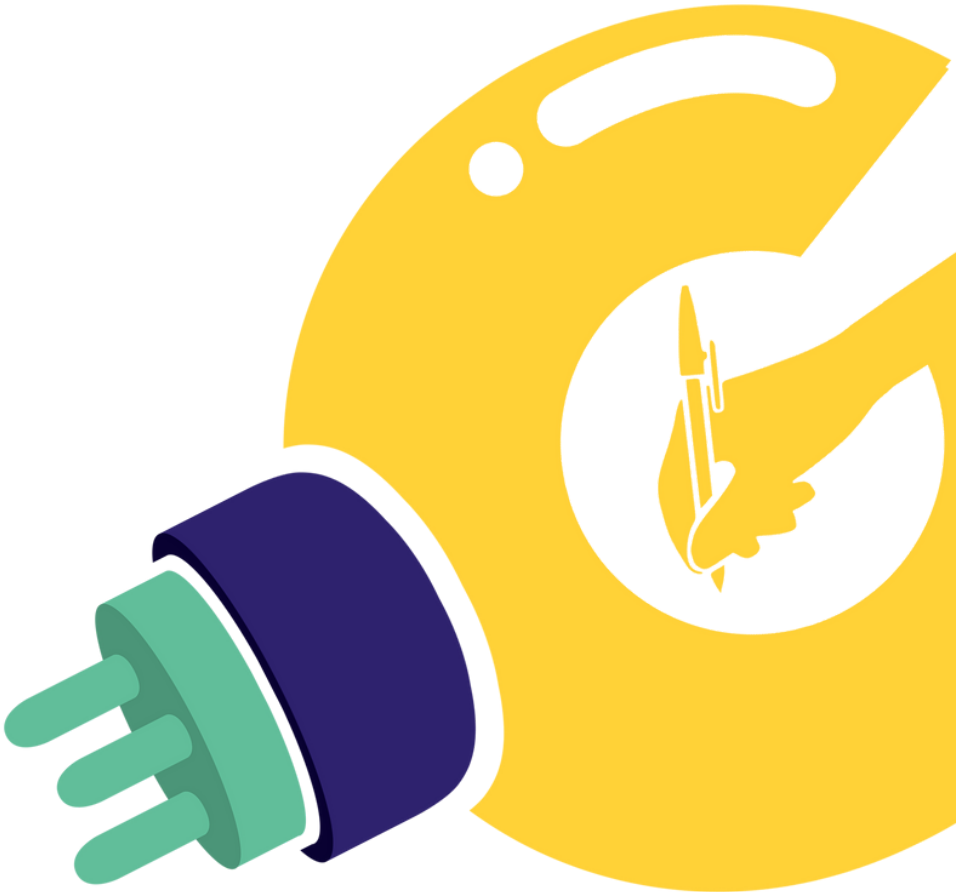




Edwardian EDGE
Plus

PRIMER

SY 2022-2023





Edwardian EDGE Plus

Hybrid-Flexible Learning Modality for SY 2022-2023



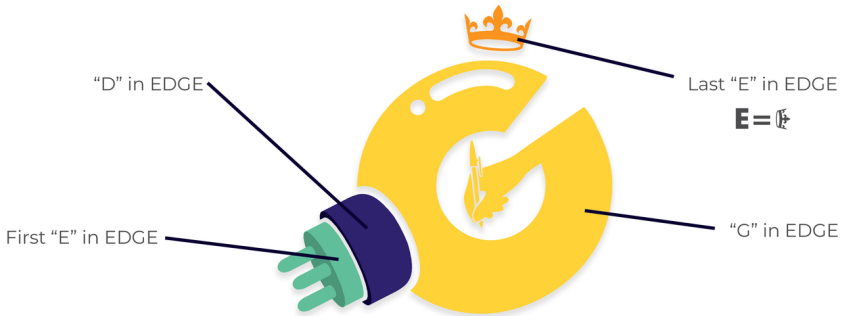
The Edwardian EDGE Plus : Edwardian Excellence in Digital Global Education is founded on the mission of St. Edward Schools as a nurturing learning institution. Edwardian EDGE Plus is grounded on the pedagogy of global education that will engage students in learning areas that will enable them to develop an expanded worldview that is grounded on the universal values and character formation.

The crisis has emboldened St. Edward Schools to respond in a decisive, yet nurturing way to prepare our students for what the future may hold. Through the Edwardian EDGE, we aspire that Edwardians not only are proficient in academics, more so they become responsible citizens of the country and of the world equipped with the necessary 21st century skills that may enable them to address the ever growing demands of the times, resilient to changes and responsive to challenges.

The Edwardian EDGE Plus is a hybrid-flexible learning modality which is a combination of limited face-to-face / onsite learning and online distance learning (ODL).



The Logo



bulb represents an idea, and intelligence



3-pin plug represents connectivity and most laptop and desktops have 3-pin plugs



crown represents excellence, highness, and reward. based on the SES Logo



writing hand to represent face-to-face classes



Cycle and Features

Cycle of On-Site Face-to-Face and Online Learning

Instructional Week

Imus Campus	1	2	3	4	5	6	7	8	9	10	11	12
Pre-Kinder to Grade 6	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face
Grades 7-10	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning	Online Learning

Instructional Week

Faith Campus	1	2	3	4	5	6	7	8	9	10	11	12
SHS	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face	Face-to-Face

Face-to-Face
Online Learning

Features of The Edwardian EDGE Plus



Rich Learning Experiences



Summative assessment

Features of The Edwardian EDGE Plus



Tactile & psychomotor learning

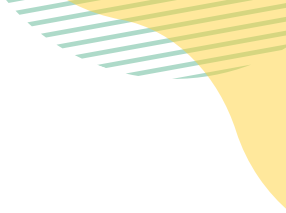


Social emotional learning





Frequently-Asked Questions (FAQs)



1. What is the Edwardian EDGE Plus?

The Edwardian EDGE Plus is a hybrid-flexible learning modality which is a combination of limited face-to-face / onsite learning and online distance learning (ODL). It is grounded on the pedagogy of global education that will enable every Edwardian to develop an *expanded worldview, proficient in academics, responsible citizenship* equipped with the necessary *21st century skills*.

2. Will the Edwardian EDGE Plus, be adopted throughout the year?

Yes. The school shall adopt the hybrid-flexible learning modality where a structured academic program that includes limited on-site learning, a virtual on-line routine, daily check-ins, learning playlists for asynchronous and synchronous class sessions, faculty consultations, parent-home support, and assessment of learning outcomes.

3. How long will the hybrid-flexible online learning modality be implemented?

The whole school year. The safety and well-being of the learners is our utmost concern. The hybrid-flexible online learning modality will remain in effect as guided by School Safety Assessment Tool (SSAT) of the Department of Education.

4. What sort of adult supervision is expected for Online Learning?

Pre-Kinder, Kinder and primary Learners (Grades 1 to 3) will need some assistance in the initial use of the device or in navigating the Learning Management System. There shall be minimal assistance in doing the learning playlists. A responsible adult at home is expected to watch over the students while they are doing their learning tasks.





Frequently-Asked Questions (FAQs)

5. What technical support may be given to the students and parents?

1. Tech Team is on hand to guide students and parents to ensure that the LMS is user friendly and easy to navigate.
2. Training and orientation to parents and guardians are to be conducted.
3. Trial runs shall be organized even before the opening of classes.
4. An online support will be provided to students during check-ins and faculty consultations.

6. Will the Edwardian EDGE Plus, be adopted throughout the year?

The set-up is on the student's learning time, rather than the student's contact time with the teacher. Young learners in basic education need to develop routine. This is the purpose of the Edwardian EDGE, which aims to emphasize to the learners a typical school day in an online learning environment.

7. Will there be schedule of classes from Monday to Friday?

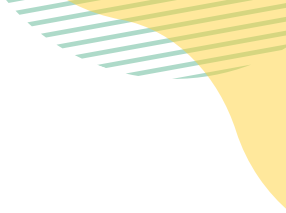
Yes. The learning time refers to the estimated amount of time that a student need to do the tasks given via the learning playlists. These tasks include:

- a. Daily check-ins every day, reminders, monitoring of students' well-being and establishing routines.
- b. Learning tasks in various subjects that are either synchronous or asynchronous, pre-recorded lecture, reading materials, participating in discussion, individual tasks, project-based learning and taking assessments.
- c. Regular consultation whether individual or in small groups with the teachers for academic and non-academic concerns





Frequently-Asked Questions (FAQs)



8. Will my child wear their uniform?

Yes. Especially the continuing students, wearing of the Edwardian polo shirt whenever they are online will give that feeling that they are still in school. This will be part of the daily check-ins by the teachers. The polo shirt can be paired by pants or shorts and sneakers.

