



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO



Office of the Schools Division
Superintendent

July 24, 2024

DIVISION MEMORANDUM
No. 569, s. 2024

**POLICY GUIDELINES ON THE IMPLEMENTATION OF THE
MATATAG CURRICULUM**

To: Assistant Schools Division Superintendent
Chief Education Supervisor – CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
District Coordinating Principals
Elementary and Secondary Schools Administrators
All Others Concerned

1. Pursuant to the DepEd ORDER No. 010, s. 2024, this Office informs the Policy Guidelines on the Implementation of the MATATAG Curriculum.
2. Other details of this Order are attached in the enclosures.
3. Immediate dissemination of and strict compliance with this Order is directed.

CRISTY C. EPE, CESO V
Schools Division Superintendent



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Republic of the Philippines
Department of Education

JUL 23 2024

DepEd ORDER
No. 010, s. 2024

**POLICY GUIDELINES ON THE IMPLEMENTATION
OF THE MATATAG CURRICULUM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Implementation of the MATATAG Curriculum** to provide context and directions and to articulate its features, design, and standards.
2. It shall be implemented as prescribed minimum standards to all public and private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippine Schools Overseas (PSOs) offering basic education.
3. The MATATAG Curriculum embodies the aspirations of Filipino learners inscribed in the *Ambisyon Natin 2040*, to successfully deal with future challenges by embedding 21st-century skills, preparing them to excel in the local and global job market. It fosters inclusivity by teaching global citizenship and diversity while promoting a future-oriented mindset that empowers learners to embrace and shape change. The MATATAG Curriculum envisions producing lifelong and peace-loving Filipino learners who are holistic and future-ready and embody the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*.
4. This Order shall provide guidelines to teachers and instructional leaders in the implementation of the MATATAG Curriculum. For the teachers, it shall serve as a primary guide for instructional planning, covering the selection of the subject matter, implementation of teaching strategies, use of learning resources, and application of assessment tools. For the instructional leaders, it shall guide them in creating supervisory and management plans to oversee instructional delivery, monitor learning gains, and provide appropriate technical assistance to teachers and school heads.
5. This Order shall amend DepEd Order No. 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program), specifically:
 - a. Annex 1: Elementary Education,
 - b. Annex 2: Secondary Education, and
 - c. Annex 4: Guidelines on the Mother Tongue-based Multilingual Education Program Implementation.

However, for Annexes 1 and 2, following the phased implementation plan of the MATATAG Curriculum, only Kindergarten, Grades 1, 4, and 7 shall be implemented beginning the School Year 2024–2025.

6. All existing Orders, Memoranda, and other related issuances inconsistent with this Order are repealed, rescinded, or modified accordingly.

7. This Order shall take effect immediately upon its approval and publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

8. For more information, please contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ouct@deped.gov.ph or at telephone numbers (02) 8633-7202 or 8687-4146.

9. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA
Secretary 



Encl.:

As stated

Reference:

DepEd Order (No. 021, s. 2019)

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

ALTERNATIVE LEARNING SYSTEM
AMENDMENT
CURRICULUM
ELEMENTARY EDUCATION
LEARNERS
POLICY
PROGRAMS
SECONDARY EDUCATION



POLICY GUIDELINES ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM

I. RATIONALE

1. The Department of Education (DepEd) remains committed to fulfilling its mandate of providing appropriate, responsive, and relevant basic education as stipulated in Republic Act (RA) No. 10533, also known as the Enhanced Basic Education Act of 2013. To effectively fulfill this mandate, DepEd strives to craft a well-designed curriculum grounded on empirical research and aligned with the national vision of quality education for all basic education learners.
2. A comprehensive review of the K to 12 Basic Education Program has revealed several issues, such as overcrowded curriculum, misaligned learning competencies, and imbalanced cognitive demands. To respond appropriately to the issues and challenges faced by the K to 12 Program, DepEd introduced the MATATAG Curriculum. Anchored on the *MATATAG: Bansang Makabata, Batang Makabansa* Agenda, particularly the goal to “[M]ake the curriculum relevant to produce competent and job-ready, active, and responsible citizens,” the MATATAG Curriculum streamlines competencies to ensure logical progression, prioritize 21st century skills, improve foundational literacy and numeracy skills, and cultivate future-ready skills needed in the job market. More importantly, it aims to holistically develop lifelong and peace-loving Filipino learners by placing a strong emphasis on values formation, ensuring the development of competent, job-ready, and responsible citizens, who embody the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*.
3. Aligned with the aspirations of the country for the Filipino learner as articulated in the *Ambisyon Natin 2040* and supported by the National Learning Recovery Plan (NLRP) and Basic Education Development Plan (BEDP) 2030, the MATATAG Curriculum fosters inclusivity by integrating global citizenship and respect for diversity. It promotes a future-thinking mindset that empowers learners to embrace and shape change while cherishing their national identity and sense of nationhood.
4. The MATATAG Curriculum has sought to do the following: a) ensure that every learner is equipped with life skills; b) instill the value of citizenship and unity in diversity and work effectively with others; c) educate all Filipino learners to handle the challenges of everyday life and respond effectively to disasters and emergency situations; d) prepare them to thrive in a global human resource market so that they can contribute effectively to nation-building and economic development; and e) foster critical and creative thinking in Filipino learners by working collaboratively with peers towards identifying problems and challenges that may impact the present and the future, finding and designing solutions for them; and engaging in activities that encourage thinking out of the box.
5. The MATATAG Curriculum incorporates relevant provisions from the recent basic education reforms, including RA 10410 or the Early Years Act

of 2013, RA 0157 or the Kindergarten Act, RA 10968 or the Philippine Qualifications Framework (PQF) Act, RA 11510 or the Alternative Learning System (ALS) Act, RA 11476 or the GMRC and Values Education Act, RA 11650 or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support to Inclusive Education Act, and RA 11713 or the Excellence in Teacher Education Act.

6. Through the MATATAG Curriculum, DepEd reiterates its commitment to ensure that the country's basic education is aligned and at par with global education standards. This continual commitment aims to meet international benchmarks and quality standards and to contribute significantly to achieving the United Nations Sustainable Development Goal (UN SDG) 4, which emphatically ensures inclusive, equitable quality education and promotes lifelong learning opportunities for all.
7. Through rigorous quality assurance mechanisms, which include regular curriculum reviews involving various stakeholders, the MATATAG Curriculum is committed to continuous improvement to address new and emerging needs of the times. It reflects the collective aspiration of our nation to uplift the quality of Philippine basic education in support of the government's development roadmap toward improving the lives of Filipino families.

II. SCOPE

8. This Order shall cover the implementation of the MATATAG Curriculum, which shall be implemented by phase starting with Kindergarten, Grades 1, 4, and 7 in School Year (SY) 2024–2025. For other grade levels, the curriculum shall be implemented as follows: Grades 2, 3, 5, and 8 in SY 2025–2026; Grades 6, 9, and 10 in SY 2026–2027. The policy guidelines for Grades 11 and 12 shall be covered by a separate issuance from DepEd.
 - a. This Order shall be implemented by all schools in the country, including those in administrative and autonomous regions, and those Philippine schools overseas (PSOs) that offer basic education. These schools include, but are not limited to, all public and private schools, state universities and colleges (SUCs), and local universities and colleges (LUCs).
 - b. The MATATAG Curriculum shall serve as the fundamental blueprint for teachers at the classroom level, enabling them to align their lesson plans with content and performance standards, appropriate learning competencies, pedagogies, assessments, and resources required to achieve the desired learning outcomes for Filipino learners.
 - c. It shall help instructional leaders create supervisory and management plans to oversee instructional delivery, provide appropriate technical and other forms of assistance to teachers and school heads, and monitor learning gains.
 - d. Parents and other external education stakeholders shall be given direction and opportunity to support the MATATAG Curriculum in achieving its goals.

- e. Recognizing the particular context and educational concerns of diverse learners, the MATATAG Curriculum shall be contextualized in implementing the different inclusive education programs, such as, but not limited to, Special Needs Education (SNEd), Madrasah Education Program (MEP), and Indigenous Peoples Education Program (IPEd). The Special Curricular Program (SCP) shall complement the MATATAG Curriculum to cater to the needs of learners with potential, skills, and talents. At the same time, the curriculum of the ALS shall be aligned with the MATATAG Curriculum. Existing policy guidelines on the curriculum of the different inclusive education programs and ALS shall remain in effect until revised, rescinded, or repealed.

III. DEFINITION OF TERMS

9. For purposes of this Order, the following terms are defined and understood as follows:
 - a. **Blended Learning** refers to the thoughtful integration of classroom face to face or in-person learning experiences with online learning experiences (Garrison and Kanuka, 2004).
 - b. **Competency** refers to a specific skill performed with varying degrees of independence. It has different degrees of difficulty and performance levels. It also refers to the ability to perform activities according to the standards expected by drawing from one's knowledge, skills, and attitudes (DepEd Order [DO] No. 021, s. 2019, Policy Guidelines on the K to 12 Basic Education Program).
 - c. **Content** refers to the scope and sequence of topics and skills covered in each strand/domain/theme/component of a particular discipline/learning area, curriculum, or instructional material.
 - d. **Curriculum** refers to the set of formal documents that determines content, learning, teaching, and assessment by describing the what, the why, the how, and how well learners shall learn and by ensuring that these elements reflect the principles of quality, equality, inclusion, and relevance (IBE-UNESCO, 2013).
 - e. **Curriculum Goals** refers to the broad statement/s that articulate what learners should learn and accomplish in the different learning areas, grade levels, and specific areas of study.
 - f. **Developmental Domains** refers to specific aspects of growth that cover but are not limited to the following: socio-emotional, values, physical health, motor, aesthetic/creative, cognitive and literacy, language, and communication.
 - g. **Foundational Skills** refers to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.

- h. **Instructional Model** refers to the guide for implementing the intended curriculum. More specifically, it refers to the structure of teaching strategies, methods, and activities that address specific instructional goals and objectives.
- i. **Key Stage** refers to the stages in the K to 12 Program reflecting distinct developmental milestones. These are Key Stage 1 (Kindergarten to Grade 3) Key Stage 2 (Grade 4 to Grade 6), Key Stage 3 (Grade 7 to Grade 10), and Key Stage 4 (Grades 11 and 12). Assessment of learning is critical at the end of each stage.
- j. **Key Stage Standards** refers to the quality of proficiency that the learner can demonstrate in each key stage.
- k. **Learning Outcomes** refer to clear statements of what a learner can be expected to know, understand, and/or do as a result of the learning experience (Implementing Rules and Regulations [IRR] of the PQF Act).
- l. **Pedagogical Approaches** refers to the set of principles, beliefs, or ideas about the nature of learning that serve as the basis for teaching practices and learning experiences.
- m. **Performance Standards** refers to the expected proficiency level expressed in two ways: 1) learners should be able to use their learning or understanding in real-life situations; and 2) they should be able to do this on their own. Evidence includes their products and performances (DO 31, s. 2012, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum [BEC] Effective School Year 2012–2013).
- n. **Phased Implementation** refers to the gradual implementation of the MATATAG Curriculum for different grade levels beginning SY 2024–2025.
- o. **Skill** refers to the coordinated performance of related tasks with a certain degree of facility.
- p. **Standard** refers to what one should know and be able to do.
- q. **21st Century Skills** refer to the knowledge, skills, attitudes, and competencies that learners need to develop to succeed in work and life in the 21st century. These skills are deemed essential for the digital and rapidly changing economy. 21st century skills encompass methods of thinking, working, and living rather than focusing on specific subject knowledge.

IV. POLICY STATEMENT

- 10. Paragraph 10.2 under Rule II of the IRR of RA 10533 or the Enhanced Basic Education Act of 2013 outlines the standards and principles for developing a basic education curriculum. It emphasizes the importance of a learner-centered, inclusive, and developmentally appropriate curriculum while also being gender- and culture-sensitive. The

curriculum encourages the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches. It ensures logical progression of content for mastery of these at each level. Furthermore, the curriculum is designed to be adaptable to local and global contexts, allowing schools to localize, indigenize, and enhance according to their unique educational and social contexts.

11. Aligned with the provisions of RA 10533, the MATATAG Curriculum prepares learners for the future by integrating contemporary themes and issues, fostering 21st century skills, promoting inclusivity, and encouraging futures thinking. The larger goal is to inspire all Filipino learners to take pride in their nationality, be skilled in their chosen fields, and be capable of contributing to society while considering sustainability and global partnerships. The curriculum standards ensure mastery of concepts, lifelong learning, and competence to thrive in the 21st century environment.

V. THE MATATAG CURRICULUM

12. The MATATAG Curriculum focuses on individual learners, strives to build globally literate and future-ready citizens, and seeks to address current and future educational concerns. The learners are expected to develop the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*. The MATATAG Curriculum incorporates the core principle of inclusive education to meet the unique needs of diverse learners in a variety of settings.

13. Inclusive Education as the Core Principle of the MATATAG Curriculum

- a. The MATATAG Curriculum shall uphold inclusive education as the core principle of the K to 12 Basic Education Program. Inclusivity is reinforced by other curriculum principles and standards such as learner-centered methodologies, developmentally appropriate practices, cultural sensitivity, relevance, gender sensitivity, and contextualized approaches.
- b. Acknowledging the diverse social backgrounds of learners and their families, the MATATAG Curriculum shall provide a broader range of options for learners who are prepared for higher education, employment, and/or entrepreneurship. It shall offer courses in Technology and Livelihood Education (TLE) in Junior High School (JHS) and an array of tracks and strands in Senior High School (SHS). Learners and their families shall be actively involved in selecting the learning path that best aligns with their goals and aspirations in life.
- c. The MATATAG Curriculum shall emphasize the nation's cultural diversity and use it to promote effective learning. It shall offer subjects in Key Stage 1 that strengthen the use of the first language, leveraging this towards better comprehension and understanding of curricular content from one key stage to the next.-

- d. The MATATAG Curriculum, with its standards-based framework, shall actively promote curriculum contextualization, which takes into account the learners' abilities, socio-cultural background, historical context, and environmental factors. Considering these specific elements, the curriculum promotes values, beliefs, practices, and knowledge systems within the learners' community to foster inclusivity and relevance.
- e. Various programs shall be strengthened to foster an inclusive learning environment that addresses the diverse needs of learners. These include:
 - i. **Programs for the Gifted and Talented.** These refer to comprehensive programs for gifted and talented learners at all levels of basic education. Accelerating learners in public and private basic educational institutions shall be allowed in a manner consistent with DepEd rules and regulations. The policy on acceleration of learners shall be released in a separate issuance.
 - ii. **Programs for Learners with Disabilities.** These refer to comprehensive programs designed for learners with disabilities, which may be home-, school-, center- or community-based.
 - iii. **Madrasah Education Program.** This refers to the comprehensive program that aims to provide Muslim learners with appropriate, culturally sensitive, and Islamic-friendly educational opportunities integrating Arabic Language and Islamic Values Education (ALIVE) in public schools and MATATAG Curriculum in private *madaris*.
 - iv. **Indigenous Peoples (IP) Education Program.** This refers to education initiatives undertaken through formal, nonformal, and informal modalities with emphasis on any of, but not limited to, the key areas of Indigenous Knowledge Systems and Practices and community history; indigenous languages; Indigenous Learning Systems (ILS) and community lifecycle-based curriculum and assessment; educational goals, aspirations, and competencies specific to the Indigenous Cultural Community (ICC); engagement of elders and other community members in the teaching-learning process, assessment, and management of the initiative, recognition and continuing practice of the community's ILS; and the rights and responsibilities of ICCs.
 - v. **Programs for Learners under Difficult Circumstances.** These refer to flexible, timely and responsive programs that cater to learners under difficult circumstances, such as, but not limited to, geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor practices.

14. **The Goal of the MATATAG Curriculum.** The MATATAG Curriculum is designed to nurture holistically developed Filipino youth, equipped with 21st century skills within an inclusive learning environment, who are ready for employment, entrepreneurship, and/or higher education, and will find joy in lifelong learning. A detailed discussion of the curriculum goals for each learning area can be found in Annexes 1 and 2 of this Order.

15. **Key Features of the MATATAG Curriculum**

In light of the current national circumstances and global demands, DepEd deemed it imperative to redesign the basic education curriculum by enhancing teaching-learning standards and knowledge acquisition through quality educational experiences and opportunities for all learners. The MATATAG Curriculum applies instructional theories and pedagogical principles that are empirically sound and time-tested, tailored to meet the diverse needs of learners while striving to achieve its core aims.

- a. The MATATAG Curriculum was designed to enhance the learning experience of learners by offering manageable portions of content material and establishing clear learning objectives to prevent cognitive overload among learners. This curriculum strengthened focus on foundational skills and strategically reduced learning areas to streamline content. The curriculum is supported by the National Reading Program (NRP) and the National Mathematics Program (NMP), which are additional curricular programs that focus on developing literacy and numeracy.

The curriculum also aligns learning competencies with the developmental stages of learning across different grade levels, ensuring a balanced approach to cognitive demands that are appropriate for learners' age and readiness. In the curriculum, more complex skills are systematically built upon a solid foundation of basic skills.

