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Republic of the Philippines

CAMARINES NORTE STATE COLLEGE

F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte – 4600, Philippines

FS 1
FIELD STUDY

OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

BSED

FS 1

Observations of Teaching-Learning in Actual School Environment



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Episode 8 Close Encounter with the School Curriculum

Close Encounter with School Curriculum



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Episode 8 Close Encounter with the School Curriculum



SPARK Your Interest

Formal education begins in school. Schools are institutions established to design total learning activities appropriate for each learner in each grade level. Thus, schools have recommended curriculum which is the enhanced K to 12 curriculum. The recommended curriculum was translated into written curriculum like books, modules, teachers' guides, and lesson plans which are the basis of the taught curriculum. A teacher who implements the curricula needs support materials (support curriculum) to enhance teaching and learning so that the written and the taught curricula can be assessed (assessed curriculum) to determine if learning took place learned curriculum). However, there are so many activities that happen in schools but are not deliberately planned. This refers to the hidden curriculum.

A classroom teacher plans, implements, and evaluates school learning activities by preparing a minuscule curriculum called a lesson plan or a learning plan. The teacher then puts life to a lesson plan by using it as a guide in the teaching-learning process where different strategies can be used to achieve the learning objectives or outcomes. There are many styles of writing a lesson plan, but the necessary parts or elements such as (a) Learning Outcomes (b) Subject Matter (c) Teaching -Learning Strategies, and (d) Evaluation or Assessment should always be included.

All of these elements should be aligned so that at the end of the teaching-learning episode, learning will be achieved with the classroom teacher as a guide.



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- identify the different curricula that prevail in the school setting;
- describe how the teacher manages the school curriculum by planning, implementing lessons through different strategies and assessment of learning outcomes; and
- analyze if the teacher aligns the objectives to subject matter, to teaching strategies and assessment.



REVISIT the Learning Essentials

School Curriculum: What is this about?

From a broad perspective, curriculum is defined as the total learning process and outcomes as in lifelong learning. However, school curriculum in this course limits such definition of total learning outcomes to confine to a specific learning space called school. Schools are formal institutions of learning where the two major stakeholders are the learners and the teachers.

Basic education in the Philippines is under the Department of Education or DepEd and the recommended curriculum is the K-12 or Enhanced Basic Education Curricula of 2013. All basic education schools offering kindergarten (K) elementary (Grades 1 to 6) and Secondary (Grades 7-10, Junior High School and Grades 11 to 12, Senior High School) adhere to this national curriculum as a guide in the implementation of the formal education for K to 12. What are the salient features of the K to 12 Curriculum? Here are the features. It is a curriculum that:

1. strengthens the early childhood education with the use of the mother tongue.
2. makes the curriculum relevant to the learners. The use of contextualized lessons and addition of issues like disaster preparedness, climate change and information and communication technology (ICT) are included in the curriculum. Thus, in-depth knowledge, skills and values, attitude through continuity and consistency across every level and subject.
3. builds skills in literacy. With the use of Mother Tongue as the main language in studying and learning tools from K to Grade 3, learners will become ready for higher level skills.



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FS1
FIELD STUDY

OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

4. ensures unified and seamless learning. The curriculum is designed in a spiral progression where the students learn first the basic concepts, while they study the complex ones in the next grade level. The progression of topics matches with the developmental and cognitive skills. This process strengthens mastery and retention.
5. gears up for the future. It is expected that those who finish basic education in Grade 12 will be ready for college or tech voc careers. Their choice of careers will be defined when they go to Grades 11 and 12.
6. nurtures a fully developed youth. Beyond the K to 12 graduate, the learner will be ready to embark on different career paths for a lifetime. You will recall that a school curriculum is of many types for the Kindergarten to Grade 12 in the country.
 - The enhanced curriculum K to 12 curriculum is the Recommended Curriculum. It is to be used nationwide as mandated by Republic Act 10533.
 - When the curriculum writers began to write the content and competency standards of the K to 12 Curriculum it became a Written Curriculum. It reflects the substance of RA 10533 or the Enhanced Basic Education Act of 2013. In the teacher's class, it is the lesson plan. A lesson plan is a minuscule written curriculum in minuscule.
 - What has been written in a lesson plan has to be implemented. It is putting life into the written curriculum, which is referred to as the Taught Curriculum. The guidance of the teacher is very crucial.
 - A curriculum that has been planned, and taught needs materials, objects, gadgets, a laboratory, and many more that will help the teacher implement the curriculum. This is referred to as the **Supported Curriculum**.
 - To find out if the teacher has succeeded in implementing the lesson plan, an assessment shall be made. It can be done in the middle or end of the lesson. The curriculum is now called the **Assessed Curriculum**.
 - The result of the assessment when successful is termed a **Learned Curriculum**. Learned Curriculum whether small or big indicates accomplishment of learning outcomes.



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

- However, there are unplanned curricula in schools. These are not written, nor deliberately taught but they influence learning. These include peer influence, the media, the school environment, the culture and tradition, natural calamities, and many more. This curriculum is called **Hidden Curriculum or Implicit Curriculum**.

So what will be the roles and responsibilities of the teacher about the school curriculum, specifically in the K to 12 or the enhanced curriculum for basic education?

Teachers then should be multi-talented professionals who:

- Know and understand the curriculum as enumerated above;
- Write the curriculum to be taught;
- Plan the curriculum to be implemented;
- Initiate the curriculum which is being introduced;
- Innovate the curriculum to make it current and updated;
- implement the curriculum that has been written and planned; and
- Evaluate the written, planned, and learned curriculum.