9. What is a Learning Management System (LMS)?

It is the online learning platform for all web-based tools that will facilitate learning. Phoenix Aralinks is the Learning Management System together with Google Suite for Education as web-based tools.

10. What is a learning playlist?

It is a set of learning experiences delivered through the LMS, designed to engage students with their lessons, their teachers as coaches, and their fellow students.

11. What is synchronous and asynchronous learning?

It refers to the two modes of online learning. Synchronous activities happen in real-time usually via teleconferencing. Asynchronous are online learning activities that students can do on their own at their own pace, within a given time frame. They require minimal real-time interaction between the teacher and the students but will provide opportunities for consultation with their teachers.

12. Will there be group work and collaboration among students?

Yes. Collaboration is part of 21st Century Skills. Interaction, discussion, and group activities are essential to online learning. Club activities and extracurricular activities can also be organized for the students.

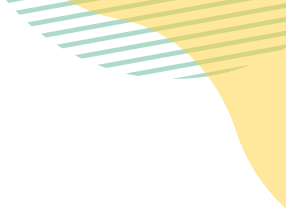
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Yes. Collaboration is part of 21st Century Skills. Interaction, discussion, and group activities are essential to online learning. Club activities and extracurricular activities can also be organized for the students.





Frequently-Asked Questions (FAQs)



14. What student services will be available online?

Spiritual and Character Formation. As a school that is Catholic in orientation, all online learning activities shall begin with a prayer. Values formation through the Christian Living subject as well as integration of Edwardian Core Values in all subject areas will create opportunities to nurture their personal relationship with God.

Guidance Services. These challenging times call for greater attention and support for our young and vulnerable learners. Our Guidance and Counseling Center shall continuously conduct psycho-emotional support for all students through consultation and conduct routine interviews.

Code of Conduct. The opportunities offered by the new technologies call for a strong moral compass for our young Edwardian learners. We must instill discipline, demand good character, and oversee their growth as responsible, honest, and respectable persons and as a global citizen. Feedback mechanisms as well as helping and proactive communication with parents and guardians will achieve this goal. The school shall adapt new policies on code of discipline to the new mode of online learning delivery including

15. What student services will be available online?

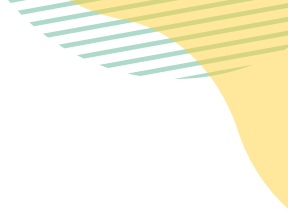
Laptop or desktop computers. Access to a computer is a significant component of online learning. Though tablets and smartphones may be used for viewing content and video conferencing, these devices are somehow limited in terms of productivity software. Operating system requirements for computers are Microsoft Windows 7 or Mac OS X with Mac OS10.10 or higher. Minimum system requirement are Intel i3 or AMD FX63 series with 4Gb RAM, or if better Intel i5 or AMD Ryzen 5 with 8Gb of RAM.

For tablets and cellphones: any Apple iOS tablet 4th Gen or higher; any Android device using OS4.0 or higher; or any Windows 10 or higher tablet.





Frequently-Asked Questions (FAQs)



16. What are the recommended software and hardware for Online Learning?

Broadband internet access that require at least 2mbps will be sufficient to load the learning materials and learning playlist. Audio and video plug-ins will be needed by the students to play video or audio materials (e.g. Windows Media Player, VLC, etc.)

Productivity software are needed to accomplish the learning tasks:

- a. Web browser (e.g. Google Chrome)
- b. Word Processing (e.g. Microsoft Word)
- c. Reading text documents (e.g. Adobe Acrobat Reader)
- d. Developing / creating presentations (Microsoft Powerpoint)
- e. Spreadsheet (e.g. Microsoft Excel)
- f. Video / Sound recording (e.g. built-in camera)

17. Will my child need an email address?

Yes. Communication in some forms will be thru email. Also, emails are needed to log-in to some web-based applications.

Every student will be given their office SES Email addresses. This will be handled by the IT Services Office. For technical assistance please email: it@ses.edu.ph

With the subscription to Google Suite for Education ensures the stability and reliability of data management of students and teachers to support its online learning activities.



Sample Class Schedules

SUMMARY

Summary of Class Program for Limited Face-to-Face Classes Hybrid-Flexible Learning Modality

Grade Level	Campus
Pre-Kinder to Grade 10	Imus Campus
Senior High School	Faith Campus

AM Session	PKK	Mins.	Grades 1-3	Mins.	Grades 4-6	Mins.	Grades 7-8	Mins.	Grades 9-10	Mins.	SHS	Mins.
Arrival	7:45 - 8:00	15	7:00 - 7:15	15	7:15 - 7:30	15	7:00 - 7:15	15	7:15 - 7:30	15	7:15 - 7:30	15
Daily Check-in	Circle Time 8:00 - 8:15	15	7:45 - 8:05	20	7:45 - 8:05	20	7:45 - 8:05	20	7:45 - 8:05	20	7:45 - 8:05	20
Period 1	8:15 - 8:45	30	8:05 - 8:55	50	8:05 - 9:05	60	8:05 - 9:05	60	8:05 - 9:05	60	8:05 - 9:05	60
Break	8:45 - 9:00	15	8:55 - 9:10	15	9:05 - 9:20	15	9:05 - 9:20	15	9:05 - 9:20	15	9:05 - 9:20	15
Period 2	9:00 - 9:30	30	9:10 - 10:00	50	9:20 - 10:20	60	9:20 - 10:20	60	9:20 - 10:20	60	9:20 - 10:20	60
Period 3	9:30 - 10:00	30	10:00 - 10:50	50	10:20 - 11:20	60	10:20 - 11:20	60	10:20 - 11:20	60	10:20 - 11:20	60
Homeroom	10:00 - 10:10	10	10:50 - 11:00	10	11:20 - 11:25	5	11:20 - 11:25	5	11:20 - 11:30	10	11:20 - 11:30	10
Dismissal	10:10		11:00		11:25		11:25		11:30		11:30	

PM Session	PKK	Mins.	Grades 1-3	Mins.	Grades 4-6	Mins.	Grades 7-8	Mins.	Grades 9-10	Mins.	SHS	Mins.
Arrival	12:45 - 1:00	15	12:00 - 12:15	15	12:25 - 12:40	15	12:25 - 12:40	15	12:30 - 12:40	10	12:30 - 12:45	15
Daily Check-in	Circle Time 1:00 - 1:15	15	12:40 - 1:00	20	12:40 - 1:00	20	12:40 - 1:00	20	12:40 - 1:00	20	12:45 - 1:05	20
Period 1	1:15 - 1:45	30	1:00 - 1:50	50	1:00 - 2:00	60	1:00 - 2:00	60	1:00 - 2:00	60	1:05 - 2:05	60
Break	1:45 - 2:00	15	1:50 - 2:05	15	2:00 - 2:15	15	2:00 - 2:15	15	2:00 - 2:15	15	2:05 - 2:20	15
Period 2	2:00 - 2:30	30	2:05 - 2:55	50	2:15 - 3:15	60	2:15 - 3:15	60	2:15 - 3:15	60	2:20 - 3:20	60
Period 3	2:30 - 3:00	30	2:55 - 3:45	50	3:15 - 4:15	60	3:15 - 4:15	60	3:15 - 4:15	60	3:20 - 4:20	60
Homeroom	3:00 - 3:10	10	3:45 - 3:50	5	4:15 - 4:20	5	4:15 - 4:20	5	4:15 - 4:25	10	4:20 - 4:25	5



Sample Class Schedules

PKK

Kinder A - Limited Face-to-Face (AM Session)						
Time	Minutes	September 13	September 14	September 15	September 16	September 17
		Mon	Tue	Wed	Thu	Fri
7:45 - 8:00	15	ARRIVAL				
8:00 - 8:15	15	Daily Check-in / Circle Time				
8:15 - 8:45	30	Literacy Basic information about one's self	Numeracy Primary Colors	Literacy Letter Aa	Science and Social Studies Parts of the Body	Filipino Pagpapakilala sa Sarili
8:45 - 9:00	15	BREAK				
9:00 - 9:30	30	Numeracy Primary Colors	Literacy Letter Aa	Numeracy Primary Colors	Literacy Letter Aa	Music & Arts Alligator Art Activity
9:30 - 10:00	30	Science and Social Studies Parts of the Face	Science and Social Studies Parts of the Body	Science and Social Studies Parts of the Body	PE Alligator Chomp Dance	Literacy Letter Aa
10:00 - 10:10	10	PACK-UP / GETTING READY FOR DISMISSAL				
10:10		DISMISSAL				

