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## **Reengineering the Grade 7 Christian Living with Values Education (CLVE) Curriculum of De La Salle Lipa (DLSL): A Vehicle for Collaboration and Optimization**

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### **ABSTRACT**

The huge increase of the Grade 7 population of De La Salle Lipa (DLSL) calls for a curriculum re-engineering of the Christian Living with Values Education Department (CLVED) being the core of its entire curricula as a private catholic school. It is in engineering the CLVE 7 Curriculum that these students who are new in the community can take active part into shaping its curriculum and would truly collaborate with the Department. It is also by giving them opportunity to work with the CLVD that would enable the members of the Department to collaborate and come up with a curriculum that is up to date and relevant where the needs and interests of the learners are addressed. Eventually, these collaborative efforts will provide satisfaction on the part of the learners as they are part of the process of reengineering the CLVE Curriculum using the ORIG - Agudilla Curriculum Design which I formulated. It is also expected that the learners will be more motivated through this collaborative effort thereby, optimizing learning productivity in the classroom. Furthermore, this research will prove the importance of collaborating with students in re-engineering curriculum regardless of its nature and scope.

*Keywords:* Collaborative Curriculum Reengineering

### **Introduction**

#### **Background of the Study**

Majority of the Grade 7 population of De La Salle Lipa (DLSL) are coming from different catholic schools, private non-sectarian schools and public schools around the province of Batangas and from the nearby provinces of Laguna and Quezon. The data from DLSL Registrar's Office and the Admission and Testing Office speak how its population had grown up from seven sections in the Elementary department with a population of 243 students to eighteen sections in Grade 7 of the School Year (S. Y.) 2014 - 2015 with a total number of population of 702 students as of November 20, 2014, the Registrar's Office unfolded. Evidently, this claim is supported by the result of the survey questionnaire that I distributed to Grade 7 students of DLSL which they answered sincerely. Similarly, this reality poses questions as regards the readiness of the learners to take Christian Living with Values Education curriculum of DLSL in Grade 7 which may be another good research topic but is not the concern of this paper. This paper would rather focus on the collaborative involvement of the Grade 7 learners of the S. Y. 2014 - 2015 and the entire CLVED to the re-engineering of the CLVE 7 Curriculum.

#### **Statement of the Problem**

The big increase of G7 population must be taken seriously by the entire institution of DLSL, for other than cultural diversity, their educational background also varied. Thus, this effort is an attempt to fill in a gap between the existing CLVE curriculum and the G7 learners of the S.Y. 2014 - 2015 and the would-be G7 learners for the next five years. This paper is also an attempt to address the needs of the G7 learners through collaborative effort between the G7 students and the entire CLEVD in coming up with topics that best fit their knowledge, abilities and interests and a collaboration among the faculty members of the CLVED as it tries to re-engineer the current CL curriculum.

### Review of Related Literature

Making the learners' encounters in CLVE 7 dynamic, relevant and productive is a task particularly of the four CLVE 7 teachers in their attempt to unfold the CLVE Curriculum in their respective classes with an average number of 35 students per class. A high level of participation of the G7 learners however is more likely to happen if the topics are of interests to them and they have acquired a sense of ownership of the re-engineered CLVE7 curriculum that is provided by the department but is formulated with the collaborative efforts between the G7 learners and the CLVED. Willis (2007) said, "Students who are part of a community of learners tend to rise to higher levels of learning and joy, especially when they work cooperatively on in-depth, project-based units of discovery." Similarly, such a curriculum is expected to bring about that which the holistic educational Lasallian philosophy believes as "teaching minds, touching hearts and transforming lives" thereby developing men and women of faith, service and communion which is the educational goal of the entire Lasallian education.

According to Palma (2009), "learning content, learning experiences and resources that are carefully selected, organized and implemented" are what constitute a curriculum that a particular school implements towards "human development." Such a definition proves the dynamic quality of the curriculum and explains why it must be subjected to "continuous improvement" (Reyes, 2000). This dynamic identity of curriculum is the reason why CLVE curriculum mapping has to be done and why it has to be re-engineered year in and year out to find out whether or not the content or culture content (Beauchamp, 1981 as cited in Reyes 2000, p.13) which means "knowledge, understanding, skills and processes to which the student is exposed in accordance with the curriculum plan" (Reyes, 2000) is up to date and is free from gap or gaps and there is no overlapping of topic or topics thus, there is a need "to identify strengths, gaps, redundancies and misalignments" (Uchiyama & Radin, 2008) in curriculum thereby making it relevant.

