



Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE



8 June 2026

**DIVISION MEMORANDUM**

No. 0597, s. 2026

**DISSEMINATION OF DEPED ORDER No. 017 S. 2026 RE: STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**

**To:** Assistant Schools Division Superintendents  
Division Chiefs  
Education Program Supervisors  
Public Schools District Supervisors  
Public and Private Secondary School Heads  
All Others Concerned

1. Pursuant to DepEd Order No. 17, s. 2026, titled "Strengthened Senior High School Curriculum," this Office disseminates the said Order to all public and private Senior High Schools for its full implementation beginning School Year 2026-2027.
2. The Order aims to institutionalize the SSHS Curriculum by articulating the curriculum standards across the various learning areas for Senior High School (Key Stage 4), as well as their implication for standards, content, and delivery. It guides all public and private schools in the effective development, organization, and management of programs, policies, and activities related to the implementation of the SSHS Curriculum.
3. Schools are directed to review and adopt the provisions contained in the following annexes:
  - Annex A: List of Electives for the SSHS Curriculum
  - Annex B1: Guide on the Selection of Track & Electives under the SSHS for existing Public SHS
  - Annex B2: Authority to Operate SSHS Tracks, Cluster of Electives, and Institutional Subjects in Private SHS



Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon  
Contact No.s: (042) 784-0366 | (042) 784-0164 |  
(042) 784-0391 | (042) 784-0321  
E-mail Address: [quezon@deped.gov.ph](mailto:quezon@deped.gov.ph)  
Website: <https://quezon.deped.gov.ph>



Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE

---

Annex C: Sample Career Pathways & Program of Study for the SSSH Curriculum

Annex D1: Guide to Class Programming

Annex D2: Sample Three-Term Class Program & Class Schedule for Grade 12  
under 2016 K to 12 SHS Curriculum

Annex E: SSSH Computation of General Average

Annex F: Guide for Transferees, Balik-Aral Learners in the 2016 K to 12 SHS  
Curriculum vis-a-vis the SSSH Curriculum

4. Immediate dissemination of this Memorandum is desired.

  
**ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent



cid-ims-chm 06/08/2026



Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

Contact No.s: (042) 784-0366 | (042) 784-0164 |  
(042) 784-0391 | (042) 784-0321

E-mail Address: [quezon@deped.gov.ph](mailto:quezon@deped.gov.ph)

Website: <https://quezon.deped.gov.ph>



Republic of the Philippines  
**Department of Education**

JUN 04 2026

DepEd ORDER  
No. **017**, s. 2026

**STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**

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

1. The senior high school (SHS), established under Republic Act No. 10533 (Enhanced Basic Education Act of 2013), aims to prepare learners for higher education, employment, entrepreneurship, and middle-level skills development. However, upon its full implementation in 2016, the Department of Education (DepEd) received feedback, supported by studies, that prove that the curriculum is fragmented, congested, and offers limited flexibility.

2. Consistent with DepEd's Five-Point Agenda, and to more effectively achieve the required standards for SHS graduates, DepEd shall implement the **Strengthened Senior High School (SSHS) Curriculum** in all public and private SHSs starting school year 2026–2027, as announced through DepEd Memorandum No. 012, s. 2026 (Full Implementation of the Strengthened Senior High School Curriculum in School Year 2026–2027). To ensure proper and consistent implementation, DepEd issues the enclosed policy guidelines on the SSHS Curriculum.

3. The SSHS Curriculum is designed to equip learners with both academic and technical skills, with the following key enhancements:

- a. Streamlined tracks and subjects to improve clarity and efficiency,
- b. Expanded learner choice to support individual aspirations,
- c. Reinforced foundational competencies for success in life,
- d. Enhanced employability through stronger alignment with industry needs, and
- e. Established stackable and seamless learning pathways.

4. This Order shall amend DepEd Order (DO) No. 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program), specifically Annex 2 on Secondary Education, as well as DO 030, s. 2017 (Guidelines for Work Immersion). All other existing Orders, Memoranda, and related issuances, or any part thereof, that are inconsistent with these guidelines are repealed or rescinded.

5. This Order shall take effect immediately upon its approval, issuance, and 15 days after publication on the DepEd website, the Official Gazette, or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC), UP Diliman, Quezon City.

6. For more information, please contact the following:

**Office of the Undersecretary for Learning Systems Strand**

Email Address: [ouct@deped.gov.ph](mailto:ouct@deped.gov.ph)

**Strengthened Senior High School Technical Working Group**

Email Address: [strengthenedshs@deped.gov.ph](mailto:strengthenedshs@deped.gov.ph)

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



**SONNY ANGARA**

Secretary

Encl.:

As stated

References:

DepEd Order (Nos. 021, s. 2019 and 30, s. 2017)

DepEd Memorandum (No. 012, s. 2026)



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

BUREAUS AND OFFICES  
CURRICULUM  
LEARNERS  
POLICY

SCHOOLS  
SENIOR HIGH SCHOOL  
TEACHERS



(Enclosure to DepEd Order No. **017**, s. 2026)

## **STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**

### **I. RATIONALE**

1. With the enactment of Republic Act (RA) No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) implemented the two additional grade levels in secondary education, Grades 11 and 12, collectively referred to as Senior High School (SHS).
2. The SHS curriculum aims to develop learners' academic and technical proficiency, preparing them for higher education, employment, entrepreneurship, and middle-level skills development. It serves as DepEd's framework for defining the qualification standards of basic education graduates across these post-secondary pathways.
3. Research findings, monitoring reports, and stakeholder feedback have identified implementation gaps that undermine the curriculum's effectiveness in achieving college readiness, employability, and lifelong learning outcomes. These findings call for revisiting and refining the curriculum to strengthen its coherence, relevance, and responsiveness to learner needs and labor market demands.
4. To address these challenges, DepEd promulgated DepEd Memorandum 048, s. 2025, which operationalized the pilot implementation of the Strengthened Senior High School Curriculum (SSHS) during school year (SY) 2025–2026. Initial monitoring of the pilot implementation yielded positive results, including improvements in curriculum coherence, learner choice, and alignment with post-secondary pathways. Building on the outcomes of the pilot phase, DepEd adopts the SSHS Curriculum as a revised curriculum framework for nationwide implementation.

### **II. SCOPE**

5. This Order aims to institutionalize the SSHS Curriculum by articulating the curriculum standards across the various learning areas for SHS (Key Stage 4), as well as their implications for standards, contents, and delivery. It guides all levels of governance of DepEd in the effective development, organization, and management of programs, policies, and activities related to the implementation of the SSHS Curriculum.
6. This Order shall be implemented by all public and private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and

Philippine Schools Overseas (PSOs) offering basic education, beginning with SY 2026–2027, on a staggered basis.

7. The nationwide adoption of the SSHS Curriculum shall be implemented in phases:
  - a. Grade 11 in SY 2026–2027, and
  - b. Grade 12 in SY 2027–2028.

For SY 2026–2027, Grade 12 learners who are not enrolled in pilot schools shall continue to follow the 2016 K to 12 SHS curriculum. **The full implementation of the SSHS Curriculum (Grades 11 and 12) will be in SY 2027–2028.**

8. Recognizing the specific contexts and educational needs of diverse learners, the SSHS Curriculum shall be contextualized in the implementation of various inclusive education programs, including, but not limited to, Special Needs Education (SNEd) and Indigenous Peoples Education Program (IPEd). Moreover, the curriculum of the Alternative Learning System (ALS) shall be subsequently aligned with the SSHS Curriculum. In the interim, existing policy guidelines governing the curricula of these different inclusive education programs and ALS shall remain in effect unless revised, rescinded, or repealed.

### III. DEFINITION OF TERMS

9. For this Order, the following terms are defined and understood as follows:
  - a. **Academic Track** refers to an education pathway in SHS designed primarily for learners to pursue higher education. Learners can select Academic Electives from five distinct clusters, ensuring they acquire the necessary foundational knowledge and 21st-century skills.
  - b. **Cluster of Electives** refers to a grouping of Electives for operational purposes.
  - c. **Core Subjects** refers to 5 mandatory subjects taken in Grade 11 by all learners, regardless of their track and pathway.
  - d. **Cross-Track Option** refers to the curricular flexibility mechanism within the SSHS Curriculum that permits learners to enroll in Electives outside of their track.
  - e. **Curriculum** refers to the set of formal documents that determines content, learning, teaching, and assessment by describing the what, the why, the how, and how well learners shall learn and by ensuring

that these elements reflect the principles of quality, equality, inclusion, and relevance (IBE-UNESCO, 2013).

- f. **Curriculum Exit** refers to the intended pathway that a learner is prepared for upon completing SHS. The 4 primary curriculum exits of the SSSS Curriculum are as follows: (1) higher education; (2) employment; (3) entrepreneurship; and (4) middle-level skills development.
- g. **Electives** refer to subjects taken by learners depending on their exit and pathway.
- h. **Institutional Subjects** refer to subjects designed and offered by private schools to reflect their institutional philosophy, mission, and vision. These subjects are offered on top of the DepEd-prescribed curriculum and shall not substitute the required Core Subjects and Electives.
- i. **Senior High School Curriculum** refers to the original K to 12 SHS curriculum framework implemented nationwide beginning SY 2016–2017 pursuant to RA No. 10533 and related DepEd Orders.
- j. **Strengthened Senior High School Curriculum** refers to the revised, restructured, and enhanced version of the SHS Curriculum developed to address implementation gaps, learner outcomes, alignment with industry and higher education, and evolving national and global demands. This will be implemented nationwide starting SY 2026–2027 on a staggered basis.
- k. **Technical-Professional (Tech-Pro) Track**, formerly known as the Technical-Vocational-Livelihood (TVL) Track, is an educational pathway designed for learners primarily seeking employment, entrepreneurship, or middle-level skills development. Learners can choose from 10 different clusters of Tech-Pro Electives, each aligned with industry standards and national certifications.
- l. **Unique Electives** refer to school or community-developed Electives other than the Electives with official curriculum guides issued by DepEd. These are designed based on local, cultural, contextual, or community studies to ensure relevance and responsiveness to learners' needs, local priorities, and opportunities, and may be offered in place of other Electives.
- m. **Unit System** refers to a standardized method of assigning numerical weight to subjects, which serves as the basis for computing a learner's general average.

#### IV. POLICY STATEMENT

10. This Order serves as the revised national framework for SHS education in the Philippines. This Order institutionalizes a streamlined, outcomes-driven, and future-ready curriculum for Grades 11 and 12 aligned with the goals of RA No. 10533, the Quality Basic Education Development Plan (Q-BEDP) 2025–2035, and the national vision of AmBisyon Natin 2040. It aims to foster a strong sense of nationalism and global competence, empowering learners to build a progressive, sustainable, and humane society.

#### V. SSHS CURRICULUM STRUCTURE

11. **Curriculum Goals.** The SSHS Curriculum is aligned with international benchmarks and national education goals, and is designed to prepare learners for higher education, employment, entrepreneurship, and middle-level skills development towards lifelong learning. It enables teachers to design instruction and assessment that promote mastery and deeper understanding of content, while developing 21st-century skills such as critical thinking, problem-solving, and adaptability, which are necessary for real-world contexts. The Key Stage Standards, Academic Track Standards, and Technical-Professional Track Standards are provided in the SSHS Shaping Paper and are further expounded in the curriculum guides.
12. **Tracks.** The SSHS Curriculum consists of two tracks as follows: (1) the Academic Track; and (2) the Tech-Pro Track.

The SSHS Curriculum shifts from a track and strand-based structure to a more flexible, exit-oriented model. Learners can choose Electives from any cluster.

Additionally, the SSHS Curriculum allows for a **cross-track option** (previously “doorway option”), where learners may take Electives from both the Academic and Tech-Pro tracks, subject to school capacity and guidance mechanisms. In Cross-Tracking, Academic Track learners may take 1 Tech-Pro Elective, and Tech-Pro Track learners may take 4 Academic Electives in Grade 12.

13. **Core Subjects.** In the SSHS Curriculum, there are 5 Core Subjects, which were developed in close coordination with the Technical Panel for General Education (TPGE) of the Commission on Higher Education (CHED). All Core Subjects shall be offered in Grade 11 only, with 160 instructional hours per Core Subject in 1 school year (e.g., 3 terms). Core subjects shall no longer be offered in Grade 12.

Table 1 presents the time allocation and alignment of the Core Subjects with the General Education Subjects covered by CHED Memorandum Order No. 020, s. 2013.

Table 1. *SSHS Core Subjects Time Allocation and Alignment with General Education Subjects in Higher Education*

<b>SSHS Core Subject</b>	<b>Number of Hours per Year</b>	<b>Aligned General Education Subject</b>
Effective Communication and <i>Mabisang Komunikasyon</i>	160 hours	Purposive Communication
General Mathematics	160 hours	Mathematics in the Modern World
General Science	160 hours	Science, Technology, and Society
Life and Career Skills	160 hours	Understanding the Self
<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	160 hours	Readings in Philippine History

14. **Electives and Clusters.** Electives are selected by learners within their chosen track (Academic or Tech-Pro) and are designed to develop specific skills and competencies aligned with career interests, academic goals, and industry demands.

To help organize teachers and learning resources, Electives are grouped into clusters. These clusters are distinct from strands, as schools are not required to offer all Electives within a cluster, and learners may select Electives across multiple clusters.

- a. **Academic and Tech-Pro Clusters of Electives.** Table 2 presents the Clusters of Electives in the Academic track and Tech-Pro track.

Table 2. *Cluster of Electives*

<b>Clusters of Electives</b>	
<b>Academic Track</b>	<b>Tech-Pro Track</b>
<ul style="list-style-type: none"> <li>• Arts, Social Sciences, and Humanities</li> <li>• Business and Entrepreneurship</li> <li>• Science, Technology, Engineering, and Mathematics</li> <li>• Sports, Health, and Wellness</li> <li>• Field Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic, Wellness, and Human Care</li> <li>• Agri-Fishery Business and Food Innovation</li> <li>• Artisanry and Creative Enterprise</li> <li>• Automotive and Small Engine Technologies</li> <li>• Construction and Building Technologies</li> <li>• Creative Arts and Design Technologies</li> <li>• Hospitality and Tourism</li> <li>• ICT Support and Computer Programming Technologies</li> <li>• Industrial Technologies</li> <li>• Maritime</li> </ul>

The Academic Track offers 5 Elective Clusters, namely:

1. Arts, Social Sciences, and Humanities;
2. Business and Entrepreneurship;
3. Science, Technology, Engineering, and Mathematics;
4. Sports, Health, and Wellness; and
5. Field Experience.

The Tech-Pro Track offers 10 Elective Clusters designed to address diverse technical and industry pathways. These clusters are as follows:

1. Aesthetic, Wellness, and Human Care;
2. Agri-Fishery Business and Food Innovation;
3. Artisanry and Creative Enterprise;
4. Automotive and Small Engine Technologies;
5. Construction and Building Technologies;
6. Creative Arts and Design Technologies;
7. Hospitality and Tourism;
8. ICT Support and Computer Programming Technologies;
9. Industrial Technologies; and
10. Maritime.

All Tech-Pro Electives are aligned with the Technical Education and Skills Development Authority (TESDA) Training Regulations (TRs) to ensure relevance and quality of skills training. Schools offering these Electives are required to ensure that teachers or trainers possess valid and appropriate National Certificates (NCs) corresponding to the qualifications being taught. This alignment guarantees that instruction meets national competency standards and supports learners' readiness for assessment and certification.

While TESDA TRs vary depending on the specific qualification, Tech-Pro Electives have been standardized to a total of 320 hours to ensure continuous and progressive competency development. This uniform time allocation provides a structured learning framework that strengthens learners' preparation for National Certification and Work Immersion, enabling them to gain the technical proficiency, workplace competence, and practical experience necessary for successful transition to employment or further technical training.

The complete list of Electives for each cluster is provided in **Annex A**.

- b. **Institutional Subjects** refer to subjects that reflect the school's institutional philosophy, identity, mission, and vision, such as Theology and Christian Living, consistent with the flexibility afforded under Section 9.1 of DO 88, s. 2010 titled 2010 Revised Manual of Regulations for Private Schools in Basic Education.

Schools shall submit a copy of the curriculum guide or curriculum map to the schools division office (SDOs), regional office (RO), and

Bureau of Curriculum Development (BCD). The procedure for submission is provided in **Annex B** of this Order.

- c. **Unique Electives** refer to school or community-developed Electives other than the Electives with official curriculum guides issued by DepEd. These are designed based on local, cultural, contextual, or community studies to ensure relevance and responsiveness to learners' needs, local priorities, and opportunities.

In cases where a school intends to offer Electives beyond those listed in the national curriculum, the school shall submit to the SDO and the RO, and secure prior approval from the BCD, in accordance with existing policies. The detailed procedures and documentary requirements for the approval of institutional Electives shall be provided in a separate issuance.

15. **Updated Time Allotment.** The revised time allocations are designed to maximize instructional time, allow for more focused delivery of content, and provide flexibility in scheduling. Table 3 presents the updated time allotment for the SSHS subjects.

*Table 3. Prescribed Time Allotment of SSHS Subjects*

Grade 11	Grade 11 or 12		Grade 12
Core 160 hours offered in one year/three terms	<b>Academic Electives</b> 80 or 160 hours in one term	<b>Field Experience</b> 80, 160, or 320 hours in one term	<b>Work Immersion</b> 320 hours in one term or 540/640 hours in two terms
	<b>Grade 11 Tech-Pro Electives</b> 320 hours in one year	<b>Grade 12 Tech-Pro Electives</b> 320 hours in one term	

16. **Work Immersion.** It is a component of the Grade 12 SSHS Curriculum that provides learners with structured opportunities to experience real workplace environments and develop practical competencies relevant to their chosen career pathways.

Under the SSHS curriculum, Work Immersion shall range from 320 to 640 hours and may be implemented in any term in Grade 12, with designated consultation periods for mentoring, supervision, and progress monitoring.

As Work Immersion provides learners with hands-on workplace experience that strengthens practical skills and enhances career readiness, Work Immersion is **mandatory for all Tech-Pro learners** to ensure alignment with industry demands. **For Academic Track learners, Work Immersion remains optional.**

Further details and updated implementation guidelines on Work Immersion shall be provided in a separate issuance.

17. **Field Experience.** It is a cluster of Electives under the Academic Track that provides learners with opportunities to engage in experiential learning in professional or industry contexts. Field Experience Electives are **optional for Academic Track learners.**

The Electives under the Field Experience cluster are:

- a. Arts Apprenticeship (160 hours)
  - i. Dance
  - ii. Literary Arts
  - iii. Media Arts
  - iv. Music
  - v. Theater Arts
  - vi. Traditional Cultural Expressions
  - vii. Visual Arts
- b. Design and Innovation (80 hours)
- c. Research 1 (80 hours)
- d. Research 2 (80 hours)
- e. In-Campus Field Exposure for Sports (160 hours)
- f. Field Exposure (Off Campus) (80 hours)
- g. Work Immersion for Academic Track (320 hours)

A separate policy providing comprehensive guidelines on Work Immersion, Field Exposure, and Arts Apprenticeship shall be issued.

18. **Pedagogy.** For the effective delivery of the SSHS Curriculum, appropriate pedagogical approaches shall be applied. The SHS Instructional Design Framework (IDF) shall serve as the guiding principle in designing and delivering lessons, as provided in the SSHS Curriculum Shaping Paper. Lesson planning shall follow the forthcoming policy on lesson planning, which will be issued separately.