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum



OBSERVE, ANALYZE, REFLECT

Activity 8.1

Curricula in the School Setting

It's time to look around. Discover what curriculum is operating in the school setting. Recall the types of curriculum mentioned earlier. Can you spot where these are found? Let's do a hunting game!



OBSERVE

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI Signature:

School: CNSC College of Education Laboratory School

Grade/Year Level : Grade 9 Subject Area : Sciences Date: 9/22/25

1. Locate where you can find the following curriculum in the school setting. Secure a copy, make observations of the process and record your information in the matrix below. Describe your observations.

Type of Curriculum	Where Found	Description
1. Recommend Curriculum (K to 12 Guidelines)	+ DepEd official website	These are the suggested framework or guidelines by educational authorities (e.g., CHED, DepEd, and other authorities). It outlines what the school or the teacher should teach the student from Basic education to High school.



FS1

FIELD STUDY

OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

2. Written Curriculum (Teacher's Lesson Plan)	<ul style="list-style-type: none"> + With the teacher lesson plan and daily lesson log 	These are the crafted lesson plan, activities, and instructional materials by the teacher, highlighting the objective and tasks students will learn in class.
3. Taught Curriculum (Teaching Learning Process)	<ul style="list-style-type: none"> + Classroom 	What teachers actual implementation and delivery of lesson, it often showcase the pedagogical and teaching strategies of the teacher.
4. Supported Curriculum (Subject Textbook)	<ul style="list-style-type: none"> + School library and classroom + REX textbook 	This refers to the learning resources such as printed and non-printed materials, visual aids, equipment, facilities, and even teacher training needed in order to support both teaching and learning process.
5. Assessed Curriculum (Assessment Process)	<ul style="list-style-type: none"> + Classroom + E-class records 	This is how the teacher test and measure of what the student actually learned. Focusing on important competencies that student are expected to master.
6. Learning Curriculum (Achieved Learning Outcomes)	<ul style="list-style-type: none"> + School + students notebooks + report card + Test paper + portfolio 	Reveals whether the student successful in attaining the curriculum. These learning encapsulate the skills and knowledge the student gained through instruction, practice, and experience.
7. Hidden Curriculum (Media)	<ul style="list-style-type: none"> + School or classroom environment + Media 	These are the implicit and not formally learn from the school environment such as values but could be a product of schooling.



FS1

FIELD STUDY



ANALYZE

OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

- Which of the seven types of curriculum in the school setting is easy to find? Why?

Among the seven types of curriculum, the most basic to find in the school setting is the written curriculum because these are things the teacher prepared and utilizes in facilitating the class lesson, like the instructional materials, lesson plans, visual materials, and activity sheets. These materials are often stored on their devices, posted in the classroom, and visible during the actual presentation.

- Which is difficult to observe? Why?

To me, the difficult to observe is the hidden curriculum because it is unspoken and to formally written in the school framework. Students learn these implicit things from the things around them like how they present themselves, behavior, how they socialize, and how they keep up with trends. Unlike other curricula, hidden curricula are learned through indirect experience, which greatly influences student development. Therefore, in order to fully understand the character and values of the student, the teacher must be mindful in approaching the student and socially aware of their emotion and way of thinking. Hence, teachers must realize the dynamic nature of hidden curriculum, where much of the development of the student happens and is often contributed outside formal lessons, and it is observed through interaction and the environment they are exposed to.

- Are these all found in the school setting? How do curricula relate to one another?

All of the seven type of curriculum are present in the school environment. They all work together to shape student's knowledge, skills, and values complementing others to create a holistic learning experiences.

- Draw a diagram to show the relationship of the curriculum to the other.

