The New General Education Curriculum

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This presentation can be downloaded from: http://kto12plusphilippines.com/
POVERTY
24M / 52M

OUT OF SCHOOL YOUTH
(6-24 y/o) 39M

0-24 y/o
53M
out of 100M

OUT OF SCHOOL
YOUTH
(15-24 y/o) 6+ M

0-14 y/o
38M
out of 100M

0-14 y/o
3M in
2,299 HEIs

11M / 22M
out of 62M or 47M

SOURCE: NSO, SWS

SOURCE: CHED
The Philippine Education System

RA 10157
Kindergarten Education Act

Elementary
Six (6) Years
One (1) Year

JHS
Four (4) Years
Tech-Voc NC 1-2

Tertiary
Undergraduate
Graduate
Doctoral
Post-Doctoral

SOURCE: DepEd

TVET

10 23 14

SOURCE: DepEd
The Philippine Education System

RA 10533
Enhanced Basic Education Act of 2013

Elementary
- Six (6) Years
- One (1) Year
- PQF

Junior High School (JHS)
- Four (4) Years
- Tech-Voc NC 1/2

Secondary High School (SHS)
- Two (2) Years
- TVL NC 2/3/4
- Academic
- Sports
- Arts

Tertiary
- Undergraduate
- Graduate
- Doctoral
- Post-Doctoral
- 3M

SOURCE: DepEd
Holistically developed Filipino with 21st century skills
## K to 12 Curriculum

### Elementary
- **KINDERGARTEN GRADe 1-6**

### Junior High
- **GRADE 7-10**
  - Grade 7-8 (Exploratory TLE)
  - Grade 9-10 (Specialized TLE)

### Senior High
- **TRACKS**
  - Core Subjects: 2,480 hrs
  - Applied Track Subjects: 7 x 80 hrs
  - Technical Vocational Livelihood: NC 1, 2, 4

### Core Subjects
- **15 x 80 hrs**
  - Academic: General Academic, STEM, ABM, HUMSS

### Applied Track Subjects
- **9 x 80 hrs**
  - Sports
  - Arts and Design
  - Technical Vocational Livelihood: Home Economics, Agri-Fishery, Industrial Arts, ICT

**SOURCE:** DepEd
<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge, Skills and Values</th>
<th>Application</th>
<th>Degree of Independence</th>
</tr>
</thead>
</table>
| **I** *(G10)* | • Possess foundational knowledge across a range of learning areas with core competencies in communication; scientific, critical and creative thinking; and the use of technologies.  
• Have an understanding of right and wrong; one’s history and cultural heritage; and deep respect for self, others and their culture, and the environment. | Apply foundational knowledge, skills, and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources. | Apply skills in limited situations with close supervision. |
| **II** *(G12)* | • Possess functional knowledge across a range of learning areas and technical skills in chosen career tracks with advanced competencies in communication, scientific, critical and creative thinking; and the use of technologies.  
• Have an understanding of right and wrong; one’s history and cultural heritage; and deep respect for self, others and their culture, and the environment. | Apply functional knowledge, technical skills and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources. | Apply skills in varied situations with minimal supervision. |
<table>
<thead>
<tr>
<th>Core Learning Areas and Subjects</th>
<th>hours per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>80</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>80</td>
</tr>
<tr>
<td>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</td>
<td>80</td>
</tr>
<tr>
<td>Pagbasa at Pagsusuri ng Iba’t Ibang Teksto Tungo sa Pananaliksik</td>
<td>80</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>21st Century Literature from the Philippines and the World</td>
<td>80</td>
</tr>
<tr>
<td>Contemporary Philippine Arts from the Regions</td>
<td>80</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Media and Information Literacy</td>
<td>80</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>80</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>80</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Earth and Life Science / Earth Science (STEM)</td>
<td>80</td>
</tr>
<tr>
<td>Physical Science / Disaster Readiness and Risk Reduction (STEM)</td>
<td>80</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Development / Pansariling Kaunlaran</td>
<td>80</td>
</tr>
<tr>
<td>Understanding Culture, Society, and Politics</td>
<td>80</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Philosophy of the Human Person / Pambungad sa Pilosopiya ng Tao</td>
<td>80</td>
</tr>
<tr>
<td><strong>PE and Health</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>80</td>
</tr>
</tbody>
</table>

**CORE Total Number of Hours** 1,200

**TRACK Total Number of Hours** 1,280

**Total Number of Hours (CORE + TRACK)** 2,480

Total Hours (CORE + TRACK) divided by Number of School Days in SHS (400) = average hours/day 6.2 hours/day