Kinder A - Limited Face-to-Face (PM Session)						
Time	Minutes	September 13	September 14	September 15	September 16	September 17
		Mon	Tue	Wed	Thu	Fri
12:45 - 1:00	15	ARRIVAL				
1:00 - 1:15	15	Daily Check-in / Circle Time				
1:15 - 1:45	30	Literacy Basic information about one's self	Numeracy Primary Colors	Literacy Letter Aa	Science and Social Studies Parts of the Body	Filipino Pagpapakilala sa Sarili
1:45 - 2:00	15	BREAK				
2:00 - 2:30	30	Numeracy Primary Colors	Literacy Letter Aa	Numeracy Primary Colors	Literacy Letter Aa	Music & Arts Alligator Art Activity
2:30 - 3:00	30	Science and Social Studies Parts of the Face	Science and Social Studies Parts of the Body	Science and Social Studies Parts of the Body	PE Alligator Chomp Dance	Literacy Letter Aa
3:00 - 3:10	10	PACK-UP / GETTING READY FOR DISMISSAL				
3:10		DISMISSAL				



Sample Class Schedules

PKK

Batch 1 - Kinder A - Online Distance Learning						
Time	Minutes	September 20	September 21	September 22	September 23	September 24
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:15	15	Daily-Check-in / Circle Time Children are expected to be online 10 minutes before the check-in.				
8:15 - 8:45	30	Literacy Identifying Basic Information About Oneself	Numeracy 2D Shapes	Literacy What is the first letter of your name?	Science and Social Studies Review Parts of the Body	Filipino Alpabetong Filipino
8:45 - 9:00	15	BREAK				
9:00 - 9:30	30	Numeracy Primary Colors	Literacy When is your birthday?	Numeracy Review Colors and Shapes	Literacy How old are you?	Music and Arts Body Parts Activity Puzzle
9:30 - 10:00	30	Science and Social Studies Parts of the Head	Science and Social Studies Parts of the Trunk	Science and Social Studies Parts of the Limbs	P.E. Dance "I Like to Move It"	Literacy How old are you?
10:00 - 11:00	60	Self-help Activities				

Batch 2 - Kinder B - Online Distance Learning						
Time	Minutes	September 20	September 21	September 22	September 23	September 24
		Mon	Tue	Wed	Thu	Fri
9:30 - 10:30	60	Self-help Activities				
10:30 - 10:45	15	Daily-Check-in / Circle Time Children are expected to be online 10 minutes before the check-in.				
10:45 - 11:15	30	Literacy Identifying Basic Information About Oneself	Numeracy 2D Shapes	Literacy What is the first letter of your name?	Science and Social Studies Review Parts of the Body	Filipino Alpabetong Filipino
11:15 - 11:30	15	BREAK				
11:30 - 12:00	30	Numeracy Primary Colors	Literacy When is your birthday?	Numeracy Review Colors and Shapes	Literacy How old are you?	Music and Arts Body Parts Activity Puzzle
12:00 - 12:30	30	Science and Social Studies Parts of the Head	Science and Social Studies Parts of the Trunk	Science and Social Studies Parts of the Limbs	P.E. Dance "I Like to Move It"	Literacy How old are you?



Sample Class Schedules

GRADES 1-3

Grade 3A - Limited Face-to-Face						
Time	Minutes	September 13	September 14	September 15	September 16	September 17
		Mon	Tue	Wed	Thu	Fri
7:00 - 7:15	15	ARRIVAL				
7:45 - 8:05	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
8:05 - 8:55	50	HEALTH Concept of Malnutrition	MATH Reading and Writing Whole Numbers	ENGLISH Parts of a Sentence	MATH More Practice: Place Value and Value & Reading and Writing Whole Numbers	SCIENCE Scientific Skills and Attitudes
8:55 - 9:10	15	BREAK				
9:10 - 10:00	50	ARALING PANLIPUNAN Ang Mapa at Bahagi Nito	FILIPINO Magalang na Pananalita	SCIENCE Scientist and their Works	FILIPINO Magalang na Pananalita	ENGLISH Kinds of Sentence
10:00 - 10:50	50	MOTHER TONGUE Kambal Katinig (Klaster)	ARTS Organic and Inorganic Line/Shape	ARALING PANLIPUNAN Mga Uri ng Mapa	CHRISTIAN LIVING The Story of Creation and God's Plan for his People	GMRC I Value Myself
10:50 - 11:00	10	PACK-UP / GETTING READY FOR DISMISSAL				
11:00		DISMISSAL				

Grade 3A - Online Distance Learning						
Time	Minutes	September 20	September 21	September 22	September 23	September 24
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:30	30	Daily Check-In Asynchronous Mindfulness Monday	Daily Check-In Asynchronous Tell Us Something Tuesday	Daily Check-In Asynchronous Winning Wednesday	Daily Check-In Asynchronous Thankful Thursday	Daily Check-In Asynchronous Fantastic Friday
8:30 - 9:20	50	PE Synch (20 mins.) Asynch (30 mins.) Moving in General Space	MATH Asynchronous Place Value and Value & Reading and Writing Whole Numbers	ENGLISH Synchronous Kinds of Sentence	MATH Synchronous Comparing and Ordering Whole Numbers	SCIENCE Asynchronous Laboratory Tools and their Use
9:20 - 9:30	10	BREAK				
9:30 - 10:20	50	ARALING PANLIPUNAN Asynchronous Mga Direksyon at Eskala	FILIPINO Asynchronous Klaster at Diptonggo	SCIENCE Synchronous Scientific Method	FILIPINO Asynchronous Klaster at Diptonggo	ENGLISH Asynchronous Nouns
10:20 - 10:30	10	BREAK				
10:30 - 11:20	50	MOTHER TONGUE Asynchronous Paggapakilala sa Sarili	MUSIC Asynchronous Steady beat in music	ARALING PANLIPUNAN Asynchronous Mga Mapa at Rehiyon	CHRISTIAN LIVING Asynchronous The Story of Abraham and His Call	GMRC Asynchronous Self Confidence
11:20 - 12:20	60	LUNCH				
12:20 - 2:20	120	ACADEMIC CONSULTATION				
2:20 - 3:20	60	NON-ACADEMIC CONSULTATION				



Sample Class Schedules

GRADES 1-3

Grade 3A - Limited Face-to-Face						
Time	Minutes	September 13	September 14	September 15	September 16	September 17
		Mon	Tue	Wed	Thu	Fri
7:00 - 7:15	15	ARRIVAL				
7:45 - 8:05	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
8:05 - 8:55	50	HEALTH Concept of Malnutrition	MATH Reading and Writing Whole Numbers	ENGLISH Parts of a Sentence	MATH More Practice: Place Value and Value & Reading and Writing Whole Numbers	SCIENCE Scientific Skills and Attitudes
8:55 - 9:10	15	BREAK				
9:10 - 10:00	50	ARALING PANLIPUNAN Ang Mapa at Bahagi Nito	FILIPINO Magalang na Pananalita	SCIENCE Scientist and their Works	FILIPINO Magalang na Pananalita	ENGLISH Kinds of Sentence
10:00 - 10:50	50	MOTHER TONGUE Kambal Katinig (Klaster)	ARTS Organic and Inorganic Line/Shape	ARALING PANLIPUNAN Mga Uri ng Mapa	CHRISTIAN LIVING The Story of Creation and God's Plan for his People	GMRC I Value Myself
10:50 - 11:00	10	PACK-UP / GETTING READY FOR DISMISSAL				
11:00		DISMISSAL				

