

Republika ng Pilipinas  
(Republic of the Philippines)  
DEPARTMENT OF EDUCATION AND CULTURE  
(DEPARTMENT OF EDUCATION AND CULTURE)

January 12, 1982

MEMORANDUM  
No. 6, s. 1982

THE NEW ELEMENTARY SCHOOL CURRICULUM (NESC) Series

To: Bureau Directors  
Regional Directors  
Chiefs of Services and Heads of Units  
Schools Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities

1. Inclosed herewith is the New Elementary School Curriculum (NESC). The Salient Features of the NESC, the Revised Objectives of Elementary Education, Time Allotment and Subject Area Descriptions, and Sample Class Programs are indicated herein as Inclosures 1, 2, 3 and 4, respectively.

2. The NESC deliberately orients elementary education to national development and reflects research directions for curricular change. Its scope covers general education of the child - as a human person, as a citizen, and as a productive agent. Its thrust is intellectual growth through which human/civic/economic/cultural development is enhanced. In this respect, NESC is a return to the basics.

3. A time frame-range is indicated to allow for flexibility. Programming must be flexible enough to provide for emphasis on learning areas not well learned.

4. The implementation of the NESC shall take effect beginning the school year 1983-84. The following timetable indicates the introduction of the new curriculum by grade level:

|           |   |           |
|-----------|---|-----------|
| Grade I   | - | June 1983 |
| Grade II  | - | June 1984 |
| Grade III | - | June 1985 |
| Grade IV  | - | June 1986 |
| Grade V   | - | June 1987 |
| Grade VI  | - | June 1988 |

(as required by the subject)  
5. To insure effective implementation of the introduction of the NESC in Grades 1-6, provide for the preparation of instructional materials; and the school administration and school level materials requires multi-level materials and capabilities as well as teacher retraining and decision-making skills. The school is therefore encouraged to develop effective, innovative and progressive strategies for implementing the curriculum and achieving its objectives.

6. This Office will be interested in receiving reports on innovations and implementing strategies within the framework of the new curriculum and within the community resources.

7. Immediate dissemination of this MEC Order is desired.

(SGD.) ONOFRE D. CORPUZ  
Minister

As stated:  
References:

Department Order: No. 10, s. 1970  
Department Memorandums: Nos. 198, s. 1977;  
26 and 200, s. 1978  
and 30, s. 1979

Allotment: 1-2-3-4--(D.O. 1-76)

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

Course of Study, ELEMENTARY  
CURRICULUM  
PROGRAM, SCHOOL  
PUPILS  
TEACHERS

THE NEW ELEMENTARY SCHOOL CURRICULUM

Salient Features

Education at the elementary level is the country's major program for the delivery of mass and universal education to our people. It is society's main avenue for the development of civic and social values, particularly a sense of humanity and nationhood. It is also a means for developing the child's coping capabilities which relate to values supportive of humanism, nationhood and development. It is, thus, expected that the development of basic literacy, numeracy, thinking and work skills will not only enhance learning capabilities but also values that will enable Filipinos to become productive, self-reliant, versatile, civic-minded, physically fit and consequently, totally developed citizens.

The New Elementary School Curriculum (NESC) orients elementary education to national development requirements and reflects research-based directions (PCSPE, SOUTELE, EEP) for curricular change. It is addressed to civic, intellectual and character development. Its scope covers the general education of the child - as a human person, as a citizen and as a productive agent. Its thrust is intellectual growth, through which human/civic/economic/cultural development is enhanced. It has the following new features:

- fewer learning areas; emphasis on mastery learning
- more time allotted to the development of the basic skills specifically the 3 R's, especially in the lower grades
- greater emphasis on the development of intellectual skills which are as important as work skills
- focus on the development of a sense of humanity and nationhood in all the learning areas
- health values development infused into the whole curriculum, not only in the period for character-building activities and science and health

- the systematic development of competencies and values for social living reflected in the new dimension in Civics and Culture for Grades I and II; Civics and Culture expanded to include History, Geography and Work Ethic for Grade III, and an in-depth learning of History, Geography and Civics in Grades IV to VI.

OBJECTIVES

The Constitution of the Philippines

Article XV, Section 4 of the 1973 Constitution states that:

All educational institutions shall aim to inculcate love of country, teach the duties of citizenship and develop moral character, personal discipline, and scientific, technological and vocational efficiency.

National Development Goals (P.D. 6 A, 1972)

1. To achieve and maintain an accelerating rate of economic development and social progress.
2. To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth
3. To strengthen national consciousness and promote desirable cultural values in a changing world.

