The K-12 Curriculum and the Challenges to Physics Instruction in the Philippines

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There is major change in the basic education in the Philippines. The Department of Education is implementing the new K-12 basic education curriculum. The K-12 Program includes six years of primary education starting with kindergarten, four years of junior high school and two years of senior high school [1]. In June 2012, students who entered the first grade of elementary school and those who enrolled the first year of high school will follow the new K-12 curriculum [2]. In the science curriculum, what used to be separate science subjects - earth sciences, chemistry, physics and life science are integrated from grades 7 to 10 and presented in spiral progression [3]. This new curriculum has significant implications on the teaching of science, in general and physics, in particular. This paper discusses the effects on a) the capability of the current batch of teachers to effectively teach all science subjects: earth sciences, chemistry, physics and life sciences, b) the capability of the science teachers to implement a new paradigm of teaching through the use of constructivism and the active learning approach and c) the availability of teaching materials for the prescribed activity-based science instruction.

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