Grade 3A - Online Distance Learning						
Time	Minutes	September 20	September 21	September 22	September 23	September 24
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:30	30	Daily Check-In Asynchronous Mindfulness Monday	Daily Check-In Asynchronous Tell Us Something Tuesday	Daily Check-In Asynchronous Winning Wednesday	Daily Check-In Asynchronous Thankful Thursday	Daily Check-In Asynchronous Fantastic Friday
8:30 - 9:20	50	PE Synch (20 mins.) Asynch (30 mins.) Moving in General Space	MATH Asynchronous Place Value and Value & Reading and Writing Whole Numbers	ENGLISH Synchronous Kinds of Sentence	MATH Synchronous Comparing and Ordering Whole Numbers	SCIENCE Asynchronous Laboratory Tools and their Use
9:20 - 9:30	10	BREAK				
9:30 - 10:20	50	ARALING PANLIPUNAN Asynchronous Mga Direksyon at Eskala	FILIPINO Asynchronous Klaster at Diptonggo	SCIENCE Synchronous Scientific Method	FILIPINO Asynchronous Klaster at Diptonggo	ENGLISH Asynchronous Nouns
10:20 - 10:30	10	BREAK				
10:30 - 11:20	50	MOTHER TONGUE Asynchronous Paggapakilala sa Sarili	MUSIC Asynchronous Steady beat in music	ARALING PANLIPUNAN Asynchronous Mga Mapa at Rehiyon	CHRISTIAN LIVING Asynchronous The Story of Abraham and His Call	GMRC Asynchronous Self Confidence
11:20 - 12:20	60	LUNCH				
12:20 - 2:20	120	ACADEMIC CONSULTATION				
2:20 - 3:20	60	NON-ACADEMIC CONSULTATION				



Sample Class Schedules

GRADES 4-6

Grade 4A - Limited Face-to-Face (AM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
7:15 - 7:30	15	ARRIVAL				
7:45 - 8:05	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
8:05 - 9:05	60	MATH Quiz #2: Multiplication of Whole Numbers	ENGLISH Personal and Possessive Pronouns	MATH Estimating Products	ENGLISH Indefinite and Interrogative Pronouns	FILIPINO Bahagi ng Pangungusap
9:05 - 9:20	15	BREAK				
9:20 - 10:20	60	SCIENCE Storage of Household Products and Proper Disposal of Waste	ARALING PANLIPUNAN UN Classroom Activities	FILIPINO Bahagi ng Pangungusap	PE Target Game MAPEH Performance Task	ARALING PANLIPUNAN UN Classroom Activities
10:20 - 11:20	60	CL Jesus is Baptized	SCIENCE Performance Task: Decaying and Non- decaying Materials	MUSIC Rhythmic Pattern (Notes)	TLE Making Compost	GMRC Gain Understanding of Oneself and Others
11:20 - 11:25	10	PACK-UP / GETTING READY FOR DISMISSAL				
11:25		DISMISSAL				

Grade 4A - Limited Face-to-Face (PM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
12:25 - 12:40	15	ARRIVAL				
12:40 - 1:00	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
1:00 - 2:00	60	MATH Quiz #2: Multiplication of Whole Numbers	ENGLISH Personal and Possessive Pronouns	MATH Estimating Products	ENGLISH Indefinite and Interrogative Pronouns	FILIPINO Bahagi ng Pangungusap
2:00 - 2:15	15	BREAK				
2:15 - 3:15	60	SCIENCE Storage of Household Products and Proper Disposal of Waste	ARALING PANLIPUNAN UN Classroom Activities	FILIPINO Bahagi ng Pangungusap	PE Target Game MAPEH Performance Task	ARALING PANLIPUNAN UN Classroom Activities
3:15 - 4:15	60	CL Jesus is Baptized	SCIENCE Performance Task: Decaying and Non- decaying Materials	MUSIC Rhythmic Pattern (Notes)	TLE Making Compost	GMRC Gain Understanding of Oneself and Others
4:15 - 4:20	5	PACK-UP / GETTING READY FOR DISMISSAL				
4:20		DISMISSAL				



Sample Class Schedules

GRADES 4-6

Grade 4A - Online Distance Learning						
Time	Minutes	October 25	October 26	October 27	October 28	October 29
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:30	30	Daily Check-In Asynchronous Mindfulness Monday	Daily Check-In Asynchronous Tell Us Something Tuesday	Daily Check-In Asynchronous Winning Wednesday	Daily Check-In Asynchronous Thankful Thursday	Daily Check-In Asynchronous Fantastic Friday
8:30 - 9:30	60	MATH Asynchronous Mental Multiplication and Problem Solving	ENGLISH Synch (20 mins.) Asynch (40 mins.) Pronouns	MATH Synch (10 mins.) Asynch (50 mins.) Estimating and Mental Multiplication	ENGLISH Asynchronous Parts of a Paragraph	FILIPINO Asynchronous Elemento ng Kuwento
9:30 - 9:40	10	BREAK				
9:40 - 10:40	60	SCIENCE Synch (10 mins.) Asynch (50 mins.) Physical Changes in Matter	Health Asynchronous Pathogens and Chain of Infection	FILIPINO Asynchronous Elemento ng Kuwento	AP Asynchronous Mga Gawaing Pangkabuhayan sa Pilipinas	AP Asynchronous Pangangasiwa sa mga Likas na yaman ng Bansa"
10:40 - 10:50	10	BREAK				
10:50 - 11:50	60	CL Asynchronous Jesus is Tempted	SCIENCE Asynchronous Physical Changes in Matter	ART Asynchronous Negative and Positive space	TLE Synchronous Garden Tools	GMRC Synchronous Gain Understanding of Oneself and Others
11:50 - 12:50	60	LUNCH				
12:50 - 2:20	90	INDEPENDENT STUDY				
2:20 - 3:20	60	ACADEMIC CONSULTATION				
3:20 - 4:20	60	NON-ACADEMIC CONSULTATION				



Sample Class Schedules

GRADES 7-10

Grade 7A - Limited Face-to-Face (AM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
7:00 - 7:15	15	ARRIVAL				
7:45 - 8:05	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
8:05 - 9:05	60	ENGLISH Modals	CL Church as a Servant	MATH Rational Numbers	ENGLISH Modals	FILIPINO Pagsusult: Alamat at Dula
9:05 - 9:20	15	BREAK				
9:20 - 10:20	60	TLE JAVA Variables	FILIPINO Alamat at Dula	SOCIAL STUDIES Mesopotamia	PE Physical Fitness Test	SOCIAL STUDIES Mesopotamia
10:20 - 11:20	60	MATH Properties of Integers	SCIENCE Cell Structure and Function	MUSIC Music of Mindoro and Palawan	SCIENCE Cell Structure and Function	VALUES EDUCATION Valuing Oneself
11:20 - 11:25	5	PACK-UP / GETTING READY FOR DISMISSAL				

Grade 7A - Limited Face-to-Face (PM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
12:25 - 12:40	15	ARRIVAL				
12:40 - 1:00	20	Daily Check-In Mindfulness Monday	Daily Check-In Tell Us Something Tuesday	Daily Check-In Winning Wednesday	Daily Check-In Thankful Thursday	Daily Check-In Fantastic Friday
1:00 - 2:00	60	ENGLISH Modals	CL Church as a Servant	MATH Rational Numbers	ENGLISH Modals	FILIPINO Pagsusult: Alamat at Dula
2:00 - 2:15	15	BREAK				
2:15 - 3:15	60	TLE JAVA Variables	FILIPINO Alamat at Dula	SOCIAL STUDIES Mesopotamia	PE Physical Fitness Test	SOCIAL STUDIES Mesopotamia
3:15 - 4:15	60	MATH Properties of Integers	SCIENCE Cell Structure and Function	MUSIC Music of Mindoro and Palawan	SCIENCE Cell Structure and Function	VALUES EDUCATION Valuing Oneself
4:15 - 4:20	5	PACK-UP / GETTING READY FOR DISMISSAL				
4:20		DISMISSAL				