National Educational Aims (P.D. 6 A, 1972)

Elementary Education is addressed to the first aim below. It is expected to provide the foundation for achieving the three other aims.

1. Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society to:
  - a. attain his potential as a human being;
  - b. enhance the range and quality of individual and group participation in the basic functions of society, and
  - c. acquire the essential educational foundation for his development into a productive and versatile citizen.
2. Train the nation's manpower in the middle level skills required for national development;
3. Develop the high-level professions that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life, and

4. Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

#### Objectives of Elementary Education

The mission of elementary education is to enable every citizen to acquire basic preparation that will make him an enlightened, disciplined, nationalistic, self-reliant, God-loving, creative, versatile, and productive citizen in a national community.

The following objectives of elementary education, adopted from the 1970 Revised Elementary Education Program, are still relevant today.

Elementary education shall aim to develop the spiritual, moral, mental and physical capabilities of the child, provide him with experiences in the democratic way of life, and inculcate ideas and attitudes necessary for enlightened, patriotic, upright and useful citizenship. To achieve these objectives, elementary education shall provide for:

1. the inculcation of spiritual and civic values and the development of a good Filipino based on an abiding faith in God and genuine love of country;
2. the training of the young citizen in his rights, duties and responsibilities in a democratic society for active participation in a progressive and productive home and community life;
3. the development of basic understanding about Philippine culture, the desirable tradition and virtues of our people as essential requisites in attaining national consciousness and solidarity;
4. the teaching of basic health knowledge and the formation of desirable health habits and practices;
5. the development of functional literacy in the vernacular, in Filipino and in English as basic tools for further learning; and
6. the acquisition of fundamental knowledge, attitudes, habits and skills in science, civics, culture, history, geography, mathematics, arts, and home economics and livelihood education and their intelligent application in appropriate life situations.

Expectancies:

At the end of Grade VI, the child is expected to:

1. read proficiently labels, directions, notices, rules and regulations, advertisement, posters, letters, periodicals and other printed materials, and seek ways and means to continue learning on his own in Pilipino and English and, where applicable, Arabic.
2. write with proficiency names of persons, places, lists of purchases, simple notes, friendly and business letters and fill out all kinds of forms in Pilipino and English, and where applicable, in Arabic.
3. express ideas orally and in writing, in a clear and logical manner with little or no help, when sharing, experiences with family and community, in Pilipino and in English and, where applicable, Arabic.
4. listen selectively and critically to the ideas presented in speeches, news reports, propaganda, advertisements, soap operas, concerts, observing proper listening behaviour; report accurately what one has listened to when necessary.
5. compute and solve problems relating to occupations, business practices, measurement and estimation, income and expenses, taxes, rental rates and interest charges; gather interpret data, using graphing and scaling and other matters related to the problems of daily living.
6. apply scientific knowledge and skills in identifying and solving problems pertaining to: health and sanitation; nutrition; food production, preparation and storage; and environment and the conservation of its resources and in evolving better ways and means of doing things.
7. share knowledge about local and national government structure and functions, utilize available social services; exercise his rights and perform his obligations; and participate actively in the projects and programs of the government.
8. extend his identity from family, tribe and region to the country, the nation and the global community; manifest national loyalty and willingness to bear sacrifices for the nation.

9. utilize lessons from history in managing the present to attain a desired future; believe that the development of society depends upon the realization of his potentials and those of other members of society and behave accordingly.
10. give accurate information (e.g. natural resources, natural scenic spots, flora, fauna, etc.) about the geography of the Philippines and other countries and how it influences the way of life of the people.
11. show appreciation for and take pride in indigenous and contemporary Filipino arts and culture by participating/ attending cultural activities and lead-up games in school and in the community; manifest creativity, skills and talent in the arts.
12. show interest in different occupations, apply systematic knowledge and skills in home management such as protecting the family health, intelligent use of resources, use of acquired skills in at least one particular gainful occupation like farming, animal raising, fishing, handicrafts and simple trades.
13. show wholesome work habits, attitudes and values towards work efficiency and greater productivity.
14. distinguish between right and wrong, accept rights and obligations, manifest a sense of justice and equity and an abiding faith in God and in his capacity to maximize his potentials while affirming the purpose and meaning in life.
15. manifest physical fitness in accordance with the normal development of the child.

