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Authentic Learning in Teaching Economics: Development of a Teacher's Guide

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AUTHENTIC LEARNING IN TEACHING ECONOMICS:
DEVELOPMENT OF A TEACHER'S GUIDE

A Thesis

Presented to

Graduate Research Office

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

Of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

With Specialization in Curriculum and Instruction

ROCHELLE S. SERBO

April 2019

APPROVAL SHEET

This thesis entitled “**AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER’S GUIDE**” prepared and submitted by **ROCHELLE S. SERBO** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Curriculum and Instruction**, is hereby recommended for approval and acceptance.

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ABSTRACT

TITLE: Authentic Learning in Teaching Economics:
Development of a Teacher's Guide

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KEY CONCEPTS: Authentic Learning, Economics

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Authentic learning when applied in teaching Economics can make a difference on how the students view it as a subject. Economic teachers are usually utilizing individual and collaborative real-life related instructional strategies. Current events discussion is an important strategy in teaching students to value global awareness and lifelong learning. Real life examples and situations as presented in class can make students value and appreciate the connections of Economics to their lives. Using authentic assessment in teaching Economics serves as tools in assessing the students' understanding and appreciation of the theories and concepts learned inside the classroom as they linked it to the realities of the world.

This qualitative descriptive study aimed to identify the authentic instructional strategies and assessment of Grade 9 Economics teachers. A teaching guide was developed and proposed which is intended for the Grade 9 teachers who are teaching Economics in the junior high school level. This guide contained suggested strategies, assessment and activities for each learning competency per quarter of the school year.

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RSS

DEDICATION

This is wholeheartedly dedicated to my happiness

Seiya and Akie

RSS

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Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

A 21st century education product is a lifelong learner with the generic skills of critical and higher order thinking skills, being globally competitive and digitally literate. Traditional teaching approaches may not completely produce such standards and competencies among learners of today. Green (2010) argued that the 21st century education must effectively prepare students to possess contemporary and reasonable competencies needed for productivity which include skills like creative problem solving, collaboration, global mindedness, and effective digital technologies. Voogt and Roblin (2010) as cited by Inocian (2015) also added that the 21st century skills are lifelong learning, competencies needed in the struggle for personal life. Evidence shows that the contemporary dynamics of the classroom calls for active learning, authentic assessment, teamwork and flexibility (Sminorva, 2017). Students should then gain skills to be critical thinkers and knowledgeable participants in the workplace after graduation.

Mims (2003) argued that traditional process of learning does not give a direct connection to the process of learning in the real world of students who have been lost connecting real life to what they learned in school. Learning by doing is generally the most effective way to learn (Lombardi, 2007). Students often prefer doing than listening. He also added that a traditional classroom sets a student to be a “blank box” which Herrington and Oliver (2000) called traditional education that overemphasizes the acquisition of facts and procedures or “brain dump” creating students who are passive, inactive, bored, and confused. To trigger them to be

mentally active, a more democratic teaching strategy must be considered. A study of Herrington and Oliver, 2000 claimed that traditional approaches usually set the students to be passive, inactive, and bored when teachers use traditional approaches in teaching. They also added that a more democratic teaching strategy must be considered for the abstract knowledge learned in school to be retrieved in real life. In traditional teaching approaches, students view learning of contexts as final products of education rather than the tool to solve real world problems. Althausen and Harter (2016) also added that education must build meaningful connections between what they know and what they will learn which the teachers build upon the links of previous knowledge and experiences.

The Enhanced Basic Education Curriculum popularly known as K to 12 program in the country covers the kindergarten plus 12 years of basic education, six years in the elementary and another 6 years in the secondary level before the tertiary level to train students to master concepts and skills for them to be lifelong learners be it for tertiary, middle level skills, employment or entrepreneurship (DepEd., 2012). The K to 12 program aims to prepare Filipino graduates to be globally competitive with the lifelong skills that are required for future employment. Dede, Korte, Nelson, Valdez, and Ward (2005) defined being a globally competitive graduate as a learner who must be confident in dealing with the complex realities of the world situations. If exposed to such authentic environments, students can be more prepared to face the complexities of the requirements when they become professionals.

Althausen and Harter (2016) supported the idea that education when based on students' experiences, needs, and problems could be transformative in nature. Through active and authentic learning, an enjoyable, interesting and meaningful learning atmosphere can be created

which Quintero (2007) called as “true learning”. Mims (2003) agreed that authentic learning offers teachers strategies to bring the outside world inside the classroom. Through this, teachers will be empowered to transfer knowledge and skill into students’ everyday lives outside the school which is then the true value of learning. Numerous studies mentioned by Althausen and Harter (2016) claimed that authentic instruction could be effective in improving students’ achievement. Authentic learning is important according to Har (2013) because it boosts motivation. Students learn better in authentic learning, prepares students for future career, makes concepts easier to assimilate, and blends theories with practice. Real-life learning targets students to deal with authentic learning. If this will be an approach in the curriculum of the Philippine Secondary public schools, there may be a difference in the kind of graduates they produce. Twenty-first century graduates must be real-life ready. Competencies and skills learned in the six years of junior and senior high school must prepare students to skillfully deal with life situations, problems, and realities. Teachers must design authentic activities not only in classrooms but beyond to help students acquire relevant skills. The educator’s task is to create adequate opportunities to construct knowledge. A creative teacher who is in continuous dialogue with the students will create active learners. Feeding with notes everyday during class is just self-defeating. Truth in this case is delivered and not discovered by students. Students should learn to be self-learners (Shubashini, 2014). According to Mims (2003) when students are exposed to authenticity of world problems presented in class, it serves them the opportunity to directly connect new ideas to be learned to their prior knowledge. Gatlin (2007) also added that linking from what is inside to the outside world may serve as a start to a journey towards positive perspectives of the children. To be a physician, chemist or historian according to Simmens (2007) must have interpersonal connections between the learner’s own goals and the broader

perspective of the disciplines. Lave and Wenger (1991) as cited by Lombardi (2007) also argue that to be a professional in the future, one must be early “enculturated” at the discipline.

According to Downes (2007) as mentioned by Lombardi (2007) and Har (2005), an environment similar to the real world such as managing a city, building a house, flying an airplane, setting a budget, or solving a crime must be presented by the teacher beyond content and done authentically; this brings to play different disciplines, perspectives and habits. According to Rennert-Ariev (2005), since the teacher is the focal point of the classroom play, he has the control of the environment and must efficiently choose the behaviors expected from the students. Truth in this case is delivered to students and not discovered by themselves. They should learn to be self-learners (Shubhashini, 2014). Teachers should act as facilitators of learning and not spoon-feed the students.

An underlying assumption that economics is an academic subject with little connection with the world around us is in fact wrong because it is more than just a subject; it is a skill. Students would understand how markets work. They would know that prices increase or decrease because of changes in supply or demand in various markets. Economically literate students would make consumption decisions based on a product’s price and expectations of the satisfaction they will derive from the product. If price seems too high, they will choose not to buy it. Students would realize, that when they purchase a product, both they and the producer of the product benefit. Economically literate students would apply the basic understanding of markets to labor markets, learning that the employers will hire them if they expect to gain more than they give. Development of their human capital would become an important goal, recognizing the importance of their skills, knowledge, experience, and personal qualities are their

tickets to success. Students will no longer view schools as a place for discipline and a place where their parents force them to join but a path to a more fulfilling life. Recognizing the importance of the development of their human capital will make students more responsible of their education (Charkins, 2013).

The curriculum for High School Social Studies (DepEd Conceptual Framework, 2012) as cited by Inocian (2015) is designed to be taught in interdisciplinary, multidisciplinary, integrative, investigative, thematic, chronological, conceptual, and content-oriented with emphasis on the development of the 21st century skills in 4C's such as critical thinking, communication, collaboration, and creativity. Economics is a life-related discipline, and it studies how people and nations are engaged in creating wealth, using it for increasing their welfare, and learn how it grows overtime (Subashini, 2014). The concepts and the theories being taught in Economics class remain as plain technical concepts written in books and unrelated or unapplied to students' life experiences. Students failed to connect the relation between the subjects being taught in school and the realities of the world. The failure of every teacher to connect inside to the outside world of the classroom is the failure of every student in dealing with the reality outside the four walls of the classroom which according to Chulkov and Nizovtsev (2015) is the common problem in education.

