

Knowledge

“What we know and understand”

Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

21st Century Learner

Skills

“How we use
what we know”

Creativity
Critical Thinking
Communication
Collaboration

Character

“How we behave
and engage in
the world”

Mindfulness
Curiosity
Courage
Resilience
Ethics
Leadership

Meta-Learning

“How we reflect and adapt”

Metacognition
Growth Mindset

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Degree of Challenge

Lack of Support from School
and Community

HEADWIND:

Guided Instruction

Balance Point

LEFT:

Destination

DEGREE OF CHALLENGE

Support From

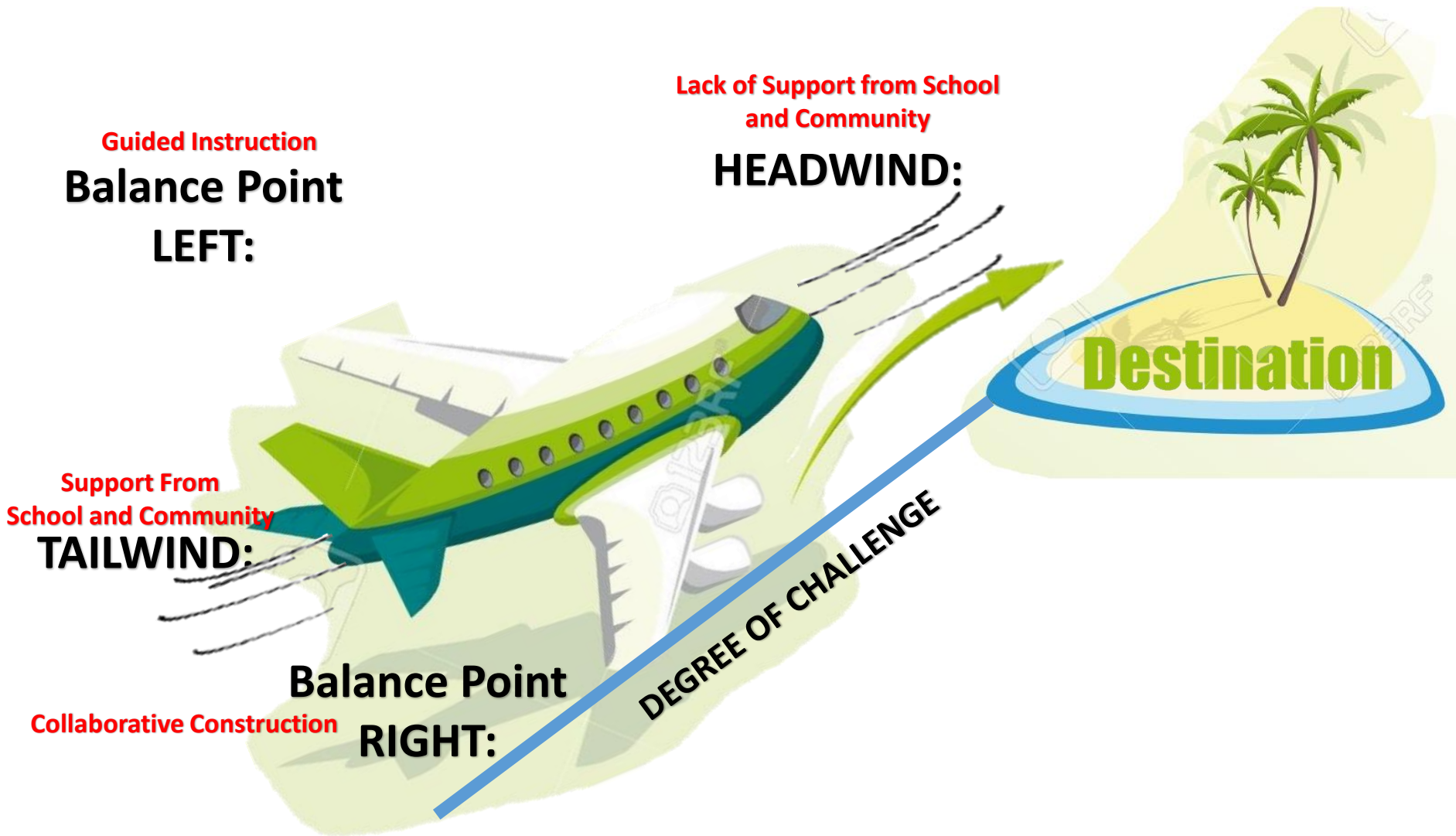
School and Community

TAILWIND:

Balance Point

RIGHT:

