




Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



REGIONAL MEMORANDUM

No. 511 s. 2025

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

FROM : **JOCELYN DR ANDAYA** 
Regional Director, NCR
Concurrent Officer-in-Charge
Office of the Assistant Secretary for Operations

SUBJECT : **PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM FOR GRADE 11 IN SCHOOL YEAR 2025-2026**

DATE : June 16, 2025

- Attached is **DepEd Memorandum No. 048, s. 2025**, dated **June 14, 2025**, signed by **Secretary Sonny Angara**, relative to the above-captioned subject, for information and appropriate action.
- For reference and guidance, you may access the following links:
 - 📌 **Materials from the Orientation for School Leaders**
<https://tinyurl.com/SSHSOrientation61425>
 - 📌 **Asynchronous Webinar on SHS Core and Overview of Electives**
<https://tinyurl.com/Advisory-Asynch-SSHS>
(For those who missed the synchronous session; open to teachers and school leaders of pilot schools, both public and private)
 - 📌 **Shaping Paper and Curriculum Guides**
<https://www.deped.gov.ph/strengthened-shs-program/>
 - 📌 **Lesson Exemplars and Curated Learning Resources**
<https://tinyurl.com/Strengthened-SHS-LRs>
- For any clarification regarding the guidelines, you may contact the Central Office Technical Working Group (TWG) at strengthenedshs@deped.gov.ph.
- Immediate dissemination of this Memorandum is desired.



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Republic of the Philippines
Department of Education

JUN 14 2025

DepEd MEMORANDUM
No. **048**, s. 2025

**PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL
CURRICULUM FOR GRADE 11 IN SCHOOL YEAR 2025-2026**

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

1. In line with the directive of President Ferdinand R. Marcos Jr. to rationalize the senior high school (SHS) curriculum and the Department of Education's (DepEd) commitment to continuously enhance the quality of basic education, particularly at the SHS level, DepEd shall pilot the **Strengthened Senior High School Curriculum** for school year (SY) 2025-2026.
2. The Strengthened SHS Curriculum is anchored on the following vision for the reform:
 - a. Streamlined tracks and subjects to enhance clarity and efficiency;
 - b. Expanded learner choice to align education with individual aspirations;
 - c. Aligned education with industry needs and national development goals to boost employability;
 - d. Supported seamless transitions to various curriculum exits; and
 - e. Established stackable and seamless learning pathways for continued academic and career growth.
3. To ensure readiness for nationwide adoption, the Department shall implement a **pilot rollout of the Strengthened SHS Curriculum** beginning **June 16, 2025**, for **Grade 11 learners in select pilot schools**. This pilot implementation forms part of a phased approach designed to surface potential challenges, gather field-based insights, and refine strategies for effective curriculum delivery, teacher preparation, and systems support.
4. To ensure its relevance and responsiveness to the needs of various education stakeholders, the Strengthened SHS Curriculum was developed and refined through partnerships and sustained engagements with key government agencies, including the Commission on Higher Education (CHED), the Technical Education and Skills

Development Authority (TESDA), and the Second Congressional Commission on Education (EDCOM II). Various industry partners, academic institutions, DepEd field officials, teachers, parents, learners, and other stakeholders were also consulted.

5. For any related questions or concerns, please contact the **Technical Working Group** for the Pilot Implementation of the Strengthened SHS Program at strengthenedshs@deped.gov.ph.
6. Immediate dissemination of this Memorandum is desired.



SONNY ANGARA
Secretary

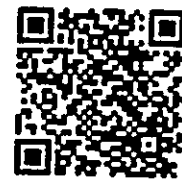
Encl: .
As stated

References:

DepEd Order Nos. 021, s. 2019 and 8, s. 2015

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

ASSESSMENT
CURRICULUM
LEARNERS
PROGRAMS
SCHOOLS
SECONDARY EDUCATION
TEACHERS



(Enclosure to DepEd Memorandum No. 048, s. 2025)

PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM FOR GRADE 11 IN SCHOOL YEAR 2025–2026

Pilot Implementation Objectives

1. The main objective of the pilot implementation is to gather valuable insights and data that will inform the full implementation of the Strengthened Senior High School (SHS) Curriculum.
2. Specifically, the pilot aims to:
 - a. Identify the necessary support mechanisms and capacity-building needs of teachers and school leaders for the effective delivery of the Strengthened SHS Curriculum;
 - b. Recognize and proactively address potential challenges, issues, or gaps that may arise; and
 - c. Inform refinements to the policies and programs of the Department of Education (DepEd) for the full rollout of the Strengthened SHS Curriculum.

