

UNIT 4 : Instructional Planning and Cycle



Unit Objectives

At the end of the unit, the students must have:

1. identified the different curricula, teaching learning practices, teaching strategies, and learning resource materials that are used and practiced in the school;
2. analyzed if the teacher aligns the objectives to subject matter, teaching strategies and assessment, and learning resource materials in the conduct of the lesson;
3. outlined an OBTL lesson plan/exemplar, based on the sample lesson plan, where there is congruence of the lesson objectives, teaching methodology, and intended learning outcomes;



Topics

1. Understanding the Curriculum and Its Major Components
2. Instructional Cycle & Planning
 - a. The Learning Competencies and Learning Outcomes
 - b. The OBTL Lesson Development
 - c. A Revisit on Teaching Methods



Learning Essentials

Understanding the Curriculum and Its Major Components

Curriculum is not a textbook, nor the materials, videos and worksheets that help

us instruct students. It is the knowledge and skills that students are expected to learn as they progress through our school system. It is defined as the total learning process and outcomes as in lifelong learning. A school curriculum in this course limits such definition of total learning outcomes to continue to a specific learning place called school. These are formal institutions of learning where two stakeholders are the learners and the teachers.

K to 12 (also K-12) is an education system under the Department of Education that aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. "K" stands for Kindergarten and "12" refers to the succeeding 12 years of basic education (6 years of elementary education, 4 years of junior high school, and 2 years of senior high school).

K to 12 Salient features

- 1) **Strengthening Early Childhood Education.** Students will learn letters, numbers, shapes, and colours through songs, dances, and games using their mother tongue. This is a bold step toward making Grade 1 students a reader and a way to get them ready for formal schooling.
- 2) **Making the Curriculum Relevant to Learners.** Studies show that students grasp their lessons well if they can relate to them. Thus, the new program will include examples, activities, songs, poems, stories, and pictures based on culture, history, and reality. Added as well are thoughts on issues such as disaster prevention, climate change, and Information and Communication Technology or ICT. Through relevancy, they expect the students to gain in-depth knowledge, skills, values, and attitudes through continuity and consistency across every level and subject.
- 3) **Building Skill in Literacy.** To build skill, learners must keep their ethnic uniqueness, values, and culture. To do this, the program will use of Mother Tongue as the main language in studying and on learning tools from kindergarten through third grade.

4) **Ensuring Unified and Seamless Learning**. In spiral progression, students first learn the basic concepts while they will study the complex ones in the next grades. This lets them learn topics and lessons that match their developmental and cognitive skills.

5) **Gearing Up for the Future**. The new program aims to guarantee college preparedness and brace TechVoc education and training. This lets students choose their career path based on talent, interests, and the school's capacity. This will be defined when they go to Grade 11 and 12.

6) **Nurturing the Fully Developed Filipino**. Beyond kindergarten, elementary, junior high, and senior high schools, each K-12 graduate will be ready to move to different paths. It could be for education, employment, or enterprise.

Types of Curriculum

1. Recommended Curriculum. The K to 12 Curriculum is a recommended curriculum and is mandated by RA 10533.

2. Written Curriculum. This consists the content and competency standards of the K to 12 curriculum. In the teacher's class it is the lesson plan. A lesson plan is a written curriculum in a little.

3. Taught Curriculum. It is the putting of a written curriculum in life. The teacher's guidance is important in here.

4. Supported Curriculum. A curriculum that has been planned, and taught needs materials, gadgets, laboratory and others that will help teacher in implementing the written curriculum.

5. Assessed Curriculum. In order to find out if the teacher's lesson is successful, an assessment shall be made. It can be done in the middle or end of the lesson

6. Learned Curriculum. When the result of Assessed curriculum is a success. This can be done in big or small accomplishment that indicates in the learning outcomes.

7. Hidden Curriculum/ Implicit Curriculum. These are not written, nor intentionally taught but by the influence of learning. These may include peer influence, media, school, environment, calamities, tradition and culture and even teacher's own belief.

