



NATIONAL COMMISSION FOR CULTURE AND THE ARTS
Philippine Cultural Education Program

10TH DIWANG: Sagisag Kultura ng Filipinas

CULTURE-BASED MODULE WRITING COMPETITION

- ❖ **Open to all Basic Education, Junior, and Senior Teachers both in Public and Private Schools**

Basic Education (Kindergarten – Grade 10)	
Mother Tongue	Music
Filipino	Arts
English	Physical Education
Mathematics	Health
Science	Edukasyong Pantahanan at Pangkabuhayan (EPP)
Araling Panlipunan	Technology and Livelihood Education (TLE)
Edukasyon sa Pagpapakatao (EsP)	
Special Program in the Arts (SPA)	
Visual Arts	Dance
Media Arts	Music
Creative Writing	Theater
Senior High School Core Curriculum Subjects	
Oral Communication	Physical Science
Reading and Writing	Introduction to the Philosophy of the Human Person
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Physical Education and Health
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik	Personal Development
21 st Century Literature from the Philippines and the World	Understanding Culture, Society, and Politics
Contemporary Philippine Arts from the Regions	Earth Science (taken instead of Earth and Life Science for those in the STEM Strand)
Media and Information Literacy	Disaster Readiness and Risk Reduction (taken instead of Physical Science for those in the STEM Strand)
General Math	
Statistics and Probability	
Earth and Life Science	
Senior High School Applied Track Subjects	
English for Academic and Professional Purposes	Empowerment Technologies (for the Strand)
Practical Research 1	Entrepreneurship
Practical Research 2	Inquiries, Investigations, and Immersions
Filipino sa Piling Larang:	

1. Akademik	
2. Isports	
3. Sining	
4. Tech-Voc	
Senior High School Specialized Subjects under the following Tracks/Strands	
Accountancy, Business, and Management Strand (ABM)	
Applied Economics	Business Math
Business Ethics and Social Responsibility	Business Finance
Fundamentals of ABM 1	Organization and Management
Fundamentals of ABM 2	Principles of Marketing
Humanities and Social Sciences Strand (HUMSS)	
Creative Writing/Malikhaing Pagsulat	Philippine Politics and Governance
Introduction to World Religions and Belief Systems	Community Engagement, Solidarity and Citizenship
Creative Nonfiction	Disciplines and Ideas in the Social Sciences
Trends, Networks and Critical Thinking in the 21 st Century	Disciplines and Ideas in the Applies Social Sciences
Science, Technology, Engineering, and Mathematics Strand (STEM)	
Pre-Calculus	General Physics 1
Basic Calculus	General Physics 2
General Biology 1	General Chemistry 1 & 2
General Biology 2	
General Academic Strand (GAS)	
Applied Economics	HUMSS 1 & 2
Organization and Management	Social Science 1
Disaster Readiness and Risk Reduction	Electives from the strands
Arts and Design Track	
Creative Industries I: Arts and Design Appreciation and Production	Integrating the Elements and Principles of Organization in the Arts
Creative Industries II: Performing Arts	Leadership and Management in Different Arts Fields
Physical and Personal Development in the Arts	Apprenticeship and Exploration of Different Arts Fields
Developing Filipino Identity in the Arts	Exhibit for Arts Production (Literary Arts)
Performing Arts Production	Exhibit for Arts Production (Media Arts and Visual Arts)
Sports Track	
Safety and First Aid	Fitness, Sports, and Recreation Leadership
Human Movement	Psychosocial Aspects of Sports and Exercise
Fundamentals of Coaching	Fitness Testing and Exercise Programming
Sports Officiating and Activity Management	
Technical-Vocational Livelihood (TVL) Track	
ALL TVL Specializations under the following strands: Agri-Fishery Arts, Home Economics, Industrial Arts, and Information and Communication Technology	

Format is a free choice depending on the school lesson-planning practices using Flexible mode of Learning.