Economics according to Shubashini (2014) should impart training in the principles of economics, its application to different life situations and finally help the student in understanding the basics of national economic environment because it will affect their lives as well. Encouraging students to observe situations of real life is the most important skill which an economist learns and uses. Students should be able to observe these phenomena and then

question it. This could leave students quite confused in the early stages of learning as to why it happens. However guided work of this nature can generate interest in economics. Encouraging observing, recognizing, and perceiving reality can help students establish interconnections which is an important skill in Economics. These interconnections are complex and often hidden from view and only an analytical mind can unearth them. Teachers must design authentic activities in classrooms or outside to help students acquire relevant skills. The educator's task is to create adequate opportunities to construct knowledge. One of the misperceptions on economics is that it is abstract, theoretical, and irrelevant to students' lives (Charkins, 2013).

This study aimed to identify less authentic and more authentic strategies and assessments used by Grade 9 Economics teachers. Based on the findings of the study, the proponent proposed and developed a teacher's guide on authentic learning strategies which could provide alternative strategies for teachers teaching Economics in Grade 9.

Literature Review

After some thorough research and readings, the researcher has encountered several related literature which provide background and direction of the study as well as some studies and readings, which serve as basis in conceptualizing the research problem. This is subdivided by different subchapters: Authentic Learning Defined, Elements of Authentic Learning, Authentic Learning Approaches, Strategies and Assessments, and The Pedagogy of Economics.

Authentic Learning Defined

Abbot (2014) as mentioned by Flanagan (2014) defined authentic learning as an instructional technique that connects learners to the real world issues, problems, and applications. Authentic learning targets the acquisition of the learners' ability to learn real world skills and competencies for lifelong learning. Through authentic learning, students will be able to face realities of the world without hesitation and shock. Authentic learning also gives the students ideas of what they are going to face outside the classroom. Carlson (2002) and Rule (2006) also defined it as learning that utilizes real world problems, or projects that allow students to be exposed to problems which are relevant to them. It is grounded on constructivism claiming that learners learn best when engaged in real world tasks connected to their own experiences. Such tasks must take place in a way that is also relevant to both inside and outside the classroom. Similarly, Donovan, Bransford, and Pellegrino, 1999 as mentioned by Mims (2003) also added that authentic learning allows students to explore, discuss, and construct concepts and relationship of real world problems. Har (2005) agreed on the idea that participating and working on real world tasks engages students to practice skills and knowledge relevant to work and situations.

"Real world" learning experiences according to Cavanaugh (2004) as cited by Lombardi (2007) include service learning, apprenticeships, cooperative learning, job-shadowing, and internship experiences. Authentic learning activity should be planned and designed to enhance existing talents and experiences of the students so that they gain confidence and connecting personal to professional practice (Lombardi, 2007). Learning environment similar to real world environment should make students realize that their achievement stretch from the classroom towards the outside world. Authentic learning activities must bring classroom experiences and learnings to provide them what the real world really is. Mehlinger (1995) as cited by Mims

(2003) believed that students in the 21st century must not only learn facts but also must use such facts to reality. The real power of authentic learning is its ability to let the students touch intrinsic motivation towards their involvement to the realities. School activities which are based on practices of real-life experiences offer authentic learning. The basics of listening, reading, writing, and viewing are traditional, and authentic learning offers that students felt it necessary to confront real world rather than intermediaries such as books (Schiro, 2013).

West and Heath (2009) described that the goals of authentic learning engage students to integrate theories learned in school. The expectation to the learners is to be job ready upon graduation with the skills to work critically and effectively. Authentic learning is designed to facilitate the readiness of the students for real world work by immersing them to real world situations. According also to Har (2005), authentic learning is recommended to be the best way to learn which Gatlin and Edwards (2007) agreed on the idea that it makes the students understand the sense of their learning to their own lives. With the individual experiences already gained by the learners, authentic learning enhances the construction of positive perspective to reality. By immersing students to authentic problem tasks, it encourages them to explore and discover; teachers assist students to gain skills and dispositions needed for them to acquire knowledge and discipline (Hung, 2004). Through the engagement of meaningful, real world learning experiences, students construct an enduring understanding of important concepts, empower their subsequent learning in school, and increase their ability to productively and creatively use their formal education in the workplace (Green, 2010).

Elements of Authentic Learning

Learners are more motivated and more likely to express interest when they are learning what is relevant and applicable to their own lives outside the school (Curtin University, 2014,

Newman &Wehlage 1993). When using authentic learning, learners learn to collaborate and produce projects and practice problem-solving and professional skills expected of them. With authentic learning, students are given opportunities to practice professional judgements in a simulated environment of outside world within the classroom. Har (2005) discussed the reasons for the need of authenticity in education: 1) Authentic learning promotes motivation since it provides a natural drive to the learners to understand and interact and even change the world; 2) Students learn better. According to researches, when using authentic learning, it suits the varied learning styles of the students within a large group; 3) It prepares students for future career which allows students to understand the economy of the world and solve information as if they are in the real world; 4) Authentic learning makes the concepts and theories easily understood. With authentic learning, it is easier for the students to learn and investigate the topic on their personal level and status; and 5) Authentic learning combines theories with practice. Students appreciate learning if put into practice. Students can easily remember concepts if they apply the knowledge.

There are basic elements of an authentic learning environment. According to Lombardi (2007) these are: 1) Educators are encouraged to design and plan activities that are as much as possible related to the real world tasks of professionals; 2) The challenges given to the students must be complex, ambiguous and multifaceted in nature to sustain investigation; 3) It must offer reflection, self-assessment and review; 4) Students must be accountable for achieving milestones to meet genuine related working conditions; 5) Collaboration or teamwork is essential; and 6) It must highlight the student's capacity to affect the world beyond the classroom that is appreciated by their peers and mentors. Kruger, et.al (2001) as cited by Hoban (2005) described the characteristics of authentic learning as being: 1) A trajectory from conversation to

production/publication; 2) Students learning from others and in groups; 3) Active participation; 4) Usefulness and meaning for students; and 5) Student participation in deciding what should be learned and how.

Lombardi (2007), also added that authentic learning experiences present three principles: 1) A classroom must be learner-centered to pay attention to the knowledge, skills, attitudes, and beliefs of the students. They are encouraged to critically ask questions and find and justify their own answers. The role of the educator is to be a co-contractor of the knowledge; 2) Students must be active learners in the learning process by writing, discussing, analyzing, and evaluating information. The students are responsible of their own learning and be able to demonstrate skills; and 3) It must use an authentic task. As much as possible, it must present “real world” relevant to the students’ lives.

Renzulli, Gentry, and Reis (2004) as cited by Rule (2006) identified other four criteria for authentic learning: 1) investigation of real-life problem that involves emotional commitment; 2) real world problems must be open-ended for the students to be motivated to devise solutions; and 3) students act as inquirers undergoing training exercises and the teacher as a mentor or resources procurer.

Cronin (1993) as mentioned by Green (2010) who presented misconceptions about authentic learning which seem a daunting task, replete with broad pedagogy implications and the accompanying stress of change, argues that there are four misconceptions about authentic learning that when taken into account can positively impact authentic learning efficacy. He says authentic learning is not an all-or-nothing proposition and that just because a learning context may not meet every criterion of authentic learning it can still be authentic and powerful. Cronin offers that if the concept of authenticity exists on a continuous process, teachers who make lessons

more authentic do not require reversal of the current practice Authentic learning is not a new concept as thought by many as varied disciplines are using authentic learning for years. He argues that many non-core academic disciplines, including athletics, music, drama, and forensics have been taught authentically for years and that teachers in those areas can be used as resources. He also argues that the point of authentic learning is to let the students be exposed to situations that resemble real life. Finally, Cronin's fourth misconception about authentic learning is complex and never simple and straightforward. He argues that teachers must not fall into this mindset as an authentic learning prerequisite and they must look for everyday opportunities to connect students to meaningful, real world learning. Renzulli, Gentry, and Reis (2004) as cited by Green (2010) argued that authentic learning closes the gap between what they envisioned early in their teaching careers and their pressured, content-driven reality.

Authentic Learning and Assessments

This section includes the different literature on authentic learning and assessments.

Authentic Learning

Problem-Based Learning and Distributed Problem-Based Learning (DPBL)

Problem-based Learning or PBL is an approach where students are exposed to solve challenging open-ended world problems. The students base their current knowledge on the problems and identify the information or data that they need to solve the problem. (Stanford University Newsletter, 2001). Forsythe (2000) also added that PBL involves discussing the problem. Such problems or tasks may not have direct solutions but allows students to present what needs to be studied for them to provide possible options to solve the problem presented.