- b. The MATATAG Curriculum clearly articulates and incorporates 21st century skills by emphasizing those that may be applied across different learning areas, reinforcing essential literacy, numeracy, and subject-specific skills without unnecessary overlap. It focuses on skills rather than specific outcomes, aligning with national education goals and the UN SDGs.

In particular, the 21st Century Skills Framework is incorporated in the curriculum, which comprises four domains, namely: 1) Information, Media, and Technology Skills; 2) Learning and Innovation Skills; 3) Communication Skills; and 4) Life and Career Skills. This framework shall serve as a guiding tool to ensure that these essential 21st century skills are integrated and emphasized, aligning education practices with the demands of the digital age.

- c. The MATATAG Curriculum prioritizes values formation and peace education principles to cultivate responsible and ethical global citizens. It focuses on fostering a positive attitude and a strong sense of righteousness, encouraging learners to become advocates for peaceful coexistence and community building. The overarching goal is for learners to understand the significance of advancing global harmony and sustainable development through intercultural understanding.
- d. The MATATAG Curriculum is anchored on global standards and aligns with global competencies, such as but not limited to, critical thinking, creativity, communication, collaboration, adaptability, and other essential transversal skills. To enhance global competitiveness, DepEd purposefully aligned the MATATAG Curriculum with international educational benchmarks, ensuring that learners are prepared to meet the challenges and opportunities of a highly integrated global economy.

The specific curricular features of the MATATAG Curriculum are discussed in detail in Annex 1: Elementary Education, and Annex 2: Secondary Education, encompassing the following key stages:

- i. Key Stage 1 - Kindergarten to Grade 3 (Elementary School),
 - ii. Key Stage 2 - Grades 4 to 6 (Elementary School), and
 - iii. Key Stage 3 - Grades 7 to 10 (JHS).
16. The DepEd also aligned the Alternative Learning System (ALS) Curriculum with the MATATAG Curriculum by integrating the competencies of various learning areas into its six learning strands. This alignment ensures equivalence between ALS and the Key Stages in formal education: Basic Literacy Program with Key Stage 1, Accreditation & Equivalency (A&E) Program (Elementary) with Key Stage 2, A&E Program (JHS) with Key Stage 3, and ALS SHS with Key Stage 4. The ALS Curriculum emphasizes 21st century skills and addresses the diverse needs of learners through contextualization. By aligning with the MATATAG Curriculum, the ALS program is recognized as a parallel and complementary system to formal education that also ultimately aims to deliver quality basic education.

The Filipino Learners

17. Considering the current societal landscape of the Philippines and anticipating future challenges, the MATATAG Curriculum envisions producing **MATATAG** Filipino learners who are:
- a. Equipped with skills of the future by
 - i. exhibiting mastery of fundamental literacy and numeracy skills while meeting the standards of the PQF;
 - ii. utilizing 21st century skills and embracing emerging technologies to navigate today's dynamic environments;
 - iii. demonstrating resilience in the face of extreme life events, realizing one's own abilities and potential to work fruitfully

- and productively, and eventually make a positive contribution to society; and
- iv. applying creative and critical thinking, problem-solving abilities, futures thinking, innovation, global citizenship, and exceptional leadership teamwork skills for adaptable workforce roles.
- b. Prepared to become lifelong learners by
 - i. valuing intrinsic motivation for continuous improvement,
 - ii. demonstrating collaborative learning through knowledge sharing and active engagement in tasks and activities,
 - iii. embracing diverse perspectives to promote understanding and cultivate empathy, and
 - iv. engaging in reflective learning and self-improvement.
 - c. Imbued with strong nationalism and appropriate Filipino values to make them peace advocates by
 - i. advocating equity, justice, and democratic principles while respecting diversity, recognizing varied gender roles, and upholding the common good;
 - ii. embracing and celebrating the Philippines' rich cultural diversity while taking pride in their Filipino national identity;
 - iii. exhibiting teamwork values; and
 - iv. resolving conflicts peacefully and valuing understanding and cooperation among nations and their roles within the global community.

The Teachers

18. As the most valuable resource in the teaching and learning process, teachers are envisioned by the MATATAG Curriculum as 21st century educators who are at the forefront of equipping the MATATAG Filipino learners with the skills of the future. The MATATAG Curriculum necessitates the continuing development of Filipino teachers' qualities and their technological, pedagogical, and content knowledge as they perform the following roles:

- a. Instructional Designers who are able to
 - i. demonstrate mastery of subject matter and/or in their specialization across the curriculum;
 - ii. unpack learning competencies to determine what learners need to know, understand, and be able to do;
 - iii. design and deliver appropriate, engaging, and meaningful lessons;
 - iv. utilize various teaching and assessment approaches to address the diverse needs of learners;
 - v. select and seamlessly integrate digital tools and technologies in the teaching and learning process; and
 - vi. develop learning resources aligned with the MATATAG Curriculum Instructional Design Framework (IDF).
- b. Advocates of Lifelong Learning who are capable of
 - i. fostering literacy, numeracy, and 21st century skills;

- ii. promoting independence, collaboration, resilience, adaptability, and passion for lifelong learning;
 - iii. applying creative and critical thinking, problem-solving, socio-emotional skills, and innovation;
 - iv. enabling learners to become peace advocates capable of resolving conflicts peacefully and cooperating with others; and
 - v. seizing opportunities for continuous growth and improvement through self-directed learning, capacity-building activities (e.g., attending seminars, training, and conferences; pursuing graduate studies; conducting classroom-based research), and collaborative exchange of knowledge and expertise.
- c. Promoters of Ethical Digital Literacy who can
- i. utilize digital platforms and online resources to optimize the delivery of lessons;
 - ii. evaluate the credibility and reliability of digital information for use in the teaching and learning process and research; and
 - iii. cultivate the ethical use of technology, including responsible digital citizenship and online safety practices.
- d. Catalysts of Transformation who are able to
- i. model ethical behavior and integrity;
 - ii. promote empathy, compassion, and respect for diversity;
 - iii. demonstrate a sense of responsibility towards society and the environment;
 - iv. engage with families, communities, and stakeholders to support student learning;
 - v. guide learners toward realizing their full potential and contributing meaningfully to nation-building; and
 - vi. leverage technology to create dynamic and engaging learning experiences that prepare learners for a rapidly evolving digital world.

The MATATAG Curriculum Instructional Design Framework

19. The MATATAG Curriculum's IDF is a comprehensive guide for teachers in planning lessons. It strongly emphasizes learner-centered education and adheres to basic education policies. Rooted on principles of optimal learning, the IDF allows teachers to create engaging learning experiences to help learners attain targeted competencies. Furthermore, it urges teachers to go beyond simply delivering content by doing their best to facilitate active learning experiences tailored to each learner's needs and abilities. This framework places learners at the center, enabling them to participate in selecting learning content and co-creating teaching strategies. By establishing a collaborative and supportive academic culture, the IDF strengthens the teachers as facilitators of learning.
- a. The IDF comprises essential pillars of **Curriculum**, **Teaching**, and **Assessment**, forming the bedrock of the teaching-learning process. The **Curriculum** provides a structured plan for intentional learning experiences that directs content and

teaching approaches. **Teaching** within the framework equips teachers with diverse pedagogical approaches to ensure learners' mastery of competencies, while **Assessment** serves as a vital tool for evaluating competency mastery and skills development *vis-à-vis* learning standards. The ultimate goal of the IDF is to improve learning outcomes measured through **Assessment** and optimize teaching practices through personalized and engaging teaching strategies. A comprehensive discussion of the IDF can be found in Annex 5 of this Order.

Learning Delivery

20. The successful delivery of the MATATAG Curriculum is contingent upon a holistic approach to learning that emphasizes innovation and learner-centeredness anchored on the IDF. The MATATAG Curriculum features the integration of future-ready skills, socio-emotional learning, and technology while cultivating the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa* in the teaching-learning process to strengthen learners' readiness for the demands and challenges of the 21st century. Through varied, relevant, and research-based teaching and assessment methods, teachers can optimize student learning, engagement, and understanding of key concepts. Delivering the MATATAG Curriculum necessitates a commitment to continuous improvement of teaching practice and dynamic and responsive measures to enhance the teaching and learning process. These are intended to be realized through strong curriculum support systems, specifically strong partnerships with various stakeholders.
21. Given the varied needs of learners and the evolving demands of the educational landscape, it is crucial to enhance learning delivery methods. Teachers shall adapt their pedagogical methods and strategies to keep learners effectively engaged while continuously adjusting teaching practices in line with the core instructional principles outlined in the MATATAG Curriculum, which include
 - a. development of learners critical thinking, problem-solving, collaboration, communication, creativity, and digital literacy skills;
 - b. integration of socio-emotional learning, which includes learners' self-awareness, relationship skills, responsible decision-making skills, and emotional intelligence;
 - c. differentiation approach that utilizes tiered learning tasks and employs varied teaching strategies and techniques to cater to the diverse needs of learners; and
 - d. content and technology integration that draws upon the connection of knowledge across disciplines.
22. Section 5(e) of RA 10533 necessitates the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches. Learning areas across grade levels may utilize differentiated instruction, explicit teaching (direct instruction), experiential learning, culture-based instruction, and technology-enhanced instruction. Teachers are encouraged to use these strategies, as necessary and appropriate, to ensure the development of learners' 21st century skills.

23. Instructional leaders shall be responsible for providing ongoing professional development on effective teaching practices, adequate and relevant teaching and learning resources, and timely technological support while fostering creativity and innovativeness in teaching. They shall cultivate and strengthen partnerships with stakeholders and the community to meet new curricular standards and delivery requirements.
24. In classes where blended and other distance learning delivery modalities are employed, such as but not limited to the Open High School Program during disasters and emergencies, parents or legal guardians shall regularly communicate with the schools to monitor their children's learning progress and requirements. Schools shall foster home-school partnerships, while DepEd shall ensure that guidelines for learning delivery modalities are effectively cascaded and regularly evaluated.
25. The MATATAG curriculum underscores the importance of equipping curriculum implementers, managers, and learning resource developers with solid, research-based/-informed plans to transition effectively to emergency remote teaching-learning modalities when needed. Strengthening the capacity of educational stakeholders to manage learning delivery during emergency situations is vital to ensuring continuity and quality in education amidst various challenges.

Classroom Assessment

26. Classroom assessment is vital in supporting the MATATAG Curriculum by providing teachers with valuable insights into student learning and progress. It is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. It is also an integral part of curriculum implementation that allows teachers to track and measure learners' progress, adjust their instruction accordingly, and inform the learners and their parents or legal guardians of their progress (DO 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program).
27. Teachers play a crucial role in gauging and monitoring the learning progress of their learners and guiding them toward realizing their full potential. Teachers are encouraged to optimize the use of technology in assessing learning at any learning phase. To guide them in effectively assessing their learners' academic progress, implementing the provisions outlined in DO 8, s. 2015 is essential, as this policy mandates the utilization of various evidence-based classroom assessment practices.
28. It is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and to respond and adapt to varied contexts. Hence, DepEd issued DO 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan) to supplement DO 8, s. 2015, which is grounded on principles that teachers shall take into consideration: (a) Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies; (b) Assessment is integral for understanding student learning and development; (c) A variety of assessment strategies is necessary, with

formative assessment taking priority to inform teaching and promote growth and mastery; (d) Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and (e) Assessment and grading should have a positive impact on learning.

29. Teachers need to be mindful of the three assessment approaches: (a) Assessment for Learning, (b) Assessment as Learning, and (c) Assessment of Learning. These assessment approaches collectively provide a comprehensive framework for evaluating student progress, informing instructional decisions, and promoting student growth and achievement.
 - a. **Assessment for Learning** involves ongoing formative assessments to monitor student progress, identify learning needs, and provide timely feedback to guide instruction. This assessment approach allows teachers to adapt their teaching strategies to better meet the diverse needs of their learners, aligning with the MATATAG Curriculum's emphasis on evidence-based and responsive teaching practices.
 - b. **Assessment as Learning** involves engaging learners in self-assessment and reflection processes to develop their metacognitive skills and foster ownership of learning. By involving learners in the assessment process, teachers empower them to set goals, monitor their own progress, and take responsibility for their learning. This component aligns with the MATATAG Curriculum's goal of cultivating lifelong learners who are intrinsically motivated and actively engaged in their own learning progress.
 - c. **Assessment of Learning** encompasses summative assessments that measure student achievement against predetermined standards or learning outcomes. It is administered at the end of a block of learning to measure the extent by which learners have mastered the content and performance standards; the results of which are used as the basis for computing grades. Summative assessments are used judiciously alongside formative and self-assessment strategies to provide a holistic picture of student learning and inform instructional planning.

30. In addition to these key components of assessment, specific tools such as the Philippine Early Childhood Development (Phil ECD) Checklist, the Philippine Informal Reading Inventory (Phil-IRI), the Comprehensive Rapid Literacy Assessment (CRLA), and the Rapid Mathematics Assessment (RMA) shall serve as valuable resources for teachers in supporting learning, as well as literacy and numeracy development within the MATATAG Curriculum.
 - a. The **Phil. ECD Checklist** is a developmental screening tool administered twice a year—at the beginning and end of the school year. It provides relevant information about the learners' proficiency in the developmental milestones. It also assists in detecting possible developmental delays among learners who may need further assessment or special intervention.

- b. The **Phil-IRI** is an assessment tool that measures and describes the learners' level (independent, instructional, and frustration levels) in oral reading, silent reading, and listening comprehension in English and Filipino (DO 14, s. 2018, Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory).
 - c. The **CRLA** includes a continuum of reading assessments tailored to Grades 1 to 3 learners that enables teachers to quickly classify learners according to their reading abilities and provide targeted instructional support.
 - d. The **RMA** evaluates the mathematical proficiency of learners in Grades 1 to 3 and provides results as a significant basis for appropriate context-based intervention strategies at the school and division levels.
 - i. Using these tools, alongside ongoing formative assessment practices, teachers shall effectively identify learners in need of additional support, tailor their instruction to meet individual learning needs, and monitor learners' progress toward proficiency in literacy and numeracy.
31. Ultimately, classroom assessment serves as a pillar of the MATATAG Curriculum, supporting teachers in their dedicated efforts of nurturing resilient, adaptable, and empowered learners who are equipped with the skills needed to thrive in the 21st Century.
32. The grading system in the MATATAG Curriculum shall adhere to the provisions of DO 8, s. 2015. Schools shall ensure that learners consistently performing below expectations based on Written Works and Performance Tasks receive remediation to prevent them from failing.

Curriculum Support

33. Implementing the MATATAG Curriculum requires robust support systems, necessitating a stronger partnership between internal and external stakeholders. Support systems can effectively equip teachers with a wide array of tools and resources to meet the needs of diverse learners and improve teaching and learning situations. These support systems include the following:
- a. **Professional Development Programs.** The MATATAG Curriculum necessitates more focused and sustained professional development programs, especially for teachers and school heads, that shall provide them with the training and capacity-building support they need to effectively implement the curriculum. The conduct of Learning Action Cells (LACs) and Collaborative Expertise Sessions shall be intensified in schools to help teachers deliver quality instruction.
 - b. **Instructional Leadership and Supervision.** Instructional leadership and supervision bridge the gap between the intention of the MATATAG Curriculum and its successful implementation by enhancing the support system at the national level and down to the school level. The development of instructional leaders through comprehensive

professional development programs ensures that teachers receive the assistance they need to deliver the curriculum.

- c. **Monitoring and Evaluation (M&E).** The MATATAG Curriculum implementation is designed with an M&E plan in place. The data gathered from comprehensive M&E across governance levels—from the national to the classroom setting—shall serve as feedback information to ensure the effective implementation of the MATATAG Curriculum.
- d. **Research-based Instructional Practice.** In response to evolving social needs, various sectors shall engage in ongoing consultation and collaboration to refine the curriculum and improve learning delivery. Research and informed feedback mechanisms shall be conducted to ensure the relevance and effectiveness of educational endeavors. Various sectors shall participate in ongoing consultations and collaborate towards continuously refining the curriculum and improving learning delivery.
- e. **Learning Resources.** The MATATAG Curriculum emphasizes the development and quality assurance of diverse teaching and learning resources, such as but not limited to textbooks, multimedia lessons, learners' materials, self-learning modules (SLMs), lesson exemplars, and other supplementary learning resources. These learning resources are well-designed to support teachers in delivering the curriculum effectively. Additionally, the procurement of necessary learning tools and equipment shall be prioritized.
- f. **Assessment Practices.** The MATATAG Curriculum underscores the development of multi-tiered and purpose-specific assessment tools to help teachers measure student learning and provide targeted support where needed. The multi-tiered assessment tools shall cover different types of tests and evaluations that teachers shall use to understand and gauge learning, while the purpose-specific assessments encompass special tests tailored to measure the achievement of different skills.
- g. **Physical and Technological Facilities and Infrastructure.** The MATATAG Curriculum requires adequate physical and technological facilities and infrastructure to support its implementation, enabling teachers to facilitate interactive and engaging lessons in a safe and inclusive learning environment.
- h. **External Partnership and Engagement.** The MATATAG Curriculum encourages robust and dynamic partnerships across sectors to facilitate successful curriculum implementation. Multi-sectoral partnerships shall involve collaboration in assessing and planning programs to meet learners' needs, sharing best practices, exchanging professional knowledge, sharing community resources, and extending financial and technical support to enhance learners' performance.