Collaborative Construction





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Experiential Taxonomy

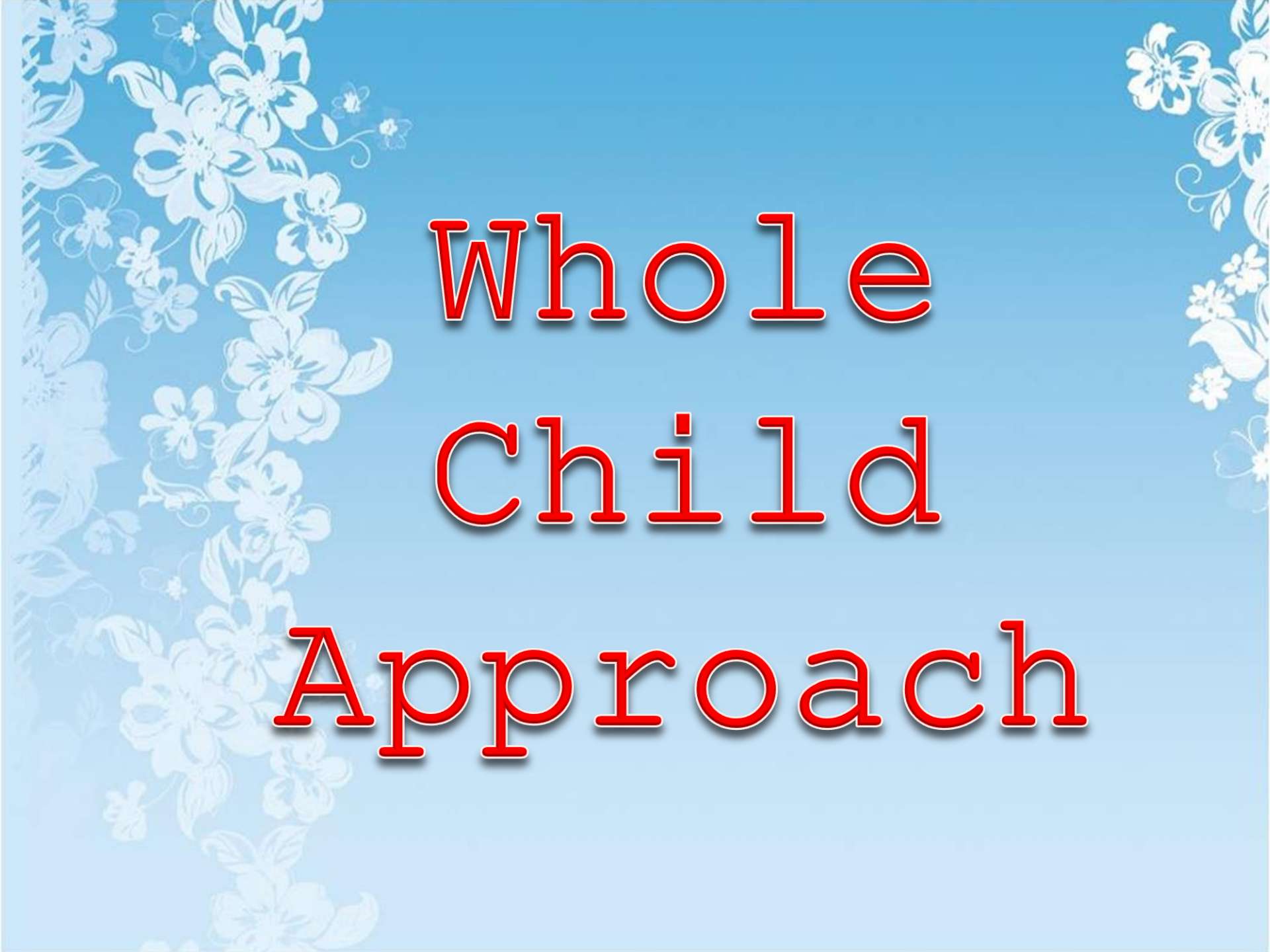
RELATIONSHIP OF EXPERIENTIAL TAXONOMY TO COGNITIVE, PSYCHOMOTOR AND AFFECTIVE TAXONOMIES



Experiential Taxonomy (Steinaker and Bell)	Cognitive Taxonomy (Bloom, et. Al)	Psychomotor Taxonomy (Simpson)	Affective Taxonomy (Krathwol, et. Al)
1. Exposure – Consciousness and readiness for further experience 	L1. Remembering- recognizing and recalling information	L1. Perception- use of sense to obtain cues to guide monitor activity L2. Set objectives readiness to activity	1.1. Receiving- willingness to give attention
2. Participation- Becoming a part of the experience 	L2. Understanding- constructing meaning	L3. Guided responses performing with a guide	1.2. Responding actively participating

3. Identification- Coming together of the learner and the experience	L3. Communication- applying and using carry out process		
4. Internalization – Experience affects the life of the learners	L4. Analyze- breakdown materials into parts to identify relationship of parts L5. Evaluating – making judgment based on criteria	L4 Mechanism – automatic performance with proficiency L5. Complex overt response-skillful performance	1.3. Valuing – attaching worth to experience 1.4. Organizing- bring together different values
5. Dissemination – Positive sharing through personalized sharing	L6. Creating – putting elements into new whole		1.5. Characterization- value system has controlled his behavior (not immediately observed)

Ref. Field Study A Joyful Teaching – Learning Journey/ OBE Outcome-Based Handbook, Marcela J. Leus, Ed.D., Rosalina A. Caubic Ed.D ©2015

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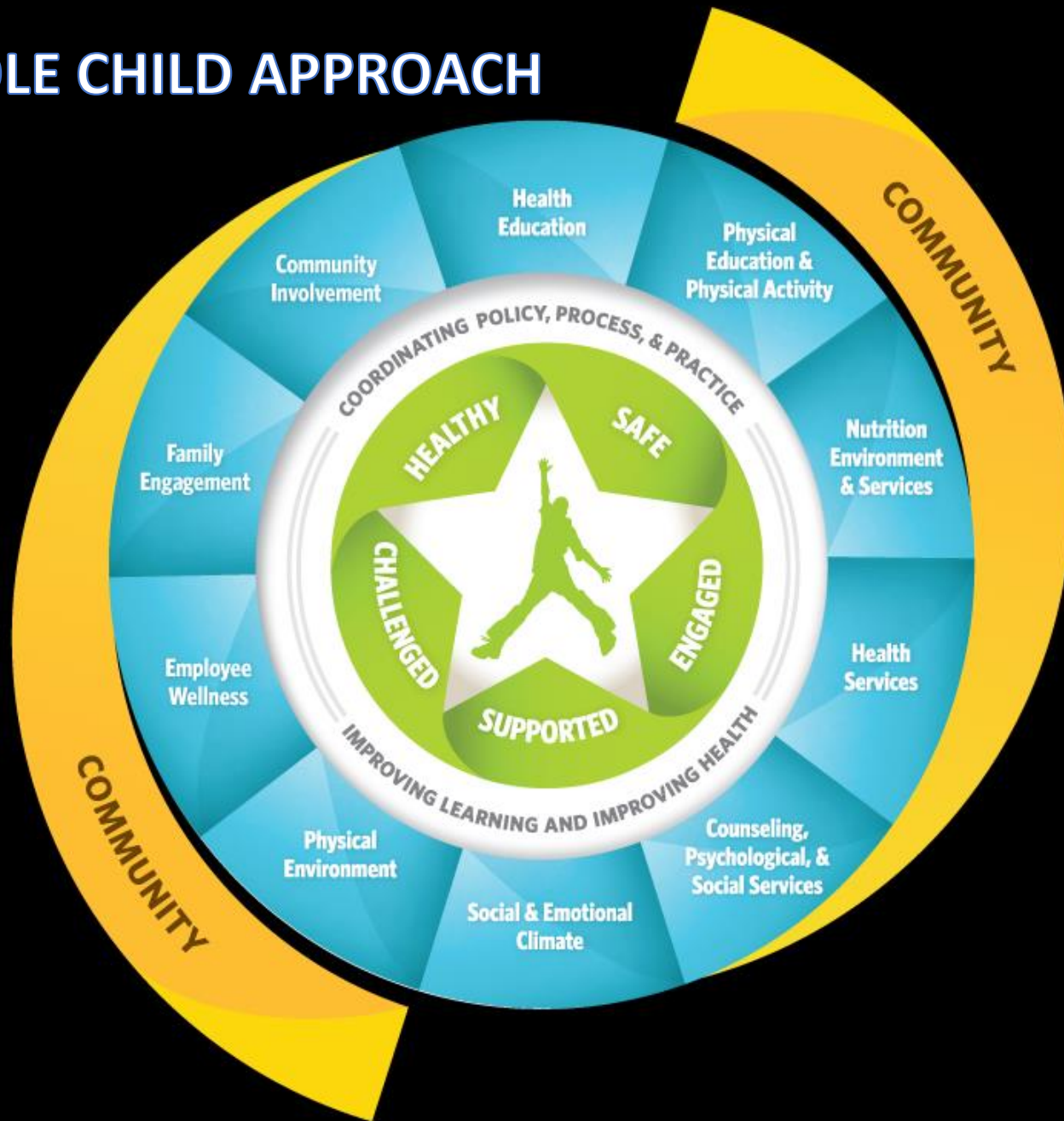
Whole Child Approach



