

2018

TEACHER INDUCTION PROGRAM

MODULE 3
DEPARTMENT OF EDUCATION

BEST | CARDNO

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Module 3: The K to 12 Curriculum

The Department of Education's goal to reach out all school-aged children be in school to provide quality basic education. Recognizing that all children and youth, including those with disabilities, Indigenous People, Muslim learners, child laborers, in conflict situation, and those that are hardest to reach has the right to education. Our department has come up with a system that will address the needs of different types of learners.

With the advent of K to 12 Basic Education Program, our department strengthen the programs, projects and activities anchored on a long-term goals of inclusive education, which is also aligned to the Sustainable Development Goals (SDGs) officially known as Transforming our World: the 2030 Agenda for Sustainable Development is set of 17 "Global Goals" wherein goal 4 speaks on Quality Education..., thus producing globally competitive graduates.

I. SESSION 1: EARLY LANGUAGE LITERACY AND NUMERACY

A. Desired Learning Outcomes

1. Demonstrate the knowledge of the different strategies that promote literacy and numeracy skills. (1.4.1)
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (1.4.2)

B. Objectives

- a. Enumerate the different teaching strategies that promote language literacy and numeracy skills.
- b. Apply various teaching strategies that promote language literacy and numeracy skills in the daily lesson plan.
- c. Appreciate the importance of understanding children's emerging needs and abilities in inculcating love for reading and numbers among them.
- a. Adopt interactive and ICT-mediated teaching strategies that will enhance learner achievement in language literacy and numeracy skills.

C. Pre-Test

A. Fill-in the KWL chart with the needed information in the KWL chart.

- For column **K**, write all the things you know about the Early Language Literacy and Numeracy
- For column **W**, write all the things you want to know about different teaching strategies that promotes literacy and numeracy skills.
- After going through the module, fill up the **L** column of the chart by writing all the things you learned about the ELLN Program and the different teaching strategies that promotes literacy and numeracy skills.

K (What I Know)	W (What I Want to know)	L (What I Learned)

B. Directions: Put a check mark (/) if the statement below refers to the aims of the Early Language Literacy and Numeracy (ELLN) Program and a cross mark (X) if not on the space provided.

- _____ 1. The ELLN program was designed to provide the newly hired teachers a full understanding of the importance of the ELLN Program.
- _____ 2. ELLN program aims to improve reading and numeracy skills of kinder to grade 3 pupils following the k to 12 basic education curriculum
- _____ 3. ELLN program establishes a sustainable and cost-effective professional development system for teachers.
- _____ 4. The study of child development helps teachers understand how children influence their environment, and in turn, how the environment influences them.
- _____ 5. The ELLN program intends to explain how domains of child development are intertwined and in turn affect how children grow, develop, and learn.
6. The ELLN program is to develop in Filipino children literacy and numeracy skills and attitudes which will contribute to lifelong learning.
- _____ 7. Beginning teachers may not be given a sustainable and cost-effective professional development system since they are responsible for their own professional growth.
- _____ 8. Studying child development helps teachers explain individual variations in rate of development of their students
- _____ 9. Developmentally appropriate practice is a perspective within early childhood education whereby a teacher or child caregiver nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on (1) theories of child development, (2) individually identified strengths.
- _____ 10. Development in the context of education maybe defined as holistic. It is often divided into four categories that makes it easier to observe and understand children's behavior. These dimensions are interdependent. Progress in one area affects progress in others.

D. Glossary of Terms

Term	Definition
ELLN	Early Language Literacy and Numeracy Program is a program designed to provide newly hired teachers a full understanding of the importance of the ELLN Program
Basic Education	intended to meet basic learning needs which provides the foundation on which subsequent learning can be passed
Beginning	a student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding
Developing	a student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks
Developmentally Appropriate Practice (DAP)	a perspective within early childhood education whereby a teacher or child caregiver nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on (1) theories of child development, (2) individually identified strengths
Elementary Education	the second stage of compulsory basic education which is composed of 6 years. The entrant age to this level is typically 6 years old, respectively
Key Stage	the state of education system. The national curriculum is divided into four key stages that children taken through during their school life
Kindergarten	the first stage of compulsory and mandatory formal education which consists of 1 year of preparatory education for children at least 5 years old as a prerequisite for Grade 1
Knowledge	the substantive content of the curriculum, facts, and information that the student acquires
KWL chart	a large three-column chart; the first column is labeled K for What I K now, the second W for What I W onder, and the third L for What I L earned
Language Development	a process starting in human life. Infants start without language yet by 10 months, babies can distinguish speech, sounds, and language in babbling
Learners	a pupil or student; the center of the the learning system
Learning Language and Communication	a universal experience for children across cultures. Children develop communication and language skills in the context of their own culture and through meaningful relationship
Literacy	the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials associated with varying contexts
Mother Tongue	languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best or uses most. This includes the Filipino sign language used by individuals with pertinent disabilities

Numeracy	the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetic's like addition, subtraction, multiplication, and division
Process	cognitive operations that the student performs on facts and information for constructing meaning and understanding
School	an educational institution, private, and public, undertaking educational operation with a specific age group of pupils or students pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or group of buildings at a particular site
Teacher	a person or thing that teaches something; a person whose job is to teach students about certain subjects
Teaching Methods/Strategies	a teaching method that comprises the principles and methods used for interaction to be implemented by teachers to achieve the desired learning by the student
Traditional assessments	tests given to the students to measure how much the students have learned. It contains different types of questions such as multiple-choice, true-false, fill-ins, essays, sentence completions, matching response, etc
Understandings	refers to enduring big ideas, principles, and generalizations inherent to the discipline, which may be assessed using the facets of understanding

E. Key Concepts

1. *Child development helps teachers understand the changes they see as children grow and develop. How children think, feel, and behave often stems from their stage of development.*

Example 1: At age 5, children still swing from being independent to being dependent. Imagine Maria, a 5-year old child learning to spell words on her own. Although she is getting better with letter-sound association, she still feels confused about her skills. There are days when she gets right down to writing words on her own but other days she will ask for assistance declaring she cannot do it on her own. Knowing that children typically experience this confusion, this will help Maria's teacher understand that she is not just being stubborn or difficult when she asks for help. Providing her support at these times will help restore Maria's confidence in her abilities.

Example 2: Four- and five-year old children never seem to run out of "what" and "why" questions because asking is one way they are able to make connections and generate more explanations about things they observe around them. Knowing this will make teachers better understand why children are persistent with their questions and how important it is to facilitate thinking during conversations.

2. *Knowing and understanding how children learn at different ages and stages of development can guide teachers in many curriculum decisions they need to make - what should be taught, what learning experiences and teaching strategies are most appropriate to use for the age group, what to assess/evaluate and how.*

Example 1: Compared to infants who rely on sensory motor activities to learn and understand, 3–5 year olds rely on symbolic forms to represent their thoughts and feelings. They are now able to draw figures, paint, use clay/playdough, build with blocks to represent objects, places, people, and events in their lives. Knowing how important this stage is for developing representational thought, teachers should make an effort to make these materials/experiences accessible to children instead of relying on worksheets and board work that does little to encourage creative and representational thinking.

Example 2: Knowing that children learn best from active exploration of his environment of people and objects rather than from passive activities such as flash card drills, teachers will be able to provide a rich variety of learning experiences, materials, and themes to explore throughout the school year.

3. *Studying child development helps teachers explain individual variations in the rate of development of their students.*

When teachers take into consideration these individual differences, they will be able to transform their classrooms into stimulating learning environments that are truly responsive to individual needs and talents. Some children can stay focused on age-appropriate activities for relatively long periods while others require a lot of prompting and supervision to do so. Others find it easy to recall concepts while others require a lot of cues to do so. Some children are more sociable than others.

4. *The study of child development helps teachers understand how children influence their environment and in turn, how the environment influences them. "Behaviour often depends on context. "Context includes not only the immediate situation but also aspects of the larger setting in which people live: the extended family and neighborhood, the cultural group and the socioeconomic group.*

Example 1: An infant or a young child who is clingy and demanding may likely experience more scolding at home than a child who is independent and more outgoing. In turn, the child may not gain confidence in herself/himself and become even more withdrawn or aloof in the classroom.

Example 2: An infant or a young child who is not outgoing or friendly toward others may likely get less attention, affirmation, and even affection from adults around him/her. She/He may therefore miss out on valuable opportunities to engage in meaningful conversations/interactions with people around him/her which is so critical to developing secure attachments with significant adults at this stage of his/her development.

5. *Child development is a process of change in which the child learns to handle more complex levels of moving, thinking, feeling, and interacting with people and objects in the environment.*

6. *Developmental Change is not the same as growth.*

Growth refers to specific physical changes and increases in size. Changes in size can be reliably measured.

Developmental changes have three characteristics:

- a. **Orderly**- They occur in a sequence. Stages follow a set order: crawling always precedes walking. Although the age at which children move into the next stage of development varies tremendously, they all go through them in the same order.
- b. **Directional**- It is cumulative. Each change in a sequence builds on the results of the preceding changes.
 Example: Children need to learn to hear sounds in spoken words first before they can map out these sounds on paper to spell words. If they have difficulty hearing sounds in a given word, they will only rely on visual memory to recall its spelling. Visual memory alone is not going to be sufficient as a resource/tool for spelling words.
- c. **Stable** - Children's behaviors are reasonably stable over time. It implies that early behavior and personal characteristics are good predictors of later development. However, some research findings also show that intelligence in the early years may not be a good predictor of later intelligence. But intelligence at age 7 is reasonably a good predictor of intelligence in adolescence and adulthood.

Educational Implications. Teachers must be knowledgeable about developmental characteristics, as well as critical periods of development when specific support is necessary for normal development to proceed. Absence of support or intervention at these critical periods may result to behavioral, emotional, social, physical, and cognitive delays or problems. If teachers are not aware of these critical periods, they may not be able to provide the crucial early childhood experiences that will build the early foundations of learning.

Early attention to child's development results in less problems in later development and learning. For instance, if adequate care (particularly in relation to nutrition, feeding and stimulation) is provided in the first 3 years then there can be some very positive long-term outcomes from programs which focus on the preschool years.

Teachers and schools must ensure that interventions are early enough as there are limits to what can be achieved if intervention comes later. Moreover, later intervention must have to be intensive to have a positive impact. For instance, if the teacher is a keen observer, she will be able to easily identify children at risk for development and learning delays as well as pinpoint specific areas of difficulty. The benefits of intervention are greater if schools provide appropriate supports early. It is also important that there be continuous attention to the child's development.

7. *Development is holistic*

It is often divided into four categories that makes it easier to observe and understand children's behavior. These dimensions are interdependent. Progress in one area affects progress in others. Similarly, when something goes wrong in any one of these areas, it has an impact in all other areas. Likewise, development cannot be compartmentalized into health, nutrition, education, social, emotional, and spiritual variables. All are interwoven in a child's life and develop simultaneously and synergistically.

- a. Physical Dimension – the ability to move and coordinate.
- b. Intellectual/Cognitive Dimension – the ability to think and learn.
- c. Social Dimension –the ability to relate to others.
- d. Emotional Dimension- the ability to develop a positive concept of self and others.

Examples of How Domains are Interrelated

o Children who have low self-esteem may avoid taking risks at new learning experiences. This will limit their explorations and will thus have fewer opportunities to develop essential cognitive and social skills.

o Children with poor balance and coordination may have difficulty participating in group games and may feel alienated from their classmates. They may also manifest difficulty with academic tasks that require coordination such as reading and writing. The more insecure they are of their abilities, the more they may shun away from social situations. This will have an impact on their socioemotional development.

Educational implications. Teachers should understand how child development domains are interrelated. These interrelationships can be used to organize children's learning experiences in ways that can help children reach their full potentials and make meaningful connections. For example, knowing that emotions play an important role in learning, teachers must plan lessons in such a way that students feel some connection to the academic content. When new content is relevant to them, students will likely be more motivated to learn the material and retain information in their brains more effectively. Lessons must include reflection exercises or discussions on how the new content can affect their everyday experiences.

Teachers must plan learning experiences that provide for the development of all domains and not just focus on cognition. For example, exercise must be integrated into the classroom routine. Not only will this fuel the brain with oxygen, studies show that exercise also result to better memory and reduced likelihood of depression (Kempermann, 2002).

Every child is a unique person with a unique temperament, learning style, family background, and pattern and timing growth. While the sequence is the same, the RATE of development may vary from child to child. The rate and quality of development are influenced by: physiological maturity, heredity, environmental factors. Together, these factors account for the tremendous range of variation in children's development.

Teachers need to know individual students well not just in terms of their skills across all four domains but also in terms of each one's learning style, interests, and preferences.

Therefore, it is important for teachers to continually observe children's emerging needs and strengths. There is so much information to gain from observing how children respond to different teaching-learning situations—how they approach tasks at hand, how they make sense of or figure out solutions to problems and how they process new information. A teacher's knowledge of children's emerging needs and abilities can help her design more appropriate interventions.

Teachers must refrain from comparing children. Many children suffer humiliation because of unfair judgments and comparisons made especially if this is done in the presence of peers and other significant people in their lives.

Teachers must make an effort to get to know their student's families. Parents are important sources of information about children's family and school history. They can provide information about a child's behavior in different social contexts.

8. *A child's development begins in the womb but learning begins at birth.*

During the prenatal period, important developments occur that affect the brain, physical body, and the chemistry of the child. They all have an impact on the child's ability to learn, to thrive, to grow, and to be healthy.

The first 8 years of a child's life form the foundation for all later development. In the early years, a child develops all the basic brain and physiological structures upon which later growth and learning are dependent. During these years, growth and development are the most rapid. For example, brain growth is unmatched by any other developments that occur during the life span. At age 6, a child will have already acquired 70% of the adult's brain weight.

Development and learning occur as a result of the child interacting with people and objects in his or her environment.

Education Implications. Teachers need to provide children with varied materials and opportunities to interact with peers, adults and objects within the day. If most of their day is spent sitting down and just listening to lectures, children are deprived of the opportunity to interact with people and materials in their environment. Active, hands-on and more physical activities continue to be essential even for 5–8 year old children. They continue to need opportunities to manipulate and investigate real objects, explore ideas, experiment, and discover.

Classrooms and schools must not just be physically safe but more importantly emotionally safe for children. Meaningful interaction with materials and people can only happen within environments where they feel safe, secure, and accepted.

The role of adults in supporting children's development is to be emotionally responsive to and involved with children. It is not enough to just provide materials and activities that promote active exploration, it is equally important for adults to play with children. Talking to children at play, planning and problem-solving with them play an important role in developing cognition, language and their emotional skills.

9. *Children live within a context- family, community, culture and their needs are most effectively addressed in relation to that context.*

"The child's well-being is closely linked to the well-being of the family, specifically to the well-being of the primary caregivers. Therefore, support to the family and community can help children, similarly, support to children can help the family and community. Since the environment has an impact on children's development it is often necessary to develop interventions that make changes in the child's environment."¹

Educational Implications. It is important to support parents through parent education workshops, parent-teacher conferences and other family activities that will enhance their well-being as well as increase their participation in their children's school life.

Schools must also participate in community advocacies particularly those that will have an impact on children's growth and development e.g., health and nutrition, sanitation.

¹ Early Childhood Counts, 2010

Since a child’s total environment has an impact on his development, it is important to create or support interventions that can make changes in his environment.

Development involves a gradual unfolding of biologically-determined characteristics and traits that arise as the CHILD LEARNS FROM EXPERIENCE.

F. Activities and Assessment

List down the appropriate teaching strategies that will promote literacy and numeracy according to each developmental stage.

Grade level	Topic	Appropriate Teaching Strategies
Kindergarten		
Grade 1		
Grade 2		
Grade 3		

Lesson Plan

Prepare a *sample Detailed Daily Lesson Plan* (k TO 3) and use at least one strategy in the instructional design.

Demonstration Teaching

- a. Approach the School Head to ask permission to conduct an interactive and ICT-mediated Demonstration Teaching
- b. Request for a mentor who will assist during the Demo Teaching
- c. Coordinate closely with the class adviser
- d. Pre-demo teaching conference with school head and peer mentor
- e. Conduct Demonstration Teaching
- f. Post Teaching conference with school head and peer mentor

G. Reflection

1. Based on the readings, I have learned that.....

2. I have realized that

H. Post-Test

- A. **Directions:** Put a check mark (/) if the statement below refers to the aims of the Early Language Literacy and Numeracy Program and a cross mark (X) if not, on the space provided.
- _____ 1. The ELLN program was designed to provide the newly hired teachers a full understanding of the importance of the Early Language Literacy and Numeracy Program.
 - _____ 2. ELLN program aims to improve reading and numeracy skills of kinder to grade 3 pupils following the k to 12 basic education curriculum.
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 - _____ 5. The ELLN program intended to explain how domains of childdevelopmentare intertwined and in turn affect how children grow, develop and learn.
 - _____ 6. The ELLN program is to develop in Filipino children literacy and numeracy skills and attitudes which will contribute to lifelong learning.
 - _____ 7. Beginning teachers may not be given a sustainable and cost-effective professional development system since they are responsible for their own professional growth.
 - _____ 8. Studying child development helps teachers explain individual variations in rate of development of their students
 - _____ 9. Developmentally appropriate practice is a perspective within early childhood education whereby a teacher or child caregiver nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on (1) theories of child development, (2) individually identified strengths ...
 - _____ 10. Development in the context of education maybe defined as holistic. It is often divided into four categories that makes it easier to observe and understand children's behavior. These dimensions are interdependent. Progress in one area affects progress in others.

II. SESSION 2: FLEXIBLE LEARNING OPTIONS (FLOS)

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.	2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

B. Objectives

- a. Explain classroom structure for flexible learning options (FLOs) in engaging learners individually or in groups;
- b. Understand and identify the existing programs that espouses FLOs to address learners' needs whether individual or in groups;
- c. Develop learning plan using varied materials, hands-on activities and strategies that address learners' individual or group needs.
- d. Help the FLO learners in preparing their Individual Learning Activity (ILA) Plans to show them empathy.

C. Pre-Test

Directions: Fill-up the crossword puzzle below. If you miss one item, find out which item is it and you might need to go back to that particular text and re-read that part.1-

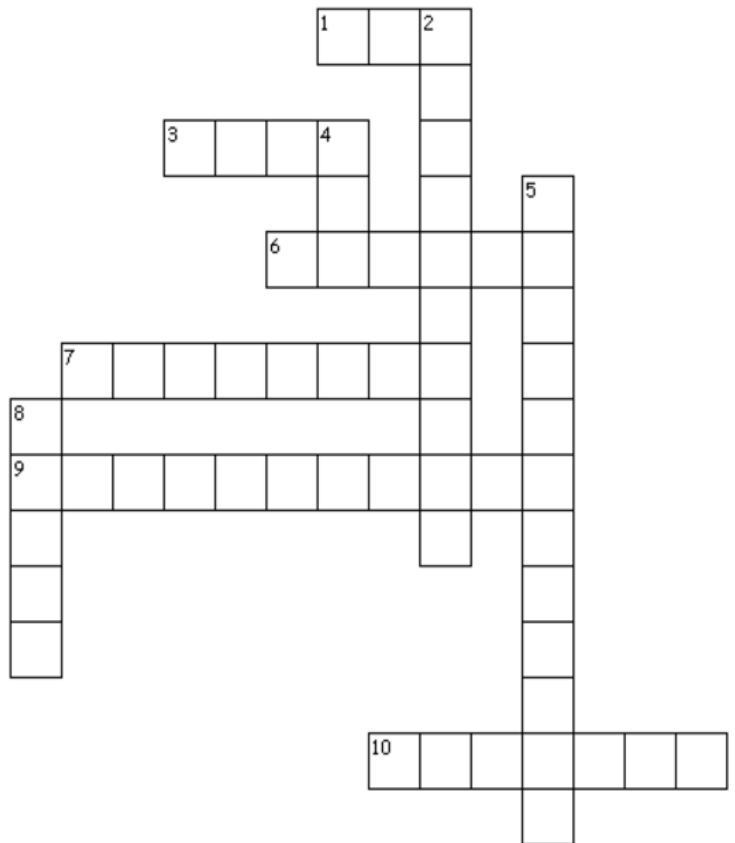
CROSSWORD PUZZLE

Across

- 7. different sources of information
- 8. Flexible Learning Options
- 9. learning using potable devices
- 10. _____, non-formal educ.