Inasmuch as relevance is concerned, the first research question it addresses is why is there a need to undertake a substantial re-engineering of the CLVE 7 Curriculum of DLSL? No matter how old and no matter how good the curriculum has been, the fact remains, it has to be re-engineered in order to adopt the needs of time and respond to the needs of the students of the present generation knowing that it was formulated in the time where the course was still Christian Living but was changed to CLVE last School Year in order to comply with the DepEd requirement.

Re-engineering has something to do with introducing new curriculum design. Ziegler as cited in Reyes (2000) believes that "half of what a graduate studies today will be obsolete in ten years." With this, Ornstein and Hunkin (1988) added that "half of what a person learns is no longer valid by the time he reaches middle age" (cited in Reyes, 2000). These findings imply relevance in all learning areas. Information, words, concepts and meaning could easily be forgotten but not, as Bain (2004) observed as the best practices of the best college teachers, the process and skills by which students acquired them in the classroom. Their students were able to achieve a lot more than the others, they are more successful than the others, and they are objectified than the others because their teachers made it so in teaching ideas and concepts and in integrating values to all of their undertakings in the classroom which though happens may just be "hiding in the plain sight" (Margolis, 2001).

On fostering collaboration between and among G7 students and the CLE teachers a survey questionnaire was distributed to G7 students to collectively gather the topics that are of great interest to them, topics that they have enough background with but are very much interested to them and topics that are of interest to them but they have not come across with in elementary. The researcher believes that this collaborative effort is essential in developing a strong sense of ownership of the G7 curriculum to be implemented. Descriptive approach is used in this paper to justify the needs for re-engineering the current CL curriculum and how it affects collaboration between the G7 students and the CLVE teachers and among the faculty members of the CLEVD as observed by Ochiyama and Radin (2009) in a study related to curriculum mapping. The teacher respondents of Ochiyama and Radin (2009) revealed that they first thought of curriculum mapping as a task of the curriculum designers and teachers like them are just expectators of the outcome of such that they themselves are going to implement in the classroom. They are said to be working together in this joint intellectual effort so is true in curriculum reengineering.

Looking forward for a productive learning environment, I came up with an innovative design of the ORIG - Agudilla Curriculum Model to cater to the ever changing demands of the academe and to answer the second research question, that is, how would this re-engineering of CLE 7 Curriculum of DLSL be done? This ORIG - Agudilla Curriculum Model will also justify the innovative approach of the author in re-

engineering the CLE 7 Curriculum of DLSL being as he aims at fostering collaboration and collegiality between the CLED and the Grade 7 students of DLSL for the S. Y. 2014 - 2015 and ensuring learning productivity in the classrooms.

In 1960, Jerome Bruner, recognized the importance of "examining the fundamental procedure concerned in passing on to students an intellect of the matter and technique of science" perhaps after learning the Tyler Curriculum Model of 1939. This idea of examination of the procedures would then lead to the idea of coming up with a more organized preparation of the learning content or that which is to be delivered to the students in the classroom, when is it to be delivered, why they must be taught to the students and how these are to be taught to them? In this way, the teacher will have an organized guide and productivity is ensured in the classroom.

Being aware of all these things, I looked into our Christian Living Curriculum at De La Salle Lipa and, contemplating about it, came up with my own ORIG - AGUDILLA Curriculum Design in order to have an organized preparation of what the Department has to teach to the students and how this would be carried out in the classrooms.