Sample Class Schedules

GRADES 7-10

Grade 7A - Online Distance Learning						
Time	Minutes	October 25	October 26	October 27	October 28	October 29
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:30	30	Daily Check-In Asynchronous Mindfulness Monday	Daily Check-In Asynchronous Tell Us Something Tuesday	Daily Check-In Asynchronous Winning Wednesday	Daily Check-In Asynchronous Thankful Thursday	Daily Check-In Asynchronous Fantastic Friday
8:30 - 9:30	60	ENGLISH Asynchronous Figurative Language	CL Asynchronous We Meet God through the Prophets	MATH Asynchronous Subsets of Real Numbers	ENGLISH Asynchronous Figurative Language	FILIPINO Asynchronous Elemento at Uri ng Dula
9:30 - 9:40	10	BREAK				
9:40 - 10:40	60	TLE Synch (20 mins.) Asynch (40 mins.) JAVA Syntax and Comment	FILIPINO Synchronous Elemento at Uri ng Dula	SOCIAL STUDIES Asynchronous Influences of Asian Belief and Philosophies on Asian Culture	HEALTH Asynchronous Development of Self-awareness and Coping Skills in Adolescence	SOCIAL STUDIES Asynchronous Influences of Asian Belief and Philosophies on Asian Culture
10:40 - 10:50	10	BREAK				
10:50 - 11:50	60	MATH Synchronous Subsets of Real Numbers	SCIENCE Synchronous Microorganism	ARTS Synchronous Arts of Calabarzon, Cordillera, and Mindoro	SCIENCE Asynchronous Microorganism	VALUES EDUCATION Asynchronous Understanding of Oneself and Others
11:50 - 12:50	60	LUNCH				
12:50 - 2:20	90	INDEPENDENT STUDY				
2:20 - 3:20	60	ACADEMIC CONSULTATION				



Sample Class Schedules

SHS

11A STEM - Limited Face-to-Face (AM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
7:15 - 7:30	15	ARRIVAL				
7:45 - 8:05	30	Daily Check-in Mindfulness Monday	Daily Check-in HGP	Daily Check-in HGP	Daily Check-in HGP	Daily Check-in Friday Rewards
8:05 - 9:05	60	EASC Group presentation G4, G5 similarities venus, earth, mars G1,2,4,5 Crash landing	OCOM Oral Communication Activities	EASC Earth Subsystem	PDEV The Powers of Mind	PEH1 Status Barriers to Physical Activity Assessment and One's Diet
9:05 - 9:20	15	BREAK				
9:20 - 10:20	60	PCAL Equations of Parabola (Activity #4)	PDEV The Powers of Mind	PCAL Sketching the Graph of a Parabola in a Rectangular Coordinate System	RES1 Research Questions	CHE1 Nomenclature : Type 4 and Type 5
10:20 - 11:20	60	WIKA Gamit ng Wika	REL1 Quiz: Presentation of the Action Plan that promotes Catholic social teachings on life preservation.	WIKA Major Performance Task	OCOM Summative Assessment	STAT Population and Sample Parameter Versus Statistic Sampling Techniques
11:20 - 11:30	10	PACK-UP / GETTING READY FOR DISMISSAL				
11:30		DISMISSAL				

11A STEM - Limited Face-to-Face (PM Session)						
Time	Minutes	October 18	October 19	October 20	October 21	October 22
		Mon	Tue	Wed	Thu	Fri
7:15 - 7:30	15	ARRIVAL				
7:45 - 8:05	30	Daily Check-in Mindfulness Monday	Daily Check-in HGP	Daily Check-in HGP	Daily Check-in HGP	Daily Check-in Friday Rewards
8:05 - 9:05	60	EASC Group presentation G4, G5 similarities venus, earth, mars G1,2,4,5 Crash landing	OCOM Oral Communication Activities	EASC Earth Subsystem	PDEV The Powers of Mind	PEH1 Status Barriers to Physical Activity Assessment and One's Diet
9:05 - 9:20	15	BREAK				
9:20 - 10:20	60	PCAL Equations of Parabola (Activity #4)	PDEV The Powers of Mind	PCAL Sketching the Graph of a Parabola in a Rectangular Coordinate System	RES1 Research Questions	CHE1 Nomenclature : Type 4 and Type 5
10:20 - 11:20	60	WIKA Gamit ng Wika	REL1 Quiz: Presentation of the Action Plan that promotes Catholic social teachings on life preservation.	WIKA Major Performance Task	OCOM Summative Assessment	STAT Population and Sample Parameter Versus Statistic Sampling Techniques
11:20 - 11:30	10	PACK-UP / GETTING READY FOR DISMISSAL				
11:30		DISMISSAL				



Sample Class Schedules

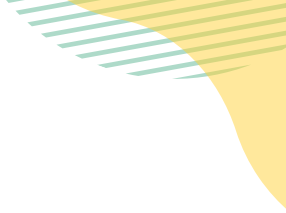
SHS

11A STEM - Online Distance Learning						
Time	Minutes	October 25	October 26	October 27	October 28	October 29
		Mon	Tue	Wed	Thu	Fri
8:00 - 8:30	30	Daily Check-in / HGP				
8:30 - 9:30	60	LIT Synch (20 mins.) Asynch (40 mins.) Philippine Literature Post-World War II (Part 2)	RPRO Synchronous Research Questions	LIT Asynchronous Preparation for Reportage	ACC2 Asynchronous Statement of Financial Position	AKAD Asynchronous Akademikong Sulatin: 1. Abstrak 2. Sintesis / Buod 3. Bionote
9:30 - 9:40	10	BREAK				
9:40 - 10:40	60	REL1 Asynchronous The Law: A Guide in Creating a Just Community	ACC2 Synchronous Statement of Financial Position	AKAD Asynchronous Akademikong Pagsulat: Layunin, Katangian, Gamit, Anyo	MEDL Asynchronous Media and Information Sources	BFIN Asynchronous Role of Financial Management
10:40 - 10:50	10	BREAK				
10:50 - 11:50	60	PHIL Asynchronous Human Person as Embodied Spirit	PEH3 Synchronous Lesson 4: Status Barriers to Physical Activity Assessment and One's Diet	BFIN Asynchronous Role of Financial Management	RPRO Asynchronous Research Questions	MEDL Asynchronous Media and Information Sources
11:50 - 12:50	60	LUNCH				
12:50 - 2:20	90	INDEPENDENT STUDY				
2:20 - 3:20	60	ACADEMIC CONSULTATION				





School Calendar



Trimester Calendar

The school adopts the Trimester calendar for one school year. Trimester calendar ensures solid number weeks of classroom instruction per term for Pre-Kinder/Kinder to Junior High School.

For Senior High School, the semestral calendar is followed.

Kinder to Grade 10

- 1st Term** - **August 15 to November 25, 2022**
 October 5 – 7: PPK to JHS Mid-Term Assessment (Term 1)
 November 23 – 25: PPK to JHS Term Assessment (Term 1)
 December 16: Progress Report Card (Term 1)
- 2nd Term** - **November 28, 2022 to March 10, 2023**
 January 19 – 21: PPK to JHS Mid-Term Assessment (Term 2)
 March 8 – 10: PPK to JHS Term Assessment (Term 2)
 March 31: Progress Report Card (Term 2)
- 3rd Term** - **March 13 to May 31, 2023**
 April 19 – 21: PPK to JHS Mid-Term Assessment (Term 3)
 May 22 – 24 - PPK to JHS Term Assessment (Term 3)
 June 17 - Releasing of Progress Report Card

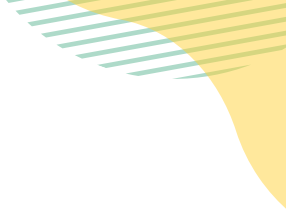
Senior High School

- First Semester** - **August 15, 2022 to January 20, 2023**
 October 26 – 28, 2022: Mid-Term Assessment
 Mid-Term Progress Report Card – November 25, 2022
 Final Term Assessment – November 6, 2022 to January 20, 2023
 1st Semester Progress Report Card – February 10, 2023
- Second Semester** - **November 28, 2022 to March 10, 2023**
 January 19 – 21: PPK to JHS Mid-Term Assessment (Term 2)
 March 8 – 10: PPK to JHS Term Assessment (Term 2)
 March 31: Progress Report Card (Term 2)





School Calendar



Trimester Calendar

The school adopts the Trimester calendar for one school year. Trimester calendar ensures solid number weeks of classroom instruction per term for Pre-Kinder/Kinder to Junior High School.

For Senior High School, the semestral calendar is followed.

