant expectations of the B2 level of

	the Common European Framework of Reference (CEFR), the subject equips learners to participate actively in spoken, written, and multimodal communicative events with confidence, clarity, and cultural sensitivity. It emphasizes strategic language use, tone and structure appropriateness, media and information literacy, and ethical communication practices. Through reflective practice and purposeful interaction, each learner is envisioned to develop into a responsible, adaptive, and globally competent communicator. Built on a dual-language framework, this subject treats English and Filipino as parallel yet complementary strands. Each is delivered separately by a dedicated teacher with 80 instructional hours per school year. Instruction is customized to the specific language, ensuring depth of learning, accuracy in assessment, and the development of transferable skills. In this way, the subject fosters bilingual communicative competence, a foundation for global readiness and civic participation in a multilingual society. Unlike models that fuse English and Filipino into a single hybrid course, this approach is better described as integrative: it maintains the distinct integrity of each language while aligning their outcomes toward a shared vision. Instruction in English and Filipino is viewed to intersect at the levels of concept and practice. This lends the learning environment for advanced communicative strategies such as translanguaging, which students may use mindfully and purposefully in assessment and real-life situations. Content-wise, the curriculum is organized around four progressive domains, starting with communication in familiar, personal contexts and moving outward to broader, public, and future engagements. Each quarter encourages learners to explore increasingly complex interactions while developing the reflective habits and feedback-driven growth necessary to refine their communication skills over time. The course also contributes directly to the Department of Education's 21st Century Skills Framework, strengthening not only literacy and collaboration but also intercultural sensitivity, digital fluency, and ethical responsibility. By the end of the course, learners are expected to: ● Adapt communication strategies effectively; ● Engage in extended communicative events with confidence and purpose; ● Utilize digital tools and platforms responsibly to enhance expression and interaction; and ● Reflect on their growth as communicators, using feedback to improve and prepare for future communication demands Ang Mabisang Komunikasyon / Effective Communication ay isang pangunahing kurso para sa lahat ng mag-aaral ng Baitang 11 na dinisenyo upang linangin ang kanilang kakayahang komunikatibo sa

	Filipino at sa Ingles na nakabatay sa mga inaasahan ng Antas B2 ng Common European Framework of Reference (CEFR), at sa apat na pangunahing konteksto: personal at interpersonal, sosyal at kultural, akademiko at pampagsasanay, at propesyonal at pantrabaho. Inihahanda ng kurso ang mga mag-aaral na aktibong makilahok sa mga pasalita, pasulat, at multimodal na sitwasyong komunikatibo nang may tiwala sa sarili, kalinawan ng pagpapahayag, at pagiging sensitibo sa kultura ng iba. Binibigyang-diin ng kurso ang estratehikong paggamit ng wika, kaangkupan ng bokabularyo, tono at estruktura, literasing pangmidya at pang-impormasyon, at mga kilos pangkomunikasyong angkop sa mga gawi at halagahang Pilipino. Sa replektibong paggamit ng wika at malayuning pakikipagtalastasan, nalilinang ng mga mag-aaral ang kanilang pagkakakilanlan bilang responsableng mga tagapagpahayag na may kakayahang sumabay at umangkop sa globalisadong mundo. Gumagamit ng framework na dual-track, magkasabay na itinuturo ng kurso ang Filipino at Ingles sa paraang komplementaryo sa isa't isa. May kani-kaniya mang gurong nakatalaga sa pagtuturo ng bawat wika sa loob ng 80 oras kada taong panuruan, nagkakaisa naman sila sa hangaring mapaunlad ang kakayahang komunikatibo ng mga mag-aaral. Iniaayon ang pagtuturo sa kalikasan ng bawat wika kaya natitiyak ang lalim ng pagkatuto, katumpakan ng pagtataya, at paglinang sa mga kakayahang naisasalin sa mga mag-aaral. Sa ganitong paraan, napauunlad ng asignatura ang bilingguwal na kakayahang komunikatibo – isang pundasyon sa kahandaang sumabay sa globalisadong mundo at aktibong makilahok sa isang lipunang multilingguwal. Hindi tulad ng mga modelong pinagsasanib lang ang Filipino at Ingles bilang isang kursong may magkahalong wika, gumagamit ang Mabisang Komunikasyon ng dulog integratibo: pinananatili nito ang kani-kaniyang integridad ng bawat wika habang tinitiyak na nakatuon ang mga bungang nais matamo sa iisang hangarin. Batay ito sa paniniwalang ang pagtuturo ng Filipino at Ingles ay nagtatagpo rin sa mga antas estruktural at konseptuwal, hindi lang sa antas lingguwistiko. Ito ang maghahanda sa mga mag-aaral sa progresibo na estratehiyang komunikatibo gaya ng translanguaging na magagamit nila nang maláy at naaayon sa tiyak na layunin sa mga gawaing pampagtataya at sa mga totoong sitwasyon sa buhay. Pagdating sa nilalaman, binalangkas ang kurikulum nang papaunlad ayon sa apat na domeyn: nagsisimula ang komunikasyon sa mga kontekstong pamilyar at personal at lumalawig tungo sa mas malalawak, pampubliko, at panghinaharap na mga sitwasyon. Hinihikayat ng bawat markahan ang mga mag-aaral na pag-isipan kung paano tutugon sa mga interaksiyon lalong nagiging komplikado habang nililinang ang mga gawing magpapaisip at magpapalago sa kanila batay sa feedback. Mahalaga ang mga ito upang unti-unting mahasa ang kanilang kasanayang komunikatibo sa paglipas ng panahon. Direkta ring nag-aambag ang kursong Mabisang Komunikasyon sa 21st Century Skills Framework ng