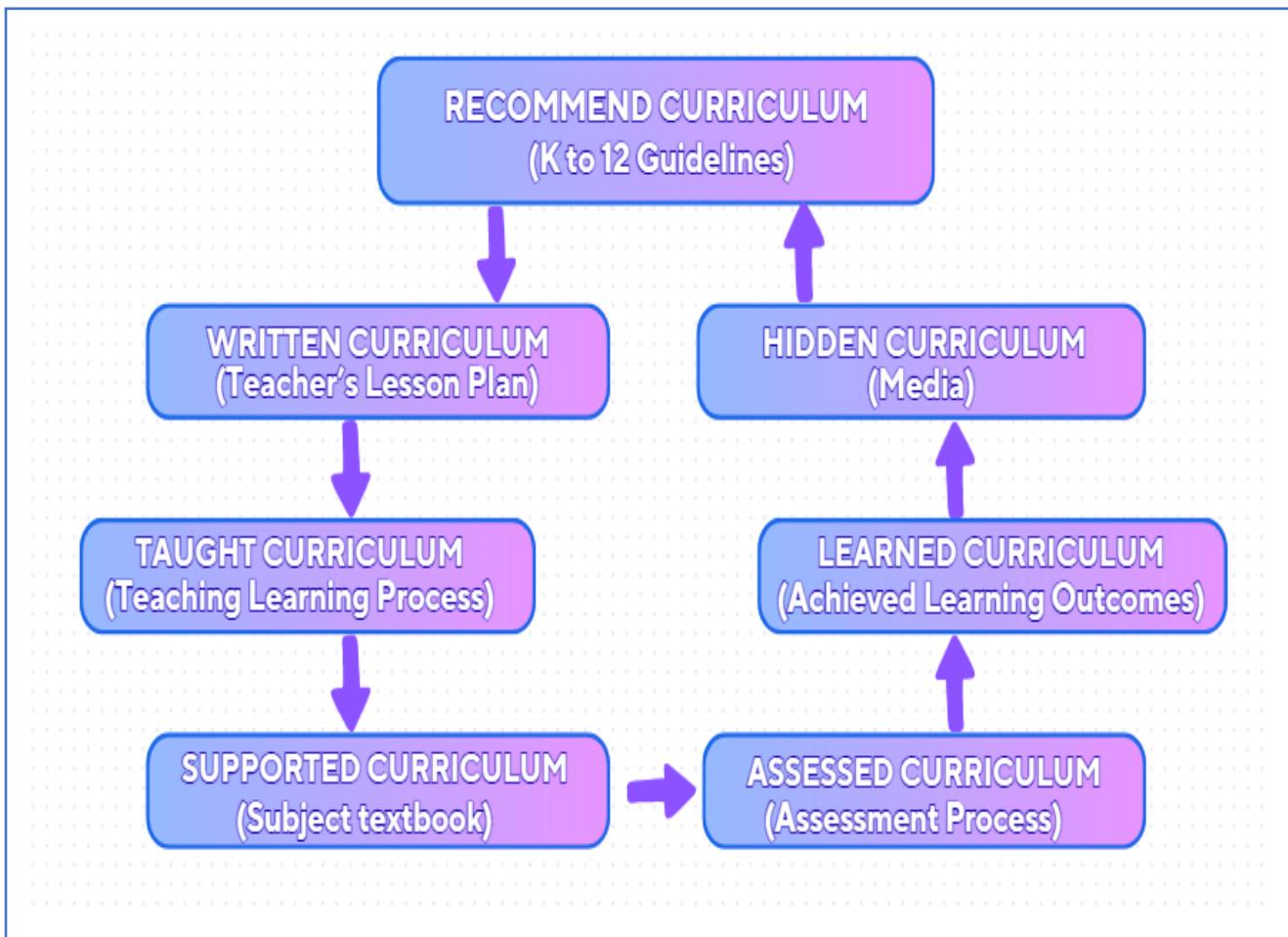


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Episode 8 Close Encounter with the School Curriculum



REFLECT

Make a reflection on the diagram that you have drawn.

The diagram I created illustrates the interconnectedness between the different layers of curriculum. At the top of the diagram is the Recommended Curriculum, which serves as the foundation of the curriculum established by educational authorities or curriculum developers. These encapsulate the guidelines of what should be taught and the intended learning outcomes. The written curriculum is



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

the documented plan or syllabus of what students are expected to learn. The teacher, highlighting important content including the learning competencies, objectives, content standards, performance standards, develops it and activities based on the DepEd framework. The supported curriculum helps teachers implement the written curriculum, which consists of relevant resources and learning materials needed to deliver the curriculum effectively. The taught curriculum is where the teacher brings the written curriculum to life. Where lessons are delivered and experienced by the students.

The learned curriculum shows how students interpret and internalize what is being taught. It also shows how student made sense of their learning and how they are going to apply it. The assessed curriculum often measures students' performance and how well they achieve the intended outcomes. The hidden curriculum, on the other hand, is the unspoken or indirect lessons learned beyond the classroom setting. This is where students immerse themselves in an environment where they socialize and learn from other. At this component, student often develop their personality, influence their values and beliefs, and their behavior. Overall, these seven types of curriculum together provide a complete picture of student learning, encompassing knowledge, skills, and personal development.



FS1
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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

Activity 8.2

The Minuscule School Curriculum: The Lesson, A Closer Look

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI Signature: 

School: CNSC College of Education Laboratory School

Grade/Year Level : Grade 9 Subject Area : Science Date: 9/22/25



OBSERVE

This activity requires a full lesson observation from Motivation to Assessment.

Procedure:

1. Secure permit to observe one complete lesson in a particular subject, in a particular grade/year level.
2. Keep a close watch on the different components of the minuscule curriculum: the lesson
3. Follow the three major components of a curriculum (Planning, Implementing, and Evaluating/ Assessing). Observe and record your observation.

Observe and Record Observations on the Following Aspects

Major Curriculum Components	Key Guide for Observation (Carefully look for the indicators/behavior of the teacher along the key points. Write your observation and description in your notebook.)
A. Planning	Borrow the teacher's lesson plan for the day. What major parts do you see? Request a copy for your use. Answer the following questions: a. What are the lesson objectives/learning outcomes?



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

	<p>At the end of the lesson, the students can:</p> <ol style="list-style-type: none">1. Tell the definition of geologic time2. Analyze the geologic time scale3. Explain the creation of the geologic time scale4. Describe and identify the subdivisions of the geologic time scale5. Appreciate the immensity of the geologic time and recognize that the Earth has a very long history <p>b. What are included in the subject matter?</p> <p><u>The subject matter includes the definition of geologic time, the geologic time scale, and its subdivisions such as the Precambrian, Paleozoic, Mesozoic, and Cenozoic eras.</u></p> <p>c. What procedure or method will the teacher use to Implement the plan?</p> <p><u>The teacher will use the 4E instructional model—Engage, Explore, Explain, and Elaborate.</u></p> <p>d. Will the teacher assess or evaluate the lesson? How will this be done?</p> <p><u>Yes, the teacher assess the lesson through a variety of individual tasks like data tables, pie charts, brace maps, reflections, and RAFT-based creative outputs by group.</u></p>
B. Implementing	<p>Now it's time to observe how the teacher implemented the prepared lesson plan. Observe closely the procedure.</p> <p>a. How did the teacher begin the lesson?</p> <p><u>The teacher began the lesson by dividing the class into groups and facilitating a timeline rope activity, allowing students to illustrate and gauge their prior knowledge.</u></p> <p>b. What procedure or steps were followed?</p> <p><u>The teacher followed the 4E instructional model—Engage, Explore, Explain, and Elaborate.</u></p> <ul style="list-style-type: none">o <u>Engage-Timeline activity to introduce chronology.</u>o <u>Explore-Station-based group tasks with differentiated activities.</u>