Kinder to Grade 10

PKK to JHS Mid-Term Assessment

PKK to JHS Term Assessment

Progress Report Card

1st Term

August 15 to November 22, 2022

Oct 5 - 7

Nov 23-25

Dec 16

2nd Term

November 28, 2022 to March 10, 2023

Jan 19-21

March 8-10

March 31

3rd Term

March 13 to May 31, 2023

April 19-21

May 22-24

June 17

Senior High School

Mid-Term Assessment

Mid-Term Progress Report Card

Final Term Assessment

Progress Report Card

1st Semester

August 15, 2022 to January 20, 2023

Oct 26-28

Nov 25

Nov 6 to Jan 20

Feb 10

2nd Semester

January 23 to May 31, 2023

Jan 19-21

Mar. 8-10

May 22-24

June 17





School Calendar

School Breaks



Academic Break /
Mid-Year Faculty In-Service Training (FIT)



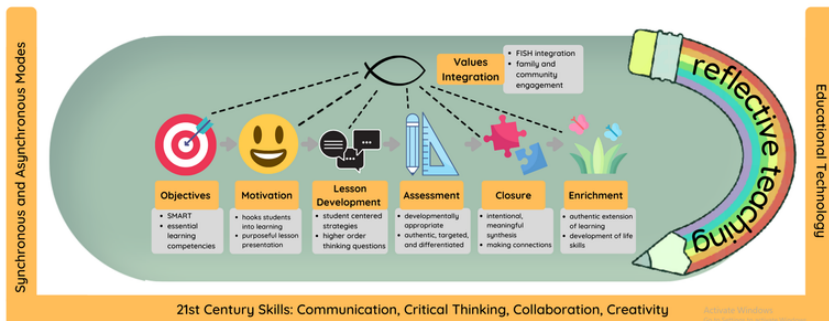
Christmas Break



Lenten Break / Holy Week



St. Edward School's Teaching and Learning Framework



Purpose

The teaching and learning framework of St. Edward School anchored on its Educational Philosophy and aligned to the Mission-Vision of the School is an interrelated set of instructional expectations designed to guide and support the teachers in the delivery of instructions to achieve high standards of student learning.

Rationale

As instructional designers, it is imperative for the teachers to write good lessons plans. Lesson planning helps the teacher systematically organize her thoughts and remember key elements of the learning engagement. It ascertains the teacher that clear expectations are set and revisited, activities are developmentally appropriate, and the right materials are used to carry out the activities. It gives the teacher a whole picture of the teaching-learning course and thus provide opportunities for integration with other curricular subjects giving the learners a whole idea that everything is connected to everything else.



St. Edward School's Teaching and Learning Framework

Anchoring to Global Standards

The Edwardian EDGE is grounded on the pedagogy of global education. An education that prepares the student for the future with an expanded world-view.

The 21st Century Skills are considered “super skills” that schools advocate to help students thrive in today’s world.

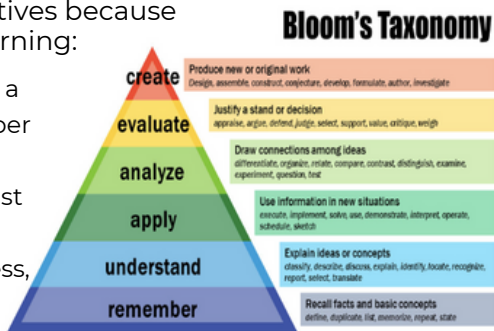
- Communication is the practice of conveying ideas quickly and clearly.
- Collaboration is the practice of working together to achieve a common goal.
- Critical Thinking is the practice of solving problems, among other qualities.
- Creativity is the practice of thinking outside the box.

Lesson Objectives

Well-defined lesson objectives and its articulation is beneficial to both learners and teachers. It gives the learners clear ideas of what they will get from the lesson. It also guides the learners as they work through the course and self-asses their learning progress. Good learning objectives help teachers filter text, determine modality, and identify learning activities appropriate for the lesson.

Blooms Taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept, you must first understand it
- In order to evaluate a process, you must have analyzed it.



The Academic Program

Competency-Based Education

The K to 12 Program of the Department of Education is fully implemented in St. Edward School. As a nurturing learning institution, St. Edward School anchors its curriculum to the developmental goals of the child, nurturing them at every stage of their life to enhance mastery of concepts, skills development and a love for lifelong learning.

ENGLISH

The K-12 Language Arts and Multi-literacies Curriculum is anchored on the following language acquisition, learning, teaching and assessing principles. All languages are interrelated and interdependent. Facility in the first language (L1) strengthens and supports the learning of other languages (L2). Acquisition of sets of skills and implicit metalinguistic knowledge in one language (common underlying proficiency or CUP) provides the base for the development of both the first language (L1) and the second language (L2)². It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This principle serves to explain why it becomes easier and easier to learn additional languages. Language acquisition and learning is an active process that begins at birth and continues throughout life. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and interests.



The Academic Program

MATHEMATICS

Mathematics from K- 10 is a skills subject. By itself, it is all about quantities, shapes and figures, functions, logic, and reasoning. Mathematics is also a tool of science and a language complete with its own notations and symbols and “grammar” rules, with which concepts and ideas are effectively expressed. The contents of mathematics include Numbers and Number Sense, Measurement, Geometry, Patterns and Algebra and Statistics and Probability.

Number and Number Sense as a strand include concepts of numbers, properties, operations, estimation, and their applications.

Measurement as a strand includes the use of numbers and measures to describe, understand, and compare mathematical and concrete objects. It focuses on attributes such as length, mass and weight, capacity, time, money, and temperature, as well as applications involving perimeter, area, surface area, volume, and angle measure.

Geometry as strand includes properties of two- and three – dimensional figures and their relationships, spatial visualization, reasoning, and geometric modelling and proofs.

Patterns and Algebra as a strand studies patterns, relationships, and changes among shapes and quantities. It includes the use of algebraic notations and symbols, equations, and most importantly, functions, to represent and analyze relationships.

Statistics and Probability as a strand is all about developing skills in collecting and organizing data using charts, tables, and graphs; understanding, analyzing and interpreting data; dealing with uncertainty; and making predictions about outcomes.

The K to 10 Mathematics Curriculum provides a solid foundation for Mathematics at Grades 11 to 12. More importantly, it provides necessary concepts and life skills





The Academic Program

needed by Filipino learners as they proceed to the next stage in their life as learners and as citizens of the Philippines.

SCIENCE

Conceptual Framework Science education aims to develop scientific literacy among learners that will prepare them to be informed and participative citizens who are able to make judgement and decisions regarding application of scientific knowledge that may have social, health or environmental impacts.

The science curriculum recognizes the place of science and technology in everyday human affairs. It integrates science and technology in the social, economic, personal and ethical aspects of life. The science curriculum promotes a strong link between science and technology, including indigenous technology, thus preserving our countries cultural heritage.

Science will provide learners repertoire of competencies important in world of work and in a knowledge-based society. It envisions the development of scientifically, technologically, and environmentally literate and productive members of society who are critical problem solvers, responsible stewards of nature, innovative and creative citizens, informed decision makers, and effective communicators.

It is designed around the three domains of learning science: understanding and applying scientific knowledge in local settings as well global context whenever possible, performing scientific processes and skills, and developing and demonstrating scientific attitudes and values. The acquisition of these domains is facilitated using the following approaches:





The Academic Program

FILIPINO

K to 12 Basic Education Curriculum K to 12 Filipino Gabay Pangkurikulum Mayo 2016 Pahina 3 ng 190 Kaugnay nito, layunin ng pagtuturo ng Filipino na malinang ang (1) kakayahang komunikatibo, (2) replektibo / mapanuring pag-iisip at, (3) pagpapahalagang pampanitikan ng mga mag-aaral sa pamamagitan ng mga babasahin at teknolohiya tungo sa pagkakaroon ng pambansang pagkakakilanlan, kultural na literasi, at patuloy na pagkatuto upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig. Sa ikatatamo ng mithiing ito, kailangan ng mga kagamitang panturo ng mga guro bilang suporta sa kurikulum na magmumula sa administrasyon, ahensiyang panlipunan, pribado at publiko, pamahalaang lokal, midya, tahanan at iba pang sektor ng lipunan. Isinaalang-alang sa pagbuo ng kurikulum ang pangangailangang panlipunan, lokal at global na pamayanan, maging ang kalikasan at pangangailangan ng mga magaaral. Pinagbatayan din ang mga legal na batas pang-edukasyon, at mga teoryang pilosopikal ng edukasyon at wika nina Jean Piaget (Developmental Stages of Learning), Leo Vygotsky (Cooperative Learning), Jerome Bruner (Discovery Learning), Robert Gagne (Heirarchical Learning), David Ausubel (Interactive/Integrated Learning), Cummins (Basic Interpersonal Communication Skills-BICS at Cognitive Academic Language Proficiency Skills-CALPS) at ng ating pambansang bayaning si Dr. Jose P. Rizal na nagsabing “nasa kabataan ang pag-asa ng bayan”. Dahil ang Filipino ay nasa disiplina ng wika, pinagbatayan ang mga teorya sa kalikasan at pagkatuto ng wika, mga teorya / simulain sa pagsusuring panliterasi at mga pagdulog sa pagtuturo ng wika (W1, W2, W3) at pagtuturo ng mga akdang pampanitikan at tekstong palahad.