## THE NEW ELEMENTARY SCHOOL CURRICULUM

## A. TIME ALLOTMENT - MINUTES PER DAY

| Learning Areas                                    | Daily Time Allotment |         |     |     |     |     |
|---|----------------------|---------|-----|-----|-----|-----|
|   | I                    | II      | III | IV  | V   | VI  |
| Character Building Activities                     | 20-30                | 20-30   | 20  | 20  | 20  | 20  |
| Pilipino  | 60                   | 60      | 60  | 60  | 60  | 60  |
| English   | 60                   | 60      | 60  | 60  | 60  | 60  |
| Mathematics                                       | 40                   | 40      | 40  | 40  | 40  | 40  |
| Civics and Culture<br>(Hist./Geog./Work<br>Ethic) | 40                   | 40      | -   | -   | -   | -   |
| History/Geography/<br>Civics                      |                      |         | 40  | -   | -   | -   |
| Science and Health                                |                      |         | -   | 40  | 40  | 40  |
| Arts and Physical<br>Educ.                        |                      |         | 40  | 40  | 40  | 40  |
| Home Economics and<br>Livelihood Education        |                      |         |     | 40  | 60  | 60  |
| Total Minutes Daily -                             | 220-230              | 220-230 | 300 | 340 | 360 | 360 |

- Character Building Activities shall serve as a vehicle for good manners and right conduct and the development of humanism and a sense of nationhood.
- Civics and Culture is a learning area in Grades I and II; the content of Civics and Culture in Grade III will be expanded to include History, Geography and Work Ethic; In Grades IV to VI, History, Geography and Civics will replace Civics and Culture.
- Science and Health is combined as one learning area in Grades III to VI.
- Arts and Physical Education is one separate learning area in Grades III to VI. Arts is defined as Music and Art.

5. Home Economics and Livelihood Education is introduced as a learning area starting from Grade IV to VI.
6. In Grades I and II, arts and physical education are integrated in the total curriculum since initial learning in language, mathematics and civics and culture is intertwined with activities in these learning areas.

B. TIME ALLOTMENT - MINUTES PER WEEK

| Learning Areas                            | Weekly Time Allotment |                    |      |       |      |      |
|---|-----------------------|--------------------|------|-------|------|------|
|   | I                     | II                 | III  | IV    | V    | VI   |
| Character Building Activities             | 100-150               | <del>100-150</del> | 100  | 100   | 100  | 100  |
| Pilipino                                  | 300                   | 300                | 300  | 300   | 300  | 300  |
| English                                   | 300                   | 300                | 300  | 300   | 300  | 300  |
| Mathematics                               | 200                   | 200                | 200  | 200   | 200  | 200  |
| Civics and Culture (Hist/Geog/Work Ethic) | 200                   | 200                | 200  | -     | -    | -    |
| History/Geography/Civics                  |                       |                    | -    | 200   | 200  | 200  |
| Science and Health                        |                       |                    | 200  | 200   | 200  | 200  |
| Arts and Physical Educ.                   |                       |                    | 200  | 200   | 200  | 200  |
| Home Economics and Livelihood Education   |                       |                    |      | 200   | 300  | 300  |
|   | I                     | II                 | III  | IV    | V    | VI   |
| Minutes per week                          | 1100-1150             | 1100-1150          | 1500 | 1700  | 1800 | 1800 |
| Minutes per day                           | 220-230               | 220-230            | 300  | 340   | 360  | 360  |
| Hours per day                             | 3-40"-4               | 3-40"-4            | 5    | 5-40" | 6    | 6    |

Pursuant to the provisions of R.A 4670, Magna Carta for Public School Teachers, the minimum work load of teachers is six (6) hours per day. In the intermediate grades following the 5-3 or ratio of teachers to classes, the schedule shall be worked out so that no teacher shall be assigned more than 360 minutes of teaching.

C. LEARNING AREAS: A BRIEF DESCRIPTION

1. Character Building Activities

While the whole program will be infused with character development, the first 20-30 minute period in the daily program will focus on activities which contribute to character formation and wholesome personality development. It involves homeroom activities that will lead to the development of health habits, moral and spiritual values, love of country and concern for one's fellowmen. Pupils shall be encouraged and given the opportunity to plan and carry out the activities. Pilipino or English shall be used during this period.

2. Pilipino

This area provides for the development of competencies in listening, speaking, reading, writing and thinking in Pilipino. Listening competency includes such skills as auditory discrimination and comprehension; speaking: pronunciation, use of expressions and grammatical structures; reading: vocabulary development, recognition, comprehension and study skills; and writing: handwriting skills, composition and mechanics. For effective teaching, the specific skills constituting these competencies shall be developed in communication situations using many and varied materials to the point of mastery.

In Grades I and II, the foundation cycle, mastery of the minimum learning competencies is intended for 100% of the learners. Listening, speaking, reading, writing and thinking skills shall be developed in different learning situations. Children shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogs, etc. suited to the grade.