	Kagawaran ng Edukasyon na nagpapatibay hindi lang sa literasi at kolaborasyon kundi maging sa pagkakaroon ng sensibilidad sa ibang kultura, pagtatamo ng kahusayang dihital, at pagkakaroon ng pananagutang etikal. Sa pagtatapos ng kurso, ang mga mag-aaral ay inaasahang: a. nagagamit nang mabisa ang mga estratehiyang komunikatibo, kasama na ang maláy na pagpili ng gagamiting wika at tono ayon sa konteksto; b. nakikilahok sa mas malalawak na sitwasyong komunikatibo nang may tiwala sa sarili at tiyak na layunin; c. nagagamit nang responsable ang iba't ibang kasangkapan at platapormang dihital upang mapabuti ang pagpapahayag at interaksyon; at d. napagninilayan ang paglago nila bilang mga tagapagpahayag na gumagamit ng feedback upang mapabuti ang sarili at makapaghanda sa mga pangangailangang komunikatibo sa hinaharap. Tinutulungan ng kursong ito ang mga mag-aaral, hindi lang upang magtagumpay sa antas akademiko at propesyonal kundi upang magkaroon din ng makabuluhang pakikilahok sa isang malawak at nagbabagong mundo.
GENERAL MATHEMATICS	This course deepens learners' understanding of concepts and techniques drawn from numbers and algebra, geometry and measurement, and statistics. It aims to strengthen their mathematical reasoning, problem-solving, critical thinking skills, and statistical analysis essential to their preparation for professional and creative work, research, innovation in a specialized field, and various career opportunities. It emphasizes applying quantitative methods in real-life and structured academic and professional settings, providing them opportunities to excel and adapt to diverse environments independently and collaboratively. It refines their ability to analyze real-world data, make informed decisions, and effectively communicate results using appropriate language and technology, making them ready for various educational and employment pathways.
GENERAL SCIENCE	This course uses a multidisciplinary approach to equip learners with the essential scientific knowledge, skills, and capabilities to meet the challenges of living and working in a rapidly changing and advancing Philippine society. The course aims to provide learners with the fundamental scientific competencies to help shape a sustainable future for themselves, their communities, and the planet. The course focuses on understanding and applying the scientific models, theories, and laws that relate to everyday life and work, as well as how these impact the Philippines as a significant contributor to the world. The curriculum uses a transdisciplinary approach to understand how the study of Physics, Chemistry, Biology, and Earth and Space Science interact to explain natural phenomena and how they can be utilized to advance the

	Philippines' economy. The course builds on learners' experiences and understandings of scientific phenomena to support them to be scientific and technological thinkers who can propose and solve problems through scientific observation, data gathering, meaning-making, and effectively communicating evidence-based conclusions. Learners will develop practical, scientific, and critical thinking skills through individual and collaborative scientific investigations and research, preparing them to pursue further education and careers in various fields or contribute meaningfully to a science-driven workforce.
LIFE AND CAREER SKILLS	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.
PAG-AARAL NG KASAYSAYAN AT LIPUNANG PILIPINO	Nakatuon ang kursong ito sa pagsusuri ng mga isyu at usaping panlipunan at pangkasaysayan gamit ang dulog tematiko, multikultural, at interdisiplinaryo. Layunin nitong higit na mapalalim at mapagyaman ang kamalayang pangkasaysayan, Pilipino, at panlikás-kayang pag-unlad upang mapaigting at maitaguyod ang kahusayang sibiko na mahalaga sa pagiging isang mapanagutang mamamayan ng Pilipinas at ng daigdig.

Elective Subjects

Elective subjects in Senior High School (SHS) are specialized courses chosen by learners within their selected track (Academic or Technical-Professional). These subjects are designed to develop specific skills and competencies aligned with career interests, academic goals, and industry demands.

Unlike college electives, which offer a broad range of courses for academic exploration, SHS electives are directly linked to the learner's chosen pathway, focusing on skill development, industry readiness, or advanced academic preparation. They are time-bound (typically 80 hours per semester for academic electives and 320 hours for TechPro electives) and standards-based, ensuring that students gain practical knowledge essential for higher education, employment, entrepreneurship, or middle-level skills development.