## VI. IMPLEMENTATION OF THE SSHS CURRICULUM

19. **Implementation Schedule.** The SSHS Curriculum is implemented in phases to ensure readiness of schools, teachers, and learning resources. Table 4 presents the phased implementation schedule.

*Table 4. Phased Implementation Schedule*

School Year	Pilot Schools	All Other Schools
2026–2027	Grade 11-SSHS (Full Implementation)	Grade 11-SSHS (Full Implementation)

MPN

School Year	Pilot Schools	All Other Schools
	Grade 12-SSHS ( <i>Pilot Implementation</i> )	Grade 12-2016 K to 12 SHS Curriculum
2027-2028	Grades 11 and 12-SSHS ( <i>Full Implementation</i> )	Grades 11 and 12-SSHS ( <i>Full Implementation</i> )

For SY 2026-2027, **all non-pilot schools** of SSSHS shall continue implementing the 2016 K to 12 SHS Curriculum for Grade 12, focusing on the Most Essential Learning Competencies (MELCs), while the TVL Track shall follow the curriculum under the 2016 K to 12 Specializations.

20. **School Calendar Structure.** All public schools implementing either the 2016 K to 12 SHS Curriculum or the SSSHS Curriculum shall adopt a three-term school calendar beginning SY 2026-2027, in accordance with DO 009, s. 2026 titled Guidelines on the Implementation of the Three-Term School Calendar in Basic Education. Pursuant to the same issuance, private schools are highly encouraged to adopt the three-term school calendar. However, they may opt to retain a two-semester institutional calendar, provided that the prescribed total instructional hours for both Core Subjects and Electives under the SSSHS Curriculum are strictly met.
21. **Subject Scheduling for the 2016 K to 12 SHS Curriculum.** Schools shall design subject schedules across the three-term period, ensuring proper sequencing based on prerequisite and co-requisite requirements.

Schools shall ensure that all subjects meet the prescribed instructional hours through in-person classes as the primary mode of delivery. For schools implementing shifting mechanisms or similar scheduling arrangements that limit full in-person delivery, asynchronous sessions may be scheduled to supplement instructional hours, subject to existing policies and standards on Flexible Learning Programs (FLPs). Such asynchronous sessions shall be reflected in both the class program and the teachers' schedules as part of their teaching load.

The guide and sample subject scheduling for the 2016 K to 12 SHS Curriculum under the three-term school calendar is provided in **Annex D.2**, which may serve as a reference in the programming and distribution of subjects across the three terms, subject to the contextual adjustments by schools and SDOs.

22. **Teacher Assignment and Subject Loading**
- a. **Teacher Assignment for Core Subjects.** The assignment of teachers for Core Subjects shall be based on subject matter competence, relevant training, availability, and prior teaching experience, subject to the school head's discretion and SDO guidance. Table 5 presents

the suggested teacher assignment for Core Subjects and the eligible teachers to teach.

Table 5. Suggested Teacher Assignment for Core Subjects

Core Subject	Suggested Teacher Assignments & Eligible Teachers
Effective Communication/ <i>Mabisang Komunikasyon</i>	English and Filipino teachers who are currently handling Language and Communication subjects.
General Mathematics	Mathematics teachers currently teaching General Mathematics, Statistics, or related Mathematics subjects shall be assigned.
General Science	Science teachers (Biology, Chemistry, Physics, Earth & Space Science) with experience in integrated or discipline-based science subjects shall be assigned.
Life and Career Skills	Teachers handling Values Education, Health, Physical Education (HOPE), Personal Development (PerDev), or related subjects may be assigned based on school needs and teacher background.
<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	Teachers currently handling <i>Araling Panlipunan</i> or Social Science subjects shall be assigned to ensure content continuity.

- b. **Teacher Assignment for Electives.** Teachers assigned to handle Electives under the SSSH Curriculum shall possess the appropriate subject matter expertise, training, and qualifications relevant to the Electives they are assigned to teach. Assignment of teachers shall take into consideration their prior teaching experience, academic background, and professional certifications under the 2016 K to 12 SHS curriculum. Table 6 presents teacher assignments based on the cluster of Academic and Tech-Pro Electives.

Table 6. Teacher Assignment for the Cluster of Academic and Tech-Pro Electives

Cluster of Electives	Staffing Criteria & Eligible Teachers
Arts, Social Sciences, and Humanities	<ul style="list-style-type: none"> <li>• <b>Arts:</b> MAPEH teachers or those specializing in the Arts &amp; Design Track.</li> <li>• <b>Social Sciences/Humanities:</b> Teachers of HUMSS, Philosophy, English, and Filipino relevant to the specific Elective.</li> </ul>
Business and Entrepreneurship	<ul style="list-style-type: none"> <li>• Teachers specialized in ABM (Accountancy, Business, and Management).</li> </ul>

Cluster of Electives	Staffing Criteria & Eligible Teachers
Science, Technology, Engineering, and Mathematics (STEM)	<ul style="list-style-type: none"> <li>Teachers handling STEM specializations, specifically Science and Mathematics teachers relevant to the Elective subject.</li> </ul>
Sports, Health, and Wellness	<ul style="list-style-type: none"> <li>Teachers handling the Sports Track specialization and Physical Education (PE) teachers.</li> </ul>
Field Experience	<ul style="list-style-type: none"> <li><b>Arts Apprenticeship:</b> Arts &amp; Design Track or MAPEH teachers.</li> <li><b>Research/Innovation:</b> Teachers of Practical Research (1 &amp; 2), Inquiries/Investigation/Immersion, or Capstone.</li> <li><b>Field Exposure:</b> Teachers relevant to the specific strand or prerequisite Electives taken.</li> </ul>
Tech-Pro Electives	<ul style="list-style-type: none"> <li>Technology and Livelihood Education (TLE) and TVL teachers must possess a valid and current National Certification relevant to the Elective being taught. In cases where a higher NC level is not available for the Elective, the teacher shall hold the NC at the same level as the subject to be delivered.</li> <li>Qualified teachers or trainers who possess valid and appropriate TESDA NCs relevant to the specific Elective being offered</li> </ul>

**c. Subject Loading**

Teacher assignments throughout the year should be based on subject matter expertise and appropriate certifications. The school head, in coordination with the SDO, shall continuously monitor teacher assignments and qualifications to ensure optimal delivery of all subjects within the implemented offerings.

Teacher workload shall be governed by existing DepEd policies, including RA No. 4670 or the Magna Carta for Public School Teachers. Teaching loads should be equitably distributed, considering preparations for new Core Subjects and Electives under the SSHS Curriculum. School heads are also encouraged to safeguard the 6 hours of teaching load for teachers.

23. **Class Size.** To promote effective instruction, learner safety, and optimal use of school resources, schools implementing the SSHS Curriculum shall observe the following class size standards in organizing classes and preparing class programs.

Table 7. Class Size for SSHS Classes

Subjects	Maximum Class Size
Core Subjects	The maximum class size shall be <b>40</b> learners per class.
Tech-Pro Electives	The maximum class size shall be <b>25</b> learners per class.
Academic Electives	The maximum class size is <b>30</b> learners per class.

Schools that are unable to fully comply with the prescribed class size standards due to high learner population, limited facilities, or other operational constraints may implement larger class sizes. In such cases, schools shall adopt appropriate instructional and management strategies to ensure that the quality of teaching and learning is maintained.

In instances where class size exceeds the prescribed maximum, the school head may authorize the creation of additional sections, subject to classroom capacity, instructional requirements, and teacher availability.

24. **Class Programming.** Class programs shall ensure the efficient scheduling of Core Subjects, Electives, Work Immersion, and other required learning areas, taking into account teacher availability, facility use, and prescribed time allotments. Table 8 presents the suggested time allotments of the various subjects in the class program.

Table 8. Class Program Suggested Time Allotments of the Subjects

Subjects	Time Allotment
Core (160 hours per subject)	<ul style="list-style-type: none"> <li>Option 1: 1.5 hours, 4x a week</li> <li>Option 2: 1 hour, 5x a week, and 30 minutes asynchronous per subject in a week (recommended for schools implementing double shifts)</li> <li>Option 3: 1 hour, 4x a week, and 1.5 hours asynchronous per subject in a week (recommended for schools implementing double shifts)</li> </ul>
Academic Electives	<p><b>For 80-hour Academic Electives:</b></p> <ul style="list-style-type: none"> <li>Option 1: 2 hours a day, 4x a week</li> <li>Option 2: 1.5 hours a day, 5x a week, and 30 minutes asynchronous per subject in a week (recommended for schools implementing double shifts)</li> <li>Option 3: 1 hour a day, 5x a week, and 3 hours asynchronous per subject in a week (recommended for schools implementing double shifts)</li> </ul> <p><b>For 160-hour Academic Electives:</b></p> <ul style="list-style-type: none"> <li>4 hours a day, 4x a week</li> </ul>
Tech-Pro Electives (320 hours per Elective)	<p><b>For Grade 11:</b></p> <ul style="list-style-type: none"> <li>Option 1: 2.5 hours a day, 5x a week</li> <li>Option 2: 2 hours a day, 4x a week, and 1 hour asynchronous per subject (recommended for schools implementing double shifts)</li> </ul>

Subjects	Time Allotment
	<b>For Grade 12:</b> <ul style="list-style-type: none"> <li>• 6 hours a day, 5x a week</li> </ul>
Homeroom Guidance Program (HGP)	At least 1 hour a week

While schools have the flexibility to decide on the scheduling of subjects in the SSHS curriculum, there is a need to meet the required number of hours per subject (e.g., 160 hours for Core Subjects, 80 hours or 160 hours per Academic Elective, 320 hours per Tech-Pro Elective). **To meet the prescribed instructional hour requirements, schools may adopt suitable FLPs, ensuring adherence to applicable policies and standards.**

Private schools may offer institutional subjects and set the hours for each, provided that these are on top of the required instructional hours for Core Subjects and Electives. However, the total weekly hours, including institutional subjects, must not exceed 40 hours.

Sample career pathways and programs of study are provided in **Annex C**. A guide to class programming, along with sample SHS class schedules, is available in **Annexes D** and **D.1**.

25. **Assessment, Grading, and the Unit System.** The assessment and grading for Core Subjects and Electives, and revised e-class records, shall be aligned with policies and standards in the upcoming policy on assessment, grading system, and awards and recognition.

The SSHS Curriculum utilizes a unit system to compute a learner's general average. The unit system is intended exclusively for internal assessment and general average calculation. The unit system and sample computation using the unit system are provided in **Annex E**.

The unit system stipulated in this policy will be used solely for grading purposes in SHS, and will not necessarily be used as a basis for credit transfers in higher education or in middle-level skills development/training.

26. **Retention, Promotion, and Graduation Requirements.** The retention, promotion, and graduation of learners under the SSHS Curriculum shall be governed by the upcoming policy on assessment, grading system, and awards and recognition.

Learners enrolled in the SSHS Curriculum shall complete the prescribed minimum number of Core Subjects and Electives, together with the

corresponding immersion hours as applicable, to be able to attend and qualify for graduation. As such, completion of all prescribed subjects and hours is mandatory for the issuance of a SHS diploma. Any additional institutional or enrichment subjects offered by private schools shall not substitute for the prescribed graduation requirements.

- a. **Academic Track.** Academic Track learners shall complete a combination of Core Subjects and Electives distributed across Grades 11 and 12. Table 9 presents the subject requirements for graduation of Academic Track learners.

*Table 9. Requirements for Graduation of Academic Track Learners*

<b>Purely Academic Track</b>			
<b>Grade Level</b>	<b>Requirement</b>	<b>Number of Subjects</b>	<b>Number of Hours</b>
Grade 11	Core Subjects	5	800
	Academic Electives	3	240
Grade 12	Academic Electives	9-12	960
<b>Total Number of Subjects</b>		<b>17-20</b>	<b>2,000</b>

<b>Academic Track with Cross-Track</b>			
<b>Grade Level</b>	<b>Requirement</b>	<b>Number of Subjects</b>	<b>Number of Hours</b>
Grade 11	Core Subjects	5	800
	Academic Electives	3	240
Grade 12	Academic Electives	8	640
Grade 12	Tech-Pro Elective (cross-track)	1	320
<b>Total Number of Subjects</b>		<b>17</b>	<b>2,000</b>

**The number of Electives to be taken depends on the time allocation per subject (80 hours, 160 hours, or 320 hours). Overall, Academic Track learners shall complete 800 hours of Core Subjects and at least 1,200 hours of Electives for the entire SSHS curriculum.**

A learner's total weekly load shall not exceed 40 hours, ensuring a balanced and manageable schedule.

- b. **Tech-Pro Track.** Tech-Pro Track learners shall complete a combination of Core Subjects and Electives distributed across Grades 11 and 12. Table 10 presents the subject requirements for graduation of Tech-Pro Track learners.

Table 10. Requirements for Graduation of Tech-Pro Track Learners

<b>Purely Tech-Pro Track</b>			
<b>Grade Level</b>	<b>Requirement</b>	<b>Number of Subjects</b>	<b>Number of Hours</b>
Grade 11	Core Subjects	5	800
	Tech-Pro Electives	1	320
Grade 12	Tech-Pro Electives	1-2	320 or 640
	Work Immersion	1	320 (1-term model) 640 (2-term model)
<b>Total Number of Subjects</b>		<b>8-9</b>	<b>2,080</b>

<b>Tech-Pro Track with Cross-Track</b>			
<b>Grade Level</b>	<b>Requirement</b>	<b>Number of Subjects</b>	<b>Number of Hours</b>
Grade 11	Core Subjects	5	800
	Tech-Pro Electives	1	320
Grade 12	Tech-Pro Electives	1	320
	Work Immersion	1	320
Grade 11 or 12	Acad Elective (cross-track)	4	320
<b>Total Number of Subjects</b>		<b>11-12</b>	<b>2,080</b>

The number of Electives to be taken depends on the time allocation per subject (80 hours, 160 hours, or 320 hours). Overall, Tech-Pro track learners shall complete 800 hours of Core Subjects and at least 1,280 hours of Electives for the entire SSHS curriculum.

A learner's total weekly load shall not exceed 40 hours, ensuring a balanced and manageable schedule.

Learners who choose to enroll in more than the required minimum number of Electives must pass all subjects taken to graduate. Regardless of whether the learners have already passed the minimum required number of Electives, failing any extra Elective taken will disqualify them from graduation.

- c. **Track Shifting.** Track shifting shall be permitted in Grade 12. Learners may transfer from the Academic Track to the Tech-Pro Track, or vice versa, subject to approval by the school head and proper documentation in the Learner Information System (LIS).

Transfer from the Academic Track to the Tech-Pro Track is permitted only upon the successful completion of at least 1 Tech-Pro Elective and concurrent enrollment in the corresponding Work Immersion for said elective.

Transfer from the Tech-Pro Track to the Academic Track is permitted provided that the learner waives or discontinues the Work Immersion requirement for the Tech-Pro Elective.

Prerequisite subjects completed in the learner's original track shall be evaluated for credit transfer, where applicable. Consequently, learners who successfully shift tracks shall be required to enroll in the designated electives of their new track for Grade 12.

- d. Transferees and Balik-Aral learners are accommodated in the SSHS curriculum through the guide and process outlined in **Annex F**.

**Annex F.1** contains the Subject Evaluation Checklist to determine subject credits of learners transferring between the 2016 K to 12 SHS Curriculum and the SSHS Curriculum. The checklist contains the learner's academic background, completed subjects, corresponding subject credits, and final enrollment recommendations. **Schools may access the template through the designated link (<https://tinyurl.com/Annex-F1>)**. The checklist shall be used at the school level for decision-making; it is not necessary to submit this form to the SDO or RO.

**Annex F.2** contains the Equivalency Matrix of subjects between the 2016 K to 12 SHS Curriculum and the SSHS Curriculum. Subjects previously completed under the 2016 K to 12 SHS Curriculum may be credited under the SSHS Curriculum. Additionally, subjects under the SSHS Curriculum may be credited under the 2016 K to 12 SHS Curriculum for transferees from SSHS pilot to non-pilot schools.

## 27. **Operational Support for Implementation**

- a. **Planning and Application of SSHS Curriculum Tracks and Offerings.** Initial determinations of SSHS track offerings and Elective specializations shall be informed by consolidated learner profiles, including interests, aptitudes, and career inclinations; available school resources such as teacher complement, facilities, and logistical capacity; and consultations with the SDOs. Schools shall likewise regularly assess the alignment of their Elective offerings with community needs, workforce and industry skills demand, local development priorities, and available industry partnerships, and shall introduce refinements or enhancements as opportunities arise.

**Annex B provides the guide on the selection of tracks and Elective offerings under the SSHS Curriculum.** To map the 2016 K to 12 SHS Curriculum tracks and strands to their corresponding

cluster of Electives in the SSHS Curriculum, Annex B, Section II provides equivalencies between 2016 K to 12 SHS Curriculum tracks and strands and the SSHS clusters of Electives. It is intended as a reference for SHS, SDOs, and ROs in the planning of Electives based on the previous permit of the schools.

The application, evaluation, and approval of track and Elective offerings shall follow the existing procedures and requirements prescribed under DO 51, s. 2015 titled Guidelines on the Implementation of the SHS Program in Existing Public JHSs and ISs, Establishment of Stand-Alone Public SHSs, and Conversion of Existing Public Elementary and JHSs Into Stand-Alone SHSs and DO 054, s. 2022 titled Guidelines on the Selection of Senior High School Technical-Vocational-Livelihood Specializations. The SDO and RO shall process and approve applications in accordance with existing policies. The specific procedures on the planning and application of SSHS Curriculum Tracks and Offerings are provided in **Annex B**.

- b. **Career Guidance Program.** The school heads shall ensure the continuous provision of career guidance services for learners throughout the academic year. Particularly for incoming Grade 11 and enrolled SSHS learners who may need additional support in finalizing their Elective choices or considering adjustments based on their learning experiences, schools are encouraged to utilize various tools and strategies, including but not limited to:
- a. Results from the National Career Assessment Examination (NCAE) or other relevant career assessment tools;
  - b. Learner interest inventories and aptitude tests;
  - c. Career clinics, symposia, and parent-teacher conferences focused on career pathways;
  - d. Landas Toolkit and other supplementary materials; and
  - e. Information dissemination on the offerings under the SSHS Curriculum.

The career guidance program shall serve as a supportive and informative process to help learners explore various career options. It is not intended to prescribe or impose any specific career path. The learner's informed choice shall be respected and prioritized. School Counselors, School Counselor Associates/Career Guidance Advocates, Guidance Teachers, and Class Advisers shall play a central role in facilitating this ongoing process.

- c. **Orientation and Professional Development.** School heads, with support from the CO, ROs, and SDOs, shall ensure that teachers receive targeted professional development focused on bridging

content and skill gaps, with a strong emphasis on enhancing differentiated instruction and 21st-century teaching methodologies.

Learning Action Cells (LACs) and collaborative expertise sessions shall be actively utilized as a venue for teachers to collaboratively discuss challenges, share best practices, and develop instructional materials or interventions to support learners.

School heads, teachers, relevant department heads, Public Schools District Supervisors (PSDSs), Education Program Supervisors (EPSs), Curriculum and Learning Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and other personnel involved in the national rollout of the SSSHS shall undergo orientation sessions.

The Learning Systems Strand through the National Educators Academy of the Philippines (NEAP), in collaboration with the Bureau of Curriculum Development and Bureau of Learning Delivery and its field counterparts, will provide necessary support for capacity-building activities.

