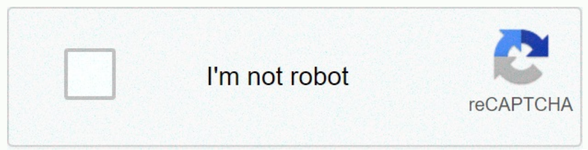


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# Junior high school curriculum guide in the philippines

Hurray! You're in! You found the school that fits like a glove, got your LSAT, secured funding, passed the interview and got into law school. What do you expect now that this piece is over? First, the hard part is just beginning. Law schools, unlike medical schools or some undergraduate institutions, do not have classes specifically designed to take out weaker candidates. The most demanding courses, however, tend to fall in the first year when you get the basic curriculum requirements imposed by the ABA. Courses such as contracts, tort, constitutional law, criminal proceedings, property law, civil procedure and legal writing lay the necessary foundations for a career in law and the rest of law school, but they are also the hardest lessons you will get. All concepts of law are formulated in these categories; everything else stems from this knowledge base. In many ways, these first courses are the most important courses you will take in law school, and will be the ones most mentioned as a trainee lawyer. Advertising After the first year and a half, you can get more specialized courses such as taxation, intellectual property, or environmental legislation. Most schools offer legal clinics, such as Bar Review or Moot Court. Some schools place particular emphasis on various areas, such as testing practice, independent study or clinical experience. Occasionally, you can find a program that offers a common degree, such as an MBA/JD (Master of Business Administration in conjunction with a law degree). Once you get past the first year or so, you can start getting into the areas of law that interest you most. You need 90 credits to graduate, and most courses are worth 3-4 points. The nature of classes varies from institution to institution, even professor to teacher. Some categories will be more structured than others, some will require more research and writing, some will have only one test at the end of the semester. All courses will test your time management skills, your ability for organized and analytical thinking and your knowledge of the material presented. Everyone's going to be demanding in some way. After you graduate from law school, you will have a Juris Doctor (JD) law degree awarded to you. This, although it is a great achievement in itself, does not make a lawyer. The law is a profession like any other, and, as a professional, you have to have a license. This is where the Bar Exam comes in, and if you thought LSAT was hard, that's harder. We'll find out about the bar on the next page. The curriculum of the private school is determined by the individual as opposed to public schools, which are subject to strict curriculum guidelines developed by the state. Although the majority of private schools are free to teach the curriculum of their choice, they are still subject to basic educational requirements set by their local department These requirements vary widely from state to state, but generally include health and safety measures to protect the well-being of students, such as regulations on transportation, food handling, employee behavior and record-keeping. The requirements may or may not address the curriculum, but if they do, the standards are more flexible than those governing public schools [source: Wisconsin Department of Public Schools]. This flexibility of the curriculum allows private schools to focus their teachings on areas they consider important, or on subjects that meet the school's core philosophy. For example, religious schools are allowed to teach faith-based lessons using the Bible or other religious texts, which are prohibited in the majority of public schools. One of the biggest debates on this subject is the teaching of creationism versus evolution in science courses. While most public schools are required by law to teach evolution only, private schools are free to teach either or both of these theories. Advertising Many private schools, particularly at high school level, offer students the opportunity to participate in programs that are not in most public schools. For example, in artistic private high schools, students can spend half the day in regular academic studies and the other half of the day pursuing vocal or dance education. Other curricula focus on sports, honors disciplines or even special needs programs for students that require additional academic guidance or assistance with study skills. In the majority of public schools, these types of special programmes are often underfunded or non-existent. For example, many public school students in densely populated urban areas can take art, music or fitness classes only once a week due to budget constraints. Another benefit to the private school curriculum is the opportunity for students to thrive under alternative teaching philosophies. In schools that follow the popular Waldorf or Montessori programs, for example, children are not graded by performance and do not study in a formal, structured classroom, especially in the early years. The Quaker-based Friends school uses a curriculum where all courses are taught in the context around a particular topic. If the theme of the week happens to be the ocean, all math, English, reading and other lessons for the week will be based around aspects of the ocean, which gives children a framework for These types of teaching methodologies are very different from those applied in public schools, which should serve up results when it is time