Phased Implementation of the MATATAG Curriculum

34. The MATATAG Curriculum shall be implemented in phases. It shall start in SY 2024–2025 for Kindergarten, Grade 1, Grade 4, and Grade 7. It shall be implemented in subsequent grade levels in the succeeding school years. Refer to Table 1 on the scheduled phased implementation of the MATATAG Curriculum.
- a. The implementing guidelines of the MATATAG Curriculum for SHS (Grades 11 and 12) shall be released in a separate issuance.

Table 1: Schedule of Implementation

School Year	K	1	2	3	4	5	6	7	8	9	10
	SY 2024–2025										
SY 2025–2026											
SY 2026–2027											

- MATATAG Curriculum
 2016 Basic Education Curriculum

35. In the school years that the MATATAG Curriculum will not be implemented yet in the other grade levels, the 2016 K to 12 Basic Education Curriculum (BEC), focusing on the Most Essential Learning Competencies (MELCs) shall continue to be adopted, regardless of the learning delivery modalities (LDMs). The time allotment for the 2016 K to 12 BEC shall be recalibrated following the MATATAG Curriculum time allotment. The recalibrated time allotment is contained in Annex 3 of this Order. The implementation of the 2016 K to 12 BEC using the MELCs shall be replaced gradually in the succeeding school years following the phased implementation of the MATATAG Curriculum. Sample Class Programs can be found in Annex 4.

Roles and Responsibilities

36. Subject to reengineering processes and systems in DepEd, the various offices directly involved in the implementation of the MATATAG Curriculum, as well as those that provide support, shall have the same duties and responsibilities as stipulated in DO 52, s. 2015, and DO 001, s. 2023.
- a. The Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) and the Bureau of Curriculum Development (BCD), shall supervise the implementation of the MATATAG Curriculum.
- b. The Regional Offices (ROs), through the Curriculum and Learning Management Division (CLMD), shall ensure the implementation of the MATATAG Curriculum implementation at the regional level, while the Schools Division Offices (SDOs), through the Curriculum Implementation Division (CID), shall ensure its implementation at the division level. The school heads

shall manage and supervise the implementation of the MATATAG Curriculum at the school level.

- c. All strands and relevant functional divisions and offices across governance levels shall support the implementation of the MATATAG Curriculum.

A. Management of the Implementation of the Curriculum

- 37. All levels of governance shall adhere to the following roles and responsibilities in the management of curriculum implementation:

Table 2: Roles and Responsibilities of DepEd Offices in the Implementation of the MATATAG Curriculum

Level of Governance	Duties and Responsibilities
Central Office (CO) CT Strand in coordination with other Strands	<ol style="list-style-type: none"> 1. Provide the overall policy direction to support the implementation of the MATATAG Curriculum. 2. Oversee the phased implementation of the MATATAG Curriculum. 3. Collaborate with the private sector including industry, academic institutions and organizations in strengthening the curriculum. 4. Assess the achievement of the objectives of the MATATAG Curriculum through monitoring and evaluation. 5. Spearhead the development and implementation of nationally developed tests and participate in international large-scale assessments (ILSAs) to provide evidence-based feedback on the MATATAG Curriculum implementation 6. Collaborate with relevant government and non-government agencies and other stakeholders to ensure that the standards and guidelines that are being implemented are up-to-date. 7. Spearhead the program designing, development and quality assurance of training resource packages (TRPs), and M&E of the delivery of the MATATAG Training Program across governance levels. 8. Design and develop materials for capacity building covering the technical content of the curriculum and provide guidance on the contextualization of these materials to suit various contexts. 9. Oversee the conduct of capacity-building activities for teachers and school leaders in support of the implementation of the MATATAG Curriculum at the regional level to the school level. 10. Acquire and provide learning resources to learners and teachers in support of the implementation of the MATATAG Curriculum. 11. Mobilize resources that will support the implementation of the MATATAG Curriculum. 12. Collaboratively work with other strands on matters concerning thrusts and programs to be integrated in the curriculum.

Level of Governance	Duties and Responsibilities
	13. Regularly report the results of the MATATAG Curriculum implementation on learners' performance to the Secretary.
Regional Office (RO)	<ol style="list-style-type: none"> 1. Oversee the implementation of the MATATAG Curriculum in the region. 2. Spearhead the delivery of the MATATAG Training Program and the M&E at the division and school levels. 3. Mobilize resources to support the implementation of the MATATAG Curriculum. 4. Organize region-wide training on the effective and efficient implementation of the MATATAG Curriculum. 5. Engage stakeholders and partners in supporting the implementation and assessing the impact of the MATATAG Curriculum on learners' performance. 6. Provide technical assistance to SDOs in implementing the MATATAG Curriculum. 7. Ensure that every Schools Division Office has learning resources. 8. Submit a monitoring and evaluation report on the implementation of the MATATAG Curriculum to the CO.
Schools Division Office (SDO)	<ol style="list-style-type: none"> 1. Oversee the implementation of the MATATAG Curriculum in schools and CLCs. 2. Spearhead the delivery of the MATATAG Curriculum Implementation Training Program and the M&E at the school level. 3. Work with the local school boards to mobilize and utilize resources to improve learning performance. 4. Organize division-wide training on the effective and efficient implementation of the MATATAG Curriculum. 5. Ensure that every school has learning resources. 6. Engage stakeholders and partners in supporting the implementation and assessing the impact of the MATATAG Curriculum on learners' performance. 7. Monitor the conduct of professional development activities, (e.g., Collaborative Expertise Sessions, INSET, LACs). 8. Provide technical assistance to schools and CLCs in implementing the MATATAG Curriculum. 9. Submit a monitoring and evaluation report on the implementation of the MATATAG Curriculum to the RO.
Schools and Community Learning Centers	<ol style="list-style-type: none"> 1. Boost learners' performance and achievement through the effective delivery of the MATATAG Curriculum. 2. Ensure that the MATATAG Curriculum standards and learning competencies are effectively implemented with the support of teaching-related personnel, parents, school governing council, and other education stakeholders. 3. Design learning activities that will enable learners to connect with the learning opportunities in their own communities. 4. Implement school-based professional development activities (e.g., Collaborative Expertise Sessions, INSET, LACs) and suggest relevant training for improving

Level of Governance	Duties and Responsibilities
	teaching competence that may be provided in support of the effective implementation of the MATATAG Curriculum.

B. Capacity Building of Implementers

38. Capacity building of school leaders and teachers in the implementation of the MATATAG Curriculum shall be a collaboration between the Bureaus of the CT Strand and the National Educators Academy of the Philippines (NEAP), local academic institutions, and organizations, such as but not limited to the shape of the curriculum, curriculum standards per learning area, instructional design, conduct of collaborative expertise sessions, and school supervision including school curriculum planning and contextualization across governance levels.
39. NEAP, in collaboration with the BCD and BLD, shall lead in planning, designing, and implementing training programs for teachers and instructional supervisors on the content and delivery of the MATATAG Curriculum.
40. NEAP, in collaboration with BCD and BLD, shall lead in the development and finalization of training resource packages, including the training delivery, focusing on the features and learning standards in accordance with each learning area in each grade level of the MATATAG Curriculum. The BCD shall be responsible for providing specialists to serve as resource persons during the delivery of the training program at the national level and provide technical support to ROs, SDOs, and schools as the need arises.
41. NEAP, in collaboration with BLD, shall lead in the development and finalization of training resource packages, including the training delivery, focusing on the instructional design and appropriate pedagogical approaches for each learning area in each grade level of the MATATAG Curriculum. The BLD shall be responsible for providing specialists to serve as resource persons during the delivery of the training program at the national level and shall provide technical support to ROs, SDOs, and schools as the need arises.
42. NEAP, in collaboration with BCD and BLD, shall ensure that adequate training on the implementation of the MATATAG Curriculum is conducted not only before the implementation phase but also during the implementation phase based on the findings of the M&E.
43. The CT Strand and NEAP shall ensure that training materials are carefully reviewed. Academic experts and specialists external to DepEd, such as but not limited to those from the Centers of Excellence (COEs), Centers of Development (COD), and Teacher Education Institutions (TEIs), may be involved in the quality assurance of these training materials.
44. The Bureau of Learning Resources (BLR) shall ensure the availability of required teacher-training materials, which consist of but are not limited to resource packages, lesson exemplars, textbooks, and teacher's manuals, during the training of teachers.

45. The SDO shall put in place a continuous monitoring and evaluation process to capacitate newly hired and untrained teachers.
46. The DepEd, through NEAP and the Finance Strand, shall determine and allot appropriate funds for the capacity building of the teaching and teaching-related personnel on the MATATAG Curriculum subject to the availability of funds and in accordance with the existing budgeting, accounting and auditing rules and regulations.

C. Provision of Learning Resources

47. For the procurement and quality assurance of textbooks and teacher's manuals, the BLR shall be guided by the provisions stipulated in DO 025, s. 2023, Guidelines on the Procurement and Quality Assurance of Textbooks and Teacher's Manual.
 - a. On matters pertaining to the provision of supplementary learning resources for public school libraries and library hubs, BLR shall be guided by the standards and provisions stipulated in DO 024, s. 2023, Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs.
 - b. DO 020, s. 2022, Multi-Year Guidelines of the Decentralization of the Procurement, including the Quality Assurance, Delivery, Documentation, Storage and Safekeeping of Learning Tools and Equipment for Science, Mathematics and Technical and Livelihood Education (LTE-SME and TVL), and the Downloading of Funds Allotted Therefor, shall be the basis for the provision of LTE-SME and TVL tools and equipment in schools.
 - c. BLR shall continuously update and upgrade the Learning Resources (LR) Portal, to support the phased implementation of the MATATAG Curriculum.
 - d. New issuances may be formulated to include guidelines on the provision of learning resources not covered by existing policies.

D. System Assessment

48. The Bureau of Education Assessment (BEA) shall continue to spearhead the development and implementation of nationally developed tests and the participation of the Philippines in international large-scale assessments (ILSAs). BEA shall align these measures with the MATATAG Curriculum to guarantee that efforts and initiatives to determine learning gains and gaps are aligned. This shall be subject to the implementation of measures to strengthen the performance evaluation system.

VI. MONITORING AND EVALUATION

49. Subject to measures to strengthen the performance evaluation system, the Basic Education Monitoring and Evaluation Framework (BEMEF), as discussed in DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework, shall be used as the basis for

ensuring that the objectives of the K to 12 Basic Education Program are met. The outcomes of the reforms, e.g., revision of the curriculum from Kindergarten to Grade 12, shall be measured for the following purposes:

- a. Establish baseline data and information relative to the implementation of the MATATAG Curriculum;
 - b. Measure the effectiveness of curriculum implementation; and
 - c. Provide evidence for planning, programming, and policy formulation for efficient and effective curriculum implementation.
50. The wealth of assessment data derived from the internal and external assessments shall be utilized in the planning and M&E processes of the DepEd and engaging the support of relevant stakeholders in improving the quality of basic education.
51. The CT strand and its counterparts in the regional and division levels, the CLMD and the CID, respectively, shall be responsible for monitoring and evaluating the implementation of this policy.
52. At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the school heads. The results of the evaluation shall be submitted to the SDO for collation and analysis. The SDO shall then prepare an annual analysis report for submission to the RO at the end of the school year. The feedback from the RO shall be submitted to the CT strand to be used in evaluating the policy for continuous improvement.
53. The CT, through the BCD, BLD, and BEA, shall lead the conduct of a comprehensive policy review in the fifth year of its implementation to evaluate its effectiveness and responsiveness toward meeting its intended outcomes.

VII. TRANSITORY PROVISIONS AND EFFECTIVITY

54. This Order shall take effect starting SY 2024–2025 following the implementation plan stipulated in this policy. The time allotment for the 2016 K to 12 BEC, except for Kindergarten, Grades 1, 4, and 7, shall be recalibrated following the time allotment of the MATATAG Curriculum starting SY 2024–2025. All DOs and other related issuances, rules, regulations, and provisions that are inconsistent with this Order are repealed, rescinded, and modified accordingly. This Order shall be published on the official DepEd website, the Official Gazette, or in a newspaper of general circulation. The certified copies shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

VIII. REFERENCES

55. The following are the references used in developing this policy:

Department of Education. 2023. DepEd Order No. 25, s. 2023, *Guidelines on the Procurement and Quality Assurance of Textbooks and Teacher's Manual*.

- Department of Education. 2023. DepEd Order No. 24, s. 2023, *Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs.*
- Department of Education. 2023. DepEd Order No. 13, s. 2023, *Adoption of the National Learning Recovery Program in the Department of Education.*
- Department of Education. 2023. DepEd Order No. 01, s. 2023, *Revised Designation of Undersecretaries and Assistant Secretaries to Their Strands and Functional Areas of Responsibilities and Revised Signing Authorities.*
- Department of Education. 2022. DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework.*
- Department of Education. 2022. DepEd Order No. 24, s. 2022, *Adoption of the Basic Education Development Plan 2030.*
- Department of Education. 2022. DepEd Order No. 020, s. 2022, entitled "*Multi-Year Guidelines of the Decentralization of the Procurement, including the Quality Assurance, Delivery, Documentation, Storage and Safekeeping of Learning Tools and Equipment for Science, Mathematics and Technical and Livelihood Education (LTE-SME and TVL), and the Downloading of Funds Allotted Therefor*".
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Republic of the Philippines. Congress. Senate. 2022. Republic Act 11650. *An Act Further Strengthening Teacher Education in the Philippines By Enhancing the Teacher Education Council, Establishing A Scholarship Program For Students in The Teacher Education Program, Institutionalizing the National Educators' Academy of The Philippines, And Appropriating Funds Therefor, Amending For The Purpose Republic Act No. 7784, Entitled "An Act To Strengthen Teacher Education In The Philippines By Establishing Centers Of Excellence, Creating A Teacher Education Council For The Purpose, Appropriating Funds Therefor, And For Other Purposes.*

Republic of the Philippines. Congress. Senate. 2022. Republic Act 11650. *An Act Instituting A Policy of Inclusion And Services For Learners With Disabilities In Support Of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners With Disabilities In All School Districts, Municipalities and Cities, Providing For Standards, Appropriating Funds Therefor, And For Other Purposes.*

Republic of the Philippines. Congress. Senate. 2021. Republic Act 11476. *An Act Institutionalizing Good Manners and Right Conduct and Values Education In The K To 12 Curriculum, Appropriating Funds Therefor, And For Other Purposes.*

Republic of the Philippines. Congress. Senate. 2020. Republic Act 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases And Adults And Appropriating Funds Therefor.*

Republic of the Philippines. Congress. Senate. 2017. Republic Act 10968. *An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor.*

Republic of the Philippines. Congress. Senate. 2013. Republic Act 10533. *An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Funds Therefor And for Other Purposes.*

Republic of the Philippines. Congress. Senate. 2012. Republic Act 10157. *An Act Institutionalizing The Kindergarten Education Into The Basic Education System And Appropriating Funds Therefor.*

Republic of the Philippines. Congress. Senate. 2012. Republic Act 10410. *An Act Recognizing The Age From Zero (0) To Eight (8) Years As The First Crucial Stage Of Educational Development And Strengthening The Early Childhood Care And Development System, Appropriating Funds Therefor And For Other Purposes.*

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ANNEX 1

Elementary Education

1. Elementary education is crucial to the promotion and growth of the child as an individual, a member of a family and community, and a learner in school. Developing children for life and learning is based not only on knowledge of children's developmental milestones but also on the teachers' understanding of the child's social, cultural, community, and family backgrounds and the current circumstances in which the child finds himself/herself. These backgrounds lead to diversity in childhood and shape different patterns of development and learning in the child.
2. Below are the objectives of elementary education, as stated in Batas Pambansa No. 232, or *The Education Act of 1982*:
 - a. to provide the knowledge and develop the skills, attitudes, and values essential to personal development and necessary for living in and contributing to a developing and changing social milieu;
 - b. to provide learning experiences that increase the child's awareness of and responsiveness to the changes in and just demands of society and to prepare him/her for constructive and effective involvement;
 - c. to promote and intensify the child's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and
 - d. to promote work experiences that develop the child's orientation to the world of work and creativity and prepare him/herself to engage in honest and gainful work.
3. Kindergarten education is the first stage of compulsory and mandatory formal education, which consists of one year of preparatory education for children at least five years old as a prerequisite for Grade 1.
4. The Grades 1 to 3 Program serves as a springboard to formal schooling. This is where learners are initially exposed to learning areas taught in separate blocks of time. Grades 4 to 6 provide opportunities for enhancement and application of learned literacy and numeracy competencies to varied content areas. What students have learned in Kindergarten to Grade 3, they should be able to apply in Grades 4 to 6.
 - 4.1. Thus, at the end of Grade 3, learners are expected to have achieved foundational literacy and numeracy skills, engaged creatively with the arts, learned to appreciate their cultural heritage, and developed socio-emotional skills to navigate and contribute meaningfully to their communities and the wider world.
5. In Kindergarten, Grades 1, and 2, each class shall be self-contained. For each self-contained class, there shall be one teacher who shall be responsible for teaching all the domains for Kindergarten or the learning areas for Grades 1 and 2.
 - 5.1. In case there is no shortage of teachers to handle these self-contained Kindergarten classes, schools may have the option to allow teachers to handle one session, provided that he or she will attend professional development activities, such as, but not limited to, collaborative

expertise sessions, Learning Action Cell (LAC) sessions, school-based In-service Training (INSET) for Early Childhood Education.