Distributed problem-based learning is a form of Problem-Based learning, which allows collaboration in solving the world-related problems (Zuallkernan, 2004).

Inquiry-Based Learning

Eick and Reed, (2000) as cited by Schneider (2006) defined Inquiry-based learning (IBL) as a project-oriented pedagogic strategy that is often described as a spiral approach, implying created question, investigation, solution and response, and discussion with reflection (Bishop, Bertram, & Lunsford, 2004). It is a process which allows students to ask questions based on the gathered information leading to the creation of new ideas and knowledge.

The first step is to ask that focuses on the formulation of questions. The question is then redefined again in a cycle. Second, is to investigate where a student or a group of students are tasked to gather information to redefine the question to make it clearer. Third, to create, where students start to make links to synthesize the meaning between the new knowledge, thoughts, and theories. Fourth, to discuss information where students share ideas collaboratively about their own investigations and experiences. Lastly, to reflect, where students look back to the question formulated to make conclusions (Schneider, 2006).

Role-Play Simulation and Game-Based Learning

The use of games and simulations in economics is supported by literature with the benefit it brings in teaching the subject (Sutcliffe, 2003). Simulations, games, and role play or SGRP provide students imaginary world or real world upon which they could act in resemblance to reality. With simulations, the students are able to develop deep conceptual understanding on the real world environment. Games may be distinguished with the idea of winning and competition. Simulation became a role play when students started to act as they imagine appropriate given roles.

SGRP is a student-centered space which allows learner-oriented assessment where active learning is expected. Students are actively involved in self and peer assessment and learning and reflection. Evidence shows that educators and students experience satisfaction on the learning when SGRP is used (Russell & Shepherd, 2010). This presents a safe and supportive environment where students can develop different skills like clinical skills, competency and agency.

Russel and Shepherd (2010) presented benefits of role play and simulation: 1) Role play is an excellent way of evaluating students' decision making and communication skills; 2) Role play is useful for the students to operate tense professional environment; 3) Scenarios can be scaffolded increasing the level of student's competence; 4) Role plays assist the teachers to evaluate students when working under pressure; 5) Simulation is a form of authentic assessment that allows students to be active, experiential, and reflective on the simulated environment related to their educational experiences; 6) Through SGRP, teachers can assess students' preparation for practical placement; 7) Technology-based simulations enable instant evaluation and feedback for the students; 8) Simulations are effective evaluation on the different competencies expected of the students; and 9) It promotes clinical decision making, clinical communication skills, and promote awareness in medical and allied health literature.

Case Study-Based Learning

Case study according to Killen (2010) as cited by Habisasa and Hlalele (2014) is defined as a narrative with a hidden message describing an actual or real situation where an individual or group presents a problem to be solved. Choi, Lee, and Kang (2009) defined case study as an instructional technique requiring students to actively participate in a real world problem solution

which allows them to reflect on different kinds of experiences that are encountered in the discipline they are studying. Using case study in Economics improves student's academic performance since this method is suited to develop analytical skills, problem solving, decision making, and critical thinking skills. The following steps in case study is used in Economics as introduced by Van Wyk (2011). Volpe (2015) also added that there are two fundamental principles underlying the case method: (1) When students teach themselves through their own struggles, it is considered the best learned lessons; and (2) Understanding and judgment can be learned by practical experience. Through complexities of the real world problems, students are challenged to learn skills that are appropriate for them to deal with the realities of the world and the future.

Critical Incidence-Based Learning

Hettlage and Steinlin (2006) defined the Critical Incident Technique (CIT) as a tool for planning a new project, evaluation of the project, and empowerment. They also added that Critical Incidents are short narratives that describe a particular situation where the problems are presented from differences of the interacting parties. It is a technique in analyzing and problem solving behavior of people. It must trigger the reflection process of the interviewed person and his problem solving behavior. It is based on realistic situations which could be presented into a story with explanation and feedback. There are also presented solutions where the interview partners are considered.

Project-Based Learning

Based on the definition of Coffey (2008), project-based learning engages students to collaborative real world investigations on which it is organized around a question being sought to to be answered. The teacher serves as coach who guides the students in using resources employing fun and motivating strategies while the students are uncovering the content with depth and breadth (Stix & Hrbek, 2006). Coofey (2008) also added that project-based learning is possible if the students are supported by the teachers through sufficient time guidance. The tasks and instructions must be explained thoroughly. They can provide assessment through objective tests, checklist, and rubrics for the project. Reflections can also be included for self-evaluation of the learners.

Authentic Learning Assessment

Authentic assessment is a form of assessment in which students are expected to perform world-related tasks for them to demonstrate meaningful application to achieve essential knowledge and skills. It is similar to the tasks that in the real-life workplace. It is engaging and worthy problems faced by adults, consumers and professionals (Sridharan & Mustard, 2015).

Herrington (2000) and Wiggins (1998) as cited by Sridharan and Mustard (2015) presented the nine checklist on authentic learning assessments, these includes the following: (1) assessments given by the teacher must have a real-world relevance; (2) it must comprise complex tasks to be investigated by the learners over agiven sustained time; (3) it must provide opportunity for the learners to examine the tasks in different perspectives with a variety of resources; (4) it must provide the chance to collaborate with other learners; (5) it must provide

them the opportunity to reflect; (6) it can be integrated and applied across the curriculum; (7) it must be integrated to the real-world situations rather than artificial scenarios; and (8) it must create polished outputs and outcomes.

The topic on authentic learning and authentic assessment has received a strong focus in the higher education in the last two decades. (Serrano-Santos, 2017). It is believed that authentic learning and assessment engaged with meaningful learning is connected to the real world work environments. Authentic assessments must generally accomplish the following goals: 1) it must emphasizes what students know, rather than what they do not know; 2) Requires students to develop responses instead of selecting them from predetermined options; 3) Directly evaluates holistic projects; 4) Uses samples of student work collected over an extended period of time; 5) Stems from clear criteria made known to students and parents; 6) Elicits higher-order thinking; 7) Allows for the possibility of multiple human judgments; 8) Relates more closely to classroom learning; 9) Teaches students to evaluate their own work; and 10) Considers differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels.

According to Scott (2011), there should be three important aspects that should accompany authentic assessment: 1) Connecting. A key feature of any authentic assessment requires students to connect facts, concepts, and principles to solve problems and produce projects. There is a transfer of knowledge and skills when students are able to recognize the connectivity of learning. Contemporary learning theory claims that learners acquire understanding by extending previously learned knowledge, construct new ideas, and develop their own interconnecting ideas and concepts; 2) Reflecting. Authentic assessment must help students develop self awareness and reflective skills for them to reflect on their own thinking, practices, and learning. Individuals learn to absorb information and make sense of it through

reflections for the students to recognize the gaps that exist in their own understanding. Such gaps also connect previous learning to the development of new knowledge; 3) Feedback. Another important outcome of authentic assessment is providing the learners feedback related to significant objectives. It is best when it comes from the internal mental processes of the students especially when they assess themselves. This could be conducted through graphic organizers, performance products and live presentations.

Authentic assessment offers an alternative way of assessing students by exposing them to real-life situations. In this, students are expected to lay down their abilities and skills for the tasks given to them with guide. Ayo (2015), clustered and recommended the use of different authentic assessments into: 1) graphic organizers such as flow chart, webbing, Venn diagram, KWL chart; 2) interviews like project interview, questioning suggestion, problem solving; 3) observations through the use of observation checklist, problem solving observation checklist, cooperative group work observation checklist, cooperative work Likert scale, cooperative performance indicators Holistic scale; 4) performance tasks such as debate, panel discussion, cooperative learning activities; 5) creative performance including drama or role playing, pictorial problem solving, music writing and performing; 6) self and peer evaluation which may include problem solving rating scale, portfolio reflection items, questions reflective feedback, students reflective from questions, observation checklist for peer and self evaluations, experimental design feedback, and cooperative group work/self assessment checklist; and 7) journals and learning logs such as reflective journal, fractions journal entry, learning log, social science log, note-taking/note making.

