K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – CORE SUBJECT

Grade: 11 or 12
Core Subject Title: Personal Development

Semester:
No. of Hours/ Semester: 80 hours/ semester
Prerequisite (if needed):

Core Subject Description:
This course makes senior high school students aware of the developmental stage that they are in, for them to better understand themselves and the significant people around them as they make important career decisions as adolescents. The course consists of modules, each of which addresses a key concern in personal development. Using the experiential learning approach, each module invites students to explore specific themes in their development. Personal reflections, sharing, and lectures help reveal and articulate relevant concepts, theories, and tools in different areas in psychology.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Quarter I **Unit 1: Self-Development (20 hours)**				
1. Knowing Oneself Understanding oneself during middle and late adolescence	*The learners demonstrate an understanding of…* himself/herself during middle and late adolescence	*The learners shall be able to...* conduct self-exploration and simple disclosure	*The learners...* 1.1 explain that knowing oneself can make a person accept his/her strengths and limitations and dealing with others better	**EsP-PD11/12KO-Ia-1.1**
			1.2 share his/her unique characteristics, habits, and experiences	**EsP-PD11/12KO-Ia-1.2**
			1.3 maintain a journal	**EsP-PD11/12KO-Ia-1.3**
2. Developing the Whole Person	the various aspects of holistic development: physiological, cognitive, psychological, spiritual, and social development	illustrate the connections between thoughts, feelings, and behaviors in a person's holistic development	2.1 discuss the relationship among physiological, cognitive, psychological, spiritual, and social development to understand his/her thoughts, feelings, and behaviors	**EsP-PD11/12DWP-Ib-2.1**
			2.2 evaluate his/her own thoughts, feelings, and behaviors	**EsP-PD11/12DWP-Ib-2.2**
			2.3 show the connections between thoughts, feelings, and behaviors in actual life situations	**EsP-PD11/12DWP-Ib-2.3**
3. Developmental Stages in Middle and Late Adolescence	the skills and tasks appropriate for middle and late adolescence, and preparatory to early	make a list of ways to become responsible adolescents prepared for adult life	3.1 classifiy various developmental tasks according to developmental stage	**EsP-PD11/12DS-Ic-3.1**
			3.2 evaluate one's development in comparison with persons of the same age group	**EsP-PD11/12DS-Ic-3.2**

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adulthood			3.3 list ways to become a responsible adolescent prepared for adult life	**EsP-PD11/12DS-Ic-3.3**
4. The Challenges of Middle and Late Adolescence	the developmental changes in middle and late adolescence, and expectations of and from adolescents	clarify and manage the demands of the teen years (middle and late adolescence)	4.1 discuss that facing the challenges during adolescence may able to clarify and manage the demands of teen years	**EsP-PD11/12CA-Id-4.1**
			4.2 express his/her feelings on the expectations of the significant people around him/her (parents, siblings, friends, teachers, community leaders)	**EsP-PD11/12CA-Id-4.2**
			4.3 make affirmations that help one become more lovable and capable as an adolescent	**EsP-PD11/12CA-Id-4.3**
Quarter I **Unit 2: Aspects of Personal Development (20 hours)**				
5. Coping with Stress in Middle and Late Adolescence	stress and its sources; various stress responses; and coping strategies for healthful living in middle and late adolescence	identify personal ways of coping for healthful living	5.1 discuss that understanding stress and its sources during adolescence may help in identifying ways to cope and have a healthful life	**EsP-PD11/12CS-Ie-5.1**
			5.2 identify sources of one's stress and illustrate the effect of stress on one's system	**EsP-PD11/12CS-Ie-5.2**
			5.3 demonstrate personal ways of coping with stress for healthful living	**EsP-PD11/12CS-Ie-5.3**
6. The Powers of the Mind	the whole brain theory, or two hemispheres of the brain: artistic (right-brain dominant) and linear (left-brain dominant)	identify ways to improve learning using both the left and right brain	6.1 discuss that understanding the left and right brain may help in improving one's learning	**EsP-PD11/12PM-If-6.1**
			6.2 explore two types of mind-mapping techniques, each suited to right brain- or left brain-dominant thinking styles	**EsP-PD11/12PM-If-6.2**
			6.3 make a plan to improve learning using left and right brain through mind-mapping activities	**EsP-PD11/12PM-If-6.3**
7. Mental Health and Well-being in Middle and Late adolescence	the concepts about mental health and well-being in middle and late adolescence	identify his/her own vulnerabilities and make a plan on how to stay mentally healthy	7.1 interpret the concepts of mental health and psychological well-being in everyday observations about mental health problems during adolescence	**EsP-PD11/12MHWB-Ig-7.1**
			7.2 identify his/her own vulnerabilities	**EsP-PD11/12MHWB-Ig-7.2**