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The Whole Child Approach

THE WHOLE CHILD APPROACH



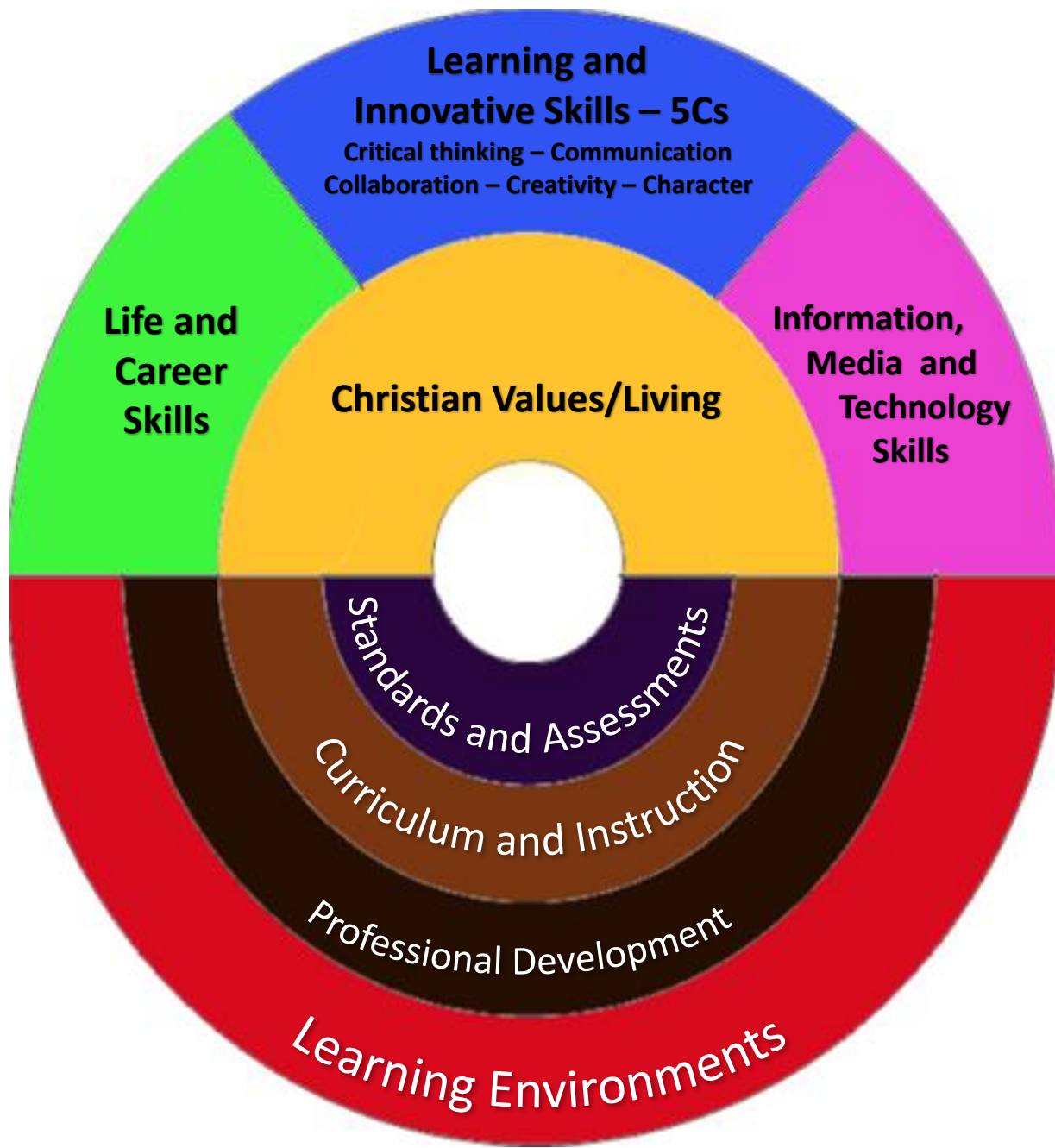
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Framework

