



Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 3:

Elementary Education

Specialization Courses

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

"Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."

(Darling-Hammond, 2011)

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION



Benguet State University

Values Education



University of the Cordilleras

Social Studies



Saint Louis University

Values Education

REGION I



Pangasinan State University

Social Studies

REGION II



Saint Mary's University

Science

REGION III



Angeles University Foundation

Physical Education

REGION V



Ateneo De Naga University

Elementary Education



Bicol University

Elementary Education

REGION VIII



Leyte Normal University

Filipino



Southern Leyte State University

Filipino

REGION VII



University of San Jose-Recoletos

English



Cebu Normal University

English

REGION IX



Ateneo De Zamboanga University

Mathematics



Western Mindanao State University

Professional Education

REGION X



Bukidnon State University

Professional Education



Xavier University

Xavier University

Mathematics

NATIONAL CAPITAL REGION



Centro Escolar University

Early Childhood Education



De La Salle University - Manila

Science



Philippine Normal University

*Professional Education
Physical Education*



University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

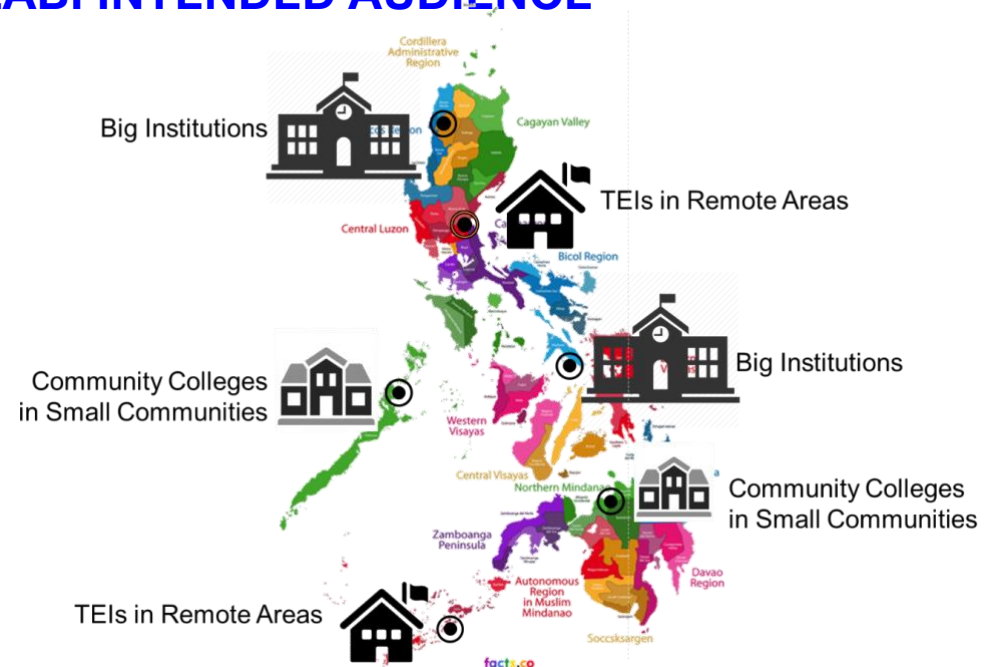
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

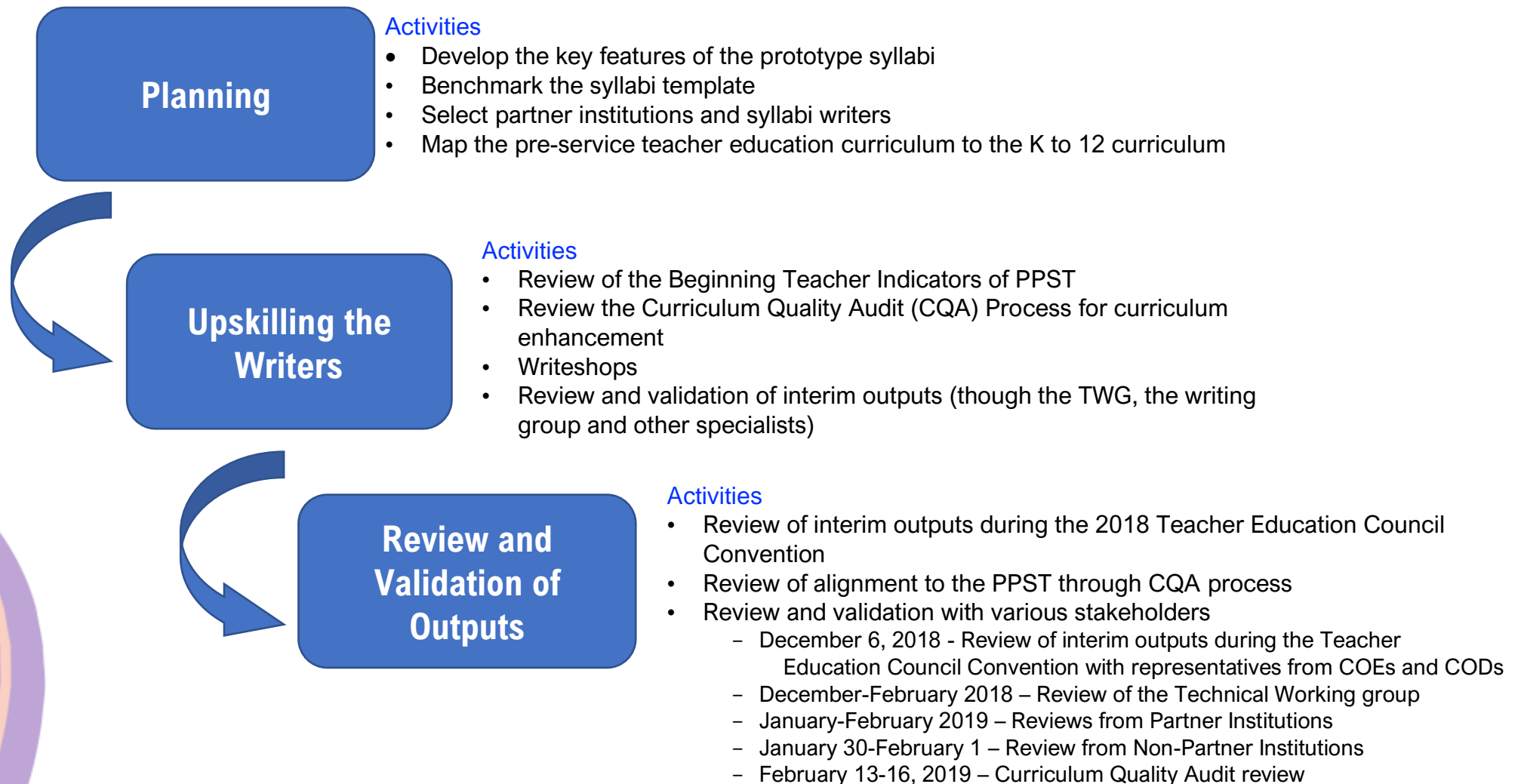
The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:



GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

Compendium 1: Professional Education Courses

Compendium 2: Early Childhood Education Specialization Courses

Compendium 3: Elementary Education Specialization Courses

Compendium 4: English Specialization Courses

Compendium 5: Filipino Specialization Courses

Compendium 6: Mathematics Specialization Courses

Compendium 7: Physical Education Specialization Courses

Compendium 8: Science Specialization Courses

Compendium 9: Social Studies Specialization Courses

Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
Program Outcomes		
Class Information		Instructor's Information
Section		Instructor's Name
Schedule		Office Designation
Time		Office Hours
Venue		Office Telephone
Term		E-mail Address

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
<ul style="list-style-type: none"> Major Exams Summative quizzes Per unit outputs as specified in the assessment End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			

Course Description	Course Description BTIs
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.	1.1.1; 5.1.1; 5.3.1, 5.5.1
Course Learning Outcomes	Course Learning Outcomes BTIs
<i>At the end of the course, pre-service teachers should be able to:</i>	1.1.1; 1.2.1
[1] demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	4.2.1
[2] identify learning outcomes that are aligned with learning competencies;	5.1.1
[3] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.2.1
[4] demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.5.1
[5] demonstrate understanding of the role of assessment in making instructional decisions;	5.3.1
[6] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.4.1
[7] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.

Course Information	
Course Name	Assessment in Learning 1
Pre-requisite Subject	
Course Requirements	
Grading System	
Course Description	BTIs covered
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	1.1.1; 5.1.1; 5.3.1
Course Outcomes	BTIs covered
At the end of the course, the pre-service teachers can: [1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning; [2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [3] demonstrate understanding the role of assessment in making instructional decisions; [4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	1.1.1; 1.2.1 5.1.1 5.5.1 5.3.1 5.4.1

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment of outcomes, content and assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponding CLO/s, to ensure constructive alignment.

Example: 1.1.1 [A]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	Unit 1 – Basic Concepts A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Summative quizzes Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

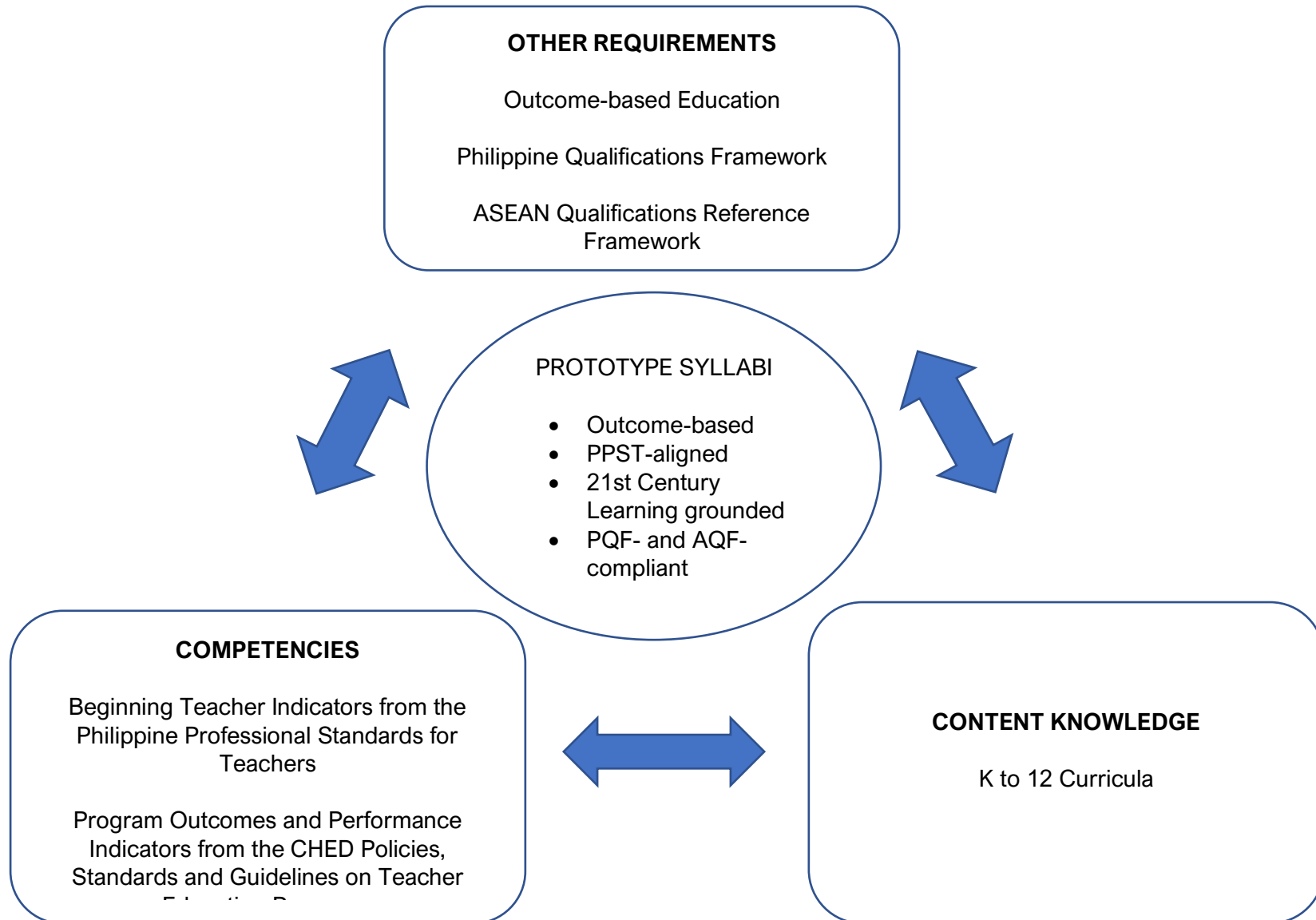
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED ELEMENTARY EDUCATION SPECIALIZATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 74, s. 2017: Policies, Standards, and Guidelines for Bachelor of Secondary Education (BSEd)
 K to 12 Curriculum Guides in English, Filipino, Mathematics, Science, Araling Panlipunan, Edukasyon sa Pagpapakatao,
 Physical Education [May 2016]
 Philippine Professional Standards for Teachers (DO 42, s 2017)

Total Number of
Specialization Courses
19

Available Specialization
Course Outputs
19

Total Number of
Elective Courses
2

Available Elective Course
Outputs
0

Lead Writers:



Secondary Writers/ Reviewers:



Xavier University
Ateneo de Cebu

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Content and Pedagogy in the Mother Tongue	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course includes both the content and the pedagogy of the mother tongue as well as its underlying theoretical assumptions and frameworks that support its being a foundation for learning of the additional languages of Filipino and English and developing stronger literacy skills of learners. The subject matter content includes the structure of the mother tongue as a language, literature in the mother tongue, methods and techniques of teaching the language, development of instructional materials and assessment. Ultimately, the course will develop prospective teachers' pedagogical content knowledge of the mother tongue which is necessary for the effective implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) Program of the Department of Education.</p>	<p>BTIs covered</p> <p>1.1.1 1.4.1 1.6.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of the mother tongue, both as a subject and as a language of learning, including its structure as a language, literature in the mother tongue, methods and techniques of teaching the language, and research-based best practices in MTB-MLE implementation, B. demonstrate pedagogical content knowledge on effective MTB-MLE instruction through the creation of developmentally sequenced teaching and learning processes that meet curriculum requirements, C. demonstrate knowledge of teaching strategies that promote literacy skills through selecting, developing and using varied teaching and learning resources, including ICT, in teaching the mother tongue, D. design, select, organize and use appropriate and varied assessment strategies consistent with the MTB-MLE curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1 1.1.1., 4.1.1 1.4.1, 1.6.1, 4.5.1 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>a. Define key concepts in MTB-MLE</p> <p>b. Identify the national and official languages in the Philippines</p> <p>c. Discuss cultural rootedness as one of the reasons behind the use of mother tongue as a medium of instruction</p>	<p>[CLO A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Concept clarification: Mother tongue, MTB-MLE, Language policy, official and national languages, language of instruction</p>	<ul style="list-style-type: none"> Group discussion of the key concepts and sharing of consolidated ideas with the class 	<ul style="list-style-type: none"> Synthesis of group sharings focusing on how the use of mother tongue as medium of instruction, and sharing of own insights 	<p>[A] 1.1.1</p>
Week 2	<p>a. Explain theories relevant to MTB-MLE</p> <p>b. Discuss journal articles providing empirical evidence for these theories</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Theories, Rationale and Evidence supporting MTB-MLE Developmental learning theories: Piaget's theory, Schema theory of learning, Social learning theory</p> <p>Cognitive theories of bilingualism: Balance theory, Iceberg Analogy, Threshold theory</p>	<ul style="list-style-type: none"> Lecture Creating infographics on the articles Sharing of insights on the MTB-MLE theories. Ask students to share if they have seen these theories applied in teaching or how they think these could be applied to teaching 	<ul style="list-style-type: none"> Written test on the various theories Answering metacognitive reading questions about the selected articles 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>
Week 3	<p>a. Trace the legal and educational arguments for MTB-MLE program implementation in the Philippines</p> <p>b. Discuss the role of teachers and the necessary competencies to</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Legal Bases of MTB-MLE</p> <ul style="list-style-type: none"> Republic Act No. 10157 The Kindergarten Education Act Republic Act No. 10553 An Act Enhancing the Philippine Basic Education 	<ul style="list-style-type: none"> Group analysis of legal documents, class discussion Create a profile of a teacher who has the competencies to 	<ul style="list-style-type: none"> Short test on the legal bases of MTB-MLE Look for stories of teachers (online) or interview teachers on how they 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>

	ensure the successful implementation of the program		<ul style="list-style-type: none"> • DepEd Order No 31 s. 2013 	successfully implement the program.	effectively implement the MTB-MLE program	
Week 4	a. Examine the language policy considerations for MTB-MLE program implementation in the Philippines through the lens of Spolky (2004) and other scholars	<p>[A] 1.1.1 1.2.1</p>	<p>Language Policies and Language Planning</p> <ul style="list-style-type: none"> • Spolsky's (2004) language policy • Ricento and Hornberger's (1996) language planning and policy (LPP) 	<ul style="list-style-type: none"> • Lecture, class discussion 	<ul style="list-style-type: none"> • Group infographics on language policies in the Philippines to be presented in class for viewing 	<p>[A] 1.1.1</p>
Week 5	<p>a. Identify factors affecting the success of multilingualism</p> <p>b. Appraise the criticisms against MTB-MLE</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Factors affecting success of multilingualism, Criticisms Against MTB-MLE</p>	<ul style="list-style-type: none"> • Interview school principals, teachers, and parents of K-3 pupils • Group reporting in class 	<ul style="list-style-type: none"> • Group reports that discuss the factors affecting success of multilingualism and criticisms against MTB-MLE using available local researches 	<p>[A] 1.1.1</p>
Week 6	<p>a. Examine the curriculum guide for MTB-MLE</p> <p>b. Discuss the major approaches to teaching MTB-MLE (i.e., Communicative Approach, Task-Based, Content-Based Approaches; Two-track method: story track [focus on meaning] and primer track [focus on accuracy])</p> <p>c. Review model instructional plans</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>MTB-MLE Curriculum and Different Approaches to teaching MTB-MLE</p>	<ul style="list-style-type: none"> • Lecture • Analysis of sample instructional plans 	<ul style="list-style-type: none"> • Reflection paper that will elicit students' insights from the discussion 	<p>[A] 1.1.1</p>
Week 7 - 8	<p>a. Examine literature in the Mother Tongue</p> <p>b. Develop instructional materials for MTB-MLE following OBE framework and embedding local literature</p>	<p>[C] 1.1.1, 1.6.1, 4.5.1</p>	<p>Instructional Materials Development for MTB-MLE following OBE framework</p>	<ul style="list-style-type: none"> • Lecture • Analysis of sample instructional materials. 	<ul style="list-style-type: none"> • Production and evaluation of instructional materials 	<p>[C] 4.5.1</p>

Week 9	<p>a. Explain the importance of phonological and phonemic awareness of MT</p> <p>b. Compare the sounds of MT to English using IPA transcription</p> <p>c. Design an instructional plan applying phonology and phonemics in MTB-MLE</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[B, C] 1.1.1, 1.2.1, 4.1.1</p>	Phonology and Phonemics of MT	<ul style="list-style-type: none"> • Watching videos on phonological and phonemic awareness • Listening, reading, and speaking exercises • Individual/Dyadic work on instructional plan 	<ul style="list-style-type: none"> • Writing and critiquing of instructional plan • Micro-teaching 	<p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p> <p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p>
Week 10-11	<p>a. Describe the morphological features of the nominals, pronominals, verbs, adjectives, and adverbs as well as standard orthography of MT</p> <p>b. Design an instructional plan using concepts of morphological features of MT in MTB-MLE</p>	<p>[A] 1.1.1</p> <p>[B, C] 1.1.1, 1.2.1, 4.1.1</p>	Morphology and standard orthography of MT	<ul style="list-style-type: none"> • Lectures • Morphological analysis of MT words, reading exercises, vocabulary building exercises, • Individual/Dyadic work on instructional plan 	<ul style="list-style-type: none"> • Writing and critiquing of instructional plan • Micro-teaching 	<p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p> <p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p>
Week 12	<p>a. Explain the connotation and denotation of words</p> <p>b. Design an instructional plan using concepts of semantics of MT in MTB-MLE</p>	<p>[A,C] 1.1.1, 1.6.1</p> <p>[B, C] 1.1.1, 1.2.1, 4.1.1</p>	Semantics of MT	<ul style="list-style-type: none"> • Lecture, class discussion • Vocabulary building exercises, reading exercises (e.g., poems, short stories) • Individual/Dyadic work on instructional plan 	<ul style="list-style-type: none"> • Writing and critiquing of instructional plan • Micro-teaching 	<p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p> <p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p>

Week 13	<p>a. Discuss the locutionary, illocutionary, and perlocutionary forces of sentences and possible implicatures</p> <p>b. Design an instructional plan using concepts of pragmatics of MT in MTB-MLE</p>	<p>[A,C] 1.1.1, 1.6.1</p> <p>[B, C] 1.1.1, 1.2.1, 4.1.1</p>	Pragmatics of MT	<ul style="list-style-type: none"> Lecture, class discussion Role playing in groups of 4-5 Individual/Dyadic work on instructional plan 	<ul style="list-style-type: none"> Writing and critiquing of instructional plan Micro-teaching 	<p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p> <p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p>
Week 14	<p>a. Parse MT sentences using TGG model.</p> <p>b. Describe the syntactic features of MT.</p> <p>c. Write a short essay in MT.</p> <p>d. Trace syntactic deviations in MT poems.</p> <p>e. Design an instructional plan using concepts of syntax of</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A, B, C] 1.1.1, 1.2.</p>	Syntax of MT	<p>Lecture, class discussion</p> <p>Board work, stylistic analysis</p> <p>Individual/ dyadic work on instructional plan</p>	<p>Writing and critiquing of instructional plan</p> <p>Micro-teaching</p>	<p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p> <p>[A, B, C] 1.1.1, 1.2.1, 4.1.1</p>
Week 15	<p>a. Develop appropriate assessment procedures and tools/instruments for the mother tongue</p>	<p>[C] 4.5.1</p>	Assessment of Mother Tongue	Lecture, class discussion	Writing and critiquing of assessment plan	<p>[C] 4.5.1</p>
Week 16-18	<p>a. Teach a subject in K-3 using the principles and concepts learned in the course</p>	<p>[A, B, C, D] 1.1.1, 1.1.1, 1.6.1, 4.5.1, 5.1.1</p>	Synthesis and Application of key concepts and principles in MTB-MLE	<p>Demonstration teaching</p> <p>Peer critiquing of instructional plans and materials</p>	Individual Demonstration Teaching and Critiquing	<p>[A, B, C, D] 1.1.1,1.6.1, 4.5.1, 5.1.1</p>