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Episode 8 Close Encounter with the School Curriculum

	<ul style="list-style-type: none">○ <u>Explain-Group presentations and teacher clarification.</u>○ <u>Elaborate-RAFT-based creative projects and sales pitch preparation.</u>○ <u>Evaluate-Individual outputs like pie charts, brace maps, and reflections.</u> <p>c. How did the teacher engage the learners?</p> <p><u>Learners were engaged through a group collaboration and creative tasks, and role-based projects that allowed them to explore geologic time in personalized and imaginative ways.</u></p> <p>d. Was the teacher a guide at the side?</p> <p><u>Yes, the teacher acted as a facilitator—monitoring group work, clarifying misconceptions, and supporting students during presentations.</u></p> <p>e. Were the learners on task?/Or were they participating in the class activity?</p> <p><u>Yes, all of the learners were actively participating in all phases of the lesson and activity.</u></p> <p>f. Was the lesson finished within the class period?</p> <p><u>Yes, the lesson was completed within the allotted time as the teacher managed the activities efficiently, ensuring that discussions, group tasks, and assessments were carried out without rushing and still allowing time for synthesis and reflection.</u></p>
C. Evaluating Assessing /	Did learning occur in the lesson taught? Here you make observations to find evidence of learning. <p>a. Were the objectives as learned outcomes achieved?</p> <p><u>Yes, the objectives were achieved as the students were able to demonstrate understanding through their active participation, completion of tasks, and meaningful contributions during discussions and activities.</u></p>



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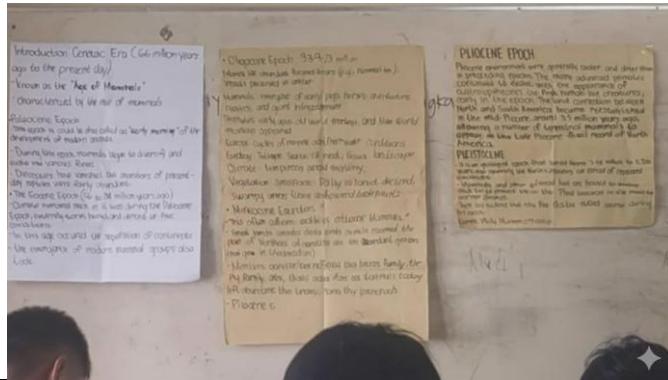
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Episode 8 Close Encounter with the School Curriculum

b. How did the teacher assess/evaluate it?

The teacher assessed learning through a combination of individual tasks (data tables, pie charts, brace maps), reflections, and group RAFT projects.

c. What evidence was shown? Get pieces of evidence.



ANALYZE

Write a paragraph based on the data you gathered using these key questions.

1) How does the teacher whom you observed compare to the ideal characteristics or competencies of global quality teachers?

The resource teacher showed relevant qualities that align with the competencies of a global quality teacher. The resource teacher were able to demonstrate his mastery of the lesson, he easily explain the lesson to the class without causing ambiguity, he also used variety of teaching strategies like as group activity.

2) Was the lesson implemented as planned? Describe.

Yes, the lesson was carried out according to the plan as the teacher smoothly integrated inquiry activities, collaborative tasks, and creative outputs that matched the intended flow of the session. The use of varied strategies kept the students engaged, encouraged them to think critically about the geologic time scale, and provided opportunities to demonstrate understanding through performance-based tasks and reflections.



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

- 3) Describe the methods used by the teacher in handling the students' differences in abilities. How did the students respond to the teacher? Did the teacher use differentiated instruction? If yes, describe how.

When it comes to handling the student's diversity the resource teacher equipped himself not only the content of the lesson but also adjusting the level of support depending on the learners needs, by being flexible and used differentiated instruction like group activity. For instance, when the teacher notice that some student are having difficulty in class, he will adjust the lesson and provide guide on hem while keeping pace with the advanced learners. In additional, the resource teacher used scaffolding. Since they used textbook from REX resources, the resource teacher find it complex for student, therefore he used this techniques, providing a manageable and step-by-step support until student were able to understand in their own way.

- 3) Can you describe the disposition of the teacher after the lesson was taught? Happy and eager? Satisfied? Disappointed and exhausted?

After the lesson was taught, the teacher appeared satisfied and fulfilled. The way he carried himself showed a sense of accomplishment, as he seemed pleased with how the students responded and participated

- 4) Can you describe the majority of students' reactions after the lesson was taught? Confused? Happy and eager? Contented? No reactions at all.

After the lesson, the majority of students showed a sense of satisfaction because they were able to actively participate and contribute to the activities. Most appeared delighted, confident, and enthusiastic, demonstrating genuine interest in what they performed and discovered during the lesson.



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum



REFLECT

Based on your observations and tasks in Activity 2 how will you prepare your lesson plan? Make a short paragraph on the topic.

