

DOWNLOAD PDF K TO 12 BASIC EDUCATION CURRICULUM FRAMEWORK

Chapter 1 : The K to 12 Basic Education Program | Official Gazette of the Republic of the Philippines

The Kindergarten Curriculum Framework (KCF) draws from the goals of the K to 12 Philippine Basic Education Curriculum Framework and adopts the general principles of the National Early Learning Framework (NELF).

Presentation Transcript PowerPoint Presentation: K to 12 Basic Education Program Prepared by: Article XIV, Section 1. Article XIV, Section 2 1. Students have insufficient mastery of basic competencies due to congested curriculum. The NAT for high school is In , even with only the science high schools participating in the Advanced Mathematics category, the Philippines was ranked lowest. High school graduates, who are usually below 18 years old, lack basic competencies and maturity. Too young to enter the work force; cannot legally enter into contracts. Psychologists say children under 18 are not emotionally mature enough for entrepreneurship or employment. Educators say children under 18 are not intellectually mature enough to handle higher education disciplines. Locally, only 6 of every 1, Grade 6 elementary students are prepared to enter high school. Only 2 of every 4th year high school graduates are fit for college.: Only 2 of every 4 th year high school graduates are fit for college. Millions of Overseas Filipino Workers OFW especially the professionals and those who intend to study abroad are at a disadvantage. The Washington Accord and the Bologna Accord prescribe 12 yrs of basic education for university admission.: The Washington Accord and the Bologna Accord prescribe 12 yrs of basic education for university admission. The Philippines is the only remaining country in Asia with a year pre-university program. Why Add Two Years? Decongest and enhance the basic education curriculum Better quality education for all PowerPoint Presentation: Those who can afford, pay up to fourteen years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance at succeeding. K to 12 is not new. The proposal to expand the basic education dates back to Secondary education did not prepare for life and recommended training in agriculture, commerce, and industry. Recommended the restoration of Grade 7. Education Act of Recommended the restoration of Grade 7 Swanson Survey Implementation of an year cycle; 6 years elementary and 5 years secondary. Recommended one of two alternatives: Seven years of elementary or Five years of secondary education. Proposed one-year pre-baccalaureate system that would bring the Philippines at par with other countries. Presidential Commission on Educational Reforms Adopt a longer cycle i. Presidential Task Force on Education K to 12 means Kindergarten and the 12 years of elementary and secondary education. Studies in the Philippines have shown that an additional year of schooling increases individual earnings by 7. What Will the Society Gain from K to 12? K to 12 will facilitate an accelerated economic growth. K to 12 will facilitate mutual recognition of Filipino graduates and professionals in other countries. A better educated society provides a sound foundation for long-term socio-economic development. What is Senior High School? Implementation Plan PowerPoint Presentation: K to 12 An Over-all View Change is two-fold: K to 12 is a less costly alternative to the present system of education. We have 5 years to address shortages before implementation.

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Chapter 2 : The K Education “ Philippines

“ A Comparison of the Enhanced K to 12 Basic Education Curriculum and BEC “ The TG's and the LM's. The K to 12 Philippine Basic Education Curriculum Framework.