SOURCE: DepEd
### SAMPLE HOME ECONOMICS CURRICULUM MAP

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade 7/8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Beauty/Nail Care (NC II)</td>
<td>Wellness Massage (NC II)</td>
<td>Hairdressing (NC II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 sems</td>
<td>2 sems</td>
<td>4 sems</td>
<td>8 sems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>*Caregiving (NC II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>*Dressmaking (NC II)</td>
<td></td>
<td>Tailoring (NC II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 sems</td>
<td>4 sems</td>
<td></td>
<td>4 sems</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>*Front Office Services (NC II)</td>
<td>Travel Services (NC II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 sems</td>
<td>2 sems</td>
<td>2 sems</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>*Cookery (NC II)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4 sems</td>
<td>4 sems</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td>*Household Services (NC II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 sems</td>
<td>4 sems</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td>Handicraft (Non-NC)</td>
<td></td>
<td>Handicraft (Non-NC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 sems</td>
<td>2 sems</td>
<td>2 sems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXPLORATORY**

* Students cannot take a specialization if they have not taken 40 hours of the subject in Grades 7 or 8.

**SOURCE:** DepEd
<table>
<thead>
<tr>
<th>No.</th>
<th>Grade 7/8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Computer Hardware Servicing (NC II)</td>
<td></td>
<td>Animation (NC II)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EXPLORATORY</td>
<td>Illustration (NC II)</td>
<td></td>
<td>Medical Transcription</td>
<td></td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
<td>Technical Drafting (NC II)</td>
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<td>Computer Programming (NC IV)</td>
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<tr>
<td>7</td>
<td></td>
<td>Contact Center Services (NC II)</td>
<td></td>
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</tr>
</tbody>
</table>

4 sems
<table>
<thead>
<tr>
<th>Grades 7-10</th>
<th>SHS Core Subjects</th>
<th>SHS Applied Track Subjects</th>
<th>New General Education Curriculum (CHED)</th>
</tr>
</thead>
</table>
| ▪ **Edukasyon sa Pagpapakatao**  
▪ Health       | Personal Development | Understanding the Self / Pag-uunawa sa Sarili |
| ▪ **Araling Panlipunan**  
▪ Filipino    | 21st Century Literature from the Philippines and the World | Readings in Philippine History / Mga Babasahin hinggil sa Kasaysayan ng Pilipinas |
| **Math**      | ▪ General Math  
▪ Statistics and Probability | Mathematics in the World / Matematika sa Makabagong Daigdig |
| **English**   | ▪ Oral Communication  
▪ Reading and Writing  
▪ Komunikasyon at Pananaliksik sa Wika at Kulturan Filipino  
▪ Pagbasa at Pagsusuri ng Iba’t-Ibang Teksto Tungo sa Pananaliksik  
▪ Media and Information Literacy | ▪ English for Academic and Professional Purposes  
▪ Pagsulat sa Filipino sa Piling Larangan (Akademik, Arts, Isports at Tech-Voc)  
▪ Purposive Communication / Malayuning Komunikasyon |

**SOURCE:** DepEd
## K to 12 and CHED GE Course Comparison

<table>
<thead>
<tr>
<th>K to 12 Basic Education Curriculum</th>
<th>SHS Core Subjects</th>
<th>SHS Applied Track Subjects</th>
<th>New General Education Curriculum (CHED)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 7-10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Music and Arts</td>
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<tr>
<td>▪ Physical Education</td>
<td></td>
<td></td>
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<tr>
<td>▪ Physical Education</td>
<td></td>
<td></td>
<td>Art Appreciation / Pagpapahalaga sa Sining</td>
</tr>
<tr>
<td>▪ Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Science</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ <em>Araling Panlipunan</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Filipino</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Health</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Understanding Culture, Politics and Society</td>
<td></td>
<td></td>
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<tr>
<td>▪ Physical Science</td>
<td></td>
<td></td>
<td>Empowerment Technologies: ICT for Professional Tracks</td>
</tr>
<tr>
<td>▪ Earth and Life Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ <em>Edukasyon sa Pagpapakatao</em></td>
<td></td>
<td></td>
<td>Science, Technology and Society / Agham, Teknolohiya, at Lipunan</td>
</tr>
<tr>
<td>▪ <em>Araling Panlipunan</em></td>
<td></td>
<td></td>
<td>Ethics / Etika</td>
</tr>
<tr>
<td>▪ <em>Edukasyong Pantahanan at Pangkabuhayan</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>▪ Technology Livelihood Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ English</td>
<td></td>
<td></td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>▪ Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ <em>Araling Panlipunan</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All learning areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All learning areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE: DepEd**

