

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKACION, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)
Maynila

May 4, 1983

MECS O R D E R
No. 19, s. 1983

CLARIFICATIONS ON THE NEW ELEMENTARY SCHOOL CURRICULUM (NESC)

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. To insure effective implementation of the NESC beginning the school year 1983-1984, some clarifications on time allotment and programming, teaching of certain learning areas, etc., are given in the inclosure to this Order.
2. This Office will welcome requests for further clarification in the interest of effecting a successful implementation of the NESC.
3. Immediate dissemination of this MECS Order particularly at the teacher level is desired.

(SGD.) ONOFRE D. CORPUZ
Minister

Incl.:
As stated

Reference:
MEC Order: No. 6, s. 1982

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
TEACHERS

(Inclosure to MECS Order No. 19, s. 1983)

SOME CLARIFICATIONS ON THE NEW ELEMENTARY
SCHOOL CURRICULUM (NESC)

1. On Time Allotment and Programming

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. (Paragraph 3, MEC Order No. 6, s. 1982)

The time allotments given are minimum requirements. A school shall not reduce the time allotment suggested for any learning area, but may increase it depending upon the need for more time to achieve mastery of expected outcomes. For instance, if a school decides to put greater emphasis on mathematics, it may lengthen the 40-minute period to 50 or 60 minutes depending upon the felt need. Time allotments may change within the year as the need arises.

A school may provide extra study or seatwork or remedial work periods and thus, lengthen the child's school day in order to insure learning at a mastery level. It shall, however, maintain the basic structure of the curriculum.

A teacher may occasionally modify her class program, e.g., rearrange and/or merge learning areas and extend the time allotment provided that the total time requirement for each area per week is observed.

2. On the Thrust of the NESC

"Its thrust is intellectual growth through which human/civic/economic/cultural development is enhanced." (Paragraph 2, MEC Order No. 6, s. 1982)

The thrust of elementary education is 4-H development (head, heart, hand, health). The school is the best place to develop the mind of the child. The child needs to develop his mind in order to enhance his economic, physical, moral, social and cultural development. Without intellectual development, he cannot become effective in the area of work.

3. On Character Building Activities (See Description of Learning Areas, Inclosure to MEC Order No. 6, s. 1982).

The activities introduced in this period should lead to the development of a specific value/trait which may be derived from the observed needs of the children or significant celebrations or historical events. The activities may involve story telling, discussion of happenings, role playing, dialogue, games, picture study, projects, agreement/commitment-making, homeroom activities involving parents, etc.

Health inspection shall be done systematically so that it shall not consume so much time and shall lead to the development of good health habits. Under no circumstances shall the period be used for ground improvement, collection of contributions and other unrelated activities.

4. On English and Pilipino

In the learning areas English and Pilipino, reading, language, phonics, spelling and writing shall be treated as skills rather than separate subjects to be taught.

5. Sibika at Kultura (Civics and Culture)

Pilipino shall be the medium of instruction for this learning area.