When I prepare a lesson plan, I will follow a series of steps that will guide me in making the learning experience purposeful and organized. First, I will clearly define the objectives of the lesson, asking myself what I want my students to achieve by the end of the session. Next, I will reflect on the learners' needs, considering their level of understanding, prior knowledge, and different learning styles to design inclusive and effective strategies. I will then select the content and resources I will use, making sure that the materials—whether textbooks, visual aids, multimedia tools, or hands-on activities—are engaging and meaningful. I will organize the flow of the lesson by starting with an introduction or warm-up, presenting new concepts, guiding practice, and then giving students opportunities for independent work. I will also include assessments to check their understanding along the way. I will plan for differentiation by preparing supports for students who may struggle and extensions for those who are ready for more. To end the lesson, I will summarize the key points and connect them to the next topic. After teaching, I will reflect on the plan, noting what worked well and what could be improved. Through these steps, I will ensure that lesson planning remains purposeful, flexible, and cater the learning needs of the students.



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Episode 8 Close Encounter with the School Curriculum



OBSERVE, ANALYZE, REFLECT

Activity 8.3

Constructive Alignment of the Components of a Lesson Plan

Resource Teacher : Sir Kim Paolo Armin A. Torcelino VI Signature:

School: CNSC College of Education Laboratory School

Grade/Year Level : Grade 9 Subject Area : Science Date: 9/22/25



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum



OBSERVE

Using the diagram below fill up the component parts of a lesson plan

- I. Title of the lesson: Geologic Time
- II. Subject area: Science
- III. Grade Level: Grade 9

Outcomes

At the end of the lesson,
the students can:

1. tell the definition of geologic time
2. analyze the geologic time scale
3. explain the creation of the geologic time scale
4. describe and identify the subdivisions of the geologic time scale
5. appreciate the immensity of the geologic time and recognize that the Earth has a very long history

Teaching Method

-4E Instructional Model
-RAFT project (e.g., skits, songs, brochures, board games)
-Station-based activity (e.g., charts, visual analysis, and research tasks)
-Group activity (timeline rope to illustrate chronology)

Assessment

-Oral recitation and Q&A
-Pie Chart Creation - Percentage of geologic time per Era
-Brace Map - Eras and Periods with key fossil events
-Reflection Journal - Life in a chosen geologic period
-Group Station Activities
-RAFT group project



ANALYZE



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Episode 8 Close Encounter with the School Curriculum

Answer the following questions based on the diagram.

1. Are the three components constructively aligned? Explain.

Yes, the three components are constructively aligned. The outcomes clearly state what the students should know and be able to do. The teaching methods are student-centered and designed to help students achieve those outcomes. Whereas, the assessments directly measure the skills and understandings stated in the outcomes.

2. Will the outcomes be achieved with the teaching methods used? Why?

The outcomes can be achieved because the teaching methods are active, varied, and student-centered. Methods like inquiry-based learning and group work encourage students to explore, analyze, and explain the geologic time scale, while RAFT tasks and performance-based learning allow them to demonstrate understanding creatively. These approaches connect directly to the learning goal.

3. What component would tell if the outcomes have been achieved?

The Assessment component tells if the outcomes have been achieved. Through visual representations, reflective journals, RAFT projects, and collaborative activities, the teacher can gather evidence of student learning. If students successfully complete these assessments, it shows that the intended outcomes were attained.



REFLECT

- What lessons have you learned in developing or writing a lesson plan?

The major lesson I've learned in creating a well-developed lesson plan it must be student-centered, lesson must ensure that student can apply it in real context, and used approach align with the objectives, materials, and assessment to help the student to developed relevant competencies.

- What value will it give to the teacher if the three components are aligned?

When the three components of a lesson plan are alinged, it gives the teacher clear direction, purpose, and meaningful teaching. This alignment ensures that activities and evaluation directly supports the learning objectives. It also assist teacher to confidently



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

delivering the lesson while guiding students towards achieving essential competencies and knowledge.



SHOW Your Learning Artifacts

Learning Artifacts for Activity 1-3

Present an artifact for Activities 1, 2, and 3.

