

THE CURRICULUM

The Philippine School - Oman implements the Enhanced K to 12 Curriculum which covers Kindergarten and 12 years of Basic Education six (6) years of Elementary Education, four (4) years of Junior High School, and two (2) years of Senior High School (SHS) to provide sufficient time for mastery of concepts, develop lifelong skills, and prepare graduates for tertiary education.

A. Pre- School: Kindergarten 1 and 2

Kindergarten curriculum is designed to provide an active experiential learning environment that builds the pupils' thinking and understandings. It also enhances their independence and confidence necessary for their total development. Pupils start schooling at five (5) years old are given the means to slowly adjust to formal education. This education for children in the early years lays the foundation for lifelong learning.

Central to the kindergarten curriculum is the child who is envisioned to be prepared for life. It is anchored on the developmental practices and leading early childhood education principles and approaches. The following subjects are offered: Filipino, Language and Reading, Mathematics, MAPEH wherein the six developmental domains are infused to wit:

- 1) Character/values development;
- 2) Physical health and motor development;
- 3) Social and emotional development;
- 4) Cognitive/intellectual development;
- 5) Creative/aesthetic development, and
- 6) Language literacy and communication.

Based on the above domains, learning areas are identified. These domain-based learning areas are designed for the smooth transition into content-based curriculum of Grades 1 to 12. Thus, education from kindergarten, elementary, and secondary is seamless. Curricular themes integrate the learning and developmental domains. There are five curricular themes, namely:

1. Myself – concepts and ideas that help the learner understand himself/herself better so that he/she will develop as an individual
2. My Family – concepts, ideas, practices that guide the child to be responsible and proud of himself/herself and his/her family
3. My School – concepts, ideas, practices, and situations that help the child understand how to be an individual and how to socialize with other learners, teachers, school personnel, and other members of the school
4. My Community– concepts, ideas, practices, situations, and responsibilities that the learner should acquire and understand so that he/she will become a functional and responsive member of the community
5. More Things Around Me – all other concepts, ideas, practices, situations, and responsibilities not covered by themes 1 to 4 but which may be relevant to the community, culture, and interest of the learner

B. Elementary and High School (Grades 1 – 12)

The Grades 1 – 10 curriculum follows the spiral approach across subjects by building on the same concepts developed in increasing complexity and sophistication. Teachers are expected to use spiral progression approach in teaching competencies which will result to students (1) demonstrating communicative competence; (2) thinking intelligently, critically and creatively in life situations; (3) making informed and values-based

decisions; (4) performing their civic duties; (5) using resources sustainably; and (6) participating actively in artistic and cultural activities and promoting wellness and lifelong fitness. The desired outcomes of Grades 1 to 10 are defined in terms of expectancies as articulated in these learning standards.

1. Primary and Intermediate (Grades 1 to 6)

Filipino, English, and Arabic

Development is focused on literacy and numeracy skills and learning of concepts. This includes the macro skills-listening, speaking, reading, writing and viewing to achieve communicative competence in both oral and written languages.

Mathematics

Learners acquire the basic concepts, ideas, skills and process on numbers and number sense-geometry, measurement, patterns, algebra, basic probability and statistics.

Science

Learners are developed to become participative in making judgments and decisions by applying scientific knowledge and skills in their everyday life.

Social Studies

Learners acquire the basic concepts of self-knowledge, family, community, country and the world to achieve cooperation, respect for diversity, peace, order and progress to become better world citizens.

Home Economics and Livelihood Education

Learners apply knowledge, skills, values and attitudes in home economics and livelihood education to improve themselves, their families, and the society.

Music

Learners express their artistic knowledge, skills, and values necessary for cultural literacy and aesthetic appreciation.

Arts

Learners recognize, create, appreciate and critique one's artistic work and the work of others.

Physical Education

Learners are involved in rich and challenging physical activities to achieve lifelong fitness, health and wellness.

Health

Learners are enabled to acquire essential knowledge, attitudes and skills to promote good health.

Character Education

Learners develop understanding, reflecting, decision making and acting responsibly for the common good.

2. Junior High School (Grades 7 to 10)

Filipino, English, and Arabic

The subject aims to develop competence in communication, understanding and appreciation of literature through the development of macro skills (listening, speaking, reading, writing, and viewing). It trains the students to be analytical, creative, reflective, and critical thinker.

Mathematics

It includes key concepts and principles of number sense, measurement, algebra, geometry, probability and statistics as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.

Science

This course deals with the basic concepts in biology, chemistry, physics and earth/space

science. It focuses on the development and understanding of practical everyday problems that affect the learners' lives and those around them.

Social Studies

It is an interdisciplinary subject that includes the study of culture, history, government and economy. It has special emphasis on the multiple intelligences, differentiated instruction and higher order thinking skills in response to the challenges of the Kto12 Curriculum.