Scope and Coverage

3. These guidelines shall apply to the pilot schools, as previously announced through OM-OSEC-OUOPS-2025-01-03133 and updated through OM-OSEC-OUOPS-2025-01-03469, their respective Schools Division and Regional Offices and Central Office Bureaus and Services.
4. For SY 2025–2026, the Strengthened SHS program will be implemented in Grade 11 only.

Selection of Pilot Schools

5. The pilot schools were selected based on the process outlined in Joint Memorandum No. OM-OSEC-OUOPS-2025-01-02265 titled “Nomination of Potential Pilot Schools for the Strengthened SHS Program”.
6. The Regional Offices (ROs) and Schools Division Offices (SDOs) consolidated and reviewed the reports from the interested schools. The ROs provided scores and nominated the schools for the pilot implementation based on the following criteria:
 - a. Diversity of electives offered;
 - b. Sufficiency of teachers; and
 - c. Availability of facilities and learning resources.
7. The DepEd Central Office (CO), through a Technical Working Group (TWG), selected the pilot schools from the nominees submitted by the ROs. To ensure a more inclusive and comprehensive implementation, additional rural schools were also invited to participate in the pilot, while remaining cognizant of sufficient representation of small and large schools in rural and

urban contexts, as well as the participation of schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Their inclusion will allow DepEd to better understand how the curriculum performs in diverse contexts and to identify unique challenges and needs. Insights from their participation will support the development of more responsive and equitable strategies for the full implementation of the Strengthened SHS Curriculum. The pilot implementation of the Strengthened SHS in BARMM is closely coordinated with the Ministry of Basic, Higher, and Technical Education (MBHTE).

8. The final list of pilot schools was released through Joint Memorandum No. OM-OSEC-OUOPS-2025-01-03469 titled "Final List of Pilot Schools for the Strengthened SHS Program for SY 2025–2026".

The Strengthened SHS Curriculum

9. The Strengthened SHS Curriculum introduces key structural, instructional, and content-related reforms to enhance learner choice based on ability and aspirations and improve workforce readiness. These changes are designed to ensure that learners acquire relevant skills and competencies aligned with the demands of higher education, middle skills development, employment, and entrepreneurship.
10. The Shaping Paper of the Strengthened SHS Curriculum provides a detailed discussion of the research, policy foundations, and rationale behind these enhancements. It serves as a key reference for understanding the philosophy and design principles that inform the strengthened curriculum. The Strengthened SHS Shaping Paper and Curriculum Guides can be accessed via <https://www.deped.gov.ph/strengthened-shs-program>.
11. The SHS Program shall transition from the current four-track structure into two primary educational pathways: the Academic Track and the Technical-Professional (TechPro) Track. Schools shall realign their subject offerings according to this two-track model.
12. The Strengthened SHS Curriculum design shall also exclusively emphasize the core subjects and elective offerings in order to minimize overlaps and simplify learning areas.

Core Subjects

13. Developed in close coordination with the Technical Panel for General Education of the Commission on Higher Education, the five core subjects espouse an integrative approach where the premium is on connections and relationships of ideas and concepts between and among disciplines. These core subjects shall be offered throughout the entire year (two semesters) instead of being limited to a single semester. These subjects shall be taught by qualified teachers with the appropriate specialization and training aligned with the content and pedagogical requirements of each subject area. The list of core subjects and their corresponding hours are detailed in Table 1.

TABLE 1
List of Core Subjects

Subject	Number of Hours per Year	Number of Hours per Week	Teachers
Effective Communication/ Mabisang Komunikasyon	80 hours/ 80 hours	2 hours/2 hours	English and Filipino Teachers
General Mathematics	160 hours	4 hours	Mathematics Teachers
General Science	160 hours	4 hours	Science Teachers (any major)
Life and Career Skills	160 hours	4 hours	Values Education, HOPE (Health Optimizing Physical Education), and Personal Development (PerDev) Teachers
Pag-aaral ng Kasaysayan at Lipunang Pilipino	160 hours	4 hours	Araling Panlipunan and Social Science Teachers