The availability of elective subjects may vary depending on learner preferences, school capacity and resources, and prevailing industry needs. Additionally, elective clusters may be expanded based on context-specific demands. Schools are encouraged to align elective offerings with the evolving educational landscape to better equip learners for future challenges.

The list of electives can be found in Annex A. Sample career pathways and electives can be found in Annex B.

TRANSVERSAL SKILLS IN THE SHS CURRICULUM

The Department of Education's vision remains steadfast: holistically developed Filipino learners equipped with transversal skills or also known as 21st-century skills. These skills—encompassing essential knowledge, competencies, values, and attributes—are critical for learners to thrive in today's rapidly evolving world of work and life. The 21st Century Skills Framework, drawn from both international and local competency models, reflects the realities of an increasingly interconnected, technology-driven, and complex global landscape.

Anchored in DepEd's core values of *Maka-Diyos, Makatao, Makakalikasan, at Makabansa*, the development of these skills empowers learners to realize their full potential and contribute to building a cohesive and progressive nation—one that upholds socio-political stability, economic prosperity, sustainability, and unity in diversity. This framework serves as a guiding force across all levels of DepEd governance, ensuring that these essential skills are intentionally and consistently developed throughout basic education.

The framework identifies four key domains of 21st-century skills, as articulated in DepEd Order No. 21, s. 2019:

- Information, Media, and Technology Skills
- Learning and Innovation Skills
- Communication Skills
- Life and Career Skills

In the context of the Strengthened Senior High School (SHS) Curriculum, the intentional development of transversal skills—also known as 21st-century skills—is central to both core and elective subjects. These skills cut across academic and technical disciplines, ensuring that SHS graduates are not only academically competent but also adaptable, innovative, and future-ready.

The core subjects namely, Effective Communication, General Mathematics, General Science, Pag-aaral ng Kasaysayan at Lipunang Pilipino, and Life and Career Skills are designed to develop learners' competencies like critical thinking, collaboration, ethical reasoning, intercultural understanding, digital literacy, and problem-solving. These subjects offer all learners, regardless of track, with a shared foundation and opportunities to apply learning in authentic and real-world contexts. Elective subjects provide learners with the opportunity to enhance their knowledge and skills by tailoring them to their interests, abilities, and desired career paths, including higher education, employment, entrepreneurship, or middle-level skills. These subjects further reinforce transversal skills by requiring learners to be immersed in complex tasks, exhibit initiative, and make informed and responsible decisions within their chosen endeavor.

Ultimately, the design of learning experiences in SHS must guarantee that both core and elective subjects actively integrate opportunities for learners to develop and exercise 21st-century skills. By doing so, the Strengthened SHS Curriculum fulfills its promise: to equip every Filipino learner with the skills, values, and mindset needed for lifelong learning, meaningful work, and responsible citizenship in a dynamic global society.

PEDAGOGY AND ASSESSMENT

The Instructional Design Framework of SHS

The **Strengthened Senior High School Instructional Design Framework (SHS IDF)** offers a structured approach to teaching and learning, emphasizing purposefulness, alignment, and responsiveness to diverse learner needs. Building upon the Revised K-to-10 Curriculum IDF, the SHS IDF retains core principles while refining them to align with the Strengthened SHS curriculum. It prioritizes constructive alignment, ensuring that learning objectives, instructional strategies, and assessments are interconnected. This approach fosters competency-based, engaging lessons, which establishes a systematic method for lesson planning and delivery.

