

Republic of the Philippines  
DEPARTMENT OF EDUCATION AND CULTURE  
OFFICE OF THE SECRETARY  
Manila

May 30, 1973

Department Order  
No. 2075-s, 1973

REVISID SECONDARY EDUCATION PROGRAM, 1973

Director of Public Schools  
Director of Private Schools  
Director of Vocational Education, and  
Directors for State Colleges and Universities:

Enclosed herewith is the Revised Secondary Education Program approved by the National Board of Education on May 15, 1973. The Revised Objectives of Secondary Education and the Revised Secondary Education Program for all high schools are indicated therein as Enclosures "A" and "B", respectively.

The program shall be gradually implemented as follows:

1. In the second semester of the school year 1973-74, the new scheme of programming by the hour shall be tried out in all high schools using the subjects of the present curriculum.

2. The secondary curriculum with the new scheme of programming shall be fully implemented

- 1975 - First Year & Second Year
- 1976 - First, Second & Third Years
- 1977 - All Years

Public and private schools should work out their own plans for the training of teachers and other personnel on the new curriculum. The Department of Education and Culture shall be allowed to conduct such training.







4. The Bureau of Public Schools Secondary Education Division, in coordination with their counterparts in the Bureau of Vocational Education and the Bureau of Private Schools, shall take immediate steps to prepare the course outlines for the various courses preparatory to the project of preparing the syllabi for a... courses.

5. Immediate dissemination of this Department Order is hereby desired.

(SGD.) JUAN L. MANUEL  
Secretary of Education & Culture

AS STATED:

THIS COPY









Republic of the Philippines  
NATIONAL BOARD OF EDUCATION  
M a n i l a

May 30, 1973

THE REVISED SECONDARY EDUCATION PROGRAM, 1973

Objectives of Secondary Education

The general functions of secondary education are: a) continuation of general education started in the elementary school; b) preparation for a vocation; and c) preparation for college.

In the light of these functions, secondary education should enable the student to:

1. Develop a reasoned commitment to the goals of national development by cherishing, preserving, and developing moral and spiritual values and other aspects of the national heritage desirable in Philippine society;

2. Understand the wide possibilities of the arts and the sciences as permanent sources of pleasure and profit, and discover, broaden, and heighten his abilities in and appreciation for them;

3. Acquire the basic occupational skills, knowledge and information essential for obtaining initial gainful employment, and for making intelligent choice of occupation or career;

4. Acquire further skills in thinking, speaking, and writing, and develop the ability to react intelligently and responsibly to mass media and other life situations;

5. Gain experience and form desirable attitudes for understanding himself, his own people, and other races, places and cultures through opportunities for living vicariously with a variety of peoples, thereby promoting a keen sense of family and of national and international community;

6. Develop understanding, acquisition, and application of basic concepts and methodologies of the different sciences and knowledge in order to promote his physical, intellectual, emotional and social well-being.







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THE REVISED SECONDARY CURRICULUM

The following curriculum is for all high schools.

Time Allotment - Minutes Per Week

Subjects	1st Year		2nd Year		3rd Year		4th Year	
	Units	Min. per week	Units	Min. per week	Units	Min. per week	Units	Min. per week
Comm. Arts (English)	2	300	1	180	1	180	1	180
Comm. Arts (Filipino)	1	180	1	180	1	180	1	180
History Studies	1	180	1	180 <sup>x</sup>	1	180	1	180
Science	1	180	1	180	2	300	2	300
Mathematics	1	180	1	180	1	180	1	180
Physical Arts/Manual Course*	1	300	1	300	1	300	2	300
Vocational (Academic/Vocational)	-	-	1	180/300 <sup>a</sup>	2	360/600 <sup>b</sup>	2	
Peace Dev. Training (I-III)	1	300	1	300	1	300	1	
United States Army Training (IV)								

The teaching of the New Constitution shall be integrated in the Philippine History and Government.

\*Series of vocational subjects to choose from which will give the basis sufficient training for initial gainful employment and/or preparation for the most secondary technical institutes. There should be a series of sequences of vocational courses (agriculture, etc.) which the community demands and which the school can afford to offer. In Practical Arts and in Shop or Field Work, it should be for 30 minutes a week or 1 hour a day for 5 days a week. Specific instruction should be 1 unit for 180 minutes a week.









b. If elective is academic (2 units) it should be 2 separate subjects of 180 minutes each, 1 hour, 3 days a week or 1-1/2 hours, 2 days a week. If elective is vocational, it should be 2 units for 600 minutes a week or 2 hours a day, 5 days a week.

c. Youth Development Training (I-III) comprises Scouting, Physical Education, Health Education and Music for the First, Second and Third year students of high schools; with Scouting taken two days a week, and each of the rest, one day a week for the first semester. During the second semester, Physical Education will be two days a week, and each of the rest, one day a week.

Citizen Army Training I (IV) for all Fourth year students, boys and girls, is a course intended to provide basic citizen army training and will be taken two days a week. P.E., Health and Music will each be taken once a week.