The K to 12 Program covers 13 years of basic education with the following key stages: The Philippines is the last country in Asia and one of only three countries worldwide with a year pre-university cycle. Angola and Djibouti are the other two. A year program is found to be the best period for learning under basic education. It is also the recognized standard for students and professionals globally. What has been done to get ready for K to 12? Are we really ready for K to 12? Universal Kindergarten implementation begins SY Enhanced curriculum for Grades implemented K to 12 enacted into Law Our last mile is the Senior High School. All divisions of the Department of Education DepEd have finished planning and have figures on enrolment a year in advance. These plans were reviewed by a separate team and finalized upon consultation with other stakeholders. DepEd has built 66, classrooms from to There are 33, classrooms completed and undergoing construction in As of June 22, , DepEd has issued provisional permits to 2, private schools set to offer Senior High School in From , DepEd has filled , new teacher items. DepEd is targeting two kinds of teachers: DepEd will hire 37, teachers for Senior High School for alone. Learning materials are being produced for elementary to junior high while textbooks for Senior High School which has specialized subjects are being bid out. The K to 12 curriculum is standards- and competence-based. It is inclusive and built around the needs of the learners and the community. The curriculum is done and is available on the DepEd website. It is the first time in history that the entire curriculum is digitized and made accessible to the public. There are 2, private schools cleared to offer Senior High School as of June 22, How will the current curriculum be affected by K to 12? What subjects will be added and removed? The current curriculum has been enhanced for K to 12 and now gives more focus to allow mastery of learning. Changes to specific subjects are detailed in the K to 12 Curriculum Guides, viewable and downloadable at bit. How will schools implementing special curricular programs such as science high schools, high schools for the arts, and technical vocational schools be affected by K to 12? Schools with special curricular programs will implement enriched curriculums specific to their program e. How will multi-grade teaching be affected by K to 12? Multi-grade teaching will continue and will use the K to 12 Curriculum. How will specific learning groups such as indigenous people, Muslim learners, and people with special needs be affected by K to 12? The K to 12 Curriculum was designed to address diverse learner needs, and may be adapted to fit specific learner groups. Under K to 12, will Kindergarten be a pre-requisite for entering Grade 1? Day Care Centers of LGUs take care of children aged 4 or below, while the DepEd Kindergarten program is intended for children who are at least 5 years old by October 31st of the present school year. With K to 12, should schools prepare permanent records for Kindergarten students? Who is in charge of Kindergarten teacher compensation? DepEd is the main agency that employs and pays Kindergarten teachers in public schools. However, there are LGUs that help in the Kindergarten program and provide honoraria for additional Kindergarten teachers in public schools. Which Mother Tongue will be used as the language of instruction in multi-cultural areas? What is Senior High School? In SHS, students will go through a core curriculum and subjects under a track of their choice. These two additional years will equip learners with skills that will better prepare them for the future, whether it be: Students will undergo assessments to determine their strengths and interests. These will include an aptitude test, a career assessment exam, and an occupational interest inventory for high schools. Career advocacy activities will also be conducted to help guide students in choosing their specialization or track. Specializations or tracks to be offered will be distributed according to the resources available in the area, the needs and interests of most students, and the opportunities and demands of the community. Will SHS ensure employment for me? SHS creates the following opportunities: Standard requirements will be applied to make sure graduates know enough to be hireable. Partnerships with different companies will be offered for technical and vocational

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courses. You can now get work experience while studying; and companies can even hire you after you graduate. Entrepreneurship courses will now be included. Instead of being employed, you can choose to start your own business after graduating, or choose to further your education by going to college. How will SHS affect my college education? This ensures that by the time you graduate from Senior High School, you will have the standard knowledge, skills, and competencies needed to go to college. Is SHS really necessary? Must I go to SHS? Yes, according to the law. If I choose not to go to SHS, what happens to me? You will be a grade 10 completer, but not a high school graduate. Elementary graduates are those who finish grade 6; high school graduates must have finished grade 10. Senior High School covers eight learning areas as part of its core curriculum, and adds specific tracks similar to college courses based on four disciplines: You can learn more about the tracks and strands as well as their curriculum on [deped](#). Where will Senior High School be implemented? Will my school offer SHS? Existing public and private schools, including colleges, universities and technical institutions may offer Senior High School. Private schools may offer Grade 11 as early as SY to interested students. However, Senior High School before SY is voluntary for both private schools and students, and there will be no funding assistance from the government to private Senior High School before SY. Which private institutions are allowed to offer Senior High School? All schools and organizations must first apply for a permit from DepEd. Different institutions may also partner with each other and apply for SHS as a group. Last March 31, 2012, provisional permits have been issued to 1,100 private schools that will offer Senior High School in SY 2012-2013. If you are interested in applying for a Senior High School permit, please visit: [www.deped.gov.ph](#). What other information should applicants remember in applying for a SHS permit? All applications must only be submitted via email to cto12@deped.gov.ph. Applications must contain the requirements detailed in DepEd Memo No. 001, s. 2012. Only applications with complete documentary requirements will be processed by the SHS-NTF on a first come-first served basis. Submission of letters of intent only will not be processed. Who receives, evaluates and approves the applications for provisional SHS permits? Who issues the permits? Regional Offices will be deputized to conduct on-site validation for all applicants. The Regional Office releases the provisional permit to the applicant. Will the additional two years of High School mean additional expenses? This is a step up from the year cycle where high school graduates still need further education and expenses to be ready for the world. SHS will be offered free in public schools and there will be a voucher program in place for public junior high school completers as well as ESC beneficiaries of private high schools should they choose to take SHS in private institutions. This means that the burden of expenses for the additional two years need not be completely shouldered by parents. Where can I find out more about SHS? You can find out more at www.deped.gov.ph. You can also ask your school administration public or private to contact the DepEd division office to help organize an orientation seminar. What is the Voucher Program? This program enables Grade 10 completers from public and private Junior High Schools JHS to enroll in a 1 private high school, 2 private university or college, 3 state or local university or college, or 4 technical-vocational school, which will offer the Senior High School program starting School Year 2012-2013. Through the Voucher Program, students and their families are able to exercise greater choice in deciding the Senior High School program that is most relevant to their needs and career goals. Who will benefit from the Voucher Program? All JHS completers from public junior high schools are qualified to receive the full voucher values. Students will be notified of their eligibility prior to completing Grade 10. How much is the value of the voucher? The actual amount of the vouchers will depend on the location of the SHS where the student will enroll.