On the resume of related literature and studies, authentic learning provides a means by which students can identify themselves in the realities of the world. Students are motivated to perform actual work tasks and produce products that reflect who they are and what they believe in. Koplin and Hui (2011) claimed that the traditional abstract knowledge teaching approach is not being retrievable in real-life and also lacks skill of transferability between the classroom and the workplace. They also suggested that there must be a shift from the traditional approach in teaching and learning to an alternative approach like the authentic learning which is becoming more common in universities. In higher education, authentic learning is being increasingly used such as entrepreneurship, indigenous education, curriculum design, science, social science, rural management, literature education , online learning, role of Information and technology, and general education (Hui & Koplin, 2011). Some of authentic assessment methods presented by Sridharan and Mustard (2015) that could be utilized in teaching any subject area are appended.

The Pedagogy of Economics

Since the focus of the study is on teaching Economics, the related literature presented in this section includes the Teaching Economics and Authentic learning in Economics.

Teaching Economics

Economics is a life related discipline and it studies how people and nations are engaged in creating wealth, using it for increasing their welfare, how they grow overtime (Subashini, 2014). The concepts and the theories being taught in Economics class remain as plain technical concepts written in books and unrelated or unapplied to students' life experiences. Students failed to connect the relation between the subjects being taught in school and the realities of the

world. The failure of every teacher to connect inside to the outside world of the classroom is the failure of every student in dealing with the reality outside the four walls of the classroom which according to Chulkov and Nizovtsev (2015) is the common problem in education. Economics is often called the “dismal” science since it is viewed as a dull and abstract subject. According to Ravitz and Mergendoller (2004), Economics is often taught by reluctant and unprepared teachers in high schools. Concepts and terms in Economics being relayed to students seemed too technical that oftentimes, stigmatized the subject as a boring one. Teachers often face various challenges on making students understand the concepts and basic economic phenomena and their application in their everyday lives. If teachers will be able to make a connection to the students’ experiences and real-life situations, the students will be able to make a link between the classroom and their real life outside the school and make learning Economics come to life.

The curriculum for High School Social Studies (DepEd Conceptual Framework, 2012) as cited by Inocian (2015) is designed to be taught in interdisciplinary, multidisciplinary, integrative, investigative, thematic, chronological, conceptual, and content-oriented with emphasis on the development of the 21st century skills in 4C’s such as critical thinking, communication, collaboration, and creativity. According to Voogt and Roblin (2010) as cited by Inocian (2015), the 21st century skills are lifelong learning competencies needed in the struggle for personal life.

Economic education is a crucial subject that many schools tend to overlook (Van Wyk, 2015). Its goal goes far beyond students understanding basic principles but generating and exposing students to real life learning environment and experiences. By finding ways to teach students more about economics, teachers are contributing to improved attitudes toward the

subject. By teaching basic economic concepts and applying them to classroom discussions of economic issues and institutions, teachers and lecturers are not indoctrinating students, but providing a knowledge foundation for more informed student opinions and decision making on vital economic issues. The more economic concepts students know, the more they like and value the subject and the more information they have about economic issues. Students who do not get the opportunity to learn economics and increase their economic understanding will probably never take much interest in the subject or in their economic world.

Van Wyk (2015) also added that the current teaching strategies that are being used by economic teachers at the high school level are obsolete and do not take the students to best comprehension of the economic content. Excellent effective teaching demands a host of devices, techniques and strategies aiming not only to achieve critical outcomes but variety. Economic teachers struggle with the different strategies available and most are traditional in approach.

Vasiliki, Panagiota and Maria (2016) are proposing a new methodology in teaching Economics. This includes the use of arts, cooperative learning, project method, experiential learning, interdisciplinary, and constructivism. They also added a simple teaching methodology consisting of five steps. First is the *Stimulation of Students' Interest*. In this step, this serves as the stimulus for drawing students' attention. Art can be included in the teaching process by selecting the appropriate and relevant artworks from music, painting, literature, cinema etc. in order to combine them with the teaching process. The teacher has to take into consideration that the selected artworks will be relevant to students' interests. Second *Presentation of Teaching Material* The second step is the presentation of the didactic material. The teacher has to present the course in class by using the traditional lecture with combination of digital presentation tools

or other teaching means to draw the students' attention. It is important for the students to be familiar with the teaching material in order to integrate it into the activities. Third, *Team Formation and Activities' Determination*, this step consists of team formation according to the total number of students in class. In this step, the teacher has to determine the teams' activities and inform the students about what they have to do. The activities can include processing of artwork and ideas from experiential learning with methods such as role-playing. Fourth, *Conduction of Activities* which is the conduction of activities in class. During this step, students have to analyze the teaching material and implement it during the proposed activities. The teacher has to supervise the whole process and provide guidelines to students, due to the little experience of students. Fifth, *Discussion and Assessment* is the discussion in the class about the whole process and the expression of students' emotions and thoughts. Afterwards, an assessment of the teamwork and the teaching process has to take place. The teacher distributes a questionnaire to the students with questions related to the abilities that they enhanced during the process, the benefits of the process and ways of improving the procedure.

Authentic Learning on Economics

When teaching Economics, teachers often face problems on how they are going to make their students understand the economic phenomena, concepts and terms to the application to their everyday lives. To overcome such, teachers must discover and apply new teaching methods which are compatible to the needs, abilities and interests of the students (Vasiliki, Panagiota & Maria, 2016).

Economics according to Shubashini (2014) should impart training in the principles of economics, its application to different life situations, and finally help the students in

understanding the basics of national economic environment because it will affect their lives as well. Encouraging students to observe situations of real life is the most important skills an economist learns and uses. Students should be able to observe these phenomena and then question it. This could leave students quite confused in the early stages of learning as to why it happens. However guided work of this nature can generate interest in economics. Encouraging observing, recognizing, and perceiving reality can help students establish interconnections which is an important skill in Economics. These interconnections are complex and often hidden from view and only an analytical mind can unearth them.

Several research findings according to Woldab (2015) indicated that the traditional approach or the “chalk-and-talk” approach is the instructional strategies that are predominantly used in teaching economics. This ignores the students’ views making them passive and creates a classroom dominated and controlled by the teacher and produce students with low interest on economics courses. Teaching Economics should not be viewed as a mere transmission or lecturing of knowledge about economic facts, principles and theories but should be based on previous knowledge and association, students will be able to understand their learning experiences through brain storming to synthesize the new information they acquired. Being a constructivist economics teacher, problem solving and inquiry-based activities is a requirement for the students to formulate and test their ideas, draws conclusions and inferences in a collaborative environment. In teaching Economics, instruction and construction are combined and they must be connected successfully. The teacher functions as a stimulator or motivator of curiosity and also acts as a resource person. He also acts as senior co-investigator, a guide, co-learner, and facilitator. In teaching Economics, the classroom according to Senapaty and Pradhan

(2005) as mentioned by Woldab (2015) should no longer be a place where the teacher is the mere giver of information.

Brooks and Brooks (1993) as cited by Woldab (2015) presented what a constructivist classroom in an Economics class implies: 1) In an Economics class, students are autonomous and are welcome to present their initiatives. They are free to discuss, make choices and adopt deep approaches to economics facts and theories; 2) Students are expected to possess higher level of thinking. They are challenged to reach beyond memorizing facts and concepts. They are motivated to synthesize, analyze, and justify their ideas and conceptions of their own understanding; 3) Students are engaged to predict and hypothesize and encourage discussion about economic phenomenon; 4). They are engaged in dialogue with the teacher and with each other showing interactive communication, collaboratively engaging oneself to activities requiring active participation. In discussions, they could hear views and opinions on economic realities and are given opportunities to express and construct their own personal knowledge; and 5) They use raw data, primary sources, and manipulative or interactive materials.

Vasiliki, Panagiota, and Maria (2016) proposed method of teaching Economics by combining economics through art, cooperative, experiential learning and project learning. Teaching should be designed to allow students to analyze experiences resembling real world problems and real-life situations. Students are motivated to learn when their own personal experiences are related to the subject matter rather than reading a topic from the books. Several studies according to Sminorva (2015) supported that in Economics, knowledge retention is better when active learning is utilized in a classroom. With such best practices in Economics teaching, a teacher is able to create instructional goals, methods, and materials that are flexible and

adjusted to the individual needs of the students. Through the use of interactive teaching strategies, real world applications and various forms of visualization and social media utilization are evident.

This chapter provided a review of literature associated on authentic learning and Economics teaching. Such literature motivated the researcher to pursue her study on the authentic learning on Economics teaching.