Time Allotment of subjects:

- 180 minutes - 60 minutes a day, 5 days a week
- 180 minutes - 60 minutes a day, 3 days a week or 90 minutes a day, 2 days a week
- 360 minutes - 180/180 - 2 separate subjects
- 600 minutes - 120 minutes (2 hrs.) a day, 5 days a week.

Note: The academic unit in the secondary schools will be measured by a full hour; that is, a single-period one unit subject meets three hours or 180 minutes a week throughout the year while a double-period subject, 60 minutes a day for five days a week throughout the year. Other adjustments in scheduling may be experimented on by schools on the basis of the circumstances in individual schools and as long as the time requirements per week are complied with. Any departure in scheduling and time allotment to fit individual types of schools shall have prior approval of the Secretary of Education.

Character Education will be integrated functionally into all school activities both in and out of the school.

Guidance services will be instituted where there are none and those already existing will be strengthened.

Music, in addition to its allotment of one day a week, shall likewise be integrated in appropriate activity sessions in Scouting, CAT and P.E. It may also be offered as Practical Arts course elective or taken up as a co-curricular activity during the guidance period.







SUBJECT AREAS. A Brief Description.

Communication Arts. It is part of the <sup>board</sup> ~~board~~ field termed "Humanities" in the revised secondary curriculum. It aims at further developing the students communication arts - listening, speaking, reading and writing - to help him discover his abilities and tastes and to utilize his potentials and attain his fulfillment as a human being.

Communication Arts (English) I focuses on the mastery of the basic sentence and paragraph patterns, Philippine literature and in the enjoyment of art forms. Communication Arts (English) II focuses on expanded sentence forms and on Asian and African literature. Communication Arts (English) III focuses on different composition patterns and on English and American literature. Communication Arts (English) IV focuses on formal writing, world classics and on discipline in the arts.

Communication Arts (Pilipino) I covers mastery of the basic sentence and paragraph patterns. Communication Arts (Pilipino) II deals with more complex sentence patterns and prose and poetry in Pilipino. Communication Arts (Pilipino) III uses longer forms of discourse. Communication Arts (Pilipino) IV puts emphasis on the four forms of discourse.

Character Education is to be integrated with the content at all levels.

*(as covered in the 1932)*  
Science. The Natural Sciences (Biological and Physical) consist of integrated science courses with emphasis on a particular area at each year level. Science I (First Year) emphasizes physical concepts; Science II (Second Year), Chemistry; Science III (Third Year), Biology and Science IV (Fourth Year), Physics. These courses aim to strengthen the science processes developed in the elementary grades and to acquire basic knowledge of scientific concepts and principles making the student scientifically literate and therefore a more effective citizen.

Social Studies. The social studies offerings have been designed around conceptual themes for each year level. Social Studies I, Community, has geography, anthropology and sociology as dominant themes; Social Studies II, Philippine History and Government, has history and political science; Social Studies III, Development and Progress, has added stress to economics; Social Studies IV, The World in a Global Perspective, gives new emphasis on geography, anthropology and political science. Teaching for values will be stressed to develop the student as a citizen in a democratic society.



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Mathematics. Although arithmetic, algebra and geometry are integrated and presented as mathematics in a unified form in every curriculum year, emphasis differs from year to year. Mathematics I emphasizes number system; Mathematics II, algebra; Mathematics III, geometry; and Mathematics IV, advanced algebra and concepts from other branches of mathematics depending on the needs of the community and the abilities of the students.

Practical Arts. This program includes Homemaking Arts, Agricultural Arts, Industrial Arts, Business and Distributive Arts, and Fishery Arts. It is envisioned to expose the boys and girls to as many areas of Practical Arts as possible and to develop trainability through occupational orientation, occupational understandings, and to develop good work habits and ways of getting along with people in the occupations. During the first and second years, the student will go through exploratory experiences in at least three areas depending on the resources and facilities of the high school and the economic needs of the community. At the end of the second year he shall have selected one area in which he is particularly interested and in which he will get further training during his third and fourth years to make him a useful member of his family and to gain initial employment after graduation.

Youth Development Training and Citizen Army Training. Youth Development Training is offered to the first, second and third year students. It includes the physical education program, health education offerings, Scouting, and Music. Citizen Army Training is given to the fourth year students, instead of Scouting, to provide the students with basic citizen army training for one academic year. The physical education program emphasizes physical fitness and recreational and competitive sports with active participation among the learners. The health education offerings consist of Health I which focuses on the components of the organism's structure and their relations to human growth and development; Health II which focuses on the factors that affect the sequences of growth and development; Health III which focuses on the health and behavior problems of the individual; and Health IV which deals with the interaction of the individual with his environment.

Girl scouting covers the following areas of training at each year level: for boy scouting - citizenship, outdoor program, and leadership; for girl scouting - the development of the girl, service, and leadership with other people. The content of the course progresses in a spiral scheme from year to year developing the basic skills and concepts covered by each area.

Music education is offered in all curriculum years. Approximately 10% of the total number of music pieces to be learned in each year should consist of Philippine native and composed music including those of the great, foreign folk and composed music including those of the nationally known music masters. The creative - unsegmented and - conceptual approaches are suggested for music teaching in all situations.