Activity 1: Artifact

<p>Recommended Curriculum (K to 12 Guidelines)</p>	<p style="text-align: right;">  Republic of the Philippines Department of Education <small>DepEd ORDER No. 021 s. 2019</small> POLICY GUIDELINES ON THE K TO 12 BASIC EDUCATION PROGRAM <small>TO: Undersecretaries, Assistant Secretaries, Bureau and Service Directors, Regional Directors, School Division Superintendents, Public and Private Elementary and Secondary Schools, All Others Concerned</small> <small>1. The Department of Education (DepEd) issues the enclosed Policy Guidelines on the K to 12 Basic Education Program to provide context to and articulate its context, features and programs. 2. The Policy provides a comprehensive explanation of the K to 12 Basic Education Program and its components across all key stages. It also provides a clear framework for the monitoring and evaluation of the program. 3. This policy replaces many of the existing policies and guidelines on K to 12. It also includes a reference for ongoing and/or future review of any of its components as may be directed by the Secretary. 4. This policy will remain in force and in effect unless sooner repealed, amended, or rescinded. 5. Immediate dissemination of this Order is directed.</small>  LEONOR MAGTOLIS BRIONES <small>Secretary</small> </p> <p>Encls.: As stated References: DepEd Order No. 43, s. 2013 and DepEd Memorandum No. 99, s. 2013 To be indicated in the Perpetual Index under the following subjects: ALTERNATIVE LEARNING SYSTEM CURRICULUM ELEMENTARY EDUCATION LEARNERS POLICIES PROGRAMS SECONDARY EDUCATION</p>														
<p>Written Curriculum (Teacher's Lesson Plan)</p>	<table border="1" data-bbox="616 1500 1394 1904"> <thead> <tr> <th>Intended Learning Outcomes (ILO)</th> <th>Topics/ Course Content</th> <th>Time Allotment</th> <th>Teaching -Learning Activities (TLA)</th> <th>Values Integration</th> <th>Assessment Task (AT)</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>At the end of the lesson, the students can:</p> <ol style="list-style-type: none"> tell the definition of geologic time analyze the geologic time scale explore the creation of the geologic time scale describe and identify the subdivisions of the geologic time scale appreciate the immensity of the geologic time and recognize that the Earth has a very long history </td> <td> <p>GEOLOGIC TIME 1.1 Geologic Time Scale Definition 1.2 Subdivisions of Geologic Time Scale</p> </td> <td>3 hours</td> <td> <p>I. Engage</p> <ol style="list-style-type: none"> Divide the class into groups with a minimum of 5 members. (depend on the class size) Give each group a 3-4 feet rope. On one end of the rope put "birth" and the other "today". Divide the rope into segments of years (depend on the age of your students, you can make it 5's, 10's, 15's) by putting marks every 5, 10, 15 cm. Give board papers in each member of the group. Let the students draw/illustrate important events in their life. Let them share these events within their group. Ask the students to put the pictures in the rope following the correct timeline. Explain the concept of "chronological order". Tell the students that in investigating the history of the Earth, it is very important to establish <i>chronology</i>-events in order of occurrence in time. Thus, geologic timescale is used to describe timing and relationship between past events in Earth's history. </td> <td> <p>Guide question: How has geologic time been broken down?</p> <p>What characteristics are used to separate different spans of time and why?</p> <p>Subliminal Message: Cooperation, honesty, diligence in the given activities.</p> <p>Target Behavior: Intellectual honesty, passion for community</p> </td> <td> <p>Critical Thinking Assessment: (individual) Time span of Earth's past is so great that geologists use the geologic time scale to show Earth's history. The geologic time scale is a record of the geologic events and the evolution of life forms.</p> <p>1. Fill in the data table to show the number of millions of years each Era lasted.</p> <p>**Note: Round percents to nearest % to make sure they add up to 100%.</p> <p>Paulinian Core Values: Community</p> </td> <td> <ul style="list-style-type: none"> Power point video clip cartolina board papers pentel pen sheet of paper </td> </tr> </tbody> </table>	Intended Learning Outcomes (ILO)	Topics/ Course Content	Time Allotment	Teaching -Learning Activities (TLA)	Values Integration	Assessment Task (AT)	Resources	<p>At the end of the lesson, the students can:</p> <ol style="list-style-type: none"> tell the definition of geologic time analyze the geologic time scale explore the creation of the geologic time scale describe and identify the subdivisions of the geologic time scale appreciate the immensity of the geologic time and recognize that the Earth has a very long history 	<p>GEOLOGIC TIME 1.1 Geologic Time Scale Definition 1.2 Subdivisions of Geologic Time Scale</p>	3 hours	<p>I. 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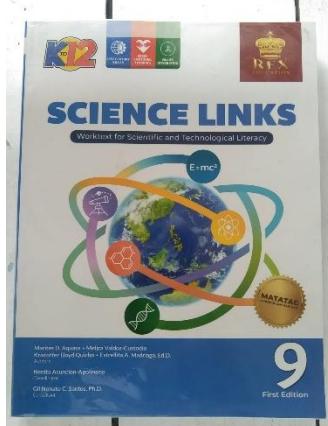


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FIELD STUDY

OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

Taught Curriculum (Teaching Learning Process)	 
Supported Curriculum (Subject textbook)	
Assessed Curriculum (Assessment Process)	 



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

Learned Curriculum (Achieved Learning Outcomes)	
Hidden Curriculum (Media)	

Activity 2: Artifact



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

- Present a sample curriculum in the form of a Lesson Plan.