Down

- 1. multi-layered and multi-faceted learning
- 2. DepEd Order No. 54, s.2012
- 3. long-distance teaching by electronic
- 4. learning online and face-to-face
- 5. Students at Risk of Dropping
- 6. Students at Risk of Failing



D. Glossary of Terms

Term	Definition
E-learning	learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom
Blended learning	a student-centered approach that integrates learning experiences in online and face-to-face environments. This article defines blended learning, discusses its history, and provides suggestions for creating an effective blended learning experience
Computer-assisted learning	use of computers to aid or support the education or training of people
Computer-managed instruction	an instructional strategy where the computer is used to provide learning objectives, learning resources, and assessment of learner performance. Computer-managed instruction (CMI) aids the instructor in instructional management without actually doing the teaching
Distance education	institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors
Independent learning	when an individual is able to think, act, and pursue their own studies autonomously, without the same levels of support received from a teacher in school
Mobile learning	education or training conducted by means of portable computing devices such as smartphones or tablet computers
Multimedia learning	a form of learning supported by different sources of information (e.g., text and graphics) being handled jointly in order to understand and memorize a given content
On-campus classroom learning	attending lectures, tutorials, and other classes in school. Lectures are delivered in a lecture hall or classroom, usually using presentations, videos, and other visual platforms
Online learning	a way of studying for an internationally recognized qualification without needing to attend classes on campus. It is aimed at those who wish to study for a postgraduate qualification alongside work or other commitments
Open learning	a way of studying that allows people to learn where and when they want
Resource-based learning	an approach to pedagogy which actively involves students, teachers, and resource providers in the application of a range of resources (both human and non-human) in the learning process
Teleteaching	long-distance teaching by electronic means
Virtual learning	a system for delivering learning materials to students through the internet. These systems include assessment, student tracking, and collaboration and communication tools

E. Key Concepts

1. Legal Bases

Provision of relevant quality, equitable and inclusive education to all Filipino children is the mandate of the Department of Education that is clearly articulated in the 1987 Philippine Constitution and Rule 1, Section 1.1 of Republic Act 9155 which states that:

“The Department of Education shall protect and promote the right of all citizens to qualify basic education and shall take appropriate steps to make such education accessible to all. The Department of Education shall establish, maintain, and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society. It shall establish and maintain a system of free and compulsory public education in the elementary level and free public education in high school level.”

This remains relevant in today’s Philippine Education System and in the realization of Sustainable Development Goal (SGD) 2030. Particularly, SDG No. 4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The department saw it fitting, proper and timely to institutionalize the Alternative Delivery Mode (ADM) program to address the learning needs of the marginalized students including learners at the risk of dropping out. The ADM school implementers were given subsidy for program implementation. FLOs are part of the ADMs implemented by the department in formal education system at both elementary and secondary levels.

2. What is flexible learning?

Flexible learning is multilayered and multifaceted. In its broadest sense, it is a continuum of approaches in terms of time, place, pace, content, and mode of learning applied in varying degrees. Its overarching purpose is to increase opportunities and options available to learners and give them greater control over their learning through a variety of learning modes and interactions. It is not an alternative mode of education but an overarching driving force that provides learners greater choice.

(http://sitios.itesm.mx/va/congreso_academico/documentos/Introducing%20flexible%20learning_Deakin%20Unv.pdf)

3. What are FLOs?

FLOs are alternative ways for those learners who are classified as Students-at-Risk-of- Failing and Students-at-Risk-of-Dropping. They can also be used for students disengaged from mainstream schooling such as those who are over-aged, working, or those with financial and family problems. FLOs can take place in or off campus depending on the needs of the learners.

4. Challenges

This program will cater different kinds of learners with different concerns at the same time possibly from multi-grade level. Therefore, the teacher needs to be

resourceful in searching for flexible learning materials suited to the needs of every learner.

In giving greater control to the learner in the learning process, the learner becomes the manager and facilitator of that processes by building suitable resources or facilitating access. Technology plays a central role in this process. Therefore, flexible learning is not a distinct educational mode but it embraces, extends, and combines a number of familiar, existing, and evolving approaches to learning and teaching.

Flexibility can be found in:

- | | |
|------------------------------|----------------------------|
| Blended learning | Computer-assisted learning |
| Computer-managed instruction | Distance Education |
| Independent Learning | Mobile Learning |
| Multimedia learning | Online Learning |
| On-campus classroom learning | Open Learning |
| Resource-based Learning | Teleteaching |
| Virtual Learning | |

F. Activities and Assessments

Activity 1. Self-directed Reading and understanding the Nature of FLO Learners

Read the following text/materials.

- DepEd Press Release on FLOs. –DepEd Rolls out ALS to K-12 Basic Education
- DepEd Order 46, s. 2017 entitled: Framework for the Pilot Implementation of the Alternative Learning System- Education and Skills Training (ALS-EST)

Interview some learners who are into FLOs using the following interview guide:

1. Reflect on the materials you read in this module and enlist at least three (3) questions that you wanted to ask either from peer or from learners involved in FLOs;
2. Set an appointment with your peer who is knowledgeable about ADMs, FLOs, and other related programs intended for learners under peculiar situations.
3. Observe how a peer facilitates learning or guides learners enrolled in FLOs; Validate your observation by asking further questions that you want answers.
4. Request your peer to assign you at least three learners enrolled in the program and conduct an informal interview. You may need your peer’s assistance in conducting the interview as most learners may not be readily open to share their situations in life.
5. If you are successful in getting the information you need straight from an FLO learner, make sure that you keep the learners’ information confidential.
6. Complete the template below to capture your relevant learnings:

Learners’ Code Name	Reason/s why learner availed of FLOs	Action to Take to Help the Learner	Observation/ Reflection

Activity 2: Simulated Activity

Complete the following items below with your personal thoughts on these certain situations especially in addressing the needs of your students. Write your suggested flexible learning strategy as well.

1. A student accidentally got pregnant and decided to discontinue her education.
LEARNING APPROACH:

2. How would you challenge your student who is about to drop his classes because of financial problems?
LEARNING APPROACH:

3. A highly gifted student manifests behavioral problems and has very poor attendance record.
LEARNING APPROACH:

Learning Plan Making

Direction: Given specific types of learners, suggest strategies and learning materials to use so that effective transfer of learning can happen:

MATRIX OF A PROPOSED ACTION PLAN			
LEARNER DESCRIPTION	GRADE LEVEL	STRATEGIES	SUGGESTED MATERIALS
1. Product of broken family who could not regularly come to class because of work as the learner has become the breadwinner of his siblings.	Grade 8		
	Grade 7		
2. Child of a diplomat who is to be homeschooled due to parents' frequent travel			

The above given cases are extreme, you are requested to apply your imagination in preparing the learning plans for each child. Imagine the resources that both learner have and have not access. How can you optimize the use of these resources to maximize learning? How can you assist the least privilege learner in this case?

G. Reflections

If you will make a # (hashtag) post, what would be your hashtag to encapsulate your greatest learning in this module?

Complete the following statements....

I can be a more effective teacher when....

I realized that the crucial role I play in the life of my FLO learners ...

I can be a better teacher when....

H. POST TEST

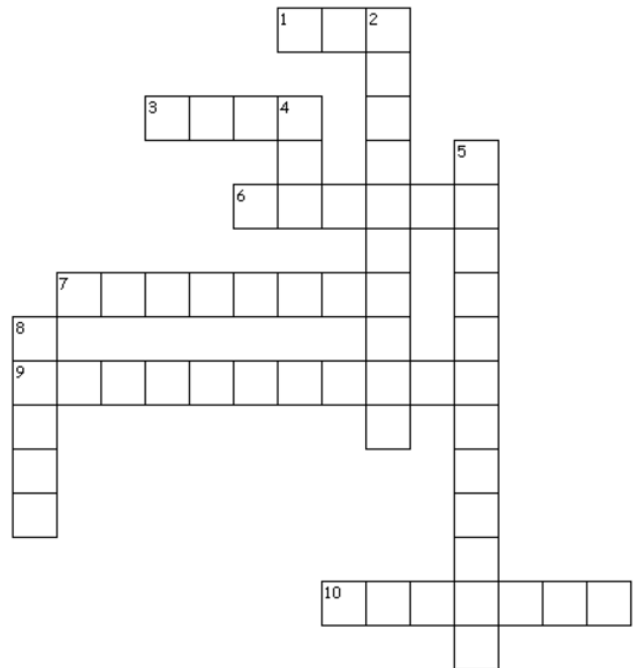
Directions: Take another challenge of filling-up the crossword puzzle below. If you miss one item, find out which item is it and you might need to go back to that particular text and re-read that part. Attempt to take the test again after 30 minutes

Across

- 7. different sources of information
- 8. Flexible Learning Options
- 9. learning using portable devices
- 10. _____, non-formal educ.

Down

- 1. multi-layered and multi-faceted learning
- 2. DepEd Order No. 54, s.2012
- 3. long-distance teaching by electronic
- 4. learning online and face-to-face
- 5. Students at Risk of Dropping
- 6. Students at Risk of Failing



III. SESSION 3: THE K TO 12 CURRICULUM INCLUSIVE EDUCATION

A. Desired Learning Outcomes

- a. Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences. (3.1.1)
- b. Implement teaching strategies that are responsive to learners' linguistic, cultural, socioeconomic and religious backgrounds. (3.2.1)
- c. Use differentiated developmentally appropriate learning experience to address learners' gender, needs, strengths and experiences. (3.1.2)
- d. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds. (3.2.2)

B. Objectives

- a. Explain the components of a comprehensive inclusive education program, its principles and teaching approaches to suit diverse learners' gender, needs, strengths, interests, and experiences;
- b. Describe the program options in providing education services to children with various linguistic, cultural, socioeconomic, and religious background;
- c. Use experiences with diverse learners to develop teaching-learning materials to practice inclusive education; and
- d. Develop and demonstrate a lesson to establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic, and religious backgrounds.

C. Pre-Test

Directions: Choose the best answer and write the letter only.

1. Inclusive classrooms offer many benefits for children. Which of the following statements demonstrate an inclusive classroom?
 - a. Increased acceptance and appreciation of diversity
 - b. Better communication and social skills
 - c. Greater development in moral and ethical principles
 - d. All of the above

2. Which of the following is one of the philosophical bases for inclusion?
 - a. the belief that all members of a learning community should be alike
 - b. the belief that communities of learners are, by definition, inclusive
 - c. the belief that heterogeneity is avoidable
 - d. the belief that homogeneity is desirable

3. An important philosophical principle underlying inclusive education for students with disabilities is:
 - a. realism
 - b. assimilation
 - c. normalization
 - d. accommodation

4. Collaboration between professionals and families in the interest of children with disabilities:
 - a. is usually not possible due to lack of interest and involvement on the part of parents
 - b. means going beyond the actual legal requirements
 - c. means following the letter of the law
 - d. means professionals should do whatever parents want for their child

5. The provision of sufficient resources is a major concern of many teachers and parents when inclusive education is proposed.
 - a. True
 - b. False

6. The practice of fully integrating all students into classroom instruction regardless of race, gender, religion, socioeconomic status, ethnicity, physical or mental ability, or language is known as
 - a. Inclusion
 - b. Response to intervention
 - c. Differentiated instruction
 - d. Awareness of exceptionalities

7. In general, research into inclusive education has shown_____.
 - a. uniformity positive results
 - b. uniformity negative results
 - c. mixed results with some positive and some negative
 - d. mixed results with positive effects or no differences to inclusion

8. Inclusive education enhances approach in ____.
- Democracy
 - Socialism
 - Imperialism
 - Colonialism
9. In which type of inclusion the disabled children get regular classroom learning?
- Full inclusion
 - Partial inclusion
 - Regular inclusion
 - Common inclusion
10. Which of the following is not a strategy to improve inclusive education?
- Mainstreaming
 - Encouraging students
 - Improving textbooks
 - None of the above
- ▼

D. Glossary of Terms

Term	Definition
Inclusion	one option for the placement of special education students in public schools. These inclusive programs are sometimes referred to as mainstreaming, which is the selective placement of students with disabilities in regular education classrooms. Inclusion in education is an approach to educating students with special educational needs. ... Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Implementation of these practices varies
Inclusive education	different and diverse students learning side by side in the same classroom. They participate in student government together and attend the same sports meets and plays. Inclusive education values diversity and the unique contributions each student brings to the classroom
Inclusive classroom	a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities
Inclusive teaching strategies	any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued
Inclusive practice	an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment
Inclusive education programs	educational services for all students including those with special needs. These programs serve all children in the regular classroom on a full-time basis. If a student requires extra services such as speech therapy, these services are brought into the classroom. This program allows the student to remain in the regular education classroom setting at all times

E. Key Concepts

1. The Department of Education (DepEd), through DO No. 72, s. 2009, has recognized the urgency to address the need of children to receive appropriate education with the regular or inclusive classroom setting. **Inclusive education** embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents, and the community.
2. Components of a comprehensive inclusive program for children:
 - A. Child Find.** This is locating where the children are through the family mapping survey, advocacy campaign, and networking with local health workers.

B. Assessment. This is the continuous process of identifying the strengths and weaknesses of the child through formal and informal tools for proper program grade placement. Some students, such as those with ADHD and autism, struggle with testing situations and cannot remain at task long enough to complete such assessments. Assessments are important; they provide the child with an opportunity to demonstrate knowledge, skill, and understanding. For most learners with exceptionalities, a paper-and-pencil task should be at the bottom of the list of assessment strategies.

Below are some alternate suggestions that support and enhance assessment of learning disabled students.

- a. **Presentation** - A presentation is a verbal demonstration of skill, knowledge, and understanding. The child can narrate or answer questions about her task. Presentation can also take the form of discussion, debate or a purely interrogatory exchange. Some children may require a small group or one-on-one setting; many students with disabilities are intimidated by larger groups.
- b. **Conference**- A conference is a one-on-one between the teacher and the student. The teacher will prompt and cue the student to determine the level of understanding and knowledge. Again, this takes the pressure away from written tasks. The conference should be somewhat informal to put the student at ease. The focus should be on the student sharing ideas, reasoning or explaining a concept.
- c. **Interview** - An interview helps a teacher clarify the level of understanding for a specific purpose, activity or learning concept. A teacher should have questions in mind to ask the student. A lot can be learned through an interview, but they can be time-consuming.
- d. **Observation** - Observing a student in the learning environment can be the vehicle for the teacher to change or enhance a specific teaching strategy. Observation can be done in a small group setting while the child is engaged in learning tasks. Things to look for include: Does the child persist? Give up easily? Have a plan in place? Look for assistance? Try alternate strategies? Become impatient? Look for patterns?
- e. **Performance** - A performance task is a learning task that the child can do while the teacher assesses his performance. For example, a teacher may ask a student to solve a math problem by presenting a word problem and asking the child questions about it. During the task, the teacher is looking for skill and ability as well as the child's attitude toward the task. Does he cling to past strategies or is there evidence of risk-taking in the approach?
- f. **Self-Assessment** - It's always positive for students to be able to identify their own strengths and weaknesses. When possible, self-assessment can lead the student to a better sense of understanding of her own learning. The teacher should ask some guiding questions that can lead to this discovery.

C. Program Options. Regular schools with or without trained SPED teachers shall be provided educational services to children with special needs.

The first program option that shall be organized for these children is a self-contained class for children with similar disabilities which can be monograde or multigrade handled by a trained SPED teacher.

The second option is inclusion or placement of the child with disabilities in general education or regular class where he or she learns with his/her peers under a regular teacher and/or SPED trained teacher who addresses the child's needs.

The third option is a resource room program where the child with disabilities shall be pulled out from the general education or regular class and shall report to a SPED teacher who provide small group/one-on-one instruction and/or appropriate interventions for these children.

There are variables in inclusive education programs, which make a standard definition of inclusion misleading. Full inclusion is described as placing all students, regardless of disabilities and severity, in the regular classroom on a full-time basis. These students do not leave the regular classroom for services, but these services are delivered to them in the regular classroom setting. Inclusion or mainstreaming refers to students being educated with non-disabled peers for most of their school day. A special education teacher collaborates with a general education teacher to provide services for students. The general education teacher is responsible for instructing all children. The special education teacher collaborates with the general teacher on strategies.

Another placement option places disabled students in the general classroom with the special education teacher providing support and assisting the general education teacher in instructing the students. The special education teacher brings materials into the classroom and works with the special student during math or reading instruction. The special education teacher aids the general education teacher in planning different strategies for students with various abilities.

It is best to determine the best placement for a child with disabilities, they must consider which placement constitutes the least restrictive environment for the child based on individual needs. The team must determine which setting will provide the child with the appropriate placement. The primary objective of inclusive education is to educate disabled students in the regular classroom and still meet their individual needs. Inclusive education allows children with special needs to receive a free and appropriate education along with non-disabled students in the regular classroom.

D. Curriculum Modifications. This shall be implemented in the form of adaptations and accommodations to foster optimum learning based on an individual's needs and potentials. Modification in classroom instructions and activities is a process that involves new ways of thinking and developing teaching-learning practices.

Accommodations in the form of modifications are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject.²

Principles for fostering equity and excellence in academically diverse learners

- i. **Good curriculum comes first.** The teacher's first job is always to ensure a coherent, important, inviting, and thoughtful curriculum.
- ii. **All tasks should respect each learner.** Every student deserves work that is focused on the essential knowledge, understanding, and skills targeted for the lesson. Every student should be required to think at a high level and should find his or her work interesting and powerful.

² (British Columbia Ministry of Education, 2009).

- iii. **When in doubt, teach up!** Good instruction stretches learners. The best tasks are those that students find a little difficult to complete comfortably. Be sure there's a support system in place to facilitate the student's success at a level that he or she doubted was attainable.
- iv. **Use flexible grouping.** Find ways and time for the class to work as a whole, for students to demonstrate competence alone, and for students to work with varied groups of peers. Using only one or two types of groups causes students to see themselves and one another in more limited ways, keeps the teacher from "auditioning" students in varied contexts, and limits potentially rich exchanges in the classroom.
- v. **Become an assessment junkie.** Everything that a student says and does is a potential source of assessment data. Assessment should be an ongoing process, conducted in flexible but distinct stages, and it should maximize opportunities for each student to open the widest possible window on his or her learning.
- vi. **Grade to reflect growth.** The most we can ask of any person—and the least we ought to ask—is to be and become their best. The teacher's job is to guide and support the learner in this endeavor. Grading should, in part, reflect a learner's growth.