For

21st Century

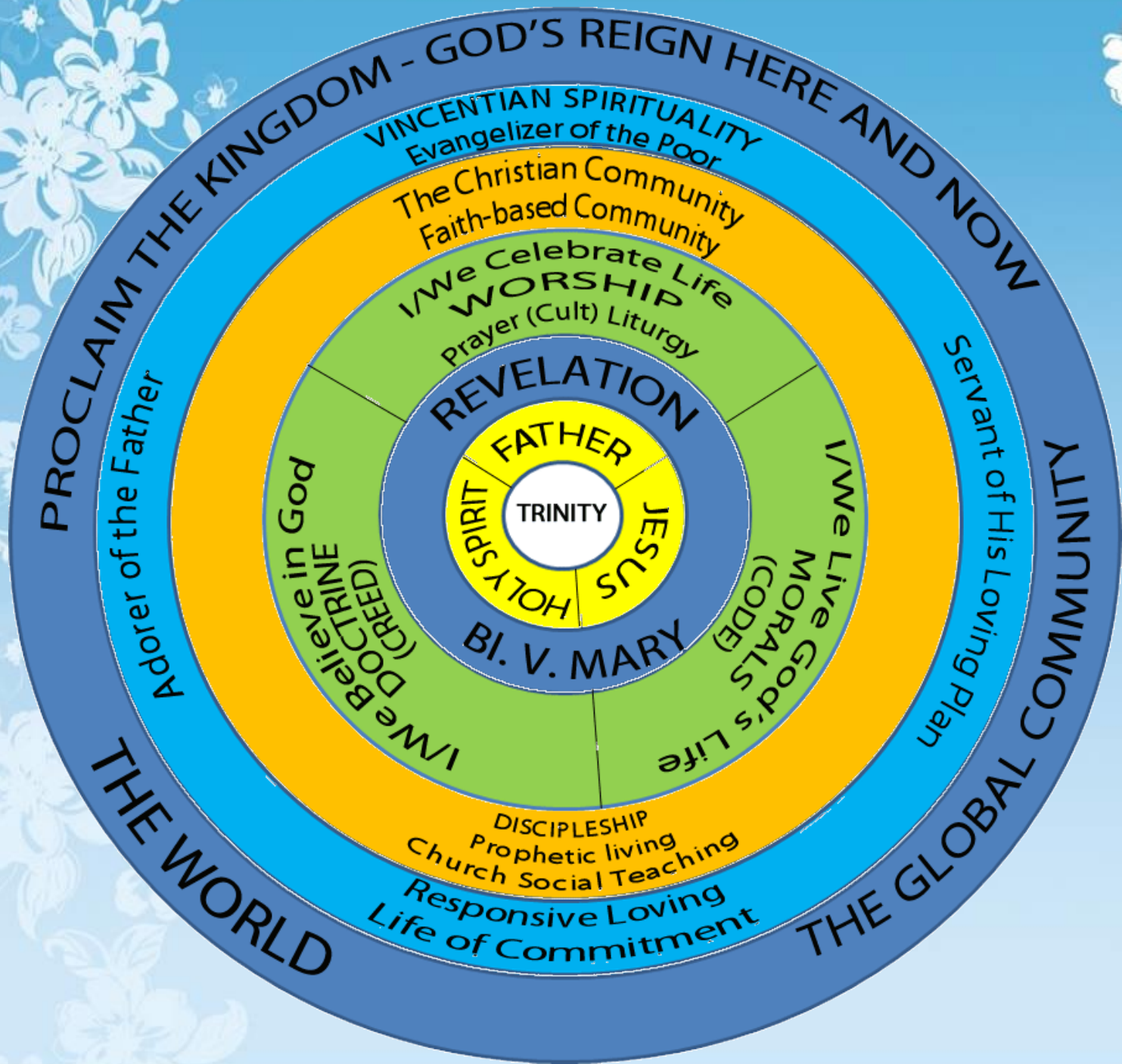
Learning

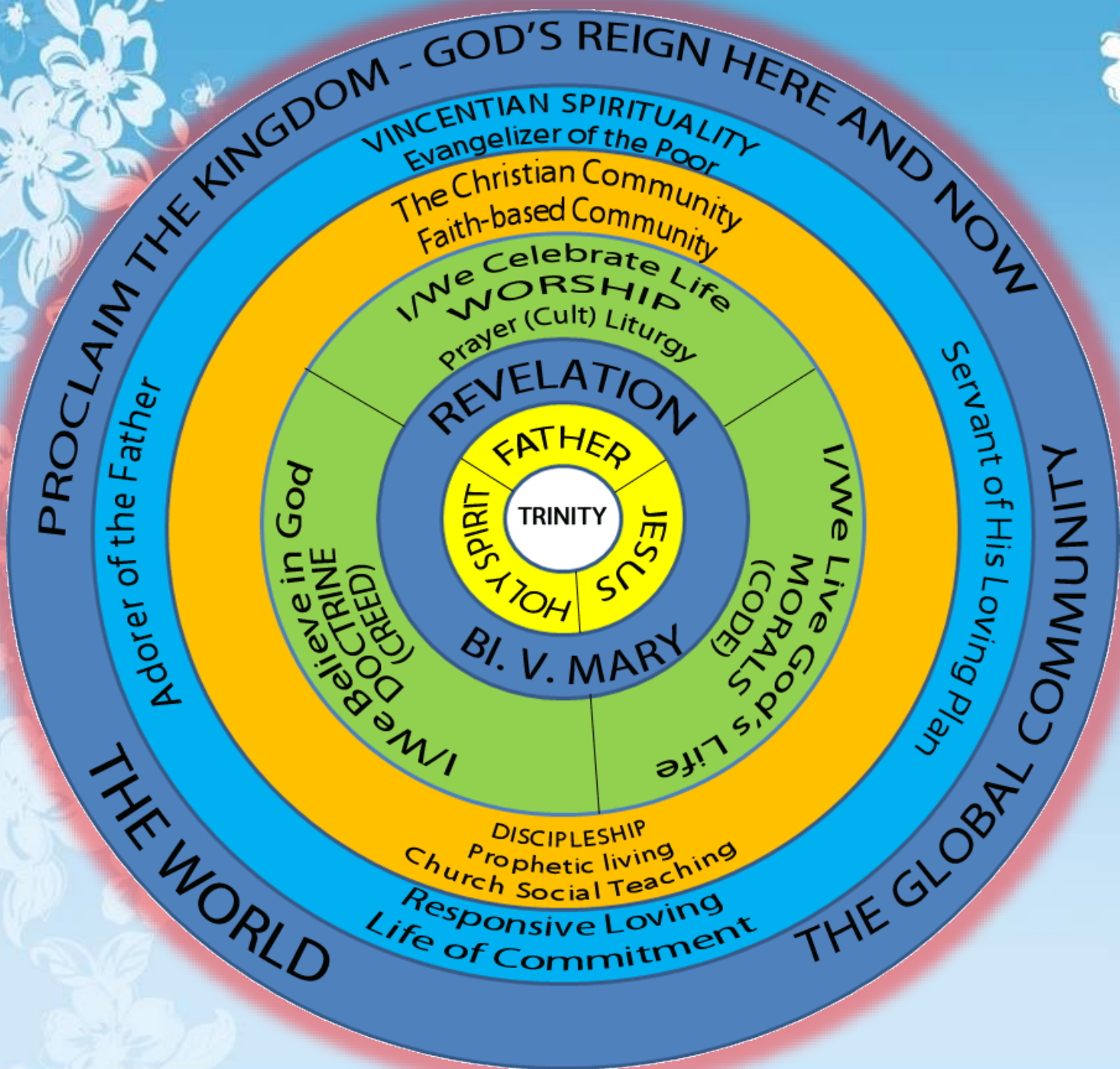


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RE-CVL

Framework





Adorer of the Father

THE WORLD

PROCLAIM THE KINGDOM - GOD'S REIGN HERE AND NOW

Servant of His Loving Plan

THE GLOBAL COMMUNITY

VINCENTIAN SPIRITUALITY
Evangelizer of the Poor
The Christian Community
Faith-based Community

I/We Celebrate Life
WORSHIP
Prayer (Cult) Liturgy

REVELATION

TRINITY

FATHER

B.I. V. MARY

JESUS

HOLY SPIRIT

I/We Believe in God
I/We DOCTRINE (CREED)

I/We Live God's Life
MORALS (CODE)

DISCIPLESHIP
Prophetic living
Church Social Teaching
Responsive Loving
Life of Commitment

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Learning Guide

KPUP

CHRISTIAN VINCENTIAN LIVING

LEARNING GUIDE

(Aligned with KPUP-Knowledge, Process, Understanding, Product/Performance)

I. Learning Objective

II. Subject Matter

References

Materials

Virtue Ethics

I. Teaching/Learning Strategies

A. Preliminary Activities

Motivation Prior Knowledge

A. Developmental Activities

- **Knowledge** – the substantive content; the facts and the information that the pupils acquire.
- **Process** – the skills or cognitive operations that the pupils perform on facts and information for the purpose of conducting meaning and understanding in their own lives.

B. Evaluative Activities

- **Understanding** – relates to bring ideas, principles, and generalization inherent to the discipline.
 - i. There are six facets of understanding (explanation, interpretation, application, perspective, empathy and self-knowledge)

C. Summative activities (Performance and Reflection)

- **Product Performance** – pertains to real-life application of understanding. In the case of CLE/Character Education, the lesson usually ends with a prayer to the Almighty, coupled with a sincere reflection on value-laden statements to empower the Christian believers.

SAMPLE LEARNING PLAN

Lesson 1 – God’s Family Begins a Community

Learning Objectives:

At the end of the lesson , the pupils are expected to:
Discuss the family as the basic unit of society
State the role of husband and wife in the family
Explain the uniqueness of the sacrament of marriage
Form meaningful associations with the letters of the word FAMILY
State ways by which one can strengthen the family bond
Recite a Prayer with sincerity.

Subject Matter: *God’s Family Begins a Community*

References: Seed of Faith 6 worktext, pp.3-8
Materials: Bible: family pictures