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- Mahboob, A., & Cruz, P. (2013). *English and mother tongue-based multilingual education: Language attitudes in the Philippines*. *Asian Journal of English Language Studies*, (1), 1–19.
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- Young, C. (2011). *Enablers and constraints of an effective and sustainable mother tongue-based multilingual education policy in the Philippines*. (Unpublished doctoral dissertation). University of Bangor.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Pagtuturo ng Filipino sa Elementarya I – Estructura at Gamit ng Wikang Filipino	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>Pangunahing kahingian sa anumang pagtuturo ng wika ang pag-aaral at pagsusuri sa estrukturang nakapaloob dito. Hindi maititiwalag ang kayarian ng wika upang masapol at maunawaan ang kaligiran, kalikasan at kasaysayan nito. Kung gayon, ang kursong ito ay nakatuon sa pagsanay ng paggamit ng estruktura at gamit ng Wikang Filipino sa pagtuturo sa elementarya. Sumasaklaw ito sa deskriptibong pag-aaral ng wikang Filipino sa antas ng ponolohiya, morpolohiya, sintaktika at semantika. Bibigyang-diin sa kursong ito ang ibat ibang dulog at estratehiya sa pagtuturo at pagtataya ng/sa wikang Filipino ayon sa kahingian ng K – 12 curriculum..</p>	<p>BTIs covered</p> <p>1.1.1, 4.1.1</p>
<p>Course Learning Outcomes</p> <p>Matapos ang isang semestre, ang mga mag-aaral ay inaasahang:</p> <ul style="list-style-type: none"> A. naipapamalas ang kasanayan sa pagpapaliwanag ng mga batayang kaalaman sa pagtuturo ng panitikan ng Pilipinas sa elementarya, B. naipapamalas ang kahusayan sa pagtuturo ng Filipino gamit ang wikang Filipino at <i>mother tongue</i> at akmang dulog pagtuturo at pagkatuto ng/sa panitikang Filipino ayon sa kahingian ng K-12 kurikulum, C. nakakapili, nakakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura at D. nakakapili, nakakalikha at nakakagamit ng mga akmang pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.6.1, 4.1.1</p> <p>4.5.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>a. Nabibigyang-depinisyon ang wika batay kay Henry R. Gleason.</p> <p>b. Natatalakay ang mga elementong taglay ng isang wika.</p> <p>c. Naibabahagi ang halaga ng wika sa sarili at sa lipunan sa kabuoan.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Kahulugan ng Wika</p>	<ul style="list-style-type: none"> Pagbuo ng habing semantika na magpapakita ng prior knowledge ng mga mag-aaral 	<ul style="list-style-type: none"> Maikling pagsusulit/Pagsasanay 	<p>[A] 1.1.1</p>
	<p>a. Natatalakay ang mga sumusunod: Jean Piaget (Developmental Stages of Learning), Leo Vygotsky (Cooperative Learning), Jerome Bruner (Discovery Learning), Robert Gagne (Heirarchical Learning), David Ausubel (Interactive/Integrated Learning), Cummins (Basic Interpersonal Communication Skills-BICS at Cognitive Academic Language Proficiency Skills-CALPS)</p> <p>b. Naipapaliwanag ang implikasyon ng mga teoryang nabanggit sa pagtuturo at pagkatuto ng/sa Filipino</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Mga teoryang pilosopikal ng edukasyon at wika/ Teorya sa kalikasan at pagkatuto ng wika</p>	<ul style="list-style-type: none"> Pagsusuri ng mga teorya gamit ang mind maps 		
Week 2	<p>a. Naipapaliwanag ang kahulugan ng ponolohiya.</p> <p>b. Naikokontrast ang titik at ponema gayundin ang</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Ponolohiya: Titik at Ponema, Ponemang Patinig at Ponemang Katinig</p>	<ul style="list-style-type: none"> Kolaboratibong talakayan/ Question and Answer 	<ul style="list-style-type: none"> Exit slip na nagbuod ng natutuhan sa talakayan 	<p>[A] 1.1.1</p>

	<p>ponemang patinig at katinig sa isa't isa.</p> <p>c. Nasusuri ang mga salita batay sa bilang ng titik at ponema nito.</p>	<p>[A] 1.1.1</p>				
	<p>a. Napag-uusapan ang ponemang segmental partikular ang diptonggo, klaster, pares minimal at ponemang malayang nagpapalitan.</p>	<p>[A] 1.1.1</p>	<p>Ponemang Segmental</p>	<ul style="list-style-type: none"> Malikhaing pagsasadula 	<ul style="list-style-type: none"> Self-/ peer assessment ng dula na nagpapakita ng paglalapat ng paksang tinalakay 	
	<p>b. Nakakapagbigyan ng mga tiyak na halimbawa ng saklaw ng ponemang segmental.</p>	<p>[A] 1.1.1</p>				
	<p>c. Nagagamit ang mga ibinigay na halimbawa sa sariling pangungusap kaugnay sa mga isyung pambansa.</p>	<p>[A] 1.1.1</p>				
	<p>a. Napag-uusapan ang saklaw ng ponemang suprasegmental.</p>	<p>[A] 1.1.1</p>	<p>Ponemang Suprasegmental</p>			
	<p>b. Nagagamit ang kaalaman sa ponemang suprasegmental sa aktuwal na pakikipag-usap.</p>	<p>[A] 1.1.1</p>				
	<p>c. Naibabahagi ang reaksiyon kaugnay sa pagkakaroon ng kaalaman tungkol sa ponemang suprasegmental.</p>	<p>[A] 1.1.1</p>				

Week 3	<p>a. Nakikilala ang apat na uri ng bigkas at ang kaukulang tuldik na ginagamit dito.</p> <p>b. Nagagamit ang tamang tuldik sa isang salita batay sa kahulugang taglay nito.</p> <p>c. Nabibigkas nang tama ang mga salita sa tulong ng tuldik na ginamit.</p>	<p>[A] 1.1.1</p>	<p>Apat na Uri ng Bigkas</p>	<ul style="list-style-type: none"> Partner learning: Pakikinig at pagsasalita bilang ensayo sa pagbigkas at pagpapantig 	<ul style="list-style-type: none"> Pagtutuldik at Malakas na Pagpapabasa 	<p>[A] 1.1.1</p>
	<p>a. Naipapaliwanag ang mga tuntunin sa pagpapantig sa wikang Filipino.</p> <p>b. Napapantig nang tama ang mga salita sa wikang Filipino.</p> <p>c. Naibabahagi ang halaga ng pagpapantig sa pag-aaral ng wikang Filipino.</p>	<p>[A] 1.1.1</p>	<p>Pormasyon ng Pantig at Pagpapantig</p>			
Week 4	<p>a. Natatalunton ang ebolusyon ng alpabetong Filipino sa pamamagitan ng timeline.</p> <p>b. Naitatampok ang pinakalutang na katangian ng bawat alpabeto sa pinagdaanang kasaysayan nito.</p> <p>c. Napapangatwiranan kung bakit mahalaga ang patuloy na ebolusyon ng alpabetong Filipino.</p>	<p>(A) 1.1.1</p>	<p>Ebolusyon ng Alpabetong Filipino</p>	<ul style="list-style-type: none"> Paggamit ng diagram na nagpapakita ng punto at paraan ng artikulasyon 		<p>[A] 1.1.1</p>

	<p>a. Nailalarawan ang punto ng artikulasyon.</p> <p>b. Nabibigkas ang bawat ponemang katinig batay sa punto ng artikulasyon.</p> <p>c. Napupunuan ang talahanayan sa tamang punto ng artikulasyon.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Punto ng Artikulasyon			
	<p>a. Nailalarawan ang paraan ng artikulasyon.</p> <p>b. Nabibigkas ang bawat ponemang katinig batay sa paraan ng artikulasyon.</p> <p>c. Napupunuan ang talahanayan sa tamang paraan ng artikulasyon.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Paraan ng Artikulasyon	Panonood ng video	Pagsagot sa mga tanong tungkol sa napanood	(A) 1.1.1
	<p>a. Naipapaliwanag ang kahulugan ng morpolohiya.</p> <p>b. Nasusuri ang mga salita batay sa mga uri ng morpema.</p> <p>c. Nakakapagbigay ng mga tiyak na halimbawa sa mga uri ng morpema.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Morpolohiya Mga Uri ng Morpema			
Week 5	<p>a. Nabibigyang-kahulugan ang mga pagbabagong morpoponeniko.</p> <p>b. Nakakapagbigay ng mga tamang halimbawa sa mga pagbabagong morpoponeniko.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A]</p>	Mga Pagbabagong Morpoponeniko	Fast talk/Paspasang Usapan	Pagsulat ng maikling sanaysay tungkol sa natutuhan	[A] 1.1.1

	<p>c. Nasasabi ang halaga sa pag-aaral ng mga pagbabagong morpoponemiko</p> <p>a. Natatalakay ang saklaw ng pangngalan.</p> <p>b. Nakakapagbigay ng mga tamang halimbawa sa bawat saklaw ng pangngalan.</p> <p>c. Nagagamit sa makabuluhang pangungusap ang mga ibinigay na tiyak na halimbawa sa bawat saklaw ng pangngalan.</p>	<p>1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Bahaging Pangnilalaman: Pangngalan</p>	<p>Round robin discussion</p>	<p>Quiz bee: pangkatan</p>	<p>[A] 1.1.1</p>
<p>Week 6</p>	<p>a. Natatalakay ang saklaw ng panghalip.</p> <p>b. Nakakapagbigay ng mga tamang halimbawa sa bawat saklaw ng panghalip.</p> <p>c. Nagagamit sa makabuluhang pangungusap ang mga ibinigay na tiyak na halimbawa sa bawat saklaw ng panghalip</p> <p>a. Naipapaliwanag ang depinisyon ng pandiwa.</p> <p>b. Nababanghay ang mga salita sa bawat aspekto at iba pang kategorisasyon ng pandiwa.</p> <p>c. Natatalakay ang pokus at kaganapan ng pandiwa gamit ang mga tamang halimbawa.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Panghalip</p> <p>Pandiwa</p>	<p>Jigsaw Discussion</p> <p>Interaktibong Lektyur</p>	<p>Quiz bee: pangkatan</p> <p>Pagsulat ng journal entry o kuwento</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>

Week 7 - 8	a. Nabibigyang-kahulugan ang pang-uri.	[A] 1.1.1	Pang-uri	Paglalarawan	Iguhit mo: Ang mga mag-aaral ay pagtatambalin. Magbibigay ng panuto ang isa sa kanyang kapareho sa pamamagitan ng paglalarawan. Kailangan ay eksakto ang iginuhit na larawan sa orihinal. Magpapalit din ng role ang bawat isa pagkatapos.	[A] 1.1.1						
	b. Napag-uusapan ang lahat ng saklaw ng pang-uri.	[A] 1.1.1										
	c. Nailalarawan ang kasalukuyang kalagayan ng bansa at mundo gamit ang mga tamang pang-uri.	[A] 1.1.1										
	a. Natutukoy ang pang-abay sa isang pangungusap o pahayag.	[A] 1.1.1	Pang-abay				Larong pangwika	Maikling pagsusulit/Pagsasanay	[A] 1.1.1			
	b. Nakikilala ang iba't ibang uri ng pang-abay.	[A] 1.1.1										
	c. Nagagamit ang mga pang-abay sa pagbuo ng mga pangungusap tungkol sa pagkamakabayan at pagkamamamayan.	[A] 1.1.1										
	a. Naipapamalas ang kahusayan sa pagtuturo ng Filipino gamit ang wikang Filipino at <i>mother tongue</i> at akhang dulog sa pagtuturo at pagkatuto ng/sa wikang Filipino ayon sa kahingian ng K-12 kurikulum	[A, B] 1.1.1, 1.6.1, 3.1.1	Mga epektibong dulog at estratehiya sa pagtuturo ng bahaging pangnilalaman							Pakitang Turo Pagsulat ng Banghay-aralin Paglikha ng kagamitang panturo Pagbuo ng angkop na pagtataya (assessment)	Pagkritika (Critiquing) at Paggamit ng rubrik	[A, B, C, D] 1.1.1, 1.6.1, 4.1., 4.5.1, 5.1.1
	b. Nakakapili, nakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura at	[C] 4.5.1										
	c. Nakakapili, nakalikha at nakakagamit ng mga akhang	[D] 5.1.1										

	pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino					
Week 9	<p>a. Naipapaliwanag ang halaga ng pang-angkop sa isang pangungusap.</p> <p>b. Nalalapatan ng tamang pang-angkop ang bawat pangungusap.</p> <p>c. Nakikritika ang isang sanaysay batay sa ginamit na mga pang-angkop.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Bahaging Pangkayarian: Pang-angkop</p>	<p>Malikhaing pagsusulat</p>	<p>Kritikang pangklase</p>	<p>[A] 1.1.1</p>
	<p>a. Naikokonstrast ang pangatnig para sa magkatimbang at di-magkatimbang na yunit.</p> <p>b. Nagagamit ang pangatnig sa pagbuo ng isang malikhaing akda.</p> <p>c. Nasusuri kung bakit dapat alam ang paggamit ng tamang pangatnig.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Pangatnig</p>	<p>Talakayan</p>	<p>Maikling pagsasanay/ pagsagot sa worksheets</p>	<p>[A] 1.1.1</p>
Week 10-11	<p>a. Nabibigyang-depinisyon ang pantukoy.</p> <p>b. Nakikilala ang mga pantukoy.</p> <p>c. Nagagamit ang tamang pantukoy sa pagbuo ng makabuluhang pangungusap tungkol sa pangangalaga ng kalikasan.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	<p>Pantukoy</p>	<p>Talakayan</p>	<p>Maikling pagsasanay/ pagsagot sa worksheets</p>	<p>[A] 1.1.1</p>

	<p>a. Nakikilala ang mga pang-ukol sa wikang Filipino.</p> <p>b. Nagagamit ang mga pang-ukol sa pagbubuo ng makabuluhang pangungusap tungkol sa halaga ng edukasyon.</p> <p>c. Nasusuri ang papel na ginagampanan ng pang-ukol sa pagbuo ng mga pangungusap sa wikang Filipino.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Pang-ukol	Larong Pangwika	Maikling pagsasanay/ pagsagot sa worksheets	[A] 1.1.1
	<p>a. Naipapamalas ang kahusayan sa pagtuturo ng Filipino gamit ang wikang Filipino at mother tongue at akmalang dulog sa pagtuturo at pagkatuto ng/sa wikang Filipino ayon sa kahingian ng K-12 kurikulum</p> <p>b. Nakakapili, nakakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura at</p> <p>c. Nakakapili, nakakalikha at nakakagamit ng mga akmalang pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino</p>	<p>[A, B] 1.1.1, 1.6.1, 3.1.1</p> <p>[C] 4.5.1</p> <p>[D] 5.1.1</p>	Mga epektibong dulog at estratehiya sa pagtuturo ng bahaging pangkayarian	<p>Pakitang Turo</p> <p>Pagsulat ng Banghay-aralin Paglikha ng kagamitang panturo</p> <p>Pagbuo ng angkop na pagtataya (assessment)</p>	<p>Pagkritika (Critiquing) at Paggamit ng rubrik</p>	[A, B, C, D] 1.1.1, 1.6.1, 4.1.1, 4.5.1, 5.1.1
Week 12	a. Natatalakay ang saklaw ng sintaks.	[A] 1.1.1	Sintaks	Inter-aktibong talakayan	Pagsulat ng talata/sanaysay	[A] 1.1.1

	<p>b. Nakakabuo ng mga matinong pangungusap tungkol sa karapatang pantao.</p> <p>c. Nakikritika ang mga talata batay sa pangungusap na bumubuo rito.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>				
	<p>a. Nakikilala ang pangungusap batay sa gamit.</p>	<p>[A] 1.1.1</p>	<p>Pangungusap Batay sa Gamit</p>	<p>Inter-aktibong talakayan</p>	<p>Pagsulat ng talata/sanaysay</p>	<p>[A] 1.1.1</p>
	<p>b. Nailalatag ang halaga ng apat na uri ng pangungusap batay sa gamit.</p>	<p>[A] 1.1.1</p>				
	<p>c. Nakakabuo ng isang sanaysay na may tamang paggamit ng pangungusap.</p>	<p>[A] 1.1.1</p>				
	<p>a. Natutukoy ang mga pangungusap batay sa kayarian.</p>	<p>[A] 1.1.1</p>	<p>Pangungusap Batay sa Kayarian</p>	<p>Inter-aktibong talakayan</p>	<p>Pagsasanay sa pisara</p>	<p>[A] 1.1.1</p>
	<p>b. Nakakapagbigay ng mga tamang halimbawa ng pangungusap batay sa kayarian.</p>	<p>[A] 1.1.1</p>				
	<p>c. Nasasabi ang halaga ng pag-aaral sa mga kayarian ng pangungusap sa pagbubuo ng tamang sulatin.</p>	<p>[A] 1.1.1</p>				
	<p>a. Nailalahad ang mga uri ng pangungusap na hindi lantad ang paksa.</p>	<p>[A] 1.1.1</p>	<p>Pangungusap na Hindi Lantad ang Paksa</p>	<p>Pangkatang talakayan</p>	<p>Pagsulat ng maikling dula at pagtatanghal gamit ang rubrik</p>	<p>[A] 1.1.1</p>

	<p>b. Nakakabuo ng iskrip na ginagamitan ng mga pangungusap na hindi lantad ang paksa.</p> <p>c. Nakakapagtanghal ng isang maikling dulang may tuon sa mga pangungusap na walang paksa.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>					
Week 13	<p>a. Naipapaliwanag ang semantika.</p> <p>b. Naikokonstrast ang denotasyon at konotasyon.</p> <p>c. Nasusuri ang mga salita kung ito ay denotasyon o konotasyon.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Semantika: Denotasyon at Konotasyon	Talakayan	Maikling Pagsusulit	[A] 1.1.1	
	<p>a. Natatalakay ang paggamit ng diksiyonaryo.</p> <p>b. Nakikilala ang bawat bahagi ng diksiyonaryo.</p> <p>c. Nakakabuo ng mga pagsusulit kaugnay sa paggamit ng diksiyonaryo.</p>	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>	Paggamit ng Diksiyonaryo	Larong pangwika	Maikling Pagsusulit	[A] 1.1.1	
Week 14-18	<p>a. Naipapamalas ang kahusayan sa pagtuturo ng Filipino gamit ang wikang Filipino at mother tongue at akmang dulog sa pagtuturo at pagkatuto ng/sa wikang Filipino ayon sa kahingian ng K-12 kurikulum</p> <p>b. Nakakapili, nakakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura at</p>	<p>[A, B] 1.1.1, 1.6.1, 3.1.1</p> <p>[C] 4.5.1</p>	Sintesis at Paglalapat ng mga Natutuhan sa Kurso	Pakitang Turo	Pagsulat ng Banghay-aralin Paglikha ng kagamitang panturo	Pagkritika (Critiquing) at Paggamit ng rubrik	[A, B, C, D] 1.1.1, 1.6.1, 4.1.1, 4.5.1, 5.1.1

	c. Nakakapili, nakakalikha at nakakagamit ng mga akhang pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino	[D] 5.1.1		Pagbuo ng angkop na pagtataya (assessment)		
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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals**Program Outcomes** (from CMO No. 74, s. 2017 p. 4):

- 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas
- 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes
- 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching
- 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Pagtuturo ng Filipino sa Elementarya II – Panitikan ng Pilipinas	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>Sumasaklaw ang kursong ito sa paggamit ng iba't ibang anyo ng literatura ng Pilipinas galing sa sarili at iba't ibang rehiyon sa pagtuturo, produksiyon ng mga kagamitang panturo at pagtatayang angkop sa elementarya. Mahalaga ang kursong ito sapagkat ihahanda at ipapadanas sa mismong mga mag-aaral ang landasin kung paano ituturo ang mga panitikang nakalaan sa antas ng elementarya gamit ang wikang Filipino. Higit na bibigyang-tuon ang mga layuning nakatala sa <i>Curriculum Guide</i> mula sa Kagawaran ng Edukasyon, ang aktuwal na mga sipi ng teksto mula sa librong ginagamit sa pampubliko at pampribadong paaralan at paglikha ng mga kagamitang panturo. Sa huli, layunin ng kursong ito na maikintal at mapalalim sa mga mag-aaral (pre-service teachers) ang kanilang kamalayan at pagpapahalaga sa panitikan upang sila ay maging mahusay na guro ng Filipino sa elementarya.</p>	<p>BTIs covered</p> <p>1.1.1, 1.6.1, 3.2.1, 4.1.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>Matapos ang isang semestre, ang mga mag-aaral ay inaasahang:</p> <ul style="list-style-type: none"> A. naipapamalas ang kasanayan sa mga estratehiyang pampagtuturo sa pagpapaliwanag ng mga batayang kaalaman sa pagtuturo ng panitikan ng Pilipinas sa elementarya, B. naipapamalas ang kahusayan sa pagtuturo ng Filipino gamit ang wikang Filipino at <i>mother tongue</i> at akmang dulog pagtuturo at pagkatuto ng/sa panitikang Filipino ayon sa kahingian ng K-12 kurikulum, C. nakakapili, nakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura at D. nakakapili, nakalikha at nakakagamit ng mga akmang pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino. 	<p>BTIs covered</p> <p>1.1.1, 3.2.1</p> <p>1.6.1, 4.1.1</p> <p>4.5.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Nakakabuo ng tiyak at malinaw na kahulugan ng panitikan. b. Nasusuri ang kahulugan ng panitikan sa lapit-estruktural. c. Nasasabi ang kaugnayan ng panitikan sa sarili at lipunan. d. Naiisa-isa ang halaga ng panitikan batay sa iba't ibang kategorya o pamantayan. e. Nakikritika ang kahalagahan ng panitikan batay sa sariling danas. f. Nakakabuo ng posisyong papel kaugnay sa halaga ng pagtuturo ng panitikan sa elementarya.	[A] 1.1.1	Kahulugan ng Panitikan Kahalagahan ng Panitikan	<ul style="list-style-type: none"> Lektyur at Pangkatang paligsahan Pagbabahagi ng mga sariling sanaysay o karanasan kung saan ang isang akdang pampanitikan ay nakapagpabago o nakaimpluwensya sa kanilang buhay 	<ul style="list-style-type: none"> Maikling pagsusulit/Pagsasanay Posisyong papel kung bakit sa gitna ng makabagong panahon ng <i>social media</i> ay mahalagang matutuhan ng mga mag-aaral sa elementarya ang iba't-ibang uri ng panitikan 	[A] 1.1.1
Week 2	a. Naipapaliwanag ang iba't ibang kahulugan ng tula. b. Napag-uusapan ang mga elementong bumubuo sa tula. c. Nailalapat sa piling tula ang mga elementong tinataglay nito sa tulong ng maikling pagsusuri. d. Naibibigay ang malinaw na kahulugan ng bugtong. e. Nasusuri ang paraan ng konstruksiyon ng bugtong at kung paano ito maituturo sa mga mag-aaral sa elementarya	[A] 1.1.1	Tula Bugtong	<ul style="list-style-type: none"> Malikhaing pag-uulat Pangkatang kritika Bugtungan Pagbabahagi ng mga kasanayang nahuhubog sa mga mag-aaral kapag sila ay nag-iisip ng mga kasagutan sa bugtong 	<ul style="list-style-type: none"> Maikling pagsusulit at/o pagsasanay Maikling pagsusulit at/o pagsasanay kung saan magiisip ng mga 'makabagong bugtong' na ang mga sagot ay mga modernong bagay gaya ng <i>cellphone, internet, etc.</i> 	[A] 1.1.1