Technology and Livelihood Education (TLE)

This course provides an enriched general education that will prepare our graduates for higher education, world of work and lifelong learning. It prepares students for gainful employment with the integration of Entrepreneurship concepts such as Personal Entrepreneurial Competencies, Environment and Market, and Process and Delivery. It also helps them set up their own business in the areas of industrial arts, home economics, and information and communication technology.

Music and Arts

Students study man's aesthetic expression through sounds (Music) and visuals (Art) mirroring the sentiments and ideas of society and culture, and contributing to the development of individual and collective identity.

Physical Education and Health

Development of active and healthy life style can be promoted through the physical education and health program. There are five strands in P.E. namely: body management, movement skills, games and sports rhythm and dance and physical fitness.

The health program deals with physical, mental, emotional, social, moral, and spiritual dimensions that enables the learners to acquire essential knowledge, attitudes and skills to promote good health.

Character Education

It aims to develop and improve the capability of the students in making decisions based on what the right conscience dictates. The content and structure of Character Education are anchored on two fields of disciplines: Ethics and Career Guidance.

Ethics is about the moral principles that govern the person's or the group's behavior. Career guidance provides assistance to students in making appropriate and judicious educational choices that will enable them to develop their full potential and access to work opportunities that are compatible with their interests, abilities and aptitudes.

3. Senior High School (Grades 11-12)

SHS CORE CURRICULUM SUBJECTS

Oral Communication

The development of listening and speaking skills and strategies for effective communication in various situations.

Reading and Writing

The development of reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama

Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino

Pag-aaral tungo sa pananaliksik ukol sa kalikasan, katangian, pag-unlad, gamit at paggamit ng Wikang Filipino sa mga sitwasyong komunikatibo at kultural sa lipunang Pilipino.

21st Century Literature from the Philippines and the World

This course aims to engage students in appreciation and critical study of 21st Century Literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions.

Contemporary Philippine Arts from the Regions

The subject covers various contemporary arts practices of the region where the school is located. It aims to provide students with an appreciation of a broad range of styles in the various disciplines with consideration on their elements and principles, and engage them to an integrative approach in studying arts. Through this subject, students will broaden and acquire the necessary creative tools that open opportunities in pursuing their individual career goals and aspirations.

Media and Information Literacy

The course introduces the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers as well as responsible users and competent producers of media and information.

General Mathematics

At the end of the course, the students must know how to solve problems involving rational, exponential and logarithmic functions; to solve business-related problems; and to apply logic to real-life situations.

Statistics and Probability

At the end of the course, the students must know how to find the mean and variance of a random variable, to apply sampling techniques and distributions, to estimate population mean and proportion, to perform hypothesis testing on population mean and proportion, and to perform correlation and regression analyses on real-life problems.

Earth and Life Science

This learning area is designed to provide a general background for the understanding of Earth Science and Biology. It presents the history of the Earth through geologic time. It discusses the Earth's structure, composition, and processes. Issues, concerns, and problems pertaining to natural hazards are also included. It also deals with the basic principles and processes in the study of biology. It covers life processes and interactions at the cellular, organism, population, and ecosystem levels.

Physical Science

Evolution of our understanding of matter, motion, electricity, magnetism, light, and the universe from ancient times to the present; applications of physics and chemistry concepts in contexts such as atmospheric phenomena, cosmology, astronomy, vision, medical instrumentation, space technology, drugs, sources of energy, pollution and recycling, fitness and health, and cosmetics.

Introduction to the Philosophy of the Human Person

An initiation to the activity and process of philosophical reflection as a search for a synoptic vision of life. Topics to be discussed include the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, being unto death.

Physical Education and Health

It offers experiential learning for learners to adopt an active life for fitness and lifelong health. The knowledge, skills and understanding which include physical and health literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others' fitness and health.

Personal Development

This course makes senior high school students aware of the developmental stage that they are in, for them to better understand themselves and the significant people around them as they make important career decisions as adolescents.

Understanding Culture, Society and Politics

This course uses insights from Anthropology, Political Science, and Sociology to develop students' awareness of cultural, social and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society and politics work; and engage them in the examination of the country's current human development goals.

SHS APPLIED SUBJECTS**Filipino sa Piling Larangan (Akademik)**

Pagsulat ng iba't ibang anyo ng sulating lalinang sa mga kakayahang magpahayag tungo sa mabisa, mapanuri, at masinop na pagsusulat sa piniling larangan.

English for Academic and Professional Purposes

The development of communication skills in English for academic and professional purposes.

Practical Research 1

This course develops critical thinking and problem-solving skills through qualitative research.

Practical Research 2

This course develops critical thinking and problem-solving skills through quantitative research.

Empowerment Technologies

Information and communication technologies as a tool for curating, contextualizing, collaborating, and creating content and experiences for learning in the professional tracks.

Entrepreneurship

This course deals with the concepts, underlying principles, processes and implementation of a business plan.

Inquiries, Investigations and Immersion

This culminating activity develops critical thinking and problem solving skills through qualitative and quantitative researches.