DEPARTMENT OF EDUCATION
Why change GE (internal)

- More holistic, less disciplinary GE
- Remedial character of GE
- College readiness standards
- New K-12 curriculum

SOURCE: CHED Technical Panel on General Education
Why change GE (external)

No longer multiple-choice world, need for "big-picture thinking"*

Explosion of knowledge

New globalized, technology-driven order

More complex, widespread problems

2011 Feb. 18 – CMO 2, s. 2011 => 36 units

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER
No. 02
Series of 2011

SUBJECT: REVISED GUIDELINES IN THE FORMULATION OF CHED POLICIES, STANDARDS AND GUIDELINES OF ACADEMIC PROGRAMS, AMENDING CHED SPECIAL ORDER NO. 42 SERIES OF 2003 OTHERWISE KNOWN AS "GUIDELINES FOR THE FORMULATION OF POLICIES AND STANDARDS OF ACADEMIC PROGRAMS"
### CHRONOLOGY

**2011 Feb. 18 – CMO 2, s. 2011 => 36 units**

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of Subjects</th>
<th>Equivalent Units per Subject</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE) Courses</td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>(c/o Technical Panel for General Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Core Course 1</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Course 2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Course 3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major Courses</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Major Course 1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major Course 2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major Course 3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Elective 1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective 2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Special Professional Courses</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
2013 June 28 – CMO 20, s. 2013 = 36 units
College readiness standards

• Combination of knowledge, competencies, and reflective thinking necessary for K-12 graduates to participate and succeed—without remediation—in entry-level undergraduate courses in higher education

SOURCE: CHED Technical Panel on General Education
<table>
<thead>
<tr>
<th><strong>CONTENT</strong></th>
<th><strong>PERFORMANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After 12 years of pre-university education, a student wishing to enter college should know:</td>
<td>After 12 years of pre-university education, a student wishing to enter college should be able to:</td>
</tr>
</tbody>
</table>

Produce all forms of texts (e.g., written, oral, visual, digital) based on: a solid grounding on Philippine experience and culture; an understanding of the self, community, and nation; the application of critical and creative thinking and doing processes; competency in formulating ideas/arguments logically, scientifically, and creatively; and a clear appreciation of one’s responsibility as a citizen of a multicultural Philippines and a diverse world.

Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and cultures.
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERFORMANCE</th>
</tr>
</thead>
</table>
| After 12 years of pre-university education, a student wishing to enter college should **know**: | After 12 years of pre-university education, a student wishing to enter college should **be able to**:

- Work comfortably with relevant technologies and develop adaptations and innovations for significant use in local and global communities.  

- Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication.

- Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and individuals locally and globally.  

- Apply critical thinking and ethical standards in philosophical, moral, social, economic, political, and aesthetic domains and to the formulation and application of ideas and arguments logically, scientifically, and creatively; and to the clear appreciation of one’s values and values in the individual and Philippine and global contexts.  

- Formulate a personal mission statement that is consistent with one’s personal vision for the self, family, community, and nation and balances personal and professional responsibilities.  

- Demonstrate creative and innovative thinking and help identify and implement locally and globally significant solutions to problems that are timely and meet the needs of local and global communities. 
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 12 years of pre-university education, a student wishing to enter college should know:</td>
<td>After 12 years of pre-university education, a student wishing to enter college should be able to:</td>
</tr>
<tr>
<td></td>
<td>Produce all forms of texts (e.g., written, oral, visual, digital) based on: a solid grounding on Philippine experience and culture; an understanding of the self, community, and nation; the application of critical and creative thinking and doing processes; competency in formulating ideas/arguments logically, scientifically, and creatively; and a clear appreciation of one’s philippinism; the values and principles embedded in Philippine traditional and cultural heritage.</td>
</tr>
<tr>
<td>Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication.</td>
<td>Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication.</td>
</tr>
<tr>
<td></td>
<td>Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and cultures.</td>
</tr>
</tbody>
</table>
GE vis-à-vis major courses

**GE Program**
- Introduces students to different ways of knowing
- Is oriented toward broad or wide-ranging understandings

**Major Program**
- Focuses on theories and methods particular to a discipline
- Is directed at more theoretical and technical knowledge

SOURCE: CHED Technical Panel on General Education
General outcomes

Holistic development of the person, conscious of his/her identity as an individual, a Filipino, and member of the global community

Understanding and appreciation of ways of knowing the self, society, world, and environment

SOURCE: CHED Technical Panel on General Education
- Elective (9 u.)
- Core (24 u.)
- Mandated