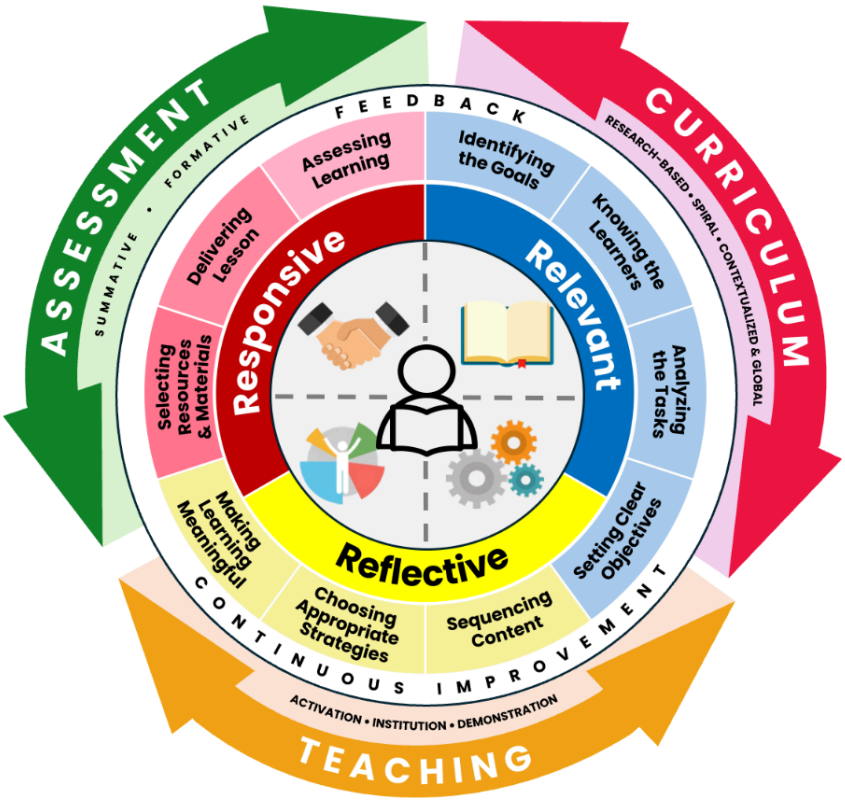


***Figure 1**: Strengthened Senior High School Curriculum Instructional Design Framework*

The foundation of this SHS IDF is an integrated instructional process comprising three interrelated key elements: curriculum, teaching, and assessment, with an emphasis on the basic requirement of constructive alignment. The curriculum, guided by Republic Act 10533 (Enhanced Basic Education Act of 2013), emphasizes research-based, spiral, and contextualized learning that develops 21st-century skills and industry-aligned competencies. Teaching follows the 10 parts of the Daily Lessons, categorized into themes: *Activating Prior Knowledge, Instituting New Knowledge, and Demonstrating Knowledge and Skills* (DepEd Order No. 42, s. 2016). Assessment, both formative and summative, continuously monitor learner progress,

ensuring evidence-based instruction that aligns with both learner aspirations and industry demands (DO 8, s. 2015).
The SHS IDF is systematically structured around ten interconnected components, guided by the ADDIE model. The Analysis phase involves identifying learning goals, understanding learners' needs, analyzing tasks, and setting clear instructional objectives. The Design phase focuses on sequencing content, selecting appropriate strategies, and making learning meaningful which ensure coherence and engagement. As instruction progresses, the Development, Implementation, and Evaluation phases ensure the selection of appropriate resources, the effective delivery of lessons, and the assessment of learning outcomes respectively. Continuous Improvement and Feedback play a pivotal role in refining teaching strategies, addressing learning gaps, and enhancing learning experiences, thereby strengthening the overall instructional framework.

Expanding on the Revised K-to-10 IDF, the SHS IDF is grounded in the 3Rs of Learning Delivery: Responsive, Relevant, and Reflective Instruction. These principles ensure that teaching remains learner-centered, adaptable, and purpose-driven. Responsive Instruction tailors teaching strategies to diverse needs through technology integration, differentiated instruction, and real-world applications. Relevant Instruction contextualizes learning by aligning it with career pathways, work immersion, and lifelong learning. Reflective Instruction cultivates self-awareness, goal-setting, and metacognition, promoting deeper understanding and critical thinking. These principles incorporate the 4Cs and 4Is from the K-10 IDF, enriching learning engagement and real-world preparedness.

The framework ensures a learner-centered approach that equips learners with essential knowledge, skills, and attitudes. By emphasizing practical applications and progressive skill development, the SHS IDF fosters competence and career readiness. Additionally, it offers learners diverse career pathways through its four curricular exits (i.e., Higher Education, Employment, Entrepreneurship, and Middle-Level Skills Development) alongside a flexible "doorway" option (cross-track). This approach enables learners to explore opportunities across various fields, preparing them for future success. By aligning with the vision of the Department of Education, the SHS IDF empowers Filipino learners to achieve their full potential, contribute to nation-building, and pursue lifelong learning and professional growth.

Assessment in SHS

Classroom Assessment

According to the National Center on Education and the Economy (2021), assessments are critical for maintaining rigorous and adaptive learning systems. This revised curriculum comprises essential pillars of Curriculum, Teaching, and Assessment, which form the bedrock of teaching and learning process. Thus, DepEd adopted the concepts and principles of IDF. It was emphasized that the ultimate goal of IDF is to improve learning outcomes measured through Assessment and optimize teaching practices through personalized and engaging teaching strategies. The assessment serves as a vital tool for evaluating competency, mastery, and skills development vis-a-vis learning standards. The curriculum noted that teachers should be mindful in the utilization of the three (3) assessment approaches, namely, assessment of learning, assessment for learning, and assessment as learning.

More so, the IDF focuses on optimal learning, which helps teachers to understand how learners in basic education learn best. Through this framework, teachers are empowered and expected to prepare learners to manage academic rigor and train them to be independent lifelong learners.