The daily period of 60 minutes in Grades I to VI in Pilipino may be divided into two periods, a 30-minute period in the morning and a 30-minute period in the afternoon.

### 3. English

This area provides for the development of competencies in listening, speaking, reading, writing and thinking in English.

Listening competency includes such skills as auditory discrimination and comprehension; speaking: pronunciation, use of expressions and grammatical structures; reading: vocabulary development, recognition, comprehension and study skills; and writing: handwriting skills, composition and mechanics. For effective teaching, the specific skills constituting these competencies shall be developed in communication situations using many and varied materials to the point of mastery.

In Grades I and II, the foundation cycle, mastery of the minimum learning competencies is intended for 100% of the learners. Children shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogs etc. suited to the grade.

The daily period of 60 minutes in Grades I to VI in English may be divided into two periods, a 30-minute period in the morning and a 30-minute period in the afternoon.

### 4. Mathematics

The daily period in mathematics in Grades I, II and III includes a study of the four fundamental operations, fraction, metric and local measurements, the use of money and their application to practical problems based on activities of real life.

In Grades IV, V and VI the child is expected to conceptualize the meaning of ratio and proportion, angles, plans and spatial figures and scales, maps and graphs.

Besides further development of the basic mathematical skills, the child is expected to solve problems related to business and industrial activities in the community.

The daily period of 40-minutes in Grades I to VI shall be scheduled in the daily class program as one whole block, e.g., 40 minutes or this may be divided into two periods, in Grades I and II, a 20-minute period in the morning and a 20-minute period in the afternoon.

#### 5. Civics and Culture

This learning area deals with the study of the relationship of man to society and government; his role, duties and responsibilities, rights and privileges as a citizen of his country and the world.

It also deals with the development of: moral and spiritual values, pride in one's cultural heritage, proper nutrition, desirable health habits and creative self-expression through Music, Art and Physical Education.

The daily period of 40 minutes in Grades I and II may be divided into two periods, a 20-minute period in the morning and a 20-minute period in the afternoon.

In Grade III the content will be expanded to include History, Geography and Work Ethic which develop an awareness of the world of work in the home and community.

#### 6. History/Geography/Civics

This area is a learning package composed of History, Geography and Civics. It deals with the study of the evolution of human society with the individual as the central figure in this process of evolution, i.e., how people, ideas and events in the past helped shape the present and how man manages the present in order to attain a desired future; and since man is the central figure of this evolution, he must within a supportive environment, strive to develop his human potentials in order for him to live effectively in his physical, social, economic, political and cultural environment.

History, as a component of this learning package, provides a time continuum of peoples, problems and achievements, ideas and events in the past that have influenced the present; of changes and modifications in the structure of society brought about by the emergence of new, more and varied opportunities and benefits for

the development of human potentials and of the intervention programs of the present society designed to attain a desired future.

Geography provides a spatial perspective of man's physical and socioeconomic environment and his ways of adapting to and managing it. It includes physical features such as land and water forms, climate, flora and fauna, location, altitude, directions, demography and adaptation, utilization, conservation and improvement.

Civics deals with the relationship of man and government, his role, duties and responsibilities and his rights and privileges as a citizen. Together with History and Geography, Civics provides many and varied experiences in which the learner develops feelings of pride, identity and loyalty to the country and nation transcending his pride in, identity with and loyalty to his family, tribe or region.

#### 7. Science and Health

Science and Health is introduced as a separate learning area starting in Grade III. This learning area aims to help the Filipino child gain a functional understanding of science concepts and principles, linked with real-life situations, acquire science skills as well as scientific attitudes and values needed in solving everyday problems pertaining to health and sanitation, nutrition, food production, and the environment and its conservation.

#### 8. Arts and Physical Education

This learning area involves Music, Art and Physical Education. The teacher/teachers shall plan the 40-minute period in such a way that each area will receive equal time allotment and that situations be provided for the integration of learnings in the 3 areas to enable the child to express his feelings, ideas and imagination through music, art and physical education and other creative activities and projects intended to develop an awareness of an appreciation for our indigenous and contemporary arts.

Situations shall be provided for children to translate what they have learned into their work, play and recreational activities. While actively participating in various interest groups such as art and musical organizations and other performing groups, intramurals, scouting and recreational activities, they learn the basic body movements and game skills as well as art concepts and musical skills. As the children go through the grades, physical fitness and competencies in lead-up games, musicality as well as creativeness in design and craft construction shall be further developed.

9. Home Economics and Livelihood Education

This is a common learning area for boys and girls. It focuses on the development of responsible and worthy home membership that will lead into the strengthening of the family. The activities shall emphasize the development of desirable work attitudes, basic work skills and habits through learning situations relevant to everyday chores at home, school and community and the production of useful articles.

