

**K to 12 BASIC EDUCATION CURRICULUM**  
**BAITANG 2**

**Pamantayang Pagkatuto:** Naipamamalas ang kamalayan, pag-unawa at pagpapahalaga sa kahulugan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago, interakyon, pagkakaunod-aurod ng pangyayari, mga simpleng konseptong heograpikal tulad ng lokasyon at pinagkukunang yaman at bukal ng yamang lapi, at konsepto ng mga sakal ng kasaysayan tulad ng tradisyong oral at mga bakas ng kasaysayan.

| <b>KILALAMAN</b><br>( <i>Content</i> )      | <b>PAMANTAYANG</b><br><b>PANGKILALAMAN</b><br>( <i>Content Standard</i> )                         | <b>PAMANTAYAN</b><br><b>SA PAGGANAP</b><br>( <i>Performance Standard</i> )   | <b>PAMANTAYAN SA PAGKATUTO</b><br>( <i>Learning Competencies</i> )  | <b>CODE</b> | <b>LEARNING</b><br><b>MATERIALS</b> |
|---|---|--|---|-------------|-------------------------------------|
| <b>UNANG MARKAHAN - Ang Aking Komunidad</b> |   |  |   |             |                                     |
| <b>A. Pagkilala sa Komunidad</b>            | Ang Mag-aaral ay...<br><br>naipamamalas ang pag-unawa sa kahulagahan ng kinabibilangang komunidad | Ang Mag-aaral ay...<br><br>malikhaing nakapagpapahalagang/ nakapagsasalathin ng kahulagahan ng kinabibilangang komunidad | 1. Naunawaan ang konsepto ng "komunidad"<br>1.1 Nasasabi ang payak na kahulugan ng "komunidad"<br>1.2 Nasasabi ang mga halimbawa ng "komunidad"   | AP2KOM-1a-1 |                                     |
|   |   |  | 2. Napaliwanag ang kahulagahan ng "komunidad"   | AP2KOM-1b-2 |                                     |
|   |   |  | 3. Natutukoy ang mga bumubuo ng komunidad:<br>3.1 Mga tao: mga lalaki, mga babae, mga pamilya o mag-aanak<br>3.2 Mga institusyon: paaralan, mga sentrong pamahalaan o nagbibigay serbisyo, sentrong pangkalusugan, pamilihan, simbahan o mosque at iba pang pinagtatipunan ng mga larapi ng ibang relihiyon | AP2KOM-1b-3 |                                     |
|   |   |  | 4. Nauugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya   | AP2KOM-1c-4 |                                     |
| <b>B. Ang Aking Komunidad</b>               |   |  | 5. Nasasabi na ang bawat bata ay may kinabibilangang komunidad  | AP2KOM-1c-5 |                                     |
|   |   |  | 6. Nasasabi ang batayang  | AP2KOM-1d-6 |                                     |

# K To 12 Curriculum Guide Araling Panlipunan

**Azmil Tayeb, Rosalie Metro, Will Brehm**

## **K To 12 Curriculum Guide Araling Panlipunan:**

Educating for the 21st Century Suzanne Choo, Deb Sawch, Alison Villanueva, Ruth Vinz, 2016-10-20 All over the world governments policymakers and educators are advocating the need to educate students for the 21st first century This book provides insights into what this means and the ways 21st century education is theorized and implemented in practice The first part Perspectives Mapping our futures in the making uncovers the contradictions tensions and processes that shape 21st century education discourses The second part Policies Constructing the future through policymaking discusses how 21st century education is translated into policies and the resulting tensions that emerge from top down state sanctioned policies and bottom up initiatives The third part Practices Enacting the Future in Local Contexts discusses on the ground initiatives that schools in various countries around the world enact to educate their students for the 21st century This volume includes contributions from leading scholars in the field as well as educators from schools and those working with schools

*Education and Power in Contemporary Southeast Asia* Azmil Tayeb, Rosalie Metro, Will Brehm, 2023-07-18 This book focuses on education and power in Southeast Asia and analyzes the ways in which education has been instrumentalized by state non state and private actors across this diverse region The book looks at how countries in Southeast Asia respond to the endogenous and exogenous influences in shaping their education systems Chapters observe and study the interplay between education and power in Southeast Asia which offers varying political social cultural religious and economic diversities The political systems in Southeast Asia range from near consolidated democracy in Indonesia to illiberal democracy in Singapore and Thailand to the communist regime in Laos to absolute monarchy in Brunei Structured in three parts i centralization and decentralization ii privatization and marketization and iii equity and justice these themes are discussed in single country and or multi country studies in the Southeast Asian region Bringing together scholars from and focused on Southeast Asia this book fills a gap in the literature on education in Southeast Asia *Resources in Education*, 1997-07 **International**

**Journal of Educational Management and Development Studies** Patricia Sonia Elardo-Zabala, Maricon V.

Estrellado, Mercedita H. Silva, Chrizza Kaye R. Sotomayor, Joseph Jay U. Aureada, Jupeth Toriano Pentang, Edilberto A.