	<p>b. Nakakapili, nakakalikha at nakakagamit ng kagamitang panturong nakaugat sa lokal na kultura</p> <p>c. Nakakapili, nakakalikha at nakakagamit ng mga akhang pagdulog sa pagtasa at pagtaya sa pagtuturo at pagkatuto ng/sa wikang Filipino.</p>	<p>[C] 4.5.1</p> <p>[D] 5.1.1</p>		<ul style="list-style-type: none"> • Pagsulat ng Banghay-aralin • Paglikha ng kagamitang panturo • Pagbuo ng angkop na pagtataya (assessment) 		
Week 9	<p>a. Naikokontrast ang parabula sa pabula.</p> <p>b. Nakakabasa ng ilang piling parabula.</p> <p>c. Naitatanghal ang ilang piling parabula.</p> <p>d. Naipapaliwanag ang katuturan ng kuwentong-bayan.</p> <p>e. Nakakahanap sa sariling lugar ng mga kuwentong-bayan.</p> <p>f. Naisasalaysay sa klase ang nilalaman ng nahanap na kuwentong-bayan.</p>	<p>[A] 1.1.1</p>	<p>Parabula</p> <p>Kuwentong-bayan</p>	<ul style="list-style-type: none"> • Pagtatanghal • Komunikatibong talakayan sa kahalagahan ng mga kuwentong bayan sa paghubog ng kamalayan ng mga mag-aaral • Dugtungang Pagsasalaysay 	<ul style="list-style-type: none"> • Pagkikritika sa pagtatanghal • Maikling pagsusulit at/o pagsasanay 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>
Week 10	<p>a. Naipapaliwanag ang ibig sabihin ng mitolohiya.</p> <p>b. Nakikirtika ang ilang piling mitolohiya sa tulong ng mga karakter na bida rito.</p> <p>c. Naisasadula ang ilang piling kuwentong-bayan sa Filipino.</p> <p>d. Nakikilala ang mga anda ng isang epiko.</p> <p>e. Napapangalanan ang mga sikat na epiko sa bansa.</p> <p>f. Nakakanta ang ilang piling epiko.</p>	<p>[A] 1.1.1</p>	<p>Mitolohiya</p> <p>Epiko</p>	<ul style="list-style-type: none"> • Talakayan • Kantahan /Chanting 	<ul style="list-style-type: none"> • Maikling pagsusulit at/o pagsasanay • Pag-aaral sa mga piling epiko at ang mga mabubuting aral o reyalidad sa buhay na sinasaklaw ng mga akda na mahalagang 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>

					matutunan ng mga mag-aaral.	
Week 11	<p>a. Naipapaliwanag ang kahulugan ng sanaysay.</p> <p>b. Nakikirtika ang pagkakabuo nito.</p> <p>c. Naikokontrast ang pormal sa di-pormal na sanaysay.</p> <p>d. Nakakahanap ng mga tiyak na halimbawa ng pormal at di-pormal na sanaysay.</p> <p>e. Nakakasulat ng pormal at di-pormal na sanaysay.</p> <p>f. Nakakabasa ng napapanahong sanaysay.</p> <p>g. Napag-uusapan ang nilalaman nito.</p> <p>h. Nakikirtika ang sanaysay batay sa nilalaman at estilo ng pagkakasulat nito.</p>	[A] 1.1.1	<p>Sanaysay</p> <p>Pormal at Di-Pormal na Sanaysay</p> <p>Pagbasa ng Sanaysay</p>	<ul style="list-style-type: none"> • Panayam ng Guro • Pagbasa at kritika sa sanaysay • Paggawa ng Venn Diagram na nagpapakita ng pagkakahalintulad at pagkakaiba ng pormal at di-pormal na sanaysay • Pagpapabasa ng sanaysay 	<ul style="list-style-type: none"> • Maikling pagsusulit at/o pagsasanay • Pagpapasulat ng sanaysay • Kritikang pangklase at pagbabahagi ng mga natatanging makabagong sanaysay na marapat na isama sa pag-aaral ng mga estudyante sa elementarya 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p> <p>[A] 1.1.1</p>
Week 12	<p>a. Nakakasulat ng sariling sanaysay.</p> <p>b. Nababasa ang ginawang sariling sanaysay.</p> <p>c. Nakikirtika ang sanaysay sa pamamagitan ng binuong rubriks para sa klase.</p> <p>d. Nabibigyang-depinisyon ang dula.</p> <p>e. Nakakapanood ng ilang piling dula.</p> <p>f. Nakikirtika ang napanood na dula.</p>	[A] 1.1.1	<p>Pagsulat ng Sanaysay</p> <p>Dula</p>	<ul style="list-style-type: none"> • Pagpapasulat ng sanaysay • Madulang pagtalakay • Aktuwal na panonood 	<ul style="list-style-type: none"> • Metakritika • Pagkikirtika ng dula base sa artistikong pagkakatanghal at sa mahahalagang aral o konseptong ibinabahagi nito 	<p>[A] 1.1.1</p> <p>[A] 1.1.1</p>

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Casanova, Arthur P. *Klasrum Drama, Mga Anyo ng Dulaan para sa Paaralan*. Lungsod Mandaluyong: Anvil Publishing, Inc. 2011.

Corpuz, B. & Salandanan, G. (2015). *Principles of teaching (with TLE)*. Quezon City: LORIMAR Publishing.

Gojo Cruz, Genaro R. "Sampung Pinakamahusay na Teknik na Ating Ginagamit sa Pagtuturo ng Panitikan." Nasa Villafuerte, Pat V., et al. Pamfilo D. Catacataca, PhD: Ang Manghahasik ng Edukasyong Pangwika. Lungsod Caloocan: Suatengco Publishing House. 2009.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Science in the Primary Grades (Biology and Chemistry)	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course includes understanding of spiralling/spiralling basic science concepts and application of science inquiry in Chemistry and Biology, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Chemistry include Properties and Structure of Matter and Changes that Matter Undergo. In Biology, content topics include Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems. Ultimately, the pre-service teachers will be equipped with the pedagogical content knowledge in science as well as skills in instructional materials development and knowledge of the design, selection, organization and use of appropriate assessment strategies for the primary elementary grades (1-3).</p>	<p>BTIs covered</p> <p>1.1.1, 4.1.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge of science for elementary grades including its nature, content, conceptual framework, domains of learning, pedagogical approaches, and research-based knowledge and principles of teaching and learning the subject, B. demonstrate pedagogical content knowledge that promotes scientific, technological and environmental literacies, C. select, develop and use varied teaching and learning resources, including ICT, in teaching science and D. design, select, organize and use appropriate and varied learning processes and assessment strategies consistent with the curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>1.1.1</p> <p>4.5.1</p> <p>4.1.1, 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>a. Inquire into the nature of science - -- the scientific enterprise, products, applications and attitudes --- and what this looks like in the primary classroom</p> <p>b. Explain the goals appropriate for the quality elementary science program</p>	<p>[A] 1.1.1 1.2.1</p> <p>[A] 1.1.1</p>	<p>The Nature of Science</p> <p>Goals of Elementary Science Education</p>	<ul style="list-style-type: none"> Lecture, class discussion 	<ul style="list-style-type: none"> Making a concept map on the nature of science and the goals of science education 	<p>[A] 1.1.1 1.2.1</p>
Week 2	<p>a. Discuss the current state of primary science --- the status and provision of science education in elementary schools</p> <p>b. Identify what recent and relevant research in science education has to say about primary science (what works and what challenges to consider)</p>	<p>[A] 1.1.1, 1.2.1</p> <p>[A] 1.1.1, 1.2.1</p>	<p>Current Developments in Primary Science</p>	<ul style="list-style-type: none"> Plenary discussion where students synthesize their findings based on their individual readings 	<ul style="list-style-type: none"> Writing an insight paper on the subject matter 	<p>[A] 1.1.1, 1.2.1</p>
Week 3-4	<p>a. Elucidate on the basic processes that form the foundation for scientific investigation and the integrated processes that form the method of actual scientific inquiry</p>	<p>[A] 1.1.1, 1.2.1</p>	<p>The Processes of Science</p> <p>d. Basic Processes</p> <ul style="list-style-type: none"> Observing Classifying Communicating Measuring Predicting Inferring <p>e. Integrated Processes</p> <ul style="list-style-type: none"> Identifying and controlling variables Formulating and testing hypotheses Interpreting data Defining operationally 	<ul style="list-style-type: none"> Interactive activities on the processes of science 	<ul style="list-style-type: none"> Accomplishing worksheets and practical exercises (written or performance-based) on the processes of science 	<p>[A] 1.1.1, 1.2.1</p>

			<ul style="list-style-type: none"> ○ Experimenting ○ Constructing models 			
Week 5	<p>a. Examine the constructivist view of learning</p> <p>b. Trace indications/manifestations of spiral progression approach as seen in the science curriculum guide</p>	[A] 1.1.1, 1.2.1	Constructivism	<ul style="list-style-type: none"> • Classroom observation where students identify practices consistent with constructivism 	<ul style="list-style-type: none"> • Preparing observation notes and/or journal writing 	[A] 1.1.1, 1.2.1
Week 6	<p>a. Discuss and apply the process-oriented guided-inquiry methodology of science teaching</p>	[A, B] 1.1.1, 1.2.1,	Inquiry: Learning how to do science rather than learning about science	<ul style="list-style-type: none"> • Modelling the process-oriented guided-inquiry methodology of science teaching 	<ul style="list-style-type: none"> • Writing lesson plan that applies the process-oriented guided-inquiry methodology of science teaching 	[A, B] 1.1.1, 1.2.1
Week 7-8	<p>a. Synthesize information about scientific principles</p> <p>b. Examine the scope and sequence of science in the primary grades</p> <p>c. Develop sound lesson plans to guide children in their investigations with corresponding instructional materials and assessment tools</p>	[A] 1.1.1 [A] 1.1.1 [A, B, D] 1.1.1, 1.2.1, 4.1.1	Basic Concepts and Principles for the Elementary Science Education Program: <i>Chemistry includes Properties and Structure of Matter and Changes that Matter Undergo.</i>	<ul style="list-style-type: none"> • Student-led discussion: Individually or in groups, students will be assigned a specific topic to discuss with corresponding instructional material to be used 	<ul style="list-style-type: none"> • Micro-teaching on a given topic in Chemistry • “Microteaching is a scaled-down, simulated teaching encounter designed for the training of both pre-service or in-service teachers... Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject.” https://www.encyclopedia.com/education/encyclopedia-s-almanacs-transcripts-and-maps/microteaching 	[A, B, D] 1.1.1, 1.2.1, 4.1.1

					<ul style="list-style-type: none"> • A sample configuration of which is as follows: Teachers would teach an initial five to ten minute, single element lesson that was critiqued by a supervisor. The teacher would have a brief time to revise the lesson and then reteach the same lesson to a different group. 	
Week 9-10	<p>a. Synthesize information about scientific principles</p> <p>b. Develop sound lesson plans to guide children in their investigations with corresponding instructional materials and assessment tools</p>	<p>[A] 1.1.1</p> <p>[A, B] 1.1.1, 1.2.1</p>	<p>Basic Concepts and Principles for the Elementary Science Education Program: <i>Biology includes Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems.</i></p>	<ul style="list-style-type: none"> • Lecture, class discussion 	<ul style="list-style-type: none"> • Micro-teaching on a given topic in Biology 	<p>[A] 1.1.1</p> <p>[A, B] 1.1.1, 1.2.1</p>
Week 11	<p>a. Describe the current technologies that may be used in teaching science</p> <p>b. Infuse technologies into scientific investigations</p>	<p>[C] 4.5.1</p>	<p>Instructional Materials Development for Elementary Science Education and Technology in Elementary Science Education</p>	<ul style="list-style-type: none"> • Answering Educational Technology Quotient (ETQ) Inventory 	<ul style="list-style-type: none"> • Creating and evaluating instructional materials (both traditional and technology-based) using a teacher-made rubric 	<p>[C] 4.5.1</p>
Week 12-13	<p>a. Identify practical suggestions pertaining to implementing a constructivist, process-oriented, inquiry science program in the elementary classroom</p>	<p>[A, B, D] 1.1.1, 1.2.1, 4.1.1 1.1.1</p>	<p>Strategies for Successful Science Activities</p> <p>a. Process-oriented, Problem-based, Inquiry-based</p> <p>b. Animals and Plants in the Classroom</p> <p>c. Outdoor classrooms</p> <p>d. Others based on students' reasearch</p>	<ul style="list-style-type: none"> • Teacher modelling some strategies of science teaching • Brainstorming 	<ul style="list-style-type: none"> • Micro-teaching on a given topic 	<p>[A, B, D] 1.1.1, 1.2.1, 4.1.1 1.1.1</p>

Week 14	a. Devise ways in which process-oriented inquiry science teachers can assess the learning of their students	[D] 5.1.1	Assessment <ol style="list-style-type: none"> Assessment of process skills Assessment of inquiry Assessment of attitude Assessment of content Authentic Assessment Techniques <ol style="list-style-type: none"> Interviewing Journals Portfolios 	<ul style="list-style-type: none"> Lecture, discussion and writeshop on developing assessment tools/instruments 	<ul style="list-style-type: none"> Self, peer and teacher critiquing of assessment tools/instruments using the teacher-made rubric 	[D] 5.1.1
Week 15	a. Explain what concept maps are, how the technique can be taught and how they can be used to enhance science learning	[B, C] 4.1.1, 4.5.1	Concept Mapping in Elementary Science for Lesson Planning, Instruction and Assessment	<ul style="list-style-type: none"> Class discussion and board work 	<ul style="list-style-type: none"> Constructing concept map on any particular science topic and grade level (1-3) 	[B, C] 4.1.1, 4.5.1
Week 16-18	a. Teach a topic using the principles and concepts learned in the course through demonstration teaching ng/sa wikang Filipino.	[A, B, C, D] 1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1	Synthesis and Application of Key concepts and principles	<ul style="list-style-type: none"> Final (individual) demonstration teaching, peer critiquing of instructional plans, materials and assessment tools 	<ul style="list-style-type: none"> Demonstration teaching with critiquing/ mentoring 	[A, B, C, D] 1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1

Suggested List of References

Corpuz, B. & Salandanan, G. (2015). *Principles of teaching (with TLE)*. Quezon City: LORIMAR Publishing.

Martin, D. J. (2003.). *Elementary science methods: A constructivist approach*. Wadsworth

McCrary, A. & Worthington, K. (2018). *Mastering primary science*. London, UK: Bloomsbury Publishing.

National Research Council of the National Academies (2007). *Taking science to school: Learning and teaching science in grades K-8*. Washington, DC: The National Academies Press.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes (from CMO No. 74, s. 2017 p. 4):

- 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas
- 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes
- 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching
- 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Science in the Intermediate Grades (Physics, Earth and Space Science)	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course includes understanding of spiraling basic science concepts and application of science inquiry in Physics and Earth and Space, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Physics include Force and Motion, and Energy while Earth and Space Science include Geology, Meteorology, and Astronomy. Ultimately, the pre-service teachers will be equipped with the pedagogical content knowledge in science as well as skills in instructional materials development and knowledge of the design, selection, organization and use of appropriate assessment strategies for the intermediate elementary grades (4-6).</p>	<p>BTIs covered</p> <p>1.1.1, 4.1.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge of science for elementary grades including its nature, content, conceptual framework, domains of learning, pedagogical approaches, and research-based knowledge and principles of teaching and learning the subject, B. demonstrate pedagogical content knowledge that promotes scientific, technological and environmental literacies, C. select, develop and use varied teaching and learning resources, including ICT, in teaching science and D. design, select, organize and use appropriate and varied learning processes and assessment strategies consistent with the curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>1.1.1</p> <p>4.5.1</p> <p>4.1.1, 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Elaborate the nature, goals and processes of science	[A] 1.1.1 1.2.1	Review of the Nature, Goals, and Processes of Science	<ul style="list-style-type: none"> Cooperative learning groups discussing the assigned topic 	<ul style="list-style-type: none"> Making an infographic that summarizes the topic for the week 	[A] 1.1.1 1.2.1
Week 2	a. Discuss the domains of learning science: (1) understanding and applying scientific knowledge in local setting as well as global context whenever possible, (2) performing scientific processes and skills and (3) developing and demonstrating scientific attitudes and values	[A] 1.1.1	Domains of learning Science	<ul style="list-style-type: none"> Plenary discussion where students synthesize their findings based on their individual readings 	<ul style="list-style-type: none"> Writing an insight paper on the subject matter 	[A] 1.1.1
Week 3-4	a. Synthesize information about scientific principles b. Examine the scope and sequence of science in the primary grades c. Develop sound lesson plans to guide children in their investigations with corresponding instructional materials and assessment tools	[A] 1.1.1 [A, B] 1.1.1, 1.2.1	Basic Concepts and Principles for the Elementary Science Education Program: <i>Physics includes Force and Motion, and Energy.</i>	<ul style="list-style-type: none"> Lecture, class discussion 	<ul style="list-style-type: none"> Lesson plan writing on a given topic in Physics 	[A] 1.1.1 [A, B] 1.1.1, 1.2.1
Week 5-6	a. Synthesize information about scientific principles b. Develop sound lesson plans to guide children in their investigations with corresponding instructional materials and assessment tools	[[A] 1.1.1 [A, B, D] 1.1.1, 1.2.1, 4.1.1	Basic Concepts and Principles for the Elementary Science Education Program: <i>Earth and Space Science includes Geology, Meteorology, and Astronomy.</i>	<ul style="list-style-type: none"> Lecture, class discussion 	<ul style="list-style-type: none"> Lesson plan writing on a given topic in Earth and Space Science 	[A, B], D 1.1.1, 1.2.1, 4.1.1

Week 7-9	<p>a. Analyze the appropriateness, benefits and drawbacks of the following approaches:</p> <ol style="list-style-type: none"> a. Multi/ interdisciplinary b. Science-technology-society approach c. Contextual learning <p>b. Demonstrate understanding of the approaches through micro-teaching</p>	<p>[A, B, D] 1.1.1, 1.2.1, 4.1.1</p>	<p>Approaches to teaching science</p>	<ul style="list-style-type: none"> • Student-led discussion with the teacher acting as “devil’s advocate” 	<ul style="list-style-type: none"> • Accomplished exit slip on the topic • Micro-teaching on a given topic in Physics or Earth and Space Science • “Microteaching is a scaled-down, simulated teaching encounter designed for the training of both pre-service or in-service teachers... Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single concept lessons in any teaching subject.” • (https://www.encyclopedia.com/education/encyclopedia/salmanacs-transcripts-and-maps/microteaching) • A sample configuration of which is as • follows: Teachers would teach an initial five to ten minute, single element lesson that was critiqued by a supervisor. The teacher would have a brief time to revise the lesson and then reteach the same lesson to a different group. 	<p>[A, B, D] 1.1.1, 1.2.1, 4.1.1</p>
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Week 10-12	<p>a. Analyze the appropriateness, benefits and drawbacks of the following approaches:</p> <ol style="list-style-type: none"> Problem/issue-based learning Inquiry-based <p>b. Demonstrate understanding of the approaches through micro-teaching</p>	[A, B, D] 1.1.1, 1.2.1, 4.1.1	<p>Approaches to teaching science</p>	<ul style="list-style-type: none"> Student-led discussion with the teacher acting as “devil’s advocate” 	<ul style="list-style-type: none"> Accomplished exit slip on the topic Micro-teaching on a given topic in Physics or Earth and Space Science 	[A, B, D] 1.1.1, 1.2.1, 4.1.1
Week 13	<p>a. Describe the current technologies that may be used in teaching science</p> <p>b. Infuse technologies into scientific investigations</p>	[C] 4.5.1	<p>Instructional Materials Development for Elementary Science Education and Technology in Elementary Science Education</p>	<ul style="list-style-type: none"> Answering Educational Technology Quotient (ETQ) Inventory 	<ul style="list-style-type: none"> Creating instructional materials (traditional and technology-based) 	[C] 4.5.1
Week 14	<p>a. Identify practical suggestions pertaining to implementing a constructivist, process-oriented, inquiry science program in the elementary classroom</p>	[A, B, D] 1.1.1, 1.2.1, 4.1.1	<p>Strategies for Successful Science Activities</p> <ul style="list-style-type: none"> Process-oriented, Problem-based, Inquiry-based Animals and Plants in the Classroom Outdoor classrooms Others based on students’ research 	<ul style="list-style-type: none"> Teacher modelling some strategies of science teaching Brainstorming 	<ul style="list-style-type: none"> Reflection paper that discusses student’s personal appropriation of the topic 	[A, B, D] 1.1.1, 1.2.1, 4.1.1
Week 15	<p>a. Devise ways in which process-oriented inquiry science teachers can assess the learning of their students</p>	[D] 5.1.1	<p>Assessment</p> <ol style="list-style-type: none"> Assessment of process skills Assessment of inquiry Assessment of attitude Assessment of content <p>Authentic Assessment Techniques</p> <ol style="list-style-type: none"> Interviewing 	<ul style="list-style-type: none"> Lecture and writeshop on developing assessment tools/instruments 	<ul style="list-style-type: none"> Developed assessment tools/instruments 	[D] 5.1.1

			e) Journals f) Portfolios g) Others			
Week 16-18	a. Teach a topic using the principles and concepts learned in the course through demonstration teaching	[A, B, C, D] 1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1	Synthesis and Application of Key concepts and principles	<ul style="list-style-type: none"> Final (individual) demonstration teaching, peer critiquing of instructional plans, materials and assessment tools 	<ul style="list-style-type: none"> Demonstration teaching with critiquing/ mentoring 	[A, B, C, D] 1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1

Suggested List of References

Corpuz, B. & Salandanan, G. (2015). *Principles of teaching (with TLE)*. Quezon City: LORIMAR Publishing.

