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Republic of the Philippines  
**Department of Education**  
REGION X- NORTHERN MINDANAO  
DIVISION OF MALAYBALAY CITY

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**DIVISION MEMORANDUM**

No. 257 s. 2021

TO : Assistant Schools Division Superintendent  
Chief Education Supervisors, CID and SGOD  
Senior High School Heads  
All Others Concerned  
This Division

FROM : **VICTORIA V. GAZO, PhD., CESO V**  
& Schools Division Superintendent

DATE : July 6, 2021

SUBJECT: **IMPLEMENTATION ON HARMONIZING THE SENIOR HIGH SCHOOL  
SUBJECT OFFERING**

1. In connection of Regional Memorandum No. 332, s. 2021 entitled Policy on Harmonizing Senior High School Subject Offerings Across the Region this Office hereby orders that all Senior High Schools will adopt the harmonization of subject offerings per track/strand for incoming Grade 11 learners for School Year 2021 – 2022.
2. Refer to the attachment for the guidelines and offerings for all tracks, which will serve as bases for implementation.
3. Queries relative to this can be relayed to Analy L. Ocier, Education Program Supervisor at 09269505699.

CID/ras  
TO BE POSTED IN THE WEB



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Republic of the Philippines  
**Department of Education**  
REGION X - NORTHERN MINDANAO

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Bautista

07/01/21

Office of the Regional Director

June 29, 2021


REGIONAL MEMORANDUM

No. 332, s. 2021

**POLICY ON HARMONIZING SENIOR HIGH SCHOOL SUBJECT OFFERINGS ACROSS THE REGION**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
Divisional Education Supervisors  
Public and Private School Heads  
All Others Concerned

1. Addressing the need to harmonize subject offerings per track/strand across the Region, address subject continuity for transferring students, and enhance efficiency in the monitoring process of this Region, this Office provides guidelines for the harmonization of all subject offerings of all public senior high schools in the Region. Private schools are likewise encouraged to adopt these guidelines.
2. The policy on the harmonization of subject offerings per track/strand will be implemented for incoming Grade 11 learners for School Year 2021-2022. Attached are the guidelines and the subject offerings for all tracks, which will serve as the bases for implementation.
3. For immediate and wide dissemination.

  
**DR. ARTURO B. BAYOCOT, CESO III**  
Regional Director

CLMD/emerald



## **POLICY ON HARMONIZING SENIOR HIGH SCHOOL SUBJECT OFFERINGS ACROSS THE REGION**

### **I. RATIONALE AND BACKGROUND**

The variety of senior high school subject offering across the Region has given rise to a variety of issues and concerns. One primary concern is the delay in the transfer of students from one school to another or from one division to another because of differences in the subject offerings. The nonuniformity of subjects in the Senior High Schools (SHSs) across the Region has resulted to noncompletion of the requirements of the curriculum among transferees. The proposed policy seeks to address this issue as it unifies the time schedule of the core and applied subjects in all SHS tracks.

Another issue is on the monitoring and evaluation of students' achievements. Since the subject offerings per semester are not the same, analysis of data becomes difficult and is delayed, which consequently makes some intervention programs difficult to implement.

Hence, to address these issues, the Department of Education (DepEd) Regional Office X has formulated this policy to harmonize the subjects offered in the Core, Applied, and Specialized Subjects across the Region beginning School Year 2021-2022.

### **II. SCOPE OF THE PROGRAM**

This policy shall cover all Senior High Schools (SHSs) in the public schools, including those under the Alternative Learning System (ALS). Privates schools and SHSs within (State Universities and Colleges (SUCs) are also enjoined to follow. Schools implementing trimester or those with unique track, strand, and specialization shall design their own offerings. However, they are encouraged to align with these guidelines, which are intended to be applied on the subject offerings, not on the class program/schedules.

### **III. DEFINITION OF TERMS:**

- a. Applied Subjects** – These are subjects that all senior high students will take. Contrary to the core subjects, these are designed to focus on the specific application of certain subjects on the students' chosen career track or learning strand.
- b. Corequisites** – These are subjects that students must take at the same time as another subject.
- c. Core Subjects** – These are subjects that all senior high students must take regardless of their chosen career track or learning strand.