- d. **Teaching and Learning Resources.** The DepEd Central Office (CO), through the Bureau of Learning Resources (BLR), shall lead the quality assurance and provision of curriculum-aligned learning resources, in close coordination with the BCD for curriculum alignment and with the Bureau of Learning Delivery (BLD) for instructional relevance and effective classroom implementation. Lesson Exemplars and Learning Activity Sheets aligned with the SSSHS Curriculum shall be made accessible through the DepEd website. Schools may likewise utilize quality-assured supplementary learning resources, as appropriate, to further strengthen and enrich the teaching and learning process.
- e. **Systems Assessment.** The Bureau of Education Assessment (BEA) shall continue to spearhead the development and implementation of nationally developed tests and participation in international large-scale assessments. In consultation with BCD and BLD, BEA shall align these measures with the SSSHS Curriculum to guarantee that efforts and initiatives to determine learning gains and gaps are aligned. This shall be subject to the implementation of measures to strengthen the performance evaluation system.

## VII. ROLES AND RESPONSIBILITIES

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

Table 11. Roles and Responsibilities of DepEd Offices in the Implementation of the SSHS Curriculum

Level of Governance	Duties and Responsibilities
<p>CO Learning Systems Strand</p> <p>SSHS Technical Working Group</p>	<ol style="list-style-type: none"> <li>1. Provide the overall policy direction to support the SSHS Curriculum implementation</li> <li>2. Oversee the nationwide pilot and phased implementation of the SSHS Curriculum</li> <li>3. Lead the institutionalization of the SSHS Curriculum M&amp;E, including the identification of performance indicators</li> <li>4. Assess the achievement of the objectives of the SSHS Curriculum through monitoring and evaluation.</li> <li>5. Integrate M&amp;E results in the development of the SSHS Curriculum</li> <li>6. Collaborate with relevant government and non-government agencies and other stakeholders to ensure that the standards and guidelines being implemented are up to date</li> <li>7. Oversee the conduct of capacity-building activities for teachers and school leaders supporting the SSHS Curriculum</li> <li>8. Acquire and provide learning resources to learners and teachers to support the SSHS Curriculum</li> <li>9. Mobilize resources to meet the implementation requirements of the SSHS Curriculum</li> </ol>
<p>Regional Office (RO)-Curriculum and Learning Management Division (CLMD)</p>	<ol style="list-style-type: none"> <li>1. Oversee the implementation of the SSHS Curriculum in the region</li> <li>2. Mobilize resources to support the delivery of the SSHS Curriculum</li> <li>3. Organize region-wide training on the effective and efficient implementation of the SSHS Curriculum</li> <li>4. Engage stakeholders and partners in implementing the SSHS Curriculum</li> <li>5. Provide technical assistance to SDOs in implementing the SSHS Curriculum</li> <li>6. Ensure that M&amp;E standards and processes are implemented at the regional level</li> <li>7. Submit regional-level monitoring and evaluation reports and provide feedback on the implementation of the SSHS Curriculum to the CO</li> <li>8. Ensure the integration of M&amp;E results in the development of regional plans and programs for the strategic implementation of the SSHS curriculum</li> </ol>

Level of Governance	Duties and Responsibilities
Schools Division Office (SDO) - Curriculum Implementation Division (CID)	<ol style="list-style-type: none"> <li>1. Oversee the implementation of the SSHS in schools and CLCs</li> <li>2. Mobilize resources to support the implementation of the SSHS Curriculum</li> <li>3. Organize division-wide training on the effective and efficient implementation of the SSHS Curriculum</li> <li>4. Engage stakeholders and partners in implementing the SSHS Curriculum</li> <li>5. Provide technical assistance to schools in implementing the SSHS Curriculum</li> <li>6. Ensure that M&amp;E standards and processes are implemented at the SDO level</li> <li>7. Submit SDO level monitoring and evaluation reports and provide feedback on the Strengthened SSHS implementation to the RO</li> <li>8. Ensure the integration of M&amp;E results in the development of SDO-level plans and programs for the strategic implementation of the SSHS curriculum</li> </ol>
Schools and Community Learning Centers (CLCs)	<ol style="list-style-type: none"> <li>1. Implement the SSHS Curriculum</li> <li>2. Ensure that the SSHS Curriculum standards and learning competencies are effectively implemented with the support of teaching-related personnel, parents, the school governing council, and other education stakeholders</li> <li>3. Design learning activities that will enable learners to connect with the learning opportunities in their own communities</li> <li>4. Implement school-based professional development activities (e.g., Collaborative Expertise Sessions, INSET, LACs) and suggest relevant training for improving teaching competence that may be provided in support of the effective implementation of the SSHS Curriculum</li> <li>5. Submit monitoring tools and reports, and provide feedback on the Strengthened SSHS implementation to the SDO</li> </ol>

### VIII. MONITORING AND EVALUATION

29. The LS strand and its counterparts in the regional and division levels, the CLMD and CID, respectively, shall ensure compliance with this policy and be responsible for monitoring and evaluating its implementations.

30. The Basic Education Monitoring and Evaluation Framework (BEMEF), as articulated in DO 29, s. 2022 shall be used as a basis for ensuring that the objectives of the K to 12 Basic Education Program are met. The outcomes of the curricular reforms in the Senior High School shall be measured for the following purposes:
  - a. Establishing baseline data and information relative to the implementation of the Strengthened SHS Curriculum,
  - b. Measuring the effectiveness of curriculum implementation, and
  - c. Providing evidence for planning, programming, and policy formulation for efficient and effective curriculum implementation.
31. The wealth of assessment data derived from the internal and external assessment shall be utilized in the planning and M&E processes of DepEd, and in engaging the support of the relevant stakeholders in improving the quality of education.
32. At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the school heads. The results of the evaluation shall be submitted to the SDO for collation and analysis. Additionally, the school head shall ensure that their school offers only approved SSHS tracks and electives, consistent with the processes outlined in Annexes B.1 and B.2.
33. The SDO shall prepare an annual analysis report for submission to the RO at the end of the school year. The feedback from the RO shall be submitted to the Learning Systems Strand to be used in evaluating the policy for continuous improvement.
34. The Learning Systems Strand, through the BCD, BLD, and BEA, shall lead the conduct of a comprehensive policy review in the 3rd year of its implementation to evaluate its effectiveness and responsiveness toward meeting its intended outcomes.

**IX. EFFECTIVITY/ TRANSITORY PROVISIONS**

35. This Order shall take effect starting SY 2026–2027, following the implementation plan stipulated in this policy.
36. This Order shall amend DO 21, s. 2019 titled Policy Guidelines on the K to 12 Basic Education Program, specifically Annex 2 on Secondary Education, as well as DO 30, s. 2017 titled Guidelines for Work Immersion. All other existing orders, memoranda, and related issuances, or any part thereof, that are inconsistent with these guidelines are hereby repealed or rescinded.



37. This Order shall take effect upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.

## **X. REFERENCES**

Commission on Higher Education (CHED). *CHED Memorandum Order No. 20, series of 2013: General Education Curriculum—Holistic Understandings, Intellectual and Civic Competencies*. Quezon City: CHED, 2013.

Commission on Higher Education (CHED). *CHED Memorandum Order No. 105, series of 2017: Policy on the Admission of Senior High School Graduates to Higher Education Institutions*. Quezon City: CHED, 2017.

Department of Education (DepEd). 2026. *Department Order No. 9, series of 2026: Guidelines on the Implementation of the Three-Term School Calendar in Basic Education*. Pasig City: Department of Education.

Department of Education (DepEd). *DepEd Order No. 21, series of 2019: Policy Guidelines on the K to 12 Basic Education Program*. Pasig City: Department of Education, 2019.

Department of Education (DepEd). *DepEd Order No. 29, series of 2022: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF)*. Pasig City: Department of Education, 2022.

Department of Education (DepEd). *DepEd Memorandum No. 048, series of 2025: Guidelines for the Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11*. Pasig City: Department of Education, 2025.

Department of Education (DepEd). *DepEd Memorandum No. 074, series of 2025: Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum*. Pasig City: Department of Education, 2025.

Republic of the Philippines. *Republic Act No. 10533: An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education*. Approved May 15, 2013.

Republic of the Philippines. *Republic Act No. 10968: An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF–National Coordinating Council (NCC), and Appropriating Funds Therefore*. Approved January 16, 2018.

Republic of the Philippines. *Implementing Rules and Regulations of Republic Act No. 10968 (Philippine Qualifications Framework Act)*. Manila: Government of the Philippines, 2019.

World Bank. *A Review of the Philippine Qualifications Framework: Towards Improved Skills Recognition and Mobility*. Washington, DC: World Bank, 2021.

[Redacted] udr

**ANNEX A. List of Electives for the SSSH Curriculum**

**ACADEMIC ELECTIVES**

**ARTS, SOCIAL SCIENCES, AND HUMANITIES**

<b>COURSE TITLE</b>	<b>HOURS</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITES</b>
1. Art Criticism and Creative Markets	80	11/12	Any of the following: <ul style="list-style-type: none"> <li>• Creative Industries - Applied and Traditional Arts</li> <li>• Creative Industries - Literary Arts</li> <li>• Creative Industries - Media Arts</li> <li>• Creative Industries - Visual Arts</li> </ul>
2. Creative Industries - Visual Arts	80	11/12	None
3. Creative Industries - Literary Arts	80	11/12	None
4. Creative Industries - Media Arts	80	11/12	None
5. Creative Industries - Applied and Traditional Arts	80	11/12	None
6. Creative Industries - Music	80	11/12	None
7. Creative Industries - Dance	80	11/12	None
8. Creative Industries - Theater Arts	80	11/12	None
9. Citizenship and Civic Engagement	80	11/12	None
10. Contemporary Literature 1	80	11/12	None
11. Contemporary Literature 2	80	11/12	Contemporary Literature 1
12. Creative Composition 1	80	11/12	None
13. Creative Composition 2	80	11/12	Creative Composition 1
14. Creative Production and Presentation	160	12	Any Arts Apprenticeship subject
15. Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)	80	11/12	None
16. Filipino 2 (Filipino sa Isports)	80	11/12	Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)
17. Filipino 2 (Filipino sa Sining at Disenyo)	80	11/12	Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)
18. Filipino 2 (Filipino sa Larang Teknikal-Propesyonal)	80	11/12	Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)
19. Filipino Identity Through the Arts	80	11/12	None
20. Introduction to the Philosophy of the Human Person	80	11/12	None
21. Leadership and Management in the Arts	80	11/12	None
22. Malikhaing Pagsulat	80	11/12	None
23. Performance Criticism and Creative Markets	80	11/12	Any of the following: <ul style="list-style-type: none"> <li>• Creative Industries - Music</li> <li>• Creative Industries - Dance</li> <li>• Creative Industries - Theater Arts</li> </ul>
24. Philippine Governance (Philippine Politics and Governance)	80	11/12	None
25. Social Sciences (Theory and Practice)	80	11/12	None

**BUSINESS AND ENTREPRENEURSHIP**

<b>COURSE TITLE</b>	<b>HOURS</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITES</b>
1. Business 1 (Basic Accounting)	80	11/12	None
2. Business 2 (Business Finance and Income Taxation)	80	11/12	1. Business 1 (Basic Accounting) 2. Introduction to Organization and Management
3. Business 3 (Business Economics)	80	12	1. Business 1 (Basic Accounting) 2. Business 2 (Business Finance and Income Taxation) 3. Introduction to Organization and Management
4. Contemporary Marketing	80	11/12	1. Business 1 (Basic Accounting) 2. Introduction to Organization and Management
5. Entrepreneurship	80	11/12	None
6. Introduction to Organization and Management	80	11/12	None

**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS**

<b>COURSE TITLE</b>	<b>HOURS</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITES</b>
1. Advanced Mathematics	80	11/12	Pre-Calculus
2. Basic Calculus	80	11/12	Pre-Calculus
3. Biology 1	80	11/12	None
4. Biology 2	80	11/12	Biology 1
5. Biology 3	80	11/12	1. Biology 1 2. Biology 2
6. Biology 4	80	12	1. Biology 1 2. Biology 2 3. Biology 3
7. Chemistry 1	80	11/12	None
8. Chemistry 2	80	11/12	Chemistry 1
9. Chemistry 3	80	11/12	1. Chemistry 1 2. Chemistry 2
10. Chemistry 4	80	12	1. Chemistry 1 2. Chemistry 2 3. Chemistry 3
11. Conceptual Physics and Chemistry in Daily Life	80	12	General Science (core)
12. Conceptual Biology and Earth and Space Science	80	12	General Science (core)
13. Database Management	80	12	General Mathematics (core)
14. Earth and Space Science 1	80	11/12	None
15. Earth and Space Science 2	80	11/12	Earth and Space Science 1
16. Earth and Space Science 3	80	11/12	1. Earth and Space Science 1 2. Earth and Space Science 2
17. Earth and Space Science 4	80	12	1. Earth and Space Science 1 2. Earth and Space Science 2 3. Earth and Space Science 3
18. Empowerment Technologies	80	11/12	None
19. Finite Mathematics 1	80	11/12	None
20. Finite Mathematics 2	80	11/12	None

COURSE TITLE	HOURS	GRADE LEVEL	PREREQUISITES
21. Fundamentals of Data Analytics	80	12	General Mathematics (core)
22. Physics 1	80	11/12	None
23. Physics 2	80	11/12	Physics 1
24. Physics 3	80	11/12	1. Physics 1 2. Physics 2
25. Physics 4	80	12	1. Physics 1 2. Physics 2 3. Physics 3
26. Pre-Calculus	80	11/12	None

**SPORTS, HEALTH, AND WELLNESS**

COURSE TITLE	HOURS	GRADE LEVEL	PREREQUISITES
1. Exercise and Sports Programming	80	11/12	1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement 2 (Motor Skills Development)
2. First Aid	80	11/12	None
3. Fundamentals of Basic Life Support	80	11/12	None
4. Human Movement 1 (Basic Anatomy in Sports and Exercise)	80	11/12	None
5. Human Movement 2 (Motor Skills Development)	80	11/12	Human Movement 1 (Basic Anatomy in Sports and Exercise)
6. Physical Education 1 (Fitness and Recreation)	80	11/12	None
7. Physical Education 2 (Sports and Dance)	80	11/12	None
8. Sports Activity Management	80	11/12	None
9. Sports Coaching	80	11/12	1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement 2 (Motor Skills Development)
10. Sports Officiating	80	11/12	1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement 2 (Motor Skills Development)

**FIELD EXPERIENCE**

COURSE TITLE	HOURS	GRADE LEVEL	PREREQUISITES
1. Arts Apprenticeship – Dance	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts

COURSE TITLE	HOURS	GRADE LEVEL	PREREQUISITES
			3. Performance Criticism and Creative Markets
2. Arts Apprenticeship - Literary Arts	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Art Criticism and Creative Markets
3. Arts Apprenticeship - Media Arts	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Art Criticism and Creative Markets
4. Arts Apprenticeship - Music	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Performance Criticism and Creative Markets
5. Arts Apprenticeship - Theater Arts	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Performance Criticism and Creative Markets
6. Arts Apprenticeship - Traditional Cultural Expressions	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Art Criticism and Creative Markets
7. Arts Apprenticeship - Visual Arts	160	12	1. Filipino Identity Through the Arts 2. Leadership and Management in the Arts 3. Art Criticism and Creative Markets
8. Design and Innovation	80	11/12	None
9. Research 1	80	11/12	None
10. Research 2	80	11/12	Research 1
11. In-Campus Field Exposure for Sports	160	12	1. Human Movement 1 (Basic Anatomy in Sports and Exercise) 2. Human Movement 2 (Motor Skills Development) 3. Sports Coaching 4. Sports Officiating 5. Sports Activity Management 6. First Aid 7. Fundamentals of Basic Life Support
12. Field Exposure (Off Campus)	80	12	Life and Career Skills (core)
13. Work Immersion for Academic Track	320	12	<i>The prerequisites under any of the following clusters must have been completed.</i>  <b>Business and Entrepreneurship</b> 1. Business 1 (Basic Accounting) 2. Business 2 (Business Finance and Income Taxation)

COURSE TITLE	HOURS	GRADE LEVEL	PREREQUISITES
			<p>3. Business 3 (Business Economics)  4. Contemporary Marketing  5. Entrepreneurship  6. Introduction to Organization and Management</p> <p><b>Sports, Health, and Wellness</b></p> <ol style="list-style-type: none"> <li>1. Human Movement 1 (Basic Anatomy in Sports and Exercise)</li> <li>2. Human Movement 2 (Motor Skills Development)</li> <li>3. Sports Activity Management</li> <li>4. Sports Coaching</li> <li>5. Sports Officiating</li> <li>6. Exercise and Sports Programming</li> <li>7. First Aid</li> <li>8. Fundamentals of Basic Life Support</li> </ol> <p><b>Science, Technology, Engineering, and Mathematics</b></p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Biology 1, 2, 3, and 4</li> <li>• Chemistry 1, 2, 3, and 4</li> <li>• Physics 1, 2, 3, and 4</li> <li>• Earth and Space Science 1, 2, 3, and 4</li> <li>• Basic Calculus</li> <li>• Advanced Mathematics</li> <li>• Fundamentals of Data Analytics</li> </ul> <p><b>Social Sciences and Humanities</b></p> <p>Any 6 electives from the following:</p> <ul style="list-style-type: none"> <li>• Citizenship and Civic Engagement</li> <li>• Contemporary Literature 1</li> <li>• Contemporary Literature 2</li> <li>• Creative Composition 1</li> <li>• Creative Composition 2</li> <li>• Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)</li> <li>• Filipino 2 (Filipino sa Isports)</li> <li>• Filipino 2 (Filipino sa Sining at Disenyo)</li> <li>• Filipino 2 (Filipino sa Larang Teknikal-Propesyonal)</li> <li>• Introduction to the Philosophy of the Human Person</li> <li>• Malikhaing Pagsulat</li> <li>• Philippine Governance (Philippine Politics and Governance)</li> <li>• Social Sciences (Theory and Practice)</li> </ul>

## TECHNICAL-PROFESSIONAL ELECTIVES

### **AESTHETIC, WELLNESS, AND HUMAN CARE**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Aesthetic Services (Beauty Care)	11/12	Beauty Care (Nail Care Services)	NC II	None
2. Caregiving (Adult Care)	11/12	Caregiving (Elderly)	NC II	None
3. Caregiving (Child Care)	11/12	Caregiving (Newborn to Pre-schooler)	NC II	None
4. Hairdressing Services	11/12	Hairdressing	NC II	None

### **AGRI-FISHERY BUSINESS AND FOOD INNOVATION**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Agricultural Crops Production	11/12	Agricultural Crops Production	NC II	None
2. Agro-entrepreneurship	11/12	Agro-Entrepreneurship	NC II	None
3. Aquaculture	11/12	Aquaculture (Tilapia Culture), Aquaculture (Grow-Out Operation), and Aquaculture (Hatchery Operation)	NC II	None
4. Fish Capture Operation	11/12	Fish Capture	NC II	None
5. Food Processing	11/12	Food Processing	NC II	None
6. Organic Agriculture Production	11/12	Organic Agriculture Production	NC II	None
7. Poultry Production (Chicken)	11/12	Animal Production (Poultry-Chicken)	NC II	None
8. Ruminants Production	11/12	Animal Production (Ruminants)	NC II	None
9. Swine Production	11/12	Animal Production (swine)	NC II	None

