

## Chapter 1 : K to Senior High School (Grade 11 and 12) Curriculum Guide (CG) PDF

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To ensure that you teach the TLE exploratory courses the way they were intended to be taught, you must see the big picture of the K to 12 curriculum and the teaching of TLE. Some background information is necessary. The Overall Goal of the K to 12 Curriculum The K to 12 Curriculum has as its overarching goal the holistic development of every Filipino learner with 21st century skills who is adequately prepared for work, entrepreneurship, middle level skills development and higher education. The over arching goal of the K to 12 curriculum, tells you that the teaching of TLE plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduate is skilled and ready for work, entrepreneurship and middle skills development depend to a great extent on how effectively you taught TLE. This should guide you in the teaching of the TLE exploratory courses. The 24 TLE courses can be categorized under any of these fields. K to 12 TLE is a. The diagram likewise shows that entrepreneurial concepts also form part of the foundation of quality TLE. TLE by its nature is dominantly a skill subject and so you must engage your students in an experiential, contextualized, and authentic teaching-learning process. It is a subject where your students learn best by doing. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE. It integrates concepts, skills and values. Your school will choose at least 4 from the list of 24 courses for which 23 Learning Modules have been prepared. The 24 TLE exploratory courses focus on four basic common competencies: Why are these competencies called basic? Because they are competencies that you must acquire in order that you can do higher level competencies. If there are 24 exploratory courses then you have 24 Learning Modules in your hands. But you will use 4 Modules only for the entire year in Grade 7 plus a fifth one on Entrepreneurship and another 4 Modules in Grade 8 plus a fifth one on Entrepreneurship. Each Learning Module consists of 4 to 5 Lessons<sup>2</sup>. The Lessons are focused on the 4 to 5 basic competencies. To avoid meaningless repetition of the teaching of the 5 common competencies, you have to teach them in the context of the TLE course. You teach the same competencies - use and maintenance of tools-in Horticulture but in the context of Horticulture and so your tools will not be entirely the same. Why is this necessary? Do the exploratory courses enable the high school student to earn already an NC? Completion of the exploratory courses may not yet qualify a high school student to take an assessment for an NC. About the Learning Module 1. Design of the Module a. The Module is designed to be a teacher-assisted learning kit or a self-learning kit on competencies that a Grade 7 TLE ought to possess. The Learning Module is made up of 4 to 5 Lessons based on the competencies. Each Lesson contains the following: It is usually given as an assignment for not everything can be taught and done in the classroom given a limited time. The Self-check can also serve as the posttest of the lesson. Parts of the Lesson. Part of the Lesson 1. Students acquaint themselves with the learning outcomes and performance standards and make them their personal goals. Students clearly understand the performance standards and make them their own learning goals. Make these your goals for instruction. You introduce the performance standards to your students and make sure that they understand them and make these performance standards their own. Let these standards give your lesson its specific direction. The learning outcomes and performance standards set the direction of your lessons. They are identified and are written for you in the Curriculum Guide. Materials may include equipment, hand tools or consumables. The references are the books, magazines, articles, websites you yourself and your students will read or refer to in order to gain greater understanding of the lesson. They are either in soft copy or hard copy. Get to know the materials. They are part of the Lesson. By all means, read the references for lesson mastery. Prepare the materials you need in advance. For gadget, tool or equipment, it is always wise to prepare, check and try them in advance to ensure that they function when you use them. You are strongly encouraged to use appropriate local materials as substitute for listed materials that are not available. For effective teaching, your lesson preparation should include reading the list of references. Do not limit yourself to the list of references. Introduce the references to your students. Motivate them to read these references as

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they go through the module for mastery of the lesson. The definition of terms and acronyms will help you understand the meaning of key words in your lesson. Defining key words as they are used in your lesson will TWG on K to 12 " Curriculum Guide Refer to the definition of terms for greater understanding of the lesson. Remind your students to refer to the definition of terms and acronyms for clearer understanding of the lesson. This is done by way of a pretest. Take the test honestly. Check answers against the answer key provided. Tell your students to accomplish the pretest. Explain that the purpose of the pretest is to find out how much they already know about the lesson in order to determine your next steps. It is, therefore, necessary that they take the test honestly, if they want to learn or want to be helped. Make it clear to them that their scores will not be recorded for grading purposes and will not be taken against them. If you find out that your students already know what you are about to teach, logic dictates that you do not need to teach it anymore. You may as well proceed to the next lesson. If, however, you find out that they do not yet know what you are about to teach, then by all means teach. Or if you discover that your students have some erroneous concepts, then teach and correct their misconceptions. To know what your students already know and do not yet know will guide you in adjusting your instruction. The self-check functions as a pretest. Give assistance to your students where needed. Correct answers by referring to the answer key. Ideally, this should be a performance test, what you usually call practical test. This can reinforce lesson mastery. Do the task assigned outside class hours. To determine level of performance, use the scoring rubrics or check answers against the answer key, which ever is applicable. Find a way to test real life application of what your students have learned. Reflect on assessment results. Use assessment results in planning your instruction. Motivate the students to do the task by making clear what the enrichment activity is about "why it is given, how it is done, how it relates to the class lesson. What are your realizations? What are lessons learned? Jot them down in your diary. Commit them to your memory. If you do this consistently, you will find your delivery improve substantially. Content Standard Performance Standard.

### Chapter 2 : K to Senior High School TLE and TVL Track Curriculum Guides

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### Chapter 3 : K | Edgerton Center

*BNAHS LYMWEL P. Grades 7 and 8 of the K to 12 Curriculum with the assistance of the following persons: This Learning Module on ELECTRICAL INSTALLATION AND MAINTENANCE NC II was developed by the following personnel: MODULE WRITERS HECTOR M. ACNTS BRENDA B. EED. IMELDA B. ERVHS DOMINGA CAROLINA F. TAGANAS Executive Director.*

### Chapter 4 : K12 Education | Schneider Electric

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### Chapter 5 : K to 12 Curriculum Guides for TLE

*ELECTRICAL INSTALLATION MAINTENANCE 2 K to 12 - Technology and Livelihood Education Welcome to the world of Electrical Installation and Maintenance! This Module is an exploratory course which leads you to Electrical Installation.*

### Chapter 6 : Downloads - TESDA

*K Grade 7 Electrical Module. Review the learning objectives for your unit and brainstorm which objectives might be*

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*suitable as purposes for collaboration.*

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*View Notes - [www.nxgvision.com](http://www.nxgvision.com) from EDUCATION at Benguet State University. Republic of the Philippines DEPARTMENT OF EDUCATION K to 12 Basic Education Curriculum Technology.*

### Chapter 8 : TESDA: New tech-voc curriculum for K to 12 in place - TESDA

*This Learning Module was developed for the Exploratory Courses in Technology and Livelihood Education, Grades 7 and 8 of the K to 12 Curriculum with the assistance of the following persons: This Learning Module on Consumer Electronics Servicing NC II was developed by the following personnel: MODULE WRITERS MARCELO E. TAN, Ed. D. EPS 1, DepED.*

### Chapter 9 : TESDA: New tech-voc curriculum for K to 12 in place - TESDA

*K Module in TLE 8 (Electrical) 3rd Grading 1. Republic of the Philippines DEPARTMENT OF EDUCATION K to 12 Basic Education Curriculum Technology and Livelihood Education Learning Module ELECTRICAL INSTALLATION AND MAINTENANCE EXPLORATORY COURSE Grades 7 and Grade 8.*