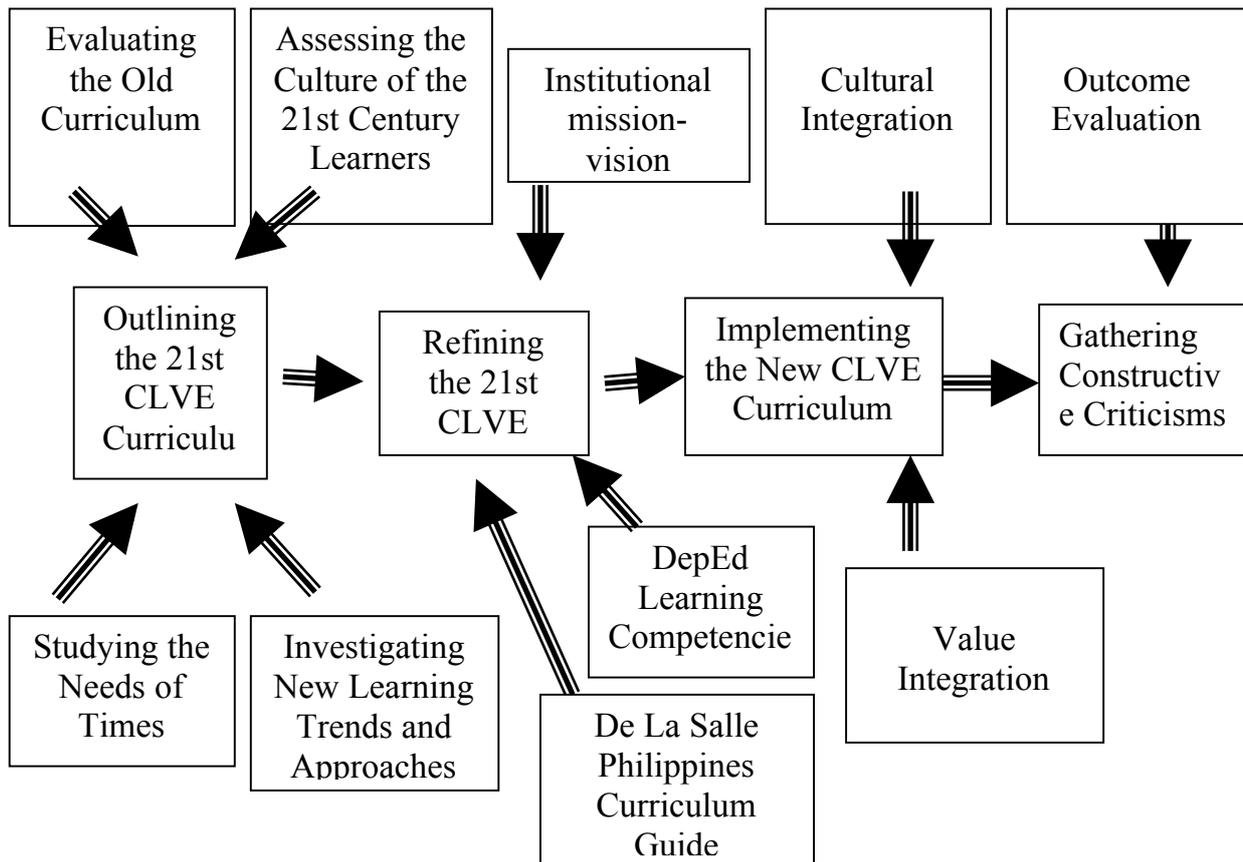
### Conceptual Framework

According to Ebert II, Ebert and Bentley (2012), "curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes." Looking at the definition of curriculum, first, it suggests a meaningful interaction that according to Sis Yasa (excerpted from the notes in EDM 927D, 2014) could take place in school in three dimensions; first, the interaction among the students themselves, second, interaction between the students and the teachers and, third, the interaction between the students and the activities. The second important aspect of the definition of curriculum is that curriculum includes a purpose which the instruction is directed to. This clarifies the fact that no organized curriculum is without intended learning outcomes and that it will further measure how effective is the curriculum being implemented.

In CLE just like in any courses, the purpose is primarily that of "freeing the mind from ignorance" (Palma, 2012). "Ignorance, other than sin, is that which enslaves the human person" (excerpted from the homily of Cardinal Rosales, n.d.). Such was clear in the mind of the founder of Lasalle Schools, St. John Baptist de La Salle, thus, in the beginning of Lasallian education, "he and his companions discerned God's call to service in the human and spiritual distress of the poor and abandoned children" (The Principles of Lasallian Education in the Philippines, n.d.). Clearly, Lasallian education addresses both human and spiritual needs of the learners proliferated by the founder himself.