- 5.2. In case there is a shortage of Kindergarten teachers, schools may consider another teacher from a different grade level to teach another learning area to manage possible teaching overload, provided that he or she will attend professional development activities.
 - 5.3. For Grades 3 to 6, classes shall be departmentalized, taking into account the teachers' area of specialization. Specialization may be determined based on the teacher's Bachelor's degree (or higher) and/or prior participation in professional development relevant to the subject.
6. The objectives of Key Stage 2 are to provide learners with avenues for:
- a. further enhancement of literacy and numeracy skills as preparation for the academic demands of high school;
 - b. application of higher-order thinking skills (HOTS) to be able to adjust, decide, and respond appropriately to varied situations; and
 - c. further development of knowledge, skills, and attitudes to participate effectively in community-based and nation-building activities.

Thus, at the end of Grade 6, learners are expected to exhibit advanced literacy and numeracy, critical thinking, and scientific inquiry skills, alongside a deepened appreciation of cultural and historical contexts, preparing them to be informed and proactive participants in their communities and the wider world.

I. CURRICULUM

1. Learning Areas and Curriculum Goals

- 1.1. Key Stage 1 comprises Kindergarten and Grades 1 to 3.

Kindergarten focuses on the following developmental domains: Socio-emotional Development, Values Development, Aesthetic/Creative Development, Physical Health and Motor Development, Language, Literacy and Communication Development, and Cognitive Development.

In Grade 1, there are five learning areas: Language, Reading and Literacy, Mathematics, Good Manners and Right Conduct (GMRC), and Makabansa. In Grade 2, there are also five learning areas: Filipino, English, Mathematics, GMRC and Makabansa while in Grade 3, there are six learning areas: Filipino, English, Mathematics, Science, GMRC and Makabansa.

- 1.2. Key Stage 2 comprises Grades 4 to 6, where the following learning areas are offered: Filipino, English, Mathematics, Araling Panlipunan, Music & Arts and Physical Education & Health (MAPEH), GMRC, Science, and Edukasyong Pantahanan at Pangkabuhayan/Technology & Livelihood Education (EPP/TLE).
- 1.3. All learning areas have a CG with program standards, learning area standards, course description, and key stage standards. The CGs also

articulate grade level standards and content standards, and performance standards for each quarter.

The table below lists the curriculum standards of each learning area:

Table 1: **Key Stage Standards**

LEARNING AREA	KEY STAGE 1 STANDARDS
Filipino	<i>Naipamamalas ng mga mag-aaral ang pagkakaroon ng literasi- katatasan sa paggamit ng wika (pakikinig at pagsasalita), kakayahan sa pag-unawa (pagbasa), at kahusayan sa pagbuo ng teksto (pagsulat) gamit ang wikang Filipino na may wastong gramatika at wastong paraan ng pakikipagdiskurso upang malinang ang ganap na literasi sa wika at teksto.</i>
English	Learners are becoming literate and increasingly fluent in the use of English, with Language 1 (L1) as a linguistic resource for understanding and expressing familiar and developmentally appropriate texts. They are able to use their conversational language skills in day-to-day activities and their first language in understanding and discussing content in the learning areas, and take pride in their cultural heritage.
Language	Learners demonstrate oracy in L1; use oral and visual language in interacting with others, developing and expressing ideas; engage with and respond to various texts based on real-life experiences; use high frequency and content-specific words; and understand how languages and culture are related.
Reading and Literacy	Learners demonstrate basic literacy skills in their first language; decode high frequency and basic content-specific words to develop language for learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, and create narrative and informational texts based on real-life experiences.
Good Manners and Right Conduct	Naipamamalas ng mag-aaral ang mga konsepto at kilos kaugnay ng kabutihang-asal at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan.
Mathematics	Learners develop early numeracy through an understanding of 1-to-4-digit numbers, measures, basic shapes, and simple data. They develop their fluency in carrying out procedures or operations involving these mathematical objects in their various representations (concrete, contextual, verbal, visual, and symbolic). Mastery of early numeracy concepts lays the groundwork for understanding more complex mathematical concepts and solving more complex problems. Learners accurately understand and apply concepts, operations, procedures, and relationships in solving routine and non-routine problems related to their day-to-day lives;

LEARNING AREA	KEY STAGE 1 STANDARDS
	acquire high-level skills and fluency in the procedures and processes of mathematics through varied frequent practice and meaningful learning experiences; communicate and represent mathematical concepts and understanding using developmentally appropriate language; acquire problem-solving and critical thinking skills through real, situated, or purely mathematical problems; develop appreciation, curiosity, interest, creativity, and other desirable values, attitudes, and dispositions in mathematics.
Science	Learners acquire healthy habits and curiosity about themselves and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring, and predicting. Learners value science as an important tool in helping them continue to explore their natural and physical environment which includes developing scientific knowledge or concepts.
Makabansa	<i>Naipamamalas ng mga mag-aaral ang pag-unawa sa sarili at kultural na kamalayan (consciousness) at kasanayan (skill) upang maging malusog, malikhain, at may kakayahang (ability) makipag-ugnayan sa kapuwa at pamayanan.</i>
LEARNING AREA	KEY STAGE 2 STANDARDS
Filipino	<i>Naipamamalas ng mga mag-aaral ang pangunahin at kritikal na mga kasanayang panliterasi, at paglinang ng makrong kasanayan sa Filipino gamit ang mga talastasang may iba't ibang layon, kalahok, konteksto, sitwasyon, kultura at tema. Dagdag ang pagkakaroon ng kaalaman sa mga elementong biswal upang makabuo ng iba't ibang tekstong multimedia gamit ang wikang Filipino upang malinang ang kasanayan sa wika na taglay ang literasi na natamo sa unang yugto bilang katibayan ng pag-unlad ng pagkatuto.</i>
English	Learners have mastered their basic literacy skills and are developing applied and critical literacy skills. They demonstrate a level of communicative competence in English which enables them to engage effectively in a variety of situations and for a variety of audiences, contexts, and purposes, including learning of other content areas; and take pride in their cultural heritage.
Good Manners and Right Conduct	<i>Naipamamalas ng mag-aaral ang mga konsepto at kilos kaugnay ng kabutihang-asal at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan tungo sa paghubog ng mga pagpapahalaga.</i>
Mathematics	Learners extend their knowledge and understanding of numbers, algebra, measures, geometry, data, and probability including more complex properties, operations, and problems in different contexts that demand efficient written and mental methods of calculation.

LEARNING AREA	KEY STAGE 1 STANDARDS
	Learners use efficient mental and written mathematical concepts, operations, procedures, relationships, and tools to solve routine and non-routine real-world problems; reason and communicate using precise mathematical language to discuss ideas, investigate problems, and justify solutions; exhibit willingness and confidence to explore alternative solutions, and to take risks necessary to solve real-world problems; acquire problem-solving and critical thinking skills through real, situated, or purely mathematical problems; and enhance appreciation, curiosity, interest, creativity, and other desirable values, attitudes and dispositions in mathematics.
Science	Learners demonstrate essential skills of scientific inquiry – designing simple investigations, using appropriate procedures and tools to gather evidence, observing patterns, determining relationships, drawing conclusions based on evidence, and communicating ideas in varied ways to make meaning of the observations and/or changes that occur in the environment. Learners apply the concepts and skills to maintain good health, ensure the protection and improvement of the environment, and practice safety measures in daily activities.
Araling Panlipunan	<i>Naipamamalas ng mga mag-aaral ang paglalapat ng kaalaman sa kasaysayan ng Pilipinas gamit ang perspektibo ng heograpiya, kasaysayan, agham pampulitika, ekonomiks, at mga kaugnay na kaisipan at pagpapahalaga tungo sa pagpapaigting ng kamalayang makabansa.</i>
Edukasyong Pantahanan at Pangkabuhayan (EPP)/Technology and Livelihood Education (TLE)	Learners demonstrate the acquired basic home knowledge and skills in the four components of the learning area.
Music and Arts	Learners produce creative works about regional and national identities using conventional and contemporary concepts, processes, and practices in music and arts.
Physical Education and Health	Learners demonstrate fundamental and complex practices and movements in promoting personal, family, community, and societal health wellness for active and healthy living.

Table 2: Key Stage 1: Grade Level Standards

GRADE LEVELS	GRADE LEVEL STANDARDS
Kindergarten	Learners demonstrate early literacy, basic numeracy, and socio-emotional development skills through play-based learning and developmentally appropriate practices that are honed holistically to build 21 st century skills and support their transition to formal schooling.

Language	
Grade 1	Learners demonstrate oracy in L1; use oral and visual language in interacting with others, developing and expressing ideas; engage with and respond to various texts based on real-life experiences; use high frequency and content-specific words; and understand how languages and culture are related.
Reading and Literacy	
Grade 1	Learners demonstrate basic literacy skills in their first language; decode high-frequency and basic content-specific words to develop language for learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, and create narrative and informational texts based on real-life experiences.
Filipino	
Ikalawang Baitang	<i>Naipamamalas ng mga mag-aaral ang pagkakaroon ng kamalayang ponolohikal, katatasan sa pagpapahayag, pagsusuri at pagbuo ng tekstong naratibo at impormatibo gamit ang mga salitang natutuhan sa wikang Filipino nang may wastong gramatika at diskurso tungkol sa sarili, pamilya, komunidad at kapaligiran.</i>
Ikatlong Baitang	<i>Naipamamalas ng mga mag-aaral ang pagkakaroon ng katatasan sa pagpapahayag, pagsusuri at pagbuo ng tekstong naratibo at impormatibo gamit ang mga salitang natutuhan sa wikang Filipino nang may wastong gramatika at diskurso tungkol sa sarili at bansa.</i>
English	
Grade 2	Learners demonstrate oracy in English, with L1 as a literacy resource; decode high-frequency words and some content-specific words; develop vocabulary for conversational use and content learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, create, and compose developmentally appropriate and content-specific texts.
Grade 3	Learners demonstrate basic literacy skills in English, with L1 as a literacy resource; expand their vocabulary for conversational use and content learning, using high frequency and content-specific words; use simple and compound sentences to get and express meaning; and comprehend, analyze, create, and compose developmentally appropriate and content-specific texts.
Good Manners and Right Conduct (GMRC)	
Unang Baitang	<i>Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto at pagsunod sa mga kilos kaugnay ng kabutihang-asal, at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, pananampalataya, kalikasan, at bayan.</i>
Ikalawang Baitang	<i>Naipamamalas ng mag-aaral ang pag-unawa sa konsepto at pagsasanay ng mga kilos kaugnay ng kabutihang-asal at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, pananampalataya, kalikasan, at bayan.</i>
Ikatlong	<i>Naipamamalas ng mag-aaral ang pag-unawa sa mga</i>

Baitang	<i>konsepto at pagpili ng mga kilos kaugnay ng kabutihang-asal at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan.</i>
Mathematics	
Grade 1	Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (whole numbers up to 100; ordinal numbers up to 10th; addition of numbers with sums up to 20; place value in any 2-digit number; addition of numbers, with sums up to 100; subtraction of numbers where both numbers are less than 100; repeating patterns, fractions $\frac{1}{2}$ and $\frac{1}{4}$; the denominations and values of Philippine coins and bills up to ₱100; addition of money where the sum is up to ₱100 and subtraction of money where both amounts are less than ₱100); Measurement and Geometry (simple 2-dimensional shapes; measurement of length and distance using non-standard units; the movement of objects in half turn or quarter turn, in clockwise or counter-clockwise direction; time measured in hours, half-hours, quarter hours, days, weeks, months, years); and Data and Probability (pictographs without a scale for the representation of data). These knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.
Grade 2	Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (whole numbers up to 1000, ordinal numbers up to 20th; addition of numbers with sums up to 1000; the denominations and values of Philippine coins and bills up to ₱1000, and the addition of amounts of money with sums up to ₱1000; subtraction of numbers where both numbers are less than 1000; increasing patterns and decreasing patterns; multiplication and division of whole numbers using the 2, 3, 4, 5, and 10 multiplication tables; odd and even numbers; unit fractions and similar fractions with denominators 2, 3, 4, 5, 6, and 8); Measurement and Geometry (circles, half circles, quarter circles and composite figures made up of squares, rectangles, triangles, circles, half-circles, and quarter-circles; one step slides and flips of basic shapes and figures; measurement, comparison, and estimation of length and distance using appropriate tools and units; duration of time, elapsed time, and telling and writing time in hours and minutes (using a.m. and p.m.); straight and curved lines, and flat and curved surfaces; the perimeter of triangles, squares, and rectangles); and Data and Probability (pictographs with a scale for the representation of data). This knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.

Grade 3	<p>Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (whole numbers up to 10 000; ordinal numbers up to 100th; addition and subtraction of numbers of up to 4 digits, and money up to ₱10 000; multiplication using 6, 7, 8 and 9 multiplication tables; estimation of products of two numbers by first rounding to the nearest multiple of 10; determination of missing terms contained in repeating and increasing patterns and repeating and decreasing patterns; generation of repeating and increasing patterns, and repeating and decreasing patterns; division using the 6, 7, 8 and 9 multiplication tables; division of 2- to 4-digit numbers; estimation of quotients by first rounding the divisor and dividend to the nearest multiple of 10, addition and subtraction of similar fractions); Measurement and Geometry (areas of squares and rectangles; points, lines, line segments, and rays; parallel, perpendicular and intersecting lines; measures of mass and capacity; line symmetry; resulting figure after a translation); and Data and Probability (data presented in tables and single bar graphs; outcomes from experiments and real-life situations).</p> <p>This knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Science	
Grade 3	<p>Learners demonstrate simple science process skills of observing, predicting, and measuring to explore common local materials, their physical properties, and how they have been used over hundreds of years; locate and describe non-living things that produce useful materials; observe, describe, and measure living and nonliving things in their local environment; describe the basic needs of living things and explain how their body parts allow them to carry out their daily activities; and recognize the need to protect the environment to ensure that the basic needs of living things can be met.</p> <p>Learners use everyday language to explore, describe, and make suggestions about the simple movements of objects; learn through guided activities to make safe and careful observations of natural objects in the sky and demonstrate scientific ways of recording observations to reveal patterns in nature; identify and explore sources of light and sound in their local environment and suggest how to use them safely in their lives; apply their curiosity to explore the world around them and their creativity to propose solutions to simple challenges; and demonstrate safe handling procedures in using equipment and materials.</p>
Makabansa	
Unang Baitang	<i>Naipamamalas ng mga mag-aaral ang pag-unawa sa sarili at kultural na kamalayan (consciousness) at kasanayan (skill)</i>

	<i>upang maging malusog, malikhain, at may kakayahang (ability) makipag-ugnayan sa kapuwa at pamayanan.</i>
Ikalawang Baitang	<i>Naipamamalas ang pag-unawa sa mga kaugnay na konseptong pansarili at kultural na kamalayan at kasanayan sa pagkakaroon ng malusog na pangangatawan upang mapahalagahan ang mga responsibilidad bilang aktibong kasapi ng kinabibilangang komunidad.</i>
Ikatlong Baitang	<i>Naipamamalas ang pag-unawa at pagpapahalaga sa pansarili at kultural na kamalayan at kasanayan sa pagkakaroon ng malusog na pangangatawan upang maisakatuparan ang mga responsibilidad ng isang aktibo at malikhaing kasapi ng mas malawak na komunidad.</i>