Intended Learning Outcomes (ILO)	Topics/ Course Content	Time Allotment	Teaching -Learning Activities (TLA)	Values Integration	Assessment Task (AT)	Resources																		
At the end of the lesson, the students can: 1. tell the definition of geologic time 2. analyze the geologic time scale 3. explain the creation of the geologic time scale 4. describe and identify the subdivisions of the geologic time scale 5. appreciate the immensity of the geologic time and recognize that the Earth has a very long history	GEOLOGIC TIME 1.1 Geologic Time Scale Definition 1.2 Subdivisions of Geologic Time Scale	3 hours	<p>I. Engage</p> <p>a. Divide the class into groups with a minimum of 5 members. (depend on the class size) b. Give each group a 3-4 feet rope. On one end of the rope put "birth" and the other "today". Divide the rope into increments of years (depend on the age of your students, you can make it 5's, 10's, 15's by putting markers.) c. Give board papers in each member of the group. Let the students draw/illustrate important events in their life. Let them share these events within their group. Ask the students to put the pictures in the rope following the correct timeline. d. Explain the concept of "chronological order". e. Tell the students that in investigating the history of the Earth, it is very important to establish <i>chronology</i>-events in order of occurrence in time. Thus, geologic timescale is used to describe timing and relationship between past events in Earth's history.</p>	<p>Guide question: How has geologic time been broken down?</p> <p>What characteristics are used to separate different spans of time and why?</p> <p>Subliminal Message: Cooperation, honesty, diligence in the given activities.</p> <p>Target Behavior: Intellectual honesty, passion for community</p> <p>Paulinian Core Values: Community</p>	<p>Critical Thinking Assessment: (individual) Time span of Earth's past is so great that geologists use the geologic time scale to show Earth's history. The geologic time scale is a record of the geologic events and the evolution of life forms.</p> <p>1. Fill in the data table to show the number of millions of years each Era lasted:</p> <p>**Note: Round percents to nearest .5% to make sure they add up to 100%.</p> <table border="1"> <thead> <tr> <th>The Divisions of Geologic Time</th> <th>Percent</th> <th>Millions of years</th> </tr> </thead> <tbody> <tr> <td>The age of the Earth</td> <td>100%</td> <td>4,600 my</td> </tr> <tr> <td>Archaean Era</td> <td>1.5%</td> <td></td> </tr> <tr> <td>Mesozoic Era</td> <td>4.0%</td> <td></td> </tr> <tr> <td>Paleozoic Era</td> <td>6.5%</td> <td></td> </tr> <tr> <td>Proterozoic Time</td> <td>88.0%</td> <td></td> </tr> </tbody> </table>	The Divisions of Geologic Time	Percent	Millions of years	The age of the Earth	100%	4,600 my	Archaean Era	1.5%		Mesozoic Era	4.0%		Paleozoic Era	6.5%		Proterozoic Time	88.0%		<ul style="list-style-type: none"> -Power point -video clip -cartolina -board papers -pentelpen -sheet of paper
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			<p>II. Explore it!</p> <p>Divide the class into four groups. Each group will be given a station to perform the given activity about geologic time.</p> <p>A student-centered station lab is set up so students can begin to explore geologic time scale. Four stations consist of differentiated activities where students will be learning new information about the geologic time scale. Each of the stations is differentiated to challenge students using a different learning style. (See attachment for the activities)</p> <p>III. Explain it!</p> <p>Allow each group to present their outputs in their given activity. During this part, the teacher will be clearing up any misconceptions about geologic time scale.</p> <p>IV. Elaborate</p> <p>The elaboration section gives students choice on how they can prove mastery of the concept. The elaboration project will allow students to create a</p>		<p>2. Create a pie chart to show the percentage of time each Era of geologic time represents in the Geologic Time Scale:</p> <p>3. On a separate sheet of paper, complete a Brace Map showing the Geologic Time Scale Eras and Periods as shown on the Geologic Time Scale Reference Chart.</p> <p>(sample brace map)</p> <p>4. Mark the following important events on your brace map next to the correct period: single-celled organisms: 3,500 million years ago Trilobites: 500 million years ago Early land plants: 430 million years ago Reptiles: 280 m.y.a. Fish: 395 m.y.a. Whales: 20 m.y.a.</p>																			



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

			presentation of geologic time scale.		Dinosaurs: 225-65 m.y.a. Mammals: 65 m.y.a. Humans: 2.5 m.y.a. Birds: 120 m.y.a. Pangaea starts to separate: 225 m.y.a. 5. What do you notice about the complexity of the fossils as we move through the Geologic Time Scale from the Precambrian Times to Quaternary Period? What can you conclude from your observation? Reflection: (individual) Web Search Go the website below and click on a period, epoch or era that interests you the most. Write a journal entry describing what life would have been like for those living during that time period. Website: http://www.enchantedlearning.com/subjects/Geologictime.html	
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ELABORATE ACTIVITY

Objective: To explore a period or eon of geologic time

Scenario: You are an employee of Time Travelers, Inc., a local travel agency. You and your team have been asked to prepare a sales pitch of about 10 minutes to present to a group of potential travelers who are interested in traveling back in geologic time.

Steps:

1. Review the attached RAFT chart.
2. Select a format of presentation that interests you the most.
3. Sign the attached contract and return it to the teacher.
4. You will then be assigned a time period and given time to discuss your individual projects with your team (groups are listed below).
5. Your team will then combine your individual projects to create a sales pitch, which you will then present to the class. The class is your group of potential travelers

Groups:

- Group A: Cenozoic Era
- Group B: Mesozoic Era
- Group C: Paleozoic Era
- Group D: Precambrian Eon

THE RAFT ASSIGNMENT

Role	Audience	Format	Topic
Botanist	Potential Travel Group	Book/magazine article	Plants of the assigned time period/eon
Zoologist	Potential Travel Group	Poster/Display	Animals of the assigned time period/eon
Paleontologist	Potential Travel Group	Chart	Fossil types of the time period/eon
Volcanologist and Seismologist	Potential Travel Group	Story	Physical changes of the land during the time period/eon
Game Developer	Potential Travel Group	Board Game	Challenges and advances of the time period/eon
Event Planner	Potential Travel Group	Timeline	Events and happenings during the time period/eon
Advertising Coordinator	Potential Travel Group	Brochure	The physical environment of the time period/eon
Lyricist	Potential Travel Group	Song	Life and events of the time period/eon
Community Actor	Potential Travel Group	Skit	Life and events of the time period/eon



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RAFT ASSIGNMENT CONTRACT

Name: _____

Directions: Choose a task from the RAFT assignment, which is described in detail below. This task is to be completed by Friday. You must also prepare a group presentation, which will combine all of your individual tasks into a smooth, well-organized format.

You may use the following resources to help you: library books, Regents review book, textbooks, Internet, and encyclopedias.