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PPST-RPMS Manual

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes (from CMO No. 74, s. 2017 p. 4):

- 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas
- 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes
- 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching
- 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Social Studies in the Primary Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course shall equip the students in the BEED Program with the technological, pedagogical and content knowledge (TPCK) necessary for them to effectively teach Social Studies to diverse learners in the primary grades. In this course, local history and culture which form part of the curriculum content of Araling Panlipunan, and the appropriate teaching strategies and assessment methods, will be given emphasis. Profiling available cultural resources in the community, preparing contextualized instructional materials, facilitating discussion, finding and utilizing appropriate social studies resources, planning and teaching a lesson to an entire class in the primary shall form part of the authentic and experiential activities of the course.</p>	<p>BTIs covered</p> <p>1.1.1, 1.2.1, 3.2.1, 4.1.1, 4.2.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate content knowledge and research-based knowledge and its application within/or across curriculum teaching areas B. Implement teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds C. Prepare developmentally-sequenced teaching and learning processes using a variety of resources, including ICT, to address learning goals aligned with curriculum requirements D. Identify learning outcomes that are aligned with learning competencies in the primary grades E. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>3.2.1</p> <p>4.1.1, 4.5.1</p> <p>4.2.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Clarify and Explain the meaning and importance of Social Sciences and Social Studies through graphic organizers and visual illustrations	1.1.1 1.2.1 [A]	Social Sciences Defined Social Studies (Araling Panlipunan) Defined Importance/relevance of Teaching Social Studies (Araling Panlipunan)	<ul style="list-style-type: none"> Library and Internet Search Brainstorming Students will prepare and present graphic organizers/visual illustrations focusing on the definition of Social Sciences/Social Studies and the Importance of Studying/Teaching Social Studies (Araling Panlipunan) Group Presentation Class Discussion 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work Rubric score cards of graphic organizers/visual illustrations and group presentation 	1.1.1 1.2.1
Week 2-3	<p>a. Describe the K to 12 Araling Panlipunan in Grades 1-3</p> <p>b. Prepare creative expressions through visual illustrations/graphic organizers to describe the K to 12 AP Curriculum (Grades 1-3)</p> <p>c. Prepare a curriculum map for the K-12 AP for Grades 1-3</p> <p>d. Show the alignment of the intended outcomes, grade level standards and scope of Araling Panlipunan in the Primary Grades</p>	1.1.1 [A] 4.1.1, 4.5.1 [C] 4.1.1 [C] 4.1.1, 4.2.1 [C,D]	The Social Studies Program in the K to 12 Curriculum (Grades 1-3); The Intended Outcomes Key Stage Standards Grade Level Standards Scope and Sequence (Saklaw at Daloy ng Kurikulum sa Araling Panlipunan Baitang K-3) Profiling of Available Community Resources	<ul style="list-style-type: none"> Library/Internet Search Buzz Session; Think-Square-Share Lecture-Discussion Oral presentation Curriculum Mapping Community Mapping (Resources, Local History and Culture) 	<ul style="list-style-type: none"> Students retrieval of information from the CGs for AP in the Primary Grades/internet/books on the topics Assess through observation of student responses in the Q and A Participation in Group Sharing/Discussion/ Work Rubric Score Card to assess the Curriculum Map and the 	4.1.1, 4.2.1 1.1.1 1.1.1 4.5.1 1.1.1 1.2.1

	e. Profile the available community resources that will form part of the local history and culture for contextualization	1.1.1 , 1.2.1 [A]			Community Profile that will be submitted	
Week 4	a. Cite concrete applications of the Guiding Principles of Araling Panlipunan b. Present a Role Play applying the different principles in teaching Araling Panlipunan	1.1.1 1.2.1 [A] 4.1.1 [C]	Guiding Principles in Teaching Araling Panlipunan	<ul style="list-style-type: none"> Group Sharing and Discussion Role Playing 	<ul style="list-style-type: none"> Assess through observation the participation in Group sharing/discussion Assess the role playing with the help of the Role Playing Rubric 	1.1.1 1.2.1 4.1.1
Week 5-6	a. Differentiate an approach, a strategy or method and a technique b. Prepare session plans and instructional aids as they facilitate the discussion and demonstration of and explain the features of the different approaches and methods in teaching Social Studies c. Observe a Demonstration Lesson to be conducted by the Course Facilitator or a Basic Education Teacher handling AP for Grades 1-3	1.1.1 [A] 4.1.1, 4.2.1 [C,D] 1.1.1 4.1.1 4.2.1 4.5.1 [A,C, D]	Definition of Approach, Strategy and Technique Approaches and Methods in Teaching AP in the Primary Grades	<ul style="list-style-type: none"> Class Discussion Preparing/Writing Session Plans, IMs and hand-outs Oral presentation/ Demonstration of assigned topics on approaches and methods of teaching Araling Panlipunan Observing a Demonstration Lesson 	<ul style="list-style-type: none"> Participation in Discussion Assess through observation of student responses in the Q and A Oral presentation of assigned topics Rubric score cards for Oral presentation/Demonstration and Session Plan with hand-outs Rubric score cards on the Observation Report 	1.1.1 1.1.1 1.1.1 4.1.1 4.2.1 4.5.1 1.1.1 4.1.1 4.2.1 4.5.1
Week 7-8	a. Describe the different assessment techniques/tools used in Araling Panlipunan	1.1.1 1.2.1 [A]	Evaluating Pupils' Achievement in Social Studies	<ul style="list-style-type: none"> Library and Internet Search Brainstorming Students will prepare and present graphic 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics 	1.1.1 1.2.1

	<p>b. Critique sample tests in AP for Grades 1-3</p> <p>c. Prepare sample formative and summative assessment tools in AP for Grades 1-3</p>	<p>1.1.1 5.1.1 [A, E]</p> <p>5.1.1 [E]</p>	<p>Authentic/Creative Assessment in AP</p> <p>a. Traditional b. Portfolio c. Performance Tasks d. Scoring Rubrics</p>	<p>organizers/visual illustrations</p> <ul style="list-style-type: none"> Group Presentation Lecture- Discussion Critique of tests in Araling Panlipunan Grades 1-3 Preparing sample formative and summative assessment tools in AP Grades 1-3 	<ul style="list-style-type: none"> Participation in Group Sharing/Discussion/Work Rubric score cards of graphic organizers/visual illustrations, group presentation and sample tests developed 	<p>1.1.1</p> <p>1.1.1 5.1.1</p>
<p>Week 9-10</p>	<p>a. Define what a lesson plan is</p> <p>b. Identify the different components of a lesson plan</p> <p>c. Differentiate the different kinds of lesson plan</p> <p>d. Prepare lesson plans in AP from Grades 1-3</p>	<p>1.1.1 [A]</p> <p>1.1.1 [A]</p> <p>1.1.1 [A]</p> <p>4.1.1 4.2.1 [C,D]</p>	<p>Planning for Effective Teaching</p> <p>The Lesson Plan-Kinds, Format, Components of the Lesson Plan</p> <p>Writing detailed lesson plans in Social Studies(Araling Panlipunan 1-3)</p>	<ul style="list-style-type: none"> Lecture Discussion Mini Workshops on Lesson Planning Preparing/Writing lesson plans in Social Studies(Araling Panlipunan 1-3) 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work Rubric Score Cards for the Lesson Plan 	<p>1.1.1</p> <p>1.1.1</p> <p>4.1.1 4.2.1</p>
<p>Week 11-16</p>	<p>a. Carry out a prepared lesson plan in Social Studies in a chosen year level</p> <p>b. Demonstrate a meaningful and comprehensive knowledge of the subject matter they will teach.</p> <p>c. Apply a wide range of teaching/presentation skills. That are responsive to learners'</p>	<p>4.1.1 4.2.1 [C,D]</p> <p>1.1.1 1.2.1 [A]</p> <p>3.2.1 [B]</p>	<p>Teaching Araling Panlipunan in the Primary Grades</p> <p>Actual Teaching Demonstration</p> <p>Evaluation of the Teaching Demonstration</p>	<ul style="list-style-type: none"> Teaching Demonstration at the DepEd Cooperating Schools Pre and Post Conference 	<ul style="list-style-type: none"> Actual Teaching Demonstration Rubric Score Cards for the Teaching Demonstration 	<p>4.1.1 4.2.1 1.1.1 3.2.1</p>

	<p>linguistic, cultural, socio-economic and cultural backgrounds</p> <p>d. Facilitate learning of diverse types of learners in diverse type of learning environments, using a wide range of teaching knowledge and skills.</p>	<p>4.1.1 3.2.1 [B,C]</p>				
<p>Week 17-18</p>	<p>a. Prepare a portfolio showcasing their significant experiences of their first teaching demonstration highlighting lesson preparation and implementing teaching strategies</p>	<p>4.1.1 4.2.1 4.5.1 3.2.1 [B,C, D]</p>	<p>Preparation of Portfolio</p>	<ul style="list-style-type: none"> Preparation of Portfolio which highlights learnings on how to prepare developmentally sequenced teaching and learning processes to meet curriculum requirements, selection and development of a variety teaching and learning resources, and implementing teaching strategies responsive to different learner backgrounds 	<ul style="list-style-type: none"> Rubric score card 	<p>4.1.1 4.2.1 4.5.1 3.2.1</p>

Suggested List of References

Bilbao, Purita, et. Al. (2008). *Curriculum Development*. Quezon City: Sorimar Publication, Inc.

Duka, Cecilio D. *Curriculum Development*. Quezon City: Rex Book Store

Longstreet, W.S. and Shane, H.G. (1993) *Curriculum for a New Millennium*. Boston: Allyn and Bacon

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes (from CMO No. 74, s. 2017 p. 4):

- 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas
- 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas
- 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes
- 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching
- 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	Teaching Social Studies in the Intermediate Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course shall equip the pre service teachers with the technological, pedagogical and content knowledge (TPCK) necessary for them to effectively teach Social Studies to diverse learners in the intermediate grades. In this course, the curriculum content of Araling Panlipunan in Grades IV to VI (Philippine Geography, History and Government, the appropriate teaching strategies and assessment methods will be given emphasis to prepare students to become elementary grades teachers. Facilitating discussion, reflecting, finding and utilizing appropriate social studies resources, planning and teaching a lesson to an entire class in the intermediate grades shall form part of the authentic and experiential activities of the course.</p>	<p>BTIs covered</p> <p>1.1.1, 1.2.1, 3.2.1, 4.1.1, 4.2.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate content knowledge and research-based knowledge and its application within/or across curriculum teaching areas B. Implement teaching strategies that are responsive to learners’ backgrounds and special educational needs C. Prepare developmentally-sequenced teaching and learning processes using a variety of resources, including ICT, to address learning goals aligned with curriculum requirements D. Identify learning outcomes that are aligned with learning competencies in the intermediate grades E. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>3.2.1, 3.4.1</p> <p>4.1.1, 4.5.1</p> <p>4.2.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Clarify and Explain the meaning and importance of Social Sciences and Social Studies visual illustrations and panel discussions	1.1.1 1.2.1 [A]	<p>Course Orientation</p> <p>Review: What is Social Studies (Araling Panlipunan) and the Importance of Teaching and Studying Social Studies (Araling Panlipunan)</p> <p>Goals and Emphasis of Teaching Araling Panlipunan</p>	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work Rubric score cards of visual illustrations and group presentation 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work Rubric score cards of graphic organizers/visual illustrations and group presentation 	1.1.1 1.2.1
Week 2-3	<p>a. Describe the K to 12 Araling Panlipunan in Grades 4-6</p> <p>b. Prepare creative expressions through visual illustrations/graphic organizers to describe the K to 12 AP Curriculum (Grades 4-6)</p> <p>c. Prepare a curriculum map for the K-12 AP for Grades 4-6</p> <p>d. Show the alignment of the intended outcomes, grade level standards and scope of Araling Panlipunan in the Intermediate Grades</p>	1.1.1 [A] 4.1.1, 4.5.1 [C] 4.1.1 [C] 4.1.1, 4.2.1 [C,D]	<p>The Social Studies Program in the K to 12 Curriculum (Grades 4-6); The Intended Outcomes Key Stage Standards Grade Level Standards Balangkas Konseptwal Tunguhin, Tema ng AP</p> <p>Scope and Sequence (Saklaw at Daloy ng Kurikulum sa Araling Panlipunan Baitang 4-6)</p>	<ul style="list-style-type: none"> Library/Internet Search Buzz Session Lecture-Discussion Oral presentation Mini workshop: Curriculum Mapping 	<ul style="list-style-type: none"> Students retrieval of information from the CGs for AP in the Intermediate Grades/internet/books on the topics Assess through observation of student responses in the Q and A Participation in Group Sharing/Discussion/Work Rubric Score Card to assess the Curriculum Map 	4.1.1, 4.2.1 1.1.1 1.1.1 4.5.1 1.1.1 1.2.1

Week 4	<p>a. Cite concrete applications of the Guiding Principles of Araling Panlipunan</p> <p>b. Present a graphic organizer (chart) showing authentic applications of the different principles in classroom situations</p>	<p>1.1.1 1.2.1 [A]</p> <p>4.1.1 3.2.1 3.4.1 [B,C]</p>	<p>Guiding Principles in Teaching Araling Panlipunan</p>	<ul style="list-style-type: none"> Group Sharing and Discussion Preparing graphic organizers 	<ul style="list-style-type: none"> Assess through observation the participation in Group sharing/discussion Microteaching to demonstrate select guiding principles of Araling Panlipunan 	<p>1.1.1 1.2.1</p> <p>1.1.1 3.2.1 3.4.1</p>
Week 5-6	<p>a. Differentiate an approach, a strategy or method and a technique</p> <p>b. Facilitate the discussion and demonstration of features of the different approaches and methods in teaching Social Studies</p> <p>c. Observe a Demonstration Lesson to be conducted by the Course Facilitator or a Basic Education Teacher handling AP for Grades 4-6</p>	<p>1.1.1 [A]</p> <p>4.1.1, 4.2.1 [C,D]</p> <p>1.1.1 4.1.1 4.2.1 4.5.1 [A,C, D]</p>	<p>Definition of Approach, Strategy and Technique</p> <p>Approaches and Methods in Teaching AP in the Intermediate Grades</p>	<ul style="list-style-type: none"> Class Discussion Preparing/Writing Session Plans, IMs and hand-outs Oral presentation/Demonstration (Microteaching) of assigned topics on approaches and methods of teaching Araling Panlipunan Observing a Demonstration Lesson 	<ul style="list-style-type: none"> Participation in Discussion Assess through observation of student responses in the Q and A Oral presentation of assigned topics Rubric score cards for Oral presentation/Demonstration /Microteaching and Session Plan with hand-outs Rubric score cards on the Observation Report 	<p>11.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>4.1.1 4.2.1 4.5.1</p> <p>1.1.1 4.1.1 4.2.1 4.5.1</p>
Week 7-8	<p>a. Describe the different assessment techniques/tools used in Araling Panlipunan</p> <p>b. Critique sample tests in AP for Grades 4-6</p>	<p>1.1.1 1.2.1 [A]</p> <p>1.1.1, 5.1.1 [A, E]</p>	<p>Evaluating Pupils' Achievement in Social Studies</p> <p>Authentic/Creative Assessment in AP</p>	<ul style="list-style-type: none"> Library and Internet Search Brainstorming Students will prepare and present graphic organizers/visual illustrations 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work 	<p>1.1.1 1.2.1</p> <p>1.1.1</p>

	c. Prepare sample formative and summative assessment tools in AP for Grades 4-6	5.1.1 [E]	e. Traditional f. Portfolio g. Performance Tasks Scoring Rubrics	<ul style="list-style-type: none"> Group Presentation Lecture- Discussion Critique of tests in Araling Panlipunan Grades 4-6 Preparing sample formative and summative assessment tools in AP Grades 4-6 	<ul style="list-style-type: none"> Rubric score cards of graphic organizers/visual illustrations, group presentation and sample tests developed 	1.1.1 5.1.1
Week 9-10	a. Prepare lesson plans in AP from Grades 4-6	1.1.1 1.2.1 3.2.1 3.4.1 4.1.1 4.2.1 5.1.1 [A,B,C,D,E]	<p>Planning for Effective Teaching</p> <p>Review on The Lesson Plan-Kinds, Format, Components of the Lesson Plan</p> <p>Writing detailed lesson plans in Social Studies(Araling Panlipunan 4-6)</p>	<ul style="list-style-type: none"> Review Lesson on the Lesson Plan, Kinds and Components Mini Workshops on Lesson Planning Preparing/Writing lesson plans in Social Studies(Araling Panlipunan 4-6) Critiquing 	<ul style="list-style-type: none"> Students retrieval of information from internet/books on the topics Participation in Group Sharing/Discussion/Work Rubric Score Cards for the Lesson Plan 	1.1.1 1.2.1 1.1.1 1.1.1 3.2.1 3.4.1 4.1.1 4.2.1 5.1.1
Week 11-16	a. Carry out a prepared lesson plan in Social Studies in a chosen year level b. Demonstrate a meaningful and comprehensive knowledge of the subject matter they will teach.	4.1.1 4.2.1 5.1.1 [C,D,E] 1.1.1 1.2.1 [A]	<p>Teaching Araling Panlipunan in the Intermediate Grades</p> <p>Actual Teaching Demonstration</p> <p>Evaluation of the Teaching Demonstration</p>	<ul style="list-style-type: none"> Teaching Demonstration at the DepEd Cooperating Schools Pre and Post Conference 	<ul style="list-style-type: none"> Actual Teaching Demonstration Rubric Score Cards for the Teaching Demonstration 	1.1.1 4.1.1 4.2.1 4.5.1 3.2.1 3.4.1 5.1.1

	<p>c. Apply a wide range of teaching/presentation skills.</p> <p>d. Facilitate learning of diverse types of learners with different linguistic, cultural, socio-economic and religious backgrounds and coming learners in difficult circumstances including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</p>	<p>3.2.1 4.5.1 [B,C]</p> <p>3.2.1 3.4.1 [B]</p>				
Week 17-18	a. Prepare a portfolio showcasing their significant experiences of their teaching demonstration	<p>4.1.1 4.2.1 4.5.1 3.2.1 3.4.1 [B,C, D]</p>	Preparation of Portfolio	<ul style="list-style-type: none"> Preparation of Portfolio with focus on sharing how the teaching of social studies should be comprehensive and at the same time inclusive of learners with different backgrounds and from difficult circumstances. 	<ul style="list-style-type: none"> Rubric score card 	<p>4.1.1 4.2.1 4.5.1 3.2.1 3.4.1</p>

Suggested List of References

Bilbao, Purita, et. Al. (2008). Curriculum Development. Quezon City: Sorimar Publication, Inc.

Department of Education (2013)K to 12 Curriculum Guide

Duka, Cecilio D. Curriculum Development. Quezon City: Rex Book Store

Longstreet, W.S. and Shane, H.G. (1993) Curriculum for a New Millennium. Boston: Allyn and Bacon

Oliva, P. (1997) The Curriculum: Theoretical Dimension: New York: Longman

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Pryor, Stefan, SDE: Guide to Curriculum Development. www.sde.et.go/sde/cwp/view.asp?=2618Q=321162 (accessed April, 2017)

History_of_curriculum_development.doc

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Mathematics in the Primary Grades	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

Course Description

The course aims to equip the prospective teachers in the primary grades with the necessary pedagogical content knowledge for the teaching of basic contents in mathematics. Understanding of key concepts and skills involving number and number sense (whole numbers up to 10 000 and the four fundamental operations including money, ordinal numbers up to 100th , basic concepts of fractions); , measurements (time, length, mass, capacity, area of square and rectangle); geometry (2-dimensional and 3-dimensional objects, lines, symmetry and tessellation); patterns and algebra (continuous and repeating patterns and number sentences); statistics and probability (data collection and representation in tables, pictographs and bar graphs and outcomes) as applied using technology in critical thinking, problem solving, reasoning, communicating making connections representations and decisions in real life. Various principles and appropriate teaching approaches, methods and techniques specially through problem solving as well as differentiated-instruction and inquiry-based learning with the use of different mathematical tools associated with Mathematics Instruction will be emphasized.

BTIs covered

1.1.1
1.2.1
1.4.1
1.5.1
4.1.1
4.5.1

Course Learning Outcomes

At the end of the course, the pre-service teachers will be able to:

- A. Demonstrate content knowledge and skills in teaching the K-12 BEC Mathematics for the primary grades to promote literacy and numeracy skills.
- B. Demonstrate research-based pedagogical content knowledge and skills in teaching the K-12 BEC Mathematics curriculum for the primary grades through learning environments that nurture and inspire learner participation.
- C. Apply appropriate teaching strategies that develop critical and creative thinking and/or other higher- level thinking skills.
- D. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals aligned to meet curriculum requirements.
- E. Show knowledge and skills in designing, selecting and using assessment tools aligned with the curriculum requirement in teaching mathematics in the primary level.