for students to take standardized tests. While public schools are often forced to teach in the test (so to be said), private schools can take the time to develop the student's curiosity by building a lifelong love of learning. If you're ready to homeschool your kids, chances are you could use some tips. Enter: A Reddit Reddit who has experienced it from the student point of view and says it all. Read more Thinking about homeschooling this year? You're not alone-the coronavirus has parents all over the country considering keeping their children out of classrooms this fall. Experts weigh in on how to make the change and offer advantages and disadvantages. Read more A form of homeschooling, unschooling involves teaching children based on their interests rather than a defined curriculum. Here, two experts answer your most pressing questions. Read more My experience as a preschool acting teacher hasn't made homeschooling my three kids any easier. This is what a typical day looks like and why cutting myself some slack is the key to survival at this crazy time. Read more I have homeschooled all three of my children by choice for four years. Here's my advice on how to help your kids learn from home as their schools have closed because of the coronavirus. Read more In early grades, U.S. schools value reading-comprehension skills over knowledge. The results are devastating, especially for poor children. Natalie Wexler August 2019 Issue Justyna Stasik At first glance, the class I was visiting at a high-poverty school in Washington, D.C., seemed like a model of hard work. The teacher sat at a desk in the corner, going over the student work, while the first graders quietly filled out a worksheet intended to develop their reading skills. As I looked around, I noticed a little girl painting on a piece of paper. Ten minutes later, he had sketched a series of human figures, and was busy coloring them yellow. I knelt next to her and asked, What are you painting? Clown, he replied confidently. Why do you paint clowns? Because it says right here, Draw clowns, explain. Running down the left side of the worksheet was a list of reading-comprehension skills: finding the main idea, making conclusions, making predictions. The girl was showing the phrase to draw conclusions. She was supposed to jump to conclusions and draw conclusions about a dense article describing Brazil lying face down in her office. But he didn't know the message was there until I turned it over. More to the point, he had never heard of Brazil and was able to read the word. This girl's mission was merely an example, though blatant, of a typical pedagogical approach. American elementary education has been shaped by a theory that goes something like this: Reading-a term that to mean not only matching letters with sounds, but also understanding-can be taught in a way completely disconnected from the content. Use simple texts to teach children how to find the main idea, draw conclusions, draw conclusions, and so on, and eventually they will be able to apply these skills to understand the meaning of anything put before them. In the meantime, what children read doesn't really matter. to acquire skills that will allow them to discover the knowledge about themselves later than to give them information directly, or so the thought goes. That is, they have to spend their time learning to read before reading to learn. Science can wait. the story, which is considered too abstract for young minds to understand, must wait. Reading time is filled, instead, with a variety of short books and passages that are not connected to each other, in addition to the comprehension skills they are meant to teach. As early as 1977, early primary school teachers spent more than twice as much time reading as in science and social studies together. But since 2001, when the federal no child left behind legislation made standardized reading and math scores the criterion for measuring progress, the time devoted to both subjects has only increased. In turn, time spent on social studies and science has plummeted - especially in schools where exam scores are low. And yet, despite the huge spending of time and resources on reading, American children have not become better readers. For the past 20 years, only about a third of students have been graded at a level capable of national exams. For low-income and minority children, the picture is particularly bleak: their average test scores are much lower than those of their more affluent, largely white peers-a phenomenon commonly referred to as the achievement gap. As this gap has grown more widely, America's position in the international literacy rankings, already modest, has narrowed. It seems to be declining as other systems improve, a federal official overseeing the management of those trials told Education Week.All of which raises a troubling question: What if the drug we've prescribed only makes things worse, especially for poor children? What if the best way to enhance our understanding of reading is not to drill children into distinct skills, but to teach them, as early as possible, the very things we have marginalized-including history, science, and other content that could build the knowledge and vocabulary they need to understand both written texts and the world around them? In the late 1980s, two researchers in Wisconsin, Donna Recht and Lauren Leslie, designed a clever experiment to try to determine the extent to which a child's reading understanding depends on prior knowledge of a subject. To this end, a tiny baseball field and they found it