Electives

14. Clusters of electives refer to organized groupings of elective subjects in the Strengthened SHS Curriculum. These clusters are designed to help students choose electives that align with their interests and career goals, while also simplifying their decision-making process. However, **clusters are not the same as strands** because clusters offer flexible groupings of elective subjects that students can choose from, while strands are rigid, pre-defined sets of subjects that limit student choice to a specific specialization.
15. A structured approach to offering electives is intentionally designed to address key logistical and pedagogical considerations. As such, it is recommended that prioritization in the offering of electives, especially for the Academic Track, be considered for Grade 11 of SY 2025–2026.
16. The recommended prioritization of academic electives is reflected in Table 2. Tier 1 electives are subjects similar to those offered in the current SHS curriculum, regardless of track offerings, and therefore have the appropriate teacher complement. As such, specifically for the pilot implementation alone, schools shall prioritize the offering of Tier 1 academic electives. A school may select and offer a minimum of four Tier 1 electives during the school year per program of study based on its available resources, facilities, teacher expertise, and learners' choice. Meanwhile, schools with identified areas of specialization may offer Tier 2 academic electives, which are tailored to specific fields such as Business, Sports, and Arts and Design.
17. The School Head shall determine the number of learners required to offer an elective, considering the school's capacity in terms of teachers and available facilities.

18. All Academic Track electives shall be offered for one semester with a total of 80 hours. Table 2 provides an initial list of Academic Track electives to be offered in Grade 11 for SY 2025–2026. The list of other electives to be offered in SY 2026–2027 will be released in a separate issuance.

TABLE 2
List of Electives for the Academic Track

CLUSTER	TIER 1 ELECTIVES	TIER 2 ELECTIVES
Arts, Social Sciences, and Humanities	<ul style="list-style-type: none"> • Contemporary Literature 1 (80 hours) • Creative Composition 1 (80 hours)/Malikhaing Pagsulat (80 hours) • Arts 1 (Creative Industries 1 - <i>Visual Art, Literary Art, Media Art, Applied Art, & Traditional Arts</i>) (80 hours) and/or, Arts 2 (Creative Industries 2 - <i>Music, Dance, & Theater Arts</i>) (80 hours) • Filipino 1 (<i>Wika at Komunikasyon sa Akademikong Filipino</i>) (80 hours) • Introduction to Philosophy (80 hours) • Social Sciences (<i>Theory & Practice</i>) (80 hours) • Philippine Governance (<i>Philippine Politics and Governance</i>) (80 hours) 	<ul style="list-style-type: none"> • Citizenship & Civic Engagement (80 hours) • Contemporary Literature 2 (80 hours) • Creative Composition 2 (80 hours) • Filipino Identity Through the Arts (80 hours) • Filipino 2 (<i>Filipino sa Larang Teknikal - Propesyonal</i>) (80 hours) • Filipino 2 (<i>Filipino sa Isports</i>) (80 hours) • Filipino 2 (<i>Filipino sa Sining at Disenyo</i>) (80 hours) • Leadership and Management in the Arts (80 hours)
Business and Entrepreneurship	<ul style="list-style-type: none"> • Business 1 (<i>Basic Accounting</i>) (80 hours) • Introduction to Organization and Management (80 hours) 	<ul style="list-style-type: none"> • Business 2 (<i>Business Finance and Income Taxation</i>) (80 hours) • Business 3 (<i>Business Economics</i>) (80 hours) • Contemporary Marketing (80 hours) • Entrepreneurship (80 hours)
Science, Technology, Engineering, and Mathematics	<ul style="list-style-type: none"> • Finite Mathematics 1 (80 hours) and/or 2 (80 hours) • Science Electives: <ul style="list-style-type: none"> - <i>Biology 1 & 2</i> (80 hours each); and/or - <i>Chemistry 1 & 2</i> (80 hours each); and/or - <i>Earth and Space Science & 2</i> (80 hours each); and/or 	<ul style="list-style-type: none"> • None

CLUSTER	TIER 1 ELECTIVES	TIER 2 ELECTIVES
	- <i>Physics 1 & 2</i> (80 hours each)	
Sports, Health, and Wellness	<ul style="list-style-type: none"> Human Movement 1 (<i>Basic Anatomy in Sports & Exercise</i>) (80 hours) 	<ul style="list-style-type: none"> Human Movement 2 (<i>Motor Skills Development</i>) (80 hours) Physical Education 1 (<i>Fitness & Recreation</i>) (80 hours) Physical Education 2 (<i>Sports & Dance</i>) Sports Activity Management (80 hours) Sports Coaching (80 hours) Sports Officiating (80 hours)

19. Schools offering the TechPro Track may select from the list of electives based on the school's operational capacity, facilities, resources, and trained personnel. Table 3 provides an initial list of techpro electives to be offered in Grade 11 for SY 2025–2026. The list of other electives to be offered in SY 2026–2027 will be released in a separate issuance.
20. All techpro electives in Grade 11 shall be implemented for one school year with a total of 320 hours. In Grade 12, techpro electives shall have a total duration of 320 hours but will be offered in one semester.