Research Problems

Primarily, this study aimed to identify the authentic learning strategies and assessment used by Grade 9 Economics teachers.

Specifically, this study sought to answer the following questions:

1. What are the less authentic and more authentic learning strategies of Grade 9 Economics teachers?
2. What are the authentic assessments being utilized by the Grade 9 Economics teachers?
3. Based on the findings of the study, what authentic learning teacher's guide for Economics can be developed and proposed?

Conceptual Framework

Anchored on Situated and Experiential learning theories, authentic learning is being connected to both of the learning theories. Experiential learning is a philosophy and

methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values (Association for Experiential Education). Unlike traditional classroom situations where students may have to compete with each another or may have to remain uninvolved or unmotivated and where the teaching is more highly structured, students in experiential learning situations have the chance to cooperate and learn from each another in a more semi-structured approach. Teaching is designed to engage students with direct experiences which are closely tied to real world problems and real life situations. The teacher is more a facilitator rather than a director of student progress. The focus of experiential learning is placed on the process of learning and not on the product of learning. Supporters of experiential learning state that students are going to be more motivated to learn when they have a personal experience regarding the subject rather than being assigned to study and review a topic or read a textbook chapter. In Experiential learning the phases of experiencing (doing), reflection and applying must be present. In addition, “the stages of reflection and application are what make experiential learning different and more powerful than other models commonly referred to as “learn-by-doing” or “hands-on learning” as cited by Vasiliki, Panagiota and Maria (2016).

Although the ideas of authentic learning can be traced back to Vygotsky (1934) as cited Lasry (2006), its rebirth is usually attributed to the situated learning movement inspired by Jean Lave's ethnographical studies (Lave, 1988; Lave & Wenger, 1991). Many approaches have been used in trying to apply this concept of authenticity of learning or instruction. The vast majority of authors imply some real-world feature when using the term authentic. Authentic tasks to those that "professionals might encounter in the real-world". Experiences as "experiences that relate to real-world knowing and doing". This leads to instructional designs that focus on the everyday

settings in which a content field is addressed and approaches that see students as "participants rather than observers". Thus, authentic instruction from this perspective is sometimes equated to approaches such as case-based learning, this understanding of authentic instruction seems to be an oversimplification of the construct. Indeed, these approaches are very similar to the "learning in-situ" and "learning by doing" approaches that Lave and Wenger (1991) identified as precursors to situated learning and to us to authentic learning and instruction (Herrington, 2000). Aligned with this perspective, learning theorists were acknowledging the need for *authentic learning* (Collins, Brown and Newman, 1989) through a new paradigm called Situated Learning (Lave & Wenger, 1991).

Giving authentic contexts is one of the in contrast with most classrooms learning activities that involve abstract knowledge which is and out of context, Lave (1991) argues that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate. Lave and Wenger (1991) call this a process of "legitimate peripheral participation" (Lave, 1988). Knowledge needs to be presented in authentic contexts — settings and situations that would normally involve that knowledge. Social interaction and collaboration are essential components of situated learning — learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired. As the beginner or novice moves from the periphery of a community to its center, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert. Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge."

Under the situated learning theory, the following characteristics of situated learning in an instructional design (Herrington, 2000) are the similar characteristics of authentic learning (Reeves, et.al, 2006): 1) Provide authentic context that reflect the way the knowledge will be used in real-life; 2) Provide authentic activities; 3) Provide access to expert performances and the modelling of processes; 4) Provide multiple roles and perspectives; 5) Support collaborative construction of knowledge; 6) Provide coaching and scaffolding at critical times; 7) Promote reflection to enable abstractions to be formed; 8) Promote articulation to enable tacit knowledge to be made explicit; and 9) Provide for integrated assessment of learning within the tasks.

Learning researchers have distilled the essence of the authentic learning experience down to 10 design elements, providing educators with a useful checklist that can be adapted to any subject matter domain (Reeves, Herrington, & Oliver, 2002. These are 1) *Real-world relevance*: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture; 2) *Ill-defined problem*: Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task; 3) *Sustained investigation*: Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources; 4) *Multiple sources and perspectives*: Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a

variety of resources, and requires students to distinguish relevant from irrelevant information in the process; 5) *Collaboration*: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world; 6) *Reflection (metacognition)*: Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community; 7) *Interdisciplinary perspective*: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms; 8) *Integrated assessment*: Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes; 9) *Polished products*: Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right; and 10) *Multiple interpretations and outcomes*: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

Figure 1 shows the framework of the study which centers on the instructional strategies and assessment of Grade 9 Economics teachers. The identified strategies and assessments are evaluated how authentic by using the Authentic Learning Design Elements checklist as presented by Reeves, Herrington, and Oliver (2002). The findings and the results of this study became the bases in developing a teacher's guide on authentic learning for Grade 9 Economics teachers was evaluated using the Evaluation Form-Expert's Assessment Checklist (EAC) with some revisions to include the ten (10) authentic learning design elements.

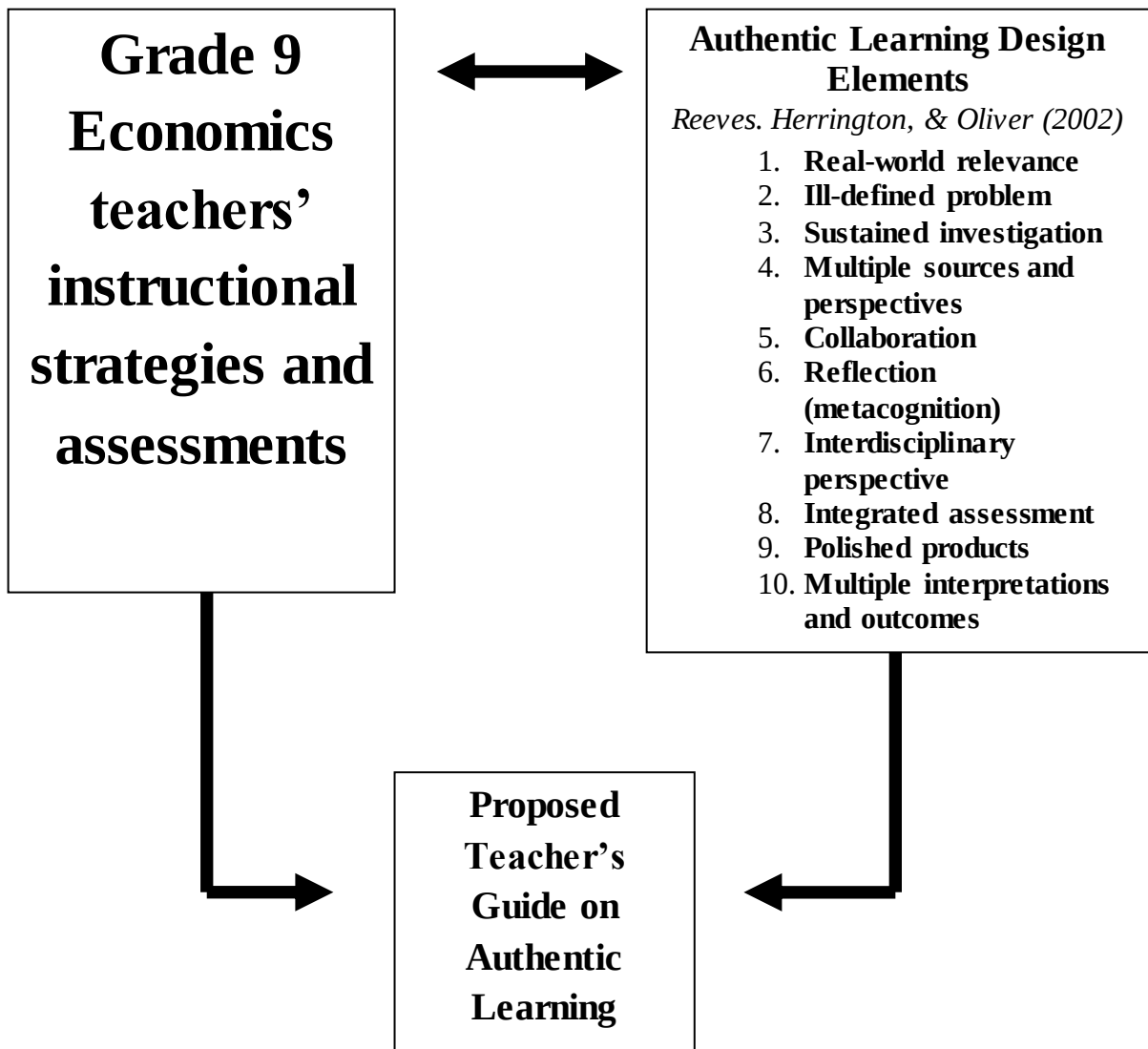


Figure 1. Conceptual Framework of the Study

Definition of Terms

The key terms used in the development of the main problem and some related terms are hereby defined either operationally or conceptually:

Authentic Learning. It is a learning that employs real world problems and projects that allows students to explore and discuss the problems relevant to them. It is solidly grounded in research in situated learning and cognition (Carlson, 2002; Rule, 2006). In this study, this referred to the foundation of the variables under study.