Magsino Jr., 2021-06-30 International Journal of Educational Management and Development Studies IJEMDS is an open access refereed journal focused on educational leadership educational management teaching and learning across all disciplines and levels internationalization of education transnational education and societal issues on educational development The field of education has been continuously evolving as influenced by its nature and the societal factors As the journal celebrates the very dynamic and complex nature of education it provides educators and researchers a platform for their research findings This allows researchers to apply multiple designs to describe analyze and evaluate the history current issues and the future direction of education in regional and international contexts *Learning Leadership* Kathy P.

Kretman, 1996-01-01 *Learning for Longer Life* Donna P. Couper, Fran Pratt, 1999

**Planning a Social Studies**

**Program** James Edwin Davis,1983      **Curriculum Guide K-5 Social Studies** Oshkosh Area School District (Oshkosh, Wis.). K-12 Social Studies Curriculum Committee,1994      Parallel Curriculum Units for Social Studies, Grades 6-12 Jeanne H. Purcell,Jann H. Leppien,2009-10-29 Covering history geography and sociology these sample lessons and units show how to use the Parallel Curriculum Model to provide rigorous learning opportunities for students in social studies      **Beyond Heroes and Holidays** Enid Lee,Deborah Menkart,Margo Okazawa-Rey,2002 Interdisciplinary manual analyzes the roots of racism through lessons and readings by numerous educators Issues such as tracking parent school relations and language policies are addressed along with readings and lessons for pre and in service staff development All levels      *National Standards for History for Grades K-4* National Center for History in the Schools (U.S.),Charlotte Antoinette Crabtree,Gary B. Nash,1994 Developed through a broad based national consensus building process the national history standards project has involved working toward agreement both on the larger purposes of history in the school curriculum and on the more specific history understandings and thinking processes all students should have equal opportunity to acquire over 12 years of precollegiate education Divided into 3 chapters this document presents the national standards developed for grades K 4 The first chapter is on developing standards in history for students in grades K 4 It discusses the significance of history for the educated citizen definition of standards basic principles in development of standards for K 4 integrating historical thinking and historical understandings in standards for grades K 4 and questions concerning these standards Policy issues discussed are 1 ensuring equity for all students 2 providing adequate instructional time for history and 3 linking history to related studies in geography civics literature and the arts in an integrated or interdisciplinary curriculum for grades K 4 The second chapter presents an overview of standards in historical thinking including chronological thinking historical comprehension historical analysis and interpretation historical research capabilities and historical issues analysis and decision making Chapter 3 surveys eight standards organized under four topics 1 living and working together in families and communities now and long ago 2 the history of students own state or region 3 U S history democratic principles and values people from many cultures who contributed to U S cultural economic and political heritage and 4 history of peoples of many cultures around the world An appendix lists contributors and participating organizations DK      **The Changing History-social Science Curriculum** Diane Ravitch,1990 The lack of U S students knowledge of history and geography has been portrayed on television and in the newspapers as a national problem California s public schools are taking significant steps to ensure that all students have a well developed understanding of their society and the world This guide for parents answers some of the most commonly asked questions about the 1987 California History Social Science Framework for K 12 and suggests concrete ways in which parents can help their children succeed in school A literature list for parents and children K 12 is included DB      **Technology in the Curriculum** California. Department of Education,1986      Guidance: K-12. V. 1-2 New Castle County Board of Education. Division of Curriculum and Instruction,1978      Handbook on Teaching Social Issues

Ronald W. Evans, 2021-05-01 The Handbook on Teaching Social Issues 2nd edition provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education. Issues centered social studies is an approach to teaching history government geography economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in depth to increase social understanding active participation and social progress. Questions or issues may address problems of the past present or future and involve disagreement over facts definitions values and beliefs arising in the study of any of the social studies disciplines or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools.

**ENDORSEMENTS** At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines. Joel Westheimer, University Research Chair in Democracy and Education, University of Ottawa. The Handbook on Teaching Social Issues 2nd edition is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating. Diana Hess, Dean, UW Madison School of Education. Karen A. Falk, Distinguished Chair of Education Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum, social inquiry for democratic life. The authors provide conceptual frames, classroom strategies, and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth. William Gaudelli, Dean and Professor, Lehigh University. This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place