Roles and Responsibilities of a Teacher

Teachers should be multi-talented professionals who:

- ✓ Know and understand the curriculum
- ✓ Write the curriculum to be taught
- ✓ Plan the curriculum to be implemented
- ✓ Initiate the curriculum which is being introduced
- ✓ Innovate the curriculum to make it current and updated
- ✓ Implement the curriculum that has been written and planned
- ✓ Evaluate written, planned and learned curriculum

There are three major curriculum components, these are Planning, Implementing and Evaluating or Assessing.

1. Planning	
2. Implementing	
3. Evaluating/ Assessing	

Instructional Cycle & Planning

The Learning Competencies and Learning Outcomes

Learning competencies, according to DepEd, refer to the “knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity.” These are the main ideas or skills you expect students to master.

With the challenges on learning delivery posed by COVID-19, the Bureau of Curriculum Development of DepEd accelerated the in identification of learning competencies, and streamlined these further into the Most Essential Learning Competences or MELCs.

Here is the link to download the MELCS <https://commons.deped.gov.ph/MELCS-Guidelines.pdf> for more details.

Learning outcomes, on the other hand are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. It is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated.

The OBTL Lesson Development

Outcome-based teaching learning (OBTL) is OBE (Outcome-based Education) applied in teaching -learning process. It is equivalent to competency-based and standards-based teaching -learning in the K to 12 Curriculum.

In applying OBTL, you see that in the teaching learning activities (TLAs) and in

turn the Assessment Tasks (ATs) are aligned with the Intended learning Outcomes (ILOs). In short, you identify first your ILOs or lesson objectives, then you determine your TLAs and also the ATs to find out if you attain your ILOs.

In lesson planning, the ILOs are your lesson objectives, the TLAs are the activities we use to teach and the ATs are the evaluation part. We need to be aware of the Bloom's Learning Outcomes.

It is also important that teachers must be able to have a mastery of the art of questioning and reacting techniques to ensure effective delivery of instructions.

Types of QUESTIONS that teachers ask

1. Factual/Convergent/Closed/Low level

- ✓ WH – questions and with one acceptable answer

2. Divergent/Open-ended/High-level/Higher-order /Conceptual

- ✓ Open-ended, has more than one answer

- ❖ Evaluation
- ❖ Inference
- ❖ Comparison
- ❖ Application
- ❖ Problem solving

3. Affective

- ✓ How do feel?

Here are some teacher techniques for reacting:

- Providing acceptance feedback
- Providing corrective feedback

- Giving appropriate and sincere praise
- Repeating the answer
- Explaining the answer/expanding the answer
- Rephrasing the answer
- Asking follow-up questions
- Redirection questions to other pupils
- Soliciting student's questions
- Encouraging through non-verbal behaviour
- Criticizing respondent for his/her answer
- Scolding for misbehaviours or for not listening
- Overusing expression such as okay , right.

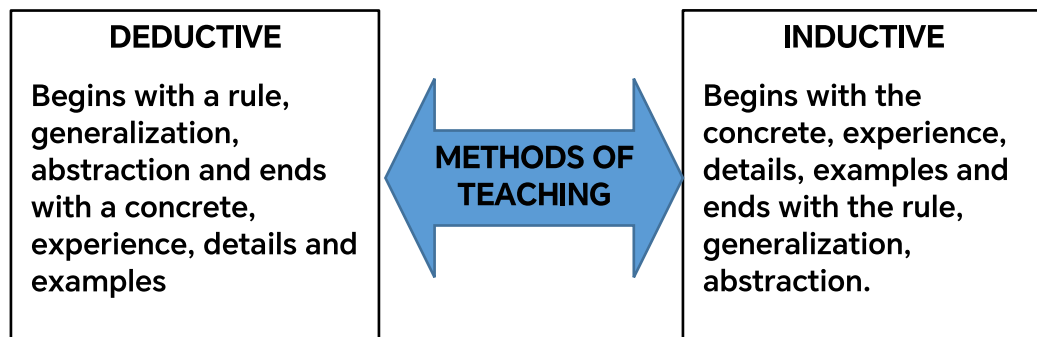
A Revisit on Teaching Methods

ILOs which set direction of the lesson must be SMART Specific, Measurable, Attainable, Realistic and Time-bound.

