LOCAL HISTORY ON K-12 CURRICULUM PROGRAM

by:
Jane L. Mason
Master Teacher I, Limay Elementary School

The K-12 program is now on its eighth year of implementation, critics are busy seeing the half empty cup and keep on denying the other half full. Many things have been said about the weaknesses of this curriculum but too little to recognize the positive side brought about by the changes which in turn will benefit our younger generation.

Let us focus on one of K-12’s point, the teaching of our local history to grade three pupils. The spiral approach of our present curriculum is undeniably a redeeming factor to the diminishing nationalism of our citizenry. The first grader has the family as the core subject matter. The grade two has the community and the grade three who in turn studies first the local history.

For twenty years of teaching in the elementary, I could say that the chronological order of our subject in social studies is a sure formula for our learners to develop the love for our culture and history. There is a be better recognition of our local events and venue to unfold such information. The appreciation of our national history and heritage become easier and more meaningful for learners because local history can be used as introduction to the greatness of our nation using their own stories. As IBON foundation claimed that a sure way to catch the attention of our students is to retell their own stories. Their stories of courage, cooperation and resiliency of people and places are not estranged to them.

References:

Araling Panlipunan (Social Studies) in the Philippine Makabayan Learning Area: Problems and prospects in articulating social studies as a discipline Retrieved January 31, 2021 from https://www.academia.edu/39098924/Araling_Panlipunan_Social_Studies_in_the_Philippine_Makabayan_Learning_Area_Problems_and_prospects_in_articulating_social_studies_as_a_discipline