Nine basic types of curriculum modifications/adaptations

1. **Quantity** - adapt the number of items to learn or the number of activities to complete
 - i. Reduce or limit the use of scan sheets for test answers;
 - ii. Reduce the number of items for assigned tasks;
 - iii. Reduce the amount of copying;
 - iv. Reduce the number of problems;
 - v. Reduce the number of concepts and expectations introduced at any given time;
 - vi. Reduce the number of terms the student must learn at one time;
 - vii. Reduce length of assignments;
 - viii. Have student learn 2-3 concepts from each chapter.
2. **Time** - adapt the time allotted and allowed for learning, task completion, or testing
 - i. Create a timeline for completing a task;
 - ii. Allow student to take assignment home;
 - iii. Allow extra time in class to complete assignments;
 - iv. Review frequently;
 - v. Allow additional time to complete tests;
 - vi. Give short breaks.
3. **Level of support** - increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills.
 - i. Peer buddies;
 - ii. Check for comprehension;
 - iii. Read tests aloud;
 - iv. Use groups to write together;
 - v. Peer tutor.
 - vi. Starting a computer for a student;
 - vii. Guiding a hand during handwriting;
4. **Input**- adapt the way instruction is delivered to the learner:
 - i. Cooperative groups;
 - ii. Visual aides;
 - iii. Concrete examples;

- iv. Hands-on activities.
5. **Difficulty**- adapt the skill level, problem type, or the rules on how the student may approach the work:
- i. Calculator for Math problems;
 - ii. Simplify task directions;
 - iii. Outline with blanks;
 - iv. Word banks;
 - v. Provide page number and paragraph to help student find answers;
 - vi. Number the handouts for reference during lecture;
 - vii. Supply a study guide with key concepts and vocabulary in advance;
 - viii. Give alternate test;
 - ix. Vary format of tests;
 - x. Grading spelling separately from content;
 - xi. Open book tests;
 - xii. Change rules to accommodate learner's needs;
 - xiii. Use high interest/low-level books to motivate students to read;
 - xiv. Focus on mastery of more functional math concepts;
 - xv. Provide alternative books with similar concepts but at an easier reading level;
 - xvi. Provide partial grade based on individual progress or effort;
 - xvii. Rework missed problems for a better grade;
6. **Output** - adapt how the student can respond to instruction:
- i. Verbal vs. written response;
 - ii. Communication book;
 - iii. Allow students to show knowledge with hands-on material.
7. **Participation**- adapt the extent to which a learner is actively involved in the task:
- i. Have student turn pages on book that the teacher is reading;
 - ii. Hold globe in geography;
 - iii. Listen to a taped story while others are engaged in reading aloud;
 - iv. Color map while other students label the map;
 - v. Find related pictures in magazines of concepts presented while other use resource material to research information;
 - vi. Some learners will discuss concepts while others use selected computer programs for reinforcement;
8. **Alternate Goals**- adapt the goals or outcome expectations while using the same materials. This is only for students with moderate to severe disabilities. In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.
9. **Substitute Curriculum (Functional Curriculum)**- Provide different instruction and materials to meet a learner's individual goals. This is only for students with moderate to severe disabilities.
- i. During a language lesson a student is learning toileting skills with an aide.
 - ii. Community-based instruction;
 - iii. Learning how to use a communication device;
 - iv. Learning how to do laundry;

v. Learning cooking/grooming skills.

Many teachers may complain that it takes too much work to implement accommodations and that they have several students who require different accommodations. These accommodations are not for the teacher, they are for your child. They allow your child to access the same grade level material that is available to their non-disabled peers and help them become independent. Your child has a right to accommodations.

E. Parental Involvement. Parents shall involve themselves in observing children’s performance, volunteering to work in the classroom as teacher aide, and supporting other parents.

Parents have a right to be involved in their child’s education and to participate with the school in decisions concerning their child and the school community. Extensive research has shown the benefits of parental involvement in education. These benefits include higher achievement, better attendance, more positive attitudes and behaviors and higher graduation rates. Moreover, schools that work well with families show improved teacher morale, and are seen by the community to be performing better than those that do not.

F. Activities and Assessment

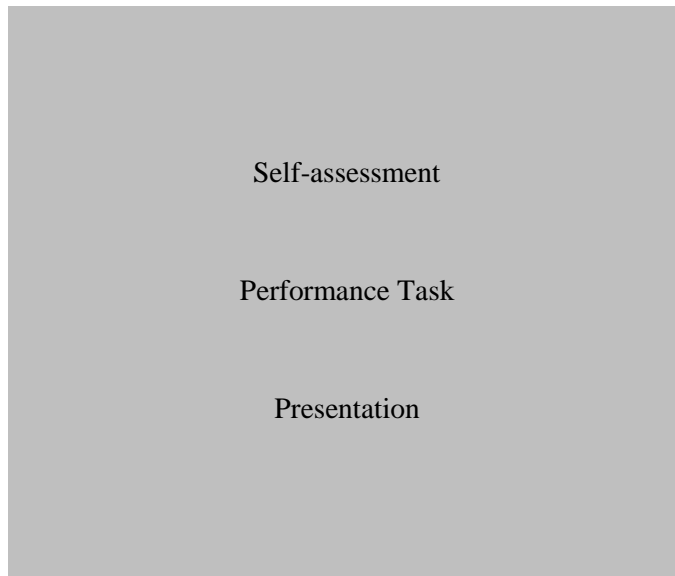
Activity 1. Child Find

Think of ways on how you can coordinate with community partners (barangay officials, health care workers, parents) in order to locate children in the community and convince them to enroll in the school.

COMMUNITY PARTNERS	WAYS AND MEANS TO COORDINATE FOR CHILD FINDING
Parents	1
	2
Health Care Workers	1
	2
Barangay Officials	1
	2

Activity 2. Assessment

From the pool of assessment tools written in the box, pick the best that could address the situations which describe the strengths and weaknesses of each child with additional needs.



_____ 1. Jason's family belongs to an indigenous group and is slightly intimidated by larger groups in the class, but he has a certain ability to narrate or answer questions about a given task and is able to verbally demonstrate his understanding.

_____ 2. Miranella grew up in an orphanage having been abandoned by her parents right after birth. She feels uncomfortable speaking in a big class but is able to share ideas, reason out, and explain a concept through an informal one-on-one with the teacher.

_____ 3. Anna has a cleft palate resulting to her inability to pronounce some words properly. This makes her less confident to speak in front of the class for fear of being ridiculed, however, she feels a little comfortable when talking with her teacher with whom she is able to answer questions and clarify understanding of a specific concept.

_____ 4. Nurhalem is classified as a displaced student having come from the war-stricken place. From the first day in class, he has seemed to be inconsistent with his behavior and degree of participation in group dynamics; sometimes he is persistent, other times impatient.

_____ 5. Elizabeth has been diagnosed with dyscalculia, a learning disability in Mathematics. She does not perform well in paper-and-pencil test but she is able to show her skill and ability when given a learning task such as drawing.

_____ 6. Cynthia is a gifted child who sometimes fails to acknowledge criticisms from other people. However, given a set of self-check questions from the teacher, she is led to discover her own strengths and weaknesses and develop a better sense of understanding of her own learning.

Activity 3. Program Options

Study the following cases and identify the best program option that is most appropriate for each case.

1. In the middle of the school year, Sitti and Aliwan were placed in your school from an armed conflict area. Since the day they came to school, they were observed to have shown peculiar behavior of inferiority and naivete as result of the trauma which they experienced in their previous place. They seem to struggle in keeping up with the classroom lessons and in performing activities which call for group discussions. What program option can you recommend for Sitti and Aliwan?
2. Cynthia is a happy child. She is active in class and in extracurricular activities. Recently, she was voted by her classmates as the class representative in the student government. However, toward the middle of the school year she started to manifest behavior which has called your attention. She started to lose enthusiasm and came to class without assignments. She began to isolate herself from her classmates and oftentimes stayed in the corner of the classroom absent-mindedly looking afar. One day, she arrived with bruises visibly marked on her arms and a wound on her upper left eye. When you invited her for a one-on-one talk, she hesitantly mentioned that she is being sexually and physically abused by her stepfather to whom she is entrusted by her mother who went abroad. What program option can you recommend for Cynthia in order to revive her enthusiasm in class and to save her from her situation?

Activity 4. Parental Involvement

Conduct an interview with the parents of students with identified additional needs. You may use the interview questions cited below. However, feel free to add more probing questions as the needs arises along your conversation.

This activity aimed to help you determine the reasons why some parents have low level of involvement when it comes to the academic needs of their children.

Interview Guide Questions:

1. What do you do for a living?
2. How often do you talk to your child about his school work?
3. Does your child openly communicate to you about his academic needs? What was the recent story or aspect of concern that he has shared with you?
4. How often do you go to school to inquire about your child's performance?
5. Was there any invitation for parent-teacher conference where you failed to come?
6. What could be the reasons why you fail to come to school for a conference about your child's performance? (In case this is true to the parents)
7. What do you think are the advantages [on the part of your child] of getting you more involved in the academic performance of your child?
8. What do you think should the teachers or the school do in order to encourage you to get you more involved in the academic performance of your child?

Activity 5. Sharing

This is an activity of sharing experiences and best practices by the experienced or distinguished teachers of the teaching-learning materials they used to practice

inclusive education and use these materials to address learners' gender, needs, strengths, and experiences.

Conduct an interview with experienced and distinguished teachers and identify the teaching materials they used in the teaching learning-learning process to practice inclusive education. After the sharing or interview, you are supposed to apply and use these teaching materials in your own classes to practice inclusive education.

Note: Answers may vary. Expected Answers:

Auditory	Visual	Tactile-Kinesthetic	Affective	Technology Options
Listening to text read aloud	Using a dictionary	Using a Braille dictionary	Working in areas of student interest	Using a talking dictionary
Listening to and retelling directions	Highlighting key points	Touching words on a word wall	Working with a partner who can help with definitions	Downloading and listening to a podcast on an iPod
Asking and answering questions	Outlining steps to solving a problem	Using manipulatives	Working alone or in cooperative groups	Using a word processing program
Engaging in a debate	Completing a graphic organizer	Building a model	Participating in a discussion group or book club	Using a talking calculator
Engaging in a discussion	Designing a poster	Using response cards	Participating in a seminar	Creating spreadsheets
Giving verbal prompts	Illustrating or taking pictures	Using a game format	Giving feedback	Creating a video
Talking through steps	Drawing	Finger spelling	Giving praise	Using blogging or text messaging
From Garguiulo/Metcalf. <i>Teaching in Today's Inclusive Classrooms</i> , 1E. © 2010 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions .				

Activity 6. Writing

Using the DLL format, you have to develop and demonstrate a lesson that establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds.

Note: Outputs may vary.

G. Reflection

1. What were your thoughts or ideas about Inclusive Education prior to the discussion of this lesson?	
2. What new ideas did you learn after taking up this lesson?	
3. How did you apply your learning about Inclusive Education in your own classroom?	

H. Post-Test

Directions: Choose the best answer and write the letter only.

1. Inclusive classrooms offer many benefits for children. Which of the following statements demonstrated an inclusive classroom?
 - a. Increased acceptance and appreciation of diversity
 - b. Better communication and social skills
 - c. Greater development in moral and ethical principles
 - d. All of the above

2. Which of the following is one of the philosophical bases for inclusion?
 - a. the belief that all members of a learning community should be alike
 - b. the belief that communities of learners are, by definition, inclusive
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3. An important philosophical principle underlying inclusive education for students with disabilities is:
 - a. realism
 - b. assimilation
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4. Collaboration between professionals and families in the interest of children with disabilities:
 - a. is usually not possible due to lack of interest and involvement on the part of parents
 - b. means going beyond the actual legal requirements
 - c. means following the letter of the law
 - d. means professionals should do whatever parents want for their child

5. The provision of sufficient resources is a major concern of many teachers and parents when inclusive education is proposed.
 - a. True
 - b. False

6. The practice of fully integrating all students into classroom instruction regardless of race, gender, religion, socioeconomic status, ethnicity, physical or mental ability, or language is known as
 - a. Inclusion
 - b. Response to intervention
 - c. Differentiated instruction
 - d. Awareness of exceptionalities

7. In general, research into inclusive education has shown_____.
 - a. uniformity positive results
 - b. uniformity negative results
 - c. mixed results with some positive and some negative
 - d. mixed results with positive effects or no differences to inclusion

8. Inclusive education enhances approach in ____.
- Democracy
 - Socialism
 - Imperialism
 - Colonialism
9. In which type of inclusion the disabled children get regular classroom learning.
- Full inclusion
 - Partial inclusion
 - Regular inclusion
 - Common inclusion
10. Which of the following is not a strategy to improve inclusive education?
- Mainstreaming
 - Encourage students
 - Improve textbooks
 - None of the above



C. For additional assessment of your learning, answer the following questions.

1. What is Inclusive Education?
2. What are the five components of a comprehensive inclusive education program?
3. What is the difference between an inclusive classroom and a special education classroom?
4. Describe briefly the three Inclusive Education Program options which you can adapt in your school.

IV. SESSION IV: KEY STAGES OF THE BASIC EDUCATION PROGRAM

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
<ul style="list-style-type: none">▪ Demonstrate content knowledge and its application within and/or across curriculum teaching areas (1.1.1)	<ul style="list-style-type: none">▪ Apply knowledge of content within and across curriculum teaching areas (1.1.2)

B. Objectives

- Describe the nature and characteristics of the K to12 learners along key stages in the Basic Education Program (BEP);
- Identify curricular goals of the key stages in the BEP;
- Discuss appropriate instruction and assessment strategies per key stages in the BEP; and
- Prepare a developmentally sequenced and appropriate teaching learning process to meet curriculum requirements

C. Pre-Test

Choose the letter of the correct answer. Write the letter of your answer on the space provided.

- _____ 1. The provision of Kindergarten Education (KE) to all will increase young learners chance of completing formal schooling, reduce incidence of school leavers, and ensure better school performance is embodied in
- DO # 8, s. 2012
 - DO # 32, s. 2012
 - DO # 42, s. 2016
 - DO # 47, s. 2016
- _____ 2. One of the goals of the Kindergarten to Grade 3 curriculum is to develop among learners the following except one. Which one is NOT?
- An enhanced sense of self and community
 - A deeper understanding of key concepts and ideas in the different learning areas
 - A positive attitude toward learning
 - An increasing degree of independence in applying knowledge, skills, and values learned.
- _____ 3. Which among the following is the most distinct feature of the Kindergarten curriculum?
- The use of play and games in the learning process
 - The use of the learner's mother tongue in the learning process
 - The integration of ICT in the learning process
 - The use of ECCD in assessing learners
- _____ 4. As defined in the Enhanced Basic Education Act of 2013, kindergarten education is the first stage of compulsory and mandatory formal education, which consists of one (1) year of preparatory education for children at least _____ years old as a prerequisite for Grade 1.
- 4
 - 5
 - 6
 - 7
- _____ 5. Which is true about secondary education?
- It composed of 2 key stages, Junior HS and Senior HS
 - Senior HS comprises Grades 11 and 12
 - Learners beyond 18 years old are not accepted
- I and II only
 - II and III only
 - I, and III only
 - I, II, and III

- _____ 6. Fred, an 8-year old boy, was accompanied by his mother to enroll in Grade 1. Upon interview, it was revealed that Fred never attended schooling and his mother cannot show any proof that he finished his kindergarten education. The decision was for Fred to enroll in KE. Do you think the decision made is right?
- Yes, because he needs to be exposed in the classroom first.
 - Yes, because KE is a prerequisite to Grade 1
 - No, because he met the age requirement for grade 1
 - No, because it does not matter whether he finished KE or not
- _____ 7. The following are features of learning assessment except one. Which one is NOT?
- Assessment provides vital information that would advise parents of the child's progress.
 - Assessment is crucial to identifying the child's total developmental needs and at the same time should determine academic achievement.
 - Assessment is best conducted on a regular basis so that a timely response or intervention can be made to improve learning.
 - Assessment ratings should be more qualitative or descriptive and less numerical.
- _____ 8. The SHS curriculum formulation is a step toward the realization of the Philippine Qualifications Framework (PQF), and is the main policy tool for the implementation of the new 13-year cycle of basic education. What comprises the SHS curriculum?
- Basic Subjects, Applied Track, Specialized Subjects
 - Basic Subjects, Applied Track, Specialized Subjects
 - Core Subjects, Applied Track, Specialized Subjects
 - Core Subjects, Selected Track, Specialized Subjects
- _____ 9. After delivering his lesson on motion, Mr. Cruz gave a summative assessment, recorded data on students' scores and identified students who passed and those who failed. He provided enrichment and intervention activities to those who passed and failed respectively. Which part of the learning log is being accomplished by Mr. Cruz in this situation?
- Objectives
 - Strategies
 - Assessment
 - Reflection

- _____ 10. According to DepEd Order 31, s. 2012 entitled *Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012–2013*, at the end of Senior High School, the learner is expected to be prepared and equipped with knowledge and skills for Tertiary Education, middle-level skills development, employment, and entrepreneurship. After finishing SHS, Gorio devoted his time preparing and selling delicacies in his locality for him to earn for his higher education. Which goal of the K to12 BEP is illustrated?
- a. Employment
 - b. Entrepreneurship
 - c. Middle level skills development
 - d. Tertiary Education

D. Glossary of Terms

Term	Definition
Kindergarten Education	the first stage of compulsory and mandatory formal education, which consists of 1 year of preparatory education for children at least 5 years old as a prerequisite for Grade 1.
Kindergarten Education (KE) Program	a basic education program that aims for all 5-year-old children to achieve the standards and competencies expected of them, taking into account their diverse backgrounds, prior knowledge experiences, skills, attitudes, personal traits, and interests.
Elementary Grades	the grade levels in the elementary that range from Grades 1 to 6. These are composed of two key stages of the K to 12 Curriculum, namely, the primary and middle grades. The learners in the elementary grades are generally from 6–12 years old.
Elementary Education	the second stage of compulsory basic education, which consists of 6 years. The entrance age to this level is typically 6 years old, which is the age requirement for Grade 1.
Learners	a pupil or student, or to learner in the alternative learning system.
Basic Education	intended to meet basic learning needs that provides the foundation on which subsequent learning can be passed.
Secondary Education	the third stage of compulsory basic education. It consists of 4 years of junior high school education and 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.

E. Key Concepts

1. *Key Characteristics, Elementary to Adult Learners*

A. Characteristics of Learners in Elementary School

1. Early Childhood (Age 0 to 8)

Early childhood is believed to be a critical period in the formation of the child's intelligence, personality, and social behavior. From age 0 to 4 years old, children are

developing quickly in all aspects of development, namely, physical, cognitive, social-emotional, and language.

From 5 to 8 years old, children's physical growth slows down a little, but great strides in gross and fine motor coordination take place. Their organ systems (muscular, skeletal, nervous, respiratory, circulatory, and immune systems) are maturing, thus it is important that their health and nutritional needs are met.

Cognitively, children's speech and language abilities grow, allowing them to increasingly use language and symbols to learn more about the world around them. They use speech both to communicate to others (social speech) and to gain control over their own actions (private speech). Children at this stage use symbols that allow them to think creatively and slowly as they are learning to process information logically. They can be easily frightened by new or strange events, as they sometimes get carried away by their imagination in the process of learning to distinguish fantasy from reality.

As they develop the ability to take perspectives different from their own, children move from being egocentric to having a stronger sense of others. They also develop the capacity to share and take turns, and they are able to play cooperatively with their peers. Play is an important avenue for learning and development at this age. Through dramatic play and playing with their peers, they develop social skills. Play also enhances cognitive development as it improves creativity and symbolic thinking.

At this age, children are also learning their identities. They learn what is expected of them by observing and imitating models, who are usually their parents, but can also be other significant people like older siblings, teachers, or peers.

2. Middle Childhood (Ages 9 to 12)

Children in middle childhood become increasingly more coordinated and integrative in their motor and perceptual skills resulting in increased physical coordination and strength. Their small muscles develop rapidly, making playing instruments, hammering, or building things more enjoyable. Manual dexterity also develops, and children become better at cutting, coloring, drawing, and similar activities. Physical activity (e.g., sports, outdoor play) is important to help children continue to develop their gross motor skills as well as improve their overall health and fitness.

Children's ability to learn grows substantially at this age because of their increasing capacity to think conceptually, solve problems, and use language. At this age, children should have acquired the ability to read, write, compose, compute, inquire, and work with others. They can now use these skills and abilities as tools for learning. They are able to think more logically and make mental representations of objects and events. As in early childhood, children still learn best through active engagement. For example, children will learn more effectively about road safety by moving cars, blocks, and toy figures rather than sitting and listening to an adult explain the rules. Their capacity to remember (memory) also improves greatly by middle childhood, and this helps them learn even more.