Virtue Ethics: respect for the family

Teaching Strategies

Preliminary Activities

Motivation/ Prior Knowledge

Encourage the pupils to show their family pictures.

Tell something about your family pictures.

(Ask some volunteer pupils) Can you share stories about your own families.

Developmental Activities

Knowledge

Study and talk about the pictures under *Every Passing Day* on page 3-4 of the work text.

Answer questions under *Let Us Talk and Reflect* on page 4 of the worktext.

What is the family doing in the first and second pictures?

In your family, do you do the same as in the pictures above? Explain your answer.

When was the last time your family went to a park or any leisure place?

When and where you hear Mass? Do you do this as a family?

Describe the third and fourth picture.

What do you see in the fourth picture? Describe it. What is it saying to you?

Read Genesis 2:21-22, 24 under *Message from the Bible* on page 5 of the worktext.

Read the explanation under *Sharing the Message of Faith* on page 6 of the worktext.

Process

Formulate ways and means to put the lesson into action under *Living Your Faith and Values* on page 6 of the worktext.

Evaluation Activities

Understanding

Answer the questions under *Explore, Discover and Express* on page 7-8 of the worktext.

Describe one's family using positive words on page 9 of the worktext. `

Complete the message board for one's family on page 7-8 of the worktext.

To my father

To my mother

To my grandparents and

To my sibling

Summative Activities

Performance and Reflection

Recite the prayer under *pray and empower Yourself* on page 8 of the worktext to conclude the lesson.

Compose prayer for your family.

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Learning Guide

HEAP

CHRISTIAN VINCENTIAN LIVING
LEARNING GUIDE
(Human Evocative Approach - HEAP)

I. TOPIC

1. Definition
2. Meaning
3. Meaning for me (What does the definition mean to the learner?)
 - 1.

II. ASPECT

1. Particular explication of the meaning for me expressed on the level of the relationship. (In what particular way is meaning expressed?)
2. Meaning that can be applied to the topic

III. CHRISTIAN MEANING

1. What is Christ doing for me in this aspect?
2. What is Christ revealing of Himself to me?

IV. BASIC HUMAN DESIRE (BHD)

1. The basic longing of the learner that is being answered or fulfilled in the Christian meaning.

V. CHRISTIAN MESSAGE

What is GOD DOING AND REVEALING OF HIMSELF in answer to the BASIC HUMAN DESIRE in relation to the ASPECT and the TOPIC?