Table 3: Key Stage 2: Grade-Level Standards

LEARNING AREA	GRADE LEVEL STANDARDS
Filipino	
Ikaapat na Baitang	<i>Naipamamalas ng mga mag-aaral ang pangunahin at kritikal na mga kasanayang panliterasi, pagpapalawak ng bokabolaryo, pakikipagtalastasan nang may wastong gamit ng wika sa diskuro na binibigyang pansin ang kaangkupan ng kaalaman, ideya, at damdamin na ayon sa edad, kasarian, kultura, at layunin, kaalinsabay nito na nagagamit ang kaalamang natamo hinggil sa mga elementong biswal sa pagpapakahulugan at pagsusuri sa mga paksang patungkol sa lokal na komunidad at bansa.</i>
Ikalimang Baitang	<i>Naipamamalas ng mga mag-aaral ang paglalapat ng mga kasanayang panliterasi, pagpapalawak ng bokabolaryo, at pakikipagtalastasan nang may wastong gamit ng wika sa diskuro para sa kritikal na pag-unawa at pagbuo ng mga tekstong naratibo at impormatibo na binibigyang pansin ang kaangkupan ng kaalaman, ideya, at damdamin na ayon sa edad, kasarian, kultura, at layunin, kaalinsabay nito na nagagamit ang kaalamang natamo hinggil sa mga elementong biswal at multimedia sa pagpapakahulugan at pagsusuri sa mga paksang patungkol sa lokal o rehiyonal at bansa.</i>
Ikaanim na Baitang	<i>Naipamamalas ng mga mag-aaral ang paglalapat na mga kasanayang panliterasi, pagpapalawak ng bokabolaryo, at pakikipagtalastasan nang may wastong gamit ng wika sa diskuro para sa pag-unawa at pagbuo ng mga tekstong naratibo at impormatibo na binibigyang pansin ang kaangkupan ng kaalaman, ideya, at damdamin na ayon sa edad, kasarian, kultura, at layunin, kaalinsabay nito na nagagamit ang kaalamang natamo hinggil sa mga elementong biswal at multimedia sa pagpapakahulugan at pagsusuri sa mga paksang patungkol sa bansa at global.</i>
English	
Grade 4	Learners demonstrate basic and applied and critical literacy skills in developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and

	expository texts with simple, compound, and some complex sentences; use verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; and use visual elements to derive meaning and evaluate the cultural appropriateness of visual texts.
Grade 5	Learners demonstrate applied and critical literacy skills in further developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and complex sentences; fill out a variety of forms accurately; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; use visual elements to derive meaning and evaluate cultural appropriateness of visual texts; and understand multimedia elements and how they affect the meaning of multimedia texts.
Grade 6	Learners demonstrate applied and critical literacy skills in consolidating receptive and productive skills; use literal and implied meanings in composing literary and informational texts; use a range of reference materials to compose narrative, expository, and persuasive texts with simple, compound, and complex sentences; create simple survey forms for specific purposes; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender and culture; and use visual and multimedia elements to derive meaning from and produce multimedia texts for specific purposes.
Good Manners and Right Conduct	
Ikaapat na Baitang	<i>Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto at kilos sa kabutihang-asal at wastong pag-uugali para sa sarili, pamilya, kapuwa, bansa, kalikasan, at Diyos tungo sa paghubog ng mga dalisay na budhi (virtue) at pagpapahalaga.</i>
Ikalimang Baitang	<i>Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto at paglalapat ng mga angkop na kilos na nagpapakita ng kabutihang-asal at wastong pag-uugali sa sarili, pamilya, kapuwa, bansa, kalikasan, at Diyos tungo sa paghubog ng mga Dalisay na budhi (virtue) at pagpapahalaga.</i>
Ikaanim na Baitang	<i>Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto, patuloy na paglalapat, at paglinang ng mga kilos kaugnay ng kabutihang-asal at wastong pag-uugali na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan tungo sa paghubog ng mga dalisay na budhi (virtue) at pagpapahalaga.</i>
Mathematics	
Grade 4	Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (whole numbers up to 1 000 000; addition of numbers with sums up to 1 000 000 and subtraction of numbers where both numbers are less than 1 000 000; multiplication of whole numbers with products-up to 1 000

	<p>000; division of up to 4-digit numbers by up to 2-digit numbers, and the MDAS rules; addition and subtraction of similar fractions, including mixed numbers; dissimilar and equivalent fractions; factors and multiples of numbers up to 100; addition and subtraction of dissimilar fractions; simple patterns; number sentences; decimal numbers and their relationship to fractions); Measurement and Geometry (right, acute, and obtuse angles; properties of triangles and quadrilaterals; perimeter of quadrilaterals, and composite figures composed of triangles and quadrilaterals; conversion of units of length, mass, capacity, and time; symmetric figures and designs; reflection with shapes); and Data and Probability (presentation and interpretation of data in tabular form and in a single line graph). This knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Grade 5	<p>Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (the GEMDAS rules for operations with numbers; multiplication and division of fractions; decimal numbers with decimal parts up to ten thousandths; addition and subtraction of decimal numbers; divisibility rules; prime and composite numbers; multiplication and division of decimal numbers; GMDAS rules when performing three or more operations with fractions and decimals); Measurement and Geometry (12- and 24-hour time, and world time zones; area of a parallelogram, triangle, and trapezoid; prisms and pyramids; surface area of solid figures; cubes and rectangular prisms; rotation about a point given an angle); and Data and Probability (double bar graphs and double line graphs; theoretical probability). This knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Grade 6	<p>Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (the four operations with decimals; the four operations with different combinations of fractions, whole numbers, and mixed numbers; ratio and proportion; percentages, and their relationships with fractions and decimals; exponential form, including calculation using the GEMDAS rules; common factors, greatest common factors, common multiples, and least common multiples); Measurement and Geometry (tessellation of shapes; translation, reflection, and rotation with shapes; units of volume and capacity; volume of cubes and rectangular prisms; perimeter and area of triangles, parallelograms, trapezoids, and composite figures composed of triangles, squares, and rectangles; parts of a circle, including circumference; area of a circle; composite figures composed</p>

	of any two or more of: triangle, square, rectangle, circle, semi-circle); and Data and Probability (construction and interpretation of pie graphs). These knowledge, skills, and understanding are applied, in association with the use of technology, in the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.
Science	
Grade 4	<p>Learners describe the chemical properties of materials and that changes to them are sometimes harmful; identify that plants and animals have systems whose function is to keep them alive; observe, describe, and create representations to show how living things interact with their habitat, survive, and reproduce; and use diagrams to show the feeding relationship among different organisms.</p> <p>Learners use simple equipment and processes to identify types of soil that hold water and support plant growth and to measure and record data about movement and describe and predict how things around them move; describe the concepts of speed and force; recognize that science processes are used to gain deeper understanding about the properties of magnets, light, sound, and heat; apply their developing observation skills and objectivity to identify where energy is evident in their local communities and how it is used by people; use instruments and secondary sources to measure and describe the characteristics of weather and use the information to make predictions; demonstrate appreciation for the dangers of extreme weather events and use safe practice to protect themselves; use personal observations and reliable secondary information sources to describe the sun and explain its importance to life on Earth; and exhibit objectivity and open-mindedness in gathering information related to environmental issues and concerns in the community.</p>
Grade 5	Learners identify matter as having mass and taking up space and existing in three states based on the properties of shape and volume; identify that heat is involved in changes of state; plan and carry out a simple scientific investigation following appropriate steps and identifying appropriate equipment; describe and create models of the body systems that represent how humans grow, develop, and reproduce; use tables to group living things as plants, animals, or microorganisms; use skills of observing, predicting, measuring, and recording to plan and carry out a simple activity to compare the life cycles of plants and animals; plan and carry out valid and reliable scientific investigations to explore frictional forces by identifying and controlling variables; and observe and describe basic features of static electricity and electric current and explain and recognize applications of forces and electrical energy in the home and community.

	<p>Learners explain the role of the water cycle in changing landforms and earth materials; explain the causes and impact of extreme weather and identify appropriate and safe ways to respond to such events; recognize the scale of space and describe the features of the solar system; use models to communicate significant relationships and movements; demonstrate curiosity and creativity in communicating information about earth processes to other people; and use objectivity and measurement to carry out scientific investigations using fair tests and multiple trials to explore how forces influence the movement of familiar objects and predict how gravity affects objects on Earth.</p>
Grade 6	<p>Learners describe the benefits of various separation techniques and demonstrate skills using different equipment; use diagrams and flowcharts to describe changes of state; use the words reversible and irreversible to describe changes to materials; identify mixtures such as solutions and give examples such as mixture; recognize and apply their understanding of the features of a fair test; describe the different ways that plants reproduce and plan a simple scientific investigation to determine which method works best in a given habitat; describe that vertebrate are animals with a backbone and that invertebrates do not have a backbone; design and produce an example of a food web that identifies the role of consumers, producers, scavengers, and decomposers; and identify the technical terms biotic and abiotic as referring to living and non-living things.</p> <p>Learners carry out investigations to observe patterns and systems scientifically; support their observations and conclusions to explain occurrences and concepts using technical scientific language; and use critical thinking skills and creativity to make models and other devices to communicate their understanding to other people.</p> <p>Learners describe that volcanoes can have unexpected and severe impacts on communities and that the uncertainty and impacts of unpredicted eruptions can be offset by understanding and following alerts from authorities; explain that the weather patterns that produce seasons are largely predictable, and use models to explain natural processes and timing, such as the changes of season; identify that scientific models are valuable in explaining other observations of patterns in nature, such as the apparent movement of celestial objects across the sky; and exhibit respect for cultures and interpretations of natural phenomena by indigenous people over generations and respect explanations of phenomena using scientific inquiry and objectivity.</p>
Araling Panlipunan	
Ikaapat na Baitang	<i>Naipamamalas ang pag-unawa at pagmamalaki sa pagka-Pilipino na pinagbubuklod ng iba't ibang kultura batay sa mga konsepto ng heograpiya, kasaysayan, ekonomiya,</i>

	<i>pamamahala at pagpapahalaga tungo sa pagpapaigting ng kamalayang makabansa.</i>
Ikalimang Baitang	<i>Naipamamalas ang pag-unawa at pagpapahalaga sa pagkakabuo ng Pilipinas, mga sinaunang lipunan hanggang ika-19 na siglo gamit ang mga batayang konsepto ng heograpiya, kasaysayan, agham pampolitika, ekonomiks, at mga kaugnay na kaisipan tungo sa pagbuo ng pambansang pagkakakilanlan at nasyonalismo.</i>
Ikaanim na Baitang	<i>Naipamamalas ang pag-unawa at paglalapat ng kaalaman sa kasaysayan ng Pilipinas mula 1872 hanggang kontemporaryong panahon, gamit ang mahahalagang kaisipan sa heograpiya, kasaysayan, kultura, karapatan at responsibilidad, pamumuno at pagsunod, ekonomiya, likas-kayang pag-unlad at pamumuhay sa lipunang Pilipino tungo sa pagbuo ng pambansang pagkakilanlan at nasyonalismo.</i>
Edukasyong Pantahanan at Pangkabuhayan (EPP)/ Technology and Livelihood Education (TLE)	
Ikaapat na Baitang	<i>Naipakikita ng mga mag-aaral ang pagkaunawa sa mga pangunahing kaalaman, kasanayan, pagpapahala, at saloobin sa Information and Communications Technology (nakapagsasagawa ng mga pangunahing pagpapatakbo ng computer at paggamit ng mga kagamitan sa pagiging produktibo), Agrikultura (pag-aalaga ng mga halamang pampalamuti, gulay, at mga namumungang puno), Family and Consumer Science (pagpapanatili ng kaayusan ng tahanan) at Industrial Arts (pagre-recycle ng mga pinaggamitan at/o pinagputulan), na nagbibigay kakayahan upang mapabuti nila ang pansarili, pampamilya, at pampamayanang kalagayang pang-ekonomiya.</i>
Ikalimang Baitang	<i>Naipapakita ng mga mag-aaral ang pagkaunawa sa mga pangunahing kaalaman, kasanayan, pagpapahalaga, at saloobin sa Information and Communications Technology (desktop publishing, electronic mailing, internet navigating, at online conferencing), Agrikultura (pag-aalaga ng Poultry Animals), Family and Consumer Science (pagkukumpuni at pagtatahi ng mga pambahay na linen), at Industrial Arts (pagpapahusay sa mga recycled, pinaggamitan, at/o pinagputulang sangkap at pangunahing pagpapanatili ng mga muwebles at kagamitang de-kuryente sa loob ng bahay) na nagbibigay kakayahan upang mapabuti nila ang pansarili, pampamilya, at pampamayanang kalagayang pang-ekonomiya.</i>
Grade 6	Learners demonstrate an understanding of the basic knowledge, skills, values, and attitudes in Information and Communications Technology (multimedia editing and basic coding), fishery arts (fish-growing), Family and Consumer Science (food preservation & processing), and Industrial Arts (making simple projects out of materials available locally) towards improving oneself, family, and community's economic life.
Music and Arts	
Grade 4	Learners produce creative works for their geographic and cultural community using conventional concepts, processes,

	and practices in music and arts.
Grade 5	Learners produce creative works using conventional and contemporary processes and practices in music and arts, in relation to historical and cultural influences (Pre-Colonial to Spanish Colonial Period).
Grade 6	Learners produce creative works using conventional and contemporary concepts, processes, and practices in music and arts reflecting their local, cultural, and national identities (19 th -20 th century).
Physical Education and Health	
Grade 4	Learners demonstrate fundamental health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
Grade 5	Learners analyze varied health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
Grade 6	Learners evaluate complex health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.

2. Time Allotment

This section discusses the time allotment for the MATATAG Curriculum and the National Learning Recovery Programs, i.e., the NRP, the NMP, and the Homeroom Guidance Program (HGP).

- 2.1. Kindergarten shall follow a class program called Blocks of Time. Flexibility in the use of class time shall be observed to meet the day's learning objectives and give learners ample time to explore and discover their interests and abilities. The HGP shall not be treated as a separate activity that entails additional time, instead, it shall be naturally integrated into different activities as may be deemed appropriate by the teacher.
- 2.2. For Grades 1 to 3 the activities to be included in the NRP and the NMP shall be detailed in separate issuances.
- 2.3. Schools are advised to apportion time for arrival and assembly, library work, learning stations, health breaks, intervention activities, and other related tasks.

Table 4: **Sample Blocks of Time for Kindergarten**

Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
Arrival Time/ Free Play	Arrival of the learners in the classroom, playing with educational toys, manipulatives, etc.	
Meeting Time	Checking of attendance days of the week, checking of the weather	15

Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
Circle Time 1	Story read-aloud/picture reading, valuing, and processing (<i>springboard to Circle Time 1 activities</i>)	45
	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	
Supervised Recess	Integrate hands-on activities to develop desirable table manners/etiquette, values of being independent, disciplined, and conscious about healthy and nutritious food, etc.	15
Quiet/Nap Time	Engage in mindfulness and relaxing activities	10
Circle Time 2	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	40
Indoor/Outdoor Play	Activities, such as art, music, science, language, math, etc., are to be explored inside or outside the classroom. This includes locomotor and non-locomotor movements.	35
Wrap-Up Time	Recall the activity of the day through a simple story, poem, or saying, etc., and/or process learning insights or moral lessons from the activities on how to apply the learnings at home	20
Dismissal Time	Packing away, goodbye, going home, etc.	
Total Number of Minutes		180 minutes
Total Number in Hours		3 hours

Table 5: Time Allotment for Grades 1 to 3

LEARNING AREA	TIME ALLOTMENT PER DAY (NUMBER OF MINUTES)		
	G1	G2	G3
Language	40 (5x a week)	-	-
Reading and Literacy	40 (5x a week)	-	-
Filipino	-	40 (5x a week)	45 (5x a week)
English	-	40 (5x a week)	45 (5x a week)
Mathematics	40 (5x a week)	40 (5x a week)	45 (5x a week)
Makabansa	40 (5x a week)	40 (5x a week)	45 (5x a week)
GMRC	40 (5x a week)	40 (5x a week)	45 (5x a week)
Science	-	-	45 (5x a week)
*NRP	30 (4x a week)	30 (4x a week)	30 (4x a week)
*NMP	30 (4x a week)	30 (4x a week)	30 (4x a week)
* HGP	40 (once a week)	40 (once a week)	45 (once a week)
Total Time per day (in minutes)	260 (Mon-Thurs) 240 (Fridays)	260 (Mon-Thurs) 240 (Fridays)	330 Mon-Thurs) 315 (Fridays)
Total Time per day (in hours)	4h 20 min (Mon to Thurs) 4h (Friday)	4h 20 min (Mon to Thurs) 4 h (Friday)	5h 30 min (Mon to Thurs) 5h and 15 min (Friday)

**NMP and NRP are provided with a time allotment and shall be considered part of the total teaching load of teachers.*

Table 6: Time Allotment for Key Stage 2: Grades 4 to 6

LEARNING AREA	TIME ALLOTMENT (NUMBER OF MINUTES)
Filipino	45 (5x a week)
English	45 (5x a week)
Mathematics	45 (5x a week)
Araling Panlipunan	45 (5x a week)
MAPEH	45 (5x a week)
GMRC	45 (5x a week)
Science	45 (5x a week)
EPP/TLE	45 (5x a week)
*NMP	30 (4x a week)
*HGP	45 (once a week)
Total Time per day (in minutes)	390 (Mon-Thurs) 405 (Fridays)
Total Time per day (in hours)	6 h 30 min (Mon-Thurs) 6h 45 min (Fridays)

3. Medium of Teaching and Learning

- 3.1. The medium of teaching and learning (MOTL) for this stage of the MATATAG Curriculum observes a transition from the dominance of the first language (L1) or the language that the learners use and

understand, from Kindergarten until Grade 1 to the accommodation of both Filipino and English, which are used starting Grade 2 until the end of the program. The first language shall be the MOTL for all learning areas in Key Stage 1, except for the Filipino and English subjects.