Children's self-concept (how they see themselves) at this age is influenced in larger part by their physical, intellectual, and social skills. Positive self-esteem develops when children see themselves as competent and able to master the skills they consider important in their lives. A positive self-concept, in turn, impacts greatly on their personality development. Children who like themselves tend to be happier and more confident, and vice versa. At this age, children are also spending more and more time

with their peers, rather than with their parents or families. Through spending time and interacting with peers, children develop their social skills and sense of belonging. They also become more motivated to achieve and learn. Cooperative learning tasks are thus suitable vehicles for learning at this stage of development. Guidance on developing friendships and how to influence others positively promote their socioemotional development.³

B. Characteristics of Learners in Secondary Education

Learners in Secondary Education include both adolescents and adults. Adolescents are between 10 and 19 years old who have specific health and developmental needs and rights (World Health Organization, 2014). Adolescence is considered as a transitional period from childhood to adulthood (Psychology Today, 2016). Learners in Secondary Education may also be adults, beyond 18 years old, who were not able to participate and complete basic education.

1. Early Adolescence

Early adolescence covers the ages between 12 to 15 years old. This is a critical phase because during this time, young teens experience accelerated growth and development. According to UNICEF (2011): “It is at this stage that physical changes generally commence, usually beginning with a growth spurt and soon followed by the development of the sex organs and secondary sexual characteristics. These external changes are often very obvious and can be a source of anxiety as well as excitement or pride for the individual whose body is undergoing the transformation.”

Early adolescence is a time of physical, socio-emotional, and intellectual development. During early adolescence, the onset of puberty happens when young teens undergo physiological changes triggered by the release of hormones. As such, young teens experience rapid increases in height, weight, and growth of their internal organs, as well as their skeletal and muscular systems. Puberty leads to growth not only in primary sex characteristics (genitals) but also in secondary sex characteristics. In girls, these changes include the growth of breasts, pubic and underarm hair, increased width and depth of pelvis, and changes in voice and skin. In boys, these include the growth of facial, underarm, and pubic hair, changes in voice and skin, and broadening of shoulders (Papalia & Olds, 1995). Schools must ensure that young teens are exposed to a positive environment that helps them adjust to their physiological transformations. Simultaneously, young adolescents begin exhibiting greater independence and start developing their personalities and interests. At this time, they make decisions about friends, studies, and sports or hobbies. Many of them show a strong need to belong to a group. They also begin to experience feelings of attraction, which occur as they encounter gender identity or gender expression issues.

It is at this stage that young teens also develop abstract and independent thinking. They display a curiosity for topics that resonate with them—topics that they find both useful and interesting. Young adolescents at this time also “acquire the ability to develop and test hypotheses, analyze and synthesize data, grapple with complex concepts, and think reflectively” (Association for Middle Level Education, 2016). They are also able to think about their thinking (metacognition). Schools must ensure that teachers of young teens recognize and address the wide-ranging diversity of cognitive abilities inside their classrooms. To do this, teachers can employ a variety of teaching methods and strategies. Teachers may differentiate

³ e -link <http://pundipusatduniailmu.blogspot.com/2011/10/nature-of-young-learner.html#.WYJkkoVOLIU>

instruction while also connecting lessons to real-life experiences. At this stage, teachers may provide opportunities to young adolescent learners for active learning, exploration, and collaboration with peers and adults. Young teens will benefit from school programs that promote independence and freedom. At this time, access to activities in which young teens can dialogue and work with peers is important such as clubs, student government, and groups in which they can take leadership roles. Schools should also provide age- and developmentally appropriate reproductive health education programs, and mental and psychosocial support services to young adolescents.

2. Middle to Late Adolescence

This period covers the ages between 15 and 24 years old. Teenagers at this stage will most likely be over the dramatic changes brought about by puberty. Their physiological development will be almost complete. During this stage, teenagers will be close to their adult height and weight.

Most teenagers and young adults will continue adjusting to their changing bodies and will be more concerned about their physical appearance. Because of this, they will spend more time grooming themselves, exercising, and changing their looks. This is healthy for as long as they are of the expected body weight. According to UNICEF (2011), “Girls in late adolescence tend to be at greater risk than boys of negative health outcomes, including depression, and these risks are often magnified by gender-based discrimination and abuse. Girls are particularly prone to eating disorders such as anorexia and bulimia; this vulnerability derives in part from profound anxieties over body image that are fueled by cultural and media stereotypes of feminine beauty.”

At this stage, most teenagers’ sense of identity, including their sexual orientation and gender identity or gender expression (SOGIE), is firmer and clearer. They will relate more with their peers and seek greater emotional independence from their parents. They also show greater interest in romantic relationships. With guidance, teenagers will be able to balance the influence of their families with that of their friends.

Learners during this time experiment with adult roles. They also exhibit “risk-taking” behavior that declines in late adolescence (UNICEF, 2011). With proper supervision and open discussions about confusing situations they encounter, learners at this stage may be helped to avoid experimentation with dangerous substances as well as irresponsible sexual behavior. Teenagers with good role models show greater emotional stability and concern for others. With exposure, they develop good work habits, showing concern and interest in their future (Centers for Disease Control and Prevention, 2016).

Cognitively, learners at this stage will be capable of more abstract thinking and organizing abstract thought. They can think hypothetically and understand underlying principles that they can apply in new situations. They have the ability to consider multiple viewpoints or diverse perspectives. They will also show philosophical and idealistic thinking (State Adolescent Health Resource Center, 2016).

UNICEF in its 2011 report, “State of the World’s Children” (SOWC), underscored the need to invest in adolescents, describing adolescence as both a time of vulnerability and opportunity. The report recommends providing adolescents education that will empower them to face the economic crisis, political instability, rapid urban growth, natural disasters, and other pressing global challenges. According to the report, “Rich and poor alike, adolescents will have to deal with the intergenerational implications of the current economic turmoil, including the structural unemployment that may persist in its wake. They will have to contend with climate change and environmental degradation, explosive urbanization and migration, ageing societies and the rising cost

of health care, the HIV and AIDS pandemic, and humanitarian crises of increasing number, frequency and severity” (p. 4). Additionally, the Convention on the Rights of the Child (CRC) recommends for governments to develop “different forms of Secondary Education, including general and vocational education” (1995), and make it accessible to every child.

In its 2016 SOWC report, UNICEF turns to the issue of equity and calls on governments of the world to ensure equity as the central goal for access and learning (UNICEF, 2016). It says that investing in quality education for all especially disadvantaged children and adolescents helps them break the intergenerational cycle of poverty that they experience.

C. Adult Learners

Adult learners in the Department of Education (DepEd) are learners beyond school age who participate in basic education because they were unable to complete this qualification for various reasons. Recognizing the unique contexts of adult learners, DepEd provides opportunities for them to earn their Secondary Education credentials through flexible learning options such as night high school or open high school. Another option for adult learners is through nonformal education or the Alternative Learning System (ALS).

2. CURRICULAR GOALS IN THE KEY STAGES

A. Elementary Education

Elementary education is crucial to the promotion 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. Teachers should also understand 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.

Below are the objectives of elementary education, as stated in Batas Pambansa 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
- d. to promote work experiences that develop the child's orientation to the world of work and creativity, and prepare himself/herself to engage in honest and gainful work

As defined in the Enhanced Basic Education Act of 2013, kindergarten education is the first stage of compulsory and mandatory formal education, which consists of one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade 1. The Enhanced Basic Education Act of 2013 also articulates that elementary education refers to the second stage of compulsory basic education, which consists of six (6) years. The entrance age to this level is typically six (6) years old, which is the age requirement for Grade 1.

The main purpose of elementary education is to help learners develop a solid base of literacy, numeracy, social, and inquiry skills that will provide a strong foundation for lifelong learning. The outcomes are intended to engage them in rich, vibrant, culture-based, and meaningful experiences in which they develop understanding that both relate to and make connections across specific learning areas.

The elementary education is specifically represented by elementary grades. **Elementary grades** refer to the grade levels in the elementary that range from Grade 1 to Grade 6. These are composed of two key stages of the K to 12 Curriculum, namely, the Primary and Middle Grades. The learners in the elementary grades are generally from six (6) years old to twelve (12) years old.

To contribute to fulfilling the goals of elementary education, the Kindergarten to Grade 3 curriculum aims to:

1. provide learners opportunities to engage in meaningful classroom and school- and culture-based learning experiences, and provide learners access to carefully selected and developmentally appropriate materials and resources
2. develop among learners:
 - a. an enhanced sense of self and community
 - b. a deeper understanding of key concepts and ideas in the different learning areas
 - c. a positive attitude toward learning
3. equip learners with fundamental literacy and numeracy skills, and competencies needed for academic success in the later key stages

B. Junior High School

The goals of the JHS Curriculum are (i) to provide learners with opportunities to relearn fundamental concepts in the learning areas already taught in earlier grades and allow learning at a higher degree of complexity; and (ii) for learners to develop an increasing degree of independence in applying knowledge, skills, and values learned.

The JHS Learning Areas

The Junior High School Curriculum has eight learning areas namely, (1) English, (2) Filipino, (3) Mathematics, (4) Science, (5) Araling Panlipunan (AP), (6) Edukasyon sa Pagpapakatao (EsP), (7) Music, Arts, Physical Education and Health (MAPEH), and (8) Technology and Livelihood Education (TLE). Each learning area is studied in four quarters or one academic year. All learning areas have a Curriculum Guide (CG) with program standards, learning area standards, course description, and key stage standards. Additionally, the CGs also articulate grade level standards and content standards and performance standards for each quarter. For example, for the first quarter of Grade 10 English, the following are the program standards, content standards, and performance standards.

C. Senior High School

The SHS Core Subjects

The Core Subjects in the SHS Curriculum ensure that all learners will be equipped with competencies required for specialization studies in their chosen SHS tracks. The subjects in the Core Curriculum are contiguous to the K to 10 subjects and are responsive to the College Readiness Standards and New General Education

Curriculum for Higher Education formulated by the Commission of Higher Education (CHED). Every subject in the Core Curriculum is compulsory and has a time allocation of 80 hours per semester except for PE and Health, which have 20 hours per semester. However, a maximum of 2 SHS core subjects may be substituted with equivalent subjects with the approval of DepED.

The SHS Career Tracks

On top of the 15 compulsory subjects in the core curriculum, the remaining 16 subjects are spread over the 4 SHS tracks: 1) Academic, 2) Arts and Design, 3) Sports, and 4) Technical-Vocational-Livelihood. Students are expected to enroll in the track of their choice. Each track has its own set of Applied Track Subjects and Specialized Subjects. Each subject in the track will have 80 hours in a semester as well, with a total of 1,280 hours for the Applied Track and Specialized Subjects altogether. Regardless of which track the student is enrolled in, he/she takes up the Applied Track Subjects. These are geared toward the acquisition of common but critical competencies in SHS, i.e., English language proficiency, research, ICT, etc., but delivered with teaching-learning content and strategies customized to the requirements of each track.

3. ASSESSMENT

How is assessment conducted for Kindergarten to Grade 3 learners?

The primary means of assessing Kindergarten learners is through observation throughout the different blocks of time. Assessment in Kindergarten is designed to help teachers understand learners' individual strengths and weaknesses, and enables teachers to design appropriate learning activities for them. Qualitative and nonnumerical recording and grading systems are used to describe how Kindergarten learners are performing vis-à-vis the expected learning outcomes outlined in the Kindergarten Curriculum Guide.

Formative and summative classroom assessments are given from Grades 1 to 3 to improve student learning outcomes. DepEd Order No. 8, s. 2015 discusses formative and summative assessments done in the classroom.

At the end of Grade 3, learners will be assessed through a national assessment to check if they are meeting key stage standards and evaluate the effectiveness of the Kindergarten to Grade 3 programs. Beginning School Year 2016–2017, DepEd shall conduct the Early Language, Literacy, and Numeracy Assessment (ELLNA) for Grade 3 learners. ELLNA, in a multiple-choice format, shall measure Grade 3 learners' language skills using learning area content and numeracy skills. Moreover, English, Filipino, and Mother Tongue shall be the languages of assessment for ELLNA. DepEd Order 55, s. 2016 discusses the details of the ELLNA.

When is assessment conducted for Grades 4 to 6?

Formative and summative classroom assessments are given during Grades 4 to 6 to improve student learning outcomes. **Formative assessment** is an ongoing process of providing learners with immediate feedback on how well they are learning. The results of this type of assessment are documented but not included in computing learner's grades. **Summative assessment**, on the other hand, is used to measure whether learners have met the content and performance standards. The results of summative assessment are used as bases for computing learners' grades.

At the end of Grade 6, learners will be assessed through national and international assessments to check if they are meeting key stage standards and evaluate the effectiveness of the Grades 4 to 6 programs. DepEd Order 8, s. 2015, and DepEd Order 55, s. 2016, talk about the assessments conducted in the classroom and at the national level.

Assessment in JHS

Thus, assessment in JHS includes formative and summative classroom assessments that are given during Grades 7 to 10 to improve student learning outcomes. To qualify for an SIP, learners take an entry test before Grade 7.

At Grade 9, learners take the National Career Aptitude Examination (NCAE). The NCAE is an aptitude test meant to provide information through test results for self-assessment, career awareness, and career guidance of high school students for their post-secondary courses or application for scholarship. Test taking is mandatory but test results are recommendatory.

They may also undergo technical-vocational assessment through TESDA for a National Certificate.

Those who finish JHS also have to take an exit assessment at Grade 10, which is the National Achievement Test (NAT) Grade 10.

Assessment in SHS

Classroom assessment in SHS consists of formative and summative classroom assessments given during Grades 11 to 12 to improve student learning outcomes. The processes may be found in DepEd Order 8, s. 2015. Learners are given as much positive feedback about their performance to help them choose their career paths. DepEd Order 36, s. 2016 on honors provides to schools on how to provide awards and recognition to the talents and effort of learners.

The assessment of student learning is discussed in greater detail in DepEd Order 55, s. 2016, entitled *Policy Guidelines for the National Assessment of Student Learning for the K to 12 Basic Education Program*. Entry as well as exit assessments for the different tracks and strands vary to respond fully to the needs of the learners. These will help them better understand their potentials and interests so they can chart their future based on their strengths.

F. Activities and Assessment

The table below shows the key stages of the basic education program with brief descriptions on the characteristics of learners. Test your knowledge by checking on the appropriate column of key stage where each characteristic fall.

No.	Characteristics	Kindergarten to Grade 3	Grade 4 to 6	Grade 7 to 10	Grade 11 to 12
1	The onset of puberty happens when young teens undergo physiological changes triggered by the release of hormones.				
2	Physiological development will be almost complete at this stage.				
3	Children at this stage use symbols that allow them to think creatively and slowly as they are learning to process information logically.				
4	They develop the capacity to share and take turns, and they are able to play cooperatively with their peers.				
5	The ability to learn grows substantially at this age because of their increasing capacity to think conceptually, solve problems, and use language.				
6	They learn what is expected of them by observing and imitating models, who are usually their parents, but can also be other significant people like older siblings, teachers, or peers.				
7	Children's self-concept (how they see themselves) at this age is influenced in larger part by their physical,				

No.	Characteristics	Kindergarten to Grade 3	Grade 4 to 6	Grade 7 to 10	Grade 11 to 12
	intellectual, and social skills.				
8	Their sense of identity, including their sexual orientation and gender identity or gender expression (SOGIE), is firmer and clearer.				
9	They also develop the capacity to share and take turns, and they are able to play cooperatively with their peers.				
10	They begin to experience feelings of attraction, which occur as they encounter gender identity or gender expression issues.				

- ✓ If you scored 0-4, it's alright. Please go over the module and follow the directions.
- ✓ If you got 5-9 correct responses, congratulations! Proceed to the topics/sessions that you've missed.
- ✓ If you got a perfect score, congratulations! You may proceed to the last session on preparing a detailed lesson plan.

Read and answer the guide questions below.

How would you describe children of ages 5-8 in terms of:

- physical development?

- cognitive development?

- learning style?

How would you describe children of ages 9-12 in terms of:

- physical development?

- cognitive development?

- learning style?

How would you describe learners in the secondary education in terms of:

- physical development?

- cognitive development?

- learning style?

Direction: Fill-in the **KWL** chart with the needed information.

- For column K, write all the things you know about the curricular goals in each key stage
- For column W, write all the things you want to know about the curricular goals in each key stage

Key Stage	K (What I Know)	W (What I Want to know)	L (What I Learned)
KE to Grade 3			

Key Stage	K (What I Know)	W (What I Want to know)	L (What I Learned)
Grade 4-6			
Grade 7-10			
Grade 11-12			

After going through Activity 2, fill-up the L column of the chart by writing all the things you have learned about the curricular goals.

What have you realized from the lesson? How would knowing the curricular goals affect your teaching plans in the key stage you are handling?

Matching Curricular goals, Instruction and Assessment Strategies

1. After you have read the preceding materials, you will match curricular goals, instruction and assessment strategies.
2. Select a certain learning competency in one of the subjects you are currently handling using the curriculum guide. Write the LC code.
2. Think of appropriate instruction and assessment strategy/ies for the selected LC.
3. Accomplish table below

Learning Competency/ LC Code	Instructional Strategy	Assessment
Ex.		

What do you need to consider in planning your instruction to ensure that standards are achieved?

Preparing a Detailed Lesson Plan

1. After going through sessions 1 to 3 of this module, you are going to prepare a detailed lesson plan by applying the knowledge you gained.
2. Read DepEd Order No. 42, s. 2016, Policy Guidelines on Daily Lesson Preparation for the Kto12 Basic Education Program
3. Answer the following:
 - a. In what way is the detailed lesson plan (DLP) useful to you as a newly hired teacher?
 - b. Which part of the DLP do you find the easiest to accomplish? Why do you say so?
 - c. Which part of the DLP do you find difficult to accomplish? Why do you say so?
4. This time, think of a learning competency on the area and key stage you are handling. Review on the content and performance standard of the chosen LC and prepare a detailed lesson plan. Please be guided with DepEd Order No. 42, s. 2016.
5. Seek for technical assistance from your school head or instructional supervisor to ensure that curriculum requirements are achieved. Take note of suggestions and comments and do some revisions if needed.

Demonstration Teaching of the Prepared Detailed Lesson Plan

G. Post-Test

Each item consists of options lettered a, b, c, and d. Read each item carefully and choose the letter of the correct answer. Write the letter of your answer on the space provided.

- _____ 1. The provision of Kindergarten Education (KE) to all will increase young learners chance of completing formal schooling, reduce incidence of school leavers, and ensure better school performance is embodied in
- DO # 8, s. 2012
 - DO # 32, s. 2012
 - DO # 42, s. 2016
 - DO # 47, s. 2016
- _____ 2. One of the goals of the Kindergarten to Grade 3 curriculum is to develop among learners the following except one. Which one is NOT?
- an enhanced sense of self and community
 - a deeper understanding of key concepts and ideas in the different learning areas
 - a positive attitude toward learning
 - an increasing degree of independence in applying knowledge, skills and values learned.
- _____ 3. Which among the following is the most distinct feature of the Kindergarten curriculum?
- The use of play and games in the learning process
 - The use of the learner's mother tongue in the learning process
 - The integration of ICT in the learning process
 - The use of ECCD in assessing learners
- _____ 4. As defined in the Enhanced Basic Education Act of 2013, kindergarten education is the first stage of compulsory and mandatory formal education, which consists of 1 year of preparatory education for children at least _____ years old as a prerequisite for Grade 1.
- 4
 - 5
 - 6
 - 7
- _____ 5. Which is true about secondary education?
- It composed of 2 key stages, Junior HS and Senior HS
 - Senior HS comprises Grades 11 and 12
 - Learners beyond 18 years old are not accepted
- I and II only
 - II and III only
 - I, and III only
 - I, II, and III

- _____ 6. Fred, an 8-year old boy, was accompanied by her mother to enroll in Grade 1. Upon interview, it was revealed that Fred never attended schooling and his mother cannot show any proof that he finished his kindergarten education. The decision was for Fred to enroll in KE. Do you think the decision made is right?
- a. Yes, because he needs to be exposed in the classroom first.
 - a. Yes, because KE is a prerequisite to Grade 1
 - b. No, because he met the age requirement for grade 1
 - c. No, because it does not matter whether he finished KE or not
- _____ 7. The following are features of learning assessment except one. Which one is NOT?
- a. Assessment provides vital information that would advise parents of the child's progress.
 - b. Assessment is crucial to identifying the child's total developmental needs and at the same time should determine academic achievement.
 - c. Assessment is best conducted on a regular basis so that a timely response or intervention can be made to improve learning.
 - d. Assessment ratings should be more qualitative or descriptive and less numerical.
- _____ 8 The SHS curriculum formulation is a step toward the realization of the Philippine Qualifications Framework (PQF), and is the main policy tool for the implementation of the new 13-year cycle of basic education. What does the SHS curriculum composed of?
- a. Basic Subjects, Applied Track, Specialized Subjects
 - b. Basic Subjects, Applied Track, Specialized Subjects
 - c. Core Subjects, Applied Track, Specialized Subjects
 - d. Core Subjects, Selected Track, Specialized Subjects
- _____ 9 After delivering his lesson on motion, Mr. Cruz gave a summative assessment, recorded data on students' scores and identified students who passed and those who failed. He provided enrichment and intervention activities to those who passed and failed respectively. Which part of the learning log is being accomplished by Mr. Cruz in this situation?
- a. Objectives
 - b. Strategies
 - c. Assessment
 - d. Reflection

- _____ 10 According to DepEd Order 31, s. 2012 entitled *Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012–2013*, at the end of Senior High School, the learner is expected to be prepared and equipped with knowledge and skills for Tertiary Education, middle-level skills development, employment, and entrepreneurship.