that serves us all Gloria Ladson Billings Professor Emerita Department of Curriculum I am excited to use the 2nd edition with my teacher education students LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director CARTER Center for K 12 Black history education University of Missouri Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues The Handbook on Teaching Social Issues 2nd edition articulates the historical definitional and conceptual foundations of social issues education It offers clear presentations of general guidelines for unit planning discussion methods and assessment It identifies specific teaching strategies resources and sample lessons for investigating a range of persistent and contemporary social issues on the elementary middle and secondary levels through the social studies disciplines Updated with perspectives on education for social justice that have emerged since the first edition this edition effectively situates social issues education in the contemporary sociopolitical milieu The Handbook on Teaching Social Issues is a timely accessible and practical guide to involving students in a vital facet of citizenship in a democracy William G Wraga Professor Dean s Office Mary Frances Early College of Education University of Georgia The Handbook on Teaching Social Issues 2nd edition is a long awaited welcome and timely volume It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years given the growth of social issues scholarship showcased in this new edition Notable is the re framing and presentation here of scholarship through a social justice lens I appreciate the offering of unique tools on an array of specific critical topics that fill gaps in our pedagogical content knowledge This volume will sit right alongside my dog eared 1996 edition and fortify many methods courses theses and dissertations to come Sincere thanks to the editor and authors for what I am certain will be an enduring catalyzing contribution Nancy C Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire Helping students understand how to investigate and take action against problems is essential to developing a better world The articles in this handbook provide explanations and reasonings behind issues centered education as well as strategies to employ at every age level of learning I look forward to using this edition with the K 12 social studies teachers in my district in order to better prepare our students for future learning and living Kelli Hutt Social Studies Curriculum Facilitator Dallas Center Grimes CSD Grimes Iowa Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996 During the last few years social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology economics geography government history sociology and psychology in order for students to make sense of the world around them and develop their own voices This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in

depth in order to increase social understanding and active participation toward social progress This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades the inclusion of issues pertaining to human rights genocide and sustainability to be addressed in the secondary grades and addressing issues related to disabilities Mark Previte Associate Professor of Secondary Education University of Pittsburgh Johnstown Chair NCSS Issues Centered Education Community

**Social Studies Education Projects** Thomas L. Groom, Association for Supervision and Curriculum Development, 1971

**Ecosystem Matters** Mary Adams, 1995-10 A curriculum for young people grades K 3 to K 12 to help them understand relate to each other to earth s natural resources This guide takes an ecological approach to protection restoration care use of natural resources encourages social behavior that translates into socially culturally economically stronger communities The curriculum contains lessons activities role playing other games notes for the teacher Contains illustrations an Ecosystem Matters Glossary

TeachERIC Resource Series (1980), 1980

This booklet part of the TeachERIC Resource Series is an annotated bibliography of elementary and secondary social studies curriculum guides available through the ERIC system One purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them Curriculum guides are defined as course outlines and syllabi There are three major sections to the booklet section one cites K 12 guides section two lists K 6 guides and the third section cites guides for grades 7 12 A variety of topics are treated These include aging the energy crisis how to develop learning activity packets in social studies legal education consumer education curriculum development goals and objectives textbook selection and program improvement Author RM

**Fieldwork in the Geography Curriculum** Gwenda A. Rice, Theresa Louise Bulman, 2001

Fieldwork provides an opportunity to reinforce previous class based learning and presents students with an opportunity to encounter new ideas and practice new skills In the K 12 classroom however the rhetoric reality gap between the declared need for fieldwork and doing fieldwork is striking This project seeks to narrow the gap between rhetoric and reality by providing K 12 teachers with guidelines for integrating fieldwork into the geography curriculum The emphasis throughout the project is on strategies that are local small scale easy to implement and inexpensive The project framework is comprised of three interlinked approaches observation investigation and inquiry These approaches represent a progression in skills from activities that are teacher directed qualitative and prescriptive to those that are more student directed interactive and open ended The guide includes thirteen step by step examples of fieldwork activities addressing the National Geography Standards and the Advanced Placement Human Geography Course in both physical and human geography for grades K 12 and the university level It provides checklists for pre field planning reconnaissance of the site preparation and training data collection and evaluation of the findings The project guide is divided into the following chapters 1 Fieldwork in the Geography Curriculum Filling the Rhetoric Reality Gap 2 Survey of the Literature on How Fieldwork Affects Learning 3 Designing Planning and Implementing Fieldwork and 4 Examples of Fieldwork Contains extensive references as well as many

tables figures cartoons and photographs BT      Rigor in the K-5 Math and Science Classroom Barbara R. Blackburn, Abbigail Armstrong, 2019-12-05 Learn how to incorporate rigorous activities in your math or science classroom and help students reach higher levels of learning Expert educators and consultants Barbara R Blackburn and Abbigail Armstrong offer a practical framework for understanding rigor and provide specialized examples for elementary math and science teachers Topics covered include Creating a rigorous environment High expectations Support and scaffolding Demonstration of learning Assessing student progress Collaborating with colleagues The book comes with classroom ready tools offered in the book and as free eResources on our website at [www.routledge.com](http://www.routledge.com) 9780367343194



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