The Academic Program

ARALING PANLIPUNAN

Naging batayan ng K-12 Araling Panlipunan Kurikulum ang mithiin ng “Edukasyon para sa Lahat 2015” (Education for All 2015) at ang K-12 Philippine Basic Education Curriculum Framework. Layon ng mga ito na magkaroon ng mga kakayahang kinakailangang sa siglo 21 upang makalinang ng “functionally literate and developed Filipino.” Kaya naman, tiniyak na ang mga binuong nilalaman, pamantayang pangnilalaman at pamantayan sa pagganap sa bawat baitang ay makapag-aambag sa pagtatamo ng nasabing mithiin. Sa pag-abot ng nasabing mithiin, tunguhin (goal) ng K-12 Kurikulum ng Araling Panlipunan ang makahubog ng mamamayang mapanuri, mapagmuni, mapanagutan, produktibo, makakalikasan, makabansa at makatao na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usaping pangkasaysayan at panlipunan.

Katuwang sa pagkamit ng layuning ito ay ang pagsunod sa teorya sa pagkatuto na konstruktibismo, magkatuwang na pagkatuto (collaborative learning), at pagkatutong pangkaranasan at pangkonteksto at ang paggamit ng mga pamaraang tematiko-kronolohikal at paksain/ konseptuwal, pagsisiyat, intregratibo, interdesiplinaryo at multisiplinaryo. Sa pagkamit ng nasabing adhikain, mithi ng kurikulum na mahubog ang pag-iisip (thinking), perpekstibo at pagpapahalagang pangkasaysayan at sa iba pang disiplina ng araling panlipunan ng mag-aaral sa pamamagitan ng magkasabay na paglinang sa kanilang kaalaman at kasanayang pang-disiplina.

Mula sa unang baitang hanggang ika-labindalawang baitang, naka-angkla (anchor) ang mga paksain at pamantayang pangnilalaman at pamantayan sa pagganap ng bawat yunit sa pitong tema:





The Academic Program

1) tao, kapaligiran at lipunan 2) panahon, pagpapatuloy at pagbabago, 3) kultura, pananagutan at pagkabansa, 4) karapatan, pananagutan at pagkamamamayan 5) kapangyarihan, awtoridad at pamamahala, 6) produksyon, distibusyon at pagkonsumo 7) at ungnayang pangrehiyon at pangmundo Samantala, ang kasanayan sa iba't-ibang disiplina ng araling panlipunan tulad pagkamalikhain, mapanuring pag-iisip at matalinong pagpapasya , pagsasaliksik/pagsisiyasat, kasanayang pangkasaysayan at Araling Panlipunan, at pakikipagtalastasan at pagpapalawak ng pandaigdigang pananaw, ay kasabay na nalilinig ayon sa kinakailangang pag-unawa at pagkatuto ng mag-aaral sa paraang expanding.

Sa ibang salita, layunin ng pagtuturo ng K-12 Araling Panlipunan na malinang sa mag-aaral ang pag-unawa sa mga pangunahing kaisipan at isyung pangkasaysayan, pangheograpiya, pampulitika, ekonomiks at kaugnay na disiplinaryang panlipunan upang siya ay makaalam, makagawa, maging ganap at makipamuhay (Pillars of Learning). Binibigyang diin sa kurikulum ang pag-unawa at hindi pagsasaulo ng mga konsepto at terminolohiya. Bilang pagpapatunay ng malalim na pag-unawa, ang mag-aaral ay kinakailangang makabuo ng sariling kahulugan at pagpapakahulugan sa bawat paksang pinag-aaralan at ang pagsasalin nito sa ibang konteksto lalo na ang aplikasyon nito sa tunay na buhay na may kabuluhan mismo sa kanya at sa lipunang kanyang ginagalawan.

EDUKASYON SA PAGPAPAKATAO

Ang Edukasyon sa Pagpapakatao (Esp) ay isa sa mga asignatura ng Pinaunlad na Programa ng Batayang Edukasyon na K to 12 na gagabay at huhubog sa mga kabataan. Tunguhin nito ang paghubog ng kabataang nagpapasya at kumikilos nang mapanagutan tungo sa



The Academic Program

kabutihang panlahat. Nangangahulugan ito na lilingin at pauunlarin ang pagkataong etikal ng bawat mag-aaral. Upang maipamalas ito, kailangang magtaglay siya ng limang pangunahing kakayahan (macro skills): pag-unawa, pagninilay, pagsangguni, pagpapasya at pagkilos.

Nililingin sa apat na tema sa bawat antas mula Kindergarten hanggang Baitang 10 ang mga pangunahing kakayahang ito: (a) Pananagutang Pansarili at Mabuting Kasapi ng Pamilya, (b) Pakikipagkapwa- tao, (c) Paggawa Tungo sa Pambansang Pag-unlad at Pakikibahagi sa Pandaigdigang Pagkakaisa, at (d) Pananalig at Pagmamahal sa Diyos at Paninindigan sa Kabutihan.

CHRISTIAN LIVING

Christian Living as a learning area is intended for the students to understand the basic core of our Catholic Faith with the hope of providing them a more solid foundation in appreciating these key themes to form the core of what we believe, pray, and do as Catholics. They help us understand our identity and by so doing bring to light our mission as disciples of Jesus.

Christian Living aims to make Faith education alive, interesting, dynamic, and experimental among the learners. The learners will appreciate and understand the main content of the lesson and in different learning experiences. The learners will be given the opportunity to live/ practice the faith in concrete ways and strengthen their spirituality. The life of the learners becomes a well-reflected life in the light of the teachings of Jesus



The Academic Program

Throughout the journey, the students will be guided by God's word in the Sacred Scripture. Instead of narratives or stories, though, the focus will be on the moral teachings found in the Old Testaments, particularly in the Ten Commandments, the Beatitudes, and Christ's two commandment of love. They will also turn to the teachings of the Church, which continue to interpret the Bible faithfully and relate it to contemporary issues and challenges. Through this learning area, students will gain a more critical understanding of what it means to be a disciple of Christ and a deeper appreciation for the rich heritage of the Catholic faith, which guides us in confronting modern-day problems and issues. The church is the family of God. The teachings of the Church, therefore, are best understood in the sense of love within a family – like that of a mother teaching and guiding her children to grow in love and virtue.

MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH

Music

The learner demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding. This subject is taken by the students to enhance their understanding of fundamental processes in music. The learner demonstrate their understanding through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.

The Arts

The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use



The Academic Program

different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Physical Education

Physical Education is composed of various lessons that will cover content units in Body Management, Movement Skills and Relationships. It will let the students be knowledgeable and familiarize with the basic components of Body and Space Awareness, Locomotor and Non-locomotor movements, Quality of Effort, and Relationship to a moving and stationary object/person. The students are encouraged to be well-involved, participative and active towards physical activities and collaboration towards others.

TECHNOLOGY AND LIVELIHOOD EDUCATION

TLE is geared toward the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values, and lifeskills. This means that the TLE that works is one which is built on adequate mastery of knowledge and information, skills and processes, and the acquisition of right work values and life skills. The TLE that is functional is one which equips students with skills for lifelong learning.



The Academic Program

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TLE is geared toward the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values, and lifeskills. This means that the TLE that works is one which is built on adequate mastery of knowledge and information, skills and processes, and the acquisition of right work values and life skills. The TLE that is functional is one which equips students with skills for lifelong learning.





The Academic Program

Information and Communications Technology or ICT has changed the world of business with the integration of technological applications in different enterprises. The use of computers and information processing system in the business has ensured that viewing or introducing processing systems in the business has ensured that viewing or introducing changes in the global market will be achieved rapidly, knowledge, conceptual understanding, and skills in Entrepreneurship and ICT will direct you toward exploring different business opportunities and being selfsufficient of the society.





Assessment of Learning

Key Features of the K-12 Basic Education Curriculum

Content Standards identify and set the essential knowledge and understanding that should be learned. They cover a specified scope of sequential topics within each learning strand, domain, theme, or component. Content standards answer the question. "What should the learners know?".