BTIs covered

1.1.1, 1.4.1
1.2.1, 2.4.1
1.5.1
4.1.1, 4.5.1
5.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Explain and discuss the goals and objectives of the Key Stage 1 of the K to 12 Basic Education Program Elementary Mathematics Curriculum	1.1.1 1.2.1 4.1.1 [A,B,D]	Twin Goals of critical thinking and problem solving Conceptual Framework and Theoretical Bases Learning Area Standard and Key Stage Standards	<ul style="list-style-type: none"> Lecture-discussion on the K-12 Curriculum Guide for Mathematics 	<ul style="list-style-type: none"> Oral Recitation Reflection Paper on the goals and objectives of Math in the primary grades based on the curriculum guide. Possible guide questions: <i>How similar/different is the current curriculum compared to how you were taught? How are the contents of the current curriculum addressing the kinds of 21st century learners that we have?</i> <p>Rubric:</p> <p>Quality of Ideas - 60% Presented/Substance Coherence of Ideas - 20% Clarity of Expression - 20% 100%</p>	1.1.1 1.2.1 4.1.1
Week 2	<p>a. Identify and discuss the content/scope and sequence of Mathematics in the K-12 basic education curriculum (BEC) for the primary grades.</p> <p>b. Explain the importance of the alignment between the content standards performance standards and learning competencies</p>	1.1.1 1.2.1 4.1.1 [A,B,D]	Mathematics in the K-12 basic education curriculum for the primary grades	<ul style="list-style-type: none"> Walkthrough about the content/scope and sequence of Mathematics Curriculum for Primary Level in the K-12 BEP Lecture-discussion 	<ul style="list-style-type: none"> Choose a certain grade level and map the alignment within the content standards, performance standards and learning competencies 	1.1.1 1.2.1 4.1.1

Week 3-5	a. Demonstrate in-depth understanding of key concepts and skills of the Curriculum content in Mathematics Education for primary level in the K-12 BEC.	1.1.1 1.2.1 4.1.1 [A,B,D]	<p>Number and number sense (whole numbers up to 10 000 and the four fundamental operations including money, ordinal numbers up to 100th , basic concepts of fractions); , measurements (time, length, mass, capacity, area of square and rectangle);</p> <p>Geometry (2 dimensional and 3 dimensional objects, lines, symmetry and tessellation);</p> <p>Patterns and algebra (continuous and repeating patterns and number sentences);</p> <p>Statistics and probability (data collection and representation in tables, pictographs and bar graphs and outcomes)</p>	<ul style="list-style-type: none"> • Whole class discussion technique 	<ul style="list-style-type: none"> • Quiz 	1.1.1 1.2.1 4.1.1
Week 6	<p>a. Explain and design activities that would help develop and improve childrens’ mathematical skills and competence.</p> <p>b. Demonstrate how goals become objectives and objectives are used to select materials and activities</p>	<p>1.1.1 1.2.1 1.4.1 [A,B]</p> <p>4.1.1 4.5.1 [D]</p> <p>1.2.1 2.4.1 [B]</p>	<p>Informal Activities</p> <p>Cooperative Learning</p> <p>Teacher-directed Activities</p>	<ul style="list-style-type: none"> • Lecture- discussion with Workshop • Class critiquing of lesson plan exemplars 	<ul style="list-style-type: none"> • Worksheets and Activity Sheets which allow the pre-service teachers to critique lesson plan objectives, selected materials and session flow 	1.1.1 4.1.1 4.5.1 2.4.1

	c. Discuss some of the options teachers have for helping learners learn mathematics					
Week 7	<p>a. Describe the 6 levels of cognitive domain</p> <p>b. Formulate objectives in the 6 levels of the cognitive domain</p> <p>c. Enumerate and explain the characteristics of good question</p> <p>d. Identify and explain the principles of classroom management</p>	<p>1.1.1 [A]</p> <p>4.1.1 [D]</p> <p>1.1.1 [A]</p> <p>1.1.1 [A]</p>	Developing Teacher Competencies	<ul style="list-style-type: none"> Lecture-discussion 	<ul style="list-style-type: none"> Paper and pencil Test 	<p>1.1.1</p> <p>4.1.1</p>
Week 8	<p>a. Identify and discuss the underlying principles and theories and its implications to learning mathematics in the K-12 Basic Education Program</p> <p>b. Plan a lesson using different principles and theories in teaching Mathematics to promote literacy and numeracy skills</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>1.4.1 4.1.1 [A,D]</p>	<p>Experiential and Situated Learning</p> <p>Reflective Learning</p> <p>Cooperative Learning</p> <p>Discovery and Inquiry based Learning</p> <p>Constructivism</p>	<ul style="list-style-type: none"> Lecture-discussion to show different principles and theories (could be through videos, described classroom scenarios, shared math learning experiences, etc.) Sharing of which principle/theory the pre-service teachers think is most appropriate/effective for different kinds of learners and classroom environment 	<ul style="list-style-type: none"> Paper and pencil Test/ worksheets Lesson planning by group- Each group will be assigned a topic and they will come up with a lesson plan that will be most supportive in nurturing and inspiring learner participation 	<p>1.1.1</p> <p>1.4.1 4.1.1</p>
Week 9	a. Identify classroom practices on the teaching and learning of the skills and processes to be developed in the mathematics education for primary level in the K-12 BEP: knowing and understanding; estimating; computing and solving; visualizing and modeling; representing and communicating; conjecturing, reasoning, proving	<p>1.4.1 1.2.1 [A,B]</p>	Teaching and Assessment in primary Grade Mathematics	<p>Lecture-discussion</p> <p>Share/Group discussion</p>	<ul style="list-style-type: none"> Reaction Paper Paper and Pencil Test 	<p>1.4.1</p> <p>4.5.1</p>

	<p>and decision-making; and applying and connecting</p> <p>b. Use appropriate tools necessary in teaching mathematics based on recent research evidence: manipulative objects, measuring devices, calculators, smart phones and tablet, PCs and the internet</p> <p>c. Contrast between assessment of learning, assessment for learning and assessment as learning in Mathematics of the K-12 Basic Education Program</p> <p>d. Evaluate learners' daily work using different processes of assessing and evaluating learner's progress in elementary school mathematics</p>	<p>4.5.1 [A,D]</p> <p>1.1.1 [A]</p> <p>5.1.1 1.1.1 [A,E]</p>			<p>Observation of primary mathematics classes and interview primary mathematics teachers</p> <ul style="list-style-type: none"> Scenario-based practical examination where pre-service teachers evaluate a learner's daily work, problem-solving activities, and portfolios; self-evaluations and tests. 	5.1.1
Week 10	<p>a. Explain the classroom assessment framework of the K to 12 BEP as contained in DO 8, s. 2015</p> <p>b. Create authentic assessment tool for measuring learning outcomes for Mathematics in the primary grades.</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>4.1.1 4.5.1 5.1.1 [D,E]</p>	Classroom Assessment Framework of the K to 12 BEC	<p>Free-Wheeling Discussion</p> <p>Sharing of primary grade Mathematics authentic assessment tool ideas (videos, etc)</p>	<ul style="list-style-type: none"> Design authentic assessment tools aligned with learning outcomes 	4.1.1 4.5.1 5.1.1
Week 11-12	<p>a. Develop and prepare varied teaching and learning resources that develop critical and creative</p>	<p>1.5.1 4.5.1 [C,D]</p>	Critical and Creative Thinking in Mathematics for the Primary Grades	Workshop/Project Making	<ul style="list-style-type: none"> Prepare a lesson which develops learners' critical and creative thinking skills. 	1.5.1 4.5.1

	thinking skills in the primary grades				Present the developed/designed learning resources to the class.	
Week 13	<p>a. Design a developmentally sequenced teaching and learning process to meet the curriculum requirements in teaching Mathematics in the primary grades.</p> <p>b. Set learning outcomes that are aligned with learning competencies.</p>	<p>4.1.1 [D]</p> <p>4.1.1 [D]</p>	Lesson Planning	Lecture-discussion Classroom observation Writeshop	Lesson plan on the observed demo-lesson Output presentation and critiquing	4.1.1
Week 14-18	<p>a. Perform a demonstration lesson in Mathematics (primary level) by group.</p> <p>b. Implement strategies that develop critical and creative thinking skills</p> <p>c. Use technology appropriately in teaching the lesson.</p> <p>d. Use assessment tools aligned with the curriculum requirement and lesson outcomes</p>	<p>1.1.1 2.4.1 [A,B]</p> <p>1.5.1 [C]</p> <p>4.5.1 [D]</p> <p>5.1.1 [E]</p>	Demo- teaching	Demonstration Lesson	Evaluating the Demo-lesson Rubric: Mastery of Content - 30% Delivery - 30% Attainment of the Objectives - 20% Teaching Strategy Used - 20% 100%	<p>1.1.1 2.4.1 1.5.1 4.5.1 5.1.1</p>

Suggested List of References

- Agno, Lydia N. (2010) Principles of Teaching 2. As Modular Approach: C&E Publishing Inc. Quezon City
- Corpuz ,Brenda B. and Salandanan , Gloria G. Principles of Teaching (with TLE),Quezon City,Lorimar Publishing, 2015.
DepEd Order #8, s. 2015
- Kennedy, L.M. & Tipps, S. (1997). Guiding Children's Learning of Mathematics. Belmont: California: Wadsworth Publishing Company.
(Chapter 3 & 4)
- K-12 Curriculum Guide for Mathematics
- K-12 Textbooks for Mathematics
- Lardizabal, Amparo S. et.al, Principles and Methods of Teaching. Rex Publishing
- Teacher Induction Program Curriculum and Instructions
Module 6.3 Mathematics
- <https://lrmds.deped.gov.ph/>
- http://innovativelearning.com/teaching/teaching_methods.html
- [https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_mathematics\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_mathematics))

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			
Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Mathematics in the Intermediate Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description

The course aims to equip the prospective teachers with the necessary pedagogical content knowledge for the teaching of basic contents in mathematics in the intermediate grades. Understanding and appreciation of key concepts and skills involving numbers and number (whole numbers, number theory, fractions, decimals, ratio and proportion, percent and integers); measurement (time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/ space figures, temperature and meter reading); geometry (parallel and perpendicular lines, angles, triangles, quadrilaterals, polygons, circles and solid figures); patterns and algebra (continuous and repeating patterns, number sentences, sequences and simple equations); statistics and probability (bar graphs, line graphs and pie graphs, simple experiment and experimental probability) as applied using appropriate technology in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life. Various principles and appropriate teaching approaches, methods and techniques associated with Mathematics Instruction towards assuming responsibility for independent learning will be emphasized.

BTIs covered

1.1.1
1.2.1
1.5.1
2.5.1
4.1.1
4.5.1

Course Learning Outcomes

At the end of the course, the pre-service teachers will be able to:

- A. Demonstrate content knowledge and skills in teaching the K-12 BEC Mathematics curriculum for the intermediate grades to promote critical and creative thinking skills.
- B. Demonstrate research-based pedagogical content knowledge and skills in teaching the K-12 BEC Mathematics curriculum for the primary grades through learning environments that nurture and inspire learner participation.
- C. Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.
- D. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals aligned to meet curriculum requirements.
- E. Show knowledge and skills in designing, selecting and using assessment tools aligned with the curriculum requirement in teaching mathematics in the intermediate level.

BTIs covered

1.1.1, 1.5.1
1.2.1, 2.4.1
2.5.1
4.5.1
5.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>a. Identify and discuss the nature of mathematics and its implication to Mathematics Instruction.</p> <p>b. Explain the need for a modern Mathematics Program.</p>	<p>[A] 1.1.1 1.2.1</p> <p>1.1.1 1.2.1</p>	Foundations of Mathematics Teaching and Learning	<p>Lecture-discussion</p> <p>Lecture-discussion</p>	<p>Recitation</p> <p>Reflection Paper</p>	<p>1.1.1 1.2.1</p>
Week 2-3	<p>a. Explain and discuss the goals and objectives of the Key Stage 2 of the K-12 Basic Education Program Elementary Mathematics Education.</p> <p>b. Identify and discuss content/scope and sequence of Mathematics in the K-12 BEC for the intermediate grades.</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>1.1.1 1.2.1 [A,B]</p>	Goals and Objectives of Mathematics in the K-12 BEC for the intermediate grades	<p>The K-12 Curriculum Guide for Mathematics Education</p> <p>Walkthrough about the content/scope and sequence of Mathematics for the Intermediate Level in the K-12 BEP</p>	Group reporting and insight-sharing	<p>1.1.1 1.2.1</p>
Week 4-6	<p>a. Demonstrate in-depth understanding of key concepts and skills of the Curriculum content of Mathematics Education for the intermediate level in the K-12 BEC</p> <p>b. Design activities that would help develop and improve children's mathematical skills and competencies.</p> <p>c. Develop activities that motivates learners to work productively and assume responsibility for their own learning</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>1.5.1 [A]</p> <p>2.5.1 [C]</p>	<p>Numbers and Number Sense (whole numbers, number theory, fractions, decimals, ratio and proportion, percent and integers)</p> <p>Measurement (time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/ space figures, temperature and meter reading)</p>	<p>Lecture-discussion Workshop</p> <p>Whole class discussion technique</p>	<p>Quiz</p> <p>Worksheets and Activity Sheets</p>	<p>1.1.1</p> <p>1.5.1 2.5.1</p>

			<p>Geometry (parallel and perpendicular lines, angles, triangles, quadrilaterals, polygons, circles and solid figures)</p> <p>Patterns and Algebra (continuous and repeating patterns, number sentences, sequences and simple equations)</p> <p>Statistics and Probability (bar graphs, line graphs and pie graphs, simple experiment and experimental probability)</p>			
Week 7	<p>a. Discuss the learning episodes of Mathematics for children.</p> <p>b. Discuss the theories of Mathematics</p> <p>c. Cite Mathematics learning situations where each theory is applicable</p>	<p>1.1.1 2.5.1 [A,C]</p> <p>1.2.1 2.4.1 [B]</p> <p>1.2.1 2.4.1 2.5.1 [A,B,C]</p>	<p>Naturalistic Informal Structured Behaviorism Constructivism</p>	Whole class discussion technique	<p>Reflection paper on case studies on theories in Mathematics teaching and approaches</p> <p>Case analysis of different learning theories</p>	<p>1.1.1 1.2.1 2.4.1</p> <p>1.1.1 2.5.1</p>
Week 8-9	<p>a. Discuss the learning theories advocated by prominent contemporary psychologists.</p> <p>b. Relate the different learning theories in intermediate grades mathematics class situation</p>	<p>1.1.1 1.2.1 [B]</p> <p>2.4.1 2.5.1 [B,C]</p>	<p>Jerome Bruner and Discovery Learning</p> <p>Robert Gagne and Learning Hierarchy</p> <p>Jean Piaget and Cognitive Learning</p>	<p>Lecture-presentation</p> <p>Lecture-discussion Share/Group discussion</p>	<p>Reaction Paper Paper and Pencil Test</p> <p>Case analysis of different learning theories</p>	<p>1.1.1 1.2.1</p> <p>2.4.1 2.5.1</p>

	c. Prepare a lesson plan following different learning theories	1.1.1 1.2.1 2.4.1 2.5.1 [A,B,C]]			By group, prepare one lesson plan for each learning theory	1.1.1 1.2.1 2.4.1 2.5.1
Week 10-11	a. Use different approaches, methods and techniques in teaching Mathematics in the intermediate grades. b. Develop a variety of teaching and learning resources, including ICT, to address learning goals c. Deliver a lesson demonstrating learning environments that nurture and inspire learner participation	1.1.1 1.2.1 [A,B] 4.5.1 [D] 2.4.1 [B]	Approaches, Methods and Techniques in Teaching Mathematics: - Discovery Approach - Inquiry Approach - Process Approach - Cooperative Learning - Project-based Learning - Problem Solving Techniques - The 5-E Learning Cycle - Activity Approach - Using Patterns - The Investigative Approach	Lecture-Demonstration Demonstration Technique	Return-Demo (Peer Teaching)	1.1.1 1.2.1 2.4.1 4.5.1
Week 12	a. Use different approaches, methods and techniques in teaching Mathematics in the intermediate grades. b. Develop a variety of teaching and learning resources, including ICT, to address learning goals c. Deliver a lesson that motivates learners to work productively by assuming responsibility for their own learning	1.1.1 1.2.1 [A,B] 4.1.1 4.5.1 [D] 2.5.1 [B]	Other Teaching Strategies and Supplementary Methods: • Research-based Strategy • Interactive Direct Instruction • Use of Instructional Aids • Modules • Instructional Games • Computer Aided Instruction • Collaborative Learning Strategy • Peer Practice Strategy	Lecture-group presentation Oral Presentation of assigned topic Output presentation by group	Recitation Paper and Pencil Test Reaction Paper Rubric: Quality of Ideas - 60% Presented/Substance Coherence of Ideas - 20% Clarity of Expression - 20% 100%	1.1.1 1.2.1 2.5.1 4.1.1 4.5.1

Week 13	<p>a. Explain and discuss the factors in choosing a method or strategy.</p> <p>b. Explain other pedagogical considerations in teaching mathematics in the elementary.</p>	<p>1.1.1 2.4.1 2.5.1</p> <p>[A,B,C]</p>	Learning by Doing Reinforcement in Mathematics	Classroom discussion Free-wheeling discussion	Participation Test	<p>1.1.1 2.4.1 2.5.1</p>
Week 14	a. Develop and prepare varied teaching and learning resources that are suited, useful and effective in teaching critical and creative thinking skills appropriate to intermediate grades.	<p>1.1.1 1.5.1 4.1.1 4.5.1</p> <p>[A,D]</p>	Critical and Creative Thinking Skills in Intermediate Mathematics	Workshop/Project Making	Prepare a lesson which develops learners' critical and creative thinking skills. Present the developed/designed learning resources to the class.	<p>1.1.1 1.5.1 4.1.1 4.5.1</p>
Week 15	<p>a. Identify and discuss some ways of appraising and assessing Mathematics learning outcomes</p> <p>b. Create authentic assessment tool for measuring learning outcomes for Mathematics in the intermediate grades.</p>	<p>1.1.1 5.1.1</p> <p>[A,E]</p> <p>5.1.1 [E]</p>	Assessing Learning Outcomes in Intermediate Mathematics	Lecture-discussion Workshop/Project Making	TOS and Test question preparation (Developing assessment tools for Mathematics in the intermediate grades)	<p>1.1.1 5.1.1</p>
Week 16	<p>a. Design a developmentally sequenced teaching and learning process to meet the curriculum requirements in teaching Mathematics in the intermediate grades.</p> <p>b. Set learning outcomes that are aligned with learning competencies.</p> <p>c. Use effective teaching approaches, strategies and assessment</p>	<p>1.1.1 4.1.1</p> <p>[A,D]</p> <p>4.1.1 [D]</p> <p>4.1.1 5.1.1</p> <p>[D,E]</p>	Lesson Planning	Lecture-discussion Classroom observation Writeshop	Lesson plan on the observed demo-lesson Output presentation and critiquing	<p>1.1.1 4.1.1 5.1.1</p>

	materials in preparing the lesson plan.					
Week 17-18	<p>a. Perform a demonstration lesson in Mathematics (intermediate level) by group.</p> <p>b. Implement strategies that inspire learner participation and motivate learners to work productively by assuming responsibility for their own learning.</p> <p>c. Maximize use of appropriate technology in teaching the lesson in order to promote critical and creative thinking skills.</p> <p>d. Use assessment tools aligned with the curriculum requirement and lesson outcomes</p>	<p>1.1.1 4.1.1 [A,D]</p> <p>2.4.1 2.5.1 [B,C]</p> <p>4.5.1 1.5.1 [A,D]</p> <p>5.1.1 [E]</p>	Demo- teaching	Demonstration Lesson	<p>Evaluating the Demo-lesson Rubric:</p> <p>Mastery of Content - 30%</p> <p>Delivery - 30%</p> <p>Attainment of the Objectives - 20%</p> <p>Teaching Strategy Used - 20%</p> <p>100%</p>	<p>1.1.1 1.5.1 2.4.1 2.5.1 4.1.1 4.5.1 5.1.1</p>

Suggested List of References

Agno, Lydia N. (2010) Principles of Teaching 2. As Modular Approach: C&E Publishing Inc. Quezon City

Corpuz ,Brenda B. and Salandanan , Gloria G. Principles of Teaching (with TLE),Quezon City,Lorimar Publishing, 2015.

Lardizabal, Amparo S. et.al, Principles and Methods of Teaching. Rex Publishing

Teacher Induction Program Curriculum and Instructions

Module 6.3 Mathematics

K-12 Curriculum Guide for Mathematics

K-12 Textbooks for Mathematics

<https://lrmds.deped.gov.ph/>

http://innovativelearning.com/teaching/teaching_methods.html

[https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_mathematics\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_mathematics))

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Edukasyong Pantahanan at Pangkabuhayan	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
(Suggested) Course Requirements			
<p>Course Requirements:</p> <ol style="list-style-type: none"> 1. Project/Output 2. Midterm and Final Examination 3. Instructional Materials 4. Demonstration Teaching 			
Grading System			

<p>Course Description</p> <p>Experiential in its approach, this course shall include pedagogical content and technological knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in home economics, industrial arts, agriculture, technology and livelihood education shall form parts of the course. Appropriate teaching and assessment strategies, preparation of instructional materials and resources shall be the focus of this course.</p>	<p>BTIs covered</p> <p>1.1.1, 2.3.1 4.3.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <ol style="list-style-type: none"> A. Demonstrate content knowledge and its application within and across technology and livelihood education through research-based principles of teaching and learning B. Use Mother Tongue, Filipino and English to facilitate teaching and learning; C. Demonstrate knowledge of managing classroom structure that engages learners within the available physical learning environments; D. Identify learning outcomes that are aligned with learning competencies in the selected topics; E. Select, develop and use varied teaching and learning resources in TLE; and F. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>1.6.1</p> <p>2.3.1</p> <p>4.3.1</p> <p>4.5.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. The students can demonstrate and explain the basic knowledge and skills in ICT, Agriculture, Home Economics, and Industrial Arts toward the improvement of life skills, family, and community.	1.1.1 [A]	Key standards of EPP a. ICT b. Agriculture c. Home Economics d. Industrial Arts	<ul style="list-style-type: none"> Lecture-discussion 	<ul style="list-style-type: none"> Recitation Reflection Paper 	1.1.1
Week 2	a. The students can explain the significance of the learning theories of Bruner and Gagne in the teaching-learning process of the different skill in the EPP subject.	1.1.1 1.2.1 [A]	Contemporary Learning Theories/Psychologists: Their Impact to EPP Teaching a. Jerome Bruner and Discovery Learning b. Robert Gagne and Learning Hierarchy	<ul style="list-style-type: none"> Lecture-discussion Share/Group discussion 	<ul style="list-style-type: none"> Video Clip Analysis Paper and Pencil Test 	1.1.1 1.1.1
Week 3	a. The students can appreciate the importance of using a language best understood by the pupils, particularly in the EPP subject	1.1.1 1.6.1 [B]	The Need of Teaching EPP in the Intermediate Grades Using a combination of Mother Tongue, Filipino and English as Medium of Instruction	<ul style="list-style-type: none"> Lecture-discussion Viewing of exemplar lessons in the EPP subject 	<ul style="list-style-type: none"> Reaction Paper 	1.1.1
Week 4	a. The students can explain the importance of developing the different skills needed to improve their quality of life	1.1.1 [A]	Latest studies and trends in teaching EPP with emphasis on the following: a. Consumerism b. Hospitality Management c. Valuable Intrapersonal Skills d. Personality Development e. Decision Making	<ul style="list-style-type: none"> Lecture-discussion Small Group Discussion Group Sharing Research 	<ul style="list-style-type: none"> Reflection Paper 	1.1.1
Week 5-8	a. The students can identify and use appropriate method/approach /technique in teaching specific knowledge and skill in teaching	1.1.1 2.3.1 [A,C]	Approaches, Methods and Techniques in Teaching EPP a. Demonstration Method b. Hands on Learning c. Cooperative Learning	<ul style="list-style-type: none"> Walkthrough of the different Methods and Techniques in Teaching EPP 	<ul style="list-style-type: none"> Cooking Demonstration Buying Basic Commodities Making a chair/dust pan 	2.3.1 2.3.1

	ICT, Agriculture, Home Economics, and Industrial Arts.		d. Project method e. Instructional modules f. Utilization of resource persons and community materials g. Field trip/Home visits/Community Work	<ul style="list-style-type: none"> Lecture-discussion Share/Group Discussion Inviting a resource person Field trip/Home visits/ Community Work 	<ul style="list-style-type: none"> Modules in EPP Paper/Article Reflection Paper 	1.1.1 1.1.1
Week 9-10	a. The student can differentiate the two kinds of assessment used in EPP and conduct each of them.	5.1.1 [F]	Authentic Assessment Traditional Assessment	<ul style="list-style-type: none"> Lecture-discussion 	<ul style="list-style-type: none"> Paper and Pencil Test Development of TOS and Tests for Quarterly Assessment 	5.1.1
Week 11	a. The student can construct lesson plan appropriate to the skill to be developed	1.1.1. 4.3.1 4.5.1 5.1.1 [A,D, E,F]	Lesson Planning in EPP	<ul style="list-style-type: none"> Workshop on Lesson Planning and Output Presentation 	<ul style="list-style-type: none"> Sample Detailed Lesson for EPP 	1.1.1. 4.3.1 4.5.1 5.1.1 [A,D, E,F]
Week 12	a. The student can prepare/create instructional materials suited to the lesson to developed	4.5.1 [E]	Preparation of Instructional Materials	<ul style="list-style-type: none"> Presentation of Instructional Output 	<ul style="list-style-type: none"> Instructional Materials 	4.5.1
Week 13-16	a. The student can execute the steps in the lesson plan properly.	1.1.1 1.6.1 2.3.1 4.5.1 [A,B, C,E]	Implement the Lesson Plan	<ul style="list-style-type: none"> Demonstration Lesson 	<ul style="list-style-type: none"> Evaluating the Demo-Lesson 	1.1.1 1.6.1 2.3.1 4.5.1 [A,B, C,E]