In addition, this framework intends to equip teachers on the strategic and effective delivery of curriculum instructions ensuring quality learning experiences and opportunities. For IDF noting the significance of integrating the essential key features of the MATATAG Curriculum in the teaching and learning process such as focus on the foundational skills, balanced cognitive demand, emphasis on 21st century skills, integration of values formation and peace, education, and alignment with the international standards.

Using this framework, the type of classroom assessment should reflect what learners must know and be able to demonstrate what they know through the tasks and activities that foster the attainment of the desired learning competencies of the curriculum and position learning tasks with standardized achievement examinations such as National Achievement Test.

In preparation for the national assessments, this framework contours the intention to facilitate the acquisition of curriculum competencies and standards in order to gear learners in demonstrating their mastery of key competencies and knowledge in various subjects. This assessment determines if the graduating learners are meeting the learning standards indicated in the senior high school curriculum.

The findings of these assessments help to provide relevant technical assistance in the preparation of programs that may address learning needs. This claim has been indicated in DepEd Order 29, s. 2017 Section 5: Assessment Data Utilization and on how assessment plays a pivotal role in directing the course of action and policy decision-making of the basic education.

Systems Assessment

In accordance with Section 5: Assessment Data Utilization of DepEd Order No. 29, s. 2017, assessment data derived from internal and external assessments shall be utilized in the planning, monitoring, and evaluation cycles, serving as critical input for decision-making processes across DepEd's governance levels. System performance assessment results should connect with program delivery to benefit all learners and support school improvement plans. The system assessment will play a pivotal role in gauging the system performance to facilitate the continuous improvement of the teaching-learning process and learners' development within the revised Senior High School (SHS) curriculum. The National Achievement Test (NAT) at Grade 12 should be explicitly aligned with the intended revised SHS curriculum which will cover the Core Subjects and different subject groups. NAT is an essential tool that will provide data-driven insights to inform educational practices and policy decisions. Hence, timely and complete data is a crucial feature that will enhance the transparency and accountability across all levels of DepEd governance.

Moreover, NAT will measure not only student learning outcomes but also the effectiveness of the curriculum in addressing the diverse needs of learners across the country. Results will serve as benchmarks for evaluating the revised SHS curriculum, highlighting strengths and identifying challenges that require targeted interventions. By systematically analyzing these assessment

results, educators and policymakers can gain a nuanced understanding of the factors influencing student success or underachievement. This analysis is crucial for ensuring the SHS curriculum remains relevant and responsive to the evolving demands of higher education and the workforce.

In addition, the integration of standard setting within these assessments will be vital for establishing clear performance expectations. Proficiency levels, determined through Item Response Theory (IRT) techniques, categorize student abilities across a continuum. Learners are grouped into levels—such as "below basic," "basic," "proficient," and "advanced"—with each level representing increasingly complex knowledge and skills. IRT simultaneously estimates both student ability and item difficulty. For each level, learners are expected to correctly answer a certain percentage of items. For instance, learners at the bottom of a level answer about 52% of the items correctly, while those at the top answer approximately 70%. This method ensures that proficiency levels reflect not only a student's ability to solve tasks at their current level but also their performance on easier and more difficult items. By reporting achievement data in terms of proficiency levels, student performance can be interpreted with greater precision. This allows educators to offer targeted support to learners who are struggling and to foster a culture of continuous improvement through the sharing of best practices.

Finally, NAT can help promote equity within the education system by revealing achievement gaps among various demographic groups. The results will inform strategies to address disparities in educational access and quality, leading to the development of targeted support programs for underperforming schools or specific student populations.

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ANNEX A: INITIAL LIST OF SUBJECTS OF THE STRENGTHENED SHS CURRICULUM

CORE SUBJECTS

COURSE TITLE	GRADE LEVEL
Effective Communication / Mabisang Komunikasyon	11
General Mathematics	11
General Science	11
Life and Career Skills	11
Pag-aaral ng Kasaysayan at Lipunang Pilipino	11

ACADEMIC ELECTIVES

ARTS, SOCIAL SCIENCES, AND HUMANITIES

COURSE TITLE	GRADE LEVEL	PREREQUISITES
1. Arts 1 (Creative Industries - Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art)	11	none
2. Arts 2 (Creative Industries - Music, Dance, and Theater)	11	none
3. Citizenship and Civic Engagement	11/12	none
4. Contemporary Literature 1	11/12	none
5. Contemporary Literature 2	11/12	Contemporary Literature 1
6. Creative Composition 1	11	none
7. Creative Composition 2	11	Creative Composition 1
8. Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)	11/12	none
9. Filipino 2 (Filipino para sa Larang Teknikal-Propesyonal/Isports/Sining at Disenyo)	12	Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)
10. Filipino Identity Through the Arts	11	none
11. Introduction to Philosophy	11	none
12. Leadership and Management in the Arts	11	none
13. Malikhaing Pagsulat	11/12	none
14. Philippine Governance (Philippine Politics and Governance)	11/12	none
15. Social Sciences (Theory and Practice)	11/12	none