TABLE 3
List of Electives for the Technical-Professional Track

CLUSTERS	ELECTIVES
Aesthetic, Wellness, and Human Care	<ol style="list-style-type: none"> Aesthetic Services (Beauty Care) – NC II Barbering Services – NC II Caregiving (Adult Care) – NC II Caregiving (Child Care) – NC II Hairdressing Services – NC II
Agri-Fishery Business and Food Innovation	<ol style="list-style-type: none"> Agricultural Crops Production – NC II Agro-Entrepreneurship – NC II Aquaculture – NC II Fish Capture – NC II Food Processing – NC II Organic Agriculture Production – NC II Poultry Production (Chicken) – NC II Ruminants Production – NC II Swine Production – NC II
Artisanry and Creative Enterprise	<ol style="list-style-type: none"> Garments and Artisanry – NC II Handicrafts (Weaving) – NC II
Automotive and Small Engine Technologies	<ol style="list-style-type: none"> Automotive Servicing (Electrical Repair) – NC II

CLUSTERS	ELECTIVES
	2. Automotive Servicing (Engine and Chassis Repair) – NC II 3. Driving and Automotive Servicing – NC I and NC II 4. Motorcycle and Small Engine Servicing – NC II
Construction and Building Technologies	1. Carpentry – NC I and NC II 2. Construction Operation – NC I and NC II 3. Manual Metal Arc Welding – NC I and/or NC II 4. Technical Drafting – NC II
Creative Arts and Design Technologies	1. Animation – NC II 2. Illustration – NC II 3. Visual Graphic Design – NC II
Hospitality and Tourism	1. Bakery Operations – NC II 2. Events Management Services – NC II 3. Food and Beverage Operations – NC II 4. Hotel Operations (Front Office Services) – NC II 5. Hotel Operations (Housekeeping Services) – NC II 6. Kitchen Operations – NC II 7. Tourism Services – NC II
ICT Support and Computer Programming Technologies	1. Broadband Installation – NC II 2. Computer Programming (.NET Technology) – NC III 3. Computer Programming (Java) – NC III 4. Computer Programming (Oracle Database) – NC III 5. Computer Systems Servicing – NC II 6. Contact Center Services – NC II
Industrial Technologies	1. Commercial Air-Conditioning Installation and Servicing – NC III 2. Domestic Refrigeration and Air-Conditioning Servicing – NC II 3. Electrical Installation Maintenance – NC II 4. Electronic Product and Assembly Servicing – NC II 5. Mechatronics – NC II 6. Photovoltaic Systems Installation – NC II
Maritime Transport	1. Marine Engineering at the Support Level – Non-NC 2. Marine Transportation at the Support Level – Non-NC 3. Ships Catering Services – NC I and/or NC II

Operational Support for Implementation

21. Recognizing that schools have been diligently preparing for the implementation of the Strengthened SHS Curriculum in anticipation of the upcoming school year, this section serves as a reference guide for ongoing implementation throughout the academic year.
22. While initial preparations may have been completed, at the school level, the School Heads shall remain primarily responsible for the effective management and supervision of the Strengthened SHS Curriculum

implementation. The School Heads must ensure that the following support mechanisms are maintained and improved to enable the effective delivery of the curriculum throughout the year:

- a. Career Guidance Program
- b. Curriculum Offerings and Specializations
- c. Teacher Complement Management
- d. Class Size and Class Programming
- e. Workload of Non-teaching Personnel
- f. Orientation and Professional Development

A. Career Guidance Program

23. The School Heads shall ensure the continuous provision of career guidance services for students throughout the academic year. Particularly for Grade 11 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; and
 - d. Information dissemination on the offerings under the Strengthened SHS Curriculum.
24. 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, Guidance Teachers, and Class Advisers shall play a central role in facilitating this ongoing process.