So motivated to involve the students in CLE curriculum engineering and to foster collaboration in the department, the researcher came up with his innovative curriculum design named after him, thus, the ORIG - Agudilla curriculum model came out as seen in Figure 1 below. ORIG is a dual reality in this paper. First, ORIG stands for Outlining, Refining, Implementing and Gathering constructive criticism. Second, the word *orig* is an abbreviated form of the word *original* which proves that this curriculum model originated from my mind as stimulated by different literatures and personal desire to optimize students' participation.

Figure 1  
ORIG - Agudilla Curriculum Model



Inspired with this confidence and the different Models of Curriculum like the works of two American writers Franklin Bobbitt (1918; 1928), Ralph W. Tyler (1949) and the ADDIE Instructional Design Model of Dick and Carey (1996) whose curriculum frameworks are dominated by both theory and practice and formative evaluation is visible in each of the stages while the summative evaluation is done at the end, I came up with this ORIG - AGUDILLA curriculum design in CL with four developmental stages namely, Outlining, Refining, Implementing and Gathering Feedbacks.. It aims at bringing these values into reality in the lives of the students. It is making CL relevant and useful in our daily living. This combination of theories and practice make this ORIG - AGUDILLA Curriculum Model more meaningful like Asia Pacific College (APC) Curriculum Design that was presented during the EDM 927D class visits in their school. In *The Curriculum* Bobbitt writes as follows:

The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives. (1918: 42)

It is for this purpose that this ORIG - Agudilla Curriculum is written and not just a mere compliance to the DepEd order of coming out with Christian Living with Values Education.

Being the first developmental stage of the ORIG - Agudilla Curriculum Model, Outlining is done to make sure that everything is done purposively and to ensure alignment and continuity of its content. Curriculum alignment in its broad sense is the process in which educators across all levels formally evaluate a

course or an educational program to address the changing needs of students and the workforce. Teachers, educational advisers and program coordinators collaborate to develop the curriculum and ensure there are no gaps that may impede academic progress. Research on curriculum alignment shows a strong correlation to student achievement. It also helps to modify courses and programs to better target student postsecondary success and make better use of school resources. Curriculum alignment can also help reduce remediation and help students earn postsecondary credentials faster (Curriculum Alignment, n.d.).

From this definition, however, curriculum developers could deduce that curriculum alignment is simply identifying and addressing the gaps in the curriculum as it is implemented to meet the ever changing needs of the learners and the work environment. In the findings of the study conducted by Sherman, Rasmussen and Baydala (2008) on the impact of teacher factors on achievement and behavioural outcomes of children with Attention Deficit/Hyperactivity Disorder (ADHD), they found out that teacher factors have profound impacts on various outcome measures. For instance, gesture use by teachers can influence performance on certain academic puzzles by students with ADHD, and teachers' opinions about specific treatment options can impact student behaviour and the types of interventions implemented in the classroom. Teachers who demonstrate patience, knowledge of intervention techniques, an ability to collaborate with an interdisciplinary team, and a positive attitude towards children with special needs can have a positive impact on student success.

Although the study was intended for children with ADHD, I believe that it also has significant relevance to the regular students in the classrooms. What in my mind is that if teachers could affect the behavior of the learners with ADHD how much more are the normal students in the classroom.

Another factor that could hardly affect learning process is the purpose of the teacher in standing in front of the class and facilitating the process. I firmly believe, as a Lasallian educator, that teaching is a vocation and ministry. It is by understanding my purpose as a teacher that I can make my encounter with my students relevant to their lives and productive. As a teacher with a purpose, teachers should make use of a wide variety of instructional materials for effective teaching and be as creative as possible. The former I learned from Palma (2012) while the latter I learned from Sister Yasa (2014) in EDM 927D classes.