After finishing SHS, Gorio devoted his time preparing and selling delicacies in his locality for him to earn for his higher education. Which goal of the Kto12 BEP is illustrated?

- a. Employment
- b. Entrepreneurship
- c. Middle level skills development
- d. Tertiary Education

V. SESSION 5: SPECIAL EDUCATION

A. Desired Learning Outcomes

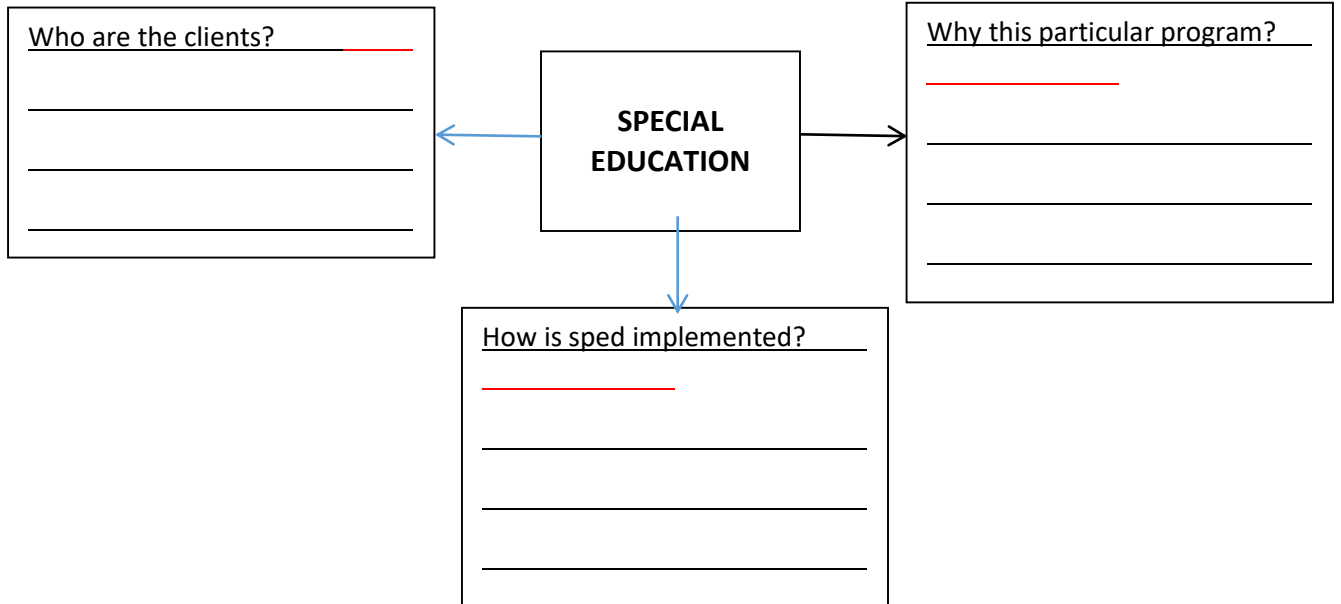
Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
1. Use strategies responsive to learners with disabilities/ giftedness and talents . (3.3.1)	2. Design , adapt and implement teaching strategies that are responsive to learners with disabilities , giftedness and talents . (3.3.2)

B. Objectives

- a. Identify the characteristics of learners with special needs.
- b. Apply teaching strategies that will respond to learners' special learning needs.
- c. Develop a modified instructional design adapting the special learning needs and styles of learners with disabilities/giftedness and talents

C. Pre-Test

Write words or phrases in the graphic organizer below to represent your understanding of Special Education.



D. Glossary of Terms

Term	Definition
Special Education	also known as special needs education, aided education, exceptional education or Special Ed, is the practice of educating students with special educational needs in a way that addresses their individual differences and needs.
Special Needs	a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological.
Special Educational Needs	a term that refers to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age.
Learning disabilities	a neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.
Intellectual disability	a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.
'Gifted and talented'	a term that describes children who have the potential to develop significantly beyond what is expected for their age. ' Gifted ' refers to a child who has abilities in one or more academic subjects, such as English or math.

E. Key Concepts

1. Vision Impairment⁴

- a. **Physical Signs-** Crossed eyes, eyes that turn out, eyes that flutter from side to side or up and down, or eyes that do not seem to focus are physical signs that a child has vision problems
- b. **Clumsiness-** Poor vision might be the cause when a child is constantly running into things or falling down. He might have trouble realizing how close or far away objects really are. Sometimes young children who do not walk well actually have problems with their vision.
- c. **Behavior-** Some children who have vision problems appear to have a short attention span. Other children might blink frequently or squint whenever they read or watch television. Often children are sensitive to bright light or might sit close to the television or hold books that they are reading close to their face. Likewise, younger children with visual impairments might hold toys very close to their face.

⁴ <http://www.livestrong.com/article/126096-characteristics-visually-impaired-child/>

- d. **Poor Eye-Hand Coordination-** Signs of poor eye-hand coordination might include difficulty throwing or catching a ball, tying shoes or copying schoolwork from the blackboard. Poor handwriting is often another sign of poor eye-hand coordination. Children who suffer from lazy eyes, crossed or wandering eyes can have problems with coordination, balance and depth perception, primarily because they learn to use only one eye at a time.
- e. **Poor Academic Performance-** A child might not read well, or might use her finger to follow along when she is reading so that she doesn't lose her place. Some children also have trouble remembering what they read. Children with vision problems can find it difficult to write as well or might have problems with math and other subjects.

2. Deaf or Hard Of Hearing⁵

- a. **Speech Delays-** Children with poor hearing might be unable to communicate because they cannot understand or imitate spoken language. When diagnosed and addressed early, children with early childhood speech delays generally catch up to their peers.
- b. **Communication Difficulties-** Children with mild to moderate hearing impairment may develop speech and language at roughly the same time as their peers.
- c. **Selective Hearing-** Hearing-impaired children are often unable to hear their names when called, and their behavior can be mistakenly labeled as inattention or behavioral misconduct.
- d. **Behavioral Characteristics-** Hearing-impaired children might appear dizzy or disoriented because the nerves in the ears also control balance. Academic problems and irritability are also common symptoms of hearing loss in children.
- e. **Differential Diagnosis**
- f. Behavioral and emotional disturbances can cause speech delays and social difficulties, which might be mistaken for challenges with hearing or sensory processing.

3. Mental Health Conditions⁶

- a. Attention Deficit Hyperactivity Disorder (ADHD)
- b. Autism Spectrum Disorder (ASD)
- c. Pervasive Developmental Delay –Not Otherwise Specified (PDD-NOS)
- d. Anxiety/Panic Disorder
- e. Bipolar Disorder
- f. Depression
- g. Schizophrenia

4. Intellectual Disability⁷

- a. Intellectual disability in reading
- b. Intellectual disability in math

⁵ <http://www.livestrong.com/article/509643-characteristics-of-hearing-impairment-and-deafness-in-children/>

⁶ https://www.google.com.ph/search?site=&source=hp&q=mental+health+conditions+list&oq=mental+health+conditions&gs_l=psy-ab.1.1.014.10603.15386.0.19273.24.23.0.0.0.392.4129.0j1j7j7.15.0...0...1.1.64.psy-ab..9.15.4119...46j0i131k1j0i46k1.kP7Sho1JJzc

⁷ <https://www.healthypace.com/neurodevelopmental-disorders/intellectual-disability/types-of-intellectual-disabilities-list-and-examples/>

- c. Intellectual disability in writing
- d. Intellectual disability with motor skills
- e. Intellectual disability with language

5. Physical Disability

Physical disabilities can be the result of congenital birth issues, accidental injury, or illness. One physical condition might be considered disabling to one person but not the next. The key aspect in defining physical disability is not whether a person has a specific condition but how that physical condition impacts his or her daily life.

Characteristics of Learners with Giftedness and Talents

- a. The Gifted Child exhibits intensity and curiosity sooner than the average child. They respond to events with stronger emotion, sensitivity and passion than the average child.
- b. When they are interested in something, they pursue it with passion! They seek out information to discover as much about it as possible.
- c. The gifted child has an excellent memory, which may account for their ability to remember details, spelling words, or math problems with ease.
- d. Younger gifted children can watch television or work at the computer for longer periods of time, and sit quietly and listen to a story for longer than their peers.
- e. These children need to be challenged. They have a thirst for information, and general education classes frustrate them, as they don't like repeating or practicing things they already know.
- f. They are often perfectionists, highly organized, and expect to do well at everything.
- g. Gifted children often speak at an early age and have an impressive vocabulary. They learn to read sooner than most, often before kindergarten.
- h. They can be sensitive to sound, clothes tags, or wrinkles in socks. They are perceptive to facial expressions, body language, and often have a good sense of humor.
- i. They are voracious in their search for answers, including reading and internet research, and tend to ask a lot of questions.
- j. These children are methodical thinkers, have definite opinions, and are very motivated when curious about a topic. They work well on their own. Because their intelligence is highly developed, they are not interested in typical activities of their chronological peers. Rather, they prefer the company of older children or adults.

Strategies and Approaches in Dealing with Learners with Special Needs

- a. **Maintain an organized classroom and limit distractions.**
 - maintaining a healthy balance of structure and unstructured processes is important.
 - using checklists and help students keep their notebooks
 - change their work area while completing homework or studying
 - assign tasks that involve moving around the room.
 - schedule breaks throughout the day and seat students with special needs in an area of the classroom that limits distractions
- b. **Use music and voice inflection.** When transitioning to an activity, use a short song to finish up one task and move to another. Many of us have sung the "clean up" while cleaning up before the next activity; use a similar approach in the

classroom. Students with special needs might also respond well to varied voice inflection and tone, so use a mixture of loud, soft, and whisper sounds. Using proper pronunciation and sometimes slightly exaggerating proper speech will help a child model the same principles.

- c. **Break down instructions into smaller, manageable tasks.** Students with special needs often have difficulty understanding long-winded or several instructions at once. For children with learning disabilities, it is best to use simple, concrete sentences. You might have to break down a step into a few smaller steps to ensure your students with special needs understand what you are asking. You might even want to put the directions both in print and saying them verbally. Ask your students with special needs to repeat the directions and ask them to demonstrate that they understand. Do not give further instructions until a student has completed the previous task.
- d. **Use multi-sensory strategies.** As all children learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Create opportunities for tactile experiences. You might need to use physical cues, such as a light touch, when a student might get distracted or inattentive. Get creative with your lesson plans, and students with special needs will appreciate the opportunity to use their imaginations or try something new; use a balance of structure and familiar lessons with original content.
- e. **Give students with special needs opportunities for success.** Children with learning disabilities often feel like they do not succeed in certain areas, but structuring lessons that lead to successful results is a way to keep them motivated. Provide immediate reinforcement for accomplishments, be consistent with rules and discipline, correct errors and reward students when they make these corrections themselves, explain behavioral expectations, and teach and demonstrate appropriate behaviors rather than just expecting students with special needs to pick them up.

F. Activities and Assessment

Read the situations below and identify the disabilities evident in the learner. Choose from the types of disabilities enumerated inside the box.

Vision Impairment Deaf or hard of hearing Mental health conditions Intellectual disability Physical disability

1. You have observed that one of your students Anabel does not pay attention to what you are illustrating on the board. You noticed that she squints and blinks frequently as she stares at the writings on the board.
2. In a number of instances, you have called Albert but he does not seem to respond to you. He manifested some level of inattentiveness or misbehaviour.
3. Anton's grades in all the learning areas were exceptionally impressive. However, he got 77 in Mathematics. You have observed him struggle with numbers.

Let us find out if your answers are correct by referring to the key below.

Watch the video about giftedness through the link

<https://www.youtube.com/watch?v=2Je0cl1Qaus>

List down the characteristics of the gifted learners shown in the video. While the video is being played you will point out the characteristics of each child being described. Use the chart below to organize your ideas.

Name of the Gifted Child	Characteristics/ Giftedness

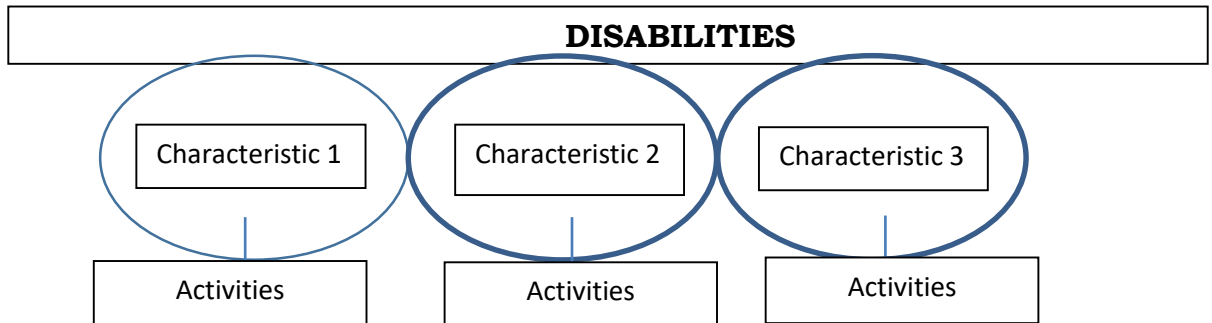
Interview a mentor who is an expert in the field of special education and discuss with him or her specific strategies that may be employed in dealing with learners with disabilities and giftedness. You will then be enhancing this interview by having further readings on the said topic.

You may interview a teacher handling the last sections or those teaching remedial reading or SPED teachers themselves. Coaches, trainers, advisers of gifted learners may also be your interviewees.

You may use the interview questions given or you may formulate your own depending on the subject of your interview. The interview feedback form will guide and help you in noting down important points of discussion.

Using the points you that you have gathered from the discussions in this session and from the interview, you will now enumerate activities that you can use in order to address the needs of a particular learner in your class who has a learning disability or giftedness.

You may use the graphic organizer below.



G. Reflection

You have accomplished the task with great proficiency and it is commendable. Looking back at the discussions and activities, write your reflections on the following:

What concepts about special education had a great impact on you?

What is your professional obligation towards these learners with disabilities and giftedness?

What is your personal commitment in helping your learners with special needs?

H. Post-Test

Let us test how far have you gone in understanding special education by having the post-test. Write key concepts or ideas for each heading.

WHO ARE THE CLIENTS

**SPECIAL
EDUCATION**

WHY THIS PROGRAM

HOW IS SPED IMPLEMENTED

VI. SESSION 6: DIVERSITY OF LEARNERS – ALTERNATIVE LEARNING SYSTEM (ALS)

A. Desired Learning Outcome

BTI (3.4.1)
Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disaster; child abuse and child labor.
PTI (3.4.2)
Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disaster; child abuse and child labor practices.

B. Objectives

- a. Discuss the different ALS Programs that will cater the educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disaster; child abuse and child labor practices;
- b. Describe the program options in providing educational services to ALS learners; and
- c. Develop a lesson plan using teaching strategies that are responsive to educational needs of ALS learners.

C. Pre-Test

Directions: **TRUE or FALSE**. Write **T** if the statement is correct and if it is FALSE write **F** on the space provided for.

- _____ 1. The Alternative Learning System is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction.
- _____ 2. Family Basic Literacy Program (FBLP) focuses on packaging of short-term educational activity that addresses the special needs and interest of the street and working children.
- _____ 3. Republic Act 9155 provides for the recognition and promotion of other forms of education other than formal education.
- _____ 4. The potential learner in ALS goes through a screening process to determine whatever prior learning that he/she may have through the National Assessment Test.
- _____ 5. Mobile teachers are “specialized” teachers who live among the people in remote barangays of the country.
- _____ 6. Basic Literacy Program is a community-based program for nonliterate out-of-school children, youth, and adults to acquire basic reading, writing, and numeracy skills.
- _____ 7. Indigenous People Education is a program for Muslim migrants to be able to positively contribute to the peace efforts of our government improve the quality of life of Muslim out-of-school youth and adults.
- _____ 8. Radio-Based Instruction (RBI) is an alternative delivery mode using radio broadcast to deliver the ALS programs, as a form of distance learning. Listeners are able to acquire equivalency in basic education through the broadcast of lesson.
- _____ 9. The Basic Literacy Program is a literacy service learning intervention utilizing literate family members to help non-literate members upgrade their literacy skills and improve the educational opportunities of poor families.
- _____ 10. Parent education is a short-term course that addresses the special needs and interest of the parents to promote pride of their work and show ownership of their responsibilities as family and community members.

D. Glossary of Terms

Term	Definition
Accreditation and Equivalency (A&E) Program	a nonformal education certification program for out-of-school children, out-of-school youth and adults that recognizes prior learning. The program offers elementary and high school secondary education comparable with formal basic education. Accreditation is done by administering the Accreditation and Equivalency Test (A&E Test) to ALS learners. The passers’ next grade level depends on the test
ALS Special Education Teacher for PWD	a professional teacher who specializes in SPED, is currently handling classes with either visually or hearing impaired students/pupils in public elementary or secondary schools and is assigned to serve as an ALS Special Education Teacher for ALS for PWD Program
Basic Literacy Program (BLP)	a community-based program for nonliterate out-of-school children, youth, and adults to acquire basic

	reading, writing, and numeracy skills or the ability to read with comprehensions, write simple messages, and solve numeracy problems
Community Learning Center (CLC)	also called <i>Punlaan ng Karunungan</i> , which is similar to a school but different in many aspects. CLC serves as a learning hub in the community, a center for skills development and a community facility for local events

E. Key Concepts⁸

1. What is Alternative Learning System (ALS)?

ALS is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute.

ALS only requires learners to attend learning sessions based on the agreed schedule between the learners and the learning facilitators.

The program has two different schematics for conducting instruction: school-based and community-based. On the school-based program, instructions are conducted in school campuses while in the community-based program, formal instruction are conducted in community halls or on private places. The ALS program follows a uniform lesson module for all academic subjects covering the sciences, mathematics, English, Filipino, social studies, current events among others. Delivery of instructions are provided by government-paid instructors or by private non-government organization.

Aside from schematics, the program has two levels: elementary and secondary. Students have to start from elementary level, then proceed to high school level. If a student is a graduate of elementary under a formal classroom system, the student is automatically admitted to the secondary levels depending on which year level the student stopped schooling.

What curriculum is used in ALS?

ALS reflects the set of knowledge skill and competencies that learners should develop to meet requirements of basic education. It is comparable to the formal school curriculum. The teaching and learning processes and resources are based on the Alternative Learning System curriculum.

Who is the target learner in the Alternative Learning System?