BUSINESS AND ENTREPRENEURSHIP

COURSE TITLE	GRADE LEVEL	PREREQUISITES
1. Business 1 (Basic Accounting)	11	none
2. Business 2 (Business Finance and Income Taxation)	11/12	Basic Accounting Introduction to Organization and Management
3. Business 3 (Business Economics)	11/12	Basic Accounting Introduction to Organization and Management
4. Contemporary Marketing	11/12	Basic Accounting Introduction to Organization and Management
5. Entrepreneurship	12	Basic Accounting Introduction to Organization and Management
6. Introduction to Organization and Management	11	none

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

COURSE TITLE	GRADE LEVEL	PREREQUISITES
1. Advanced Mathematics 1	12	General Mathematics (core)
2. Advanced Mathematics 2	12	Advanced Mathematics 1
3. Biology 1	11	none
4. Biology 2	11	Biology 1
5. Biology 3	12	Biology 1 Biology 2
6. Biology 4	12	Biology 1 Biology 2 Biology 3
7. Chemistry 1	11	none

COURSE TITLE	GRADE LEVEL	PREREQUISITES
8. Chemistry 2	11	Chemistry 1
9. Chemistry 3	12	Chemistry 1 Chemistry 2
10. Chemistry 4	12	Chemistry 1 Chemistry 2 Chemistry 3
11. Database Management	12	Fundamentals of Data Analytics
12. Earth and Space Science 1	11	none
13. Earth and Space Science 2	11	Earth and Space Science 1
14. Earth and Space Science 3	12	Earth and Space Science 1 Earth and Space Science 2
15. Earth and Space Science 4	12	Earth and Space Science 1 Earth and Space Science Earth and Space Science 3
16. Empowerment Technologies	11/12	none
17. Finite Mathematics 1	11/12	none
18. Finite Mathematics 2	11/12	none
19. Fundamentals in Data Analytics	12	General Mathematics (core)
20. General Science 3	12	General Science (core)
21. General Science 4	12	General Science (core)
22. Physics 1	11	none
23. Physics 2	11	Physics 1
24. Physics 3	12	Physics 1 Physics 2
25. Physics 4	12	Physics 1 Physics 2 Physics 3
26. Pre-calculus 1	12	General Mathematics (core)
27. Pre-calculus 2	12	Pre-calculus 1
28. Trigonometry 1	12	General Mathematics (core)
29. Trigonometry 2	12	Trigonometry 1

SPORTS, HEALTH, AND WELLNESS

COURSE TITLE	GRADE LEVEL	PREREQUISITES
1. Exercise and Sports Programming	12	Human Movement 1 & Human Movement 2
2. Human Movement 1 (Basic Anatomy in Sports and Exercise)	11	none
3. Human Movement 2 (Motor Skills Development)	11	none
4. Physical Education 1 (Fitness and Recreation)	11/12	none
5. Physical Education 2 (Sports and Dance)	11/12	none
6. Safety and First Aid	12	none
7. Sports Activity Management	11/12	none
8. Sports Coaching	11	none
9. Sports Officiating	11	none

FIELD EXPERIENCE

COURSE TITLE	GRADE LEVEL	PREREQUISITES
1. Arts Apprenticeship – Dance (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts
2. Arts Apprenticeship – Music (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts
3. Arts Apprenticeship – Theater Arts (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts
4. Arts Apprenticeship – Literary Arts (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts

COURSE TITLE	GRADE LEVEL	PREREQUISITES
5. Arts Apprenticeship – Visual, Media, Applied, and Traditional Art (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts
6. Creative Production and Presentation (160 hrs)	12	1. Creative Industries 1 (Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art) or Creative Industries 2 (Music, Dance, Theater) 2. Filipino Identity Through the Arts 3. Leadership and Management in the Arts 4. Any Arts Apprenticeship
7. Design and Innovation (160 hrs)	12	Research Methods
8. Research Methods (80 hrs)	12	none
9. Field Exposure (In-Campus) (160 hrs)	12	1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement (Motor Skills Development) 3. Sports Coaching 4. Sports Officiating
10. Field Exposure (Off-Campus) (320-640 hrs)	12	*To take Field Exposure (off-campus), the prerequisites under any of the following clusters must have been completed.* Business and Entrepreneurship 1. Business 1 (Basic Accounting) 2. Business 2 (Business Finance and Income Taxation) 3. Business 3 (Business Economics) 4. Contemporary Marketing 5. Entrepreneurship 6. Introduction to Organization and Management Sports, Health, and Wellness 1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement (Motor Skills Development) 3. Sports Activity Management 4. Sports Coaching