These are the time-tested principles of teaching and learning

1. Effective learning begins with setting clear expectations and learning outcomes
2. Learning is an active process.” What I hear, I forget; wat Is see, I remember, what I do, I understand.
3. Learning is the discovery of the personal meaning of ideas. Students are given chances to connect what they learn with other concepts learned, with real world experiences and with their own lives.
4. Learning is cooperative and a collaborative process.

A teaching method consists of systematic and orderly steps in teaching-learning process. All methods of teaching can be classified either as deductive (direct) or Inductive (indirect).



#1 Activity: Curricula in School Setting

Resource Teacher: Lili Beth Tantiado Signature: _____ School: GES

Grade level: Kinder Subject Area: Literacy Date: October 13, 2025

Discover what curriculum is operating in the school setting. Let's do hunting game!

Type of Curriculum	Where found	Description
Recommended Curriculum	DepEd Orders, RA 1053	Mandated standards and national education goals for the K-12 system.
Written Curriculum	Lesson Plans, Syllabi	The specific content and

		competency standards prepared by the teacher for the class.
Taught Curriculum	Actual Classroom Instruction	The active delivery of the lesson where the teacher guides the learners through the planned content.
Supported Curriculum	Textbookd, Materials, Televisions, and Laptops	Resources like videos, worksheets, and lab equipment that help implement the written curriculum.
Assessed Curriculum	Quizzes, Tests, and Activities	Evaluation tools used during the lesson to measure if the teacher's instruction was succesful.
Leaned Curriculum	Learning Outcomes,Finished Projects	The actual knowledge or skills acquired by learners, indicated by successful assessment results.
Hidden Curriculum	Peer Interactions, School Culture	Unintended or unwritten influences like teacher beliefs, environment, or tradition that affect learning.

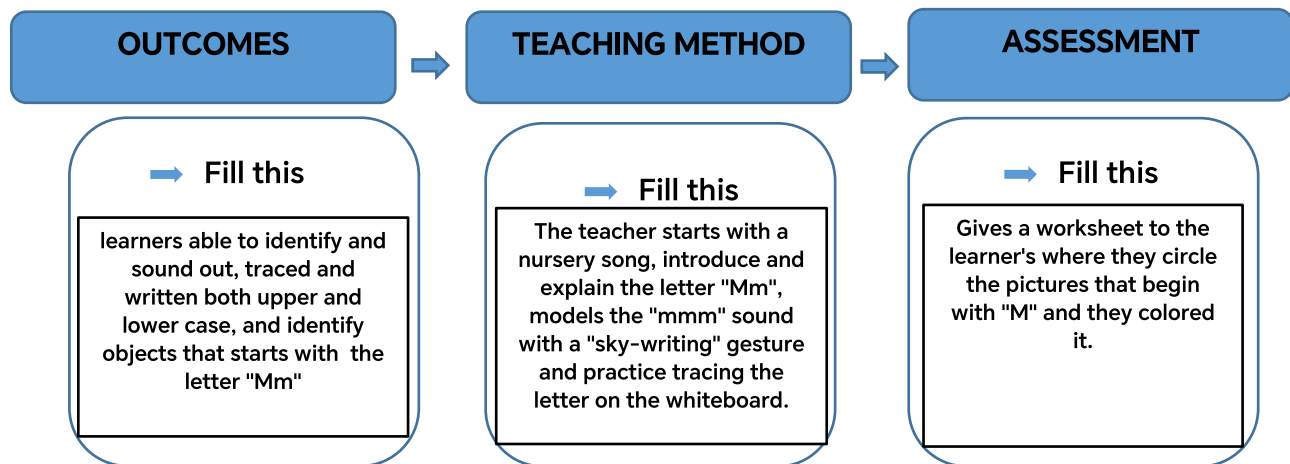
#2 Activity: Constructive Alignment of the Components of a Lesson Plan

Resource Teacher: Lili Beth Tantiado Signature: _____ School: GES

Grade level: Kindergarten Subject Area: Literacy Date: October 13, 2025

Secure a permission to request for sample lesson from your RT.