CRITERIA:

- I. **Learning Contents:** (40%) culturally informed discussion based on knowledge, skills competencies, and values
 - a. The learning objectives and outcomes are well defined.
 - b. The learning expectations of students are considered.
 - c. Concrete pieces of evidence of students' learning are cited.
 - d. Knowledge, skills, competencies, and value are culled from DepEd Most Essential Learning Competencies (MELCs).
 - e. Indicators for learning are clearly identified.
 - f. Activities to assure students' learning are exhibited.
 - g. The culture-based teaching principles are integrated in the learning contents.

- II. **Teaching-Learning Processes** (40%) should be culturally-integrated, -motivated, -enriched, and -reinforced interventions, approaches, methodologies, extension, and evaluation activities.
 - a. Activities to motivate/prepare students to facilitate conditions/interests in learning are identified.
 - b. Students' prior knowledge about the present lesson is activated.
 - c. Concepts and essential skills are congruently and logically arranged.
 - d. Engaging activities for all diverse students and learning are well-planned.
 - e. Activities (enrichment, reinforcement, intervention) or ways of learning (based on students' readiness, interest and learning style) that ensure students' learning are well presented.
 - f. Approaches, methods, strategies, techniques, etc. that unfolds learning in each lesson are utilized.
 - g. Lessons' guiding principles, content objectives, and pre-teaching strategies are congruent with the activities.
 - h. Synthesis and closure activities of the lesson are well-planned.
 - i. Varied evaluation and assessment tools are used appropriately and accurately.
 - j. Mastery of the subject matter is clearly demonstrated.

- III. **Learning Resources:** (20%) culturally relevant learning resources and instructional media.
 - a. Teaching materials, resources, and references to facilitate learning are well-planned.
 - b. Relevant learning resources are properly cited, and instructional media are integrated in the lesson.
 - c. Culture-based lesson exemplifies the integration of Sagisag Kultura as teaching tools, learning process, assessment and/or as enabling activities.

GUIDELINES:

- Learning modules must be subdivided into microlearning sessions. An entire module may have a total duration of 1 week. One-meeting duration for each microlearning session that can be delivered through a blended learning modality (combination of remote and face-to-face).
- The use of NCCA and /or PCEP resource materials is highly encouraged. You can access PCEP's resource materials by visiting **philippineculturaleducation.com.ph**.
- Include a section in each module at least 3 suggested readings related to the topic that can be accessed asynchronously.

Format:

1. If media resources will be used such as video, lengthy reading articles, etc., it must be attached with a screenshot photo of the media resource with a short description or synopsis as caption.
2. Include in the reference list the shortened URL of materials sourced out online.
3. All attachments must be in PDF format (modules, media resources).

SUBMISSION OF ENTRIES:

- Participant **MUST** accomplish and submit the entries online using the link ([LINK](#))
- Contestants must present a proof or evidence that the module has been endorsed by the principal or subject coordinator.
- Participants must submit a one-page bionote
- The winning entries in each category shall automatically become property and that the copyright shall belong to the writer and the NCCA-PCEP.
- By submitting the entry form, the contestant agrees to abide by the rules and regulations of the Competition.
- The NCCA-PCEP shall select the members of the Board of Judges. The selection of the members of the Board of Judges shall be the sole prerogative of the NCCA-PCEP.
- Judges may decide not to award prizes if the entries do not meet standard of excellence. All decisions of the Board of Judges **SHALL BE FINAL**.
- The NCCA-PCEP reserves the right to withdraw any award and/or cash prize at any time should the contestant violate any of the rules and regulations of the competitions.
- The NCCA-PCEP reserves the right to use the name and photo of the contestant and his/her entry free of charge for any broadcast, telecast, print or any other forms of publicity.
- The NCCA-PCEP also reserves the right to publish the entries, as it may deem fit.
- If the winning entry will be published, the winning author must devote time for revision, editing and enrichment of his/her/their module with the supervision of the PCEP editorial board.
- Failure to comply with the above guidelines shall automatically disqualify the contestant.
- **DEADLINE of submission of entry is on October 28, 2022**
- **ONLINE AWARDING** is set on **December 16, 2022**. Winners will be notified via email.
- Ten Winners will receive Php XX,000.00