



The UP Integrated School Curriculum

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Fig. 1 A List of UPIS Philosophy and Goals

The educational system has the responsibility to contribute to the attainment of societal goals, serving as an active agent in the transformation of that society and the transmitter of those universal and ageless values that make us human beings. It is from this perspective that the UP Integrated School has defined its functions as a laboratory school for the College of Education as well as a service and feeder school for the University. As a center of educational innovation, research and development, the Integrated School would be in the best position to institute meaningful changes on an experimental basis in the educational system at the basic education level, and to serve a school population representing a wide range of abilities.

In addition to the goal of individual self-realization, the Integrated School seeks

- to effect in the students a reorientation of their basic attitudes towards national development,
- to develop basic skills that will enable them, even at this level, to contribute to the national effort, and
- to involve them more actively in school and community development.

To this end, the UP Integrated School will develop educational programs that stress work and study in equal measure, in the belief that a work-study program will complement academic achievement. All these programs will focus on the development of the following attitudes considered basic to national development:

1. consciousness of the national heritage and pride in our national identity
2. awareness of our abilities and potential, and a commitment to employ our skills in the achievement of community goals and national aspirations
3. willingness to work constructively, innovatively and diligently with facts and conditions that actually exist in our schools and communities
4. awareness of the need for national and self-discipline, and willingness to subordinate immediate personal gratification for long-term national gains
5. social concern coupled with compassion and love
6. appreciation of moral and spiritual values

The UPIS curriculum was developed through the collective effort of faculty members in a series of summer-long workshops, year-round committee work and faculty deliberations. It took into account the 1976 UP Board of Regents-approved UPIS philosophy and goals and the policy of admitting students at Kindergarten on a 60%-40% basis, in favor of the children of UP personnel. This admissions policy has resulted in a population of wide-ranging abilities.

From 1980 to 1984, the UPIS Office of Research and Development conducted formative evaluation studies of programs and follow-up studies on graduates and their parents. Every year, during this period, findings were fed back to the academic departments and on the basis of these findings, program offerings and details of implementation were revised, and delivery systems were improved. As a result, the UPIS curriculum which was conceptualized in 1976 and fleshed out up to 1980 was never fully implemented in its original form.

At an evaluation conference in 1985, the faculty reaffirmed their belief in the UPIS philosophy and goals [Fig. 1], and, in response to the needs of graduates, 99% of whom go to college, they decided to further enrich the general academic program.

Unique Features of the UPIS Curriculum

The UPIS curriculum aims for academic excellence which means that a student at any grade level will be able to contribute to Philippine society because s/he has the basic

skills and habits of mind that induce such participation. The UPIS *integrated 11-year scheme*, which is characterized by the continuity and integration of various subject areas from kinder to grade 10 and the different curricular offerings prepare the UPIS student for entry into a university, technical/vocational and job training institutions, and even for work right after graduation [see Fig. 2]. The following are the different programs of the UPIS curriculum:

The Values Education Program

The framework of the Values Education Program [Fig. 3] was based on constitutional mandates and the mission statement of the University of the Philippines. It defines operationally the philosophy and goals of the UPIS. It centers on the five core values, namely, truth, love, freedom, justice and peace, which set the direction for all curricular and co-curricular activities in the UPIS, i.e., towards becoming pro-Filipino, pro-people and committed to the development of a logical, critical and creative mind. In 1989, it became the over-arching program of the curriculum.

The Integrated Basic Skills Development and Socialization Program [K-2]

The K-2 Program concentrates on the basic skills in listening, speaking, reading and writing in Filipino and English; basic numeracy skills; introductory science concepts, and the development of basic health habits and practices. This program might have inspired the Back-to-the Basics Program of DECS.



A General Academic Program at Grades 3-10

This program consists of the academic disciplines of CA-English, Music and Arts; CA-Filipino; Mathematics; Science; Social Studies; Health and Physical Education, and Practical Arts [Fig. 5]. Teachers are therefore organized according to their disciplines or subject areas. When they plan their disciplinal programs, they are said to be doing vertical integration; when they sit together according to the grade levels they teach and plan their curricular and co-curricular activities, they are said to be doing horizontal integration.