Elements contained in the Christian message:

- a. God is revealing Himself and the purpose of His will.
- b. What is God doing in particular?
- c. The Basic Human Desire is being answered.

Formulation of the Christian Message starts either:

- a. with the Basic Human Desire (BHD)
- b. with the Topic/Aspect
- c. with the Christian Meeting - What is Christ doing and revealing of Himself.

VI. HUMAN SITUATION (HS)

Instances or occasions where the learners manifest their BHD

Guideline in the formulation of the Human Situation

1. The HS are occasions when the learners are faced with a dilemma, conflicts, or problems wherein they are confronted with a choice to make them aware of their reactions, attitudes and their underlying values.
2. The HS should be based on the learner's psychology, interests, experiences and desires.
3. The structure of the HS centers on the situation alone and should carry no details, reactions, attitudes and conclusions.

VII. DOCUMENTATION (to check, support, affirm the CM)

1. CHRISTIAN FORMULATION

The Christian formulation is teachings taken from the scriptures (OT and NT) or from the Church's documents (VAT. II, NCDP, CCC, CFC, PCP II, CT, EN, PCM II, etc.) to support the Christian meaning.

Guidelines for choosing/looking for the CF:

- a. Identify the keyword or the element in the point to be stressed in the Christian Message.
- b. Locate the keyword or the key element in the Bible Concordance.
- c. Select the passage that would be most appropriate for your point to be stressed.

1. CHRISTIAN EVENT (CE)

The CE could be taken from a story from the OT or NT or from the Lives of the Saints wherein the lives of the characters of the story are made evident in the relation to the Christian Message.

FORMAT: Title of the Story: _____
Source : _____
Point of Stress : _____

2. CHRISTIAN CELEBRATION (CC)

Liturgical/paraliturgical celebrations where in the main point of stress highlight the Christian Message/or is related to the CM previously formulated.

FORMAT: Liturgical Celebration: _____
Point of Stress : _____

3. CREED

Doctrine of the Church, Creedal Truths

Point of Stress : _____

4. CODE

Any of the Ten Commandments, Social Teachings of the Church, Beatitudes, Commandments of the Church, Corporal and Spiritual Works of Mercy.

Note: Not all of the above documents are used at the same time to support the CM. Either one or two are the documentation's will further deepen the meaning of the Christian Message.

adopted from Institute of Catechetics of the Archdiocese of Manila CCD program

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Learning Guide

See-Judge and Act

CHRISTIAN VINCENTIAN LIVING

LEARNING GUIDE

(See-Judge-Act))

CONTENT STANDARD: The learners demonstrate an understanding of the formation

.....

LEARNING COMPETENCIES: 1. Give evidence for and describe the formation.....

PERFORMANCE STANDARD: The learners can make.....

I. Christian Message (Content Standard)

Stated the Christian Message

References:

Word of God:

Context: (title of the lesson)

Value/s: Expected values

II. Objectives of the Lesson

Cognitive

Affective

Psychomotor

III. Teaching/Learning Strategies

A. Phase I – Our Life (Introduction)(Explore)

In this phase, the learners are made aware of human realities either on the personal, interpersonal, socio-political level of their experiences in order to determine their reactions, perceptions and attitudes towards the given situation. They are also led to a deeper understanding of their experiences through analysis of their feelings, reactions, perceptions, and attitudes towards the given situation.

B. Phase II - Our Value (Interaction)(Firm-Up)

This phase is focused on the identification of the value underlying the learners' reactions, feelings, perceptions, and attitudes toward a given situation. They are made to see and appreciate the meaning and importance of the value on the personal, interpersonal and social-political levels. The Filipino value is highlighted in an attempt to make the lesson authentically Filipino.

C. Phase III - Our Faith (Integration)(Deepen)

This phase is the heart of the lesson where the human experience and the value on focus are reflected upon the light of:

- a) The experiences of the Judeo-Christian as revealed in the scriptures. A certain degree of exegesis and hermeneutics is done to appropriate the Scripture text in the context of our times and to draw out its pertinence to the lessons;
- b) The Christian Tradition or Church Teachings. This is aimed at the learners' understanding and appreciation of the wealth of the church's faith tradition appropriate according to the framework of Renewed Evangelization . The Doctrine-Moral-Worship dimensions of the lesson are presented to bring about an integrated proclamation of the Christian Message.

D. Phase IV – Our Response (Transfer)

This phase brings about the integration of the Christian Message and life by engaging the learners into action through concrete responses to the discoveries and realizations drawn from the lesson. The learners are led to concretize their learnings in three levels:

CONVICTION – learning drawn from the doctrine taught;

ACTION – the practical application of the morals assimilated from lesson;

PRAYER and CELEBRATION – an activity to bring out the worship dimension of the learners' integrated response.

E. GENERALIZATION:

F. Assessments: kind of assessment (formative and non-formative)



Learning Guide
RE/CVL(SLMES)
Pattern in UbD



SCHOOL
Integrated Basic Education Department
A.Y. 2017-2018

LEARNING PLAN

UNIT TITLE : _____
GRADE LEVEL: _____
TEACHER: Mr. Alex C. Gutierrez

QUARTER: _____
TIME FRAME: _____

I. CONTENT STANDARD:

II. PERFORMANCE STANDARD:

III. LEARNING COMPETENCIES:

- LC1.
- LC2.
- LC3.
- LC4.
- LC5.
- LC6.