Using the diagram below fill up the component parts of the lesson plan.



#3 Activity: Identifying Learning Outcomes that are aligned with Learning Competencies

Resource Teacher: Lili Beth Tantiado Signature: _____ School: GES

Grade level: Kindergarten Subject Area: Literacy Date: October 13, 2025

Observe a class, this time focusing on how the learning outcomes /learning point that were stated.

Determine of the learning outcomes was/were achieved or not. Give evidence.

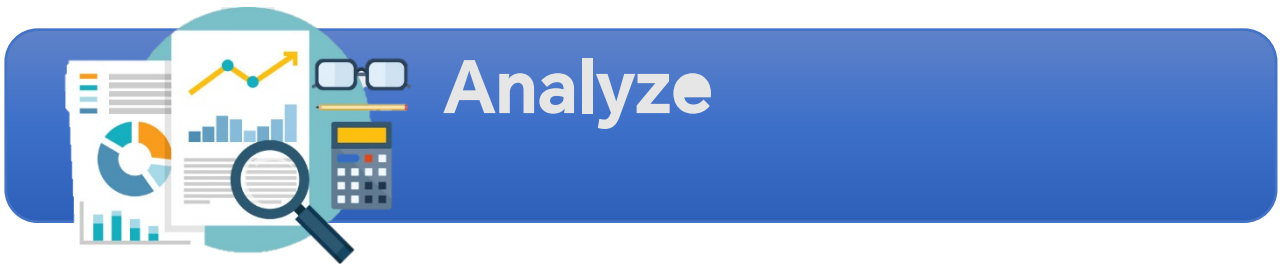
1. Write the learning outcomes stated in the lesson.

Learning Outcomes	SMART Objectives?		Achieved?	
	YES	NO	YES	NO
1 Identify the name and sound of the letter	/			

"Mm"				
2 Trace and write upper and lower case letter "Mm" correctly	/			
3 Distinguish and group objects in the community that start with /m/	/			
4 Participate actively on the activity	/			
5 Relate the letter "Mm" to local items like Manga or Mais	/			

2. Cite pieces of evidence that these learning outcomes were achieved.

1 Learners were able to produce the "mmm" sound clearly when shown the "Mm" during Meeting Time.
2 Completed worksheets where learners successfully traced the letter "Mm" and circled pictures of "Mang and "Mais".
3 During distinguishing the objects with letter "M", learners designated it correctly
4 Learners used the "sky-writing" technique to air-trace the letter shape accurately following the teacher's cues.
5 The teacher provided immediate corrective and acceptance feedback, confirming that the learners correctly identified community objects starting with the target sound.



#1 ACTIVITY ANALYSIS

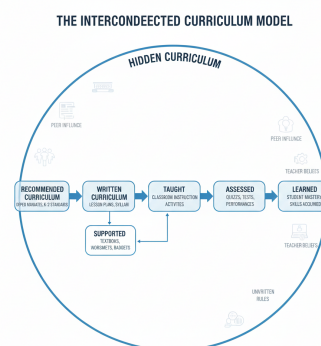
1. Which of the seven is easy to find? Which is difficult to find? Why?

Written Curriculum and Supported Curriculum are easiest to find because they are tangible and documented. The Hidden curriculum is the most difficult to find because it consists of unwritten influences like peer pressure, media, or personal beliefs that are not intentionally taught.

2. Are all of these found in the school setting? How do curricula relate to one another?

Yes, all seven types exist within the school environment. They are interconnected in a cycle: the Recommended Curriculum is translated into the Written Curriculum, which becomes the Taught Curriculum when implemented with Supported materials; it is then measured by the Assessed Curriculum to determine the Final Learned Curriculum.

3. Draw a diagram to show the relationship of one curriculum to the other?



#2 ACTIVITY ANALYSIS

Answer the following questions based on the diagram during your observation.