B. Curriculum Offerings and Specializations

25. While initial determinations of SHS tracks and specializations have been made based on the consolidated learner profiles (interests, aptitudes, and career inclinations), available school resources (teacher complement, facilities, and logistical capacity), and consultations with the SDO, the School Head should continuously monitor and evaluate these offerings throughout the academic year. Any necessary adjustments should be proposed in coordination with the SDO, considering evolving student needs and implementation experiences.
26. Schools should continue to assess how their offerings align with community needs, workforce and industry skills demand, local development plans, and available industry partnerships, making refinements as opportunities arise.
27. The SDO shall conduct regular monitoring of the school's capacity to deliver the implemented tracks, considering emerging challenges and successes

during actual implementation. This includes ongoing assessment of logistical requirements for specialized electives and ensuring that facilities and learning resources remain adequate or are enhanced through partnerships as the year progresses.

C. Teacher Complement Management

28. 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.
29. Teacher assignments throughout the year should be based on subject matter expertise and appropriate certifications.
30. Teacher workload shall be governed by existing DepEd policies, including Republic Act (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 Strengthened SHS Curriculum.

D. Class Size and Class Programming

31. Schools shall aim for the following class size standards while recognizing that immediate compliance may not be feasible for all schools:
 - a. General Classes: Maximum of 40 learners per class
 - b. Laboratory/Workshop Electives: Maximum of 25 learners per class, particularly for those requiring hands-on laboratory or workshop engagement, following the standards in DepEd Order (DO) No. 035, s. 2020 titled "Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2020-2021".
32. Schools that are unable to meet these standards due to learner population, facility limitations, or other constraints may offer larger class sizes and implement appropriate measures to maintain instructional quality.
33. The School Heads shall lead in the preparation of class programs that accommodate all required subjects, including Work Immersion, and make efficient use of school facilities and resources, and teacher availability. A sample prototype program of study is provided in Annex A.

E. Workload of Non-teaching Personnel

34. The SDO shall identify available School Counselors within the division who may be assigned to provide support to pilot schools.
35. If the pilot schools have no Administrative Officer II, the SDO shall assign the pilot school to be part of a cluster of schools supported by an Administrative Officer II.

F. Orientation and Professional Development

36. School Heads, with support from the DepEd 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.
37. 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.
38. School Heads, teachers, relevant department heads, Public Schools District Supervisor (PSDSs), Education Program Supervisors (EPSs), Curriculum and Learning Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and other personnel involved in the pilot implementation of the Strengthened SHS Curriculum shall undergo orientation sessions.
39. The National Educators Academy of the Philippines (NEAP), in collaboration with the Curriculum and Teaching (CT) Strand and its field counterparts, will provide necessary support for capacity-building activities.

Work Immersion

40. The Strengthened SHS curriculum allows the extension of immersion hours from the original 80–320 hours to up to 320–640 hours, depending on the track and specialization. Other than the adjusted time allotment, schools must continue to adhere to DO No. 30, s. 2017 titled “Guidelines for Work Immersion”.
41. The Work Immersion must emphasize authentic learning experiences in real-world work environments and foster strong partnerships with industry and other relevant institutions. Further details and updated implementation guidelines shall be issued in a separate memorandum.

Teaching and Learning Resources

42. The DepEd CO, through the Bureau of Learning Resources (BLR), shall provide curated teaching and learning resources. Lesson exemplars aligned with the Strengthened SHS Curriculum may be accessed through the following link: <https://tinyurl.com/Strengthened-SHS-LRs>.
43. Schools may utilize supplementary learning resources to enrich the teaching and learning process as appropriate.

Assessment, Awards, and Recognition

44. Teachers in the pilot schools shall conduct regular formative and summative assessments to monitor learner progress against the learning competencies of the Strengthened SHS Curriculum and to inform instruction.

45. Existing policies on classroom-based assessment, such as DO No. 8, s. 2015 titled “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program”, shall apply unless specific policies or guidelines for the assessment of the Strengthened SHS Curriculum are issued.
46. Policies on awards and recognition shall continue to follow the provisions of DO No. 35, s. 2016 titled “Policy Guidelines on Awards and Recognition for the K to 12 Basic Education”, until amended or replaced by subsequent issuances.

Funding Requirements

47. Funding for orientation, resources training, and monitoring and evaluation activities related to the pilot implementation shall be allocated from appropriate DepEd funds, subject to standard budgeting, accounting, auditing, and procurement rules and regulations. A separate memorandum shall be issued to cover specific guidelines on the fund source and its proper utilization.
48. The ROs shall designate a focal person to manage and monitor fund utilization, submitting all necessary reports as required.