IBED

IV. LEARNING PLAN:

LEARNING COMPETENCIES	LEARNING CONTENT	LEARNING PROCEDURES	LEARNING STRATEGIES	REFERENCES/ RESOURCES /MATERIALS
<p>WEEK 1-2 June 22- June 30</p> <p>LC1</p>	<p>➤ Prayer</p> <p>➤</p>	<p>OBJECTIVES OF THE LESSON:</p> <p>Cognitive Affective Psychomotor</p> <p>A. Preliminaries Activities Motivation</p> <p>B. Process:</p> <p>-Introduction: -Explore (SEE) - Life Situation/ Human Experience</p> <p>-Firm-Up - Valuing/ Basic Human Desire</p> <p>-Deepen (JUDGE) - Gospel - Christian Message Doctrine (Creed) Moral (Cult) Worship (Code) - Life of Saints (optional)</p> <p>-Transfer (ACT) - Celebrations/Evaluation - Performance Task</p>	<p>Discussion</p> <p>Pre-Assessment</p> <p>Demonstration</p> <p>Interview</p> <p>Reporting</p> <p>PowerPoint</p> <p>Presentation</p> <p>Hands-on</p> <p>Fishbone: compare and contrast</p>	

IBED

DAUGHTERS OF CHARITY - ST LOUISE DE MARILLAC EDUCATIONAL SYSTEM
PROVINCE OF ST. LOUISE DE MARRILAC – ASIA

RELIGIOUS EDUCATION _____
COURSE SYLLABUS
_____ Semester, AY 2017-2018

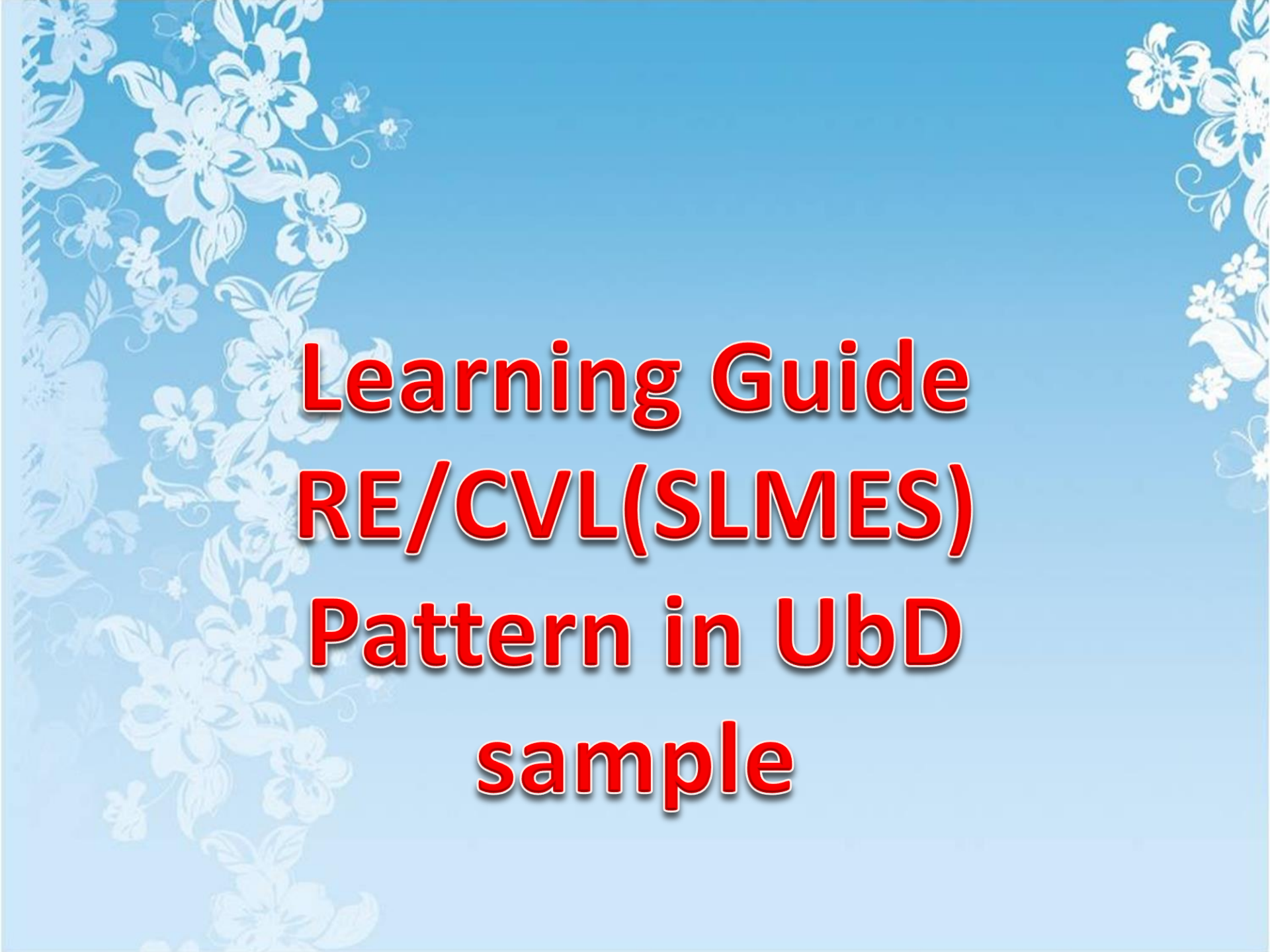
Course Title :
Course Code : c/o Registrar
Course Credit : 3 units
Prerequisite :

Professor/RE Facilitator :

ILO : (Intended Learning Outcome) Common to all
PILO : (Program Intended Outcome) Old Syllabus
CILO : (Course Intended Learning Outcome) General Standards (Woven)
Course Description : (Old Syllabus)

Time Frame	Learning Content (from Woven)	Value Integration (Additional)	Learning Outcomes (from Woven)	Learning Strategies (from UBD)	Assessment Strategies (From UBD)	Instructional Resource (from Woven)
PRELIM W E E K S						

HED



Learning Guide
RE/CVL(SLMES)
Pattern in UbD
sample

DAUGHTERS OF CHARITY

Province of St. Louise de Marillac -Asia
St. Louise de Marillac Educational System



COURSE SYLLABUS

CATECHESIS ON SOCIAL RESPONSABILITY

RE 105

©2017

RELIGIOUS EDUCATION CURRICULUM
RE 105-CATECHESIS ON SOCIAL RESPONSIBILITY

COURSE DESCRIPTION:

The course *Catechesis on Christian Social Responsibility* intensifies student's awareness of their responsibility as followers of Jesus and as members of the Church to fulfill the obligation of justice and charity in society. As baptized Christians, all are entrusted with the mission of continuing the work of Jesus. Our faith obligates us to share in the task of realizing the Kingdom/Reign of God which is not only liberation from sin but from all oppressive structures that destroy person's dignity as human beings created in the images and likeness of God.