COURSE TITLE	GRADE LEVEL	PREREQUISITES
		5. Sports Officiating 6. Exercise and Sports Programming 7. Safety and First Aid Science, Technology, Engineering, and Mathematics 1. General Mathematics 1 and 2 2. Any of the following bundles: a. Biology 1-2 b. Chemistry 1-2 c. Physics 1-2 d. Earth and Space Science 1-2
11. Work Immersion (320-640 hrs)	12	*This elective is required for the TechPro track*

TECHPRO ELECTIVES

AESTHETIC, WELLNESS, AND HUMAN CARE

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Aesthetic Services (Beauty Care)	11/12	NC II	none
2. Barbering Services	11/12	NC II	none
3. Caregiving (Adult Care)	11/12	NC II	none
4. Caregiving (Child Care)	11/12	NC II	none
5. Hairdressing Services	11/12	NC II	none
6. Wellness Services (Hilot/Massage)	11/12	NC II	none

AGRI-FISHERY BUSINESS AND FOOD INNOVATION

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Agricultural Crops Production	11/12	NC II	none
2. Agro-entrepreneurship	11/12	NC II	none
3. Aquaculture	11/12	NC II	none
4. Fish Capture Operation	11/12	NC II	none
5. Food Processing	11/12	NC II	none
6. Organic Agriculture Production	11/12	NC II	none

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
7. Poultry Production (Chicken)	11/12	NC II	none
8. Ruminants Production	11/12	NC II	none
9. Swine Production	11/12	NC II	none

ARTISANRY AND CREATIVE ENTERPRISE

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Garments Artisanry	11/12	NC II	none
2. Handicrafts: Weaving	11/12	NC II	none

AUTOMOTIVE AND SMALL ENGINE TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Automotive Servicing (Electrical Repair)	12	NC II	Driving and Automotive Servicing
2. Automotive Servicing (Engine and Chassis Repairs)	12	NC II	Driving and Automotive Servicing
3. Driving and Automotive Servicing	11/12	Driving NC II and Automotive Servicing NC I	none
4. Motorcycle and Small Engine Servicing	11/12	NC II	none

CONSTRUCTION AND BUILDING TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Carpentry	11/12	NC I and NC II	none
2. Construction Operation	11/12	NC I and NC II	none
3. Manual Metal Arc Welding	11/12	NC I and/or II	none
4. Technical Drafting	11/12	NC II	none

CREATIVE ARTS AND DESIGN TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Animation	11/12	NC II	none
2. Illustration	11/12	NC II	none
3. Visual Graphic Design	11/12	NC III	none

HOSPITALITY AND TOURISM

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Bakery Operation	11/12	NC II	none
2. Events Management Services	11/12	NC III	none
3. Food and Beverage Operation	11/12	NC II	none
4. Hotel Operation (Front Office Services)	11/12	NC II	none
5. Hotel Operation (Housekeeping Services)	11/12	NC II	none
6. Kitchen Operation	11/12	NC II	none
7. Tourism Services	11/12	NC II	none

INDUSTRIAL TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Commercial Air-Conditioning Installation and Servicing	12	NC III	Domestic Refrigeration and Air-Conditioning Servicing
2. Domestic Refrigeration and Air-Conditioning Servicing	11/12	NC II	none
3. Electrical Installation Maintenance	11/12	NC II	none
4. Electronics Product Assembly and Servicing	11/12	NC II	none
5. Mechatronics	12	NC II	Electronics Product Assembly and Servicing
6. Photovoltaic Systems Installation	11/12	NC II	none

ICT SUPPORT AND COMPUTER PROGRAMMING TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Broadband Installation	11/12	NC II	none
2. Computer Programming (Java)	11/12	NC III	none
3. Computer Programming (.Net Technology)	11/12	NC III	none

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
4. Computer Programming (Oracle Database)	11/12	NC III	none
5. Computer Systems Servicing	11/12	NC II	none
6. Contact Center Services	11/12	NC II	none

MARITIME TRANSPORT

COURSE TITLE	GRADE LEVEL	NC EQUIVALENT	PREREQUISITES
1. Marine Engineering at the Support Level	11/12	Non-NC	none
2. Marine Transportation at the Support Level	11/12	Non-NC	none
3. Ships Catering Services	11/12	NC I and/or II	none

ANNEX B:
SAMPLE GRADE 11 ELECTIVE SUBJECTS FOR VARIOUS CAREERS/PATHWAYS

MEDICAL PRACTITIONERS (DOCTORS)

Academic Electives	TechPro Electives
• Chemistry 1 & 2 • Biology 1 & 2 • Physics 1 & 2	• Caregiving (Child Care) • Caregiving (Adult Care)