Task 1: Botanist

Write a short book chapter or a magazine article about the plant life that was in existence during your time period/eon of study. You must include at least 3 different types of plants and describe them in detail, along with at least 1 photo or illustrations.

Task 2: Zoologist

On a display board, poster board or large piece of construction paper, create a zoo of at least 5 different animals/organisms in existence during your time period/eon of study using photos, drawings, and illustrations. You must label each animal/organism with their common name. You must cite the sources of any borrowed graphics and your graphics must be large enough to see from at least 3 feet away.

Task 3: Paleontologist

Create a chart including the name of all of the fossils found in New York State during your time period/eon of study. Your chart must also include a picture of the animal/organism either in living form or fossil form. Finally, include how long the fossil was found, in years, in the New York State fossil record.

Task 4: Volcanologist and Seismologist

Write a creative story describing the physical changes of the land. This includes all events having to do with earthquakes, volcanoes, Pangaea, mountain building/orogeny and erosion. The story must be 2 double-spaced typed pages in length (Font: Times New Roman, Font Size: 12).

Task 5: Game Developer

Your task is to create a board game that integrates all of the Life on Earth, Tectonic Events Affecting Northeast America, and Important Geologic Events in New York into a board game. You may also include other events that you find using other resources. Your game must include at least 20 spaces (8 of which must include some kind of event), 4 game pieces, a list of directions, and dice/spinner/cards to advance players.

Task 6: Event Planner

As an event planner, you are to take all of the geologic happenings listed on the Reference Tables during your time period/eon. These events are to include living and non-living events. Place these events in order on a chronological timeline. The design of your timeline is up to you as long as it includes all of the events. Your timeline must also be clear, easy to read, and lack spelling errors. You may add events that you find using other resources.

Task 7: Advertising Coordinator

Create a brochure that includes both words and pictures describing the physical environment of your time period/eon. Your brochure must include at least three different physical characteristics and should be points of interests that visitors would be interested in touring. Factors may include but are not limited to: weather, climate, mountain ranges, volcanoes, unique life forms, or parts of Pangaea and where they were located during your time period/eon.

Task 8: Lyricist

Write the lyrics to a song, rap song or TV ad jingle describing what life would have been like during your time period/eon. Your lyrics must include at least three blocks (each block containing 4 lines) of lyrics and a refrain/chorus. Your lyrics should provide a good description to your potential clients of what they would experience if they were to travel to your time period/eon. You are to perform your song/jingle during the group presentation.

Task 9: Community Actor

You are to perform a skit or act out an event that occurred during your time period/eon. Your skit or event should star you. You can perform a monologue or have other members of your group play supporting roles. Your skit or play should be 3-7 minutes in duration and you must submit a copy of your script. Lines do not need to be memorized.

I have chosen Task _____ to complete.

Student's signature _____ Date: _____

Teacher's signature _____

Activity 3: Artifact

1. Present a matrix to show the constructive alignment of the three components of a lesson plan.

- a. Example:

Lesson Title: Geologic Time

Subject Area: Science

Grade Level: Grade 9



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FIELD STUDY

OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum

Lesson Outcomes	Teaching Methods	Evaluation
<p>At the end of the lesson, the students can:</p> <ol style="list-style-type: none">1. tell the definition of geologic time2. analyze the geologic time scale3. explain the creation of the geologic time scale4. describe and identify the subdivisions of the geologic time scale5. appreciate the immensity of the geologic time and recognize that the Earth has a very long history	<ul style="list-style-type: none">-Lecture-Discussion-Group activity (chronological order and station-lab)-Group presentation of outputs : Brace Map-Creative RAFT Projects –create songs, skits, brochures, and board games.-Reflective writing	<ul style="list-style-type: none">-Oral recitation-Individual tasks: completion of data table, pie charts, and brace maps-Presentation of outputs (e.g., brace map)-RAFT group project-Reflective journals



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OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 8 Close Encounter with the School Curriculum



EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 8-Close Encounter with the School Curriculum

- Learning Outcomes: Identify the different curricula that prevail in the school setting; Describe how the teacher manages the school curriculum by planning, and implementing lessons through different strategies and assessment of learning outcomes; and Analyze if the teacher aligns the objectives to subject matter, to teaching strategies and assessment.

Name of FS Student: Rizza Joy A. Jane Date Submitted: October 1, 2025
Year&Section: 4th year Block A Course: BSED Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1							
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks were completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.							
ANALYSIS	All questions were answered completely; answers are in-depth and thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered thoroughly; answers are connected to theories; grammar and spelling are free from errors.	Questions were not answered thoroughly; answers are not connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observations were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.							
REFLECTIONS	Profound and clear; supported by what was observed and analyzed	Clear but lacks depth; supported by what was observed and analyzed	Not so clear and shallow; somewhat supported by what was observed and analyzed	Unclear and shallow; rarely supported by what was observed and analyzed							
LEARNING ARTIFACTS	The portfolio is reflected in the context of the learning outcomes; Complete, well-organized, and highly relevant to the learning outcome	The portfolio is reflected in the context of the learning outcomes. Complete; well-organized, and very relevant to the learning outcome	The portfolio is not reflected in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	The portfolio is not reflected in the context of the learning outcomes; not complete; not organized, and not relevant							
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days or more after the deadline							
Comment/s											
SCORE	20	19-18	17	16	15	14	13-12	11	10	9-8	Below
GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below



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Episode 8 Close Encounter with the School Curriculum

KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

September 22, 2025

Date