Technical Assistance, Monitoring, and Evaluation

49. Alongside the pilot implementation of the curriculum, DepEd, in collaboration with the Philippine Institute of Development Studies (PIDS) shall conduct an evaluation study.
50. Additional guidance on monitoring and evaluation will be provided through a separate issuance and orientation. Broadly, the following are the responsibilities of the different governance levels:
 - a. The DepEd CO, in coordination with ROs and SDOs, will provide the frameworks and tools that will be used for monitoring and evaluation.
 - b. ROs and SDOs, through the CLMD, CID, and School Governance and Operations Division (SGOD), will collaborate to provide both technical assistance for implementation and guidance for monitoring and evaluation.
 - c. School Heads are responsible for completing the required forms and other data collection tools that will be provided by their respective regional and division offices.
51. Additionally, School Heads are encouraged to document implementation experiences, challenges, and successful strategies throughout the academic year to inform future curriculum delivery and policy refinements.

Systems Development and Future Implementation

52. The DepEd CO is actively developing systems and guidelines for mechanisms that will further enhance the SHS Program, including but not limited to:
 - a. Cross-enrollment arrangements, teacher reassignment protocols, and consortium arrangements between pilot schools to address limited elective offerings; and
 - b. Microcertification and microcredential frameworks, including external partnerships and assessment protocols for competencies acquired outside the school.

53. **These mechanisms will not be available for the first semester of SY 2025-2026 as systems development is ongoing.** Schools should wait for additional guidelines before implementing such arrangements.

Annex A

Prototype Program of Study and Class Schedule

PROTOTYPE NUMBER OF SUBJECTS FOR GRADE 11

Track	Core Subjects	Electives	Total Subjects
Academic	5	4 Academic Electives <ul style="list-style-type: none"> • 2 electives in 1st Semester • 2 electives in 2nd Semester 	9
Technical Professional (TechPro)	5	1 TechPro Elective <ul style="list-style-type: none"> • This is taken for 1 year in Grade 11 to complete the nominal 320-hour requirement 	6

PROTOTYPE TIMEFRAME

Regular Shift

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00	Core 1	Core 1	Core 1	Core 1	Homeroom Guidance Program (HGP)
9:00-10:00	Core 2	Core 2	Core 2	Core 2	Core 5
10:00-10:15	Break				
10:15-11:15	Core 3	Core 3	Core 3	Core 3	Core 5
11:15-12:15	Core 4	Core 5	Core 4	Core 4	Core 4
12:15-1:15	Lunch				
1:15-2:15	Elective 1	Elective 1	Core 5	Elective 1	Elective 1
2:15-3:15	Elective 2	Elective 2	Elective 2	Elective 2	

Morning Shift

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	Core 1	Core 1	Core 1	Core 1	HGP
7:00-8:00	Core 2	Core 2	Core 2	Core 2	Core 5
8:00-9:00	Core 3	Core 3	Core 3	Core 3	Core 5
9:00-9:15	Break				
9:15-10:15	Core 4	Core 5	Core 4	Core 4	Core 4
10:15-11:15	Elective 1	Elective 1	Core 5	Elective 1	Elective 1
11:15-12:15	Elective 2	Elective 2	Elective 2	Elective 2	

Afternoon Shift

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:30-1:30	Core 1	Core 1	Core 1	Core 1	HGP
1:30-2:30	Core 2	Core 2	Core 2	Core 2	Core 5
2:30-2:45	Break				
2:45-3:45	Core 3	Core 3	Core 3	Core 3	Core 5
3:45-4:45	Core 4	Core 5	Core 4	Core 4	Core 4
4:45-5:45	Elective 1	Elective 1	Core 5	Elective 1	Elective 1
5:45-6:45	Elective 2	Elective 2	Elective 2	Elective 2	

Purely Academic Track Pre-Law Related-Course/ Social Science Related-Course Pathway Sample Grade 11 Program of Study	
1 st Semester	2 nd Semester
General Mathematics (160 hours)	
General Science (160 hours)	
Effective Communication/Mabisang Komunikasyon (160 hours)	
Pag-aaral ng Kasaysayan at Lipunang Pilipino (160 hours)	
Life and Career Skills (160 hours)	
Social Sciences (<i>Theory and Practice</i>) (80 hours)	Philippine Governance (<i>Philippine Politics and Governance</i>) (80 hours)
Creative Composition 1 (80 hours)	Contemporary Literature 1 (80 hours)
Homeroom Guidance Program (1 hour per week)	