### **ARTISANRY AND CREATIVE ENTERPRISE**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Garments Artisanry	11/12	Dressmaking or Tailoring	NC II	None
2. Handicrafts: Weaving	11/12	Handicrafts (Handloom)	NC II	None

### **AUTOMOTIVE AND SMALL ENGINE TECHNOLOGIES**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Automotive Servicing (Electrical Repair)	12	Automotive Servicing (Electrical Repair)	NC II	Driving and Automotive Servicing
2. Automotive Servicing (Engine and Chassis Repairs)	12	Automotive Servicing (Engine Repair) and/or (Chassis Repair)	Engine Repair NC II and/or Chassis Repair NC II	Driving and Automotive Servicing
3. Driving and Automotive Servicing	11/12	Driving and Automotive	Driving NC II and/or Automotive Servicing NC I	None
4. Motorcycle and Small Engine Servicing	11/12	Motorcycle and Small Engine	NC II	None

### CONSTRUCTION AND BUILDING TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	EQUIVALENT TESDA TR	NC LEVEL	PREREQUISITES
1. Carpentry	11/12	Carpentry	NC I and NC II	None
2. Construction Operation	11/12	Masonry, Tile Setting, and Plumbing	Masonry NC I and/or Plumbing NC II	None
3. Manual Metal Arc Welding	11/12	Manual Metal Arc Welding	NC I and NC II	None
4. Technical Drafting	11/12	Technical Drafting	NC II	None

### CREATIVE ARTS AND DESIGN TECHNOLOGIES

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

### HOSPITALITY AND TOURISM

COURSE TITLE	GRADE LEVEL	EQUIVALENT TESDA TR	NC LEVEL	PREREQUISITES
1. Bakery Operations	11/12	Bread and Pastry Production	NC II	None
2. Events Management Services	11/12	Events Management Services	NC III	None
3. Food and Beverage Operation	11/12	Food and Beverage Services and/or Barista	NC II	None
4. Hotel Operations (Front Office Services)	11/12	Front Office Services	NC II	None
5. Hotel Operations (Housekeeping Services)	11/12	Housekeeping Services	NC II	None
6. Kitchen Operations	11/12	Cookery	NC II	None
7. Tourism Services	11/12	Local Tour Guiding, Travel Promotion Services, and/or Tourism Services	NC II	None

### INDUSTRIAL TECHNOLOGIES

COURSE TITLE	GRADE LEVEL	EQUIVALENT TESDA TR	NC LEVEL	PREREQUISITES
1. Commercial Air-Conditioning Installation and Servicing	12	Commercial Air-Conditioning Installation and Servicing	NC III	Domestic Refrigeration and Air-Conditioning Servicing
2. Domestic Refrigeration and Air-Conditioning Servicing	11/12	Domestic Refrigeration and Air-Conditioning Servicing	NC II	None
3. Electrical Installation and Maintenance	11/12	Electrical Installation and Maintenance	NC II	None
4. Electronic Products Assembly and Servicing	11/12	Electronic Products Assembly and Servicing	NC II	None
5. Mechatronics	12	Mechatronics	NC II	Electronic Products Assembly and Servicing
6. Photovoltaic Systems Installation	11/12	PV System Installation	NC II	None

**ICT SUPPORT AND COMPUTER PROGRAMMING TECHNOLOGIES**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Broadband Installation	11/12	Broadband Installation (Fixed Wireless Systems)	NC II	None
2. Computer Programming (Java)	11/12	Programming (JAVA)	NC III	None
3. Computer Programming (.Net Technology)	11/12	Programming (.NET Technology)	NC III	None
4. Computer Programming (Oracle Database)	11/12	Programming (Oracle Database)	NC III	None
5. Computer Systems Servicing	11/12	Computer Systems Servicing	NC II	None
6. Contact Center Services	11/12	Contact Center Services	NC II	None

**MARITIME**

<b>COURSE TITLE</b>	<b>GRADE LEVEL</b>	<b>EQUIVALENT TESDA TR</b>	<b>NC LEVEL</b>	<b>PREREQUISITES</b>
1. Marine Engineering at the Support Level	11/12	N/A	Non-NC	None
2. Marine Transportation at the Support Level	11/12	N/A	Non-NC	None
3. Ships Catering Services	11/12	Ships Catering Services	NC I and/or NC II	None

<b>COURSE TITLE</b>	<b>HOURS</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITES</b>
Work Immersion for Tech-Pro Track	320-640	12	<i>Any Tech-Pro elective</i>

**ANNEX B1. Guide on the Selection of Track and Elective Offerings Under the Strengthened Senior High School Curriculum for Existing Public Senior High Schools**

This guide streamlines the application and approval process for track and elective offerings, harmonizing DO 51, s. 2015 and DO 54, s. 2022 to support an efficient transition to the SSSHS Curriculum. All existing Senior High Schools are automatically authorized to offer the SSSHS Curriculum, and **no separate permit is required**.

Existing public senior high schools should follow the process below when planning their track and elective offerings:

- 1. Start with the subjects currently offered based on existing permits.**  
Schools may offer the Academic Track electives for the cluster for which they have an existing permit. To facilitate planning, Senior High Schools, Schools Division Offices (SDOs), and Regional Offices (ROs) may refer to the table below, which shows the equivalencies between previous SHS tracks and strands and the Strengthened SHS Academic Track Clusters of Electives for School Year 2026-2027.

*Table 12. Mapping of SHS Track and Strands to the SSSHS Academic Track Clusters of Electives*

Senior High School Curriculum		Strengthened SHS Curriculum
Track	Strand	Academic Track Cluster of Electives
Academic	Accountancy, Business, and Management (ABM)	<ul style="list-style-type: none"> <li>• Business and Entrepreneurship</li> </ul>
	General Academic (GA)	<ul style="list-style-type: none"> <li>• Arts, Social Sciences, and Humanities</li> <li>• Business and Entrepreneurship</li> <li>• Cluster of the Electives previously implemented under any track or strand</li> </ul>
	Humanities and Social Sciences (HUMSS)	<ul style="list-style-type: none"> <li>• Arts, Social Sciences, and Humanities</li> </ul>
	Science, Technology, Engineering, and Mathematics (STEM)	<ul style="list-style-type: none"> <li>• Science, Technology, Engineering, and Mathematics</li> </ul>
Arts and Design		<ul style="list-style-type: none"> <li>• Arts, Social Sciences, and Humanities</li> </ul>
Sports		<ul style="list-style-type: none"> <li>• Sports, Health, and Wellness</li> </ul>
Any track/strand		<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>

Schools may continue to offer the Tech-Pro Electives for which they have an existing TVL permit. If the current TVL subject is no longer offered in the SSSH curriculum (i.e. there is no officially uploaded DepEd SSSH curriculum guide), the school may continue to offer the TVL subject only for SY 2026-2027. However, schools who are intending to offer any new or additional elective under the Technical-Professional (Tech-Pro) Track must strictly abide by the current evaluation, resource verification, and approval provisions of DO 54, s. 2022.

**2. Expansion of Track and Elective Offerings**

- a. Additional Tech-Pro Elective Offerings.** Schools intending to expand their curriculum to offer additional Tech-Pro Electives must strictly abide by the current evaluation, resource verification, and approval provisions of DO 54, s. 2022. Authorization to open new Tech-Pro electives remains subject to the full screening, facility standards, and teacher National Certificate (NC) requirements mandated by the said existing policy.
- b. Additional Academic Elective Offerings.** Schools that intend to offer additional Academic Electives that are within their approved cluster are *not* required to secure a separate or new permit.

Meanwhile, to ensure quality assurance, proper documentation, and accurate Learner Information System (LIS) tagging, schools expanding into a new track or intending to offer new elective clusters must inform and secure the approval of the regional office (RO).

The RO shall evaluate applications and, if requirements are met, approve the expansion of track/elective offerings before implementation. ROs must establish local timelines for reviewing and approving requests to offer new elective clusters, and are encouraged to simplify and expedite these processes wherever possible.

*Table 13. Application Process for Offering Additional Academic Track Electives*

<b>Step</b>	<b>Responsible Office</b>	<b>Description</b>
Step 1: Submission of Application	School / School Head	The School Head submits the complete application package to the Schools Division Office (SDO), including: <ul style="list-style-type: none"> <li>• Cover letter from School Head</li> <li>• Justification Report, which may contain:               <ul style="list-style-type: none"> <li>◦ Proof of adequate classrooms, resources, and teachers to ensure effective delivery of the track and/or elective clusters</li> </ul> </li> </ul>

Step	Responsible Office	Description
		<ul style="list-style-type: none"> <li>○ Learner survey data showing demand for the proposed electives</li> <li>○ Mapping of potential industry partners that can accommodate learners in Work Immersion, Field Exposure, or Arts Apprenticeship</li> <li>○ Other supporting annexes (as applicable)</li> </ul>
Step 2: Endorsement to the Regional Office	Schools Division Office (SDO)	The SDO reviews the application for completeness and compliance with curriculum standards. If in order, the SDO endorses the application to the Regional Office (RO) and proposes SDO personnel to serve as members of the review committee.
Step 3: Regional Review and Committee Formation	Regional Office (RO)	<p>Upon receipt of the endorsed application, the RO constitutes a small review committee composed of personnel from both the division and regional offices. The committee shall include representatives from the:</p> <ul style="list-style-type: none"> <li>● Planning Office,</li> <li>● Quality Assurance Division (QAD), and</li> <li>● Curriculum and Learning Management Division (CLMD)</li> </ul> <p>at the regional level, and nominated SDO personnel.</p>
Step 4: Application Review and Site Inspection (if needed)	Review Committee (RO and SDO)	The committee reviews the submitted documents to assess the school's capacity to offer the proposed additional Electives. If necessary, the committee shall schedule and conduct a site inspection to validate the school's readiness.
Step 5: Decision and Notification	Regional Office (RO)	Based on the committee's evaluation, the RO shall decide whether to allow or disallow the expansion of the elective offering. The decision shall be communicated to the SDO and the school through official correspondence.

**3. Continuous monitoring of the relevance of the electives.** The approval to offer Academic and Tech-Pro electives does not expire. Schools may continue to offer their permitted Electives without the need for renewal, provided they maintain the capacity and standards required for implementation.

However, **schools are highly encouraged to review their elective offerings annually, considering the learner's interests, school capacity,**

**and industry needs and demands.** In cases where an Elective has no enrollees for a given school year, the school shall reflect zero (0) enrollees for that Elective in the Learner Information System (LIS). The absence of enrollees in an Elective shall not affect the school's authority to continue offering the said Elective in succeeding school years, and schools shall not be required to reapply for their permit to offer the Elective.

Schools must only offer Electives for which they have an approved permit for. Schools that offer Electives without the approved permit would not be able to reflect the Elective in the school's EBEIS and learner's LIS records.

The Schools Division Offices (SDOs) shall conduct annual monitoring of the status and implementation of approved Academic and Tech-Pro Electives to ensure continued compliance with established standards and quality of implementation.

**Annex. B2. Authority to Operate SSHS Tracks, Cluster of Electives, and Institutional Subjects in Private Senior High Schools**

In the planning and selection of SSHS tracks and clusters of electives to offer, private SHSs shall observe the considerations, criteria, and applicable procedures prescribed under this Order, such as those outlined in Annex B1 of this Order.

**A. SY 2026–2027 Transition**

1. Pilot private SHSs that were granted temporary authority to implement track/elective offerings not covered by their existing permits shall be issued an updated Certificate of Government Permit by the RO, reflecting the authorized SSHS tracks or clusters of electives for SY 2026–2027.
2. Existing private SHSs with valid Government Permits that will not offer additional SSHS tracks or clusters for SY 2026–2027 shall likewise be issued an updated Certificate of Government Permit based on the approved mapping of SHS tracks and strands to SSHS tracks or clusters of electives (See Annex B1 of this Order.)
3. Pursuant to DepEd Order No. 12, s. 2026, all existing private SHSs shall apply for Government Recognition in SY 2026–2027. The application for Government Recognition shall cover only the SSHS tracks or clusters of electives reflected in the school's Certificate of Government Permit.
4. Newly established private schools, or existing private basic education schools intending to open a Senior High School program for the first time, shall apply for a Government Permit covering the SSHS tracks or clusters of electives they intend to offer. Applications filed during SY 2026–2027 shall be processed for implementation in SY 2027–2028, consistent with existing processes and timelines for Government Permit applications.

**B. Government Permit for Private SHSs**

1. Private schools intending to establish and operate the SSHS Program shall secure a Government Permit in accordance with DepEd Order No. 12, s. 2026 and other applicable issuances.
2. The application for Government Permit or renewal thereof shall already include the SSHS tracks or clusters of electives that the school intends to offer. No separate permit to offer tracks or clusters shall be required for schools under Government Permit status.
3. The Certificate of Government Permit shall specify the authorized SSHS tracks or clusters of electives that the school may implement during the validity period of their Government Permit.
4. Applications for Government Permit or renewal thereof must be submitted on or before December 31st of the year prior to the intended school year of implementation e.g. submitted by December 31, 2027 if the intended implementation is for SY 2028-2029.
5. Below are the requirements and processes for the grant of Government Permit to private schools offering the SSHS Program.

Step	Responsible Entity	Description
Step 1: Submission of Application	Private School	<p>The Private School applying for a Government Permit to operate the SSHS Program shall submit the following documentary requirements:</p> <ol style="list-style-type: none"> <li>1. Letter of Intent addressed to the Regional Director through the Schools Division Superintendent specifying the: <ol style="list-style-type: none"> <li>a. School years covered by the application</li> <li>b. Name of the school and its address</li> <li>c. Official email address and contact information of the school and the school head</li> <li>d. Tracks and electives being offered; and</li> <li>e. For PSOs, additional subjects or curricular requirements mandated by the host country</li> </ol> </li> <li>2. Board Resolution certified by the Corporate Secretary and approved by the Board of Directors/Board of Trustees</li> <li>3. Securities and Exchange Commission (SEC) registration documents, including: <ol style="list-style-type: none"> <li>a. Certificate of Incorporation</li> <li>b. Articles of Incorporation (indicate that the corporation is authorized to operate educational institutions, including the SHS Program)</li> <li>c. Incorporators/Owners are Citizens of the Philippines</li> <li>d. By-Laws with latest General Information Sheet (GIS)</li> </ol> </li> <li>4. Omnibus Affidavit of the proposed incorporators attesting that they are not involved in unauthorized school operations, that the school will operate lawfully and sustainably, that they will comply with DepEd regulations, and that no incorporator has a conflict of interest arising from government employment.</li> <li>5. Notarized Feasibility Study demonstrating the necessity, viability, and sustainability of the proposed</li> </ol>

Step	Responsible Entity	Description
		<p>Senior High School Program, including its objectives, site and facilities, financial capability, projected operational costs, and evidence of learner demand and need within the locality.</p> <ol style="list-style-type: none"> <li>6. Proof of ownership or legal right to use the school site, such as a Certificate of Title, Deed of Sale, Deed of Donation, Deed of Usufruct, or Lease Agreement with a guaranteed period of at least fifteen (15) years.</li> <li>7. School site, building, and facilities documents, including:             <ol style="list-style-type: none"> <li>a. Occupancy Permit or Certificate of Structural Integrity from the Local Government Unit (LGU)</li> <li>b. School location and development plans</li> <li>c. Photographs and documentation of facilities</li> <li>d. School Disaster Risk Reduction and Management (SDRRM) Plan</li> </ol> </li> <li>8. Curriculum and instructional documents, including:             <ol style="list-style-type: none"> <li>a. Proposed SSHS tracks and clusters of electives</li> <li>b. Institutional subjects and corresponding curriculum guide/s or curriculum map/s</li> <li>c. School Calendar</li> <li>d. Class Program</li> <li>e. Teacher's Program</li> </ol> </li> <li>9. Memoranda of Agreement (MOAs), Memoranda of Understanding (MOUs), or equivalent partnership arrangements for Work Immersion, Field Experience, or other program requirements, as applicable</li> <li>10. Proposed staffing pattern and personnel complement, together with the required affidavit of undertaking on personnel qualifications</li> <li>11. School manuals and policy documents, including:             <ol style="list-style-type: none"> <li>a. Learner Handbook</li> <li>b. Administrative/Operations Manual</li> </ol> </li> <li>12. Financial documents, including:</li> </ol>

Step	Responsible Entity	Description
		<ul style="list-style-type: none"> <li>a. Proposed school budget and sources of funding</li> <li>b. Proposed tuition and other school fees</li> <li>c. Other financial records as may be required by the Regional Office</li> </ul> <p>13. Additional requirements for schools located within Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs), including the required community resolutions and certifications from the National Commission on Indigenous Peoples (NCIP)</p> <p>14. Additional requirements for Philippine Schools Overseas (PSOs), including permits or licenses from the host government and endorsements from the appropriate Philippine foreign service post</p>
Step 2: Validation of Documentary Requirements	Schools Division Office (SDO)	The SDO validates the completeness of documentary requirements and determines compliance with applicable policies and standards. If in order, the SDO endorses the application for evaluation.
Step 3: Evaluation and Ocular Inspection	Monitoring, Evaluation, and Inspection Team (MEIT)	The MEIT established under DepEd Order No. 12, s. 2026 conducts an evaluation of the school's readiness to operate the SSHS Program by reviewing the submitted mandatory documentary requirements and conducting an ocular inspection.
Step 4: Recommendation and Endorsement	Schools Division Superintendent (SDS)	Based on the results of the evaluation, the SDS endorses the application and the SDO's recommendation to the Regional Office (RO) for final action.
Step 5: Regional Review and Decision	Regional Office (RO)	The RO reviews the application, evaluation results, and recommendation of the SDO. If the applicant school complies with the prescribed standards and requirements, the RO approves the application and authorizes the proposed SSHS tracks, clusters of electives, and institutional subjects.

Step	Responsible Entity	Description
Step 6: Issuance of Government Permit	Regional Director (RD)	<p>Based on the results of the evaluation, the RD grants or denies the application for Government Permit.</p> <p>If approved, the RO issues the Certificate of Government Permit (template provided as Annex N of DepEd Order No. 12, s. 2026) indicating the approved SSHS tracks, clusters of electives, and institutional subjects that the school is authorized to offer.</p> <p>The Certificate of Government Permit for the SSHS Program is valid for two (2) school years.</p>

**C. Government Recognition for Private SHSs and Additional Tracks or Clusters**

1. A private SHS granted Government Recognition shall be authorized to operate permanently unless such recognition is revoked in accordance with DepEd Order No. 12, s. 2026 and applicable laws, rules, and regulations.
2. The Certificate of Government Recognition shall indicate the SSHS tracks or clusters of electives that the school is authorized to offer.
3. A recognized private SHS intending to offer an additional SSHS track or cluster of electives not included in its existing Certificate of Government Recognition shall first secure a Permit to Offer the additional track or cluster from the Regional Office.
4. The application for Permit to Offer shall be subject to evaluation of the school's capacity to implement the proposed track or cluster, following the requirements and procedures indicated in Annex B1 of this Order.
5. Upon approval of the additional track or cluster, the school's Certificate of Government Recognition shall be updated by the Regional Office accordingly. No separate renewal for the approved track or cluster shall thereafter be required.

**D. Institutional Subjects**

1. Institutional subjects shall be offered in addition to, and not in substitution for, the prescribed Core Subjects, Academic Electives, Technical-Professional (Tech-Pro) Electives, or Field Experience requirements under the SSHS Curriculum.
2. Private schools shall include a list of their institutional subjects and copies of the curriculum guide/s or curriculum map/s when submitting requirements for the application or renewal of a Government Permit.