Suggested List of References

- Basbas, L. (2017) - Learning and Living in the 21st Century. Manila, Philippines, Rex Book Store Inc.
- Enrique et al. (1995) – Teaching the Elementary School Subjects. Manila, Philippines, Rex Book Store Inc.
- Miller, Boyd (1970) – Teaching Elementary Industrial Arts Goodheart-Willcox Co., Inc.
- Varnum (2018) – Industrial Arts Design: A Textbook of Practical Methods for Students, Teachers, and Craftsmen. Forgotten Books
- Dagoon et al. (1990) Home Economics and Livelihood Education 6. Manila, Philippines, Rex Book Store Inc.
- Shekara et al. (2016) Farmers Handbook on Basic Agriculture. Desai Fruits & Vegetables Pvt. Ltd. Navsari, Gujarat India
- Livestock Production and Management. <http://www.agrimoon.com/wp-content/uploads/Livestock-Production-and-Management.pdf>
- Roxas, C. (2017) Enhancing Skill in HELE. Manila, Philippines, Brighthouse Publishing
- k-12 Curriculum Guide
<https://www.mindtools.com/pages/article/gagne.htm>

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	Course Code	
Pre-requisite Subject		Course Credit	3 Units
<p>(Suggested) Course Requirements</p> <ol style="list-style-type: none"> 1. Project/Output 2. Midterm and Final Examination 3. Instructional Materials 4. Demonstration Teaching 			
Grading System			

<p>Course Description</p> <p>This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in agriculture, industrial arts, fisheries, and livelihood education and entrepreneurship shall form a major part of the course. The students will learn appropriate teaching and assessment strategies and techniques including preparation of fruitful and usable projects that can be utilized in teaching TLE in the elementary grades. This course will utilize project based and experiential learning approaches.</p>	<p>BTIs covered</p> <p>1.1.1, 4.1.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <ol style="list-style-type: none"> A. Demonstrate content knowledge and an understanding of research-based knowledge and principles of teaching and learning on technology and livelihood education; B. Demonstrate pedagogical content knowledge fundamental in teaching technology and livelihood responsive to learners' individual needs, interests, experiences and diverse background; C. Select, develop and use varied teaching and learning processes to meet curricular requirements of the course; and D. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1 3.1.1, 3.4.1</p> <p>4.1.1 4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	a. The student can explain the importance of EPP in the holistic development of the learner for the improvement of their quality of life, their family and their community.	1.1.1 3.1.1 3.4.1 [A,B]	<p>Importance of Edukasyon Pantahanan at Pangkabuhayan with Entrepreneurship in the K-12 Curriculum</p> <p>Components of EPP in the K-12 Curriculum</p> <p>1. Industrial Arts</p> <p>a. carpentry d. metal works</p> <p>b. plumbing e. electrical</p> <p>c. electronics f. orthographic drawing/CAD</p> <p>2. Home Economics</p> <p>a. food, health and nutrition</p> <p>b. personal finance and family resources</p> <p>c. textile and clothing</p> <p>d. consumer science</p> <p>e. household management</p> <p>f. human development</p> <p>3. Agriculture</p> <p>a. livestock production</p> <p>b. agricultural economics</p> <p>c. crop production</p> <p>d. modern agriculture</p> <p>4. Theories of Entrepreneurship</p> <p>a. Economic b. Sociological</p> <p>c. Psychological</p> <p>d. crop production</p> <p>e. Opportunity- Based</p> <p>f. Resource-Based</p>	<p>Lecture-discussion</p> <p>Walkthrough of the different components of EPP</p> <p>Lecture-discussion</p> <p>Demonstration</p> <p>Film Showing</p> <p>Cooperative Learning</p> <p>Lecture-discussion</p> <p>Demonstration</p> <p>Film Showing</p> <p>Lecture-discussion</p> <p>Demonstration</p> <p>Film Showing</p> <p>Group work</p> <p>Lecture-discussion</p> <p>Film Showing Lecture-discussion</p> <p>Personal observation of business success/failures</p>	<p>Recitation</p> <p>Content -40%</p> <p>Presentation – 30</p> <p>Voice – 20</p> <p>Attitude - 10</p> <p>Reflection Paper</p> <p>Content-40</p> <p>Organization-20</p> <p>Mechanics-20</p> <p>Visual appeal-20</p> <p>Video clip of project making</p> <p>Content- 50</p> <p>Clarity-25</p> <p>Creativity-25</p> <p>Quiz</p> <p>Video Clip Analysis</p> <p>Quiz</p> <p>Project making</p> <p>Content-40</p> <p>Creativity-30</p> <p>Presentation-30</p> <p>Picture of project making</p> <p>Content- 50</p> <p>Clarity-25</p> <p>Creativity-25</p> <p>Quiz</p>	1.1.1 3.1.1 3.4.1

					Mini business proposal Content-40 Creativity-30 Organization-30 Reflection paper	
Week 3-4	a. The students can explain and be guided by the different learning theories needed in teaching EPP.	1.1.1 1.2.1 [A]	Learning Theories and their Impact to EPP Teaching a. Behaviourism d. Cognitivism b. Constructivist e. Experientialism c. Social Learning	Film Showing Lecture-discussion Reporting	Quiz Reflection paper	1.1.1
Week 5-7	a. The students can identify and use appropriate method/approach /technique in teaching specific knowledge and skill in ICT, Agriculture, Home Economics, and Industrial Arts. b. The students can use differentiated teaching to suit learners' needs, strengths, interests and experiences.	1.1.1 [A] 3.1.1 [B]	Approaches, Methods and Techniques in Teaching EPP a. Demonstration Method b. Cooperative Learning c. Instructional modules d. Utilization of resource persons and community materials f. Field trip/Home visits/Community Work g. Hands on Learning h. Project method	Walkthrough of the different Methods and Techniques in Teaching EPP Lecture-discussion Share/Group Discussion Inviting a resource person Field trip/Home visits/Community Work	Cooking Demonstration Mastery-40 Presentation-30 Creativity-30 Buying Basic Commodities Planning-20 Marketing-40 Resourcefulness-40 Reflection Paper	1.1.1 3.1.1 1.1.1 3.1.1 1.1.1 3.1.1
Week 8-9	a. The student can construct lesson plan appropriate to the skill to be developed. b. The student can demonstrate understanding of the special educational needs of learners in difficult circumstances.	4.1.1 [C] 3.4.1 [B]	Lesson Planning in EPP a. Lesson Plan aligned with curriculum requirements b. Lesson plan that responds to special educational needs of learners in difficult circumstances including: • geographic isolation • chronic illness	Workshop on Lesson Planning and Output Presentation	Sample Detailed Lesson for EPP Organization-40 Content-40 Neatness-20	4.1.1 3.4.1

			<ul style="list-style-type: none"> • displacement due to armed conflict • urban resettlement or disasters • child abuse and child labor practices 			
Week 10-11	a. The student can prepare/create instructional materials suited to the lesson to developed	4.1.1 4.5.1 [C,D]	Preparation of Instructional Materials	Presentation of Instructional Output	Cooking Demonstration Instructional Materials Content- 40 Creativity-30 Usability- 30	4.1.1 4.5.1
Week 12-13	a. The student can execute the steps in the lesson plan properly.	1.1.1 3.1.1 3.4.1 4.1.1 4.5.1	Implement the Lesson Plan	Demonstration Lesson	Evaluating the Demo-Lesson Strategy-25 Attitude-25 Content- 25 Assessment-25	1.1. 1 3.1. 1 3.4. 1 4.1. 1 4.5. 1

Suggested List of References

Basbas, L. (2017) - Learning and Living in the 21st Century. Manila, Philippines, Rex Book Store Inc.

Enrique et al. (1995) – Teaching the Elementary School Subjects. Manila, Philippines, Rex Book Store Inc.

Miller, Boyd (1970) – Teaching Elementary Industrial Arts Goodheart-Willcox Co., Inc.

Varnum (2018) – Industrial Arts Design: A Textbook of Practical Methods for Students, Teachers, and Craftsmen. Forgotten Books

Dagoon et al. (1990) Home Economics and Livelihood Education 6. Manila, Philippines, Rex Book Store Inc.

Shekara et al. (2016) Farmers Handbook on Basic Agriculture. Desai Fruits & Vegetables Pvt. Ltd. Navsari, Gujarat India

Livestock Production and Management. <http://www.agrimoon.com/wp-content/uploads/Livestock-Production-and-Management.pdf>

Roxas, C. (2017) Enhancing Skill in HELE. Manila, Philippines, Brighthouse Publishing

<http://kwhs.wharton.upenn.edu/nbea-standard/entrepreneurship/>

<https://www.coursera.org/specializations/wharton-entrepreneurship>

Teaching Music in the Elementary Grades

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Music in the Elementary Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course shall equip the pre-service teachers with technological, pedagogical and content knowledge to have an adequate musicianship necessary to teach music effectively to diverse learners. In this course, elements in music which form part of the curriculum content of Music Education, the appropriate teaching strategies and assessment methods will be given emphasis. Carrying out a music education program, organizing performing group, skill and artistry in teaching, finding and utilizing appropriate musical resources, planning and teaching a lesson to an entire class shall form part of the authentic and experiential activities of the course.</p>	<p>BTIs covered</p> <p>1.1.1, 3.1.1 4.1.1, 4.5.1, 5.1.1</p>
<p>Course Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate content knowledge on the philosophies and values of music education. B. Demonstrate pedagogical content knowledge fundamental in music education responsive to learner’s diverse strengths, interests, experiences and abilities. C. Select teaching methods, learning activities and instructional materials or resources appropriate to the learners and aligned to the objectives of the lesson. D. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements. E. Demonstrate a lesson applying all the necessary considerations in teaching music in the elementary level. 	<p>BTIs covered</p> <p>1.1.1 3.1.1, 3.3.1 4.1.1, 4.5.1 5.1.1 4.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>a. Identify the guiding principles and values in music education</p> <p>b. Reflect on the importance of music to education and teaching.</p>	<p>1.1.1 [A]</p> <p>1.1.1 [A]</p>	Philosophy and Values in Music Education	<p>Lecture-discussion</p> <p>Think-pair share</p>	<p>Oral Presentation</p> <p>Content- 60%</p> <p>Delivery-20%</p> <p>Organization and correct usage-20%</p> <p>Class impact-10%</p> <p>Participation in the discussion</p> <p>Reflection Paper</p>	1.1.1
Week 2	<p>a. Evaluate and discuss the scope and sequence of musical concepts for first to sixth grades</p>	1.1.1 [C]	Scope and Sequence of Music for Grades 1-6	<ul style="list-style-type: none"> Lecture-presentation Problem-based learning Walk through the K to 12 Music Curriculum 	<ul style="list-style-type: none"> Oral Presentation <p>Criteria for Oral discussion:</p> <p>Content- 60%</p> <p>Delivery-20%</p> <p>Organization and correct usage-20%</p> <p>Class impact-10%</p>	1.1.1
Week 3	<p>a. Identify the competencies of a music teacher in the elementary grades.</p> <p>-Leadership Qualities</p> <p>-Musicianship</p> <p>-Pedagogical skill</p> <p>b. Cite the importance of having these qualities and competencies especially when dealing with learners with diverse strengths, interests, experiences and abilities</p>	<p>1.1.1 [A]</p> <p>1.1.1</p> <p>3.1.1</p> <p>3.3.1 [A,B]</p>	The Music Teacher	<ul style="list-style-type: none"> Lecture-group Discussion Interview to Music teachers in the field 	<ul style="list-style-type: none"> Recitation Presentation of the interviews done Individual and Group Output 	<p>1.1.1</p> <p>3.1.1</p> <p>3.4.1</p>

	(disabilities, giftedness and talents).					
Week 4-8	<p>a. Discuss the considerations in developing the facets of music to the learners.</p> <p>b. Demonstrate knowledge and understanding of differentiated teaching in performing the 5 facets of Music Teaching</p> <p>c. Determine how these five facets be done and experienced by the learners.</p>	<p>1.1.1 3.1.1 [A]</p> <p>1.1.1 3.1.1 [A,B]</p> <p>1.1.1 3.1.1 [A,B]</p>	Five Facets of Music Teaching <ul style="list-style-type: none"> a. Singing b. Listening c. Creative Work d. Instrumental Work e. Movement 	<ul style="list-style-type: none"> • Lecture-discussion • Individual and Group Performance 	<ul style="list-style-type: none"> • Recitation • Quizzes • Practical Tests 	<p>1.1.1 3.1.1</p>
Week 9-11	<p>a. Identify and discuss the features of the different strategies in music teaching.</p> <p>b. Select the best strategies for a certain topic and explain the reason for choosing such.</p>	<p>1.1.1 [A]</p> <p>1.1.1 4.1.1 [A,C]</p>	Strategies in Music Teaching	<ul style="list-style-type: none"> • Actual Performance of the different methods in Music Teaching • Think-Pair -Share on the Importance of the different Strategies 	<ul style="list-style-type: none"> • Recitation/ Performance • Sharing • Practical Test 	<p>1.1.1</p> <p>1.1.1 4.1.1</p>
Week 12-13	<p>a. Select appropriate assessment technique to assess the extent of learners' mastery</p> <p>b. Develop rubrics in rating authentic assessment.</p>	5.1.1	Assessment in Music	<ul style="list-style-type: none"> • Lecture-Discussion • Development of Rubrics of Authentic and Traditional Assessment in Music • Classroom Observation 	<ul style="list-style-type: none"> • Rubrics-Making • Narrative Report/ Reflection 	5.1.1
Week 14-18	<p>a. Demonstrate music lesson using content-based and pedagogical knowledge effectively</p>	<p>1.1.1 4.1.1 [A,E]</p>	Demonstration Teaching <ul style="list-style-type: none"> a. Micro teaching b. Team teaching 	<ul style="list-style-type: none"> • Actual Demonstration 	<ul style="list-style-type: none"> • Graded lesson presentation <ul style="list-style-type: none"> - The students deliver a lesson in front of jurors who will evaluate their 	<p>1.1.1 4.1.1 3.1.1 3.4.1</p>

	<p>b. Apply well-selected teaching strategies and resources that are responsive to diverse learners' strengths, interests, experiences and abilities through an actual teaching presentation</p> <p>c. Use appropriate and varied assessment strategies consistent with the curriculum requirements</p>	<p>3.1.1 3.4.1 4.5.1 [B,C]</p> <p>5.1.1 [D]</p>	<p>c. Individual teaching</p>	<ul style="list-style-type: none"> • Post-conference (demo-teacher and observer) 	<p>performance through the following criteria:</p> <p>Content: 30 % Delivery and use of strategy- 30% Mastery of the lesson- 20% Instructional materials- 10% Classroom management_10% Assessment strategy 10%</p>	<p>4.1.1 4.5.1 5.1.1</p>
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Suggested List of References

- Agapay, N. (2005) – Music, Arts & PE, Made Simple for Young Learners. Manila, Philippines. Lighthouse Publication Inc.
- Bautista, M. et al (2000). An Introduction to Music. Manila, Philippines. National Book Store Inc.
- Baxter and Baxter. The Right Way to Read Music. Kingswood, Tadworth, Surrey, KT206TD, U.K. Cox & Wyman Ltd.
- Ewen, D. & Slonimsky, N. (1982). Fun with Musical Games and Quizzes. New York. Prentice-Hall, Inc.
- K to 12 Curriculum Guide for MAPE (2014). Kagawaran ng Edukasyon
- K to 12 Music Gurriculum Guide 2016.
- Kabayao, Gilopez. (1988). Listening Program of Fine Music for Filipino Youth. Manila, Philippines. Rex Book Store, Inc.
- Leonhard, Charles & House, R.(1959). Foundations and Principles of Music Education. U.S.A. McGraw-Hill Book Company, Inc.
- Lugue, V.(2009). Enjoy Life with Music and Arts. Maria Clara Street, Quezon City, Philippines.SD Publication Inc.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Arts in the Elementary Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
<p>(Suggested) Course Requirements:</p> <ol style="list-style-type: none"> 1. Art Activities/ Output 2. Midterm and Final Examination 3. Research on Selected Topics 4. Demonstration Teaching 			
Grading System			

<p>Course Description</p> <p>This course shall equip the pre-service teachers with technological, pedagogical and content knowledge to have an adequate skill necessary to teach art effectively to diverse learners. In this course, elements in arts which form part of the curriculum content of Art Education, the appropriate teaching strategies and assessment methods will be given emphasis. Carrying out art education activities and experiences, skill and artistry in teaching, finding and utilizing appropriate art resources, planning and teaching a lesson to an entire class shall form part of the authentic and experiential activities of the course.</p>	<p>BTIs covered</p> <p>1.1.1, 3.1.1 4.1.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ol style="list-style-type: none"> A. Demonstrate content knowledge on the philosophies and values of art education. B. Demonstrate pedagogical content knowledge fundamental in art education in managing classroom structure responsive to learner’s diverse strengths, interests, experiences and abilities. C. Select teaching methods, learning activities and instructional materials or resources appropriate to the learners and aligned to the objectives of the lesson. D. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements and use the assessment data as feedback in teaching and learning practices. E. Demonstrate a lesson applying all the necessary considerations in teaching music in the elementary level. 	<p>BTIs covered</p> <p>1.1.1 2.3.1, 3.1.1, 3.3.1 4.1.1, 4.5.1 5.1.1, 5.5.1 4.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	a. Identify the guiding philosophies and objectives of art education b. Reflect on the importance of art to education and teaching	1.1.1 [A] 1.1.1 [A]	Philosophy and Objectives of Art Education	<ul style="list-style-type: none"> Lecture-discussion Think-pair share 	<ul style="list-style-type: none"> Recitation Criteria for Oral Presentation Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10% Participation in the discussion Reflection Paper 	1.1.1
Week 3	a. Discuss clearly the values of art b. Cite examples significant to the realization of these values	1.1.1 [A] 1.1.1 [A]	Values of Art Education	<ul style="list-style-type: none"> Group Discussion 	<ul style="list-style-type: none"> Recitation Criteria for Oral Presentation/ Reporting Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10% 	1.1.1
Week 4-6	a. Discuss the different methods of teaching art to diverse elementary pupils. b. Provide an example for each method which addresses the diverse strengths, interests, experiences and abilities (disabilities, giftedness and talents) of learners.	1.1.1 [A] 1.1.1 [A] 3.1.1 [A] 3.3.1 [A]	Methods of Teaching Art Education	<ul style="list-style-type: none"> Actual Performance of the different methods in Art Teaching Think-Pair -Share on the Importance of the different Strategies 	<ul style="list-style-type: none"> Recitation/ Performance Sharing Practical Test 	1.1.1 1.1.1 3.1.1 3.3.1

Week 7	<p>a. Identify the competencies of an art teacher in the elementary grades</p> <p>b. Cite the importance of having these qualities and competencies especially when dealing with learners with diverse strengths, interests, experiences and abilities (disabilities, giftedness and talents).</p>	<p>1.1.1 [A]</p> <p>1.1.1 3.1.1 3.3.1 [A]</p>	Competencies of an art Teacher	<ul style="list-style-type: none"> Group Discussion Interview an Art Teacher 	<ul style="list-style-type: none"> Reflection Paper Self Evaluation Recitation Presentation of the interviews done 	1.1.1
Week 8	<p>a. Evaluate and discuss the scope and sequence of art elements from first to sixth grades</p>	1.1.1 [A]	Scope and Sequence of Arts for Grades 1-6	<ul style="list-style-type: none"> Lecture-presentation Problem-based learning Walk Through theK-12 Arts Curriculum 	<p>Oral discussion</p> <p>Criteria for Oral discussion: Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10%</p>	1.1.1
Week 9-11	<p>a. Identify the appropriate teaching strategies, activities and learning resources for different grade level</p> <p>b. Make a sample of art activities for the different grade levels</p>	<p>4.1.1 4.5.1 [C]</p> <p>4.1.1 4.5.1 [C]</p>	Suggested Art Activities for Different Grade Levels and Quarters	<ul style="list-style-type: none"> Discussion of Art Activities Try-out of Art Activities 	<ul style="list-style-type: none"> Art Activities Individual and group Output 	4.1.1 4.5.1
Week 12-13	<p>a. Design, select, organize and use appropriate assessment technique to assess the extent of learners' mastery</p> <p>b. Develop rubrics in rating authentic assessment that will provide data as feedback in teaching and learning practices</p>	<p>5.1.1 [D]</p> <p>5.5.1 [D]</p>	Assessment in Art	<ul style="list-style-type: none"> Lecture-Discussion Development of Rubrics of Authentic and Traditional Assessment in Arts Classroom Observation 	<ul style="list-style-type: none"> Rubrics-Making Narrative Report/ Reflection 	5.1.1 5.5.1

<p>Week 14-18</p>	<p>a. Demonstrate art lesson using content-based and pedagogical knowledge effectively</p> <p>b. Apply well-selected teaching and assessment strategies that are responsive to diverse learners' strengths, interests, experiences and abilities through an actual teaching presentation</p> <p>c. Apply principles in managing classroom structures that engages learners, individually or in groups in meaningful exploration, discovery and hands-on activities within the available physical learning environment</p>	<p>1.1.1 4.1.1 [A,E]</p> <p>3.1.1 3.4.1 4.5.1 5.1.1 [B,C]</p> <p>2.3.1 [B]</p>	<p>Demonstration Teaching</p> <p>a. Micro teaching b. Team teaching c. Individual teaching</p>	<ul style="list-style-type: none"> • Actual Demonstration • Post-conference (demo-teacher and observer) 	<ul style="list-style-type: none"> • <i>Graded lesson presentation</i> <ul style="list-style-type: none"> - The students deliver a lesson in front of jurors who will evaluate their performance through the following criteria: Content: 30 % Delivery and use of strategy- 30% Mastery of the lesson- 20% Instructional materials- 10% Classroom management_10% Assessment strategy 10% 	<p>1.1.1 2.3.1 3.1.1 3.4.1 4.1.1 4.5.1 5.1.1</p>
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching P.E and Health in the Elementary Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
<p>(Suggested) Course Requirements</p> <ol style="list-style-type: none"> 1. Practical Tests 2. Midterm and Final Examination 3. Research on Selected Topics 4. Demonstration Teaching/ Culminating Activity 			
Grading System			