1. Are the three components constructively aligned? Explain.

Yes. In an Outcome-based Teaching-Learning approach, the Intended Learning Outcomes, Teaching-Learning Activities, and Assessment Tasks must be aligned. In th observed lesson, the activities directly practiced the skills needed fr the outcomes and were precisely what th assessment measured.

2. Will the outcomes be achieved with the teaching methods used? Why?

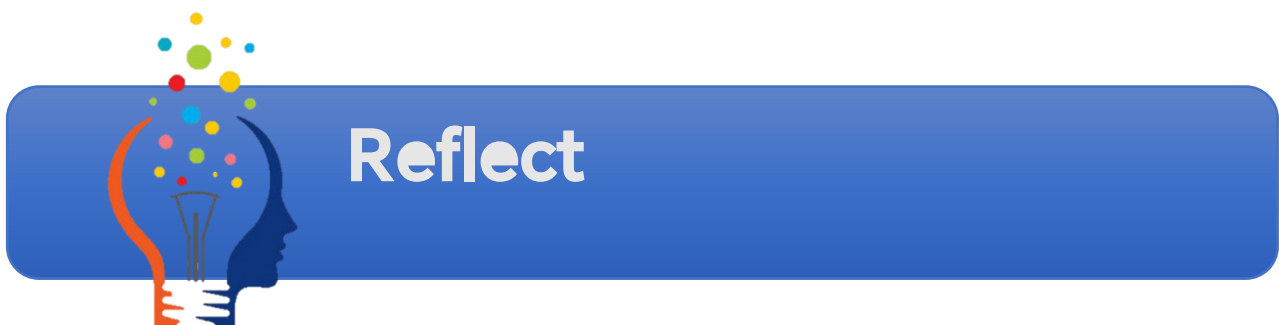
Yes, because the teacher used an Inductive Method, starting with concrete examples and local stories. This matches the MATATAG focus on making the curriculum relevant to learners.

3. What components would tell if the outcomes have been achieved?

The assessed Curriculum and the Learned Curriculum results are the indicators of success. Specifically, the Assessment Tasks.

4. Do SMART objectives make the lesson more focused? Explain your answer.

Yes. SMART objectives set a clear direction for the lesson. They help the teacher define exactly what the substance of learning is and how it's Attainment will be demonstrated.



Lessons learned in determining SMART learning Outcomes

#1 Activity Reflection:

1. Make a reflection on the diagram that you have drawn in Activity #1.

The diagram illustrates that curriculum is a total learning process, not just a textbook. It shows that as a teacher, I must be an innovator and evaluator to ensure the Recommended Curriculum effectively flows through my Written and Taught plans to become the learner's Learned Curriculum.

#2: Activity Reflection:

1. What lesson have you learned in developing or writing a lesson plan?

I learned that a lesson plan is a "written curriculum in a little" that requires careful planning to be implemented effectively. It must be relevant to the learners' lives, using examples and stories they recognize to ensure they grasp the lesson well.

2. What value will it give to the teacher if there are three components are aligned?

Alignment ensures unified and seamless learning, where every activity and assessment is purposeful. It provides a clear path for instruction, making the teacher's role in guiding and implementing the curriculum more efficient and successful.

3. Reflection on this.

I learned that outcomes must be clear statements of what a learner can do or value by the end of a Lesson or unit. By making outcomes measurable and Time-bound, I can more accurately evaluate if the Learned Curriculum has been achieved through specific learner accomplishments.



These must be included in the portfolio:

- ✓ Observation Sheets
- ✓ Analysis
- ✓ Reflections

References :

- <https://newsinfo.inquirer.net/1291914/deped-guidelines-for-streamlined-k-to-12-curriculum-now-available-online#ixzz74XWiXyL8>
- Lucas, M.R.D., Borabo, M.L., Bilbao, P.P., & Corpuz, B.B., (2020) Field Study 1: Observations of Teaching-Learning in Actual School Environment, Lorimar Publishing Inc.