3. Private schools that already hold Government Recognition and intend to offer additional institutional subjects shall submit copies of the corresponding curriculum guide/s or curriculum map/s to the Schools Division Office–Curriculum Implementation Division (SDO–CID) for record purposes. The SDO–CID shall consolidate the submitted curriculum guides and transmit copies to the Regional Office (RO) and the Bureau of Curriculum Development (BCD) for documentation and reference.
4. Institutional subjects shall not require a separate Government Permit or Government Recognition and shall not be reflected as a separate authority in the school’s Certificate of Government Permit or Certificate of Government Recognition.

**ANNEX C. Sample Career Pathways and Program of Study for the Strengthened Senior High School (SSHS) Curriculum**

**Sample Career Pathways for the SSHS Curriculum**

**ALLIED HEALTH/MEDICINE**

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<ul style="list-style-type: none"> <li>• Chemistry 1, 2, 3 &amp; 4</li> <li>• Biology 1, 2, 3 &amp; 4</li> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Finite Mathematics 1 &amp; 2</li> <li>• First Aid</li> <li>• Fundamentals of Basic Life Support</li> </ul>	<ul style="list-style-type: none"> <li>• Caregiving (Child Care)</li> <li>• Caregiving (Adult Care)</li> </ul>

**ARTS**

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<ul style="list-style-type: none"> <li>• Any Creative Industries elective</li> <li>• Art Criticism and Creative Markets</li> <li>• Performance Criticism and Creative Markets</li> <li>• Arts Apprenticeship - Literary Arts (160 hours)</li> <li>• Creative Composition 1 &amp; 2</li> <li>• Contemporary Literature 1 &amp; 2</li> <li>• Creative Production and Presentation</li> <li>• Entrepreneurship</li> <li>• Filipino Identity through the Arts</li> <li>• Leadership and Management in the Arts</li> </ul>	<p>Music, Dance, and Theater</p> <ul style="list-style-type: none"> <li>• Aesthetic Services (Beauty Care)</li> <li>• Carpentry</li> <li>• Garments Artisanry</li> <li>• Hairdressing</li> <li>• Visual and Media Arts</li> <li>• Animation</li> <li>• Illustration</li> <li>• Visual Graphic Design</li> </ul> <p>Traditional Arts</p> <ul style="list-style-type: none"> <li>• Handicrafts (Weaving)</li> </ul>

**EDUCATION**

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<p>Social Science Major</p> <ul style="list-style-type: none"> <li>• Introduction to the Philosophy of the Human Person</li> <li>• Social Sciences (Theory and Practice)</li> <li>• Philippine Governance (Philippine Politics and Governance)</li> </ul> <p>Communication Major</p> <ul style="list-style-type: none"> <li>• Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)</li> <li>• Creative Composition 1 &amp; 2</li> <li>• Contemporary Literature 1 &amp; 2</li> <li>• Malikhain Pagsulat</li> </ul> <p>Mathematics Major</p> <ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Advanced Mathematics</li> <li>• Basic Calculus</li> <li>• Pre-Calculus</li> <li>• Database Management</li> <li>• Fundamentals of Data Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Any Tech-Pro elective subject that match their passion or career aspirations, including chosen specialization in education/teaching</li> </ul> <p>TLE Major</p> <ul style="list-style-type: none"> <li>• All Tech-Pro elective subjects, except Maritime electives</li> </ul> <p>ECCD and SNED Major</p> <ul style="list-style-type: none"> <li>• Caregiving: Child Care</li> </ul>

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
Science Major <ul style="list-style-type: none"> <li>• Conceptual Biology and Earth and Space Science</li> <li>• Conceptual Physics and Chemistry in Daily Life</li> <li>• Biology 1, 2, 3 &amp; 4 , and/or Chemistry 1, 2, 3 &amp; 4 , and/or Earth and Space Science 1, 2, 3 &amp; 4 , and/or Physics 1, 2, 3 &amp; 4</li> </ul> Values Education, Technology and Livelihood Education (TLE), Early Childhood Care and Development (ECCD), Special Needs Education (SNED) Major <ul style="list-style-type: none"> <li>• Introduction to the Philosophy of the Human Person</li> </ul>	

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

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<ul style="list-style-type: none"> <li>• Social Sciences (Theory and Practice)</li> <li>• Philippine Governance (Philippine Politics and Governance)</li> <li>• Citizenship and Civic Engagement</li> <li>• Human Movement 1 &amp; 2</li> <li>• Biology 1, 2, 3 &amp; 4</li> <li>• Chemistry 1, 2, 3 &amp; 4</li> <li>• First Aid</li> <li>• Fundamentals of Basic Life Support</li> </ul>	<ul style="list-style-type: none"> <li>• Any Tech-Pro elective</li> </ul>

**HOSPITALITY AND TOURISM**

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<ul style="list-style-type: none"> <li>• Earth and Space Science 1, 2, 3 &amp; 4</li> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Finite Mathematics 1 &amp; 2</li> <li>• First Aid</li> <li>• Fundamentals of Basic Life Support</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Services</li> <li>• Events Management Services</li> <li>• Aesthetic Services (Beauty Care)</li> <li>• Food and Beverage Operation</li> <li>• Kitchen Operations</li> <li>• Bakery Operations</li> <li>• Caregiving (Child Care)</li> <li>• Caregiving (Adult Care)</li> <li>• Hotel Operations (Front Office Services)</li> <li>• Hotel Operations (Housekeeping Services)</li> </ul>

**BUSINESS/ MANAGEMENT/ ACCOUNTANCY**

<b>Academic Electives</b>	<b>Tech-Pro Electives</b>
<ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Advanced Mathematics</li> <li>• Empowerment Technologies</li> <li>• Business 1 (Basic Accounting)</li> <li>• Introduction to Organization and Management</li> <li>• Business 2 (Business Finance and Income Taxation)</li> <li>• Contemporary Marketing</li> <li>• Business 3 (Business Economics)</li> </ul>	<ul style="list-style-type: none"> <li>• Any Tech-Pro elective except Maritime electives</li> </ul>

### ARCHITECTURE

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Advanced Mathematics</li> <li>• Basic Calculus</li> <li>• Pre-Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Technical Drafting</li> <li>• Construction Operation</li> </ul>

### LAW

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Social Sciences (Theory and Practice)</li> <li>• Philippine Governance (Philippine Politics and Governance)</li> <li>• Malikhayang Pagsulat</li> <li>• Creative Composition 1 &amp; 2</li> <li>• Business 1 (Basic Accounting)</li> <li>• Introduction to Organization and Management</li> <li>• Business 2 (Business Finance and Income Taxation)</li> <li>• Business 3 (Business Economics)</li> </ul> <p>Any academic elective subjects that match their passion or career aspirations</p>	<ul style="list-style-type: none"> <li>• Any Tech-Pro elective subjects that match their passion or career aspirations</li> </ul>

### CULINARY ARTS

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Business 1 (Basic Accounting)</li> <li>• Introduction to Organization and Management</li> <li>• Business 2 (Business Finance and Income Taxation)</li> <li>• Contemporary Marketing</li> <li>• Business 3 (Business Economics)</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Services</li> <li>• Events Management Services</li> <li>• Aesthetic Services (Beauty Care)</li> <li>• Food and Beverage Operation</li> <li>• Kitchen Operations</li> <li>• Bakery Operations</li> </ul>

### SHIP DECK CREWS AND OTHER MARITIME-RELATED CAREERS

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Philippine Governance (Philippine Politics and Governance)</li> <li>• Human Movement 1</li> <li>• Citizenship and Civic Engagement</li> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Earth and Space Science 1, 2, 3 &amp; 4</li> <li>• Fundamentals of Data Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Marine Engineering at the Support Level</li> <li>• Marine Transportation at the Support Level</li> <li>• Ships Catering Services</li> <li>• Technical Drafting</li> </ul>

### ENGINEERING AND AVIATION

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Earth and Space Science 1, 2, 3 &amp; 4</li> <li>• Chemistry 1, 2, 3 &amp; 4</li> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Database Management</li> <li>• Fundamentals of Data Analytics</li> <li>• Pre-Calculus</li> <li>• Basic Calculus</li> <li>• Advanced Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Photovoltaic Systems Installation</li> <li>• Electrical Installation and Maintenance</li> <li>• Visual Graphic Design</li> <li>• Manual Metal Arc Welding</li> <li>• Electronic Products Assembly and Servicing</li> <li>• Computer Programming (Java, .Net Technology, or Oracle)</li> <li>• Technical Drafting</li> </ul>

### ICT PROFESSIONALS

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Chemistry 1, 2, 3 &amp; 4</li> <li>• Earth and Space Science 1, 2, 3 &amp; 4</li> <li>• Physics 1, 2, 3 &amp; 4</li> <li>• Advanced Mathematics</li> <li>• Database Management</li> <li>• Fundamentals of Data Analytics</li> <li>• Pre-Calculus</li> <li>• Basic Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Animation</li> <li>• Broadband Installation</li> <li>• Computer Programming (Java)</li> <li>• Computer Programming (Oracle)</li> <li>• Computer Systems Servicing</li> <li>• Contact Center Services</li> <li>• Illustration</li> <li>• Computer Programming (.Net Technology)</li> <li>• Visual Graphic Design</li> </ul>

### SCIENCES

Academic Electives	Tech-Pro Electives
<ul style="list-style-type: none"> <li>• Finite Mathematics 1 &amp; 2</li> <li>• Biology 1, 2, 3 &amp; 4</li> <li>• Chemistry 1, 2, 3 &amp; 4</li> <li>• Earth and Space Science 1, 2, 3 &amp; 4</li> <li>• Physics 1, 2, 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Any Tech-Pro elective subject that match their passion or career aspirations, including chosen specialization</li> </ul>

### Sample Programs of Study for the SSHS Curriculum

#### Academic Track

#### **Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>
<i>General Mathematics</i>	<i>General Mathematics</i>	<i>General Mathematics</i>
<i>General Science</i>	<i>General Science</i>	<i>General Science</i>
<i>Life and Career Skills</i>	<i>Life and Career Skills</i>	<i>Life and Career Skills</i>
<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>
<i>Biology 1 (80 hours)</i>	<i>Biology 2 (80 hours)</i>	<i>Chemistry 1 (80 hours)</i>
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Biology 3 (80 hours)</i>	<i>Biology 4 (80 hours)</i>	<i>Design &amp; Innovation (80 hours)</i>
<i>Chemistry 2 (80 hours)</i>	<i>Chemistry 3 (80 hours)</i>	<i>Chemistry 4 (80 hours)</i>
<i>Research 1 (80 hours)</i>	<i>Research 2 (80 hours)</i>	<i>Human Movement 1 (80 hours)</i>
<i>Empowerment Technologies (80 hours)</i>	<i>Finite Mathematics 1 (80 hours)</i>	<i>Advanced Mathematics (80 hours)</i>

**Academic Track with Field Exposure**  
**Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Biology 1 (80 hours)	Biology 2 (80 hours)	Chemistry 1 (80 hours)
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Biology 3 (80 hours)	Biology 4 (80 hours)	Field Exposure (Off-Campus) (80 hours)
Chemistry 2 (80 hours)	Chemistry 3 (80 hours)	Chemistry 4 (80 hours)
Research 1 (80 hours)	Research 2 (80 hours)	First Aid (80 hours)
Empowerment Technologies (80 hours)	Finite Mathematics 1 (80 hours)	Advanced Mathematics (80 hours)

**Academic Track (Cross-Track) with Work Immersion**  
**Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Biology 1 (80 hours)	Biology 2 (80 hours)	Biology 3 (80 hours)
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Biology 4 (80 hours)	Caregiving (Child Care) (320 hours)	Work Immersion for Academic Track (320 hours)
Human Movement 1 (80 hours)		
First Aid (80 hours)		
Empowerment Technologies (80 hours)		

**Academic Track with Field Exposure**  
**Sports Sciences-Related Courses/ Athletic Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>
<i>General Mathematics</i>	<i>General Mathematics</i>	<i>General Mathematics</i>
<i>General Science</i>	<i>General Science</i>	<i>General Science</i>
<i>Life and Career Skills</i>	<i>Life and Career Skills</i>	<i>Life and Career Skills</i>
<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>
<i>Human Movement 1 (80 hours)</i>	<i>Human Movement 2 (80 hours)</i>	<i>Sports Officiating (80 hours)</i>
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Exercise and Sports Programming (80 hours)</i>	<i>Sports Coaching (80 hours)</i>	<i>In-Campus Field Exposure for Sports (160 hours)</i>
<i>First Aid (80 hours)</i>	<i>Sports Activity Management (80 hours)</i>	
<i>Fundamentals of Basic Life Support (80 hours)</i>	<i>Entrepreneurship (80 hours)</i>	<i>Conceptual Biology and Earth and Space Science in Daily Life (80 hours)</i>
<i>Research 1 (80 hours)</i>	<i>Research 2 (80 hours)</i>	<i>Empowerment Technologies(80 hours)</i>

**Note:** In the preparation of the class program, school heads may schedule the Field Exposure as a dedicated day or as a continuous time block. This schedule shall not coincide with other Electives to ensure that learners can maintain focus and fully engage in the required activities.

**Academic Track with Arts Apprenticeship**  
**Arts-Related Courses/ Artists Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>	<i>Effective Communication/ Mabisang Komunikasyon</i>
<i>General Mathematics</i>	<i>General Mathematics</i>	<i>General Mathematics</i>
<i>General Science</i>	<i>General Science</i>	<i>General Science</i>
<i>Life and Career Skills</i>	<i>Life and Career Skills</i>	<i>Life and Career Skills</i>
<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>	<i>Pag-aaral ng Kasaysayan at Lipunang Pilipino</i>
<i>Creative Industries - Literary Arts (80 hours)</i>	<i>Leadership and Management in the Arts (80 hours)</i>	<i>Filipino Identity Through the Arts (80 hours)</i>
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<i>Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino) (80 hours)</i>	<i>Contemporary Literature 2 (80 hours)</i>	<i>Entrepreneurship (80 hours)</i>
<i>Contemporary Literature 1 (80 hours)</i>	<i>Creative Composition 1 (80 hours)</i>	<i>Creative Composition 2 (80 hours)</i>
<i>Introduction to the Philosophy of the Human Person (80 hours)</i>	<i>Arts Apprenticeship – Literary Arts (160 hours)</i>	<i>Creative Production and Presentation (160 hours)</i>
<i>Arts Criticism and Creative Markets (80 hours)</i>		

**Academic Track with Work Immersion**  
**Business-Related Course/ Accountancy Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Introduction to Organization and Management (80 hours)	Business 1 (80 hours)	Business 2 (80 hours)
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Business 3 (80 hours)	Contemporary Marketing (80 hours)	Work Immersion for Academic Track (320 hours)
Finite Mathematics 1 (80 hours)	Entrepreneurship (80 hours)	
Empowerment Technologies (80 hours)	Fundamentals of Data Analytics (80 hours)	
Introduction to Philosophy of the Human Person (80 hours)	Philippine Governance (80 hours)	

**Tech-Pro Track**  
**Tourism Related Course Pathway with 320-hour Work Immersion**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Tourism Services (320 hours)		
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Events Management (320 hours)	Hotel Operations (Front Office Services) (320 hours)	Work Immersion for Tech-Pro Track (320 hours)

**Tourism Related Course Pathway with 640-hour Work Immersion**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Tourism Services (320 hours)		
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Events Management (320 hours)	Work Immersion (640 hours)	

**Tech-Pro Track (with Cross-Track)**

**Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway**

<b>Grade 11</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Caregiving (Child Care) (320 hours)		
<b>Grade 12</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Caregiving (Adult Care) (320 hours)	Conceptual Biology and Earth and Space Science (80 hours)	Work Immersion for Tech-Pro Track (320 hours)
	Fundamentals of Data Analytics (80 hours)	
	First Aid (80 hours)	
	Fundamentals of Basic Life Support (80 hours)	

## **ANNEX D. Guide to Class Programming**

### **Step 1: Determine the Subjects to Offer for the School Year**

Schools shall identify the required learning areas based on the specific track and pathway of the students (e.g., Academic Track, Technical-Professional Track, or TVL Track). A definitive list of Core Subjects, Electives, and Work Immersion modules necessary for the school year must be established.

Private schools may opt to include additional institutional subjects. These subjects shall be offered on top of the mandated core and elective requirements, *provided that the total weekly student workload does not exceed forty (40) hours.*

### **Step 2: Determine the Appropriate Shift Model**

Schools shall evaluate their classroom-to-student ratios and overall facility capacities to determine the most viable daily schedule.

- **Regular Shift:** Implementations with adequate classroom space may opt for standard, fully synchronous schedules.
- **Double Shift (AM/PM Shifts):** Schools facing facility limitations shall implement a double-shift model. In this arrangement, schools may use a combination of face-to-face instruction and structured asynchronous learning sessions to maximize physical classroom space while adhering to mandated hour requirements.

### **Step 3: Map Out Subject Time Allotments**

Schools must ensure that every learning area strictly complies with the prescribed instructional hour requirements by adopting the delivery options outlined in **Table 8** of the policy:

- **Core Subjects (160 hours total):**
  - *Option 1:* 1 hour and 30 minutes, 4x a week.
  - *Option 2 (Recommended for Double Shift):* 1 hour, 5x a week, and 30 minutes asynchronous per week.
  - *Option 3 (Recommended for Double Shift):* 1 hour, 4x a week, and 1 hour and 30 minutes asynchronous per week.
- **Academic Electives:**
  - *For 80-hour Electives:* 2 hours a day, 4x a week; OR 1.5 hours a day, 5x a week with 30 minutes asynchronous per week; OR 1 hour a day, 5x a week with 3 hours asynchronous per week.
  - *For 160-hour Electives:* 4 hours a day, 4x a week.
- **Tech-Pro / TVL Electives (320 hours total):**
  - *Grade 11:* 2 hours and 30 minutes a day, 5x a week; OR 2 hours a day, 4x a week with 1 hour asynchronous.
  - *Grade 12:* 6 hours a day, 5x a week.
- **Homeroom Guidance Program (HGP):**
  - A minimum allocation of at least 1 hour per week is required across all programs.

**Step 4: Account for Operational Constraints**

Schools must reconcile the class program with institutional and logistical limitations, such as:

- Teacher availability and specialization
- Availability of facilities and shared instructional spaces such as laboratories, workshops, and computer rooms
- Teacher workload

**Step 5: Incorporate Breaks and Finalize**

The scheduling process shall conclude with the strategic integration of non-instructional periods to maintain balance within the school day. Designated "Health Breaks" and "Lunch Breaks" must be positioned naturally between major instructional blocks.

Sample class programs are provided in Annex D.1 for implementing the Strengthened Senior High School Curriculum in Grades 11 and 12.

Meanwhile, as non-pilot schools will still implement the 2016 K to 12 Curriculum for Grade 12 in SY 2026-2027, sample class programs for this purpose are provided in Annex D.2.