- GE

- Pag-unawa sa Sarili
- Etika
- Pagpapahalaga sa Sining
- Mga Babasahin hinggil sa Kasaysayan ng Filipinas
- Ang Kasalukuyang Daigdig
- Malayuning Komunikasyon
- Matematika sa Makabagong Daigdig
- Agham, Teknolohiya, at Lipunan
- Rizal, PE, NSTP, Taxation, Agrarian Reform, Philippine Constitution, Family Planning, Population Education
- Understanding the Self
- The Contemporary World
- Mathematics in the Modern World
- Purposive Communication
- Art Appreciation
- Readings in Phil History
- Ethics
- ST & Society

Elective (9 u.)

Core (24 u.)

Mandated

Rizal, PE, NSTP, Taxation, Agrarian Reform, Philippine Constitution, Family Planning, Population Education
Pag-unawa sa Sarili / Understanding the Self

Mga katangian at elemento ng identidad; mga salik at mga puwersa na umaapekto sa paghubog at pagpatnubay sa personal na identidad /

Nature of identity; factors and forces that affect the development and maintenance of personal identity
Mga Babasahin hingga sa Kasaysayan ng Pilipinas/
Readings in Philippine History

Mga piling primaryang sanggunian ukol sa iba’t ibang yugto
ng kasaysayan ng Pilipinas, pagsusuri at interpretasyon /
Philippine History viewed from the lens of selected primary
sources in different periods, analysis and interpretation.
Globalization and its impact on individuals, communities and nations, challenges and responses
Mga elemento ng matematika, pagpapahalaga sa mga praktikal, intelektuwal, at estetikong dimensyon nito; at gamit ng matematika sa araw araw na buhay /

Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life
Malayuning Komunikasyon / Purposive Communication

Pagsulat, pagsasalita, at paglalahad para sa iba’t ibang madla at iba’t ibang layunin /

Writing, speaking, and presenting to different audiences and for various purposes
Mga simulain ng ugaling pang-etika sa makabagong lipunan sa antas na pantao at panlipunan at sa ugnayan ng mga ito sa kalikasan at sa ibang kolektibong yaman /

Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources
Pagpapahalaga sa Sining /  
Art Appreciation

Kalikasan, tungkulin, at pagpapahalaga sa mga sining sa kasalukuyang lipunan / 
Nature, function, and appreciation of the arts in contemporary society
Interaksyon ng agham at teknolohiya at ang mga kontekstong panlipunan, pangkultura, pampulitika, at pangkabuhayan na humuhubog at hinuhubog ng mga ito; mga yaman halimbawa ng mga pagbabago na siyentipiko at teknolohiko sa kasaysayan ng sangkatauhan /

Interactions between science and technology and social, cultural, political, and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments
- Pag-unawa sa Sarili
- Etika
- Pagpapahalaga sa Sining
- Mga Babasahan hinggil sa Kasaysayan ng Filipinas
- Ang Kasalukuyang Daigdig
- Malayuning Komunikasyon
- Matematika sa Makabagong Daigdig
- Agham, Teknolohiya, at Lipunan

**GE**

**Core**
(24 u.)

**Mandated**
- Rizal, PE, NSTP, Taxation,
  Agrarian Reform, Philippine Constitution, Family Planning,
  Population Education

**Elective**
(9 u.)
ELECTIVE SUBJECTS

• Conform to the philosophy and goals of GE
• Apply an inter- or cross-disciplinary perspective
• Draw materials from Philippine realities
• Cover any two domains of knowledge:
  • Arts and Humanities
  • Social Sciences and Philosophy
  • Science, Technology, and Mathematics
- Pag-unawa sa Sarili
- Etika
- Pagpapahalaga sa Sining
- Mga Babasahin hinggil sa Kasaysayan ng Filipinas
- Ang Kasalukuyang Daigdig
- Malayuning Komunikasyon
- Matematika sa Makabagong Daigdig
- Agham, Teknolohiya, at Lipunan
- Rizal, PE, NSTP, Taxation, Agrarian Reform, Philippine Constitution, Family Planning, Population Education

Elective (9 u.)

Core (24 u.)

Mandated
The GE subjects need not be taken all in one year. They can be taken across the years.

The GE subjects may be taught in any language or combination of languages that the HEI deems appropriate.
Summary: GE features

Covers basic knowledge domains in core courses and treats them holistically.

Removes remedial courses and others rendered irrelevant by K-12.

Provides some element of choice through electives.

SOURCE: CHED Technical Panel on General Education
This presentation can be downloaded from:

http://kto12plusphilippines.com/