- d. **Elective Subjects** – These are subjects that senior high school students enrolled in the General Academic Strand and chosen from several optional specialized subjects.
- e. **Irregular Students** – They are students who were unable to follow the subject sequence and those who may have lacking subjects and or advanced subjects.
- f. **Prerequisites** – These are subjects that must be taken prior to enrolling another subject.
- g. **Shifting** – This happens when students transfer from one strand to another.
- h. **Specialized Subjects** – These are subjects that are unique to a track or strand.
- i. **Summer Classes** - These are held during summer vacations and are taken for remedial purposes.
- j. **Transferees** – These are students enrolled in a certain school and have decided to move to another school.

#### IV. PROCEDURE

The schools should intensify their Senior High School Guidance Program especially if they have multiple offerings. This initiative will minimize students' transferring from one track or strand to another. If possible, especially in the first month, the schools should monitor grade 11 students and assess their suitability in the enrolled track and/or strand.

Students who wish to shift from one track or strand to another should also avail themselves of the school guidance program. The students should be aware of the possible outcomes, guided with possible ways of coping, and informed of the requirements for such shift. Transferees from other schools should also be treated the same. In case the resulting shift or transfer entails subjects not taken, the schools must be able to provide possible interventions and delivery modes to enable the learners to cope within the four semesters, if possible. The following are some suggested interventions:

- a. Irregular students may enroll additional subjects on top of the regular subjects offered, which may be taken after regular classes.
- b. Irregular students may take the subjects not previously enrolled in through supervised distance modular instruction.
- c. Students may also opt to enroll in summer classes to complete the required subjects.
- d. Students may utilize their vacant periods as supervised-special class sessions.

In the case of involvement of prerequisite subjects, the students should be made to finish the prerequisite subjects first before proceeding to take the regular subject offerings.

## V. MONITORING AND EVALUATION

The Regional Office (RO), through the Curriculum and Learning Management Division (CLMD) and the Quality Assurance Division (QAD), shall ensure the implementation of these guidelines by all Schools Division Offices (SDOs).

The SDOs, through the Curriculum Implementation Division (CID), shall closely monitor the implementation of this policy in the schools.

There shall be an overall assessment of the program after its three-year implementation or when deemed necessary. Adjustments shall be done through regional issuances.

## VI. SUBJECT OFFERINGS

The table below shows the distribution of subjects across the two-year levels of the Senior High School (SHS). For the academic track, the Science and Technology Engineering and Math (STEM) Strand will be an exception. In Grade 12, STEM will have 6.25 subjects in the 1st Semester and 8.25 subjects in the 2nd Semester. The reflected 0.25 units in the table shown below are just a representation of the Physical Education Subject, which is recited at one hour per week or 20 hours per semester.

	GRADE 11		GRADE 12		TOTAL
	1 <sup>ST</sup> SEM	2 <sup>ND</sup> SEM	1 <sup>ST</sup> SEM	2 <sup>ND</sup> SEM	
<b>CORE</b>	5.25	5.25	2.25	2.25	<b>15</b>
<b>APPLIED</b>	1	1	2	3	<b>7</b>
<b>SPECIALIZED</b>	2	2	4 (for TVL) 3 (for Acad)	1 (for TVL) 2 (for Acad)	<b>9</b>
<b>TOTAL</b>	<b>8.25</b>	<b>8.25</b>	<b>8.25 (for TVL) 7.25 (for ACAD)</b>	<b>6.25 (for TVL) 7.25 (for ACAD)</b>	<b>31</b>

Regardless of any Track or Strand, SHS students shall enroll on the following Core and Applied Subjects as scheduled.