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Chapter 3 : K to 12 Framework |authorSTREAM

K to 12 BASIC EDUCATION CURRICULUM. TECHNOLOGY LIVELIHOOD EDUCATION. K to 12 TLE Information and Communications Technology - Computer Hardware Servicing Curriculum Guide December

While standards typically outline the goals of learning, curricula set forth the more specific means—materials, tasks, discussions, representations—to be used to achieve those goals. A major question confronting each curriculum developer will be which of the practices and crosscutting concepts to feature in lessons or units around a particular disciplinary core idea so that, across the curriculum, they all receive sufficient attention [27]. Every science unit or engineering design project must have as one of its goals the development of student understanding of at least one disciplinary core idea. In addition, explicit reference to each crosscutting concept will recur frequently and in varied contexts across disciplines and grades. These concepts need to become part of the language of science that students use when framing questions or developing ways to observe, describe, and explain the world. Similarly, the science and engineering practices delineated in this framework should become familiar as well to students through increasingly sophisticated experiences with them across grades K-8 [28 , 29]. Although not every such practice will occur in every context, the curriculum should provide repeated opportunities across various contexts for students to develop their facility with these practices and use them as a support for developing deep understanding of the concepts in question and of the nature of science and of engineering. This will require substantial redesign of current and future curricula [30 , 31].

Important Aspects of Science Curriculum In addition to alignment with the framework, there are many other aspects for curriculum designers to consider that are not addressed in the framework. This section highlights some that the committee considers important but decided would Page Share Cite Suggested Citation: Curriculum, Instruction, Teacher Development, and Assessment. A Framework for K Science Education: Practices, Crosscutting Concepts, and Core Ideas. The National Academies Press. These values include respect for the importance of logical thinking, precision, open-mindedness, objectivity, skepticism, and a requirement for transparent research procedures and honest reporting of findings. Considerations of the historical, social, cultural, and ethical aspects of science and its applications, as well as of engineering and the technologies it develops, need a place in the natural science curriculum and classroom [32 , 33]. The framework is designed to help students develop an understanding not only that the various disciplines of science and engineering are interrelated but also that they are human endeavors. As such, they may raise issues that are not solved by scientific and engineering methods alone. For example, because decisions about the use of a particular technology raise issues of costs, risks, and benefits, the associated societal and environmental impacts require a broader discussion. Perspectives from history and the social and behavioral sciences can enlighten the consideration of such issues; indeed, many of them are addressable either in the context of a social studies course, a science course, or both. In either case, the importance of argument from evidence is critical. It is also important that curricula provide opportunities for discussions that help students recognize that some science- or engineering-related questions, such as ethical decisions or legal codes for what should or should not be done in a given situation, have moral and cultural underpinnings that vary across cultures. Similarly, through discussion and reflection, students can come to realize that scientific inquiry embodies a set of values. Students need opportunities, with increasing sophistication across the grade levels, to consider not only the applications and implications of science and engineering in society but also the nature of the human endeavor of science and engineering themselves. They likewise need to develop an awareness of the careers made possible through scientific and engineering capabilities. Page Share Cite Suggested Citation: For many students, these aspects are the pathways that capture their interest in these fields and build their identities as engaged and capable learners of science and engineering [34 , 35]. Teaching science and engineering without reference to their rich variety of human stories, to the puzzles of the past and how they were solved, and to the issues of today that science and engineering must help address would be a