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			7.3 make a mind map on ways of achieving psychological well-being	**EsP-PD11/12MHWB-Ig-7.3**
			7.4 create a plan to stay mentally healthy during adolescence	**EsP-PD11/12MHWB-Ig-7.4**
8. Emotional Intelligence	the different types of emotions and how they are expressed	identify ways to communicate and manage emotions in a healthy manner	8.1 discuss that understanding the intensity and differentiation of emotions may help in communicating emotional expressions	**EsP-PD11/12EI-Ih-8.1**
			8.2 explore one's positive and negative emotions and how one expresses or hides them	**EsP-PD11/12EI-Ih-8.2**
			8.3 demonstrate and create ways to manage various emotions	**EsP-PD11/12EI-Ih-8.3**
Quarter II **Unit 3: Building and Maintaining Relationships (20 hours)**				
9. Personal Relationships	the dynamics of attraction, love, and commitment	appraise one's present relationships and make plans for building responsible future relationships	9.1 discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions	**EsP-PD11/12PR-IIi-9.1**
			9.2 express his/her ways of showing attraction, love, and commitment	**EsP-PD11/12PR-IIi-9.2**
			9.3 identify ways to become responsible in a relationship	**EsP-PD11/12PR-IIi-9.3**
10. Social Relationships in Middle and Late Adolescence	the concepts about social influence, group leadership and followership	identify the different roles of leaders and followers in society	10.1 distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership	**EsP-PD11/12SR-IIj-10.1**
			10.2 compare one's perception of himself/herself and how others see him/her	**EsP-PD11/12SR-IIj-10.2**
			10.3 conduct a mini-survey on Filipino relationships (family, school, and community)	**EsP-PD11/12SR-IIj-10.3**
11. Family Structures and Legacies	the impact of one's family on his/her personal development during middle and late adolescence	identify the firm and gentle sides of family care that affect a person's development during middle and late adolescence	11.1 appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better	**EsP-PD11/12FSL-IIk-11.1**
			11.2 make a genogram and trace certain physical, personality, or behavioral attributes through generations	**EsP-PD11/12FSL-IIk-11.2**
			11.3 prepare a plan on how to make the family members firmer and gentler with each other	**EsP-PD11/12FSL-IIk-11.3**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Quarter II **Unit 4: Career Development (20 hours)**				
12. Persons and Careers	the concepts of career development, life goals, and personal factors influencing career choices	set a personal career goal based on the results of self-assessment of various personal factors	12.1 explain that through understanding of the concepts of career and life goals can help in planning his/her career	**EsP-PD11/12PC-IIl-12.1**
			12.2 identify the personal factors influencing career choices	**EsP-PD11/12PC-IIl-12.2**
			12.3 take a self-assessment tool to know his/her personality traits and other personal factors in relation to his/her life goals	**EsP-PD11/12PC-IIl-12.3**
13. Career Pathways	the external factors influencing career choices	make a career plan based on his/her personal goal, and external factors influencing career choices	13.1 discuss the external factors influencing career choices that may help in career decision making	**EsP-PD11/12CP-IIl-13.1**
			13.2 identify pros and cons of various career options with the guidance of parent, teacher, or counselor	**EsP-PD11/12CP-IIl-13.2**
			13.3 prepare a career plan based on his/her personal goal and external factors influencing career choices	**EsP-PD11/12CP-IIl-13.3**
14. Insights into One's Personal Development	his/her personal development as an important component of setting career and life goals	analyze and synthesize his/her personal development as an important component of setting career and life goals	14.1 explain the factors in personal development that may guide him/her in making important career decisions as adolescents	**EsP-PD11/12IOPD-IIm-14.1**
			14.2 share insights that make him/her realize the importance of personal development in making a career decision as adolescent	**EsP-PD11/12IOPD-IIm-14.2**
			14.3 construct a creative visualization of his/her personal development through of the various stages he/she went through, stressors, influences, and decision-making points, and a personal profile analysis	**EsP-PD11/12IOPD-IIm-14.3**