Sample Class Schedule for Grade 11 1st Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Social Sciences	Social Sciences	Life and Career Skills	Social Sciences	Social Sciences
11:15-12:15	Creative Composition 1	Creative Composition 1	Creative Composition 1	Creative Composition 1	

Sample Class Schedule for Grade 11 2nd Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Philippine Governance	Philippine Governance	Life and Career Skills	Philippine Governance	Philippine Governance
11:15-12:15	Contemporary Literature 1	Contemporary Literature 1	Contemporary Literature 1	Contemporary Literature 1	

Purely Academic Track	
Allied Health Sciences-Related Courses/ Pre-Med Courses Pathway	
Sample Grade 11 Program of Study	
1st Semester	2nd Semester
General Mathematics (160 hours)	
General Science (160 hours)	
Effective Communication/Mabisang Komunikasyon (160 hours)	
Pag-aaral ng Kasaysayan at Lipunang Pilipino (160 hours)	
Life and Career Skills (160 hours)	
Biology 1 (80 hours)	Biology 2 (80 hours)
Chemistry 1 (80 hours)	Chemistry 2 (80 hours)
Homeroom Guidance Program (1 hour per week)	

Sample Class Schedule for Grade 11 1st Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Biology 1	Biology 1	Life and Career Skills	Biology 1	Biology 1
11:15-12:15	Chemistry 1	Chemistry 1	Chemistry 1	Chemistry 1	

Sample Class Schedule for Grade 11 2nd Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Biology 2	Biology 2	Life and Career Skills	Biology 2	Biology 2
11:15-12:15	Chemistry 2	Chemistry 2	Chemistry 2	Chemistry 2	

Purely Technical Professional (TechPro) Track Tourism-Related Courses Pathway Grade 11 Schedule of Subjects	
1st Semester	2nd Semester
General Mathematics (160 hours)	
General Science (160 hours)	
Effective Communication/Mabisang Komunikasyon (160 hours)	
Pag-aaral ng Kasaysayan at Lipunang Pilipino (160 hours)	
Life and Career Skills (160 hours)	
Tourism Services (320 hours for one year)	
Homeroom Guidance Program (1 hour per week)	

Sample Class Schedule for Grade 11 1st Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Tourism Services	Tourism Services	Life and Career Skills	Tourism Services	Tourism Services
11:15-12:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	

Sample Class Schedule for Grade 11 2nd Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Tourism Services	Tourism Services	Life and Career Skills	Tourism Services	Tourism Services
11:15-12:15	Tourism Services	Tourism Services	Tourism Services	Tourism Services	n

Purely Technical Professional (TechPro) Track Allied-Health Sciences- Related Courses Pathway Grade 11 Schedule of Subjects	
1st Semester	2nd Semester
General Mathematics (160 hours)	
General Science (160 hours)	
Effective Communication/Mabisang Komunikasyon (160 hours)	
Pag-aaral ng Kasaysayan at Lipunang Pilipino (160 hours)	
Life and Career Skills (160 hours)	
Caregiving: Child Care (320 hours for one year)	
Homeroom Guidance Program (1 hour per week)	

Sample Class Schedule for Grade 11 1st Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Caregiving: Child Care	Caregiving: Child Care	Life and Career Skills	Caregiving: Child Care	Caregiving: Child Care
11:15-12:15	Caregiving: Child Care	Caregiving: Child Care	Caregiving: Child Care	Caregiving: Child Care	

Class Schedule for Grade 11 2nd Semester

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	General Mathematics	General Mathematics	General Mathematics	General Mathematics	HGP
7:00-8:00	General Science	General Science	General Science	General Science	Life and Career Skills
8:00-9:00	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
9:00-9:15	Break				
9:15-10:15	Effective Communication	Life and Career Skills	Effective Communication	Mabisang Komunikasyon	Mabisang Komunikasyon
10:15-11:15	Caregiving: Child Care	Caregiving: Child Care	Life and Career Skills	Caregiving: Child Care	Caregiving: Child Care
11:15-12:15	Caregiving: Child Care	Caregiving: Child Care	Caregiving: Child Care	Caregiving: Child Care	