In all developmental levels of the ORIG - Agudilla Curriculum Model, collaboration is very important. Collaboration is a leadership skills pertaining to "how one works harmoniously with colleagues" (Lemlech, 2006). This definition presupposes cooperation among the members of the institution, most especially the department concerned, and the people it serves. It is never enough to only say I care about my students for as I discovered now I have the obligation to show it and the tangible evidences would be the way I let them participate in the CLE Curriculum design and collaborate and practice collegiality with my Lasallian Partners. Stainback, Stainback, & Forest, (1989) as cited in Willis (2007) believed that "the most successful educators will be those who work together and share resources and expertise to meet all students' needs in any way possible.

In and outside the classroom, teachers are expected to motivate themselves and their students "in order to achieve their dreams" (Bergdahl, 2006). This idea was supported by the conviction of Packard (2005) who said that, "individuals be treated with consideration and respect and that their achievements be recognized" and upheld by Behar (2007) when wrote that "People don't care how much you know, they want to know how much you care". Truly, simple appreciation of one's achievements - from least to greatest - could make a significant difference in the life of the one being complimented. Such attitude must always be seen in the way I deliver the curriculum in the classroom. The curriculum which I, through collaborative effort with my students and with my Lasallian Partners, carefully and thoughtfully planned and designed for the students I care. This is affirmed in the Principles of Lasallian Education in the Philippines (n.d) which says that "the mission of human and Christian education is a wideranging collaborative effort entrusted to men and women of diverse backgrounds and gifts, who, in creative fidelity to De La Salle's vision, commit themselves to making the benefits of a transformative human and Christian education available to all, most especially to the poor."

I must therefore, be keenly aware of the integrative process and cultural progress in the classroom to be able to deliver a curriculum, that is not meant only for intellectual nourishment of the students under my care but more so, for their character formation for in the end they would not be asked to enumerate, define, explain or outline concepts but rather how they had become successful in doing every good thing they learned from our class. This is how their learning will be gauged. This will also prove the meaning and relevance of the curriculum.

Secondly, Refining the 21st Century Curriculum is done after Outlining to fill in the gaps and avoid possible duplication of the topic thoroughly discussed in elementary and the topics to be discussed in the higher grade levels. This is the best way of eliminating possible boredom that the learners may feel due to excessive repetitions and overlaps. On repetition, Linsin (2010) said, "The overuse of repetition to teach subject matter, lovingly called "drill and kill," is frowned upon because it can dampen enthusiasm for learning". Thus, a need for Refining the CLE Curriculum is equally important in this ORIG - Agudilla Curriculum Design as a sort of fine tuning to be collaboratively done by the entire department because teachers in other Grade levels are more familiar with their respective Curricula. In this curriculum development stage, the result of the preliminary investigations will be further utilized and screened to see how they complement with the Institutional vision-mission and the DLSP Curriculum Guide to make a genuinely sound Lasallian CLE Curriculum.

It is only after the Refining of the New CLE Curriculum that the third phase which is Implementation is to be done. In this Implementation stage the Filipino cultures and values will be integrated to continually uphold patriotism, make the Filipino cultures a living legacy among Christian Filipino Lasallians and be in partnership with the Philippine Government in its desire to obtain its educational goal as mandated in the Article IX, Sec. 3 of Philippine Constitution of 1987 namely that;

all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

In the final phase of the ORIG - Agudilla Curriculum Model, Gathering of Constructive Criticisms shall be done to evaluate the outcome of the new CLE Curriculum and determine how its entirety affects the learners who are integral part of the process of re-engineering it. This will further determine gaps to be filled and the needs of the learners that are not met to further improve it for the next five years. This outcome evaluation will initially determine the impact of collaboration to the learning process as reflected in the students' achievements which may also be another recommendable topic of research but is not the concern yet of this paper.

### **Significance of the Study**

This study is conducted primarily to address and satisfy the needs of the learners which are the primary purpose of education (excerpted from the lectures in Curriculum Management, 2014) and developing "self-actualization" among the G7 learners which is the peak of Maslow's Hierarchy of Needs (Maslow, 1943). This also aims to utilize the knowledge of the G7 learners by working collaboratively with them through collective dialogue and interactive discussions. Finally, it hopes to undermine passivity and encourage mobility among the students as an offshoot of the topics for discussions that they perceived to be needed special consideration in the new CLVE curriculum.