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major omission. Finally, when considering how to integrate these aspects of learning into the science and engineering curriculum, curriculum developers, as well as classroom teachers, face many further important questions. For example, is a topic best addressed by invoking its historical development as a story of scientific discovery? Is it best addressed in the context of a current problem or issue? Or is it best conveyed through an investigation? What technology or simulation tools can aid student learning? In addition, how are diverse student backgrounds explicitly engaged as resources in structuring learning experiences [36 , 37]? And does the curriculum offer sufficiently varied examples and opportunities so that all students may identify with scientific knowledge-building practices and participate fully [38 , 39]? These choices occur both in the development of curriculum materials and, as we discuss in the following section, in decisions made by the teacher in planning instruction. Instruction encompasses the activities of both teachers and students. It can be carried out by a variety of pedagogical techniques, sequences of activities, and ordering of topics. Although the framework does not specify a particular pedagogy, integration of the three dimensions will require that students be actively involved in the kinds of learning opportunities that classroom research suggests are important for 1 their understanding of science concepts [5 ,], 2 their identities as learners of science [43 , 44], and 3 their appreciation of scientific practices and crosscutting concepts [45 , 46]. Several previous NRC committees working on topics related to science education have independently concluded that there is not sufficient evidence to make prescriptive recommendations about which approaches to science instruction are most effective for achieving particular learning goals [3 - 5]. Instruction throughout K education is likely to develop science proficiency if it provides students with opportunities for a range of scientific activities and scientific thinking, including, but not limited to: For example, researchers have studied classroom teaching interventions involving curriculum structures that support epistemic practices i. Others have investigated curricular approaches and instructional practices that are matched to national standards [52] or are focused on model-based inquiry [24]. Taken together, this work suggests teachers need to develop the capacity to use a variety of approaches in science education. That report defined the following four strands of proficiency, which it maintained are interwoven in successful science learning: Knowing, using, and interpreting scientific explanations of the natural world. Generating and evaluating scientific evidence and explanations. Understanding the nature and development of scientific knowledge. Participating productively in scientific practices and discourse. Strand 1 includes the acquisition of facts, laws, principles, theories, and models of science; the development of conceptual structures that incorporate them; and the productive use of these structures to understand the natural world. Students grow in their understanding of particular phenomena as well as in their appreciation of the ways in which the construction of models and refinement of arguments contribute to the improvement of explanations [29 , 55]. Strand 2 encompasses the knowledge and practices needed to build and refine models and to provide explanations conceptual, computational, and mechanistic based on scientific evidence. This strand includes designing empirical investigations and measures for data collection, selecting representations and ways of analyzing the resulting data or data available from other sources , and using empirical evidence to construct, critique, and defend scientific arguments [45 , 56]. Scientific knowledge is a particular kind of knowledge with its own sources, justifications, ways of dealing with uncertainties [40], and agreed-on levels of certainty. When students understand how scientific knowledge is developed over systematic observations across multiple investigations, how it is justified and critiqued on the basis of evidence, and how it is validated by the larger scientific community, the students then recognize that science entails the search for core explanatory constructs and the connections between them [57]. They come to appreciate that alternative interpretations of scientific evidence can occur, that such interpretations must be carefully scrutinized, and that the plausibility of the supporting evidence must be considered. Thus students ultimately understand, regarding both their own work and the historical record, that predictions or explanations can Page Share Cite Suggested Citation: For example, over time, students develop more sophisticated uses of scientific talkâ€”which includes making claims and using evidenceâ€”and of scientific representations, such as graphs [58], physical models [59], and written arguments [60 , 61]. They