<p>Course Description</p> <p>This course shall equip the pre-service teachers with technological, pedagogical and content knowledge to have an adequate skill necessary to teach Physical Education and Health effectively to diverse learners. In this course, physical education, movement and health form part of the curriculum content of Physical and Health Education, the appropriate teaching strategies and assessment methods will be given emphasis. Carrying out P. E. and Health Education activities and experiences, skill and artistry in teaching, finding and utilizing appropriate art resources, planning and teaching a lesson to an entire class shall form part of the authentic and experiential activities of the course.</p>	<p>BTIs covered</p> <p>1.1.1</p> <p>3.1.1</p> <p>4.1.1</p> <p>5.1.1</p>
<p>Course Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ol style="list-style-type: none"> A. Demonstrate content knowledge of physical and health education and concepts that are necessary in teaching K-12 Curriculum in the different grade level. B. Apply teaching strategies in teaching physical education and health education that develop physical fitness and wellness responsive to the needs of diverse learners. C. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments in facilitating physical and wellness activities. D. Select teaching methods, learning activities and instructional materials or resources appropriate to the learners and aligned to the objectives of the lesson. E. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements and use the assessment data as feedback in teaching and learning practices. 	<p>BTIs covered</p> <p>1.1.1</p> <p>3.1.1, 3.3.1</p> <p>2.1.1</p> <p>4.1.1, 4.5.1</p> <p>5.1.1, 5.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	a. Identify the objectives of physical and health education b. Reflect on the how these objectives can be attained	1.1.1 [A] 1.1.1 [A]	Objectives of Physical and Health Education	<ul style="list-style-type: none"> Lecture-discussion Think-pair share 	<ul style="list-style-type: none"> Recitation Criteria for Oral Presentation Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10% <ul style="list-style-type: none"> Participation in the discussion Reflection Paper 	1.1.1
Week 3-4	a. Discuss and explain the scope and sequence of topics from first to sixth grades	1.1.1 [A]	Scope and Sequence of PE and Health for Grades 1-6	<ul style="list-style-type: none"> Lecture-presentation Problem-based learning Walk Through the K-12 PE and Health Curriculum 	<ul style="list-style-type: none"> Oral discussion Criteria for Oral discussion: Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10%	1.1.1
Week 5	a. Identify the competencies of a P.E. and Health teacher in the elementary grades b. Cite the importance of having these qualities and competencies especially when dealing with learners with diverse strengths, interests, experiences and abilities (disabilities, giftedness and talents).	1.1.1 [A] 1.1.1 3.1.1 3.3.1 [A,B]	Competencies of a P.E. and Health Teacher	<ul style="list-style-type: none"> Group Discussion Interview/ Observe a P.E. and Health Teacher 	<ul style="list-style-type: none"> Reflection Paper Self-Evaluation Recitation Presentation of the interviews and observation done 	1.2.1

Week 6-8	<p>a. Discuss the different methods of teaching P.E. and Health to elementary pupils</p> <p>b. Provide an example for each method which addresses the diverse strengths, interests, experiences and abilities (disabilities, giftedness and talents) of learners.</p>	<p>1.1.1 [A]</p> <p>1.1.1 3.1.1 3.3.1 [A,B]</p>	<p>Methods of Teaching P.E. and Health Education</p>	<ul style="list-style-type: none"> Actual Performance of the different methods in P.E. and Health Teaching Think-Pair -Share on the Importance of the different methods 	<ul style="list-style-type: none"> Recitation/ Performance Sharing Practical Test 	<p>1.1.1</p> <p>1.1.1 3.1.1 3.3.1</p>
Week 9-11	<p>a. Identify the appropriate activity and learning resources for different grade levels</p> <p>b. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments in facilitating games for the elementary pupils</p>	<p>1.1.1 4.1.1 4.5.1 [A,C]</p> <p>2.3.1 [C]</p>	<p>Suggested Games and Activities for Different Grade Levels and Quarters</p>	<ul style="list-style-type: none"> Discussion of different activities Trying -out of the activities 	<ul style="list-style-type: none"> Performance of Individual and group Activities 	<p>1.1.1 4.1.1</p> <p>2.3.1</p>
Week 12-13	<p>a. Design, select, organize and use appropriate assessment technique to assess the extent of learners' mastery</p> <p>b. Develop rubrics in rating authentic assessment that will provide data as feedback in teaching and learning practices</p>	<p>5.1.1 [E]</p> <p>5.5.1 [E]</p>	<p>Assessment in Physical Education and Health</p>	<ul style="list-style-type: none"> Lecture-Discussion Development of Rubrics of Authentic and Traditional Assessment in Music Classroom Observation 	<ul style="list-style-type: none"> Rubrics-Making Narrative Report/ Reflection 	<p>5.1.1 5.5.1</p>
Week 14-18	<p>a. Demonstrate content-based and pedagogical content knowledge in a P.E. and Health lesson aligned with curriculum requirements</p>	<p>1.1.1 4.1.1 [A]</p>	<p>Demonstration Teaching</p> <p>d. Micro teaching e. Team teaching f. Individual teaching</p>	<ul style="list-style-type: none"> Actual Demonstration 	<ul style="list-style-type: none"> Graded lesson presentation - The students deliver a lesson in front of jurors who will evaluate their 	<p>1.1.1 2.3.1 3.1.1 3.3.1 4.1.1</p>

	<p>b. Apply well-selected, safe and secure teaching and assessment strategies and resources that are responsive to diverse learners' strengths, interests, experiences and abilities through an actual teaching presentation</p>	<p>3.1.1 3.3.1 2.3.1 4.5.1 5.1.1 [B,C, D,E]</p>		<ul style="list-style-type: none"> • Post-conference (demo-teacher and observer) 	<p>performance through the following criteria:</p> <p>Content: 30 % Delivery and use of strategy-30% Mastery of the lesson-20% Instructional materials-10% Classroom management_10% Assessment strategy 10%</p>	<p>4.5.1 5.1.1</p>
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 74, s. 2017 p. 4):			
<p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching English in the Elementary Grades (Language Arts)	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge on the structure and fluency in the English language, and literacy skills, through listening ,speaking, reading, writing and viewing. It consists of content-based lessons that will enhance the students skills along application of various teaching strategies in teaching English, the use of ICT to facilitate the teaching learning process and selecting, designing and organization of appropriate assessment strategies. Demonstrating knowledge and skills on content and pedagogy through lesson presentations is an important highlight of this course.</p>	<p>BTIs covered</p> <p>1.1.1</p> <p>1.4.1</p> <p>4.1.1</p> <p>5.1.1</p>
<p>Course Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate content knowledge on the structure of English language that refers to grammar in both oral and written form. B. Demonstrate understanding of research-based knowledge and principles of teaching and learning fundamental in language arts education. C. Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements and respond to the learners’ linguistic backgrounds. D. Select, develop and use varied teaching and learning resources in Language Arts to promote literacy and English language fluency. E. Design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements and communicate learner progress and achievement. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.2.1</p> <p>3.2.1, 4.1.1</p> <p>1.4.1, 4.5.1</p> <p>5.1.1, 5.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Identify teaching principles in language Arts teaching and explain how these principles are used in teaching.	1.1.1 1.2.1 [A,B]	General Principles in Language Arts Teaching	<ul style="list-style-type: none"> Lecture-discussion <ul style="list-style-type: none"> Discuss concepts and principles of language Arts teaching. Brainstorming using the talking circle strategy 	<ul style="list-style-type: none"> Oral Discussion <p>Criteria for Oral discussion: Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10%</p> <ul style="list-style-type: none"> Participation in the talking circle 	1.1.1 1.2.1
Week 2	a. Describe and discuss the salient features of the K to 12 Language Curriculum	1.1.1	The structure of the K to 12 Language arts Curriculum	<ul style="list-style-type: none"> Lecture-presentation Problem-based learning A walk through about the structure of the K to 12 Curriculum 4As Approach (activate, acquire, apply and assess) 	<ul style="list-style-type: none"> Oral discussion <p>Criteria for Oral discussion: Content- 60% Delivery-20% Organization and correct usage-20% Class impact-10%</p>	1.1.1
Week 3-4	<p>a. Discuss the five macro skill and their importance within the English teaching area and in promoting literacy skills.</p> <p>b. Demonstrate examples of teaching strategies that promote the five macro skills.</p>	<p>1.1.1 1.2.1 1.4.1 [A,B,D]</p> <p>1.1.1 1.2.1 1.4.1 [A,B,D]</p>	<p>Five Macro Skills in language</p> <ol style="list-style-type: none"> Listening Speaking Reading Writing Viewing 	<ul style="list-style-type: none"> Lecture-group presentation Talking circles 5Es Learning models 	<ul style="list-style-type: none"> Creative presentation of outputs by group with the use of rubric 	1.1.1 1.2.1 1.4.1

Week 5	<p>a. Differentiate approaches, strategies, methods and techniques from each other</p> <p>b. Give examples of Approaches, strategies, methodologies and techniques that can be used in Language Arts</p>	<p>1.1.1 [A]</p> <p>1.1.1 [A]</p>	<p>Background on Approaches, Strategies, Methods and Techniques</p>	<ul style="list-style-type: none"> Lecture-discussion Discuss the tenets of the different models in teaching language arts along approaches, strategies , methods and techniques Reality Pedagogy 	<ul style="list-style-type: none"> An objective type of test An essay type of test 	<p>CLO 2 and 3</p> <p>1.2.1</p>
Week 6-7	<p>a. Provide background information about the different teaching approaches used for teaching English</p> <p>b. Select approaches that support learner understanding , participation , engagement and achievement towards promoting literacy skills and English language fluency..</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>1.1.1 1.2.1 1.4.1 [A,B,D]</p>	<p>The Approaches for Language Arts Teaching</p> <ol style="list-style-type: none"> Communicative Language Scaffolding Cooperative Learning Situational Functional-notional Multi-skill Content-based Task-based Participatory 	<ul style="list-style-type: none"> Lecture-presentation with peer discussion Classroom observation 	<ul style="list-style-type: none"> Narrative reports on the classroom observation made The narrative 	<p>1.1.1 1.2.1 1.4.1</p>
Week 8-9	<p>a. Explain the process of different methodologies used in teaching English for the elementary</p> <p>b. Determine how these methods address learner’s diversity in an English class</p> <p>c. Assess the methods used in an actual teaching through classroom observation</p>	<p>1.1.1 [A]</p> <p>1.1.1 3.2.1 [C]</p> <p>1.1.1 3.2.1 [C]</p>	<p>The Methods of Teaching Language Arts</p> <ol style="list-style-type: none"> The Grammar-translation The Direct method The Audiolingual method Total Physical response Community language learning The Silent way Language experience method 	<ul style="list-style-type: none"> Video- lecture presentation Talking circle and class sharing Classroom observation Making Graphic Organizer that shows diff. methods in 	<ul style="list-style-type: none"> Participation to Talking Circles <p>Criteria for participation in talking circles</p> <p>Content – 40% Delivery- 20% Organization- 20% Response to questions- 20%</p>	<p>1.1.1 3.2.1</p>

			h. Desuggestopedia	teaching English language arts		
Week 10-11	<p>a. Identify and discuss learning strategies for an English lesson</p> <p>b. Select appropriate assessment technique to assess the extent of learners' mastery</p> <p>c. Articulate constructive feedback to improve learners' performance</p>	<p>1.1.1 [A]</p> <p>5.1.1 [E]</p> <p>5.5.1 [E]</p>	<p>Learning Strategies and Assessment technique as applied to teaching language</p> <p>Strategies: -Content language integrated learning CALL Computer assisted language learning</p>	<ul style="list-style-type: none"> Lecture- discussion Process Oriented Guided Inquiry Lessons(POGIL) Classroom observation TOS and Test Question preparation for English subjects Think-pair-share Critiquing of sample assessment tools Post-conference (demo-teacher and observer) 	<ul style="list-style-type: none"> Reflection paper about the classroom observation made. Graded simulation 	<p>1.1.1</p> <p>5.1.1</p> <p>5.5.1</p>
Week 12	a. Select and/or create appropriate instructional materials for teaching English in the elementary	4.5.1 [D]	Instructional material selection, design and development	<ul style="list-style-type: none"> Lecture-presentation aided by ppt Project-based learning(making MIs) Exhibit of Instructional materials made by students for teaching English 	<ul style="list-style-type: none"> Grading of the students' outputs (completed instructional materials on display) 	4.5.1
Week 13	a. Prepare developmentally sequenced teaching and learning process to meet the curriculum	4.1.1 [C]	Development of learning plans for English language arts subject	<ul style="list-style-type: none"> Lecture-discussion 	<ul style="list-style-type: none"> Individual writing of sample lesson plans/ session plans using different techniques in 	<p>4.1.1</p> <p>5.1.1</p>

	<p>requirements of English arts teaching</p> <p>b. Apply teaching principles, strategies and assessment technique knowledge in lesson plan preparation</p> <p>c. Write a lesson design for a given subject-matter in English language Arts</p>	<p>4.1.1 5.1.1 [C,E]</p>		<ul style="list-style-type: none"> Lesson plan writing 	<p>the different parts of the lesson.</p> <ul style="list-style-type: none"> Pair work-peer critiquing of sample lesson/session plans 	
<p>Week 14-18</p>	<p>a. Demonstrate an English language arts lesson using content-based and pedagogical knowledge effectively</p> <p>b. Apply developmentally-sequenced teaching strategies that promote literacy skills through an actual teaching presentation</p> <p>c. Use varied learning resources responsive to learners with different linguistic backgrounds</p> <p>d. Use appropriate and varied assessment strategies consistent with the curriculum requirements and communicate learner progress and achievement</p>	<p>1.1.1 1.2.1 [A,B]</p> <p>4.1.1 1.4.1 [C,D]</p> <p>4.5.1 3.2.1 [C,D]</p> <p>5.1.1 5.5.1 [E]</p>	<p>Lesson Presentation</p> <p>a. Micro teaching</p> <p>b. Team teaching</p> <p>c. Individual teaching</p>	<ul style="list-style-type: none"> Demo-teaching Post-conference (demo-teacher and observer) 	<ul style="list-style-type: none"> Graded lesson presentation The students deliver a lesson in front of jurors who will evaluate their performance through the following criteria: <p>Content: 30 % Delivery and use of strategy-30% Mastery of the lesson-20% Instructional materials-10% Classroom management_10% Assessment strategy 10%</p>	<p>1.1.1 1.2.1 1.4.1 3.2.1 4.1.1 5.1.1 5.5.1</p>

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Literacy in the Elementary Grades through Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge on the structure and fluency in the English language through listening ,speaking, reading, writing and viewing. Proficiency in these macro-skills shall enable the pre-service teachers to demonstrate ease and confidence in the use of the English language , thus, making them good communicators of knowledge and adept in principles of language arts teaching , assessment and responsive learning programs for diverse learners . It consists of content-based lessons that will enhance the students’ skills along application of various teaching strategies in teaching English, the use of ICT to facilitate the teaching learning process and selecting, designing and organization of appropriate assessment strategies. Demonstrating knowledge and skills on content and pedagogy through lesson presentations is an important highlight of this course.</p>	<p>BTIs covered</p> <p>1.1.1 4.5.1 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate content and pedagogical content knowledge on teaching literary through literature in the elementary level. B. Demonstrate understanding of learning environments that promote love for reading, fairness, respect and care to encourage learning. C. Implement teaching strategies that are responsive to the learner’s linguistic, cultural, socio-economic and religious backgrounds through contextualization. D. Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT to address learning goals in the study of literary skills. E. Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative, summative assessment, project-based assessment and performance -based assessment strategies appropriate for the teaching of literature. 	<p>BTIs covered</p> <p>1.1.1 2.2.1 3.2.1 4.5.1 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Identify the underpinning principles in teaching literacy among young learners b. Discuss the principles in teaching literacy	1.1.1 2.2.1 [A,B]	General principles in teaching literacy in the elementary level	<ul style="list-style-type: none"> Lecture-Discussion Brainstorming (Sharing of one's Experiences/ Observations) Talking Circles 	<ul style="list-style-type: none"> Participation in the Talking Circles Group Work- Group Presentation of Selected Topics Participation in Talking Circle Content (40%) Delivery (20%) Organization & Correct Usage (20%) Response to Questions (20%) 	1.1.1 2.2.1
Week 2	a. Point out the significance of literacy among young learners	1.1.1 [A]	Significance of literature in teaching children	<ul style="list-style-type: none"> Lecture-Presentation 4As Approach Panel discussion 	<ul style="list-style-type: none"> Oral discussion <p>Criteria for Oral Discussion: Content (60%) Delivery (20%) Organization & Correct Usage (20%) Class Impact (10%)</p>	1.1.1
Week 3-4	a. Describe the different literary genre for children b. Give examples of selections, stories, riddles and poems suitable for literacy development among young learners c. Compile well-selected literary pieces that can be used for instruction	1.1.1 [A]	Types of literature for Children <ol style="list-style-type: none"> Poetry Riddles Stories Drama 	<ul style="list-style-type: none"> Lecture-Group Presentations Talking Circles 5Es Learning Model 	<ul style="list-style-type: none"> Participation in Talking Circle Content (40%) Delivery (20%) Organization & Correct Usage (20%) Response to Questions (20%) 	1.1.1

Week 5-6	<p>a. Discuss the importance of contextualization in teaching</p> <p>b. Choose a wide array of classical and contemporary literary pieces written in the local setting appropriate for a specific grade level</p>	3.2.1 [C]	Contextualizing literacy lessons for Filipino learners	<ul style="list-style-type: none"> Lecture-Group Presentations Peer Learning Mini-seminar on Localization /Contextualization: an expert on local literature may be invited 	<ul style="list-style-type: none"> Participation in the Oral discussion 	3.2.1
Week 7-8	<p>a. Identify and explain the various approaches in teaching literature</p> <p>b. Identify lessons in literature vis a vis the intended literary approach to be used</p>	2.2.1 3.2.1 [B,C]	<p>Enhancing the literary skills of learners through the various approaches effective in teaching literature like:</p> <ol style="list-style-type: none"> Shared Reading Silent Reading Cooperative learning Differentiated learning (MI grouping) Listening to Literature 	<ul style="list-style-type: none"> Lecture-demonstration Group presentations 	<ul style="list-style-type: none"> Oral discussion <p><i>Criteria for Oral Discussion:</i> Content (60%) Delivery (20%) Organization & Correct Usage (20%) Class Impact (10%)</p> <ul style="list-style-type: none"> Portfolio assessment 	2.2.1 3.2.1
Week 9-10	<p>a. Describe and discuss different methods used in teaching literature for children</p> <p>b. Develop a simple classroom activity using literary methods</p>	2.2.1 3.2.1 [B,C]	<p>The strategies in teaching literacy through literature</p> <ol style="list-style-type: none"> KWL Think-Pair-Share Think-Square-Share The Drama Method Image Analysis Graphic Story 	<ul style="list-style-type: none"> Lecture- demonstration Group presentation 	<ul style="list-style-type: none"> Oral Discussion Class Task/Group Work - Word Collocation on Teaching (including approaches, strategies, method and techniques), and Literature 	2.2.1 3.2.1

			<ul style="list-style-type: none"> - The role of teachers in the drama method g. Using Graphic Organizers 		<ul style="list-style-type: none"> • Performance-based assessment with the use of rubric 	
Week 11	<ul style="list-style-type: none"> a. Identify reading strategies b. Describe how these reading strategies are done c. Write original samples of reading strategies 	2.2.1 3.2.1 [B,C]	<p>Strategies and techniques that foster the reading - writing connection</p> <ul style="list-style-type: none"> a. Writing diary entries b. Writing journals c. Writing reflections d. Poetry writing e. Writing sequel to stories read f. Writing book reports g. Journalistic Writing 	<ul style="list-style-type: none"> • Video viewing • Lecture-presentation • Talking circles 	<ul style="list-style-type: none"> • Assessment of completed task or outputs 	CLO 2 and 3 2.2.1 3.2.1
Week 12	<ul style="list-style-type: none"> a. Identify and describe the different types of assessment b. Develop an assessment tool for teaching literature 	5.1.1 [E]	<p>Assessment Techniques as applied for teaching literature</p> <ul style="list-style-type: none"> a. Traditional b. Performance-based c. Project-based d. Portfolio 	<ul style="list-style-type: none"> • Lecture-presentation on types of assessment • Group task (TOS and test question preparation to be used as an assessment tool in evaluating the level of pupil's literary skills) • Rubric making • Portfolio preparation 	<ul style="list-style-type: none"> • Paper /pencil • Assessment of completed outputs 	CLO 5 5.1.1

Week 13-14	<p>a. Apply appropriate methodologies and strategies in the preparation of learning plan</p> <p>b. Exhibit creativity in making instructional materials for a literature class</p> <p>c. Prepare a lesson plan with assessment strategies appropriate for the teaching of literature</p>	<p>1.1.1 [A]</p> <p>2.2.1 3.2.1 4.5.1 [B,C,D]</p> <p>5.1.1 [E]</p>	<p>Designing instructional plans and materials for teaching literacy through literature</p>	<ul style="list-style-type: none"> • Lecture-demonstration on how Instructional materials in teaching literature are prepared and lesson planning • Putting up an exhibit featuring the creative outputs of students • Instructional plan writing <ul style="list-style-type: none"> -guided -independent 	<ul style="list-style-type: none"> • Graded display of instructional materials • Individual Work-Preparation of Lesson Plans/Session Plans Using Different Approaches and Strategies • Pair Work – Peer Critiquing of Sample Lesson Plans or Session Plans 	<p>1.1.1 2.2.1 3.2.1 4.5.1 5.1.1</p>
Week 15-18	<p>a. Teach a literary lesson to an elementary class in a lab school or cooperating DepEd School effectively (applying competencies learned from the previous lessons) or conduct peer teaching.</p>	<p>1.1.1 2.2.1 3.2.1 4.5.1 5.1.1 [A,B,C, D,E]</p>	<p>Lesson Presentation</p> <p>d. Micro teaching</p> <p>e. Team teaching</p> <p>f. Individual teaching</p>	<ul style="list-style-type: none"> • Lesson presentation • Peer Critiquing 	<ul style="list-style-type: none"> • Final Teaching Demonstration <p>Criteria for Oral Discussion: Content (60%) Delivery (20%) Organization & Correct Usage (20%) Class Impact (10%)</p> <p>- Critiquing Peer's Teaching Demonstration</p> <p>Criteria for Peer Critiquing Quality of Questions (40%) Delivery (25%) Organization & Correct Usage (25%)</p>	<p>1.1.1 2.2.1 3.2.1 4.5.1 5.1.1</p>