**ANNEX D1. Sample Class Schedules for the Strengthened Senior High School (SSHS) Curriculum**

**GRADE 11**

**Sample Grade 11 Program of Study and Class Schedule for Academic Track - Regular Shift**

<b>Arts Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Filipino Identity through the Arts (80 hours)	Leadership and Management in the Arts (80 hours)	Creative Industries - Literary Arts (80 hours)

**1st Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-8:30	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	General Mathematics
8:30-10:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
10:00-10:15	Health Break				
10:15-11:45	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:45-12:30	Lunch Break				
12:30-2:00	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life and Career Skills
2:00-3:00	Homeroom Guidance Program (HGP)	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts
3:00-4:00					

**2nd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-8:30	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	Effective Communication / Mabisang Komunikasyon	General Mathematics
8:30-10:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
10:00-10:15	Health Break				
10:15-11:45	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:45-12:30	Lunch Break				
12:30-2:00	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life and Career Skills
2:00-3:00	Leadership and Management through the Arts	Leadership and Management through the Arts	Leadership and Management through the Arts	Leadership and Management through the Arts	HGP
3:00-4:00					

### 3rd Term

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:30	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	General Mathematics
8:30-10:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
10:00-10:15	Health Break				
10:15-11:45	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:45-12:30	Lunch Break				
12:30-2:00	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life and Career Skills
2:00-3:00	Creative Industries - Literary Arts	Creative Industries - Literary Arts	Creative Industries - Literary Arts	Creative Industries - Literary Arts	HGP
3:00-4:00					

**Sample Grade 11 Program of Study and Class Schedule for  
Academic Track - Double Shift**

<b>Arts Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Filipino Identity through the Arts (80 hours)	Leadership and Management in the Arts (80 hours)	Creative Industries - Literary Arts (80 hours)

**1st Term**

**AM Shift**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
7:00-8:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
8:00-9:00	General Science	General Science	General Science	General Science	General Science
9:00-9:15	Health Break				
9:15-10:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
10:15-11:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:15-12:15	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts
12:15-12:45	HGP				

**Asynchronous Learning Allocation:**

*Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.*

**PM Shift**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00	HGP				
1:00-2:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
2:00-3:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
3:00-4:00	General Science	General Science	General Science	General Science	General Science
4:00-4:15	Health Break				
4:15-5:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
5:15-6:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
6:16-7:15	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts	Filipino Identity through the Arts

**Asynchronous Learning Allocation:**

*Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.*

**2nd Term  
AM Shift**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
7:00-8:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
8:00-9:00	General Science	General Science	General Science	General Science	General Science
9:00-9:15	Health Break				
9:15-10:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
10:15-11:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:15-12:15	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts
12:15-12:45	HGP				
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.</i>					

**PM Shift**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-2:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
2:00-3:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
3:00-4:00	General Science	General Science	General Science	General Science	General Science
4:00-4:15	Health Break				
4:15-5:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
5:15-6:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
6:16-7:15	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts	Leadership and Management in the Arts
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.</i>					

**3rd Term**
**AM Shift**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
7:00-8:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
8:00-9:00	General Science	General Science	General Science	General Science	General Science
9:00-9:15	Health Break				
9:15-10:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
10:15-11:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:15-12:15	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts
12:15-12:45	HGP				
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.</i>					

**PM Shift**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-2:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
2:00-3:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
3:00-4:00	General Science	General Science	General Science	General Science	General Science
4:00-4:15	Health Break				
4:15-5:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
5:15-6:15	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills	Life and Career Skills
6:16-7:15	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts	Creative Industries- Literary Arts
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.</i>					

**Sample Grade 11 Program of Study and Class Schedule for  
Tech-Pro Track - Regular Shift**

<b>Tourism-Related Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)

**1st to 3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-8:30	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	General Mathematics
8:30-10:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
10:00-10:15	Health Break				
10:15-11:45	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
11:45-12:30	Lunch Break				
12:30-2:00	Life and Career Skills	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
2:00-4:30	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)
4:30-5:00	HGP				

### Tech-Pro Track - Double Shift

<b>Tourism-Related Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon
General Mathematics	General Mathematics	General Mathematics
General Science	General Science	General Science
Life and Career Skills	Life and Career Skills	Life and Career Skills
Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino
Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)

#### **1st Term to 3rd Term**

##### **AM Shift**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	General Mathematics
7:00-8:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
8:00-9:00	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
9:00-9:15	Health Break				
9:15-10:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life and Career Skills
10:15-12:15	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)
12:15-12:45	HGP	HGP			
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 1 hour and 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week</i>					

##### **PM Shift**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00	HGP				
1:00-2:00	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	Effective Communication/ Mabisang Komunikasyon	General Mathematics
2:00-3:00	General Mathematics	General Mathematics	General Mathematics	General Science	General Science
3:00-4:00	General Science	General Science	Life and Career Skills	Life and Career Skills	Life and Career Skills
4:00-4:15	Health Break				
4:15-5:15	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Life and Career Skills
5:15-6:15	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)	Hotel Operations (Housekeeping Services)
6:16-7:15					
<b>Asynchronous Learning Allocation:</b>					
<i>Five (5) core subjects at 30 minutes per subject per week, and one (1) Elective subject at 3 hours per week.</i>					

## GRADE 12

### **Sample Grade 12 Program of Study and Class Schedule for Academic Track - Regular Shift**

<b>Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Biology 3 (80 hours)	Biology 4 (80 hours)	Basic Calculus (80 hours)
Chemistry 3 (80 hours)	Chemistry 4 (80 hours)	Finite Mathematics 2 (80 hours)
Research 1 (80 hours)	Pre-Calculus (80 hours)	Safety and First Aid (80 hours)
Human Movement 1 (80 hours)	Research 2 (80 hours)	Design & Innovation (80 hours)

#### **1st Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Biology 3	Biology 3	Biology 3	Biology 3	Chemistry 3
9:00-9:15	Health Break				
9:15-11:15	Chemistry 3	Chemistry 3	Chemistry 3	Research 1	Research 1
11:15-12:00	Lunch Break				
12:00-2:00	Research 1	Research 1	Human Movement 1	Human Movement 1	Human Movement 1
2:00-3:00	Human Movement 1		HGP		

#### **2nd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Biology 4	Biology 4	Biology 4	Biology 4	Chemistry 4
9:00-9:15	Health Break				
9:15-11:15	Chemistry 4	Chemistry 4	Chemistry 4	Pre-Calculus	Pre-Calculus
11:15-12:00	Lunch Break				
12:00-2:00	Pre-Calculus	Pre-Calculus	Research 2	Research 2	Research 2
2:00-3:00	Research 2		HGP		

#### **3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Basic Calculus	Basic Calculus	Basic Calculus	Basic Calculus	Finite Mathematics 2
9:00-9:15	Health Break				
9:15-11:15	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2	Safety and First Aid	Safety and First Aid
11:15-12:00	Lunch Break				
12:00-2:00	Safety and First Aid	Safety and First Aid	Design & Innovation	Design & Innovation	Design & Innovation
2:00-3:00	Design & Innovation		HGP		

**Sample Grade 12 Program of Study and Class Schedule for  
Academic Track - Double Shift**

<b>Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Biology 3 (80 hours)	Biology 4 (80 hours)	Basic Calculus (80 hours)
Chemistry 3 (80 hours)	Chemistry 4 (80 hours)	Finite Mathematics 2 (80 hours)
Research 1 (80 hours)	Pre-Calculus (80 hours)	Safety and First Aid (80 hours)
Human Movement 1 (80 hours)	Research 2 (80 hours)	Design & Innovation (80 hours)

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**1st Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:30	Biology 3	Biology 3	Biology 3	Biology 3	Biology 3
7:30-9:00	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1
9:00-9:15	Health Break				
9:15-10:45	Research 1	Research 1	Research 1	Research 1	Research 1
10:45-12:15	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00	HGP				
1:00-2:30	Biology 3	Biology 3	Biology 3	Biology 3	Biology 3
2:30-4:00	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1
4:00-4:15	Health Break				
4:15-5:45	Research 1	Research 1	Research 1	Research 1	Research 1
5:45-7:15	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3
Asynchronous of 4 subjects (30 mins. per subject)					

**2nd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:30	Biology 4	Biology 4	Biology 4	Biology 4	Biology 4
7:30-9:00	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
9:00-9:15	Health Break				
9:15-10:45	Research 2	Research 2	Research 2	Research 2	Research 2
10:45-12:15	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00	HGP				
1:00-2:30	Biology 4	Biology 4	Biology 4	Biology 4	Biology 4
2:30-4:00	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
4:00-4:15	Health Break				
4:15-5:45	Research 2	Research 2	Research 2	Research 2	Research 2
5:45-7:15	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4
Asynchronous of 4 subjects (30 mins. per subject)					

**3rd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:30	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2
7:30-9:00	Safety and First Aid	Safety and First Aid	Safety and First Aid	Safety and First Aid	Safety and First Aid
9:00-9:15	Health Break				
9:15-10:45	Basic Calculus	Basic Calculus	Basic Calculus	Basic Calculus	Basic Calculus
10:45-12:15	Design and Innovation	Design and Innovation	Design and Innovation	Design and Innovation	Design and Innovation
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00				HGP	
1:00-2:30	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2	Finite Mathematics 2
2:30-4:00	Safety and First Aid	Safety and First Aid	Safety and First Aid	Safety and First Aid	Safety and First Aid
4:00-4:15	Health Break				
4:15-5:45	Basic Calculus	Basic Calculus	Basic Calculus	Basic Calculus	Basic Calculus
5:45-7:15	Design and Innovation	Design and Innovation	Design and Innovation	Design and Innovation	Design and Innovation
Asynchronous of 4 subjects (30 mins. per subject)					

**Sample Grade 12 Program of Study and Class Schedule for  
Academic Track (Cross-Track) Regular Shift**

<b>Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Biology 3 (80 hours)	Biology 4 (80 hours)	Caregiving (Child Care) (320 hours)
Chemistry 3 (80 hours)	Chemistry 4 (80 hours)	
Advanced Mathematics (80 hours)	Pre-Calculus (80 hours)	
Research 1 (80 hours)	Research 2 (80 hours)	

**1st Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Biology 3	Biology 3	Biology 3	Biology 3	Chemistry 3
9:00-9:15	Health Break				
9:15-11:15	Chemistry 3	Chemistry 3	Chemistry 3	Research 1	Research 1
11:15-12:00	Lunch Break				
12:00-2:00	Research 1	Research 1	Advanced Mathematics	Advanced Mathematics	Advanced Mathematics
2:00-3:00	Advanced Mathematics		HGP		

**2nd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Biology 4	Biology 4	Biology 4	Biology 4	Chemistry 4
9:00-9:15	Health Break				
9:15-11:15	Chemistry 4	Chemistry 4	Chemistry 4	Pre-Calculus	Pre-Calculus
11:15-12:00	Lunch Break				
12:00-2:00	Pre-Calculus	Pre-Calculus	Research 2	Research 2	Research 2
2:00-3:00	Research 2		HGP		

**3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
9:00-9:15	Health Break				
9:15-11:15	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
11:15-12:00	Lunch Break				
12:00-2:00	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
2:00-3:00	HGP				

**Sample Grade 12 Program of Study and Class Schedule for  
Academic Track (Cross-Track) - Double Shift**

Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway		
1st Term	2nd Term	3rd Term
Biology 3 (80 hours)	Biology 4 (80 hours)	Caregiving (Child Care) (320 hours)
Human Movement 1 (80 hours)	Fundamentals of Basic Life Support (80 hours)	
Research 1 (80 hours)	First Aid (80 hours)	
Chemistry 3 (80 hours)	Chemistry 4 (80 hours)	

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**1st Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:30	Biology 3	Biology 3	Biology 3	Biology 3	Biology 3
7:30-9:00	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1
9:00-9:15	Health Break				
9:15-10:45	Research 1	Research 1	Research 1	Research 1	Research 1
10:45-12:15	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-2:30	Biology 3	Biology 3	Biology 3	Biology 3	Biology 3
2:30-4:00	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1	Human Movement 1
4:00-4:15	Health Break				
4:15-5:45	Research 1	Research 1	Research 1	Research 1	Research 1
5:45-7:15	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3	Chemistry 3
Asynchronous of 4 subjects (30 mins. per subject)					

**2nd Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:30	Biology 4	Biology 4	Biology 4	Biology 4	Biology 4
7:30-9:00	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support
9:00-9:15	Health Break				
9:15-10:45	First Aid	First Aid	First Aid	First Aid	First Aid
10:45-12:15	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-2:30	Biology 4	Biology 4	Biology 4	Biology 4	Biology 4
2:30-4:00	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support	Fundamentals of Basic Life Support
4:00-4:15	Health Break				
4:15-5:45	First Aid	First Aid	First Aid	First Aid	First Aid
5:45-7:15	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4	Chemistry 4
Asynchronous of 4 subjects (30 mins. per subject)					

**3rd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-9:00	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
9:00-9:15	Health Break				
9:15-12:15	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
12:15-12:45	HGP				

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00					HGP
1:00-4:00	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)
4:00-4:15	Health Break				
4:15-7:15	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)	Caregiving (Child Care)

**Sample Grade 12 Program of Study and Class Schedule for  
Technical-Professional Track - Regular Shift**

<b>Tourism-Related Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Tourism Services (320 hours)	Hotel Operations (Front Office Services) (320 hours)	Work Immersion (320 hours)

**1st Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
9:00-9:15	Health Break				
9:15-11:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
11:15-12:00	Lunch Break				
12:00-2:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
2:00-3:00	HGP				

**2nd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
9:00-9:15	Health Break				
9:15-11:15	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
11:15-12:00	Lunch Break				
12:00-2:00	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
2:00-3:00	HGP				

**3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:00-12:00	Work Immersion (break from 12:00-1:00PM) <i>Schedule 1 hour HGP</i>				
12:00-1:00					
1:00-3:00					

**Sample Grade 12 Program of Study and Class Schedule for  
Technical-Professional Track - Double Shift**

Tourism-Related Courses Pathway		
1st Term	2nd Term	3rd Term
Tourism Services (320 hours)	Hotel Operations (Front Office Services) (320 hours)	Work Immersion (320 hours)

**1st Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-9:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
9:00-9:15	Health Break				
9:15-12:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
12:15-12:45	HGP				

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-4:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
4:00-4:15	Health Break				
4:15-7:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services

**2nd Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-9:00	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
9:00-9:15	Health Break				
9:15-12:15	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
12:15-12:45	HGP				

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-4:00	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)
4:00-4:15	Health Break				
4:15-7:15	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)	Hotel Operations (Front Office Services)

**3rd Term**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-12:00	Work Immersion (break from 12:00-1:00PM) Schedule 1 hour HGP				
12:00-1:00					
1:00-3:00					

**Sample Grade 12 Program of Study and Class Schedule for  
Technical-Professional Track (with cross-track) - Regular Shift**

<b>Tourism-Related Courses Pathway</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
Citizenship and Civic Engagement (80 hours)	Tourism Services (320 hours)	Work Immersion (320 hours)
Business 1 (Basic Accounting) (80 hours)		
Finite Mathematics 1 (80 hours)		
Research 1 (80 hours)		

**1st Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Citizenship and Civic Engagement
9:00-9:15	Health Break				
9:15-11:15	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Finite Mathematics 1	Finite Mathematics 1
11:15-12:00	Lunch Break				
12:00-2:00	Finite Mathematics 1	Finite Mathematics 1	Research 1	Research 1	Research 1
2:00-3:00	Research 1		HGP		

**2nd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
9:00-9:15	Health Break				
9:15-11:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
11:15-12:00	Lunch Break				
12:00-2:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
2:00-3:00	HGP				

**3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:00-12:00	Work Immersion (break from 12:00-1:00PM) Schedule 1 hour HGP				
12:00-1:00					
1:00-3:00					

**Sample Grade 12 Program of Study and Class Schedule for  
Technical-Professional Track (with cross-track) - Double Shift**

Tourism-Related Courses Pathway		
1st Term	2nd Term	3rd Term
Citizenship and Civic Engagement (80 hours)	Tourism Services (320 hours)	Work Immersion (320 hours)
Business 1 (Basic Accounting) (80 hours)		
Finite Mathematics 1 (80 hours)		
Research 1 (80 hours)		

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**1st Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:30	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement
7:30-9:00	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)
9:00-9:15	Health Break				
9:15-10:45	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1
10:45-12:15	Research 1	Research 1	Research 1	Research 1	Research 1
12:15-12:45	HGP				
Asynchronous of 4 subjects (30 mins. per subject)					

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:00	HGP				
1:00-2:30	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement	Citizenship and Civic Engagement
2:30-4:00	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)	Business 1 (Basic Accounting)
4:00-4:15	Health Break				
4:15-5:45	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1	Finite Mathematics 1
5:45-7:15	Research 1	Research 1	Research 1	Research 1	Research 1
Asynchronous of 4 subjects (30 mins. per subject)					

**2nd Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-9:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
9:00-9:15	Health Break				
9:15-12:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
12:15-12:45	HGP				

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:00				HGP	
1:00-4:00	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
4:00-4:15	Health Break				
4:15-7:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services

**3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:00-12:00	Work Immersion (break from 12:00-1:00PM) <i>Schedule 1 hour HGP</i>				
12:00-1:00					
1:00-3:00					

**ANNEX D2. Sample Three-Term Class Program and Class Schedule for Grade 12 under 2016 K to 12 SHS Curriculum**

*The following samples illustrate how the semestral structure of the previous Grade 12 SHS curriculum can be adapted for implementation within a three-term academic calendar.*

**Sample Class Program for Academic Track**

This sample school offers the Science, Technology, Engineering, and Mathematics (STEM) Strand under the Academic Track. The table below presents a sample schedule of Grade 12 learners' subjects across the two (2) semesters. All other core, applied, and specialized subjects not shown have already been completed during Grade 11.

**Science, Technology, Engineering, and Mathematics (STEM)**

<b>STEM in Semestral Schedule</b>	
<b>1st Sem</b>	<b>2nd Sem</b>
<ul style="list-style-type: none"> <li>• 21st Century Literature from the Philippines and the World (80 hours)</li> <li>• Filipino sa Piling Larang (80 hours)</li> <li>• Contemporary Philippine Arts from the Region (80 hours)</li> <li>• Media &amp; Information Literacy (80 hours)</li> <li>• General Biology 1 (80 hours)</li> <li>• General Physics 1 (80 hours)</li> <li>• English for Academic &amp; Professional Purposes (80 hours)</li> <li>• Practical Research 2 (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• General Physics 2 (80 hours)</li> <li>• Understanding Culture, Society &amp; Politics (80 hours)</li> <li>• General Biology 2 (80 hours)</li> <li>• General Chemistry 2 (80 hours)</li> <li>• Inquiries, Investigation &amp; Immersion (80 hours)</li> <li>• Entrepreneurship (80 hours)</li> <li>• Research/Capstone Project (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>

In line with the shift from a semestral to a three-term schedule, the school shall develop a subject schedule for Grade 12 learners distributed across three terms. The sequencing and arrangement of subjects within and across terms may vary based on resource availability, teacher assignment, and subject pre-requisites.

<b>STEM in Three-Term Schedule</b>		
<b>1st Term</b>	<b>2nd Term</b>	<b>3rd Term</b>
<ul style="list-style-type: none"> <li>• 21st Century Literature from the Philippines and the World (80 hours)</li> <li>• Filipino sa Piling Larang (80 hours)</li> <li>• Contemporary Philippine Arts from the Region (80 hours)</li> <li>• Media &amp; Information Literacy (80 hours)</li> <li>• General Biology 1 (80 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• General Physics 1 (80 hours)</li> <li>• Practical Research 2 (80 hours)</li> <li>• Understanding Culture, Society &amp; Politics (80 hours)</li> <li>• General Biology 2 (80 hours)</li> <li>• General Chemistry 2 (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• English for Academic &amp; Professional Purposes (80 hours)</li> <li>• Entrepreneurship (80 hours)</li> <li>• Inquiries, Investigation &amp; Immersion (80 hours)</li> <li>• General Physics 2 (80 hours)</li> <li>• Research/Capstone Project (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>

The following sample class programs are based on the three-term subject scheduling. Schools must ensure that the instructional hours allotted for each subject are reflected in the class program. For schools implementing double shifts, asynchronous sessions may be included, provided that these are clearly reflected in both the class schedule and the teacher's load.