It also covers phases of work in elementary agriculture, home economics, industrial arts, retail trade and other livelihood activities designed to develop awareness and interest in occupational jobs. In Grades IV to VI concentration in at least one of these occupational or work skills is desirable.

Sample Class Programs

GRADES I and II

| TIME                      | MINUTES  | LEARNING AREA                    |
|---------------------------|----------|----------------------------------|
| A.M.                      |          |                                  |
| 8:00 - 8:20               | 20 - 30* | Character Building<br>Activities |
| 8:20 - 8:50               | 30       | Pilipino                         |
| 8:50 - 9:10               | 20       | Civics and Culture               |
| 9:10 - 9:30               | 20       | Mathematics                      |
| 9:30 - 9:45               | 15       | R e c e s s                      |
| 9:45 - 10:15              | 30       | English                          |
| P.M.                      |          |                                  |
| 1:00 - 1:30               | 30       | English                          |
| 1:30 - 1:50               | 20       | Mathematics                      |
| 1:50 - 2:20               | 30       | Pilipino                         |
| 2:20 - 2:35               | 15       | R e c e s s                      |
| 2:35 - 2:55               | 20       | Civics and Culture               |
| Total: 220 - 230 Minutes* |          |                                  |

\*Timeframe-range indicated to allow for flexibility.  
Programming must be flexible enough to allow for  
emphasis on learning areas not well learned.

GRADE III

| TIME                      | MINUTES | LEARNING AREA                                |
|---------------------------|---------|--|
| A.M.                      |         |  |
| 8:00 - 8:20               | 20      | Character Building<br>Activities             |
| 8:20 - 8:50               | 30      | English                                      |
| 8:50 - 9:30               | 40      | Science and Health                           |
| 9:30 -10:00               | 30      | Pilipino                                     |
| 10:00 -10:15              | 15      | R e c e s s                                  |
| 10:15 -10:55              | 40      | Civics and Culture<br>(Hist/Geog/Work Ethic) |
| P.M.                      |         |  |
| 1:00 - 1:30               | 30      | Pilipino                                     |
| 1:30 - 2:10               | 40      | Arts and Physical Educa-<br>tion             |
| 2:10 - 2:40               | 30      | English                                      |
| 2:40 - 2:55               | 15      | R e c e s s                                  |
| 2:55 - 3:35               | 40      | Mathematics                                  |
| Total - - - - 300 Minutes |         |  |

GRADE IV

| TIME            | MINUTES | LEARNING AREA                           |
|-----------------|---------|---|
| A.M.            |         |   |
| 8:00 - 8:20     | 20      | Character Building Activities           |
| 8:20 - 8:50     | 30      | English                                 |
| 8:50 - 9:30     | 40      | Science and Health                      |
| 9:30 - 10:00    | 30      | Pilipino                                |
| 10:00 - 10:15   | 15      | R e c e s s                             |
| 10:15 - 10:55   | 40      | Mathematics                             |
| 10:55 - 11:35   | 40      | History/Geography/Civics                |
| P.M.            |         |   |
| 1:00 - 1:30     | 30      | Pilipino                                |
| 1:30 - 2:10     | 40      | Arts and Physical Education             |
| 2:10 - 2:40     | 30      | English                                 |
| 2:40 - 2:55     | 15      | R e c e s s                             |
| 2:55 - 3:35     | 40      | Home Economics and Livelihood Education |
| Total - - - - - |         | 340 Minutes                             |

GRADES V AND VI

| TIME            | MINUTES | LEARNING AREAS                          |
|-----------------|---------|---|
| A.M.            |         |   |
| 8:00 - 8:20     | 20      | Character Building Activities           |
| 8:20 - 8:50     | 30      | Pilipino                                |
| 8:50 - 9:30     | 40      | History/Geography/Civics                |
| 9:30 - 10:00    | 30      | English                                 |
| 10:00 - 10:15   | 15      | R e c e s s                             |
| 10:15 - 10:55   | 40      | Mathematics                             |
| 10:55 - 11:35   | 40      | Science and Health                      |
| P.M.            |         |   |
| 1:00 - 1:30     | 30      | English                                 |
| 1:30 - 2:00     | 30      | Pilipino                                |
| 2:00 - 2:40     | 40      | Arts and Physical Education             |
| 2:40 - 2:55     | 15      | R e c e s s                             |
| 2:55 - 3:55     | 60      | Home Economics and Livelihood Education |
| Total - - - - - |         | 360 Minutes                             |