with wooden baseball players. They then brought in 64 seventh and eighth graders who had been tested for both their reading ability and their knowledge of baseball. Recht and Leslie chose baseball because they understood a lot of kids who weren't great readers, however, knew a fair amount about the game. Each student was asked to first read a description of a fantasy baseball inning and then move on wooden figures to represent it. (For example: Churniak swings and hits a slow ball bouncing toward the shortstop; Haley walks in, field, and flies in first, but too late; Churniak is first with a single, Johnson stayed in third place; the next batter is Whitcomb, the Cougars' left-fielder.) It turned out that previous knowledge of baseball made a huge difference to students' ability to understand text-more than their supposed reading level. Kids who knew little about baseball, including good readers, all did badly. And everyone who knew a lot about baseball, whether they were good or bad readers, did well. In fact, the bad readers who knew a lot about baseball surpassed the good readers who didn't. About 25 years later, a variation of the baseball study shed further light on the relationship between knowledge and understanding. This team of researchers focused on preschoolers from a variety of socioeconomic backgrounds. First they read them a book about birds, a topic that had determined higher income children knew more than lower-income children. When they looked at understanding, the researchers found that richer children did significantly better. But then they read a story about a topic that no group knew anything about: manufactured animals called wugs. When the children's previous knowledge was equal, their understanding was essentially the same. In other words, the gap in understanding was not a gap in skills. It was a gap in knowledge. For a variety of reasons, children from better educated families — who also tend to have higher incomes – arrive at school with more knowledge and vocabulary. In the early classes, teachers told me, children from less educated families may not know basic words like back; I saw a first-grade match with a simple math problem because he didn't know the meaning of it before. As the years go by, the children of educated parents continue to acquire more knowledge and vocabulary outside of school, making it easier for them to gain even more knowledge-because, like Velcro, knowledge sticks better to other, relevant knowledge. Meanwhile, their less fortunate peers are falling further and further behind, especially if their schools don't provide them with knowledge. This snowball has been called the Matthew effect, after the passage to the gospel according to Matthew for the rich to become richer and the poor to become poorer. Every year that the Matthew phenomenon is allowed to continue, it becomes more difficult to reverse. So the sooner we start building children's knowledge, the better Our chances of narrowing the gap. While in some respects American schools vary enormously, in almost all elementary classrooms you will find the same basic structure. The day is divided into a math block and a reading block, the last of which from 90 minutes to three hours. In perhaps half of all elementary schools, teachers are supposed to use a reading manual that includes a variety of quotes, discussion questions, and a teacher guide. In other schools, teachers are left to their own devices to understand how to teach reading, and to rely on commercially available children's books. In any case, when it comes to teaching understanding, the emphasis is on skills. And the vast majority of teachers turn to the internet to supplement these materials, despite not being trained in curriculum design. A Rand Corporation survey of teachers found that 95 percent of elementary school teachers resort to Google for materials and lesson plans; 86 per cent will go to Pinterest. Usually, a teacher will focus on a skill of the week, reading aloud books or excerpts selected not for their content, but for how well they are offered for demonstrating a given skill. However, demonstrating this ability may not involve reading at all. A common way of modeling the ability to compare and contrast, for example, is to bring two children to the front of the room and lead a conversation about the similarities and differences in what you wear. Students will then exercise the skill on their own or in small groups under the guidance of a teacher, reading books that are set to be at their individual reading level, which can be well below their grade level. Again, the books don't cohere around any particular subject; a lot is simple fiction. The theory is that if students simply read enough, and spend enough time practicing comprehension skills, they will eventually be able to understand more complex texts. Many teachers have told me that they would like to spend more time on social studies and science because their students clearly enjoy learning real content. But they have been informed that teaching skills are the way to enhance understanding of reading. Education policy makers and reformers generally have not questioned this approach and, in fact, by raising the importance of reading scores, they have stepped it up. Parents, like teachers, may object to the emphasis on test preparation, but they have not focused on the most fundamental problem. If students do not have the knowledge and vocabulary to understand the passages in the reading tests, they will not have the opportunity to demonstrate their skills in conclusions or