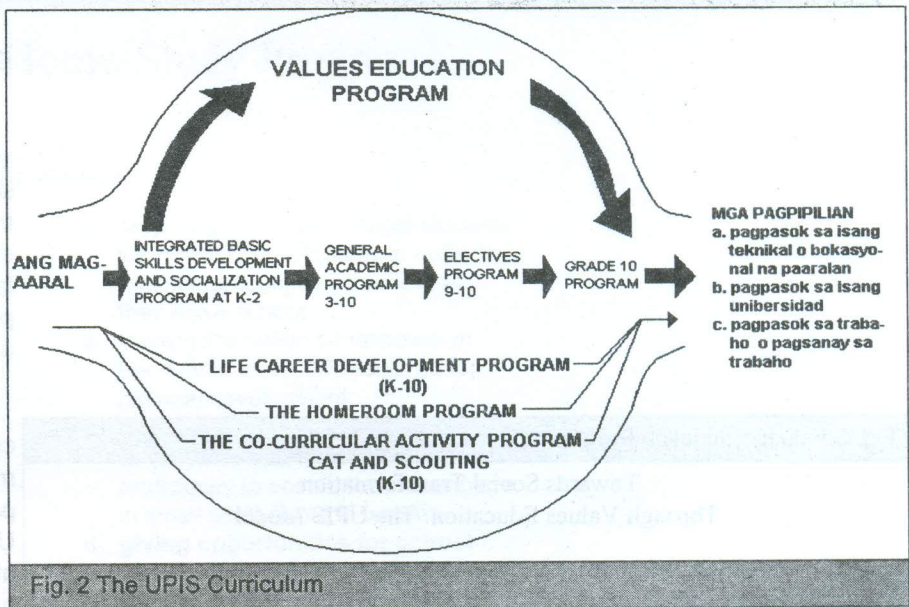


Fig. 2 The UPIS Curriculum

The Electives Program

The Electives Program exposes the Grades 9 and 10 students to college preparatory courses as well as to interest courses in art, music and cookery. The list below presents the different courses offered by each department.

The Work Program

The Work Program has been in

existence since 1978. It exposes students to the world of work. It also enables them to learn new skills and develop a work ethic which can be most helpful in college or at the job sites if they decide to work while studying. The program consists of the Media Center, Science Learning Center, Assistance Component, Cafeteria Management, and Practical Arts Center.

List 1. The Departments and their offering

DEPARTMENT	ELECTIVES		
CA-English, Music and Art	Art Business Communication Creative Drama Creative Writing	Development Journalism Group Discussion Introduction to Medieval and Ancient Mythology	Literary Criticism Speech Fundamentals
CA-Filipino	Creative Writing Filipino Drama	Peryodismong Pilipino Pagsasalang-Wika	
Health and PE	Organization & Management of Intramural and Extramural Programs	Recreational PE Leisure Education Recreational Leadership	
Mathematics	Introduction to Computer Programming	Business Math Statistics	
Practical Arts	Applied Arts 2 Automotive 1 and 2 Baking 1(Bread), 2(Cakes) and 3	Drafting 1, 2 and 3 Electronics 1 and 2 Food Production and Service	Photography 1 and 2
Science	Biological Techniques Environmental Science	Investigative Laboratory Selected Topics in Biology	
Social Studies	Community Development Introduction to Philippine Nationalism	Introduction to the Study of Indigenous Communities Personality Development and Leadership Training	Practical Law A Survey of Contemporary Affairs



Group Guidance and The Homeroom

Group guidance and the homeroom meetings are set and appear in the schedule of classes. The school believes that these programs, in addition to the student government and organizations, facilitate the development of students as persons and citizens actively participating in a democratic society.

The UPIS curriculum is a 20 year-old curricular innovation. It has undergone many changes brought about by economic, political, and social factors in and out of the University, but its faculty has proven adept at making the best of available resources. It has evolved a curriculum which can serve as a model for basic education.