- 3.2. The MOTL used for Key Stage 2 shall be Filipino and English, with the learning areas shown in Table 7. The learners' first language shall continue to be used as an auxiliary medium, whenever necessary, to facilitate teaching and learning.

Table 7: **Medium of Teaching and Learning in Key Stage 2**

Medium of Teaching and Learning	Grade 4	Grade 5	Grade 6
English	English Science Mathematics Music & Arts P.E. & Health		English Science Mathematics Music & Arts P.E & Health TLE
Filipino	Filipino Araling Panlipunan GMRC EPP		Filipino Araling Panlipunan GMRC

II. **Programs in Support of the Implementation of the MATATAG Curriculum**

The Elementary Basic Education offers various programs to learners to ensure their holistic development. Below are the programs that cater to the acquisition and development of learners' knowledge, skills, attitudes, and values in various aspects in support of the implementation of the MATATAG curriculum.

1. **National Learning Recovery Program (NLRP)**

The DepEd adopts the NLRP per DO No. 13, s. 2023 to strengthen its learning recovery and continuity program, improve numeracy and literacy, and accelerate the achievement of the education targets. It includes the following sub-programs:

- a. National Learning Camp (DO No. 14, s. 2023);
- b. National Reading Program;
- c. National Mathematics Program;
- d. National Science and Technology Program; and
- e. Other programs.

2. **Inclusion in Basic Education**

In adherence to Section 8 of the IRR of RA No. 10533, which defined Inclusiveness in Basic Education, DepEd has the following programs:

- a. Programs for the Gifted and Talented include the following:
 - i. Special Curricular Programs (DO No. 46, s. 2012; DO No. 21, s. 2019)
 - ii. Special Science Program (SSP)

- 1. Special Science Elementary School (SSES)
- iii. Acceleration Program;
- b. Programs for Learners with Disabilities or the Special Needs Education (SNED) Program (DO No. 44, s. 2021);
- c. Madrasah Education Program (DO No. 41, s. 2017);
- d. Indigenous Peoples (IP) Education Program (DO No. 62, s. 2011); and
- e. Programs for Learners under Difficult Circumstances.

The implementation of these programs shall be guided by their respective existing implementing guidelines until revised, rescinded, or repealed.

3. Alternative Delivery Modes (ADMs)

Cognizant of inclusion as the core principle in delivering enhanced formal basic education, schools shall implement applicable alternative delivery modes (ADMs) for schools with learners who are at risk of dropping out, have extreme difficulty accessing schools and during emergency situations, and for those who attend overpopulated schools.

4. Co-curricular Programs

Schools shall endeavor to provide and expose learners to varied experiences that further develop their social, environmental, and leadership skills and talents through the following:

- a. National Festival of Talents (NFOT);
- b. National Schools Press Conference (NSPC);
- c. Palarong Pambansa (DO No. 43, s. 2016);
- d. Learners' Convergence PH;
- e. Learner Government Program - Supreme Elementary Learner Government;
- f. Program for Learner Support and Learner Protection;
- g. Scouting;
- h. Youth for Environment in Schools Organization (YES O) in support of the National Greening Program (NGP); and
- i. Learners and Schools as Zones of Peace (LSZOP)

ANNEX 2

Secondary Education

1. Secondary Education is composed of two key stages of the K to 12 Basic Education Program, namely, Junior High School comprising Grades 7 to 10, and Senior High School covering Grades 11 to 12. Learners in Secondary Education are generally from the 12 to 17 years old age group. They may also be adults beyond 18 years old who were not able to participate and complete basic education early on.
2. The *Implementing Rules and Regulations* of the RA No. 10533 or the *Enhanced Basic Education Act of 2013*, describes Secondary Education as “the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically 12 and 16 years old, respectively.” Additionally, Secondary Education includes co-curricular activities.
3. As stipulated in DO No. 21, s. 2019, *Policy Guidelines on the K to 12 Basic Education Program*, the goals of the Junior High School Curriculum are “1) to provide learners with opportunities to learn fundamental concepts at a higher degree of complexity; and 2) to help learners develop an increasing degree of independence in applying knowledge, skills, and values learned”. At the end of Grade 10, learners are expected to demonstrate advanced communicative competence, critical thinking, and creative expression, equipped with the skills to analyze, create, and engage with complex texts, scientific inquiries, and mathematical concepts, preparing them for responsible global citizenship and sustainable living or be ready to enter senior high school.

I. CURRICULUM

1. Learning Areas and Curriculum Goals

- 1.1. The Junior High School Curriculum has eight learning areas: Filipino, English, Mathematics, Science, Araling Panlipunan, Music & Arts and Physical Education & Health (MAPEH), Values Education, and Technology & Livelihood Education. Each learning area is studied in four quarters or for one academic year.
- 1.2. All learning areas have a Curriculum Guide (CG) with program standards, learning area standards, course description, and key stage standards. The CGs also articulate grade-level standards, content standards, and performance standards for each quarter.

The table below lists the curriculum standards of each learning area:

Table 1: **Key Stage Standards**

LEARNING AREA	KEY STAGE 3 STANDARDS
Filipino	Naipamamalas ng mga mag-aaral ang kasanayang komunikatibo, pagiging malikhain at kritikal na pag-unawa ng mga tekstong nasusulat, mga Obra Maestra, at tekstong biswal gamit ang wikang Filipino bilang wikang intelektuwal na masasalamatin ang multilingguwal at multikultural na literasi patungo sa paglikha at presentasyon ng tekstong multimodal upang malinang ang kasanayan sa pag-unawa at pagsusuri ng mga teksto na taglay ang literasi na natamo sa unang yugto at ang kasanayan sa wika mula sa ikalawang yugto para maging sandata sa pagiging makabansa at global na mamamayan.
English	Learners can critically analyze and evaluate the style, form, and features of literacy, informational texts (non-journalistic, journalistic, and academic texts), and transactional texts. They are able to compose and publish a range of multimedia texts for a variety of meanings, purposes, and audiences, including learning in other content areas: and take pride in their cultural heritage.
Values Education (VE)	Naipapamalas ng mga mag-aaral ang mga konsepto at kilos kaugnay ng mga pagpapahalagang nakabatay sa Etika ng nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan tungo sa kabutihang panlahat.
Mathematics	<p>Learners demonstrate knowledge and understanding of algebra, measurement, geometry, data, and probability with more complex and abstract forms, with greater emphasis on cognitive development toward self-directed learning. This learning area focuses on sets and real numbers, functions, equations, inequalities, sequences, the axiomatic structure of geometry, triangle congruence and similarity, basic trigonometry, basic statistical measures, and probability.</p> <p>Learners apply mathematical concepts, operations, procedures, facts, relationships, and tools to describe, explain, investigate, model, and predict phenomena; reason mathematically, construct plausible arguments, evaluate the reasoning of others, and ask useful questions to clarify or improve arguments; access, use, interpret, and communicate mathematical information and ideas to engage in and manage the mathematical demands in various 21st century contexts; utilize mathematical thinking in decision-making and acquire problem-solving and critical thinking skills through real, situated, or purely mathematical problems; and strengthen appreciation, curiosity, interest, creativity, and other desirable values, attitudes, and dispositions in mathematics.</p>
Science	Learners demonstrate scientific, environmental, technological, and engineering literacies that would lead to rational choices on issues confronting them; recognize that the central feature of an investigation is that if one variable is

LEARNING AREA	KEY STAGE 3 STANDARDS
	changed, the effect of the change on another variable can be measured; evaluate scientific evidence in drawing interpretations and conclusions; communicate their findings to other people; demonstrate understanding of science concepts; exhibit critical and analytical thinking in making decisions in scientific contexts; apply science inquiry skills in addressing real-world problems through scientific investigations; and demonstrate desirable attitudes and skills in conducting investigations.
Araling Panlipunan	Naipamamalas ng mga mag-aaral ang pagtataya sa mga usapin at isyung pambansa, panrehiyon, at pandaigdig, gamit ang mahahalagang kaisipan sa heograpiya, kasaysayan, kultura, karapatan at responsibilidad, pamumuno at pagsunod, ekonomiya, at likas-kayang pag-unlad sa mapanagutang pagkamamamayan ng daigdig.
Technology and Livelihood Education (TLE)	Learners are expected to demonstrate the acquired common industry skills that are introduced in the different specializations focusing on the use of tools and equipment, mensuration, interpretation of drawings and plans, observance of occupational safety and health, career, and business opportunities. For Grades 9 and 10, learners are expected to demonstrate technical skills in the different sectors in TLE.
Music and Arts	Learners innovate creative works about global communities within the context of Filipino cultural identity and diversity using conventional, contemporary, and emerging concepts, processes, techniques, and/or practices in music and arts.
Physical Education and Health	Learners integrate health and physical literacies in promoting personal, family, community, and societal wellness for active and healthy living.

Table 2: **Grade Level Standards**

LEARNING AREA	GRADE LEVEL STANDARDS
	Filipino
Ikapitong Baitang	Naipamamalas ng mga mag-aaral ang kasanayang komunikatibo at nauunawaan at nasusuri ang Obra Maestrang Ibong Adarna, mga tekstong nasusulat tulad ng panitikan sa Panahon ng Katutubo hanggang sa Panahon ng Pananakop ng Espanya gayundin ang mga tekstong impormasyonal, akademik, at biswal para sa pagbuo ng makabuluhang tekstong multimodal na gamit ang mga natutuhang elementong panlingguwistika tungo sa paghubog ng kaakuhan at pagpapahalagang Pilipino.
Ikawalong Baitang	Naipamamalas ng mga mag-aaral ang kasanayang komunikatibo at nauunawaan at nasusuri ang Obra Maestrang Florante at Laura, mga tekstong nasusulat tulad ng panitikan sa Panahon ng Propaganda hanggang sa

LEARNING AREA	GRADE LEVEL STANDARDS
	Panahon ng Pananakop ng Hapon gayundin ang mga tekstong impormasyonal, akademik, at biswal para sa pagbuo ng makabuluhang tekstong multimodal na gamit ang mga natutuhang elementong panlingguwistika tungo sa pagpapahalaga ng sariling kalinangan.
Ikasiyam na Baitang	Naipamamalas ng mga mag-aaral ang kasanayang komunikatibo at nauunawaan at nasusuri ang Obra Maestrang Noli Me Tangere, mga tekstong nasusulat tulad ng panitikan sa Panahon ng Kasarinlan hanggang sa Panahon ng Bagong Milenyo gayundin ang mga tekstong impormasyonal, akademik, at biswal para sa pagbuo ng makabuluhang tekstong multimodal na gamit ang mga natutuhang elementong panlingguwistika tungo sa pakikisangkot nang may kamalayan sa usaping panlipunan.
Ikasampung Baitang	Naipamamalas ng mga mag-aaral ang kasanayang komunikatibo, pagiging malikhain, at kritikal na pag-unawa at pagsusuri ng Obra Maestrang El Filibusterismo at mga tekstong pampanitikan (sa Panahon ng Kontemporaneo/Makabagong Panahon), mga Korespondensiya Opisyal, impormasyonal, akademik, at biswal para sa pagbuo ng makabuluhang tekstong multimodal na gamit para sa tiyak na layunin, pagpapakahulugan, at target na babasa tungo sa pagtatamo ng kaunlarang Pilipino sa kapaki-pakinabang na pagganap bilang makabansa at global na mamamayan.
English	
Grade 7	Learners use their multiliteracies and communicative competence in evaluating Philippine literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their local and national identity.
Grade 8	Learners use their multiliteracies and communicative competence in evaluating Afro-Asian literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines and Afro-Asia).
Grade 9	Learners use their multiliteracies and communicative competence in evaluating Anglo-American literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, and Anglo-America).
Grade 10	Learners use their multiliteracies and communicative competence in evaluating World literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, Anglo-America, and the World).

LEARNING AREA	GRADE LEVEL STANDARDS
Values Education	
Ikapitong Baitang	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto at kilos kaugnay ng mga pagpapahalagang makatutulong sa pagtupad ng kaniyang mga tungkulin na nagpapakita ng pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan.
Ikawalong Baitang	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto at kilos kaugnay ng mga pagpapahalagang makatutulong sa pagkalinga sa pamilya at kapuwa bilang indikasyon sa pagmamahal sa sarili, pamilya, kapuwa, Diyos, kalikasan, bayan, at sanlibutan.
Ikasiyam na Baitang	Naipamamalas ng mga mag-aaral ang pag-unawa sa mga konsepto at kilos kaugnay ng mga pagpapahalagang makakatulong sa pagtataguyod ng bayan tungo sa kabutihang panlahat.
Ikasampung Baitang	Naipamamalas ng mag-aaral ang mga konsepto at kilos na nagpapakita ng mapanagutang pagpapasya, mapayapang pamumuhay sa kabila ng pagkakaiba-iba, at pagiging sangkot sa pangangalaga at pagpapayaman ng sanlibutan.
Mathematics	
Grade 7	Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (application of percentages; use of rates; rational numbers; square roots of perfect squares, cube roots of perfect cubes, and irrational numbers; sets and subsets, and the union and intersection of sets; Venn diagrams; the set of integers, and comparing and ordering integers; the four operations with integers; simplification of numerical expressions involving integers; absolute value of an integer; the solution of simple equations; the evaluation of algebraic expressions following substitution; the rearrangement of a formula to make a different variable the subject of the formula; operations using scientific notation); Measurement and Geometry (regular and irregular polygons and their features/ properties; determination of measures of angles and number of sides of polygons; conversion of units of measure; volume of square and rectangular pyramids, and cylinders); and Data and Probability (data collection and sampling techniques, and the presentation of data in appropriate tables and graphs; interpretation of statistical graphs; outcomes from experiments). These knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.
Grade 8	Learners demonstrate knowledge, skills and understanding in relation to the curriculum content domains Number and Algebra (algebraic expressions and operations with monomials, binomials, and multinomials; special products for binomials, and factorization of polynomials; rational algebraic expressions and equations; rules for obtaining terms in

LEARNING AREA	GRADE LEVEL STANDARDS
	<p>sequences; plotting points, and finding distance and the midpoint of line segments on the Cartesian coordinate plane; earning money, profit and loss, 'best buys,' buying on terms; linear equations in one variable; linear inequalities in one variable and their graphs; linear equations in two variables and their graphs; systems of linear equations in two variables; linear inequalities in two variables); Measurement and Geometry (volume of pyramids, cones, and spheres; the Pythagorean Theorem; triangle inequality theorems); and Data and Probability (measures of central tendency of ungrouped data; measures of variability for ungrouped data; interpretation and analysis of graphs from primary and secondary data; experimental and theoretical probability; the Fundamental Counting Principle). This knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Grade 9	<p>Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (relations and functions; graphs of linear functions, and the identification of domain and range, slope, intercepts, and zeros; quadratic equations and graphs of quadratic functions; the solution of quadratic equations; direct and inverse variation); Measurement and Geometry (simple geometric concepts and notations; perpendicular and parallel lines, and angles formed by parallel lines cut by a transversal; quadrilaterals and their properties; congruence of triangles; congruence proofs; similarity of polygons; special triangles; triangle theorems and triangle inequality theorems; the trigonometric ratios and their application); and Data and Probability (interpretation and analysis of data to assess whether the data may be misleading; probabilities of simple and compound events). These knowledge, skills, and understanding are applied, with the use of technology, to the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Grade 10	<p>Learners demonstrate knowledge, skills, and understanding in relation to the curriculum content domains Number and Algebra (quadratic inequalities in one variable and in two variables; absolute value equations and inequalities in one variable, and their graphs; radical expressions; the roots of a quadratic equation; quadratic functions; equations reducible to quadratic equations; equation of a circle and the graph of a circle; compound interest and depreciation); Measurement and Geometry (the laws of sines and the laws of cosines; translations, reflections, and rotations, in the Cartesian plane; central angles, inscribed angles, and angles and lengths formed by intersecting chords, secants, and tangents of a circle; sectors and segments of a circle, and their areas);</p>

LEARNING AREA	GRADE LEVEL STANDARDS
	<p>and Data and Probability (box-and-whisker plots, and cumulative frequency histograms and polygons; quartiles, deciles, and percentiles; interquartile range, and outliers; evaluation of statistical reports; union and intersection of events, dependent and independent events, and complementary events). This knowledge, skills, and understanding are applied, in association with the use of technology, in the processes within Mathematics for critical thinking, problem solving, communicating, reasoning, and making connections between topic areas.</p>
Science	
Grade 7	<p>Learners use models to describe the Particle theory of matter. ; use diagrams and illustrations to explain the motion and arrangement of particles during changes of state; explain the role of solute and solvent in solutions and the factors that affect solubility; demonstrate skills to plan and conduct a scientific investigation making accurate measurements and using standard units; describe the parts and functions of a compound microscope and use this to identify cell structure; describe the cell as the basic unit of life and that some organisms are unicellular and some multicellular; explain that there are two types of cell division, and that reproduction can occur through sexual or asexual processes; use diagrams to make connections between organisms and their environment at various levels of organization; and explain the process of energy transfer through trophic levels in food chains.</p> <p>Learners use systems to analyze and explain natural phenomena and explain the dynamics of faults and earthquakes; identify and assess the earthquake risks for their local communities using authentic and reliable secondary data; use national and local disaster awareness and risk reduction management plans to identify and explain to others what to do in the event of an earthquake and/or tsunami; explain the cause and effects of secondary impact that some coastal communities may experience should a tsunami be produced by either a local or distant earthquake; and identify and explain how solar energy influences the atmosphere and weather systems of the Earth and that these are the dominant processes that influence the climate of the country.</p> <p>Learners employ scientific techniques, concepts, and models to investigate forces and motion, and describe their findings using scientific language, force diagrams, and distance-time graphs; use their curiosity, knowledge understanding, and skills to propose solutions to problems related to motion and energy; use scientific investigations to describe the properties of heat energy; and apply their knowledge and problem-solving skills in everyday situations and explore how modern</p>