### CORE AND APPLIED SUBJECTS DISTRIBUTION PER SEMESTER

	GRADE 11		GRADE 12	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>C O R E  S U B J E C T S</b>	Oral Communication	Reading and Writing	Personal Development	Media and Info Literacy
	Kumunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	Understanding Culture Society and Politics	Contemporary Philippine Arts from the Regions
	General Mathematics	Statistics and Probability	Physical Education	Physical Education
	Earth and Life Science/Earth Science for STEM	Physical Science/DRRR for STEM		
	21 <sup>st</sup> Century Literature from the Philippines and the World	Introduction to Philosophy of the Human Person		
	Physical Education	Physical Education		
<b>A P P L I E D</b>	Empowerment Technologies	Practical Research 1	Practical Research 2	Inquiries, Investigation and Immersion
			English for Academic Purposes	Entrepreneurship
				Filipino sa Piling Larang

Subject	Prerequisite/s
Practical Research 2	Statistics & Probability

## SPECIALIZED SUBJECT DISTRIBUTION

Depending on the enrolled Track and Strand, the following specialized subjects shall be enrolled by the students.

### A. ACADEMIC TRACK:

#### 1. Humanities and Social Sciences

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Introduction to World Religions and Belief Systems	Creative Writing / <i>Malikhaing Pagsulat</i>	Philippine Politics and Governance	Community Engagement, Solidarity, and Citizenship
Disciplines and Ideas in the Social Sciences	Disciplines and Ideas in the Applied Social Sciences	Trends, Networks and Critical Thinking in the 21st Century	Work Immersion/Research/Career Advocacy/Culminating Activity
		Creative Nonfiction	

Subject	Prerequisite/s
Creative Writing / <i>Malikhaing Pagsulat</i>	21 <sup>st</sup> Century Literature from the Philippines and the World
Creative Nonfiction	Creative Writing / <i>Malikhaing Pagsulat</i>
Disciplines and Ideas in the Applied Social Sciences	Disciplines and Ideas in the Social Sciences
Community Engagement, Solidarity, and Citizenship	Disciplines and Ideas in the Social Sciences, Disciplines and Ideas in the Applied Social Sciences, and Philippine Politics and Governance
Trends, Networks and Critical Thinking in the 21st Century	Introduction to the Philosophy of the Human Person / <i>Pambungad sa Pilosopiya ng Tao</i>

## 2. Accountancy and Business Management

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Organization and Management	Principles of Marketing	Fundamentals of Accountancy, Business and Management 2	Business Ethics and Social Responsibility
Business Math	Fundamentals of Accountancy, Business and Management 1	Business Finance	Business Enterprise Simulation/ Work Immersion
		Applied Economics	

Subject	Prerequisite/s
Business Finance	Fundamentals of Accountancy, Business and Mgt 1
Fundamentals of Accountancy, Business and Management 2	Fundamentals of Accountancy, Business and Mgt 1
Business Ethics and Social Responsibility	Fundamentals of Accountancy, Business and Management 1 and 2, Organization and Management
Principles of Marketing	Organization and Management
Subject	Co-requisite/s
Business Finance	Fundamentals of Accountancy, Business and Mgt 2

## 3. Science Technology Engineering and Mathematics

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Pre-calculus	Basic Calculus	General Biology 1	General Biology 2
General Chemistry 1	General Chemistry 2	General Physics 1	General Physics 2
			Research/Capstone Project/ Work Immersion



<b>Subject</b>	<b>Prerequisite/s</b>
Basic Calculus	Pre-calculus
General Biology 2	General Biology 1
General Chemistry 2	General Chemistry 1
General Physics 1	Pre-calculus; calculus
General Physics 2	General Physics 1

#### 4. General Academic Strand

<b>GRADE 11</b>		<b>GRADE 12</b>	
<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Disciplines and Ideas in the Social Sciences/Philippine Politics Governance	Creative Writing / <i>Malikhaing Pagsulat</i>	Creative Nonfiction/ World Religion/Trends, Networks and Critical Thinking in t 21st Century	Elective 2 (In case of TVL no longer required to take elective 2)
Organization and Management	Disaster Readiness and Risk Reduction	Applied Economics	Work immersion / Research/Career Advocacy/Culminating Activity
		Elective 1	

<b>Subject</b>	<b>Prerequisite/s</b>
Creative Writing / <i>Malikhaing Pagsulat</i>	21 <sup>st</sup> Century Literature from the Philippines and the World
Creative Nonfiction	Creative Writing / <i>Malikhaing Pagsulat</i>
Trends, Networks and Critical Thinking in the 21st Century	Introduction to the Philosophy of the Human Person / <i>Pambungad sa Pilosopiya ng Tao</i>

For the General Academic Strand, the students may choose Electives 1 and 2 from the other track and strand specialized subjects. However, students who will opt to take TVL Track may chose a subject with 160 hours as an elective subject and may no longer take elective 2 in the second semester of Grade 12.