Authentic Learning Strategy. This includes instructional practices of teachers relating to real-world concepts and tasks. In this study, this was one of the main content of the output of the study.

Authentic Learning Assessment. This includes multiple forms of assessments related to real-life that reflect the learning of students. In this study, this was one of the main content of the output of the study.

Economics. A social science dealing with the man's life and how he deals with others (Fajardo, 1999). In this study, this was the main input of the proposed teacher's guide.

Teacher's Guide. An alternative reference for teachers with sample strategies and assessments in teaching. In this study, it was the output of the study which contains authentic learning strategies and assessment tools in teaching Grade 9 Economics.

Chapter 2

PROCEDURES

This chapter described the qualitative design and methodology, research site, selection criteria and participants, data analysis, role of researcher, methods of validation, and ethical considerations.

Qualitative Design and Methodology

This study was a qualitative-descriptive design providing information on the current status or characteristics of a phenomenon being studied. It is used to describe the what in a certain situation by collecting data in order to answer the questions concerning the current status of the study (Shields & Rangarajan, 2013; Porto, 2013). This study focused on the present conditions that are the instructional authentic strategies and assessments of Grade 9 Economics teachers. Descriptive studies provide facts on which scientific judgments can be presented which may provide information on the nature of objects and persons (Campano, 2015).

The above mentioned research method was the most applicable for this study aligning to the main objective of the researcher, that of identifying common practices and instructional strategies of Grade 9 Economics teachers. A semi-structured interview was utilized to gather the data needed for the study. The data gathered were organized and analyzed until significant core ideas were obtained using the authentic learning design elements (Reeves, Herrington & Oliver, 2000). Based on the findings, the researcher developed and proposed a teacher's guide on authentic learning strategies in teaching Grade 9 Economics.

Research Site

On July 25, 1950, the Schools Division of Quezon City was established with 20,593 elementary school pupils and 310 secondary schools students manned by 478 teachers on both levels. The seventh Schools Division Superintendent, Dr. Victoria Q. Fuentes (2002 – 2010), transferred the Division Office from EDSA, Cubao at the four-storey edifice with a multiple purpose rooftop inside the San Francisco High School compound at Misamis St., BagoBantay, Quezon City. At present, the Schools Division Office is under the sterling leadership of Schools Division Superintendent Dr. Elizabeth E. Quesada. From the initial population of 20,593 elementary pupils and 310 high school students in 1950, the Division of Quezon City now serves a big population of 258, 201 in its elementary schools and 143,462 in high schools. The services of teachers in the national rolls, 7,243 elementary and 5,853 high school teachers (Schools Division Office Quezon City, 2018).

The Schools Division of San Jose Del Monte City came into its independency from its mother Division of Bulacan after the proclamation of San Jose del Monte as the 1st component city of Bulacan by former President Joseph E. Estrada under the Republic Act 8797 on September 10, 2000. Under the leadership of Germelina H. Pascual (January 5, 2015 to present) there are 3500 teachers as of August 20, 2018. At present, it has 3500 teachers both in the elementary and high schools (DepEd CSJDM, 2018).

The two research sites were chosen to present a rural and urban Grade 9 Economics teachers strategies and assessments in teaching Economics, the City of San Jose del Monte, Bulacan representing the provincial or rural area and Quezon City, representing an urban setting. The former city consists of ten (10) districts while the latter consists of five (5) districts. It was chosen for the convenience and safety of the researcher as well since she is residing in San Jose del Monte City and she was formerly affiliated in a public high school in Quezon City.

Selection Criteria and Participants

Purposive sampling was utilized in the selection of the respondents of this study. According to Jupp (2006) purposive sampling is a technique where samples are chosen according to the purpose of the research. One schools division from the National Capital Region was chosen and one schools division in a nearby province to represent a rural and urban teacher's instructional strategies and assessments in teaching Economics.

In selecting the respondents of the study, the researcher considered permanent teachers, regardless of gender and age, who are teaching the Economics for at least two school years. Since the research instrument that was used in this study was a semi-structured interview, for convenience purposes and to facilitate representations, the researcher selected ten (10) Economics teachers from each of the division.

After the permission to conduct interview was given, school heads and department heads assigned teachers from their school to become part of the study. From the Schools Division of San Jose del Monte, since there are 10 districts, one (1) teacher was interviewed for every district.

From the Division of Quezon City, since there were 5 districts, the researcher interviewed two (2) from each district. Teachers from the selected schools belonged to the experienced and expert Grade 9 teachers categories according to their school heads.

Data Collection

Data was collected using a semi-structured interview with ten (10) questions related on the topic. In the field of social science research, according to Alshenqeeti (2014), the usefulness of interviews has long been recognized as “usually” a key factor in a qualitative research since it tends to provide detailed descriptions of individuals and events in their natural settings. Kyale (1996); Schostak (2006) as cited by Alshenqeeti (2004) added that interview is a conversation between partners aiming to interpret certain phenomenon or topic.

The semi-structured interview is the third type of interview which is non-standardized and the frequently used type of interview in qualitative analysis. It is more flexible than structured interview because it allows further explanation, clarification, elaboration, or probing of responses of the respondents but still keeping the parameters of the interview guide (Rubin & Rubin, 2005; Berg, 2007; Kajornboon, 2005) as cited by Alshenqeeti (2004). Semi-structured interview helped the participants in reliving in their minds their teaching practices so that they may explain clearly to the researcher common instructional practices and strategies as Grade 9 Economics teachers.

An interview guide consists of questions or issues that the researcher wants to uncover. It must be clear without ambiguity nor personal or illegal questions (Kajornboon, 2005). The interview guide that was utilized by the researcher was in the form of a semi-structured questions which include the following: purpose of the interview; terms of confidentiality; format of the

interview; how long the interview will take; how to get in touch with the researcher after if a respondent wants to; if they have any question before the researcher gets started with the interview; and assurance of confidentiality of the recorded interview.

The researcher constructed fifteen (15) questions based on the characteristics of authentic learning instruction. It was then submitted for face validation of experts before the interview proper. Appendix H shows the interview guide for the Grade 9 teachers. The experts who face validated the interview questions included two (2) Philippine Normal University Graduate Studies faculty, one (1) Araling Panlipunan (Social Studies) Education Program Supervisor and another one (1) Araling Panlipunan (Social Studies) school head department. There was no rubric for validation that was used. After validating, there were questions that were eliminated and some are revised by the experts. A total of five (5) questions were eliminated and ten (10) questions remained and were validated to use for the interview proper.

Data collection started upon receiving the adviser's approval. The researcher coordinated with the authorities from the Divisions of Quezon City, Metro Manila and San Jose del Monte City, Bulacan through written requests. Upon approval, the researcher set the schedule for interview as convenient to the respondents. On the approved date and time, the researcher visited the respondents where the respondents are convenient and proceeded to administer the semi-structured interview. On the interview proper, the researcher gave a brief orientation about the study and the purpose of the interview. She also mentioned the mechanics of the interview to ensure smooth exchange of ideas. The duration of the interview ranged from 25 to 30 minutes. The researcher made use of audio recorder, with the knowledge of the respondents to make sure

that everything will be transcribed. All interviews were properly documented both in writing and audio recording, and finally, minutes of the interactions was properly be transcribed verbatim.

Data Analysis

Analysis of data included the processing of data that is collected for the study. It means studying the organized material in order to discover inherent facts. Thus, the data are processed and analyzed descriptively. The qualitative process of the data gathered run from verbatim transcription of participants' responses to the extraction of essence by the investigator.