LEARNING AREA	GRADE LEVEL STANDARDS
	technologies may be used to overcome current global energy concerns.
Grade 8	<p>Learners apply knowledge and understanding of acceleration to everyday situations involving motion; represent and interpret acceleration in distance-time, and velocity-time graphs to make predictions about the movement of objects; link motion to kinetic energy and potential energy and explain transformations between them using everyday examples; relate understanding of kinetic energy and potential energy to an appreciation of the hydroelectric resources of the country which generates electricity for use in homes, communities, and industries; use scientific investigations to explore the properties of light and apply their learning to solving problems in everyday situations; use models, flow charts, and diagrams to explain how body systems work together for the growth and survival of an organism; represent patterns of inheritance and predict simple ratios of offspring; explain that the classification of living things shows the diversity and the unity of living things; describe the processes of respiration and photosynthesis, and plan and record a scientific investigation to verify the raw materials needed; and use flow charts and diagrams to explain the cycles in nature.</p> <p>Learners describe the large-scale features of the 'blue planet' Earth and relate those features to the geological characteristics of the upper crustal layers of the Earth; describe the nature and impact of volcanic activity in building new crust and identify that these crust-forming processes account for patterns and changes in the distribution of volcanoes, earthquakes, and mountain chains that have occurred over time; identify the relationships between landforms and oceans to explain the formation and impacts of typhoons; describe the structure of the atom and how our understandings have changed over time; draw models of the atom and use tables to identify the properties of subatomic particles; explain that elements and compounds are pure substances; identify elements, their symbols, their valence electrons, their positions in groups and periods on the periodic table; and design and/or create timelines or documentaries as interesting learning tools.</p>
Grade 9	Learners describe that the transmission of traits is determined by DNA, genes, and chromosomes and explain that high levels of diversity help to maintain the stability of an ecosystem; identify critically endangered plants and animals of the Philippines and strategies to protect and conserve them; describe features of typical Philippine ecosystems and conduct a survey to explore possibilities to minimize the impact of human activities; carry out a valid and reliable scientific investigation, showing the formation of a new substance; demonstrate an understanding of the

LEARNING AREA	GRADE LEVEL STANDARDS
	<p>significance of valence and identify bonds as ionic, covalent, or metallic; recognize the symbols of common elements and the formula for common compounds; describe the properties of ionic, covalent, and metallic substances; and demonstrate critical and creative thinking in producing a learning tool about the role of bonds.</p> <p>Learners exhibit skills in gathering information from secondary sources and identifying the location and geological setting of the Philippines to explain its unique landforms and dynamic geologic activity in a global context; recognize the size and scale of the Earth and describe evidence for a dynamic Earth; demonstrate curiosity and open-mindedness to evaluate theories of the formation of the Solar System; describe modern scientific processes and technologies used by scientists to investigate the nature and evolution of the Solar System; demonstrate a practical understanding of Newton's three laws of motion and explain the everyday application of Newton's laws; explain the features of electricity and electrical circuitry in homes; and gather information from secondary sources to describe the nature and features of frequencies across the electromagnetic spectrum and identify practical applications and detrimental effects that electromagnetic radiation can have on living things.</p>
Grade 10	<p>Learners describe and explain the geologically dynamic nature of the Philippine archipelago in relation to its plate tectonic setting, and use models to explain the earth structures, movements, and natural events that occur; explain mechanisms that have contributed to the current distributions of continents and make predictions about changes that can be expected in the future; describe rapid changes that are occurring in local and global climate patterns and propose solutions to address these changes; describe qualitatively the factors that affect the trajectory of projectiles; distinguish different types of collisions and describe the impacts on the motion of objects. They carry out investigations using models to identify relationships that affect the motion of objects apply their understanding to real-life situations; and gather information from secondary sources to identify, describe, and explain how science impacts human activities and the environment.</p> <p>Learners explain that there are different indicators for classifying substances as acids, bases, or salts; describe the identifying factors for a chemical reaction as well as the important types of chemical reactions; explain how some important chemical reactions impact the natural and built environments; write balanced chemical equations using formula and apply the principles of conservation of mass; explain factors that affect the rate of a reaction and that</p>

LEARNING AREA	GRADE LEVEL STANDARDS
	some reactions are exothermic, and others are endothermic; demonstrate the knowledge and the skills needed to plan and conduct valid and reliable scientific investigations and record them appropriately; describe homeostasis as a process that allows an organism to maintain stability; describe and discuss that natural selection is the driving mechanism of evolutionary change; explain the meaning of the term biotechnology and debate the societal, environmental, and ethical implications of utilizing biotechnological products and methods; and discuss the factors that limit the ecosystem's carrying capacity and the role of population growth.
Araling Panlipunan	
Ikapitong Baitang	Naipamamalas ang masusing pagtataya sa mga usaping at isyung pambansa at panrehiyon sa konteksto ng Timog Silangang Asya gamit ang mahahalagang kaisipan sa heograpiya, kasaysayan, kalinangan, karapatan at responsibilidad, pamumuno at pagsunod, ekonomiya, at likas-kayang pag-unlad tungo sa mapanagutang pagkamamamayan ng daigdig.
Ikawalong Baitang	Naipamamalas ang malalim na pag-unawa, pagpapahalaga, at pagtataya sa mga usapin at isyung pandaigdig na kaugnay sa pagkakakilanlan, pagkamamamayan, pamamahala at ugnayang pandaigdig bilang tugon sa mga hamon ng pagiging mapanagutang mamamayan ng bansa at daigdig.
Ikasiyam na Baitang	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga pangunahing kaisipan, at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinaryang panlipunan na nakatuon sa likas-kayang pag-unlad at literasing pampananalapi tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig.
Ikasampung Baitang	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pangkalikasan, pang-ekonomiya, karapatang pantao, pampolitika, pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasiya tungo sa mapanagutang pagkamamamayan ng daigdig.
Technology and Livelihood Education	
Grades 7 and 8	Learners demonstrate knowledge and skills of the basic and common competencies in the TLE Exploratory in the components of Information and Communications Technology, Agriculture and Fishery Arts, Family and Consumer Science, and Industrial Arts intensified integration of entrepreneurship.
Grades 9 and 10	Learners demonstrate knowledge and skills of selected core competencies from different sectors in the TVL specializations with intensified integration of entrepreneurship.

LEARNING AREA	GRADE LEVEL STANDARDS
Music and Arts	
Grade 7	Learners produce creative works using relevant conventional, contemporary, and emerging concepts, processes, techniques, and/or practices in music and arts, informed by customs and traditions of the Philippines and selected Southeast Asian countries within the context of Filipino cultural identity and diversity.
Grade 8	Learners produce creative works that integrate relevant conventional and emerging concepts, techniques, processes, and/or practices in Music and Arts of selected Asian communities within the context of Filipino cultural identity and diversity.
Grade 9	Learners produce creative works using relevant conventional, contemporary, and emerging concepts, techniques, processes, and/or practices in music and arts of the world in the context of Filipino cultural identity and diversity.
Grade 10	Learners evaluate individual capabilities by innovating creative works using relevant contemporary and emerging concepts, techniques, designs, processes, and practices in music and arts industries in preparation for their career plans.
Physical Education and Health	
Grade 7	Learners apply functional health practices, games, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
Grade 8	Learners evaluate interactive health practices, game, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
Grade 9	Learners formulate health practices, games, and dances to promote personal, family, community, and societal wellness for active and healthy living.
Grade 10	Learners integrate health and physical literacies by managing activities in personal, family, community, and societal wellness for active and healthy living.

2. Time Allotment

2.1. Each learning area is allotted 45 minutes of instructional time daily for five (5) days a week.

2.2. Schools are advised to apportion time for arrival and assembly, library work, learning stations, health breaks, intervention activities, and other related tasks.

Table 3
Time Allotment for Key Stage 3: Grades 7 to 10

LEARNING AREA	TIME ALLOTMENT (NUMBER OF MINUTES)
Filipino	45 (5x a week)
English	45 (5x a week)
Mathematics	45 (5x a week)
Araling Panlipunan	45 (5x a week)
MAPEH	45 (5x a week)
Values Education	45 (5x a week)
Science	45 (5x a week)
TLE	45 (5x a week)
*NMP	30 (4x a week)
*HGP	45 (once a week)
Total Time per day (in minutes)	390 (Mon-Thurs) 405 (Fridays)
Total Time per day (in hours)	6 h 30 min (Mon-Thurs) 6 h 45 min (Fridays)

3. Medium of Teaching and Learning

3.1. The medium of teaching and learning (MOTL) used in Grades 7 to 10 shall be English and Filipino. These shall be used in the following learning areas, as shown in Table 4. The learners' first language shall continue to be used as an auxiliary medium, whenever necessary, to facilitate teaching and learning.

Table 4
Medium of Teaching and Learning in Key Stage 3

Medium of Teaching and Learning	Grade 7	Grade 8	Grade 9	Grade 10
English	English Science Mathematics Music & Arts and P.E. & Health TLE			
Filipino	Filipino Araling Panlipunan Values Education			

II. Programs in Support of the Implementation of the MATATAG Curriculum for Secondary Education

The Secondary Basic Education shall implement various programs to ensure learners' holistic development. Below are the programs that aim to support learners in acquiring and developing learners' knowledge, skills, attitudes, and values in various aspects of their academic program under the MATATAG curriculum.

- 1. National Learning Recovery Program (NLRP).** The DepEd adopts the NLRP per DO No. 13, s. 2023 to strengthen its learning recovery and continuity

program, improve numeracy and literacy, and accelerate the achievement of the education targets. It includes the following sub-programs:

- i. National Learning Camp (DO No. 14, s. 2023);
- ii. National Reading Program;
- iii. National Mathematics Program;
- iv. National Science and Technology Program; and
- v. Other intervention programs.

2. Inclusion in Basic Education. The following programs support inclusiveness in basic education as the core principle of the MATATAG Curriculum:

- i. Programs for the Gifted and Talented include the following:
 - i.a Special Curricular Programs (DO No. 46, s. 2012; DO No. 21, s. 2019);
 - i.a.1. Special Program in Arts (SPA)
 - i.a.2. Special Program in Sports (SPS) (DO No. 25, s. 2015);
 - i.a.3. Special Science Program (SSP);
 - i.a.3.1. Science, Technology and Engineering (STE) Program;
 - i.a.4. Special Program in Foreign Language (SPFL);
 - i.a.5. Special Program in Journalism (SPJ);
 - i.a.6. Special Program in Technical Vocational Education (SPTVE);
 - i.b. Acceleration Program;
- ii. Programs for Learners with Disabilities or the Special Needs Education (SNED) Program (DO No. 44, s. 2021);
- iii. Madrasah Education Program (DO No. 41, s. 2017);
- iv. Indigenous Peoples (IP) Education Program (DO No. 62, s. 2011); and
- v. Programs for Learners under Difficult Circumstances

The implementation of these programs shall be guided by their respective existing implementing guidelines until revised, rescinded, or repealed.

3. Alternative Delivery Modes (ADMs). To ensure that learners complete their formal basic education, Alternative Delivery Modes (ADMS) shall be implemented in schools with learners who are at risk of dropping out, have extreme difficulty accessing schools, are in emergency situations, and are enrolled in overpopulated schools.

4. Co-curricular Programs. To further develop the learners' social, environmental, and leadership skills and talents, schools shall ensure that they are exposed to varied experiences through the following programs:

- i. National Schools Press Conference (NSPC);
- ii. National Festival of Talents (NFOT) with National Science and Technology Fair (NSTF);
- iii. Palarong Pambansa (DO No. 43, s. 2016);
- iv. Learners' Convergence PH;
- v. Learner Government Program/Supreme Secondary Learner Government;
- vi. Career Guidance Program;
- vii. Scouting;
- viii. Youth for Environment in Schools Organization (YES O) in support of the National Greening Program (NGP);
- ix. Program for Learner Support and Learner Protection;
- x. Substance Abuse Prevention Program; and
- xi. Learners and Schools as Zones of Peace (LSZOP)

ANNEX 3

**RECALIBRATED TIME ALLOTMENT OF THE
2016 BASIC EDUCATION CURRICULUM**

The 2016 Basic Education Curriculum shall continue to be implemented using the Most Essential Learning Competencies (MELCs) in grade levels where the MATATAG Curriculum will not be implemented yet. The MELCs-based curriculum shall gradually be replaced following the phased implementation of the MATATAG Curriculum. With due consideration to the MELCs-based curriculum from the 2016 BEC being implemented, the time allotment for the 2016 K to 12 BEC shall be recalibrated, adopting the time allotment of the MATATAG Curriculum as follows:

**Table 1: RECALIBRATED TIME ALLOTMENT FOR GRADES 2 AND 3 OF THE
2016 BEC BASED ON THE MATATAG CURRICULUM
TIME ALLOTMENT**

LEARNING AREAS In the 2016 K to 10 Curriculum	TIME ALLOTMENT (NUMBER OF MINUTES)	
	G2	G3
Filipino	40 (5x a week)	45 (5x a week)
English	40 (5x a week)	45 (5x a week)
Science	-	45 (5x a week)
Mathematics	40 (5x a week)	45 (5x a week)
Araling Panlipunan	40 (5x a week)	45 (5x a week)
MAPEH	40 (5x a week)	45 (5x a week)
EsP	40 (5x a week)	45 (5x a week)
*NRP	30 (4x a week)	30 (4x a week)
*NMP	30 (4x a week)	30 (4x a week)
*HGP	40 (once a week)	45 (once a week)
Total Time per day (in minutes)	300 (Mon-Thurs) 280 (Fri)	375 (Mon-Thurs) 360 (Fri)
Total Time per day (in hours)	5 h (Mon-Thurs) 4 h 40 min (Fri)	6 h and 15 min (Mon- Thurs) 6 h (Fri)

**Table 2: RECALIBRATED TIME ALLOTMENT FOR GRADES 5 AND 6 OF THE
2016 BEC BASED ON THE MATATAG CURRICULUM
TIME ALLOTMENT**

LEARNING AREA in the 2016 K to 10 Curriculum	TIME ALLOTMENT (NUMBER OF MINUTES)
Filipino	45 (5x a week)
English	45 (5x a week)
Mathematics	45 (5x a week)
Araling Panlipunan	45 (5x a week)
MAPEH	45 (5x a week)
EsP	45 (5x a week)
Science	45 (5x a week)
EPP/TLE	45 (5x a week)

LEARNING AREA in the 2016 K to 10 Curriculum	TIME ALLOTMENT (NUMBER OF MINUTES)
*NMP	30 (4x a week)
*HGP	45 (once a week)
Total Time per day (in minutes)	390 (Mon-Thurs) 405 (Fri)
Total Time per day (in hours)	6 h and 30 min (Mon-Thurs) 6 h and 45 min (Fri)

Table 3: **RECALIBRATED TIME ALLOTMENT FOR GRADES 8 TO 10 OF THE 2016 BEC BASED ON THE MATATAG CURRICULUM TIME ALLOTMENT OF**

LEARNING AREA In the 2016 K to 10 Curriculum	TIME ALLOTMENT (NUMBER OF MINUTES)
Filipino	45 (5x a week)
English	45 (5x a week)
Mathematics	45 (5x a week)
Araling Panlipunan	45 (5x a week)
MAPEH	45 (5x a week)
EsP	45 (5x a week)
Science	45 (5x a week)
EPP/TLE	45 (5x a week)
*NMP	30 (4x a week)
*HGP	45 (once a week)
Total Time per day (in minutes)	390 (Mon-Thurs) 405 (Fri)
Total Time per day (in hours)	6 h and 30 min (Mon-Thurs) 6 h and 45 min (Fri)