## B. Technical Vocational Livelihood Track

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Specialization 1 (2 specialization subject equivalent) NC Level: No. Of Hours	Specialization 2 (2 specialization subject equivalent) NC Level: No. Of Hours	Specialization 3 (2 specialization subject equivalent) NC Level: No. Of Hours	Work Immersion
		Specialization 4 (2 specialization subject equivalent) NC Level: No. Of Hours	

TVL Specialization has a minimum of 160 hours equivalent to two subjects. TVL specialization should have a total of 640 hours for specialization aside from work immersion. The Total 640 hours for TVL may be distributed across three semesters. Below are samples of offering distribution:

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Specialization: <b>Housekeeping</b> NC Level: II No. Of Hours: 160	Specialization: <b>Bread and Pastry</b> NC Level: II No. Of Hours: 160	Specialization: <b>Cookery</b> NC Level: II No. Of Hours: 320	Work Immersion

Specializations:  $160 + 160 + 320 = 640$  hours

GRADE 11		GRADE 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Specialization: <b>SMAW</b> NC Level: No. Of Hours: 160	Specialization: <b>SMAW</b> NC Level: NC I No. Of Hours: 160	Specialization: <b>SMAW</b> NC Level: II No. Of Hours: 320	Work Immersion

Specializations:

SMAW NC I(160 hrs + 160 hrs)+ SMAW NC II (320 hrs) = 640 hours

**C. Sports Track**

<b>GRADE 11</b>		<b>GRADE 12</b>	
<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Safety and First Aid	Psychosocial aspects of Sports Exercise	Fitness, Sports and Recreational Leadership	Fitness Testing and Basic Exercise Programming
Human Movement	Fundamentals of Coaching	Sports Officiating and Activity Management	Work Immersion/Research/Career Advocacy/Culminating Activity Apprentenship (off-campus)
		Practicum (in-campus)	

<b>Subject</b>	<b>Prerequisite/s</b>
Apprenticeship (Off-campus)	Practicum, (in-campus)

**D. Arts and Design Track**

<b>GRADE 11</b>		<b>GRADE 12</b>	
<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Creative Industries I: Arts and Design Appreciation and Production	Creative Industries II: Performing Arts	Integrating the Elements and Principles of Organization in the Arts	Leadership and Management in Different Art Field
Physical and Personal Development in the Arts	Developing Filipino Identity in the Arts	Apprenticeship and Exploration of Different Art Fields Media and Visual Arts/Literary Arts/ Dance/ Music/ Theater	Work Immersion/Research/Career Advocacy/Culminating Activity i.e. Exhibit for Arts Production/Performing Arts Production

<b>Subject</b>	<b>Prerequisite/s</b>
Apprenticeship and Exploration in the Performing Arts (Music, theater and Dance)	Creative Industries II: Performing Arts
Apprenticeship and Exploration in Arts Production (Media Arts, Visual Arts and Literary Arts)	Creative Industries I: Arts and Design
Production in the Performing Arts	Apprenticeship and Exploration in the Performing Arts
Arts Exhibit for Art Production	Apprenticeship in Arts Production

## **VII. EFFECTIVITY**

This policy shall take effect for Grade 11 of School Year 2021-2022 and shall continue in a staggered basis until its full implementation in School Year 2022-2023 for Grade 12, unless rescinded.

## **VIII. REFERENCES**

1. RA 9155 (Governance of Basic Education Act of 2001)
2. DepEd Order No. 8 series of 2015 on K-12 Assessment gives the Department of Education guidelines on the requirements prior to assessment
3. DO 51, S. 2015 – 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
4. DO 3 s 2016 Hiring Guidelines for Senior High School Teaching Position
5. DO 26, S. 2017 - ADDENDUM TO DEPED ORDER NO. 51, S. 2015
6. Senior High School Curriculum Guide
7. Most Essential Learning Competencies