## Methodology

### Data Gathering Procedure

This research undertaking maximizes the data that I obtained from the different offices of De La Salle Lipa like the Registrar's Office and the Admissions and Testing Office through personal interviews. The Registrar's Office provides me with the exact number of G7 students for the school year 2014 - 2015 with which they said there are 349 male students out of the total number of 703 students. On the other hand, the Admission and Testing Office provides me the background of the G7 learners in terms of their roots in elementary which I categorized into Catholic and non-Catholic schools in the survey that I made to all G7 students of DLSL for this S.Y.

Equally significant is the contribution of the Curriculum Coordinator (CC) of the CLVED who provides me with the copy of the current CL Curriculum. He also updated me as to how this current curriculum was shaped which according to him was through the effort solely of the CLVED and without the direct consultation and involvement of the G7 learners.

In order to actively involve all G7 students in and motivate them to collaborate with the CLVED, a survey questionnaire is distributed to class Presidents in order to gather the topics which they like to be discussed in CLVE and are of great interest to them. The possible topics are listed in the questionnaire and the students only need to check and rank them according to their needs.

There are 598 students who graduated from Catholic schools and 104 students who graduated from non catholic schools. The Top Ten Topics which they all like to be discussed in G7 according to their priorities are the following: Rank 1. The Holy Bible with 97 percent votes. Two topics are tied in Rank 2 namely, The Old Testament and The New Testament with 95 percent approval thus I consider them both as Rank 1.5. In Rank 4 is the topic My Lasallian Identity with the approval of 94 percent of the respondents. The History of the Chosen People of God is in Rank 5 with votes coming from 92 percent of the respondents. In Rank 6 is The Twelve Apostles with 91 percent. In Rank 7 is The Eight Beatitudes with 90 percent approval and is tied with The Works of Jesus thus, I separated them and named them both as Rank 7.5. The Patriarchs is in Rank 9 with 87 percent approval and is followed by The Prophets in Rank 10 with 84 percent votes.

As regards the topics that the students have enough background with and a thorough discussions, all of the participants said that they have studied the Eight Beatitudes and the lives of the Patriarchs in Elementary but they still like to deepen their understanding about these topics thus, they still like them to be discussed although they ranked 7.5 and 9 consecutively.

For the Top Five Reasons for choosing those abovementioned topics, the G7 students are one in saying that these topics can help them become closer to God thus a 100 percent votes for it. This is followed by "they can help me find my purpose in life as Christian Lasallian with 89 percent approval. Top three is that the 85 percent of the G7 students affirmed that they can motivate them to grow in understanding of their faith. In top 4 is that 80 percent of the respondents believed that these topics could lead them to a deeper appreciation of the works of Christ and His successors while the last in the Top Five Reasons with 77 percent votes is the fact that these topics can help them intensify their relationship with their fellow human beings and bring them purposely to the real world.

### Participants

The G7 learners of DLSL for the S.Y. 2014 - 2015 play the key role in this CLVE curriculum reengineering process being the recipients of its output and the and whose needs and interests should be addressed by the CLVED. There are 702 G7 students as November 20, 2014, coming from both Catholic schools, where Christian Living is also the core curriculum and non Catholic schools of the CALABARZON areas, where Christian Living is never taught. Among all these 702 G7 learners 14.81 percent came from various schools both public and non sectarian elementary schools where neither Christian Living nor CLVE is part of the curriculum. Accordingly, only 75 percent of this 14.81 percent gained knowledge about Catholic faith only by frequently participating in the Holy Mass and sometimes by attending Religion classes facilitated by the Catechists of their respective parish churches when there is any and the rest 25 percent belongs to different non catholic religions like the Iglesia ni Kristo, Jewish, Islam, Buddhist and Born Again Christians. Regardless of Religion, however, I asked them the same survey questions for the fact they no one is excused from attending CLVE class as long as the student is enrolled in DLSL.

After the collaborative dialogue with the students, it is now the task of the entire CLVED to collaborate and utilize the results in order to come up with a re-engineered CLVE Curriculum using the ORIG - Agudilla Curriculum Model and employing all the processes and modifiers of each of the stages. This is to ensure that everything is in place and there would be an in-depth learning by avoiding overlaps in topics and identify the coverage of each of them.

