SOCIAL STUDIES TEACHERS’ TENDENCY TO SHOW WORLD HISTORY WITHIN THE NEW K TO 12 – JUNIOR HIGH SCHOOL SCHOOL CURRICULUM WITHIN THE PHILIPPINES

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The contemporary social studies curriculum has its roots within the progressive education movement of the primary twentieth century. With its emphasis on the character of the individual learner and on the strategy of learning itself, the movement challenged the assumptions of subject-centered curricula.

To attest to the current nobility, teaching isn't viewed as a mediocre profession, because the success of our human capital depends thereon. Thus, teaching must be seen as endless learning process (Stockard, 2001) so on strengthen its nobility. It can propel the need for a unbroken chase professional development through vertically-articulated advanced studies (Inocian & Hermosa, 2014) and regular trainings courses, for the enhancement of an efficient career path in teaching. This pursuit fortifies the adage that teaching efficacy can change the planet.

To Stockard (2001), “teachers must remain knowledgeable and learner-centered in adjusting demographic patterns of the state and thus the accompanying changes of student characteristics”. Their expertise isn't only confined to the mastery of content alone; but this includes their wider understanding of social issues, the changing mobility of the state and thus the students’ profile, consisting of: learning styles, socio-economic background, and family and cultural orientations which are necessary in molding young citizens that the worldwide community needs within the long run.
Ogena (2012) crystallizes the achievement of a sturdy nation that catapults to

global recognition through this formula: teacher education + quality nation + respect for

people = strong nation, so on bring new developments to a world standard for excellence-
a new paradigm of ‘globalization’ that works. However, the achievement of this teaching
efficacy within the K to 12 are visiting be supported with proper rules for implementation.

Thus, the curriculum shall be flexible enough to enable and permit schools to

localize, indigenize, and enhance the curriculum supported their respective educational

and social contexts.” These provisions challenge the creativity of the social studies
teachers to point world history with what's known locally within the communities, with

which the scholars are familiar to construct meanings of information and ideas, (to

connect these to a worldwide view) in an exceedingly specific lesson selection. Teaching
differentiation in step with content, process and products is realigned with various

learning styles, interests, and cultural orientations of the scholars (Tomlinson, 2001), so

on produce wider areas.

Social studies education will still evolve because it's plagued by events and trends

within the Philippines. These include the globalization of the media and also the

economy, advancements in technology, shifts in schools and college demographics,
teacher accreditation standards and student testing mandates. These forces will certainly

impact ideological perspectives and influence the direction of the social studies within

the long run.

However, the achievement of this teaching efficacy within the K to 12 are

often supported with proper rules for implementation.

References:

http://worldhistoryconnected.press.illinois.edu/cgi-bin/printpage.cgi

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