After the conduct of interview, the collected data are analyzed and transcribed distinctively. The researcher then read and re-read all the transcriptions for familiarization. Significant features were identified from the data that might lead to answering the research problems referred to as "coding". Next, possible core ideas were discovered by looking at the codes and entire data are set to identify significant broader patterns of meanings. All possible core ideas were written to avoid biases. The initial core ideas were then renamed and redefined if relevant to authentic learning approaches in teaching Economics; it was not necessarily presented to the experts since the main purpose of the core ideas was for enumerating core ideas on authentic learning strategies and assessments. After identifying the core ideas from the data gathered, the researcher started to do the write-up of the research findings.

After identifying core ideas from the responses on instructional strategies utilized by the respondents, these were categorized as less and more authentic using the authentic design elements checklist (Reeves, Herrington, & Oliver, 2002). The checklist helped in creating an authentic assessment and or evaluate current activities for authenticity (see appendix). Two

master teachers from the Division of Quezon City assisted the researcher in scoring each strategy based on the checklist. For the scoring purposes, the proponent used the following score guide for two-point checklist.

1 – 5 authentic design elements – Less Authentic

6 – 10 authentic design elements – More Authentic

Role of Researcher

Researcher-as-instrument. In a qualitative research, according to Kyale, 1999 as cited by Tampus (2014) the interviewer himself/herself is the research instrument. This means that the interviewer must be an expert on the topic. He or she must immediately be able to decide what questions to ask and how to ask them, to discern which of the participants' answers need follow up, and to choose which answers to interpret so that the participants could be assisted in unfolding their narratives. As secondary data storage, after the data has been gathered, the researcher conscientiously recorded and transcribed each interview session without judgmental evaluation subsequent to the interview (Groenewald, 2004).

Methods of Validation

After gathering all necessary the data within three weeks through the semi-structured interview, the data was transcribed. It was given to the respondents for member checking through sending the transcript via the social media upon particularly the messenger application for member checking which is also known as respondent's validation. Member check, also known as respondent validation is a procedure whereby a researcher gives the transcriptions to the participants who are the source of those materials for the purpose of checking (Bryman, 2003).

This rechecking ensures that the researcher accurately transcribed their viewpoints of the topic into words. They were encouraged to comment anything they wish to add in those transcriptions.

The proposed teacher's guide was content validated using the Likert Five Point Scale on Evaluation Form-Expert's Assessment Checklist (EAC) with revisions to include the authentic design elements (Reeves, Herrington, & Oliver, 2002) by two experts in the field of Economics. One is a member of Nueva Vizcaya State University Social Science faculty and the other one is a master teacher of Araling Panlipunan (Social Studies) in Quezon City. (See appendix on the validation results of the guide).

Ethical Considerations

The study focused on the less authentic and more authentic instructional strategies and assessments of the Grade 9 Economics teachers which lead to the development of a teacher's guide on the authentic learning in teaching Economics in the Junior High School.

On Sensitive Issues

This study aimed to identify the authentic and non authentic learning strategies and assessments of the Grade 9 Economics teachers. It did not contain any inclusion of sensitive issues on gender, age discriminations and the like. It only aimed to identify instructional strategies and assessments of Grade 9 Economics teachers regardless of their age, gender, or religion.

On Protection of Respondents and Suitability of Research Site

The research site of the study ensured the safety and protection of both respondents and researcher. It was anonymous and the data collection was conducted on the time and place convenient to both the researcher and the participants.

Debriefing of Plan

The researcher had provided the chosen participants of the study complete information of the nature and purpose of the study during the preliminaries of the interview proper to ensure them of the content of the study they are participating. Such information included the confidentiality of their personal profile and responses on the semi-structured questions. Beforehand, they were given letters requesting their voluntary participation on the study for their consent.

Selection of Participants

The participants were the Grade 9 Araling Panlipunan teachers who are teaching Economics in the Division of Quezon City and San Jose del Monte. Each district from the two divisions was represented by one or two respondents. The school where the researcher is currently affiliated, San Jose del Monte Heights High School in District 6 of the Division of San Jose del Monte, Bulacan was excluded in the study since she is the sole Grade 9 Economics teacher. Grade 9 students were not included in this study.

Duration of the Study

Participants provided information on their common practices and strategies in teaching Grade 9 Economics. The study utilized a ten (10) question semi-structured interview, each interview for twenty Grade 9 Economics teachers ranged from 25 – 30 minutes.

Bias-Free Data Collection Tool

The semi-structured interview guide did not focus on the personal profile of the participants since it was not a part of the research objectives or problems. Information on economic status, gender, ethnicity, or religion was not transcribed in the data collection and the study focus was on the information provided by the participants about their teaching practices and strategies in Economics.

Conflict of Interest/Collaboration

There was neither conflict of interest nor financial or non-financial return on this study for the participants or the researcher. The research objectivity or independence was not compromised from the start and end of the study. This study was not a collaborative research or externally funded.

Protection of Privacy of Respondents

All information regarding personal profile, responses, arguments, or points of view of the participants are protected with confidentiality. After the data analysis, the audio recorded interviews were deleted. Full names of the participants were not presented in the study; code names were utilized to protect their profiles, and pictures with the participants were not included in the appendixes.

Consent Process and Consent Form

Letters requesting for permission to conduct interview were submitted to the Schools Divisions of Quezon City and San Jose del Monte, Bulacan. Informed consent form was also sought for the Grade 9 Economics teachers as respondents. See informed consent form as appended.

Vulnerable Population

The participants of the study were selected Grade 9 Economics teachers who have taught the subject for at two years and were not considered as vulnerable population. Professional as they are, they were the most suitable respondents to the present study. Any circumstances that a respondent is vulnerable, immediate plan of action have been conducted.

Sharing of Research

The results of the study are presented to the participants as well as to the Schools Division Offices of Quezon City and San Jose del Monte, Bulacan. The Division offices were given a copy of the findings and the proposed teacher's guide for possible alternative utilization for enhancement in teaching Economics in Junior High School.

Incentives or Compensation

There were no incentives or compensation to those who were involved in the conduct of this study. This however has no intention to compromise the objectivity of the research.

Information on Impact of Research

This study aimed to identify the less authentic and more authentic instructional strategies and assessments of Grade 9 Economics teachers. Based on the findings, an authentic learning strategies and assessments teacher's guide was developed and proposed which could be utilized in teaching in the public high schools in the Division of Quezon City, Metro Manila, and San Jose del Monte, Bulacan. It serves as an alternative in the authentic learning to enhance instructional pedagogies. Culturally speaking, there is no particular link on this aspect.

Chapter 3

FINDINGS AND DISCUSSION

This chapter presented the significant statements derived from the participants in light of addressing the questions specified in this research. Discussions were also provided as well. The findings of this study were presented according to the manner the research questions were presented. Identities of the participants were kept in anonymity by using the codenames using the letters of the alphabet assigned by the researcher. Most of the responses were in Filipino but for the purpose of the study, these were translated to English prior to coding as presented in this chapter.

SUMMARY OF THE FINDINGS

Research Question 1. What are the authentic and non-authentic learning strategies used by Grade 9 Economics teachers?

Since people are now facing a complex world facing economic challenges from left to right. Economics as a subject in school must be taught effectively. It encompasses the what, how and why we teach economics in relation to the content, methods and assessments. To better understand the world, it is requiring for an education of basic economic concepts and its application to the issues around. As students grow, economic attitudes and opinions must be well be shaped and are for sure have an influenced thoughts and actions over their lifetime starting from the elementary years. Despite the increasing use of multiple-choice questions in all types of undergraduate economics courses and after taking into account the greater use of most types

of written assignments and student presentations. Moreover, the general picture is economists and teachers of economics use more effective and applicable assessment tasks and practices that have been for some time employed in other subjects. Subsequently, economic education in schools and at universities is shifting from a predominantly academic approach toward more emphasis on teaching that meets the needs of students in their current and future lives. The challenges and opportunities in teaching economics in the twenty-first century and beyond are immense but we must not lose focus by empowering students to use economic knowledge in their daily life. Because of the global challenges, economic educators must therefore educate students to be creative in becoming responsible citizens, effective change agents, and decision makers (Van Wyk, 2015).

From the data derived from the participants through the interview, four core ideas emerged in connection with the instructional strategies of Grade 9 Economics teachers. These include: 1) Individual and Group Work; 2) Current Events Discussion; and 3) Application to Real Life.