### Regular Shift

#### 1st Term

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-9:00	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	Filipino sa Piling Larang
9:00-9:15	Health Break				
9:15-11:15	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region
11:15-11:45	Lunch Break				
11:45-1:45	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy
1:45-3:45	Media & Information Literacy	General Biology 1	General Biology 1	General Biology 1	General Biology 1
3:45-4:15	HGP				

#### 2nd Term

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-9:00	General Physics 1	General Physics 1	General Physics 1	General Physics 1	Practical Research 2
9:00-9:15	Health Break				
9:15-11:15	Practical Research 2	Practical Research 2	Practical Research 2	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics
11:15-11:45	Lunch Break				
11:45-1:45	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	General Biology 2	General Biology 2	General Biology 2
1:45-3:45	General Biology 2	General Chemistry 2	General Chemistry 2	General Chemistry 2	General Chemistry 2
3:45-4:45	HGP	Physical Education and Health	Physical Education and Health		

**3rd Term**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:00-9:00	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	Entrepreneurship
9:00-9:15	Health Break				
9:15-11:15	Entrepreneurship	Entrepreneurship	Entrepreneurship	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion
11:15-11:45	Lunch Break				
11:45-1:45	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	General Physics 2	General Physics 2	General Physics 2
1:45-3:45	General Physics 2	Research/Capstone Project	Research/Capstone Project	Research/Capstone Project	Research/Capstone Project
3:45-4:45	HGP	Physical Education and Health	Physical Education and Health		

**Double Shift****1st Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World
7:00-8:00	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang
8:00-9:00	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region
9:00-9:15	Break				
9:15-10:15	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy
10:15-11:15	General Biology 1	General Biology 1	General Biology 1	General Biology 1	General Biology 1
11:15-11:45	HGP				
Asynchronous sessions for remaining instructional hours					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:00-12:30	HGP				
12:30-1:30	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World	21st Century Literature from the Philippines and the World
1:30-2:30	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang	Filipino sa Piling Larang
2:30-3:30	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region	Contemporary Philippine Arts from the Region
3:30-3:45	Break				
3:45-4:45	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy	Media & Information Literacy
4:45-5:45	General Biology 1	General Biology 1	General Biology 1	General Biology 1	General Biology 1
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**2nd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	General Physics 1	General Physics 1	General Physics 1	General Physics 1	General Physics 1
7:00-8:00	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2
8:00-9:00	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics
9:00-9:15	Break				
9:15-10:15	General Biology 2	General Biology 2	General Biology 2	General Biology 2	General Biology 2
10:15-11:15	General Chemistry 2	General Chemistry 2	General Chemistry 2	General Chemistry 2	General Chemistry 2
11:15-12:00	HGP		Physical Education and Health	Physical Education and Health	Physical Education and Health
Asynchronous sessions for remaining instructional hours					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:00-12:30	Physical Education and Health	Physical Education and Health	Physical Education and Health	HGP	
12:30-1:30	General Physics 1	General Physics 1	General Physics 1	General Physics 1	General Physics 1
1:30-2:30	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2
2:30-3:30	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics	Understanding Culture, Society & Politics
3:30-3:45	Break				
3:45-4:45	General Biology 2	General Biology 2	General Biology 2	General Biology 2	General Biology 2
4:45-5:45	General Chemistry 2	General Chemistry 2	General Chemistry 2	General Chemistry 2	General Chemistry 2
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**3rd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes
7:00-8:00	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship
8:00-9:00	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion
9:00-9:15	Break				
9:15-10:15	General Physics 2	General Physics 2	General Physics 2	General Physics 2	General Physics 2
10:15-11:15	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project
11:15-11:45	HGP		Physical Education and Health	Physical Education and Health	Physical Education and Health
Asynchronous sessions for remaining instructional hours					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:00-12:30	Physical Education and Health	Physical Education and Health	Physical Education and Health	HGP	
12:30-1:30	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes	English for Academic & Professional Purposes
1:30-2:30	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship
2:30-3:30	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion	Inquiries, Investigation & Immersion
3:30-3:45	Break				
3:45-4:45	General Physics 2	General Physics 2	General Physics 2	General Physics 2	General Physics 2
4:45-5:45	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project	Research/ Capstone Project
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

### Sample Class Program for TVL Track

This sample school offers the Home Economics (HE) Strand under the Technical-Vocational-Livelihood (TVL) Track. The table below presents a sample schedule of Grade 12 learners' subjects across the two (2) semesters. All other core, applied, and specialized subjects not shown have already been completed during Grade 11.

#### Technology-Vocational-Livelihood (TVL) Track

TVL Track in Semestral Schedule	
First Semester	Second Semester
<ul style="list-style-type: none"> <li>• Earth and Life Science (80 hours)</li> <li>• Introduction to the Philosophy of the Human Person (80 hours)</li> <li>• Contemporary Philippine Arts from the Regions (80 hours)</li> <li>• Media and Information Literacy (80 hours)</li> <li>• Practical Research 2 (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Science (80 hours)</li> <li>• Empowerment Technologies (for Tech-Voc) (80 hours)</li> <li>• Entrepreneurship (80 hours)</li> <li>• Inquiries, Investigation and Immersion (80 hours)</li> <li>• Work Immersion (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>
Tourism Promotion Services (NC II) (160 hours)	
Food and Beverage Services (NC II) (160 hours)	

In line with the shift from a semestral to a three-term schedule, the school shall develop a subject schedule for Grade 12 learners distributed across three terms. The sequencing and arrangement of subjects within and across terms may vary based on resource availability, teacher assignment, and subject pre-requisites.

TVL Track in Three-Term Schedule		
1st Term	2nd Term	3rd Term
<ul style="list-style-type: none"> <li>• Earth and Life Science (80 hours)</li> <li>• Introduction to the Philosophy of the Human Person (80 hours)</li> <li>• Contemporary Philippine Arts from the Regions (80 hours)</li> <li>• Physical Education and Health (20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Research 2 (80 hours)</li> <li>• Media and Information Literacy (80 hours)</li> <li>• Physical Education and Health (80 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Science (80 hours)</li> <li>• Empowerment Technologies (for Tech-Voc) (80 hours)</li> <li>• Entrepreneurship (80 hours)</li> <li>• Inquiries, Investigation and Immersion (80 hours)</li> <li>• Work Immersion (80 hours)</li> </ul>
Tourism Promotion Services (NC II) (160 hours)		
Food and Beverage Services (NC II) (160 hours)		

Under the semestral structure, the specialized subjects Tourism Promotion Services and Food and Beverage Services, each with 160 hours, were distributed across both semesters. In the three-term structure, these specializations are scheduled in Terms 1 and 2. The Work Immersion subject may be implemented in any term.

The following sample class programs are based on the three-term subject scheduling. Schools must ensure that the instructional hours allotted for each subject are reflected in the class program. For schools implementing double shifts, asynchronous sessions may be included, provided that these are clearly reflected in both the class schedule and the teacher's load.

**Regular Shift****1st Term**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-9:00	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science	Food and Beverage Services
9:00-9:15	Health Break				
9:15-11:15	Introduction to the Philosophy of the Human Person	Introduction to the Philosophy of the Human Person	Introduction to the Philosophy of the Human Person	Introduction to the Philosophy of the Human Person	Food and Beverage Services
11:15-11:45	Lunch Break				
11:45-1:45	Contemporary Philippine Arts from the Regions	Contemporary Philippine Arts from the Regions	Contemporary Philippine Arts from the Regions	Contemporary Philippine Arts from the Regions	Tourism Promotion Service
1:45-3:45	Food and Beverage Services	Food and Beverage Services	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service
3:45-4:45	HGP		Physical Education and Health	Physical Education and Health	

**2nd Term**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-9:00	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2	Food and Beverage Services
9:00-9:15	Health Break				
9:15-11:15	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Food and Beverage Services
11:15-11:45	Lunch Break				
11:45-1:45	Food and Beverage Services	Food and Beverage Services	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service
1:45-2:45	HGP	Physical Education and Health	Physical Education and Health	Tourism Promotion Service	Tourism Promotion Service

**3rd Term**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-9:00	Physical Science	Physical Science	Physical Science	Physical Science	Work Immersion
9:00-9:15	Health Break				
9:15-11:15	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	Work Immersion
11:15-11:45	Lunch Break				
11:45-1:45	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	Work Immersion
1:45-3:45	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Work Immersion
3:45-4:45	HGP				

**Double Shift****1st Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science
7:00-8:00	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person
8:00-9:00	Contemporary Philippine Arts from the Region	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science
9:00-9:15	Break				
9:15-10:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
10:15-11:15	Food Services	Food Services	Food Services	Food Services	Food Services
11:15-12:15			Physical Education and Health	Physical Education and Health	HGP
Asynchronous sessions for remaining instructional hours					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:30	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science
1:30-2:30	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person	Introduction to Philosophy of the Human Person
2:30-3:30	Contemporary Philippine Arts from the Region	Earth and Life Science	Earth and Life Science	Earth and Life Science	Earth and Life Science
3:30-3:45	Lunch Break				
3:45-4:45	Tourism Services	Tourism Services	Tourism Services	Tourism Services	Tourism Services
4:45-5:45	Food Services	Food Services	Food Services	Food Services	Food Services
5:45-6:45			Physical Education and Health	Physical Education and Health	HGP
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**2nd Term**

<b>AM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
6:00-7:00	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2
7:00-8:00	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy
8:00-9:00	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services
9:00-9:15	Break				
9:15-10:15	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service
10:15-12:15			Physical Education and Health	Physical Education and Health	HGP
Asynchronous sessions for remaining instructional hours					

<b>PM Shift</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12:30-1:30	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2	Practical Research 2
1:30-2:30	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy	Media and Information Literacy
2:30-3:30	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services	Food and Beverage Services
3:30-3:45	Lunch Break				
3:45-4:45	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service	Tourism Promotion Service
4:45-5:45			Physical Education and Health	Physical Education and Health	HGP
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

**3rd Term**

AM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	Physical Science	Physical Science	Physical Science	Physical Science	8:00-12:00 <i>(Work Immersion)</i>
7:00-8:00	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	
8:00-9:00	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	
9:00-9:15	Break				
9:15-10:15	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	1:00-4:00 <i>(Work Immersion)</i>
10:15-11:15	Physical Science	Empowerment Technologies	Entrepreneurship	Inquiries, Investigation and Immersion	
11:15-12:15				HGP	
Asynchronous sessions for remaining instructional hours					

PM Shift	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:30	Physical Science	Physical Science	Physical Science	Physical Science	8:00-12:00 <i>(Work Immersion)</i>
1:30-2:30	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	Empowerment Technologies	
2:30-3:30	Entrepreneurship	Entrepreneurship	Entrepreneurship	Entrepreneurship	
3:30-3:45	Lunch Break				
3:45-4:45	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	Inquiries, Investigation and Immersion	1:00-5:00 <i>(Work Immersion)</i>
4:45-5:45	Physical Science	Empowerment Technologies	Entrepreneurship	Inquiries, Investigation and Immersion	
5:45-6:45				HGP	
Asynchronous sessions for remaining instructional hours					

**Note: The asynchronous class schedule should be reflected in the teacher's schedule as part of their teaching load.**

## ANNEX E. SSHS Computation of General Average

The SSHS Curriculum adopts a **unit-based grading system** for the computation of a learner's General Average. Under this system, subjects are assigned equivalent units based on prescribed instructional hours to ensure equitable weighting across subject classifications. The table below outlines the specific unit equivalents for each subject classification.

Table 19. Unit System of the SSHS Curriculum

Subject Classification	Instructional Hours	Units per Term
Core Subjects	160 hours across 3 terms	2 units
Academic Electives	80 hours per term	3 units
Arts Electives, specifically: <ul style="list-style-type: none"><li>• Arts Apprenticeship</li><li>• Creative Production and Presentation</li></ul>	160 hours per term	6 units
Techpro Electives in Grade 11	320 hours across 3 terms	4 units
Techpro Electives in Grade 12	320 hours per term	12 units

### A. Guidelines for Computing the Term Average

1. Each subject shall be assigned its corresponding equivalent unit per term based on its total instructional hours.
2. The grade for each subject shall be multiplied by the corresponding number of units per term to obtain the Term Average (Subject Grade × Units).
3. The sum of all weighted grades shall be divided by the total number of units earned during the term.
4. The resulting quotient shall be the learner's Term Average, expressed to the nearest whole number.

Represented mathematically:

$$\text{Term Average} = (\Sigma [\text{Final Grade} \times \text{Term Units}]) \div (\text{Total Units})$$

### Illustrative Examples

To guide schools in applying the unit system accurately, sample computations of the General Average using different Elective classifications.

These sample computations shall serve strictly as **reference models** and shall not limit schools from offering other allowable subject combinations, provided that weighting is consistent with the prescribed unit system.

### GRADE 11 ACADEMIC TRACK

Subjects	Final Grade	Units	Grade x Units
Effective Communication/ Mabisang Komunikasyon	80	2	160
General Mathematics	85	2	170
General Science	85	2	170
Life Skills	90	2	180
Pag-aaral ng Kasaysayan at Lipunang Pilipino	80	2	160
Finite Mathematics 1	83	3	249
Total		13	1089
General Average		83.77 Reported as <b>84</b>	

### GRADE 11 TECHNICAL-PROFESSIONAL TRACK

Subjects	Final Grade	Units	Grade x Units
Effective Communication/ Mabisang Komunikasyon	80	2	160
General Mathematics	85	2	170
General Science	85	2	170
Life Skills	90	2	180
Pag-aaral ng Kasaysayan at Lipunang Pilipino	80	2	160
Care Giving	92	4	368
Total		14	1208
General Average		86.29 Reported as <b>86</b>	

### GRADE 12 TECHNICAL-PROFESSIONAL TRACK

Subjects	Final Grade	Units	Grade x Units
Care Giving (Adult Care)	95	12	1,140
Total		12	1,140
General Average		95 Reported as <b>95</b>	

### B. Guidelines for Computing the General Weighted Average

1. Each subject shall be assigned its corresponding equivalent unit per year based on its total instructional hours.
2. The grade for each subject shall be multiplied by the corresponding number of units per year to obtain the Subject Average (Subject Grade × Units).
3. The sum of all weighted grades shall be divided by the total number of units earned during the year.
4. The resulting quotient shall be the learner's General Weighted Average for the grade level, expressed to the nearest whole number.

Represented mathematically:

$$\text{General Weighted Average} = (\Sigma [\text{Final Grade} \times \text{Year}]) \div (\text{Total Units})$$

### Illustrative Examples:

#### GRADE 11 ACADEMIC TRACK

Subjects	Term 1 Grade	Term 2 Grade	Term 3 Grade	Units/ Term	Units	Final Grade
Effective Comm / Mabisang Kom	80	85	90	2	6	85
General Math	90	92	91	2	6	91
General Science	76	78	82	2	6	78
Life and Career Skills	80	80	80	2	6	80
Pag-aaral ng Kasaysayan at Lipunang Pilipino	93	95	98	2	6	95
Acad Elec1	76			3	3	76
Acad Elec2		88		3	3	88
Acad Elec3			92	3	3	92
Total					39	
Average	82	86.46	89.07			85.84
Average to be Reported	<b>82</b>	<b>86</b>	<b>89</b>			<b>86</b>

**Grade 12 ACADEMIC TRACK**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ Term</b>	<b>Units</b>	<b>Final Grade</b>
Acad Elec4	76			3	3	76
Acad Elec5	88			3	3	88
Acad Elec6	90			3	3	90
Acad Elec7	93			3	3	93
Acad Elec8		95		3	3	95
Acad Elec9		86		3	3	86
Acad Elec10		78		3	3	78
Acad Elec11		81		3	3	81
Acad Elec12			77	3	3	77
Acad Elec13			85	3	3	85
Acad Elec14			99	3	3	99
Acad Elec15			92	3	3	92
Total					36	
Average	86.75	85	88.25			86.67
Average to be Reported	<b>87</b>	<b>85</b>	<b>88</b>			<b>87</b>

**GRADE 12 ACADEMIC TRACK WITH CROSS TRACK OPTION**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ Term</b>	<b>Units</b>	<b>Final Grade</b>
Acad Elec4	76			3	3	76
Acad Elec5	88			3	3	88
Acad Elec6	90			3	3	90
Acad Elec7	93			3	3	93
Acad Elec8		95		3	3	95
Acad Elec9		86		3	3	86
Acad Elec10		78		3	3	78
Acad Elec11		81		3	3	81
Tech-Pro Elec			96	12	12	96
Total					36	
Average	86.75	85	96			89.25
Average to be Reported	<b>87</b>	<b>85</b>	<b>96</b>			<b>89</b>

**GRADE 11 TECHNICAL-PROFESSIONAL TRACK**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ Term</b>	<b>Units</b>	<b>Final Grade</b>
Effective Comm / Mabisang Kom	80	85	90	2	6	85
General Math	90	92	91	2	6	91
General Science	76	78	82	2	6	79
Life and Career Skills	80	80	80	2	6	80
Pag-aaral ng Kasaysayan at Lipunang Pilipino	93	95	98	2	6	95
Tech-Pro Elective 1	86	90	92	4	12	89
Total					42	
Average	84.43	87.14	89.29			86.95
Average to be Reported	<b>84</b>	<b>87</b>	<b>89</b>			<b>87</b>

**GRADE 12 TECHNICAL-PROFESSIONAL TRACK  
(2 ELECTIVES-1 TERM WORK IMMERSION)**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ term</b>	<b>Units</b>	<b>Final Grade</b>
Tech-Pro Elective 2	76			12	12	76
Tech-Pro Elective 3		85		12	12	85
Work Immersion (320 hours)			90	12	12	90
Total					36	
Average	76	85	90			83.67
Average to be Reported	<b>76</b>	<b>85</b>	<b>90</b>			<b>84</b>

**GRADE 12 TECHNICAL-PROFESSIONAL TRACK  
(1 ELECTIVE-2 TERM WORK IMMERSION)**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ term</b>	<b>Units</b>	<b>Final Grade</b>
Tech-Pro Elective 2	76			12	12	76
Work Immersion (320 hours)		85		12	12	85
Work Immersion (320 hours)			90	12	12	90
Total					36	
Average	76	85	90			83.67
Average to be Reported	<b>76</b>	<b>85</b>	<b>90</b>			<b>84</b>

**GRADE 12 TECHNICAL-PROFESSIONAL TRACK WITH CROSS TRACK OPTION**

<b>Subjects</b>	<b>Term 1 Grade</b>	<b>Term 2 Grade</b>	<b>Term 3 Grade</b>	<b>Units/ term</b>	<b>Units</b>	<b>Final Grade</b>
TechPro Elective 2	76			12	12	76
Academic Elective 1		85		3	3	85
Academic Elective 2		87		3	3	87
Academic Elective 3		92		3	3	92
Academic Elective 4		85		3	3	85
Work Immersion (320 hours)			90	12	12	90
					36	
Average	76	87.25	90			84.42
Average to be Reported	<b>76</b>	<b>87</b>	<b>90</b>			<b>84</b>

**ANNEX F. Guide for Transferees and Balik-Aral Learners in the 2016 K to 12 SHS Curriculum vis-à-vis the SSHS Curriculum**

**Learner Transferees.** Learners transferring between schools implementing the 2016 K to 12 SHS Curriculum and the SSHS Curriculum shall comply with the documentary requirements for transfer prescribed under DepEd Order No. 17, s. 2025, or the latest applicable issuance.