		GLOSSARY
Term (Filipino)	**Term (English)**	**Definition**
Alalahanin	Stress	A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances
Antas ng Pag-unlad	Developmental stage	Subdivisions of the life span, each of which is characterized by certain behavioral or developmental traits
Huling Bahagi ng Pagdadalaga/Pagbibinata	Late adolescence	The final stage of physical and emotional growth as children pass into adulthood; happens somewhere between 17 and 22 years of age, when teens become fully mature mentally and physically
Kaayusang Pangkatauhan	Well-being	The state of being comfortable, healthy, or happy
Kalagitnaan ng Pagdadalaga/Pagbibinata	Middle Adolescence	A transitional stage of physical and psychological human development that generally occurs between ages 15 and 17
Layunin sa Buhay	Life goals	Target, vision, mission, or objectives of a person
Paghubog ng Kurso	Career development	The series of activities or the ongoing/lifelong process of developing one's work, profession, occupation, or vocation
Panlipunang Impluwensiya	Social influence	Occurs when one's emotions, opinions, or behaviors are affected by others
Pansariling Kaunlaran	Adolescence	A period of life in which the child transitions into an adult
Pansariling Paglago	Personal development/Self-development	Understanding of one's physiological, cognitive, psychological, spiritual, and social development to understand one's thoughts, feelings, and behaviors, and making important decisions toward becoming a better person
Teorya ng Pangingibabaw ng Kalahating-Kaliwa o Kalahating Kanan ng Utak	Brain Lateralization or Brain Dominance Theory	According to the theory of left-brain or right-brain dominance, each side of the brain controls different types of thinking. Additionally, people are said to prefer one type of thinking to the other. For example, a "left-brained" person is often said to be more logical, analytical, and objective, while a "right-brained" person is said to be more intuitive, thoughtful, and subjective.

Code Book Legend

Sample: EsP-PD11/12KO-Ia-1.1

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
First Entry	Learning Area and Strand/ Subject or Specialization	Edukasyon sa Pagpapakatao-Personal Development	EsP-PD11/12	Knowing Oneself	KO
				Developing the Whole Person	DWP
	Grade Level	Grade 11 or 12		Developmental Stages in Middle and Late Adolescence	DS
				The Challenges of Middle and Late Adolescence	CA
Uppercase Letter/s	Domain/Content/ Component/ Topic	Knowing Oneself	**KO**	Coping with Stress in Middle and Late Adolescence	CS
			-	The Powers of the Mind	PM
Roman Numeral *Zero if no specific quarter*	Quarter	1st Quarter	**I**	Mental Health and Well-being in Middle and Late adolescence	MHWB
				Emotional Intelligence	EI
Lowercase Letter/s *Put a hyphen (-) in between letters to indicate more than a specific week*	Week	Week one	**a**	Personal Relationships	PR
				Social Relationships in Middle and Late Adolescence	SR
			-	Family Structures and Legacies	FSL
Arabic Number	Competency	articulate observations on human cultural variation, social differences, social change, and political identities	**1**	Persons and Careers	PC
				Career Pathways	CP
				Insights into One's Personal Development	IOPD