ALS is **intended for out-of-school children, youth, and** adults who need basic and functional literacy skills, knowledge and values. These people are usually located to the formal school curriculum.

Who are the DepEd ALS field implementers?

Mobile teachers are “specialized” teachers who lived among the people in remote barangays of the country to conduct the BLP for illiterate out of school children, youth and adults who are willing to learn basic literacy skills and proceed to Continuing Education program: Accreditation and Equivalency (A&E) for those who left formal school system or have no access to schools.

⁸ [https://en.wikipedia.org/wiki/Alternative_Learning_System_\(Philippines\)](https://en.wikipedia.org/wiki/Alternative_Learning_System_(Philippines))

What materials are used in ALS?

ALS uses learning modules. Each module is complete in itself. It contains the description of the module, objectives, learning activities, and pre- and post-test.

Why is there a need for ALS in the Philippines?

Many Filipinos do not have a chance to attend and finish formal basic education (Grades 1–6 and Year 1–4) due to many reasons. Some drop out from schools while some do not have schools in their communities. Since every Filipino has a right to free basic education, the government establishes ALS to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs.

If a learner has not finished his elementary schooling, he/she may be admitted to the program. He will have to go through a Functional Literacy Test (FLT) for the learning facilitator to identify the level of literacy. Learning modules will be suggested to be his focus relative to the result of his FLT and interest. The learner will then be guided to accomplish an Individual Learning Agreement (ILA). This ILA will be their (learner and facilitator) basis in tracking the progress and competencies developed within the learners.

After passing high school level test the learner can now enroll in grade 11.

What is the basis of ALS implementation in the Philippines?

The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph (1) declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.

The Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education.

As stated in Republic Act No. 7277 “An act providing for the Rehabilitation, Self-Development and Self-Reliance of disabled persons and their Integration into the Mainstream of Society and for Other Purposes” and in Batas Pambansa Blg. 232 “the state shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation”, the State shall promote and maintain equality of access to education as well as attainment of the benefits of education by all its citizens.

How does ALS work?

Two major programs in ALS are being implemented by DepEd, through the Bureau of Alternative Learning System (BALS). One is the Basic Literacy Program and the other is the Continuing Education Program - Accreditation and Equivalency (A&E). Both programs are modular and flexible. This means that learning can take place anytime and anyplace, depending on the convenience and availability of the learners.

What is the difference between the Basic Education System and ALS⁹?

Basic Education System is classroom-based, managed by trained formal school teachers.

ALS happens outside the classroom, community-based, usually conducted at community learning centers, barangay multi-purpose hall, libraries or at home, managed by ALS learning facilitators, such as mobile teachers, district ALS coordinators, instructional managers at an agreed schedule and venue between the learners and facilitators.

What are the program options of ALS learners?

1. **Indigenous People Education** - a research and development project which aims to provide basic education support services to IP communities. This is initially implemented at the tribal communities in Dumsalneg, Ilocos Norte, Gen. Nakar, Quezon, and Botolan, Zambales.
2. **The Arabic Language and Islamic Values Education in Alternative Learning System (ALIVE in ALS)** - designed for the Muslim Migrants to be able to positively contribute to the peace efforts of our government in order to improve the quality of life of Muslim OSY and adults. It has components, namely; Basic Literacy Program, ALIVE; Accreditation & Equivalency (A&E) Program, ALIVE; Technical Vocational Education Program, ALIVE; and Entrepreneurship Development, ALIVE
3. **Alternative Learning System for Differently-Abled Persons (ALS-DAP)** - a project which aims to deliver Basic Literacy Program to the special/differently-abled children/OSYs/adults, e.g., hearing impaired learners who availed of/have access to the formal school system through specialized approaches, e.g., sign language.
4. **Adolescent Reproductive Health** - a project for out-of-school adolescent ages 9-24 years old. It is a life skills-based education program for adolescent who are in high-risky behavior.

What is Parent Education

It is an informal education which is a life skills short-term course that addresses the special needs and interest of the parents to promote pride in their work and ownership of their responsibilities as members of the family and their community.

6. **Family Basic Literacy Program (FBLP)** - a literacy service learning intervention utilizing literate family members to help non-literate members upgrade their literacy skills and improve the educational opportunities of poor families in the depressed, deprived and underserved (DDU) areas.
7. **Radio-Based Instruction (RBI)** - an alternative learning delivery mode using radio broadcast to deliver the ALS programs. As a form of distance learning, it can expand access to education by bringing it to where the learners are. It aims to provide learning opportunities to listeners and enable them to acquire equivalency in basic education through the broadcast of lesson.
8. **Informal Education for Disadvantaged Children and Adults** - focuses on packaging of short-term educational activity that addresses the special needs and interest of the street and working children. It intends to use life skills active learning approaches/strategies aimed at developing/enhancing social, civic, aesthetic, cultural, recreational physical and personal development.

⁹ <http://www.deped.gov.ph/als>

The learning materials, packages may be developed/adopted/adapted or gathered from other sources and tailored-fit to the identified needs of the users.

There are short courses or Informal education to be completed in a maximum of three months focusing on the development of livelihood skills like bread and pastry, hair cutting, meat processing, handicraft making, dressmaking and the like.

For a sample on the impact of ALS Program, here is a video of an ALS Mobile Teacher on how he/she touches the lives of a Filipino Learner.

https://www.youtube.com/watch?v=fleUBPV8_tY

F. Activities and Assessment

Identify the ALS program suited to the given situations. Provide answers in a separate sheet.

a. Situation Number 1

My dear teacher, I am now on my 5th grade in elementary, I really love to go to regular school, in our class, every day, but sadly I am now having struggle on my way to school because my family and I are living in a mountainous place and we belong to a Tadyawan Tribe. My father decided that I have to stop schooling due to the distance I am travelling just to attend class. Can you suggest possible way or solution so that I can continue my schooling even I am at our tribe?

b. Situation No. 2

Mang Elberto is a street vendor, selling palamig, banana que, and junk foods. He always noticed Jojo, a street boy, who is frequently looking for empty cans, used newspaper and other raw materials along Magallanes Street. Mang Elberto asked Jojo if he has parents to guide him and nurture him. He found out that Jojo doesn't have parents or even relatives to take care of him. Jojo wishes to continue his elementary grade. If Mang Alberto come to you and ask for possible help or assistance on how he can help Jojo to continue his schooling, what possible program can you advice and why?

c. Situation No. 3

Nena is 19 years old and a housemaid. She stopped schooling when she was in grade 5. She could not find time to enroll in formal education considering the nature of her work. The school near her workplace does not offer night schooling. Her employer wanted her to continue her studies through ALS. Can you suggest what possible ALS program best suited for her? Why?

d. Situation No. 4

Nilo is a visually impaired pupil who was not able to complete his elementary education. He wanted to continue his studies despite of his disability. Would he be allowed to enroll in ALS program? What advice could you give to him regarding his intention of getting back to school?

Develop a Lesson Plan catering the ALS Learners' educational needs with appropriate teaching learning strategies using the DLL (Refer to Module 4 Session 1).

Fill in the missing phrase or word to complete the nature, salient feature and the legal bases of Alternative Learning System (ALS).

1. The potential learner in the ALS goes through a screening process to determine whatever prior learning that he/she may have through the _____.
2. The _____ is a program aimed at providing an alternative pathway of learning for out-of-school children, youth, and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine Constitution.
3. The Adolescent Reproductive Health is a project for out-of-school adolescents ages _____ years old. It is a life skills-based education program for adolescents who are in high-risky behavior, sex-related or non-sex related behavior.
4. Every Filipino has a right to free basic education, the government establishes _____ to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situation and needs.
5. As stated in _____ “the state shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation,” the State shall promote and maintain equality of access to education as well as attainment of the benefits of education by all its citizens.
6. The _____ is an informal education which is a life skills short-term course that addresses the special needs and interest of the parents to promote pride in their work and ownership of their responsibilities as members of the family and their community.
7. The Arabic Language and Islamic Values Education in Alternative Learning System (ALIVE in ALS) is design for the _____ to positively contribute to the peace efforts of our government to improve the quality of life of Muslim OSY and adults.
8. The ALS program follows a uniform learning _____ for all academic subjects covering the sciences, mathematics, English, Filipino, social studies, current events among others.
9. The Alternative Learning System only requires learners to attend learning sessions based on the agreed _____ between the learners and the learning facilitators.
10. Community Learning Center (CLC) is also called _____, which is similar to a school but different in many aspects.

G. Reflection:

After understanding the nature, salient feature and the legal bases of Alternative Learning System, on what particular part of what you have read ignites your enthusiasm to go beyond your limitations as a beginning teacher? Why? Support your answer.

H. Post-Test

Modified TRUE or FALSE. Write **TRUE** if the statement is correct and if it is **FALSE** underline the phrase or word makes it wrong and write the correct phrase or word on the space provided for.

- _____ 1. Mobile teachers are “specialized” teachers who live among the people in remote barangays of the country.
- _____ 2. Basic Literacy Program is a community-based program for non-literate out-of-school children, youth, and adults to acquire basic reading, writing, and numeracy skills.
- _____ 3. Indigenous People Education is a program for Muslim migrants to be able to positively contribute to the peace efforts of our government in order to improve the quality of life of Muslim OSY and adults.
- _____ 4. Radio-Based Instruction (RBI) is an alternative delivery mode using radio broadcast to deliver the ALS programs, as a form of distance learning. Listeners are able to acquire equivalency in basic education through the broadcast of lesson.
- _____ 5. The Basic Literacy Program is a literacy service learning intervention utilizing literate family members to help non-literate members upgrade their literacy skills and improve the educational opportunities of poor families.
- _____ 6. The Alternative Learning System is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction.
- _____ 7. Family Basic Literacy Program (FBLP) focuses on packaging of short-term educational activity that addresses the special needs and interest of the street and working children.
- _____ 8. Republic Act 9155 provides for the recognition and promotion of other forms of education other than formal education.
- _____ 9. The potential learner in ALS goes through a screening process to determine whatever prior learning that he/she may have through the National Assessment Test.
- _____ 10. Parent education is a short-term course that addresses the special needs and interest of the parents to promote pride of their work and show ownership of their responsibilities as family and community members.

VII. SESSION 7: STUDENT INCLUSION PROGRAM – MUSLIM EDUCATION

A. Desired Learning Outcomes

1. Adapt teaching-learning activities that are responsive and sensitive to the learner's linguistic, cultural, socio-economic and religious background (3.2.1);
2. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds (3.2.2)

B. Objectives

- a. Describe the salient features of the Madrasah Education in the K to 12 Basic Education Program adapt various teaching strategies and activities that are appropriate to the needs of the Filipino Muslim learners; and
- b. Demonstrate familiarity and appreciation of the language, cultural practices, beliefs, social nature and attitudes of Muslim children and youth towards learning.

C. Pre-Test

Below are the listed practices. Write down in column A those practices which are more important to Muslim learners, column B those which are lesser important and column C those that must be avoided

1. Attending Madrasah
2. Going to Mosque
3. Learning Arabic Language
4. Watching movies
5. Going to Karaoke Bar
6. Love and respect to parents and elderly
7. Fasting in the holy month of Ramadhan
8. Going on Pilgrimage to Makka
9. Reading Qur'an
10. Gossiping
11. Attending Eid al-Adha prayer
12. Gambling
13. Charity
14. Modesty
15. Eating Haram

Column A	Column B	Column C
Attending Madrasah	Watching movies	Going to Karaoke Bar
Going to Mosque		Gossiping
Learning Arabic Language		Gambling
Love and respect to parents and elderly		Eating Haram
Fasting in the holy month of Ramadhan		
Going on Pilgrimage to Makka		
Reading Qur'an		
Attending Eid al-Adha prayer		
Charity		

KWL on DepEd Madrasah Education Program (MEP)

Working in groups of 10, brainstorm to put together your responses to the first two columns of the table below:

What do you already KNOW about DepEd's MEP?	What do you WANT to know about DepEd's MEP?	What have you LEARNED in the Session? (to be filled up at the end of the session)

D. Glossary of Terms

Term	Definition
Muslim Learner	a learner who is a follower of the religion of Islam
Madrasah	an Arabic word for school which is not used in its literal Arabic meaning but as a system of education with core emphasis on Arabic literacy, Islamic values, and Islamic Religion (<i>Slideshare-Madrasah Education</i>)
Madrasah Education Program ¹⁰	a comprehensive program for Muslim learners in public schools and private <i>madaris</i> , which provides appropriate and relevant educational opportunities within the context of their culture, customs, traditions and interests. This is done through the integration of the Arabic Language and Islamic Values Education (ALIVE) program.
Muslim Values	those which “are created as part of the culture of the Muslim communities. This includes the day-to-day interaction between the Muslims and their outlook on Islam’s rule and regulations” ¹¹
Islamic Values	based on Islamic Laws which is called as “Sharia’ah”- anchored on the Qur’an, Hadith, Ijma’ and Qiyas ¹²
ALIVE	an acronym for Arabic Language and Islamic Values Education (ALIVE) program which is integrated in public school system.
Eid Al-Fitr (eed’al fi’-ter)	the “Festival of the Fast-Breaking” one of the two major Muslim holidays, celebrates the completion of the fasting in the month of Ramadhan
Eid Al-Adha (eed’ al ad’-ha)	the “Festival of Sacrifice” It falls on the tenth day of Dhul Hijja - the 12 th month of the Islamic Calendar. It is the conclusion of the pilgrimage, and is celebrated by all Muslims with special prayers, feasts, gifts, and the sacrifice of an animal (usually a lamb or goat). The meat is distributed to the needy, relatives and friends
Pillars of Islam	These are the most basic tenets that a Muslim must learn. <ul style="list-style-type: none"> a. Shahada – refers to the declaration of faith (to bear witness that there is no God but Allah and to bear witness that Mohammad is the Messenger of Allah. b. Salat - refers to the five times daily prayer c. Fasting – refers to the abstinence from food, water and sexual activities from dawn (3:30 A.M.) to dusk (6:00 P.M.) in the month of Ramadhan d. Zakat – is the giving of obligatory Charity e. Hajj – going on Pilgrimage to the holy land (Masjid al-Aqsa, Masjid Al-Haram and Madina)
Universal Values	acceptable values regardless of creeds and religion
Halal	things, events, activities and practices that are allowed or permissible for a Muslim
Haram	things, events, activities and practices that are prohibited or not permissible for a Muslim

¹⁰ <http://www.deped.gov.ph/press-releases/inclusive-education-filipino-muslim-learners>

¹¹ Atiq Ebady//<http://www.crecentlife.com> – as presented in Dr. F. Abubakar’s Dissertation, WMSU, 2009.

¹² Atiq Ebady//<http://www.crecentlife.com> – as presented in Dr. F. Abubakar’s Dissertation, WMSU, 2009.

Commonly Used Muslim Greetings

English	Arabic Text	English Transliteration
Wish you all the best	بَارَكَ اللهُ فِيكَ	Bārakallahu fika
Congratulations	هَنِيئًا لَكَ	Hanī-an laka
May you have a blessed Ramadhan	رَمَضَانُ كَرِيمٌ	Ramadān Karīm
May Allah bless your life	حَيَّاكَ اللهُ	Hayyākallāhu
May Allah prolong your life	أَطَالَ اللهُ بِقَاءِكَ	Atāllāhu baqā-aka
May Allah protect you	حَفِظَكَ اللهُ	Hafizakallāh
Good Morning	صَبَاحُ الْخَيْرِ	Sabāhul <u>Kh</u> air
Good Afternoon	مَسَاءُ الْخَيْرِ	Masā-ul <u>Kh</u> air
Good Night	لَيْلَةٌ سَعِيدَةٌ	Laylatun Sa-īda
May Allah accept what we have done for Him	تَقَبَّلَ اللهُ مِنَّا وَ مِنْكُمْ	Taqabbalallāhu minnā wa minkum
Thank You	شُكْرًا	<u>Sh</u> ukran
May Allah be with you	إِذْهَبْ بِأَمَانِ اللهِ	Idhhab bi amānillah
Be careful	حَذْرًا! حَذْرًا	Hadhran Hadhran
Patience is good	صَبْرٌ جَمِيلٌ	Sabron Jamīl
Good Luck	حَدًّا سَعِيدًا	Ḥaddan Saīdan
May Allah accept your Hajj and forgive your sins	حَجًّا مَبْرُورًا وَ ذَنْبًا مَغْفُورًا	Hajjan Mabrūran Wa <u>Dhan</u> ban Maghfūran
Allah has decreed what he wills	مَا شَاءَ اللهُ	Mā <u>shā</u> -Allāh
May Allah prevent it	لَا سَمَحَ اللهُ	La samahallāh

English	Arabic Text	English Transliteration
Good	طَيِّبٌ ، جَيِّدٌ	Tayyib/Jayyid
Perfect	تَمَامٌ	Tamām
Excellent	مُمْتَأَزٌ	Mumtāz

E. Key Concepts

1. SPECIAL PROGRAMS FOR FILIPINO MUSLIM LEARNERS

a. Madrasah Education Program

The Department of Education (DepEd) aims to have an education system that is inclusive to all learners, without compromising the 21st century learning standards. To make this possible, DepEd implements various programs that focus on the special needs of learners – one of which is the Madrasah Education Program (MEP), a comprehensive program for Muslim learners in public schools and private madaris which provides appropriate and relevant educational opportunities within the context of their cultures, customs, traditions and interests.

Guidelines on the Madrasah Education Program and Utilization of the Support Fund is stipulated in DepEd Order No 46, s. 2013. Madrasah has been harmonized, upgraded and modified to become a component of the Philippine education system through the issuance of DepEd Order No. 51, s3 2004, prescribing the Standard Curriculum for Elementary Public Schools and Private Madaris.

This program further enhances the education system for the Filipino Muslim learners and ensure that they will have access to quality and relevant education that is also in line with the Islamic cultural heritage and values.

Subcomponents of the program for Muslim learners include the following:

- i. Kindergarten Madrasah
- ii. ALIVE for Grades 1 to 6
- iii. ALIVE in ALS
- iv. Special Program in Foreign Language (SPFL) Arabic
- v. Support to Private Madaris

b. Arabic Language And Islamic Values Education (Alive) Program¹³

The MEP aims to provide the Muslim learners with appropriate and relevant educational opportunities through the integration of the Arabic Language and Islamic Values Education (ALIVE) program in the basic education curriculum. The ALIVE program is one of the avenues for peace building in the Philippines and intercultural solidarity is the main objective. The inclusion of ALIVE program in the public system started in 2005 (Juliet Sannad, 2015), through DepEd Order No. 51, s.2004 which spelled out the standard curriculum for both public schools and private madaris.

¹³ <http://news.pia.gov.ph/article/view/1141469015580/inclusive-education-for-the-filipino-muslim-learners>

c. [Philippine Response for Indigenous And Muslim Education \(PRIME\)](#)

This program was implemented in nine regions in the country—regions I, II, IV-B, IX, X, XI, XII, XIII, and Cordillera Administrative Region (CAR). It covered 725 schools providing access to indigenous and Muslim learners. The program not only provided interventions to address the issues on dropouts, absenteeism, and poor participation of said group of learners in schools but also engaged in the communities to take part in preserving their culture. Since its launch in 2011, PRIME has provided access to education to more than 75,000 IP learners, and more than 31,000 Muslim learners.

d. [BEST and BEAM Program](#)

Basic Education Sector Transformation (BEST) and Basic Education Assistance for Mindanao (BEAM) in the Autonomous Region in Muslim Mindanao are some of the programs of Australia to aid Philippine educational system. For the program details please refer to the link below.¹⁴

2. [DISTICTION BETWEEN ISLAMIC VALUES AND MUSLIM VALUES](#)

Islamic values appear identical to Muslim values. The etymology of Muslim is an Arabic word derived from Islam. A person is called a Muslim if he or she embraces Islam as a religion. However, it is not always correct to assume that Muslim values are one and the same thing with that of Islamic values.