### **Data Analysis Procedure**

I got the percentage of the G7 population to further emphasize the significance of the results of the survey and come up with the rank presented above concerning the topics that the G7 learners prefer and their justifications for deciding so. This approach brings to my mind that these chosen topics are what they really need and are highly interesting to them. Further, this survey intensifies the collaboration and collegiality between the G7 learners and the CLVED of DLSL and is revealed in the way the G7 students willingly answered the survey questionnaire that I only distributed through the class Presidents and retrieved through them at the same time.

### **Instrument**

I used survey questionnaire in data gathering since I want to prove that curriculum re-engineering is an effective vehicle for collaboration not only within the CLVED itself but most especially it extends to the G7 learners. I found it effective also to really get contributions from all the G7 learners considering the fact that they came from different schools and have with them various cultures that they acquired from their previous schools.

## **Conclusions and Recommendations**

### **Results and Findings**

Re-engineering the CLVE Curriculum provides a venue for collaboration between the CLVE teachers and the G7 learners regardless of cultural background and religious preferences. The ORIG - Agudilla Curriculum Model proposed and utilized here is an effective tool to motivate and inspire the entire CLVED to collaborate and re-engineer the existing CLVE curriculum using the data provided by the G7 learners themselves thereby, collaborating with them also. This also has driven the students towards active participation in CLVE class as the topics for discussions are of interest to them.

### **Conclusions**

The new CLVE Curriculum, the output of this research, would now be a product of collaborative efforts between the students and the CLVE teachers and among the CLVE teachers themselves. In this new CLVE Curriculum, the students' interests and needs are catered and addressed since they participated in the survey and answered the survey questions honestly. It is hoped therefore that this new CLVE Curriculum will provide satisfaction among all the learners since they became the important part in re-engineering the CLVE Curriculum and the teacher could then truly become learning facilitators in the classrooms.

Although advantages are pointed out, I also found disadvantages in the process because there are interests that are not addressed in the new CLVE Curriculum particularly the topics that were not able to make it to the Top Ten because I focused on the interests of the majority or that with highest number of approval. This fact leaves an opportunity and a challenge to the CLVE teachers to be creative as much as possible in addressing the interests of other learners in the classroom particularly those who are not the direct bases of the new CLVE Curriculum.

### **Recommendations**

Knowing how curriculum re-engineering fosters collaboration between the learners and the teachers and among the teachers of the departments and foreseeing its transformative effect to a learning process, I recommend that the same approach be done by other departments in their attempts to re-engineer their curricula thereby making them relevant and ensure learning productivity.

Other learning departments may also consider this approach to curriculum re-engineering of directly involving the learners who are the beneficiaries of the process.

Corollary, the effects of newly re-engineered curriculum to transformative learning must also be studied as well as the level of performance of the students before asking them to collaborate with the CLVED as many of them noted that it is their first time to have a chance of being consulted and take an active role in curriculum re-engineering.

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## Appendix i

Letter Sample  
25 November 2014  
Dear Lasallians,

Greetings of Peace!

Inasmuch as we like you to be more involved in CLVE 7 Curriculum, please answer this questionnaire with all honesty.

Rest assured that your effort would be highly appreciated by the entire CLVE Department in its desire to come up with an updated and relevant CLVE Curriculum in the next five years.

I look forward for your utmost cooperation regarding this mater.

Thank you very much!

In Saint Lasalle,

Sir Dondon Agudilla  
CLVE 7 - Teacher



Which of the topics you chose must be discussed in CLE 7? Write Eight Topics below.

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Why must they be discussed in CLVE 7? (Number your choices 1 - 5 according to your priority).

- They can help me grow morally.
- They can deepen my spirituality.
- They can help me become closer to God.
- They can motivate me to grow in understanding of my faith.
- They can inspire me to be in the service of God and my fellowmen.
- They can intensify my relationship with my fellow human beings.
- They can help me find my purpose in life as Christian Lasallian.
- They can bring me happiness and contentment in life.
- They can help me explore the beauty of God's works.
- They can lead me to a deeper appreciation of the works of Christ and the Church.
- They can help me fulfill my duties and responsibilities as baptized Christian.
- They can help me appreciate the beauty of God's creation.
- They can bring me purposely to the real world.