Students are immersed in the *Social Doctrines of the Church* which serve as "principle for reflection, the criteria for judgment and the directives for actions which are the starting point for the promotion of an integral and solidarity humanism." (SRS41) *The Social Doctrines*, sometimes called the *Social Teachings*, is a body of Church teachings on the social order. It is composed of papal statements and conciliar or synod statements. It is rooted in the dignity of the human person as created in the image and likeness of God and the human rights and duties that protect and enhance this dignity. *Catholic Social Teachings* is also concerned with the social nature of the human person, the concept of common good, the relationship between society and state, the values of justice, peace, option for the poor and the concepts of subsidiarity and solidarity.

This is also a concrete response of the DC-SLMES in sharing the evangelizing mission of the Church. Animated by the Gospel values of Jesus and inspired by the life and works of St. Vincent de Paul and St. Louise de Marillac, students are formed to become agents of social transformation and to provide service to persons who are poor in the concrete milieu they find themselves.

"... We must honor and respect everyone: the poor because they are the members of Jesus Christ and our masters; the rich so that they will provide us with the means to do good for the poor".

St. Louise De Marillac, Glimpses of Light
Everyday Inspirations from SLM

DAUGHTERS OF CHARITY - ST LOUISE DE MARILLAC EDUCATIONAL SYSTEM
PROVINCE OF ST. LOUISE DE MARRILAC – ASIA

RELIGIOUS EDUCATION 105
COURSE SYLLABUS
Semester, AY _____

Course Title	:	Catechesis on Social Responsibility
Course Code	:	RE 105
Course Credit	:	3 units
Prerequisite	:	Generally, the students enrolled in this course are the 1 st year students of the Higher Education Department, graduates of the Senior High School of the DC SLMES who took up and passed RE 101, RE 102, RE 103 and RE 104 courses or the 3 rd year students of the Higher Education Department (HED) who are not graduates of the Catholic Institutions. In addition, all transferees from other institutions/colleges without Religious Education are also to take the course. (Pre-requisite to other RE course)

Professor/RE Facilitator: _____

VISION:

We envision DC-SLMES as an audacious Christ-centered ministry committed to empowering communities of learner into inner-directed Vincentian leaders and advocates of persons who are poor and of God's creation.

MISSION STATEMENTS:

We commit ourselves to;

1. Courageously pursue value innovative educational services rooted in Christ
2. Interdependently accelerate leadership and professional development through continuing education and intensive Vincentian formation.
3. Synergistically facilitate the integral development of the learners towards transformation thru current researches, relevant curricular offerings and responsive community extension services.
4. Relentlessly generate a new breed of self-directed, environmentally-caring, global Vincentian leaders.
5. Ardently support one another in sustaining the shared mission.

CORE VALUES

1. Advocacy for persons who are poor.
2. Respect for human dignity
3. Compassionate service
4. Co-responsibility
5. Commitment to excellence
6. Solidarity
7. Simplicity
8. Social commitment

ILO : The graduates of the Daughters of Charity – St. Louise de Marillac Educational System, Higher Education Department (DC-SLMES HED) are audacious Christian Vincentians characterized by CS attributes: Christ – centered, Charitable, Compassionate, Competent and Creative ready to the call of service and mission through integrative and transformative learning, experiential and alternative pedagogies. These attributes which they will live out in their profession and Christian vocation engage themselves to be empowered and inner-directed leaders who are advocates of persons in poverty situations and of God’s creation.

PILO :
Course Description :

The course *Catechesis on Christian Social Responsibility*, intensifies student’s awareness of their responsibility as followers of Jesus and as members of the Church to fulfill the obligation of justice and charity in society. As baptized Christians, all are entrusted with the mission of continuing the work of Jesus. Our faith obligates us to share in the task of realizing the Kingdom/Reign of God which is not only liberation from sin but from all oppressive structures that destroy person’s dignity as human beings created in the images and likeness of God.

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St. Louise de Marillac, Glimpses of Light
 Everyday Inspirations from SLM

- CILO :
1. Practicing the Social Doctrine/Teachings of the Church as continuation of the life and mission of Christ.
 2. Advocating the social nature of the human person, the concept of the common good, subsidiarity and solidarity, the relationship between society and the states, the values of justice, peace and option for the poor.
 3. Demonstrating a Catholic stand and taking courage to express/show the teachings of the Social Doctrine of the Church relevant to social issues in the Contemporary times.

Time Frame	Learning Content	Value Integration	Learning Outcomes	Learning Strategies	Assessment Strategies	Instructional Resource
PRELIM Wk. 1	Orientation <ul style="list-style-type: none"> - The School's Visio, Mission and Core Values - The Course Description and Course Outline - Course Requirements and Grading System 	<ul style="list-style-type: none"> - Belongingness - <u>Responsibility</u> - <u>Commitment to Mission</u> 	<ul style="list-style-type: none"> - Appreciating and adhering to the school's vision, mission and core values. - Manifesting enthusiasm in the teaching learning process. - Setting specific, measurable, attainable and realistic goals. 	<p>Explore:</p> <p>Getting to know you activity – Human Bingo (Each student will receive a card where there are instructions asking student for example to look for a classmate whose birthday is on December, a classmate who went to swimming in the beach during summer vacation etc. and when the student meet the right person described on the card he/she will ask him/her signature in the card.</p> <p>Brainstorming and answering the following:</p> <ol style="list-style-type: none"> 1. As a student, what do you usually do before going to bed at night/ upon waking up in the morning and before going to school? 2. Why are those activities essential to the life of a student? 3. What do you want to attain after the end of the semester? 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Group reporting - Creative art-work <p>Summative assessment:</p> <ul style="list-style-type: none"> - Paper and pencil test - Personal vision-mission and action plan making 	<p>Student Handbook</p> <p>RE program</p>



Thank You

Sr. Corazon Manalo, DC.,sfc