Islamic Values is based on Islamic Law. Islamic Law, which is called as Sharia'h, "is of divine origin. It is a creation of God, intervening under the form of a communication concerning human actions and relating to acts, words and even thoughts of capable persons." The Islamic Law has four sources classified into the primary source—referring to Qur'an and Hadit; and the secondary source—referring to Ijma and Qiyas.

Muslim values are those which "are created as part of the culture of the Muslim communities. This includes the day-to-day interaction between the Muslims and their outlook on Islam's rules and regulations."¹⁵ There is a clear distinction between Islamic values and Muslim values. The values formulated by the Muslims may or may not be in accordance with Islam. The detriment which arises from this is that, many times precedence is given to Muslim values over the Islamic values (Ebady, 2007).

Muslim values become detrimental to Islamic values when "certain practices became common among them (the Muslims) and their mentalities are set on justifying these practices instead of accepting the Islamic rulings on such things."¹⁶

3. [HALAL LABEL CERTIFICATES](#)

The Islamic Da'wa Council of the Philippines (IDCP) is the agency responsible for issuing the Halal Certificates label. It works hand in hand with the National Commission on Muslim Filipinos (NCMF), which was created by virtue of Republic Act No. 9997- to ensure the rights and well-being of Muslim Filipinos with due regard to their beliefs, customs, traditions and institutions, as well as to further ensure their contribution to national goals and aspirations and to make them active participant in nation-building. The opposite of halal is haram.

¹⁴ <http://www.deped.gov.ph/stories.prime-benefits-more-look-ips-muslim-learners>

¹⁵ Atiq Ebady//<http://www.crescentlife.com>

¹⁶ This topic is from the dissertation of Dr. F. Abubakar, Western Mindanao State University, 2009, published at DepEd-ARMM Blog and at <https://m.facebook.com> with slight adjustments in wording to suit the context of the learning material.

4. *IMPORTANT THINGS TO REMEMBER WHEN HANDLING MUSLIM LEARNERS*

a. Muslim Universal Greetings

A Muslim greets by saying “assalamu Alaikum (May peace be upon you), and the response is, wa’alaikumussalaam (which means peace be with you also).

b. Expressions of Personal Modesty

Islam prescribes that both men and women behave and dress modestly. Men and boys are always to be covered from the navel to the knee in public.

Muslim females are required to wear loose-fitting and non-revealing clothing which includes a head covering. The wearing of a head covering may lead to teasing by other students. Teachers should work to prevent classmates from pulling on or removing a female Muslim student’s scarf.

c. Fasting, Schools, and Students

Fasting students may ask to use the library instead of the cafeteria during lunchtime on the period of Ramadhan. Also they may ask to be excused from strenuous physical activities.

The Muslim’s month of fasting can be used as a great education opportunity.

A teacher may invite a Muslim student or a guest speaker to explain the practices and traditions surrounding the fasting of Ramadan. This will help the Muslim student to avoid a feeling of awkwardness about not having lunch with his or her fellow students during this month.

By providing opportunities for students of varied religious backgrounds to share their special occasions, the school helps to support parents and communities in their efforts to teach important values.

d. Prayer, School, and Students

Some of the five prayers may fall within regular school hours. It takes less than 15 minutes to accomplish the prayer. It includes:

Wudu – means washing before the prayer. Muslims performs a simple wash with clean water. This is normally performed in the restroom sink.

During the prayer, the Muslim will stand, bow, and touch the forehead to the ground facing the Qibla (facing the West). This may be performed in any quite, clean room with privacy.

During the prayer, Muslims are fully engaged and they may not respond to a conversation. Students and teachers should not take offense of the worshiper not answering their call. However, in an extreme cases of emergency, a Muslim will respond to an announcement by stopping the prayer immediately.

e. Physical Education

Muslim boys and girls may not take same-sex communal areas (example comfort rooms). School administrators may wish to discuss with the student and their parents alternative clothing in physical education classes.

Muslim students should not be forced to participate in joined swimming classes. Some schools that require swimming skills have offered outside certification as an option, or may offer an alternate for of physical activity.

f. Family Life and Sex Education

Family life and sex education materials presented in schools may be another cause of concern for Muslims. In Islam individuals become religiously responsible for their deeds at the age of puberty. Islam puts great emphasis on modesty, chastity, and morality and there is a specific set of teachings with regard to human development and its related issues.

Close contact with local Islamic centers is essentials to encourage input from the Muslim community. Class materials related to this subject should be available for review with school authorities and parents.

g. Friday Prayer

In Islam, Friday is the day for the congregational worship, called Jum'ah. It is an obligation that must be fulfilled, and it lasts about one hour and takes a place at the mosque during midday prayer.

Those who are conscientious about attending this prayer may request a temporary release from school or an extended lunch period. In high schools and universities where the number of students interested in performing the Friday prayer is large, the function can be conducted by students on the school premises.

h. Gender Relations

For Muslims who have reached puberty, Islam prescribes certain parameters for relations between the sexes. For example, some Muslims are reluctant to shake hands or hug with the opposite sex, even with teachers or administrators. This should not be taken as an insult, but a sign of personal modesty.

Muslims may raise religious objections to coed physical education classes and to school-sponsored dances. Students should not be pressured to participate, or penalized for not taking part in such activities.

i. Dietary Consideration

Islam prohibits the consumption of alcohol, pork, and any pork-by-products or derivatives. These are haram. For preschools and elementary food programs, many school cafeterias have been particularly helpful to Muslim parents and students by labeling such foods with a prominent visual marker, such as a red dot or a picture of a pig, for beginning readers.

Usually, most food products allowed for Muslims are labeled with Halāl (Arabic: *حلال* ḥalāl, "permissible"), refers to what is permissible or lawful in traditional Islamic law.

j. Islamic Calendar

Hijra or Hijri is the Islamic Calendar. Like the Gregorian Calendar, it has 12 months in a year: Muharram, Safar, Rabi al-Ula, Rabi al-Thani, Jumada al-Ula, Jumada al-Thani, Rajab, Sha'ban, Ramadhan, Shawwal, Dhul Qa'da and Dhul Hijja. Major celebrations common to all Muslims are the two Eid (feast) days, such as the Eid al-Fitr (eed' al fi;-ter), or the "Festival of the Fast-Breaking", which signals the end of Ramadhan and the onset of Shawwal. On the other hand, the Eid al-Adha(eed' al ad'-ha), or the "Festival of Sacrifice," which falls on the tenth day of the month of Dhul Hijja, signals the conclusion of the pilgrimage, and is celebrated by all Muslims with special prayers, feasts, gifts, and the sacrifice of an animal (usually a lamb or goat). The meat is distributed to the needy, relatives and friends.

The festivities include congregational prayer, giving and sharing with the poor and needy, feasts, gatherings, gift giving, fun, and entertainment, especially for children. A typical greeting on these occasions is "Eid Mubarak" or "Blessed Holiday." To accommodate the needs of the students during these observances, schools are encouraged to add/note the Muslim holidays on their calendars.

Celebrating Eid requires that Muslim students take at least one day off from school. There should be no penalty for this religious obligation. Because the occurrence of Eid depends on the sighting of the new moon, the exact date cannot be determined with certainty ahead of time.¹⁷

¹⁷ More information can be found in this link

http://www.saltandlighted.com/uploads/2/8/9/9/2898266/muslim_student_guide.pdf

5. RELEVANT ISSUANCE RESPONSIVE TO THE NEEDS OF MUSLIM LEARNERS

- a. DO 32, s. 2013 – Reiterating DECS Order No. 53, s. 2001 (Strengthening the Protection of Religious Rights of Students)
- b. The National Commission on Muslim Filipinos has called for strict implementation of the policy on the right of Muslim Filipino women to wear hijab/veil. Hence, the Department of Education (DepEd) reiterates its policy on the protection of religious rights of students as contained in DECS Order No. 53, s. 2001 entitled Strengthening the Protection of Religious Rights of Students, to wit:
- c. In specific case of the Muslim students, the following policies shall be adopted:
- d. Female Muslim school children should be allowed to use their veil or headdress (hijab) inside the school campus;
- e. In Physical Education (PE) classes, Muslim girls shall be allowed to wear appropriate clothing in accordance with their religious beliefs; and
- f. Muslim students shall not be required to participate in Non-Muslim religious sites.
- g. D.O. No. 41, s. 2017 – Policy Guidelines on Madrasah Education in The K To 12 Basic Education
- h. D.O. No. 40, s. 2011 – Refinement of Standard Madrasah Curriculum (SMC) To Refined Elementary Madrasah Curriculum (REMC)
- i. D.O.No. 51, s. 2009 – Institutionalization of The Standard Madrasah Curriculum

F. Activities and Assessment

Peer Activity. Choose a partner. From the list of Muslim expressions above, select two or more and use it as a conversation between you and your peer in a desired situation.

Brain Teaser

Complete the table by writing your important learnings.

NAME OF PROGRAM	LEGAL BASES	POSSIBLE IMPACT TO MUSLIM LEARNERS
K to 12 BEP	RA10533/ K to 12 Law	(not discussed in module contents)
ALIVE/ Madrasah Education	DO51, s.2014 DO41, s.2017	
PRIME	EFA BESRA	
BEAM- ARMM	RA10533/ K to 12 Law	
BEST	RA10533/ K to 12 Law	

a. My Identity

Below are words in the box. Select and write down in the appropriate column those which are permissible for Muslim learners. (Note: Words which are not permissible must be explained by the teacher).

hijab **mini skirt swim wear** abaya kuppiya

Eid al-Fitr **ham** Amun Jadid Hajj Ramadhan

Zakat **bagnet chicharon bulaklak bacon**

altar mimbar **Cross Patron Saints Feast**

meat bread **Sinulog Christmas Madonna** wudu

Dress	Food	Way of worship	Holidays
hijab	meat (Halal chicken/beef)	Hajj	Eid al-Fitr
abaya		Ramadhan	Amun Jadid
kuppiya	bread (halal certified)	Zakat	
		wudu	
		(mimbar?)	

b. Coach Me If You Can

For you to be familiar more with some teaching strategies suited for Muslim learners, you may interview some of your colleagues especially those seasoned teachers or those with knowledge about Muslim education. Then apply the learning by reflecting it in your DLL/DLPs.

Learning Areas	Teaching Strategies
Example in ESP (Values Integration) Topic: 1. Values of Charity	Identify specific verse from the Holy Qur'an that deals

2. Values of Chastity and Modesty	with Charity as universal values. Is there a verse in the Holy Qur'an that discusses Chastity and Modesty in general term?
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G. Reflection

1. In your Journal Notebook write a reflection on how you can be responsive to the needs of our Filipino Muslim learners.
2. Post KWL Workshop: Working with your Group, complete the third column of the KWL chart.

What already KNOW about DepEd's MEP?	What do you WANT to know about DepEd's MEP?	What have you LEARNED in the Session? (to be filled up at the end of the session)

VIII. SESSION 8: SPECIAL INTEREST PROGRAMS IN THE ENHANCED BASIC EDUCATION CURRICULUM

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
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<p>3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences</p> <p>4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.</p>	<p>3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.</p> <p>4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.</p>
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B. Pre-Test

Identify the special interest program being described in each number by writing the letter that corresponds to your answer.

- A. Special Program in the Arts (SPA)
 - B. Special Science Program
 - C. Special Program in Journalism
 - D. Special Program in Foreign Languages (SPFL)
 - E. Strengthened Technical Vocational Education Program (STVEP)
- _____ 1. This is a special program for talented and gifted children who are provided enriched curricula in Science and Mathematics.
 - _____ 2. Teachers who handle this special program must have specialization in English and must be knowledgeable of foreign languages like French, Mandarin, etc.
 - _____ 3. This is a program for learners who would like to develop skills in the fields of home economics, industrial arts, agri-fishery arts and ICT.
 - _____ 4. Teachers in this special program must be National Certificate II holders of the subject that handle
 - _____ 5. To assess the skills of learners in this special program, teachers must be a Trainer's Methodology Level I or II holder of the subject they are handling
 - _____ 6. The National Festival of Talents (NFOT) is a national event that allow learners to display their skills in the four areas of technology livelihood education under the old curriculum and currently under the TVL track of the Senior High School Program
 - _____ 7. This program nurtures learners who are endowed with gifts in dancing, acting, and singing.
 - _____ 8. Learners enrolled in this special program are given the opportunity to invent and showcase their invention on Science, Engineering and Technology at the national and international level.
 - _____ 9. This program offers learners the opportunity to explore the field of media arts, broadcasting, newswriting and photography.
 - _____ 10. Learners with interest in carpentry, cosmetology, computer programming, fish processing and similar skill-based learning must be enrolled in this special program.
 - _____ 11. It is the counterpart of Senior High School Sports track
 - _____ 12. It is the counterpart of Senior High School Arts track
 - _____ 13. It is the counterpart of Senior High School Technical-Vocational Track
 - _____ 14. It is the counterpart of Senior High School Science, Technology and Engineering strand

On the space provided before each number, write the word 'Track' if what is described is a Senior High School 'Track', otherwise write 'Strand' if what is being described is a SHS strand.

- _____ 1. Learners with special inclination in Science, Technology, Engineering and Mathematics attend SHS schools offering STEM.
- _____ 2. Learners who opt to pursue tertiary education take the 'Academic'
- _____ 3. Those who are not sure what to course to take in college are given the opportunity to explore through the General Academic Subject (GAS)
- _____ 4. Learners who like to obtain National Certificate Level II, III or IV join the Technical Vocational (TVL)
- _____ 5. Agri-fishery Arts, Dressmaking, Computer Programming, Cookery, Tour Guiding take NC II or higher to be able to work
- _____ 6. Learners who plan to become sports trainer explore on this

- _____7. Humanities and Social Sciences (HUMSS) is under 'Academic'
- _____8. Those learners who want to become marine engineers take pre-baccalaureate Maritime
- _____9. TVL Learners who plan to open their business in industrial arts like welding shop, automobile repair services take this
- _____10. These are SHS courses or subjects

C. Key Concepts

1. Special interest programs that have been offered to public school learners before the implementation of the 'Enhanced Basic Education Program' are the following: (1) Special Program in the Arts; (2) Special Science Program; (3) Special Program in Journalism; (4) Special Program in Foreign Languages and (5) Strengthened Technical Vocational Education Program.
2. With the implementation of the K to 12 curriculum (program), these special interest programs are then served as link or preparatory (translated) to Senior High School (SHS) tracks and strands. There are four (4) tracks in the SHS namely, Academic, Sports, Arts and TVL (Technical-Vocational). Under each track are courses called 'strands'. For example, under the Academic Track, there are five (5) strands namely, Science, Technology, Engineering and Mathematics (STEM), General Academic Subject (GAS), Accountancy Business and Management (ABM), Humanities and Social Sciences (HUMSS) and the Pre-baccalaureate Maritime. Likewise, under the TVL track, there are four (4) big strands namely, Home Economics, Industrial Arts, ICT and Agri-Fishery Arts, each strand has many sub-strands that pertains to many different TVL courses. For example, Cookery NCII, Carpentry NC II, Computer Programming NC IV and Fish Processing NC II are applied track subjects or simply called strands in home economics, industrial arts, ICT and agri-fishery arts, respectively.¹⁸
3. Hence, if the learner is currently enrolled in the Special Science Program in the junior high school, then he/she may wish to pursue Science, Technology, Engineering and Mathematics or STEM under Academic Track in Grades 11 and 12. The same situation will apply for the different special programs in the junior high school where the learner will enrol.
4. The following are the DepEd Special Programs prior to the implementation of the K to 12 Curriculum (Program):
 - a. Special Science Program (SSP) provides the learners with enhancement and enrichment of curriculum which is based on learners' intellectual capability, critical thinking skills, and reflective thinking skills in order to develop them into globally competitive individuals.
 - b. Special Program in Sports (SPS) enables learners to be job-ready in the field of sports and related areas. A pool of athletes will be trained to compete in national and international competitions.
 - c. Special Program in the Arts (SPA) trains students with talents and potential in the arts. Students will manifest a sense of nationalism through deepened appreciation of Filipino culture and arts.
 - d. Special Program in Foreign Languages (SPFL) teaches students to be more responsive and relevant foreign language program, this will place graduates in a more advantageous position in the global workplace.
 - e. Special Program in Journalism (SPJ) hones the learners' skills and competencies in writing for them to become good writers and journalists in the future.
5. Strengthened TECH-VOC Education Program (STVEP) provides students with opportunities to acquire certifiable vocational and technical skills that would allow broader options in the local and global market.
6. Today, all these special interest programs are now part of the 'Enhanced Basic Education Program' (EBEP) articulated in terms of SHS tracks/strands. As newly

¹⁸ For further reading, you might want to visit: <http://www.deped.gov.ph/k-to-12/bec-cgs/als-program>

on-boarded public school teacher, the important concept that you need to understand such as:

- a. Not all schools offer Senior High School (SHS)
- b. If a school shall offer SHS, the relevance to the learners and the community where they live are two of the most important considerations that schools must take
- c. Availability of human and material resources, community and industry partners are the most important considerations to take when deciding which SHS track/strand to offer
- d. Learners who want to be enrolled in STEM schools must qualify and must meet the requirements stated in DepEd Order 55 s., 2016, “Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program”, available at:
<http://www.deped.gov.ph/orders/do-55-s-2016>.
- e. Teachers must meet DepEd qualification requirements before they can teach in the Special Interest programs under the K to 12, e.g. TVL teachers must be NC III holders or higher.

D. Activities

Oral Presentation in Learning Action Cell (LAC)

As a relevant member of your school, you must belong to a LAC group where you and your colleagues can discuss further the challenges that you face and the strategies that you can adopt from them. It is also expected that you can share your knowledge and be of help to them during your LAC sessions.

As a challenge to you, you must be prepared to share to your colleagues your findings about the topic, Special Interest Programs in the K to 12 Program. You may only choose one track/strand that you feel relevant to your school. You should be able to answer the following questions:

1. The track/strand that is relevant in our school
2. What factors have I considered in determining the relevance of the program?
3. How will I be able to know my learners' interests? The immediate community needs?
4. What resources do we need to offer this program?
5. What are the crucial roles of teachers in the program implementation?

Development of Weekly Lesson Log for Target Learners and Key Stage

Develop a Weekly Lesson Logs using Differentiated Instruction (DI) in a choice key stage (Grade 3, 6 or 10), using the given template:

Topic	Target Learners	DI	Activity

Topics	Sources/References	How useful is this material for me as a new public school teacher?
DO 54, s. 1996 - Guidelines for the Implementation of Special Science Classes (Ssc) Under the Engineering and Science Education Project (ESEF)	http://www.deped.gov.ph/orders/do-54-s-1996	
K to 12 Basic Education Curriculum	http://www.deped.gov.ph/k-to-12/bec-cgs/als-program	
DO 55, s. 2016 - Policy Guidelines on the National Assessment of Student Learning for the K To 12 Basic Education Program	http://www.deped.gov.ph/orders/do-55-s-2016	
DepEd Order # 54 S. 2010-Strengthening the Implementation of the Special Program in the Arts (SPA) and Sports (SPS)	http://www.deped.gov.ph/orders/do-54-s-2010	

E. Reflection

1. My knowledge about Special Interest Programs under the K to 12 Program has become more meaningful after my exchange of ideas with my peers because....
2. As a teacher, it is important to consider individual differences of learners because...
3. I realized that I play an important role as a teacher in the lives of my learners' by...

My Responsibilities and My Contributions

My Responsibilities	My Contributions
<i>e.g. advance my knowledge about Science, technology and engineering</i>	<i>e.g. come up with a scientific journal to be shared among Science teachers in the school/district/division levels</i>

F. Post-Test

Identify the special interest program being described in each number by writing the letter that corresponds to your answer.