ANNEX 4

SAMPLE CLASS PROGRAM

Table 1: **Sample Class Program for Kindergarten in the MATATAG Curriculum**

Time	Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
6:45 – 7:00	Arrival Time/ Free Play	Arrival of the learners in the classroom, playing with educational toys, manipulatives, etc.	
7:00 – 7:15	Meeting Time	Checking of attendance days of the week, checking of the weather	15
7:15 – 8:00	Circle Time 1	Story read-aloud/picture reading, valuing, and processing (<i>springboard to Circle Time 1 activities</i>)	45
		Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	
8:00 - 8:15	Supervised Recess	Integrate hands-on activities to develop desirable table manner/etiquette, values of being independent, disciplined and being conscious about healthy and nutritious food, etc.	15
8:15 – 8:25	Quiet/Nap Time	Engage in mindfulness and relaxing activities	10
8:25 – 9:05	Circle Time 2	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes.	40
9:05 – 9:40	Indoor/ Outdoor Play	Activities such as art, music, science, language, math, etc., to be explored inside or outside the classroom. This includes locomotor and non-locomotor movements.	35
9:40 – 10:00	Wrap-Up Time	Recall activity of the day through simple story, poem or saying, etc. and/or process learning insights or moral lessons from the activities on how to apply the learnings at home.	20
10:00 – 10:15	Dismissal Time	Packing away, goodbye, going home, etc.	
Total Number of Minutes			180 minutes
Total Number in Hours			3 hours

Table 2: Sample Class Program for Grade 1 in the MATATAG Curriculum

Time	No. of min	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:20	20	Flag Ceremony/Daily Routine				
7:20 – 8:00	40	Language	Language	Language	Language	Language
8:00 – 8:40	40	Reading and Literacy	Reading and Literacy	Reading and Literacy	Reading and Literacy	Reading and Literacy
8:40 – 9:20	40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:20 – 9:40	20	Recess				
9:40 – 10:20	40	MAKABANSA	MAKABANSA	MAKABANSA	MAKABANSA	MAKABANSA
10:20 – 11:00	40	GMRC	GMRC	GMRC	GMRC	GMRC
11:00 – 1:00		Health Break				
1:00 – 1:30	30	NRP	NRP	NRP	NRP	HGP *40 minutes only
1:30 – 2:00	30	NMP	NMP	NMP	NMP	
2:00 – 3:00		Collaborative Expertise Session for Teachers	Conduct of Intervention Activities, Library Work, Co-curricular Activities, Culminating Activities		Collaborative Expertise Session for Teachers	
Total minutes per day		260 (Mon-Thurs) *240 (Fridays) *Inclusive of HGP				

Table 3: Sample Class Program for Grade 2 in the MATATAG Curriculum

Time	No. of min	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:20	20	Flag Ceremony/Daily Routine				
7:20 – 8:00	40	Filipino	Filipino	Filipino	Filipino	Filipino
8:00 – 8:40	40	English	English	English	English	English
8:40 – 9:20	40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:20 – 9:40	20	Health Break				
9:40 – 10:20	40	MAKABANSA	MAKABANSA	MAKABANSA	MAKABANSA	MAKABANSA
10:20 – 11:00	40	GMRC	GMRC	GMRC	GMRC	GMRC
11:00 – 1:00		Health Break				
1:00 – 1:30	30	NRP	NRP	NRP	NRP	HGP *40 minutes only
1:30 – 2:00	30	NMP	NMP	NMP	NMP	
2:00 – 3:00		Collaborative Expertise Session for Teachers	Conduct of Intervention Activities, Library Work, Co-curricular Activities, Culminating Activities		Collaborative Expertise Session for Teachers	
Total minutes per day		260 (Mon-Thurs) *240 (Fridays) *Inclusive of HGP				

ANNEX 5

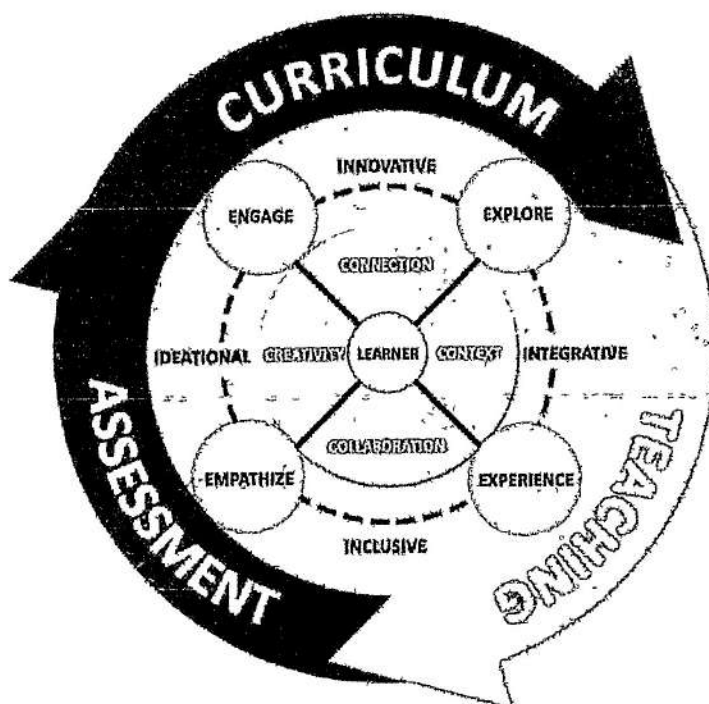
The MATATAG Curriculum Instructional Design Framework

The MATATAG Curriculum Instructional Design Framework

I. Overview

The MATATAG Curriculum Instructional Design Framework (IDF) serves as a guide for teachers in crafting learning experiences that effectively foster the attainment of target learning competencies. The IDF is rooted in the principles of optimal learning that aim to help teachers understand how learners in basic education learn best. It also empowers teachers to prepare learners to manage academic rigor and train them to be independent, lifelong learners.

This framework outlines the critical components of a successful teaching-learning process that facilitate the acquisition of curriculum competencies and standards by designing engaging and impactful learning experiences. Within this framework, teachers are guided how to develop lessons that reflect what learners must know and learn to demonstrate what they know through various tasks and activities, and the attainment of targeted learning competencies can be gauged.



The MATATAG Curriculum Instructional Design Framework

The framework for effective teaching and learning delivery

- spans learning stages and domains;
- puts learners at the center;
- aligns teaching and learning components with standards
- encourages flexibility to foster creativity and collaboration among learners, teachers, and instructional leaders; and
- ensures consistency and coherence in learning delivery.

II. Components of the IDF

A. The Learner

The MATATAG Curriculum has been meticulously crafted with the best interest of learners in mind. It rigorously aligns with the DepEd's commitment to learner-centered education, as mandated by RA No. 10533 or the *Basic Education Act of 2013*. This legislation emphasizes the imperative of tailoring the teaching-learning practices to suit the needs, cognitive abilities, cultural backgrounds, and diverse circumstances of every learner. Thus, the IDF places the learner at the center of the learning process.

Within this framework, teachers transcend the role of mere conveyors of learning content as they take on the responsibility of facilitating active learning experiences tailored to individual learner needs. Simultaneously, learners are empowered to take on a more proactive role, exerting influence over the selection of learning content, participating in diverse activities, and co-creating teaching strategies. They are encouraged to engage in reflective practices to foster a deeper understanding of their own learning.

This learner-centric IDF manifests an academic culture that is collaborative and supportive, strengthening the teacher's role as a learning facilitator rather than the sole content expert or authoritarian figure.

B. Curriculum, Teaching, and Assessment

The MATATAG Curriculum IDF has three essential pillars: ***Curriculum, Teaching, and Assessment***. These pillars form the bedrock that guides the teaching-learning process. Accordingly, the DepEd policy guidelines governing these three components were considered in the development of the IDF, serving as the compass in the planning, design, implementation, and evaluation of instruction.

Curriculum

The curriculum serves as the foundational blueprint for education, embodying a structured plan that outlines what, why, and how learners should learn intentionally and systematically. As underscored by UNESCO IBE (2011), the curriculum is not just an endpoint but a means to cultivate quality learning experiences.

With the MATATAG Curriculum representing a strategic major change grounded on the demand for improvement in learner competency mastery, the IDF offers insights into the content to be taught and the teaching approaches and strategies to be employed to ensure the effective delivery of organized and impactful teaching.

Teaching

The MATATAG Curriculum significantly impacts teaching by providing a framework that enables teachers to effectively create learning opportunities. Central to this framework is the strategic and developmental sequencing of learning competencies allowing teachers to scaffold instruction and ensure systematic mastery of concepts and skills. Furthermore, it is also essential that the key features of the MATATAG Curriculum, such as the focus on foundational skills, balanced cognitive demand, emphasis on 21st century skills, integration of values formation and peace

education, and alignment with international standards, are seamlessly integrated into teaching.

Teaching within the IDF is crucial, encompassing various pedagogical approaches stipulated in RA 10533. These approaches, including constructivist, inquiry-based, reflective, collaborative, and integrative are vital in meeting the diverse needs of learners, fostering active engagement, and facilitating meaningful learning experiences. The selection of pedagogical approaches by the teachers should be informed by range of learning theories and principles to ensure the attainment of the curriculum standards across different learning areas.

Table 1 contains the suggested pedagogical approaches, methods, and strategies appropriate for every learning area across key stages. While this Table offers valuable insights, it is essential to recognize that teachers have the flexibility to employ other approaches, methods, and strategies based on the unique needs, contexts, interests, and learning styles of their learners. By embracing this adaptability, teachers can optimize their teaching practices, ultimately promoting effective teaching and meaningful learning outcomes.

Table 1: Suggested Pedagogical Approaches, Methods, and Strategies

LEARNING AREA	PEDAGOGICAL APPROACHES, METHODS, AND STRATEGIES
Filipino	Suggestopedia, Systematic Phonics Instruction, Audio-lingual Instruction, Explicit Teaching, Literacy, Task-Based Instruction, Interactive Learning, Community-Language Learning, Communicative Language Teaching, Text-Based Instruction, Genre Based Approach, and Whole Language Approach, Differentiated Instruction, Situational Language Learning, Cooperative Learning, Transmedia Learning
English	Suggestopedia, Systematic Phonics Instruction, Audio-lingual Instruction, Explicit Teaching, Literacy, Differentiated Instruction, Task-Based Instruction, Interactive Learning, Cooperative Learning, Community-Language Learning, Communicative Language Teaching, Text-Based Instruction, Genre Based Approach and Whole Language Approach
Good Manners and Right Conduct (GMRC) and Values Education	Inculcation Approach, Clarification Approach, Analysis Approach, Moral Development Approach, Community of Inquiry, Social and Emotional Learning, Action Learning, Experiential Learning
Mathematics	Discovery Learning, Experiential and Situated Learning, Cooperative Learning, Problem-based learning, Differentiated Instruction
Science	Inquiry-based Approach, Transdisciplinary Approach, Science-Technology-Society Approach, Problem-based /Design-based learning Approach, Application-led Approach
Araling Panlipunan	Experiential Learning, Collaborative Learning, Social Constructivism, Inquiry-based approach, Thematic-Chronological Approach, Conceptual Learning, Research-based Approach, and Interdisciplinary Approach.

LEARNING AREA	PEDAGOGICAL APPROACHES, METHODS, AND STRATEGIES
Edukasyong Pantahanan at Pangkabuhayan (EPP)/ Technology and Livelihood Education (TLE)	Authentic Learning, Experiential Learning, Problem-based Learning, Project-based Learning, Contextual Learning, Differentiated Instruction, Explicit Teaching
Music and Arts, Physical Education and Health (MAPEH)	<p>Music and Arts Education: Culture-based approach, Project-based, Visual Culture, Integrative Arts Approach, Technology-enhanced instruction, Holistic learning, Relevant and Inclusive Learning, Contextualized Learning, and Differentiated Instruction</p> <p>Physical Education and Health: Culture-responsive, Epidemiological Learning, Health and Life-skills-based, Holistic Learning, Preventive, Rights-based, Standards-based and Outcomes-based, Values-based Approaches</p>
Makabansa	Transdisciplinary approach, Culture-based approach, Project-based Learning, Problem-based Learning

Selecting and utilizing appropriate pedagogical approaches, methods, and strategies is essential to achieve learning outcomes effectively. Teachers must carefully consider various factors when deciding which approach to use, including learning objectives, individual learning preferences, subject matter complexity, availability of resources, student diversity, classroom dynamics, and contextual factors.

Additionally, it is important to recognize that these approaches, methods, and strategies extend beyond traditional classroom settings. They must be adaptable to accommodate a variety of learning delivery modalities, such as in-person learning, blended learning, and other distance learning delivery modalities, to meet evolving instructional needs across various contexts and learning environments.

Assessment

Assessment is an integral part of teaching and learning. It serves as a vital tool for evaluating the mastery of expected competencies and developing skills aligned with learning standards. As outlined in DepEd Order No. 8, s. 2015, *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, classroom assessment is an ongoing process, carried out at any point in a lesson, to gather and interpret data about learners' knowledge and skills. Teachers shall holistically measure learners' abilities, recognizing the diversity of learners and the need for various ways to measure their potential. Learners must also be actively engaged in the assessment process, empowering them to take ownership of their learning journey.

With assessment as one of the pillars of the MATATAG Curriculum IDF, teaching and learning activities become purposeful, targeted, and responsive to learners' needs.

C. Principles, Aspects, and Facets of Instruction

Surrounding the learner in the framework are three crucial elements: The principles, aspects, and facets of instruction. Collectively, these elements constitute the bedrock for effective teaching.

Principles of Instruction

Instructional principles guide teachers in constant decision-making on lesson design, including selecting teaching and assessment strategies.

Being *inclusive* focuses on designing learning opportunities that are equitably accessible and that evidently respect the unique circumstances of all learners. This includes designing culturally responsive materials, providing multiple learning delivery modalities for learners to access content, and accommodating learners with special needs. Being inclusive involves adjustments in the learning environment by using diverse teaching methods and providing multiple pathways to learning.

Being *ideational* involves providing a context for learners to enable them to generate ideas or concepts in a psychologically safe learning environment. This means that learners are encouraged to share their thoughts and ideas without fear of judgment or criticism from the teacher or their classmates. The goal is to engage learners in looking for various possible solutions and find unexpected connections between ideas.

Being *integrative* means designing learning experiences that build on what learners already know, using real-life situations and applications, and encouraging them to make connections between different concepts and ideas. The aim is to assist learners in seeing the relevance of various learning content and their logical connections and meaning in life.

Being *innovative* involves exploring new and creative ways to design and deliver instruction. This includes using emerging technologies, varied teaching methods, and innovative assessment strategies to keep learners' experiences interesting and engaging. Being innovative also means allowing teachers to contextualize the lesson, but at the same time, enabling learners to develop a worldview of the essential concepts.

Aspects of Instruction

The key aspects of instruction encompass the factors vital in designing holistic teaching. These aspects naturally emerge in a well-thought-out lesson development for a teacher who puts a premium on engaging and meaningful teaching-learning process.

Context is the situation or circumstance that surrounds the learners. It affects how learners comprehend information and helps determine how they appreciate the importance of what is being taught to them in light of the actual problems and situations presented in their daily lives. It includes factors such as the characteristics of the learners (e.g., age, background, prior knowledge), cultural influences, available teaching-learning resources, and other extraneous factors that may inadvertently serve as learning constraints. On the other hand, the learners'

context may also boost learning motivation once teachers take into consideration the design and implementation of learning experiences.

Connection is a vital consideration in instruction; thus, teachers must master an integrative approach to teaching, which is integral to the MATATAG Curriculum. This approach endeavors to help learners see the relevance and meaning of learning area competencies, helping them form big ideas that transcend the classroom setting to real-life contexts.

Collaboration is the process by which teachers provide the context where learners work with each other to accomplish a common objective. It is crucial to give learners the opportunity to contribute to the learning process based on their skills and abilities and they become equally responsible for producing outputs or sharing knowledge.

Creativity allows learners to use their imagination and critical thinking skills to create meaning out of what they have learned. It allows them to generate new and novel ideas in varying contexts and situations and to provide solutions using innovative strategies and techniques, and essentially to think out of the box.

Learning Events in Instruction

Learning events are essential in creating effective and engaging learning experiences. These learning events may happen at any point in the lesson, suggesting that lesson presentation is not unilaterally structured. Teachers must use their professional judgment when deciding on the suitability and appropriateness of each event in the lesson.

To *engage* focuses on capturing the learners' attention and generating interest in the learning process. This includes a variety of strategies and techniques so that learners take an active role in the learning process. The goal of engagement is to create an emotional connection with learners, which can increase their motivation and willingness to learn.

To *explore* allows learners to discover new concepts and ideas on their own. This involves providing opportunities for learners to experiment, solve problems, or ask questions. It aims to encourage learners to take an active role in their own learning. It is essential in promoting active learning and developing problem-solving and creative thinking skills.

To *experience* allows learners the opportunities to apply their knowledge, skills, abilities, and attitudes in a real-world context. This may involve creating simulations, doing case studies and scenarios, and conducting other activities that allow learners to practice and use their new skills and knowledge. Needless to say, it helps learners transfer their learning to real-life situations.

To *empathize* enables learners to understand and connect with the material they are learning. It helps them to step into someone else's shoes and see the world from another perspective or viewpoint. It is an essential part of socio-emotional learning and can aid learners in forming bonds with others, in learning to communicate tactfully and effectively their thoughts and feelings, and in settling and resolving conflicts.