TEACHERS

Academic Electives	TechPro Electives
Social Science Major • Introduction to Philosophy • Social Sciences (Theory and Practice) • Philippine Governance (Philippine Politics and Governance) Communication Major • Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino) • Creative Composition 1 & 2 • Malikhaing Pagsulat Mathematics Major • Finite Mathematics 1 & 2 Science Major • Biology 1 & 2, and/or Chemistry 1 & 2, and/or Earth and Space Science 1 & 2, and/or Physics 1 & 2 Values Education, Technology and Livelihood Education (TLE), Early Childhood Care and Development (ECCD), Special Needs Education (SNED) Major • Introduction to Philosophy	• Any TechPro elective subjects that match their passion or career aspirations, including chosen specialization in education/teaching TLE Major • All TechPro elective subjects, except Maritime electives ECCD and SNED Major • Caregiving: Child Care

NURSING/MIDWIFERY

Academic Electives	TechPro Electives
• Chemistry 1 & 2 • Biology 1 & 2	• Caregiving (Child Care) • Caregiving (Adult Care)

UNIFORMED SERVICE PROFESSIONS
(Police, Army, Navy, Airforce, and others)

Academic Electives	TechPro Electives
• Social Sciences (Theory and Practice) • Philippine Governance (Philippine Politics and Governance) • Citizenship and Civic Engagement • Human Movement 1 & 2 • Biology 1 & 2 • Chemistry 1 & 2	• Driving and Automatic Servicing • Electrical System Installation • Manual Metal Arc Welding • Electronics Product Assembly and Servicing

TRAVEL ATTENDANTS AND STEWARDS

Academic Electives	TechPro Electives
• Earth and Space Science 1 & 2 • Physics 1 & 2 • Finite Mathematics 1 & 2	• Tourism Services • Events Management Services • Aesthetic Services (Beauty Care) • Food and Beverage Operations • Kitchen Operations • Bakery Operations • Housekeeping Services • Caregiving (Child Care) • Caregiving (Adult Care) • Hotel Operations (Fronts Office Services) • Hotel Operations (Housekeeping Services)

RETAIL AND WHOLESALE TRADE MANAGERS,
including Other Business/Accountancy-related Careers

Academic Electives	TechPro Electives
• Finite Mathematics 1 & 2 • Business 1 (Basic Accounting) • Introduction to Organization and Management • Business 2 (Business Finance and Income Taxation) • Contemporary Marketing • Business 3 (Business Economics)	• All TechPro elective subjects except, Maritime electives

ARCHITECTS

Academic Electives	TechPro Electives
• Finite Mathematics 1 & 2 • Physics 1 & 2	• Illustration • Animation • Visual Graphic Design • Technical Drafting

LAWYER

Academic Electives	TechPro Electives
• Social Sciences (Theory and Practice) • Philippine Governance Philippine Politics and Governance) • Malikhaing Pagsulat • Creative Composition 1 & 2 • Business 1 (Basic Accounting) • Introduction to Organization and Management • Business 2 (Business Finance and Income Taxation) • Business 3 (Business Economics)	• Any TechPro elective subjects that match their passion or career aspirations

CULINARY ARTS AND HOSPITALITY-RELATED CAREERS

Academic Electives	TechPro Electives
• Finite Mathematics 1 & 2 • Business 1 (Basic Accounting) • Introduction to Organization and Management • Business 2 (Business Finance and Income Taxation) • Contemporary Marketing • Business 3 (Business Economics)	• Tourism Services • Events Management Services • Aesthetic Services (Beauty Care) • Wellness Service (Hilot/Massage) • Food and Beverage Operations • Kitchen Operations • Bakery Operations

SHIP DECK CREWS AND OTHER MARITIME-RELATED CAREERS

Academic Electives	TechPro Electives
• Philippine Governance (Philippine Politics and Governance) • Human Movement 1 • Citizenship and Civic Engagement • Physics 1 & 2 • Earth and Space Science 1 & 2	• Marine Engineering at the Support Level • Marine Transportation at the Support Level • Ships Catering Services • Technical Drafting

ENGINEERS
(Engineering and Aviation-related Careers)

Academic Electives	TechPro Electives
• Physics 1 & 2 • Earth and Space Science 1 & 2 • Chemistry 1 & 2 • Finite Mathematics 1 & 2	• Photovoltaic System Installation • Electrical System Installation • Visual Graphic Design • Manual Metal Arc Welding • Electronics Products Assembly and Servicing • Computer Programming (Java, .net, or Oracle) • Technical Drafting

ICT PROFESSIONALS

Academic Electives	TechPro Electives
• Finite Mathematics 1 & 2 • Chemistry 1 & 2 • Earth and Space Science 1 & 2 • Physics 1 & 2	• Animation • Broadband Installation • Computer Programming (Java) • Computer Programming (Oracle) • Computer Systems Servicing • Contact Center Services • Illustration • Computer Programming (.Net Technology) • Visual Graphic Design

SCIENCE- INCLINED CAREERS

Academic Electives	TechPro Electives
• Finite Mathematics 1 & 2 • Biology 1 & 2 • Chemistry 1 & 2 • Earth and Space Science 1 & 2 • Physics 1 & 2	• Any TechPro elective subject that match their passion or career aspirations, including chosen specialization