- A. Special Program in the Arts (SPA)
 - B. Special Science Program
 - C. Special Program in Journalism
 - D. Special Program in Foreign Languages (SPFL)
 - E. Strengthened Technical Vocational Education Program (STVEP)
- _____ 1. This is a special program for talented and gifted children who are provided enriched curricula in Science and Mathematics.
 - _____ 2. Teachers who handle this special program must have specialization in English and must be knowledgeable of foreign languages like French, Mandarin, etc.
 - _____ 3. **This is a** program for learners who would like to develop skills in the fields of home economics, industrial arts, agri-fishery arts and ICT.
 - _____ 4. Teachers in this special program must be National Certificate II holders of the subject that handle
 - _____ 5. To assess the skills of learners in this special program, teachers must be a Trainer's Methodology Level I or II holder of the subject they are handling
 - _____ 6. The National Festival of Talents (NFOT) is a national event that allow learners to display their skills in the four areas of technology livelihood education under the old curriculum and currently under the TVL track of the Senior High School Program
 - _____ 7. This program nurtures learners who are endowed with gifts in dancing, acting, and singing.
 - _____ 8. Learners enrolled in this special program are given the opportunity to invent and showcase their invention on Science, Engineering and Technology at the national and international level.
 - _____ 9. This program offers learners the opportunity to explore the field of media arts, broadcasting, newswriting and photography.
 - _____ 10. Learners with interest in carpentry, cosmetology, computer programming, fish processing and similar skill-based learning must be enrolled in this special program.
 - _____ 11. It is the counterpart of Senior High School Sports track
 - _____ 12. It is the counterpart of Senior High School Arts track
 - _____ 13. It is the counterpart of Senior High School Technical-Vocational Track
 - _____ 14. It is the counterpart of Senior High School Science, Technology and Engineering strand

On the space provided before each number, write the word 'Track' if what is described is a Senior High School 'Track', otherwise write 'Strand' if what is being described is a SHS strand.

- _____ 1. Learners with special inclination in Science, Technology, Engineering and Mathematics attend SHS schools offering STEM.
- _____ 2. Learners who opt to pursue tertiary education take the 'Academic'
- _____ 3. Those who are not sure what to course to take in college are given the opportunity to explore through the General Academic Subject (GAS)
- _____ 4. Learners who like to obtain National Certificate Level II, III or IV join the Technical Vocational (TVL)
- _____ 5. Agri-fishery Arts, Dressmaking, Computer Programming, Cookery, Tour Guiding take NC II or higher to be able to work
- _____ 6. Learners who plan to become sports trainer explore on this

- _____ 7. Humanities and Social Sciences (HUMSS) is under 'Academic'
- _____ 8. Those learners who want to become marine engineers take pre-baccalaureate Maritime
- _____ 9. TVL Learners who plan to open their business in industrial arts like welding shop, automobile repair services take this
- _____ 10. These are SHS courses or subjects

IX. SESSION 9: INDIGENOUS PEOPLES' EDUCATION PROGRAM

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
3.5.1 Demonstrate knowledge of teaching strategies that is inclusive of learners from indigenous groups.	3.5.2 Adapt and use culturally appropriate learning strategies to address the needs of learners from indigenous groups.

B. Objectives

- a. Understand the Indigenous Peoples' Education Program by identifying the learning needs and characteristics of the indigenous group of learners.
- b. Identify differentiated teaching strategies to suit IP learners needs, interests, and experiences.
- c. Create a contextualized lesson sequence for IPs enrolled in a class.
- d. Use a culturally appropriate teaching strategies to address the needs of IP learners.

C. Pre-Test

Put a check (/) on the statement which you think is true of the Indigenous Peoples Education Program and some IP characteristics. If not, mark it with X.

A. Indigenous Peoples Education Program

- ___ 1. Indigenous Peoples' Education Program (IPED) address the special Educational needs of the students from the different indigenous group.
- ___ 2. The IPED falls under the Student Inclusion Programs of DepEd.
- ___ 3. A teacher must always be ready to accept and teach an IP learner who may be displaced by difficult circumstances like urban resettlement or disaster.
- ___ 4. A reflective teacher can inspire and change the life of an IP learner.
- ___ 5. An IP learner has a similar learning style and needs with other non-IPs.
- ___ 6. All strategies are applicable to IP learners.
- ___ 7. A teacher should stick to one strategy in teaching IPs.
- ___ 8. An IP learner should be isolated in the classroom so that teachers can respond directly to his/her learning needs.
- ___ 9. A teacher should allow an IP learner to mix with others during games and sports activities.

B. IP Characteristics

- ___ 1. One of the characteristics of the Indigenous People (IP) is their reverent attitude to their cultural beliefs and traditions.
- ___ 2. The cultural beliefs and traditions of the IPs vary from place to place thus a teacher must be well versed with the type of IPs in his/her locality.
- ___ 3. Everyone has an opportunity to be educated regardless of race, tribe, culture, traditions and dialect.
- ___ 4. IPs can only learn through observation, repetition and practice.

Fill in the columns below to identify the characteristics and needs of IP learners and the possible challenges and actions to address their needs.

Characteristics of the IP Learner	Needs of IP Learner	Possible Challenges	Possible Actions

D. Key Concepts

1. *Who are the indigenous peoples of the Philippines?*

Indigenous Peoples are defined in international or national legislation as having a set of specific rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations that are often politically dominant.¹⁹

In the Philippines, the Indigenous Peoples' Rights Act of 1997 (RA No. 8371, or simply IPRA), defines indigenous peoples (cultural communities):

- a. are a group of people or homogenous societies identified by self-ascription and ascription by others;
- b. continuously live as organized community on communally bounded and defined territory;
- c. have, under claims of ownership since time immemorial, occupied, possessed, and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits;
- d. have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, become historically differentiated from the majority of Filipinos;
- e. are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries;
- f. are those who may have retained some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains.

The indigenous peoples in the Philippines as defined by the Indigenous Peoples' Rights Act (IPRA) of 1997 as: "A group of people or homogeneous societies identified by self-ascription and ascription by others, who have continually lived as organized communities on community-bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, become historically differentiated from the majority of Filipinos. ICCs/IPs [Indigenous Cultural Communities/ indigenous peoples] shall likewise include peoples who are regarded as indigenous on account of their descent from populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside the ancestral domains (IPRA, Chapter II, Section 3h)."

Indigenous peoples' communities are found in the forests, mountains, lowlands and coastal areas of the country and are in varied levels of socioeconomic development. They engage in a mix of production systems including swidden farming, settled agriculture, hunting and gathering, livestock raising, fishing and production and trade in local handicrafts. A common characteristic of indigenous peoples is their close

¹⁹ May 30, 2017, <http://www.indigenouspeople.net/>

attachment to ancestral land, territory and resources. The view the world that “land is life” is deeply embedded in their existence. Indigenous peoples are among the poorest and most marginalized sectors of Philippine society. They experience neglect and discrimination in the provision of basic social services by the Government.

The Philippines is a culturally diverse country with an estimated 14-17 million Indigenous Peoples (IPs) classified under eight major groupings that are further subdivided into more than 100 ethno-linguistic groups spread out over the 60 provinces. These comprise nearly 15% of the total population of the country. They are mainly concentrated in Northern Luzon (Cordillera Administrative Region, 33%) and Mindanao (61%), with some groups in the Visayas area.

They are among the poorest and the most disadvantaged social group in the country (like illiteracy, unemployment and incidence of poverty are much higher among them than the rest of the population). IP settlements are remote, without access to basic services, and are characterized by a high incidence of morbidity, mortality and malnutrition. They displayed a variety of social organization, cultural expression and artistic skills. They showed a high degree of creativity, usually employed to embellish utilitarian objects, such as bowls, baskets, clothing, weapons and spoons. The tribal groups of the Philippines are known for their carved wooden figures, baskets, weaving, pottery and weapons.

Negrito is used as a generic term for indigenous peoples with distinct physical features – short, dark skin, curly hair – living in different regions of the Philippines from north to south. Around 30 groups of Negrito have been identified. They live in dispersed groups throughout the country, including the Agta in the remote forested areas of Cagayan in northern Luzon, the Dumagat people in the Sierra Madre Mountains in eastern Luzon and along the Pacific coast down to the Bondoc and Bicol mountains. Cordillera IP groups (collectively referred to as the Igorots of the Luzon uplands also account for a significant portion of the indigenous population.

Others are found in western and southern Luzon, with larger populations living in the Zambales-Bataan mountains (sometimes called Hambal, Aeta, Sambal), the Baluga in Pampanga and Tarlac, and in the Southern Tagalog foothills.

Still other Negrito groups are the Ati in Panay and Negros, Palawan, Guimaras, Romblon and northern Mindanao. Other smaller groupings of indigenous peoples are the Bugkalot or Ilongot, Ibanag, Gaddang, Ikalahan and Isinai in the Caraballo Mountains of Nueva Vizcaya, Quirino and Nueva Ecija and the Remontado of Rizal, Quezon, Negros and Sibuyan, and the Tumanduk of Panay (IWGIA 2008: 427-432; ADB 2002: 7-8; Tebtebba 2004).

The “Mangyan” is a generic term for the indigenous peoples of the island of Mindoro and in Sibuyan island. They are usually clustered into the northern Mangyan (Tadyawan, Alangan and Iraya) and the southern Mangyan (Buhid, Taobuid and Hanunuo). There are also several indigenous peoples living in the islands of Palawan. These are the Tagbanua (Kalamianen), Palaw-an, Molbog and Batak.

Some others like the Badjao, Iranun, Jama Mapun, Kalagan, Kalibugan, Maguindanao, Palawanon, Maranaw, Molbog, Sama, Sangil, Subanen(Subanon), Tausūg, and Yakan people of the Philippines are also indigenous people.

In Mindanao, the Lumads are composed of numerous indigenous peoples scattered throughout the Mindanao island. There are 18 major Lumad groups namely:

Subanen, B'laan, T'boli, Mandaya, Mansaka, Tiruray, Higaonon, Manobo, Bagobo, Bukidnon, Tagkaolo, Ubo, Banwaon, Kalagan, Dibabawon, Talaandig, Mamanwa and Manguangan. They live in the mountainous areas of Davao del Norte, Davao del Sur, Bukidnon, Agusan del Norte, Agusan del Sur, Surigao, Zamboanga, Misamis Oriental, Misamis Occidental, Cagayan de Oro, North Cotabato, South Cotabato and Sarangani Province (KAMP 2002). To simplify, the Lumad may be clustered as follows: the Manobo cluster, the B'laan-T'boli-Tiduray cluster, the Mandaya-Mansaka cluster, the Subanen who live largely in the hinterlands and coastal areas of the Zamboanga Peninsula; the Higaonon or "mountain dwellers" in the plateaus of Bukidnon; and the Mamanwa in Surigao del Norte (Erni 2008).

2. Characteristics of Indigenous Peoples

A common characteristic of indigenous peoples in the Philippines is their close attachment to ancestral land, territory and resources. Their view of the world that "land is life" is deeply embedded in their existence. Land is the "territorial base that is indispensable as the living space for the community and its sources of food and other needs" and is directly related to their culture and immediate environment. Land is life to indigenous peoples. It is their abode since time immemorial. It is the material basis of their collective identity and survival as indigenous peoples. Ancestral domain to the indigenous peoples is a holistic concept encompassing not only the land but including its resources: the rivers, forests, the flora and fauna, the minerals.

There is a broad diversity and flexibility in the forms of land ownership among indigenous peoples, from communal to semi-communal to private. Rights to land are derived primarily through inheritance, investment of labour and actual improvements on the land. Access to and control of land and resources are traditionally regulated through customary laws, which the communities themselves evolved. Land is viewed as a collective legacy to be maintained across many generations since it is the source of life and livelihood for its occupants. Indigenous peoples' communities are generally situated in areas that are rich repositories of high biodiversity. This is largely due to their sustainable practices in natural resource management which have conserved the natural wealth of the land. Distinct indigenous knowledge systems on sustainable management of resources continue to persist in varying degrees. Indigenous knowledge serves as a collective set of guides in the use and management of resources within their ancestral domain (Carino 2007).

Right to Education. Indigenous peoples are the least served in terms of access to education, mainly due to the remoteness of their ancestral domains, as well as poverty and the prohibitive cost of sending indigenous children to school, and the discrimination experienced by indigenous children. Statistics show that nine out of ten indigenous children in Mindanao have no access to education and many indigenous communities do not have schools. Armed conflict between the Armed Forces of the Philippines (AFP) and the New People's Army (NPA) continues to be a serious threat in many IP areas. While some community-based organizations and religious institutions have sought to provide alternative schools for IPs, there are reports that these schools, as well as government-run daycare centers, have been used for the government's military counterinsurgency program called Oplan Bayanihan (the Internal Peace and Security Plan).

The Philippine Constitution, in recognition of this diversity and under the framework of national unity and development, mandates state recognition, protection, promotion, and fulfillment of the rights of Indigenous Peoples. Further, Republic Act 8371, also known as the "Indigenous Peoples Rights Act" (1997, IPRA), recognized the

right of IPs to manage their ancestral domains; it has become the cornerstone of current national policy on IPs.²⁰

3. *What are the possible challenges in handling the IP Learners ?*

As teachers, you need to find out the possible challenges in handling varied IP learners. Their socio-cultural beliefs and traditions vary as their location too. Their terrain, way of living, way of raising children, their language and actions vary even if they belong to the same IP group. Thus, if they will be put in a mainstreamed class, you, as the teacher, must be ready to accept that his/her classes are composed of unique learners with different level of understanding, culture and tradition yet will be learning the same lesson. It entails therefore a lot of creativity on your part to prepare varied instructional activities for the same lesson. You must be familiar with **contextualization**, differentiated instruction, learning styles and multiple intelligences of the learner for you have to put all the activities in the same lesson within the context and locality of the learners and at key stage level without sacrificing quality and equality.

The following are suggested readings for you to explore and to discuss with your school head, colleagues and friends. As you have your tea time, do find time to write relevant thoughts from your discussions.

- a. Legal Bases (Philippine Constitution and IPRA 1997)
- b. RA 10533 of the K to 12 BEP
- c. DepEd Order 32, s. 2015 (Inclusion Program and Indigenous Peoples' Education Program)
- d. DO 32,s 2015- Adopting the IPED Curriculum Framework
- e. DO 51, s 2014- Guidelines in the Conduct of Activities and Materials Involving Aspects of IP Culture
- f. DO 3, s2017- Multi-Year Implementing Guidelines on the Allocation and Utilization of the IPED Program Support Fund
- g. DO 50, s 2016- Hiring Guidelines for the T-1 Positions in Schools Implementing IPED effective SY 2016-2017
- h. DO 62,s 2011 National IPED Policy Framework

E. Activities and Assessment

HOUSE OF IDEAS

Synthesize what you have read through a graphic organize particularly a house. In each part of the house indicate the following: learners' needs, challenges, action and your role as a teacher.

LIFELINES

Read the situation below, and then do the steps that follow:

An IP learner was displaced by disaster and enrolls in your school. At first the learner is active in your class but after a week of stay, it seems he falls behind in your lessons. Your limited experience hampers you in reaching out to the students properly.

²⁰ <http://fpe.ph/indigenous-communities.html/view/where-are-indigenous-peoples-distributed-in-the-philippines/all/0>

Do the following:

1. Write at least five steps that you will take in helping this learner. After writing the steps, consult your colleague or anyone from your school and discuss the steps that you will take.
2. From the consultation notes, write encouragement notes for that learner not to give up his/her studies.

LESSON SEQUENCE

Your next challenge is to make a lesson sequence for that IP student who has problems in language learning and is displaced by a disaster like flood so that he/she can catch up with your lesson. As you prepare the lesson sequence, always consult/confer with your seasoned co-teachers. Have your school head look into the plan and ask discuss it with him/her. Be ready for modifications and have it signed by him/her. You can use the matrix below to guide you in your lesson sequence.

If you think the matrix is not enough, you can add columns. Modify it. Remember, you know more your student and I can see that you are more creative.

What are the appropriate teaching strategies that will be used to address the need interests, and experiences of Indigenous People?

Name of Student/ grade level	Target skills	Activities	localized resources/ materials
1.	Vocabulary development		

F. Post-Test

Put a check (/) on the statement which you think is true of the Indigenous Peoples Education Program and **some IP characteristics. If not, mark it with X.**

A. Indigenous Peoples Education Program

- ___ 1. Indigenous Peoples' Education Program (IPED) address the special Educational needs of the students from the different indigenous group.
- ___ 2. The IPED falls under the Student Inclusion Programs of DepEd.
- ___ 3. A teacher must always be ready to accept and teach an IP learner who may be displaced by difficult circumstances like urban resettlement or disaster.
- ___ 4. A reflective teacher can inspire and change the life of an IP learner.
- ___ 5. An IP learner has a similar learning style and needs with other non-IPs.
- ___ 6. All strategies are applicable to IP learners.
- ___ 7. A teacher should stick to one strategy in teaching IPs.
- ___ 8. An IP learner should be isolated in the classroom so that teachers can respond directly to his/her learning needs.
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B. IP Characteristics

- ___ 1. One of the characteristics of the Indigenous People (IP) is their reverent attitude to their cultural beliefs and traditions.
- ___ 2. The cultural beliefs and traditions of the IPs vary from place to place thus a teacher must be well versed with the type of IPs in his/her locality.
- ___ 3. Everyone has an opportunity to be educated regardless of race, tribe, culture, traditions and dialect.
- ___ 4. IPs can only learn through observation, repetition and practice.

Fill in the columns below to identify the characteristics and needs of IP learners and the possible challenges and actions to address their needs.

Characteristics of the IP Learner	Needs of IP Learner	Possible Challenges	Possible Actions

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Answer Keys

Session 1: Early Language Literacy and Numeracy

Pre-Test and Post-Test

1. /
2. /
3. /
4. /
5. /
6. /
7. x
8. /
9. /
10. x

Session 2: Flexible Learning Options

ACROSS

1. ADM
3. SARF
6. MOBILE
7. FLEXIBLE
9. ALTERNATIVE
10. BLENDED

DOWN

2. MULTIMEDIA
4. FLO
5. TELETEACHING
8. SARDO

Session 3: Inclusive Education

1. d
2. b
3. d
4. a
5. a
6. c
7. d
8. a
9. a
10. d

Session IV: Basic Education Progra

1. d
2. d
3. b
4. b
5. a
6. b
7. d
8. c
9. d
10. b

Answer Key to Activity 1.1 Check me!

No.	Characteristics	Kindergarten to Grade 3	Grade 4 to 6	Grade 7 to 10	Grade 11 to 12
1	The onset of puberty happens when young teens undergo physiological changes triggered by the release of hormones			✓	
2	Physiological development will be almost complete				✓
3	Children at this stage use symbols that allow them to think creatively and slowly as they are learning to process information logically	✓			
4	They develop the capacity to share and take turns, and they are able to play cooperatively with their peers.	✓			
5	The ability to learn grows substantially at this age because of their increasing capacity to think conceptually, solve problems, and use language		✓		
6	They learn what is expected of them by observing and imitating models, who are usually their parents, but can also be other significant people like older siblings, teachers, or peers.	✓			
7	Children's self-concept (how they see themselves) at this age is influenced in larger part by their physical, intellectual, and social skills		✓		
8	Their sense of identity, including their sexual orientation and gender identity or gender expression (SOGIE), is firmer and clearer				✓
9	They develop the capacity to share and take turns, and they are able to play cooperatively with their peers.	✓			
10	They begin to experience feelings of attraction, which occur as they encounter			✓	

No.	Characteristics	Kindergarten to Grade 3	Grade 4 to 6	Grade 7 to 10	Grade 11 to 12
	gender identity or gender expression issues.				

Session 6: Alternative Learning System

1. TRUE
2. TRUE
3. Alive in ALS
4. TRUE
5. Family Basic Literacy Program
6. TRUE
7. Informal Education for Disadvantage Children
8. 1987 Constitution
9. Functional Literacy Test (FLT)
10. TRUE

Session 8: Enhanced Basic Education Curriculum

Part I

1. A
2. D
3. B
4. C
5. A

Part II

1. B
2. D
3. E
4. E
5. E
6. E
7. A
8. B
9. C
10. E
11. Track
12. Track
13. Track
14. Track
15. Strand
16. Track
17. Strand
18. Strand
19. Strand
20. Strand