Performance Standards describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21st-century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation and adding value to products/ performance during independent work or in collaboration with others.

Performance standards answer the following questions:

1. "What can learners do with what they know?"
2. "How well must learners use their learning or understanding in different situations?"
3. "How well do learners use their learning or understanding in different situations?"
4. "How do learners apply their learning or understanding in real-life contexts?"
5. "What tools and measures should learners use to demonstrate what they know?"

Learning Competencies refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.

The school adheres to the provisions of Policy Guidelines on Classroom Assessment for the K-12 Basic Education Curriculum (DepEd Order No. 8 s. 2015) in relation to the assessment of learning outcomes.



Assessment of Learning

- A. The **Written Work** component ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long test, help strengthen test-taking skills among the learners. It is strongly recommended that items in long quizzes / test be distributed across the Cognitive Process Dimensions so that all are adequately covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.

- B. The **Performance Task** component allows learners to show what they know and are able to do in diverse ways. They may create or innovate products or do performance-based task. Performance-based task may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written output may also be considered as performance tasks.

- C. **Term Assessment** measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

Weight Components per Learning Area

Components	Languages	AP	ESP	Science	Math	MAPEH	EPP/ TLE
Written Work	30%			40%		20%	
Performance Tasks	50%			40%		60%	
Quarterly Assessment	20%			20%		20%	





Classroom Assessment

- Classroom assessment is a joint process that involves both teachers and learners. It is an integral part of the teaching and learning process.
- Teachers provide appropriate assessment to holistically measure learner's current and developing abilities while enabling them to take responsibility in the process.
- Appropriate assessment strategies are conducted to ensure learner's success in moving from guided to independent display of knowledge, understanding, and skills, and to enable them to transfer these in future situations.

Formative Assessment

- Formative assessment refers to the ongoing forms of assessment that are closely linked to the learning process.
- It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.
- Formative assessment may be given at any time during the teaching and learning process. It is also a way to check the effectiveness of instruction.
- Formative assessment provides students with immediate feedback on how well they are learning.
- Formative assessment enables students to take responsibility for their own learning and identify areas where they do well and where they need help.
- Formative assessment results are not included in the computation of summative assessment.

Summative Assessment

- Summative assessment occurs at the end of the a particular unit or at the end of a period of learning—e.g. end of the lesson, unit, chapter, or end of the term—to describe the standard reached by the learner.
- Summative assessment measures whether learners have met the content and performance standards.
- The results of the summative assessment are recorded and used to report on the learners' achievement.
- The results of summative assessment are reported to the parents and guardians.





Online Assessment

Guidelines and Rules of Conduct

Technical Check

Internet Stability	Ensure that your connection is stable and uninterrupted. If your internet access is unstable, your answers and results may be lost. It is advised that you write your answers on a piece of paper to save them.
Navigation Cautions	Once the proctor signals the start of the exam, do not refresh your browser or navigate away from the exam screen until the exam has been submitted. If you navigate away from the exam, your progress may be lost.

Assessment/Exam Rules

Modality	Synchronous (GMeet) and Asynchronous (Aralinks CLE)
Navigation Cautions	<p>The Homeroom Advisers are the designated proctors. They are responsible for the administration of the exam and overseeing the students' conduct.</p> <ul style="list-style-type: none">• Appropriate monitoring should be done to ensure that Google Meet and Aralinks CLE are the only applications running.• No other software applications or any other hardcopy resources like textbooks and modules will be accessed during the exam.• Cellphones and all other electronic devices must be turned off for the exam. Only one device - the student's personal computer or





Online Assessment

laptop will be allowed access to the exam.

- The proctor must be present until all the examinees submit the exam.
- Proctor ensures that students follow all assessment guidelines.
- Proctors must have a hard copy of the examination questions.

Conduct

The students will take the examinations on their own. Proctors of Grade 1 pupils will read the examination questions.

- Exams must be completed in one sitting; only one test attempt is given to each student.
- The students may not receive assistance from anyone in the household.
- Students may seek assistance from the proctor concerning technical issues with the LMS (for example, user navigation, etc.)
- Proctors must not interpret the exam questions or give hints to possible answers.

Cheating

Cheating is a serious offense and subject to disciplinary action (Section IV - Student Code of Conduct). Any evidence of cheating should be noted in detail by the proctor. He/She is obliged to notify the Discipline and Formation Officer of its occurrence.

Some examples of this offense are:

- Leaving mobile devices/smartphones, other web browsers, software applications, or other computers on during the exam
- Accessing the exam questions using two (or more) devices.





Online Assessment

- Bringing in resource materials (textbooks, modules, and the like).
- Seeking assistance and allowing other individuals to come in and answer the examination.
- Turning off the camera during the entirety of the exam.

Confidentiality

The exam is confidential. It cannot be copied, printed, saved, recorded, or reproduced in any manner, at any time. The exam questions and answers cannot be disclosed or disseminated to anyone before, during, or after the exam.

Time Allotment

Exams must be submitted within the time allotted before the time expires. Once the timer expires, the exam will be automatically submitted, even if the student did not click the 'Submit' button.

Problems with the Exam

If students encounter any difficulties in accessing or navigating the exam or fail to take or finish the exam for valid reasons, it will be duly noted by the Proctor for the assessment of the Academic Team.



Mid – Term Performance Report (MTPR) Form

A student who incurred deficiencies in particular subject(s) is given a performance report in the middle of the term. This is to advise the parents and the student that necessary actions be taken immediately.

The Mid-Term Performance Report Form is sent by the Homeroom Adviser and the reply slip duly signed by the parents should be given back to the adviser to acknowledge receipt of the referral form.

A parent-teacher conference is set to discuss how the student can be provided the appropriate intervention and accommodation.

Transmutation Table

The school follows an established Transmutation Table to interpret raw scores and initial grades that will be reflected in the report card at the end of the term.

The highest possible grade is 100 and the lowest is 65. Cutoff score is 60% with an equivalent grade of 75. The raw scores are converted to percentages using an established transmutation table with corresponding grade equivalents.

Edwardian Character Traits

The Edwardian Character Traits are given descriptive marks on the Progress Report Card to describe the learners' attainment of the desired character traits expected of an Edwardian.

The Edwardian Core Values are:

- Faith
- Integrity
- Stewardship
- Hard work

The Edwardian Character Traits are assessed by the Homeroom Advisers following a standard rubric.



Homeroom Guidance Program for Pre-Kinder/Kinder to Junior High School

Cluster	For Students	Structure of Homeroom Period
Pre-Kinder and Kinder	<p>Circle Time:</p> <ul style="list-style-type: none"> • Singing: Hello song or Welcome song • Date today: Month, day and year • Weather • Attendance • Classroom rules 	<p>Ask the children if they are done eating their breakfast or snacks. Proceed to the Circle time. Introduction of the lesson - motivation</p>
Grades 1-3	<p>Before Homeroom. Eat a healthy breakfast. Wear proper uniform. Prepare your Learning Packet.</p> <p>During Homeroom: Keep your camera turned on. Raise your hand if you want to say something. Prepare your EDL for reminders.</p>	<p>Greetings Daily Exercise Attendance Checking Daily reminders and announcements Homeroom activity (videos, games, writing or reading) Follow up on students' task Preparation for next subject</p>



Homeroom Guidance Program for Pre-Kinder/Kinder to Junior High School

<p>Grade 4-6</p>	<p>Before Homeroom:</p> <ul style="list-style-type: none"> • Eat a healthy breakfast. • Wear proper uniform. <p>During Homeroom:</p> <ul style="list-style-type: none"> • Keep your camera turned on. • Raise your hand if you want to say or ask something. 	<p>Checking of attendance Giving reminders and school announcements Follow-ups on students' tasks Facilitation of Homeroom Guidance Program Preparation for the next subject</p>
<p>Grades 7-10</p>	<p>Before Homeroom:</p> <ul style="list-style-type: none"> • Wear your proper uniform. • Make sure that you are ready for your class. • Prepare all the school materials you need for the day. <p>During Homeroom:</p> <ul style="list-style-type: none"> • Turn on your camera. • Mute your mic. Turn on when you are asked to speak. • Participate in homeroom class. 	<p>Flag Ceremony Checking attendance/proper uniform Checking technicals (mic and camera are working) Reminding of school announcements Follow-ups of student task Facilitating Homeroom Guidance Program Mindfulness/Meditation Setting mood for the next subject</p>



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