- i. **Transferees from the 2016 K to 12 SHS Curriculum to the SSHS Curriculum.** Learners who will transfer from the 2016 K to 12 SHS Curriculum to the SSHS Curriculum shall adhere to the following:
- Learners must pass all core, applied, and specialized subjects taken from the 2016 K to 12 SHS Curriculum in Grade 11.
  - Once admitted, the learner should complete 960 hours of Electives to complete the Grade 12 graduation requirements.

However, if the learner will transfer in the middle of the SY (i.e., finished only one semester or term of the 2016 K to 12 SHS Curriculum):

- Learners must pass all Grade 11 core, applied, and specialized subjects taken from the 2016 K to 12 SHS Curriculum.
- The learner should adhere to the SSHS Grade 12 minimum requirements for graduation of at least 960 hours of Electives.
- Subjects completed by the learner from the 2016 K to 12 SHS Curriculum may be credited as Electives, as indicated in the Equivalency Matrix in Annex F.

For **School Year 2026–2027, the second year of implementation of the SSHS pilot, such transfers shall only be permitted when supported by a valid justification (e.g., displacement, migration/change of residence, or other circumstances) demonstrating that transfer is the most viable option for the learner.**

- ii. **Transferees from the SSHS Curriculum to the 2016 K to 12 SHS Curriculum.** Learners who will transfer from the SSHS Curriculum to the 2016 K to 12 SHS Curriculum shall adhere to the following:
- Learners must pass all Core Subjects and Electives taken from the SSHS Curriculum.
  - The learner should adhere to the SSHS Grade 12 minimum requirements for graduation of at least 960 hours of Electives.
  - Any subject taken in the school to which the learner transfers may be credited as Electives.
  - Learners should take subjects that are most relevant to their preferred post-secondary pathway, and avoid taking duplicate subjects (i.e., learners should not take what they have already taken in Grade 11).

**Balik-Aral Learners.** Balik-Aral learners shall be granted a maximum of two (2) school years as a transition period to accommodate equivalency and program completion requirements. Should the learner fail to resume schooling by SY 2028-2029, they shall be required to re-enroll in Grade 11 under the SSHS Curriculum.

- i. **Grade 12 Balik-Aral Learners.** Balik-aral learners who have completed and passed Grade 11 under the 2016 K to 12 SHS Curriculum and intend to enroll in Grade 12 under the SSHS Curriculum shall be admitted to their preferred SSHS track. Learners will complete their Grade 12 by adhering to the SSHS Grade 12 minimum requirements for graduation of at least 960 hours of Electives. Any subject taken in the receiving school will count as an elective leading to Grade 12 completion.
- ii. **Balik-Aral Learners who completed only the First Semester of Grade 11.** Balik-aral learners who completed and passed only the first semester of Grade 11 under the 2016 K to 12 SHS Curriculum but were unable to continue the second semester are advised to re-enroll in and complete the full Grade 11 program under the SSHS Curriculum.

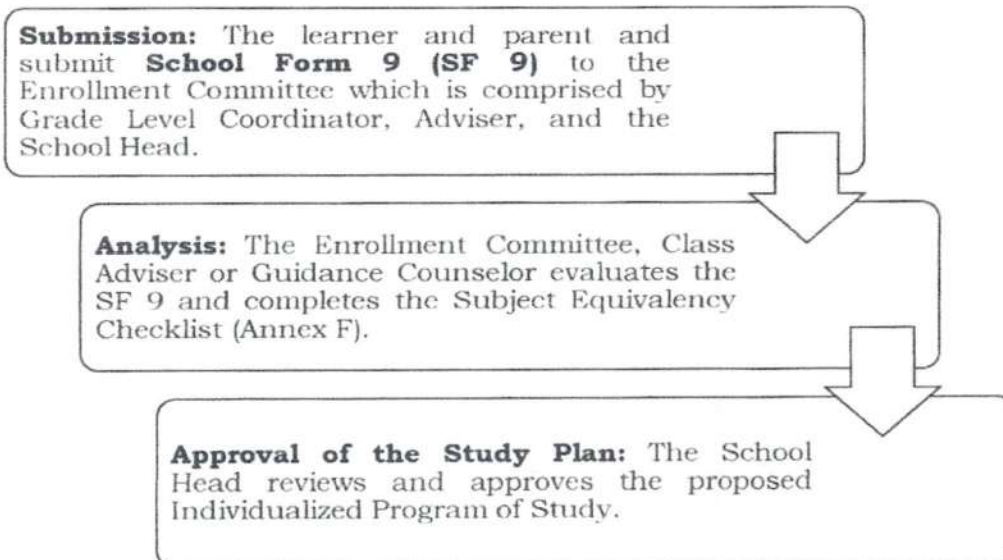
The Subject Evaluation Checklist in **Annex F.1** shall be used by the school's enrollment committee in determining the appropriate subject crediting of learners transferring from K to 12 SHS Curriculum to the SSHS Curriculum. The checklist contains the learner's academic background, completed subjects, corresponding subject credits, and final enrollment recommendations.

The Equivalency Matrix in **Annex F.2** presents the corresponding equivalencies between subjects under the 2016 K to 12 SSHS Curriculum and the Strengthened Senior High School (SSHS) Curriculum. Subjects previously completed under the 2016 K to 12 SSHS Curriculum may be credited under the SSHS Curriculum, depending on the degree of alignment in learning competencies and curriculum requirements.

The School Enrollment Committee shall determine whether the learner qualifies for Grade 12 or if it is more appropriate for the learner to enroll in Grade 11 under the SSHS, considering the equivalency of completed subjects, curriculum requirements, and learner readiness.

### Process for Determining Equivalency

The process for determining equivalency shall be done in the enrollment period.



**Annex F.1 Subject Evaluation Checklist**

The Subject Evaluation Checklist shall be used by the school's enrollment committee in determining the appropriate subject crediting of learners transferring between schools implementing the 2016 K to 12 SHS Curriculum and the SSSH Curriculum. **The checklist shall be used at the school level for decision-making, and need not be submitted to the Schools Division Office (SDO) or Regional Office (RO). Schools can access the template here: <https://tinyurl.com/Annex-F1>**

**Learner and Transfer Information**

Item	Details
Learner Name	
LRN	
Current Grade Level	<input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12
Originating Curriculum	<input type="checkbox"/> K-12 SHS <input type="checkbox"/> SSSH
Receiving Curriculum	<input type="checkbox"/> K-12 SHS <input type="checkbox"/> SSSH
Track / Strand / Cluster	
School Year of Transfer	

**Subject Evaluation**

Subjects in the Originating School	Subjects in the Receiving School	Completed	Credit Granted	Remarks
		<input type="checkbox"/>	<input type="checkbox"/> Full <input type="checkbox"/> None	

*\*Add subjects depending on what was taken by the learner.*

**FINAL EVALUATION AND RECOMMENDATION**

**Recommended Action:**

- Full credit transfer
- Enrollment in missing subjects
- Referral to the designated school offering the 2016 K to 12 SHS curriculum
- Referral to the designated school offering the SSSH Curriculum

Other recommendations:

Subjects to be taken:

**Evaluator's Remarks:**

Evaluated by	Signature	Date
SHS Coordinator/Subject Head		
School Head		

### Annex F.2 Equivalency Matrix (K to 12 SHS vis-à-vis SSHS)

The Equivalency Matrix presents the corresponding equivalencies between subjects under the 2016 K to 12 SHS Curriculum and the SSHS Curriculum. Subjects previously completed under the 2016 K to 12 SHS Curriculum may be credited under the SSHS Curriculum and vice versa.

Specifically:

- **2016 K to 12 SHS to SSHS Crediting:** To credit a subject in the SSHS Curriculum (Column 2), a learner must have completed the corresponding subjects listed in the 2016 K to 12 SHS Curriculum (Column 1).
- **SSHS to 2016 K to 12 SHS Crediting:** To credit the subjects under the 2016 K to 12 SHS Curriculum (Column 1), a learner must have completed the corresponding electives listed under the SSHS Curriculum (Column 2).

#### ELECTIVES

##### Arts, Social Sciences, and Humanities

2016 K to 12 SHS	SSHS	REMARKS
<ul style="list-style-type: none"> <li>• Creative Industries I: Arts and Design Appreciation and Production, and</li> <li>• Physical and Personal Development in the Arts</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• Creative Industries - Visual Arts</li> <li>• Creative Industries - Literary Arts</li> <li>• Creative Industries - Media Arts</li> <li>• Creative Industries - Applied and Traditional Arts</li> <li>• Art Criticism and Creative Markets</li> <li>• Arts 1 (Creative Industries I) - <i>SY 2025-2026 pilot</i></li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Creative Industries II: Performing Arts, and</li> <li>• Physical and Personal Development in the Arts</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• Creative Industries - Music</li> <li>• Creative Industries - Dance</li> <li>• Creative Industries - Theater Arts</li> <li>• Performance Criticism and Creative Markets</li> <li>• Arts 2 (Creative Industries II) - <i>SY 2025-2026 pilot</i></li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Creative Writing; Creative Nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Composition 1, and</li> <li>• Creative Composition 2</li> </ul>	CREDITED

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
<ul style="list-style-type: none"> <li>Developing Filipino Identity in the Arts,</li> <li>Integrating the Elements and Principles of Organization in the Arts, and</li> <li>Contemporary Philippine Arts from the Regions</li> </ul>	<ul style="list-style-type: none"> <li>Filipino Identity Through the Arts</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Introduction to Philosophy of the Human Person</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the Philosophy of the Human Person</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Leadership and Management in Different Arts Fields</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and Management in the Arts</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Filipino sa Piling Larang (Teknikal-Bokasyonal)</li> </ul>	<ul style="list-style-type: none"> <li>Filipino 2 - Filipino para sa Larang Teknikal-Propesyonal</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Filipino sa Piling Larang (Isports)</li> </ul>	<ul style="list-style-type: none"> <li>Filipino 2 - Filipino sa Isports</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Filipino sa Piling Larang (Sining at Disenyo)</li> </ul>	<ul style="list-style-type: none"> <li>Filipino 2 - Filipino sa Sining at Disenyo</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Community Engagement, Solidarity and Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship and Civic Engagement</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Literature from the Philippines and the World</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary Literature 1, and</li> <li>Contemporary Literature 2</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino,</li> <li>Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik, and</li> <li>Filipino sa Piling Larang (Akademik)</li> </ul>	<ul style="list-style-type: none"> <li>Filipino 1 - Wika at Komunikasyon sa Akademikong Filipino</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Malikhaing Pagsulat</li> </ul>	<ul style="list-style-type: none"> <li>Malikhaing Pagsulat</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Philippine Politics and Governance</li> </ul>	<ul style="list-style-type: none"> <li>Philippine Governance (Philippine Politics and Governance)</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Disciplines and Ideas in the Applied Social Sciences, and</li> <li>Disciplines and Ideas in the Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Social Sciences (Theory and Practice)</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Introduction to World Religions and Belief Systems</li> </ul>	-	CREDITED AS SSHS ELECTIVE
<ul style="list-style-type: none"> <li>Trends, Networks, and Critical Thinking in the 21st Century</li> </ul>	-	CREDITED AS SSHS ELECTIVE

### Business and Entrepreneurship

2016 K to 12 SHS	SSHS	REMARKS
<ul style="list-style-type: none"> <li>• Fundamentals of Accountancy, Business, and Management 1, and</li> <li>• Fundamentals of Accountancy, Business, and Management 2</li> </ul>	<ul style="list-style-type: none"> <li>• Business 1 - Basic Accounting</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Organization and Management, and</li> <li>• Business Ethics and Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Organization and Management</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Business Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Business 2 - Business Finance and Income Taxation</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Applied Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Business 3 - Business Economics</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Principles of Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary Marketing</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Business Math</li> </ul>	-	CREDITED AS SSHS ELECTIVE

### Science, Technology, Engineering, and Mathematics

2016 K to 12 SHS	SSHS	REMARKS
<ul style="list-style-type: none"> <li>• General Biology 1, and</li> <li>• General Biology 2</li> </ul>	<ul style="list-style-type: none"> <li>• Biology 1,</li> <li>• Biology 2,</li> <li>• Biology 3, and</li> <li>• Biology 4</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• General Chemistry 1, and</li> <li>• General Chemistry 2</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry 1,</li> <li>• Chemistry 2,</li> <li>• Chemistry 3, and</li> <li>• Chemistry 4</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Earth Science, and</li> <li>• Disaster Readiness and Risk Reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Earth and Space Science 1,</li> <li>• Earth and Space Science 2,</li> <li>• Earth and Space Science 3, and</li> <li>• Earth and Space Science 4</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• General Physics 1, and</li> <li>• General Physics 2</li> </ul>	<ul style="list-style-type: none"> <li>• Physics 1,</li> <li>• Physics 2,</li> <li>• Physics 3, and</li> <li>• Physics 4</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual Physics and Chemistry in Daily Life</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>• Earth and Life Science</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual Biology and Earth and Space Science</li> </ul>	CREDITED

2016 K to 12 SHS	SSHS	REMARKS
• Empowerment Technologies	• Empowerment Technologies	CREDITED
• Pre-Calculus	• Pre-Calculus	CREDITED
• Basic Calculus	• Basic Calculus	CREDITED

#### Sports, Health, and Wellness

2016 K to 12 SHS	SSHS	REMARKS
• Human Movement	• Human Movement 1 – Basic Anatomy in Sports and Exercise	CREDITED
• Fundamentals of Coaching	• Sports Coaching	CREDITED
• Sports Officiating and Activity Management	• Sports Officiating	CREDITED
• Safety and First Aid	• First Aid	CREDITED
• Physical Education and Health (Grade 11)	• Physical Education 1 – Fitness and Recreation	CREDITED
• Physical Education and Health (Grade 12)	• Physical Education 2 – Sports and Dance	CREDITED
• Sports Officiating and Activity Management	• Sports Activity Management	CREDITED
• Psychosocial Aspects of Sports and Exercise	-	CREDITED AS SSHS ELECTIVE

#### Field Experience

2016 K to 12 SHS	SSHS	REMARKS
• Apprenticeship and Exploration in the Performing Arts (Dance)	• Arts Apprenticeship – Dance	CREDITED
• Apprenticeship and Exploration in the Performing Arts (Music)	• Arts Apprenticeship – Music	CREDITED
• Apprenticeship and Exploration in the Performing Arts (Theater Arts)	• Arts Apprenticeship – Theater Arts	CREDITED
• Apprenticeship & Exploration in Arts Production (Literary Arts)	• Arts Apprenticeship – Literary Arts	CREDITED
• Apprenticeship and Exploration in Arts Production (Visual Arts and Media Arts)	Any of the following: • Arts Apprenticeship – Visual Arts, • Arts Apprenticeship – Media Arts • Arts Apprenticeship – Traditional Cultural Expressions	CREDITED

2016 K to 12 SHS	SSHS	REMARKS
<ul style="list-style-type: none"> <li>Inquiries, Investigations, and Immersion (III), and</li> <li>Culminating Activity</li> </ul>	<ul style="list-style-type: none"> <li>Design and Innovation</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Practical Research 1, and</li> <li>Practical Research 2</li> </ul>	<ul style="list-style-type: none"> <li>Research 1, and</li> <li>Research 2</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Practicum (In-Campus)</li> </ul>	<ul style="list-style-type: none"> <li>In-Campus Field Exposure for Sports</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Work Immersion</li> </ul>	<ul style="list-style-type: none"> <li>Work Immersion</li> </ul>	CREDITED
<ul style="list-style-type: none"> <li>Production in the Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>Creative Production and Presentation</li> </ul>	CREDITED

### Tech-Pro Electives

#### Aesthetic, Wellness, and Human Care

2016 K to 12 SHS	SSHS	REMARKS
Beauty/Nail Care NC II	Aesthetic Services (Beauty Care)	CREDITED
Barbering NC II	-	CREDITED AS SSHS ELECTIVE
Caregiving NC II (old TR)	Caregiving (Adult Care)	CREDITED
Caregiving NC II (old TR)	Caregiving (Child Care)	CREDITED
Hairdressing NC II	Hairdressing Services	CREDITED
Wellness Massage NC II	-	CREDITED AS SSHS ELECTIVE

#### Agri-Fishery Business and Food Innovation

2016 K to 12 SHS	SSHS	REMARKS
Agricultural Crops Production NC I/II	Agricultural Crops Production	CREDITED
Aquaculture NC II	Aquaculture	CREDITED
Fish Capture NC II	Fish Capture Operation	CREDITED
Food Processing NC II	Food Processing	CREDITED
Organic Agriculture NC II	Organic Agriculture Production	CREDITED
Animal Production (Poultry-Chicken) NC II	Poultry Production (Chicken)	CREDITED
Animal Production (Large Ruminants) NC II	Ruminants Production	CREDITED
Animal Production (Swine) NC II	Swine Production	CREDITED

**Artisanry and Creative Enterprise**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Dressmaking and Tailoring NC II	Garments Artisanry	CREDITED
Handicraft (Non-NC)	Handicrafts: Weaving	CREDITED

**Automotive and Small Engine Technologies**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Driving NC II and Automotive NC I	Driving and Automotive Servicing	CREDITED

**Construction and Building Technologies**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Carpentry NC I and NC II	Carpentry	CREDITED
Masonry NC II, Tile Setting NC II and Plumbing NC II	Construction Operation	CREDITED
SMAW NC I and NC II	Manual Metal Arc Welding	CREDITED
Technical Drafting NC II	Technical Drafting	CREDITED

**Creative Arts and Design Technologies**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Animation NC II	Animation	CREDITED
Illustration NC II	Illustration	CREDITED
Visual Graphic Design NC II	Visual Graphic Design	CREDITED

**Hospitality and Tourism**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Bread and Pastry Production NC II	Bakery Operations	CREDITED
Events Management Services NC III	Events Management Services	CREDITED
Food and Beverage Services NC II	Food and Beverage Operations	CREDITED
Front Office Services NC II	Hotel Operations (Front Office Services)	CREDITED
Housekeeping NC II	Hotel Operations (Housekeeping Services)	CREDITED
Cookery NC II	Kitchen Operations	CREDITED
Local Tour Guiding/Tourism Promotion/Tourism Services NC II	Tourism Services	CREDITED

**Industrial Technologies**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Domestic Refrigeration and Air-Conditioning NC II	Domestic Refrigeration and Air-Conditioning Servicing	CREDITED
Electrical Installation and Maintenance NC II	Electrical Installation and Maintenance	CREDITED
Electronic Products Assembly and Servicing NC II	Electronic Products Assembly and Servicing	CREDITED
Commercial Air-Conditioning Installation Servicing	Commercial Air-Conditioning Installation and Servicing	CREDITED

**ICT Support and Computer Programming Technologies**

<b>2016 K to 12 SHS</b>	<b>SSHS</b>	<b>REMARKS</b>
Broadband Installation NC II	Broadband Installation	CREDITED
Computer Programming (Java) NC III	Computer Programming (Java)	CREDITED
Computer Programming (.Net Technology) NC III	Computer Programming (.Net Technology)	CREDITED
Computer Programming (Oracle Database) NC III	Computer Programming (Oracle Database)	CREDITED
Computer System Servicing NC II	Computer Systems Servicing	CREDITED
Contact Center Services NC II	Contact Center Services	CREDITED