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come to see themselves as members of a scientific community in which they test ideas, develop shared representations and models, and reach consensus. Students who see science as valuable and interesting and themselves as capable science learners also tend to be capable learners as well as more effective participants in science [8]. They believe that steady effort in understanding science pays offâ€”as opposed to erroneously thinking that some people understand science and other people never will. To engage productively in science, however, students need to understand how to participate in scientific discussions, how to adopt a critical stance while respecting the contributions of others, and how to ask questions and revise their own opinions [62]. The four strands imply that learning science involves learning a system of thought, discourse, and practiceâ€”all in an interconnected and social contextâ€”to accomplish the goal of working with and understanding scientific ideas. This perspective stresses how conceptual understanding is linked to the ability to develop explanations of phenomena and to carry out empirical investigations in order to develop or evaluate those knowledge claims. These strands are not independent or separable in the practice of science, nor in the teaching and learning of science. Furthermore, students use them together when engaging in scientific tasks. The first highlighted the importance of personal interests related to science, and the second noted the importance of helping learners come to identify with science as an endeavor they want to seek out, engage in, and perhaps contribute to. Although the strands are useful for thinking about proficiencies that students need to develop, as framed they do not describe in any detail what it is that students need to learn and practice. Thus they cannot guide standards, curricula, or assessment without further specification of the knowledge and practices that students must learn. The three dimensions that are developed in this frameworkâ€”practices, crosscutting concepts, and disciplinary core ideasâ€”make that specification and attempt to realize the commitments to the strands of scientific literacy in the four strands. There is not a simple one-to-one mapping of strands to the dimensions, because the strands are interrelated aspects of how learners engage with scientific ideas. Table summarizes how the strands of scientific literacy guided the design of the dimensions in the framework. Instruction may involve teacher talk and questioning, or teacher-led activities, or collaborative small-group investigations [63], or student-led activities. The extent of each alternative varies, depending on the initial ideas that students bring to learning and their consequent needs for scaffolding , the nature of the content involved, and the available curriculum support. This research focuses on particular aspects of teaching methods, such as Page Share Cite Suggested Citation:

Chapter 4 : WHY K ?WHAT IS K PROGRAM?

The K to 12 Curriculum Usec. Dina S. Ocampo 30 January The K to 12 Philippine Basic Education Curriculum Framework DEPARTMENT OF EDUCATION CONTEXT.

Chapter 5 : Download K Curriculum Guides - Deped Resources

The K program offers a decongested year program that gives students sufficient time to master skills and absorb basic competencies. Students of the new system will graduate at the age of 18 and will be ready for employment, entrepreneurship, middle level skills development, and higher education upon graduation.

Chapter 6 : K Basic Education Curriculum| K12 Philippines

K to 12 Education Vision Graduates of Enhanced K to 12 Basic Education Program will: acquire mastery of basic competencies. be more emotionally mature. be socially aware, pro-active, involved in public and civic affairs.

Chapter 7 : Research K to 12 chapters 1 to 5 READINESS | Emy Lacorte - www.nxgvision.com

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K TO 12 CURRICULUM FOR BASIC EDUCATION Ronald V. Ramilo Division ICT Coordinator Division K to 12 Coordinator DepEd Tanauan City National Curriculum Writer K t Slideshare uses cookies to improve functionality and performance, and to provide you with relevant advertising.

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K to 12 BASIC EDUCATION CURRICULUM Description of Framework. Technology and Livelihood Education K to 12 CURRICULUM COMPLIANT GRADE 7.

Chapter 9 : Curriculum Frameworks & Instructional Materials - Curriculum Resources (CA Dept of Education)

The K to 12 Curriculum. Good day, everyone! I'm glad to have all of you here to discuss one of the most important basic education reform measures we have ever undertaken as a country.