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <p>6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p> <p>6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas</p> <p>6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes</p> <p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>Anchored on the essential component of personhood that deals with intra/interpersonal relationships which allow harmony with oneself, with others and the environment, this course will highlight the fundamental rules of good manners and appropriate conduct or behavior of each learner which are necessary of the formation of character that embraces the core values of maka-Dios, Maka-Tao, Maka- Bansa, and Maka-kalikasan. Moreover, the course intends to equip the pre-service teachers with pedagogical content knowledge on Edukasyon sa Pagpapakatao as well as skills in instructional materials development and assessment for the elementary grades.</p>	<p>BTIs covered</p> <p>1.1.1, 4.5.1, 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of Edukasyon sa Pagpapakatao for elementary grades including its nature, content, conceptual framework, pedagogical approaches, and research-based knowledge and principles of teaching and learning the subject, B. prepare developmentally-sequenced teaching and learning processes demonstrating pedagogical content knowledge that promotes deciding and acting responsibly for the collective good (nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat) to meet curriculum requirements, C. select, develop and use varied teaching and learning resources, including ICT, in teaching Edukasyon sa Pagpapakatao and D. design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements. 	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p> <p>4.1.1</p> <p>4.5.1</p> <p>5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	a. Identify the guiding philosophies and objectives b. Reflect on the importance of values education	1.1.1, 1.2.1 [A]	Philosophy and Objectives of Edukasyon sa Pagpapakatao/ Values Education/ Good Manners and Right Conduct	<ul style="list-style-type: none"> Lecture-discussion Think-pair share 	<ul style="list-style-type: none"> Recitation Reflection paper on the importance of values education 	1.1.1, 1.2.1
Week 3-4	a. Discuss the framework and approaches b. Cite examples of practices/strategies that reflect the approaches	1.1.1, 1.2.1 [A]	<p>Edukasyon sa Pagpapakatao Framework</p> <p>Approaches to values education:</p> <ol style="list-style-type: none"> Trait approach Values clarification Cognitive developmental Moral dilemma Problem-based Reflective teaching Role playing Evocation Inculcation Awareness Moral reasoning Analysis Commitment Union 	<ul style="list-style-type: none"> Group discussion using student-made visual aid and available literature on the assigned approach to values education 	<ul style="list-style-type: none"> Group question and answer: Students will answer questions raised by the other groups with regard to the assigned approach 	1.1.1, 1.2.1
Week 5	a. Evaluate and discuss the scope and sequence of Edukasyon sa Pagpapakatao from first to sixth grades b. Elucidate the core values of makadiyos, makatao, makabayan at makakalikasan	1.1.1, 1.2.1, 4.1.1 [A, B]	<p>Scope and Sequence from First to Sixth grades:</p> <ul style="list-style-type: none"> Baitang 1 – mga paraan ng paggalang sa sarili, kapwa, bansa at Diyos bilang gabay tungo sa maayos at masayang tahanan at paaralan Baitang 2 - mga kilos na nagpapahalaga sa sarili, kapwa, bansa, Diyos at sa Kanyang mga nilikha bilang patnubay sa 	<ul style="list-style-type: none"> Lecture-presentation of scope and sequence and core values with problem-based learning to elucidate the content Examination of the structure of the K to 12 Curriculum through jigsaw activity 	<ul style="list-style-type: none"> Summary matrix of the scope and sequence 	1.1.1, 1.2.1, 4.1.1

			<p>maayos at masayang paaralan at pamayanan</p> <ul style="list-style-type: none"> o Baitang 3 - mga gawain na nagpapakita ng pagpapahalaga tungo sa maayos at masayang pamumuhay na may mapanagutang pagkilos at pagpapasiya para sa sarili, kapwa, pamayanan, bansa at Diyos o Baitang 4 - mga makabuluhang gawain na may kaakibat na pagpapahalaga tungo sa wasto, maayos, masaya at mapayapang pamumuhay para sa sarili, kapwa, bansa at Diyos o Baitang 5 - masusing pagsusuri sa pagpapahayag, pagganap ng tungkulin na may pananagutan at pagsasabuhay ng mga ito tungo sa masaya, mapayapa at maunlad na pamumuhay para sa sarili/ mag-anak, kapwa/ pamayanan, bansa/ daigdig at Diyos o Baitang 6 - mga gawain na tumutulong sa pag-angat ng sariling dignidad, pagmamahal sa kapwa na may mapanagutang pagkilos at pagpapasiya tungo sa maayos, mapayapa at maunlad na pamumuhay para sa kabutihang panlahat 			
Week 6	a. Discuss the different methods of teaching values to elementary pupils	1.1.1 [A]	Pedagogy of Values/ Methods of Teaching Values Education	<ul style="list-style-type: none"> • Actual demonstration of the different methods • Think-Pair-Share 	<ul style="list-style-type: none"> • Critiquing of each demonstration 	1.1.1
Week 7-10	a. Explain each of the different strategies in teaching the subject	1.1.1, 1.2.1, 4.1.1,	<p>General strategies for teaching values</p> <p>a. Silent sitting</p>	<ul style="list-style-type: none"> • Plenary discussion and modelling of strategies 	<ul style="list-style-type: none"> • Micro-teaching with critiquing/mentoring 	1.1.1, 1.2.1, 4.1.1,

	b. Demonstrate the strategies in class	4.5.1, 5.1.1 [A, B, C, D]	<ul style="list-style-type: none"> b. Parables, proverbs, quotations and poems c. Visual experiences d. Role plays e. Biographies f. Moral dilemmas g. Essays, articles, classics and news paper h. Anecdotes i. Group singing j. Group activities k. Questioning l. Discussion m. Value clarification 			4.5.1, 5.1.1
Week 11	a. Create appropriate instructional materials in teaching the subject	4.5.1 [C]	Instructional materials development for Edukasyon sa Pagpapakatao	<ul style="list-style-type: none"> • Workshop and Gallery Walk (exhibition of outputs made by all students) 	<ul style="list-style-type: none"> • Self and Peer critiquing of instructional materials 	4.5.1
Week 12-13	<ul style="list-style-type: none"> a. Select appropriate assessment technique to assess the extent of learners' mastery. b. Develop rubrics in rating authentic assessment. 	5.1.1 [D]	Assessment in Edukasyon sa Pagpapakatao	<ul style="list-style-type: none"> • Lecture-Discussion • Development of Rubrics of Authentic and Traditional Assessment • Classroom Observation 	<ul style="list-style-type: none"> • 3-2-1 Exit Slip (3 things I learned, 2 things I will apply, 1 question I have) • Narrative Report/Reflection 	5.1.1

Week 14-18	a. Apply the principles and concepts learned in the course through demonstration teaching	1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1 [A, B, C, D]	Synthesis and Application of Key Concepts and Principles through Demonstration Teaching g. Micro teaching h. Team teaching i. Individual teaching	<ul style="list-style-type: none"> Individual Demonstration Teaching 	<ul style="list-style-type: none"> Graded lesson presentation: deliver a lesson in front of jurors who will evaluate their performance using a teacher-made rubric or classroom observation tool (COT) Post-conference (demo-teacher and observer) 	1.1.1, 1.2.1, 4.1.1, 4.5.1, 5.1.1
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Suggested List of References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 74, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.3.a. Demonstrate in-depth understanding of the diversity of learners in various learning areas 6.3.b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas 6.3.c. Utilize appropriate assessment and evaluation tools to measure learning outcomes 6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching 6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technology for Teaching and Learning in the Elementary Grades	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description

This course is designed for prospective teachers to develop and use digital and non-digital teaching-learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop individual and project-based collaborative activities and assessment tasks and share resources among communities of practice. It also includes information and communication technology (ICT) policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.

BTIs covered

1.3.1, 4.5.1

Course Learning Outcomes

At the end of the course, the pre-service teachers will be able to:

- A. demonstrate technological pedagogical content knowledge (TPACK) and its application within and/or across the curriculum teaching areas in the elementary grades,
- B. prepare developmentally appropriate teaching and learning processes that meet K-12 curriculum requirements,
- C. select, develop and use variety of contextualized teaching and learning resources, including ICT, to address learning goals,
- D. design, select, organize and use appropriate and varied assessment strategies consistent with the curriculum requirements and
- E. show skills in the positive use of ICT to facilitate the teaching and learning process.

BTIs covered

1.1.1

4.1.1

4.5.1

5.1.1

1.3.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1-2	<p>a. Define basic concepts in understanding ICT in education</p> <p>b. Determine the roles of ICT in Teaching for Learning</p> <p>c. Identify learning theories, principles and researches applied in the use and design of learning lessons with technology</p> <p>d. Determine the different technology driven teaching-learning models</p>	<p>1.1.1 [A]</p> <p>1.1.1 [A]</p> <p>1.1.1 [A]</p> <p>1.1.1 [A]</p>	<p>Review of Technology for Teaching and Learning</p> <p>A. Definition of Basic Concepts and Important Terms</p> <p>B. Roles of ICT in Teaching for Learning</p> <p>C. Theories and Principles in the Use and Design of Technology Driven Learning Lessons (Dale's Cone of Experience, TPACK, ASSURE, SAMR; Mayer's [2009] Principles for the Selection of Technology for Educational Use: appropriateness, authenticity, cost, interest, organization and balance)</p>	<ul style="list-style-type: none"> • <i>PowerPoint-based game on defining important terms:</i> Students play the PowerPoint-based game on the basic concepts and roles of ICT in Teaching and Learning prepared by the teacher. • <i>Interactive lecture-discussion and image analysis of the different models:</i> The objective of this activity is to enable the students to explain to their fellow classmates the salient ideas about the different models of technology integration introduced to them in TTL 1. The teacher and the entire class will rectify if there are misconceptions. 	<ul style="list-style-type: none"> • <i>Concept map:</i> Individually, students must synthesize the sessions by coming up with an original concept map that will demonstrate how they see the connections among different topics. The concept map is accompanied by a one-paragraph explanation. 	1.1.1
Week 3-4	<p>a. Enumerate the national ICT policies affecting classroom practices</p>	1.1.1 [A]	<p>ICT Policies and Safety Issues in Teaching and Learning</p> <p>A. ICT national or international policies</p>	<ul style="list-style-type: none"> • <i>Presentation of information gathered on the different policies and safety issues ICT use using infographics.</i> 	<ul style="list-style-type: none"> • <i>Rubrics for infographic and ICT policies contextualized for classroom use:</i> These teacher-made rubrics will 	1.1.1

	<p>b. Describe the implementation of ICT policies in teaching-learning</p> <p>c. Identify ICT policies that are incorporated to the design and implementation of teaching-learning activities</p>	<p>1.1.1 [A]</p> <p>1.1.1 [A]</p>	<p>that are applicable to teaching and learning</p> <p>B. Safety Issues in ICT</p> <p>Uses of ICT Policies in the Teaching and Learning Environment</p>	<p>Students will discuss ICT policies and safety issues using their original infographics.</p> <ul style="list-style-type: none"> • Crafting ICT Classroom Policies: Students formulate a sound ICT classroom policy that may be implemented in their classroom in the future. 	<p>be used by the teacher in assessing these outputs.</p>	
Week 5-6	<p>a. Join online communities of learning</p> <p>b. Use resources from relevant mailing lists and online resources</p>	<p>1.1.1 [A]</p> <p>4.5.1 [C]</p>	<p>Online Communities of Learning</p> <p>e.g.</p> <ol style="list-style-type: none"> Facebook Twitter Instagram Webinar <p>Online Resources</p> <ol style="list-style-type: none"> Opensource Multimedia resources; video sites Finding images Music and audio; webcasts Locate web sources by topic 	<ul style="list-style-type: none"> • <i>Hands-on activities for students' online membership:</i> Students participate in a workshop facilitated by the teacher with the objective of enabling them to go through the step-by-step process of joining communities of learning. • <i>Listing of online resources and their use in the classroom/ teaching-learning process:</i> Students locate and download relevant online resources that may be utilized in their lessons. 	<ul style="list-style-type: none"> • <i>Using a checklist:</i> The students must accomplish a checklist on how to evaluate online communities of learning and online resources. 	1.1.1
Week 7-8	<p>a. Describe technology tools that are used in group activities</p> <p>b. Use technology tools to collaborate and share resources among communities of practice</p>	<p>1.1.1 [A]</p> <p>4.5.1 [C]</p>	<p>Collaborative Projects</p> <p>Technology Tools for Collaborative Work</p> <ol style="list-style-type: none"> Google Suite (docs, drive, classroom) Edmodo 	<ul style="list-style-type: none"> • <i>Plenary discussion:</i> The teacher will give a lecture on the what and how of technology tools for collaborative work. 	<ul style="list-style-type: none"> • <i>Unit plan writing:</i> A unit plan made by groups must be made as evidence of learning. At the very least, it must allow elementary grade pupils to collaborate with one another. 	1.1.1, 4.1.1

			<p>c. bubbl.us d. Wikispaces e. Others</p>	<ul style="list-style-type: none"> • <i>Guided demonstration:</i> Students will explore and use the suggested technology tools for collaborative work with the guidance of the teacher. The class may be asked to bring their own gadgets or may use the available resource center/ laboratory of the school. 		
Week 9	a. Articulate digital safety rules that ensure child online safety	1.1.1, 1.3.1 [A,E]	<p>Digital Safety Rules Rule 1: Research before you register. Rule 2: Discriminate. Rule 3: Think before typing. Rule 4: Require ID. Rule 5: Trust your gut.</p>	<ul style="list-style-type: none"> • <i>Forum discussion on digital safety rules:</i> Students conduct their individual research on the subject matter. The class will be arranged as if it is in a forum where anyone can share their knowledge and understanding about the topic while the teacher moderates the discussion. 	<ul style="list-style-type: none"> • <i>Digital safety rules for their class:</i> Done in groups, students will formulate a guide on digital safety rules that they may consider using in their future classroom. A teacher-made rubric will be used to assess this output. 	1.1.1 1.3.1
Week 10-14	<p>a. Select, design and create digital learning materials designed to enhance teaching-learning and assessment</p> <p>b. Showcase the appropriate use of different learning resources through a teaching demonstration</p>	4.5.1 [C] 5.1.1 [D]	<p>Digital and Conventional Learning Materials to Enhance Teaching-Learning</p> <p>A. Digital Learning Resources</p> <ol style="list-style-type: none"> 1. Google Docs 2. Youtube 3. Survey Monkey 4. Word clouds 5. Audios 6. Videos 7. Slide presentations/ narrated slideshows 	<ul style="list-style-type: none"> • <i>Student-led discussion:</i> The class will conduct group research on conventional materials identified as appropriate and feasible in a given teaching-learning context. They will create a handout that contains the essential information about the assigned learning resource. • <i>Microteaching:</i> This activity, done either individually or in team, highlights the use of 	<ul style="list-style-type: none"> • <i>Rubrics for Student-led Discussion and Demonstration Teaching:</i> The teacher will use these rubrics together with student/s who sit as co-critic/s will give feedback (peer assessment) to the student-led discussion and demonstration teaching conducted. 	4.5.1 5.1.1

			8. Still images/ Photographs, talking pictures 9. Comic strips 10. Mobile apps (utility, productivity content presentation, games, augmented/virtual reality)	assigned conventional learning resources. Prior to this, students are expected to consult with the course instructor for proper guidance in the preparation of lesson plan and learning resource. Students will integrate an existing learning resource and design/ create an original one that they will demonstrate in class.		
Week 15-17	a. Select, design and create conventional learning materials designed to enhance teaching-learning b. Showcase the appropriate use of different learning resources through a teaching demonstration	4.5.1 [C] 5.1.1 [D]	Digital and Conventional Learning Materials to Enhance Teaching-Learning B. Conventional Learning Resources 1. Manipulatives (realia and models or mock-ups) 2. Printed materials (handouts, study guides, flashcards, big books) 3. Charts/ graphs and posters 4. Wall display	<ul style="list-style-type: none"> • <i>Student-led discussion:</i> The class will conduct group research on conventional materials identified as appropriate and feasible in a given teaching-learning context. They will create a handout that contains the essential information about the assigned learning resource. • <i>Microteaching:</i> This activity, done either individually or in team, highlights the use of assigned conventional learning resources. Prior to this, students are expected to consult with the course instructor for proper guidance in the preparation of lesson plan and learning resource. Students will 	<ul style="list-style-type: none"> • <i>Rubrics for Student-led Discussion and Demonstration Teaching:</i> The teacher will use these rubrics together with student/s who sit as co-critic/s will give feedback (peer assessment) to the student-led discussion and demonstration teaching conducted. 	4.5.1 5.1.1

				integrate an existing learning resource and design/ create an original one that they will demonstrate in class.		
Week 18	a. Synthesize what they learned from the course through the portfolio	1.1.1 4.1.1 4.5.1 5.1.1 1.3.1 [A,B,C, D,E]	Course Synthesis and Finalization of Portdolio	<ul style="list-style-type: none"> The class may not meet face-to-face anymore. This week may be devoted for consultation and polishing of portfolio. 	<ul style="list-style-type: none"> Rubric for Portfolio: A teacher-made rubric will be used in assessing the portfolio. 	1.1.1 4.1.1 4.5.1 5.1.1 1.3.1

Suggested List of References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 74, s. 2017 p. 4):			
<p>6.3.d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching</p> <p>6.3.e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Research in Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This is a practicum research course that introduces the fundamentals of research and understanding of research-based knowledge and principles of teaching and learning. It will also provide prospective elementary teachers with an avenue to conduct applied or action research on significant problems in their own classrooms/ schools that will provide empirical bases and research-based knowledge to improve teaching and learning and make curricular as well as instructional decisions both school-wide and at the classroom level.</p>	<p>BTIs covered</p> <p>1.1.1, 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers will be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of research and how it can inform classroom decisions and practices B. demonstrate understanding of research-based knowledge and principles of teaching and learning and C. apply the ability to use research as part of personal professional development and reflective practice. 	<p>BTIs covered</p> <p>1.1.1 1.2.1 7.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	a. Explicate the nature of research as a scientific inquiry aimed at providing basis for informed classroom decisions b. Review the fundamentals of research	[A] 1.1.1 [A] 1.1.1	The Scientific Approach in Education	<ul style="list-style-type: none"> Group work: preparing a concept/semantic map of the nature and fundamentals of research and how it informs classroom decisions 	<ul style="list-style-type: none"> Group presentation of the concept/semantic map 	[A] 1.1.1
Week 2	a. Compare and contrast the major characteristics of quantitative and qualitative research designs	[A] 1.1.1	Research Approaches: Qualitative vs Quantitative	<ul style="list-style-type: none"> Dyad work: reading sample articles for each type of research approaches, preparing a comparative matrix of the characteristics of the two based on the articles provided, and sharing in the class discussion their observations. 	<ul style="list-style-type: none"> Short Quiz/ Making a Venn diagram for comparing and contrasting qualitative and quantitative research approaches 	[A] , 1.1.1
Week 3-4	a. Identify a research problem b. Develop potential questions related to the selected research topic c. Evaluate the plausibility of the questions d. Articulate the significance of the study	[A] 1.1.1	Typical Stages of a Research Study, Selecting a Research Problem, Articulating the Research Questions, and Underscoring Significance of Study: Focus on Action Research	<ul style="list-style-type: none"> Group work: identifying an educational problem and formulate a research problem, 2 potential research questions, and significance of the study. 	<ul style="list-style-type: none"> Discussion of output (i.e., research problem, research questions, significance of the study) 	[A] 1.1.1
Week 5-6	a. Evaluate the sources for review b. Prepare an annotated bibliography c. Document sources properly using APA citation style	[A, B] 1.1.1, 1.2.1	Reviewing and Evaluating the Literature, Avoiding Plagiarism, APA Citation Style	<ul style="list-style-type: none"> Library work, seatwork and board work on APA Style 	<ul style="list-style-type: none"> Writing an annotated bibliography, List of References following APA format 	[A, B] 1.1.1, 1.2.1

Week 7-8	a. Provide a summary of the reviewed literature based on the annotated bibliography b. Conduct a peer evaluation of a classmate's work	[A, B] 1.1.1, 1.2.1	Writing and Organizing the Review of Literature	<ul style="list-style-type: none"> Writing the related literature review inside the classroom 	<ul style="list-style-type: none"> Peer evaluation of the writing output in terms of achieving its purpose, coherence, and adherence to APA citation standards 	[A, B] 1.1.1, 1.2.1
Week 9	a. Elucidate on how theories explain the phenomena being explored b. Cite a theoretical and a practical question that educational researchers ask c. Identify appropriate tools for gathering research data	[A] 1.1.1 [B] 1.1.1 [A] 1.1.1	The role of theory in research Tools of Research: Tests, Measures of Personality, Surveys, Observations	<ul style="list-style-type: none"> Lecture, class discussion, group discussion 	<ul style="list-style-type: none"> Ex Theory identification and justification (Short quiz) Tool Identification and Rationalization (Short quiz) 	[A] 1.1.1 [B] 1.1.1 [A] 1.1.1
Week 10	a. Develop a survey questionnaire	[A, C] 1.1.1, 7.4.1	Constructing the survey instruments	<ul style="list-style-type: none"> Lecture, Dyadic Task on Instrument development, pilot testing of research instrument 	<ul style="list-style-type: none"> Constructed survey questionnaire 	[A, C] 1.1.1, 7.4.1
Week 11	a. Provide an example for each type of hypotheses, namely research hypothesis, null hypothesis, and alternative hypothesis b. Discuss a classroom example of testing a hypothesis. c. Elucidate the concept of sampling and sampling error	[A, C] 1.1.1, 7.4.1 [A, C] 1.1.1, 7.4.1 [A] 1.1.1	Quantitative Research Designs: Hypothesis testing, validity Quantitative Research Designs: Sampling Techniques	<ul style="list-style-type: none"> Lecture, exercises, class discussion 	<ul style="list-style-type: none"> Accomplishing worksheets on hypothesis formulation Short quiz on sampling techniques 	[A, C] 1.1.1, 7.4.1 [A, C] 1.1.1, 7.4.1 [A] 1.1.1
Week 12	a. Identify the statistical test/s appropriate for a research question	[A, C] 1.1.1, 7.4.1	Quantitative Research Designs: Correlation, t-tests, Chi-Square Tests of Significance, Analysis of Variance	<ul style="list-style-type: none"> Lecture, article analysis 	<ul style="list-style-type: none"> Writing a Statistical Analysis Plan 	[A, C] 1.1.1, 7.4.1

Week 13	a. Determine the appropriateness of a qualitative research design in relation to a research problem	[A, B] 1.1.1, 1.2.1	Qualitative Research Designs: Grounded Theory, Ethnography, Case Study	<ul style="list-style-type: none"> Lecture, article analysis 	<ul style="list-style-type: none"> Short quiz on qualitative research designs 	[A, B] 1.1.1, 1.2.1
Week 14	b. Analyze qualitative data using Creswell's (2014) model	[A, C] 1.1.1	Analyzing and Reporting Qualitative Research	<ul style="list-style-type: none"> Lecture, data analysis exercises 	<ul style="list-style-type: none"> Data analysis report in tabular form 	[A, C] 1.1.1
Week 15-18	a. Explain the nature and process of action research b. Write and present research report	[A] 1.1.1 [A, B, C] 1.1.1, 1.2.1, 7.4.1	Action Research: Its nature, process, data collection and analysis Writing the Final Report: IMRD format 1. Swales' CARS Model for Introduction 2. Generic structures of other sections	<ul style="list-style-type: none"> Lecture - writeshop Writing and critiquing of the written research report 	<ul style="list-style-type: none"> Writing Action Research Plan Completed research report in IMRD format 	[A] 1.1.1 [A, B, C] 1.1.1, 1.2.1, 7.4.1

Suggested List of References

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- Baumfield, V., Hall, E., & Wall, K. (2013). *Action research in education: Learning through practitioner enquiry*. SAGE Publications Ltd
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: SAGE Publication.
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