finding the main idea. And if they reach high school without being exposed to history or science, as is the case for many students from low-income families, they will not be able to read and understand high-level materials. Common core literacy standards, which since 2010 have affected classroom practice in most states, have in many ways made a bad situation worse. In an effort to expand children's knowledge, standards teachers to expose all students to more complex writing and more nonfiction. This may seem like a step in the right direction, but nonfiction generally assumes even more background and vocabulary knowledge than fiction does. When non-fiction is combined with a skills-focused approach—as it was in the majority of classrooms—the results can be disastrous. Teachers can put impenetrable text in front of children and just let them fight. Or maybe I'll paint a clown. In a small number of American schools, things are starting to change. A few years ago, there was no such thing as an elementary literacy curriculum that focused on building knowledge. Now there are several, including some available online at no cost. Some have been adopted by entire school districts-including high-poverty ones like Baltimore and Detroit-while others are implemented by charter networks or individual schools. Curricula vary in their specificities, but they are all organised by subjects or subjects rather than skills. In one, the students of the first class learn about ancient Mesopotamia and the students of the second class study the Greek myths. In another, kindergartners spend months learning about trees, and first-class explore birds. Children usually find these topics-including and perhaps especially the historically-much more interesting than a steady diet of skills. In schools using these new curricula, all students deal with the same texts, some of which are read aloud by teachers. Children also spend time each day reading independently, at different levels of complexity. But struggling readers are not limited to the simple concepts and vocabulary they can access through their own reading. Teachers tend to be amazed at how quickly children absorb sophisticated vocabulary (such as fertile and adversary) and learn to make connections between different subjects. As promising as some of the early results are, it seems reasonable to ask: With rising inequality and an increasing share of American students coming from low-income families, can any curriculum really equal the playing field? The relatively few schools that have adopted elementary knowledge-building curricula may have trouble using exam scores to prove that the approach can work because it could take years for low-income students to gain enough general knowledge to as well as their more affluent peers. And yet, there is evidence - on a large scale - that this type of elementary curriculum can reduce inequality, thanks to an unintentional experiment conducted in France. As E. D. Hirsch Jr. explains in his book Why Knowledge Matters, by 1989, all French schools had to adhere to a detailed, content-focused national curriculum. If a child from a low-income family started public kindergarten at age 2, by the age of 10, it would have almost caught up with a highly favored child who had started at age 4. A new law then encouraged schools to adopt the American approach, in the foreground skills such as critical thinking and learning to learn. The results were dramatic. Over the next 20 years, achievement levels fell sharply for all students and the decline was greatest among the most needy. The United States cannot simply adopt the kind of comprehensive national curriculum that France once had (and that the countries that surpass us in international testing still have). According to U.S. law and custom, the curriculum is determined locally. Still, much can be done by individual schools and districts-and even states-to help build knowledge that all children need to thrive. A few years ago, in a low-income suburb of Dayton, Ohio, a fourth-grade teacher named Sarah Webb decided to try a new content-focused curriculum that her district was considering adopting. Adjusting from a skills focus wasn't easy, but soon Webb could see that students at all levels of reading ability were thriving. They wanted to learn more about certain subjects featured in the curriculum, so Webb took the books from the public library to satisfy their curiosity. He told me that after the unit in What makes a big heart? A girl talked about the creature all year. That's how Webb always wanted to teach, but he could never make it happen. Like other teachers I've spoken to, he said children who were previously considered low achivers were particularly fascinated. He remembers a sweet kid I'm going to call Matt, who had a history of difficulty reading. As the year went on, Matt found himself deeply interested in everything the class was studying and became a leader in class discussions. He wrote a whole paragraph about Clara Barton--more than he'd ever written before--which he proudly read to his parents. His mother said she had never seen him so enthusiastic about school. Before, Webb says, Matt felt permanently in what the kids see as the dumb team. But at the end of the year, he wrote Webb a thank you note. Reading, he told her, wasn't a fight anymore. This article is adapted from Natalie Wexler's book The Knowledge Gap: The Hidden Cause of America's Broken Education System-and How to Fix It. It appears in the August 2019 print edition entitled The radical case for teaching children stuff. Things.