Individual and Group Work

Students progress personally in a collaborative learning, while collectively working for a particular common target. They are accountable to each member of their group to one direction giving an opportunity to self-management. Collaborative process includes students organizing themselves in a class, exerting effort to gather various resources for them to complete the task given; activities are usually not monitored by the teachers to encourage self-learning; students apply self and peer assessment for their individual and group activities and the outcome of the activity depends on the individual strengths not as a group.

While in a cooperative learning, students are interdependent to each other, they act particular negotiable roles and responsibilities. In a cooperative learning structure, it takes the following forms: 1) each student has specific role to play as assigned by the task given; 2) the teachers are responsible to present information for the students to read and analyze; 3) the teachers act as observers and intervene only if necessary; 4) students accomplish tasks at the end of the activity for assessment; and 5) the success of the activity or tasks depends on the group effort.

Table 1. Instructional Strategy of Economic Teachers (Individual and Group work)

Respondents	Responses	Instructional Strategy	Authenticity
Teacher B	<i>Yes, there is usually, especially in the first quarter, but in the second grading, since it is computation it is not. In the first quarter, it is more on games, puzzles, game race, group work... Using of technology, ICT like that, so there I a need indeed. You are going to download and that is.</i>	Computation	More Authentic
		Games	More Authentic
		Puzzles	Less Authentic
		Use of ICT Videos	More Authentic More Authentic
Teacher C	<i>Economics is good particularly if ICT is utilized so they can watch videos. That is what is important nowadays as we relay our lessons internationally. Most of the students are exposed to social media particularly facebook.</i>	Use of ICT	More Authentic
		Videos	More Authentic
		Use of social media	More Authentic

	<i>They are looking for the trending issues which are not necessarily economic in nature</i>		
Teacher D	<i>Sometimes, I usually based my lessons to the learning modules but the games like guess the letter, I just create it.</i>	Games (guess the letter)	Less Authentic
	<i>The other one, for innovation, students nowadays are no longer enjoying if you are teaching in a traditional way. Like posting visuals on the board. We must make a change like showing video, video clips</i>	Showing video or clips	Less Authentic
Teacher E	<i>Usually during the first quarter, I am using skits and plays then during the 2nd and 3rd quarter, I used the direct instruction since it's all about computations</i>	Skits and plays	More Authentic
		Direct instruction on computation	Less Authentic
Teacher F	<i>When I do games, for example we are talking about prices for the topic savings. I do the groupings based on prices (P5, P15, P20, P25, P30). I will present situation based on the 7 habits of a wise saver and when I mention the price assigned to them, they will react to the situation.</i>	Price Game situation	More Authentic
Teacher F	<i>For example, the techno, that is a website. There</i>	Space Man game (linking letters)	Less Authentic

	<i>are games for example, Hang Man, so instead of Hang Man, I call it Space man but I made a twist to it by linking the letters.</i>		
Teacher G	<i>Most of the time, brain storming, groupings, group activity, and what is in demand in the television. I modify game like in Wowowin (a television program), 123 Go, I also have a Battle of the Brains game. Then most of the time that is already the discussion and we justify if the response is wrong.</i>	Group dynamics TV show games/ Battle of the Brains	More Authentic More Authentic
Teacher G	<i>I usually repeat lessons thru reviewing of the previous lessons, drills. I usually do discussions and also drills and games and more on group activities.</i>	Drills on reviewing lessons	Less Authentic
	<i>Yes ma'am, sometimes I am the one who wants to stop the games. Because in games, it is usually noisy. During our lesson in computation of growth rate, it is good to see them enthusiastically compute.</i>	Games on computation	More Authentic
Teacher H	<i>Me, I think I usually do groupings then I allow the students to think critically. I give guide questions to process and focus so it will not be a</i>	Group activities	More Authentic

	<i>teacher-centered but a student centered.</i>		
Teacher I	<i>Economics needs practicality. It is more on student's activity which they will be the one who will do it. It is more collaborative and cooperative activities for the students since the concepts in Economics are theoretical it is hard for the students to absorb. So what I do is that I usually put into practice our daily activities then I will connect it to the concepts in Economics.</i>	Collaborative on Practical Situations	More Authentic
Teacher J	<i>When I say traditional, it is where they just listen to me. So what I do is I usually give example, then they will give example also.</i>	Giving examples on lessons	More Authentic
Teacher K	<i>We do rubrics, according to neatness, accuracy and relevance. So I usually use those three criteria. Since students are active in the social media and print media that is why the lesson is also updated. For example, for the topic inflation, I usually ask them to what are the basic necessities that have price increased in the market and why?</i>	Question and answer on current news	More Authentic

Teacher K	<i>Yes ma'am, they usually say that they watched it, they read it and seen it on youtube. They would also say that they watched it on Channel 7, Channel 2. They are active but not a hundred percent among the students estimate I think 70% among the students know what is happening around.</i>	Use of Youtube and media	More Authentic
Teacher M	<i>Usually I do powerpoint, powerpoint presentation with different forms and style of powerpoint like freezy</i>	Powerpoint presentation	Less Authentic
Teacher M	<i>They can relate through their personal experiences, they would say, yes sir, yesterday, the rice was less than a kilo with the money we usually have for a kilo. Deeper discussion can be achieved through interaction of daily life events.</i>	Relating personal experiences in discussion	More Authentic
Teacher N	<i>Usually, most of the time it is by group. I don't usually do the dyads, I am more on group activities every grading.</i>	Group work/ dyads	More Authentic
Teacher N	<i>Yes because you are going to watch first the (video) before you download. You are going to look how long the video is. Usually, video clips are short then</i>	Video/clips discussion	More Authentic

	<i>based from it, you will ask questions.</i>		
	<i>They will get it since they watch the television; they usually spend long time scrolling the social media like facebook.</i>	Social media (Facebook)	More Authentic
Teacher Q	<i>There is group presentation, reporting, then games after that, power point presentation like that.</i>	Games Reporting Powerpoint presentation	More Authentic More Authentic Less Authentic
Teacher R	<i>Role playing, reporting, group, board games, and group activities.</i>	Role play Board games Reporting	More Authentic More Authentic More Authentic
Teacher S	<i>I remember when I asked them to do Mongolian Barbeque (talk show). There was someone who pretended to be Mr. Shaolin who interview in a panel discussion of the different government agencies related to Economics. Since it is a higher section, I asked them to do brainstorming, on what is the appropriate strategy. If it is more effective to do discussion, have a puppet show or like that. So it is a variety of activities where students can be creative.</i>	Talk show (interview) Panel discussion	More Authentic More Authentic

Table 1 shows the instructional strategies and activities of the Grade 9 Economic teachers. Based on the findings, teaches usually use collaborative and cooperative strategy in

teaching Economics such as role playing, group activities and reporting. They also integrate technology in teaching as well as games. The findings showed that majority of the instructional strategies utilized by the teachers are more authentic. Based on the authentic checklist, majority of the strategies has authentic elements on real-world relevance, multiple sources and perspectives, collaboration, reflection, interdisciplinary and has multiple interpretations and outcomes (see checklist results on appendix L). It seemed to present an idea that Economics teachers are utilizing authentic learning in their class through individual and collaborative activities.

Current Events Discussion

Current events that are happening in and out of the classroom provide authentic learning experiences for all grade levels. It provides the students and teachers the opportunity to examine multiple perspectives about the information available. Studying current events allow students to develop their cognitive and affective domains (Hass & Laughlin, 2000).

In discussing current events, students are comfortable in presenting their ideas in the classroom (Hahn, 1998). Perceiving and presenting the different sides of the story that allow the students to potentially develop civic participation. However, behaviors and perspectives of the wider culture also mediate the effects of classroom climate.

In an authentic learning environment, students must know what is happening in the world around them and it is the duty of the teacher to prepare them to face the realities of the world. The teacher must also take care in dealing and exposing students to the controversial current events without disregarding to nurture them developmentally (Wolpert-Gawron, 2017).

By bringing the world into the classroom, through the use of current events, teachers have an opportunity to show students how what they learn actually matters in the world today. They can open their students' minds to different perspectives and experiences while still staying on track with the curriculum. It is possible, and helps make learning relevant (Morrison, 2015). Current events have the ability to act as teaching moments. They cover issues in society which may not always work their way into the standard curriculum, yet teachers want to expose their students to. Galczynski et. al. (2012) as cited by Morrison (2015) says: "When students develop the habit of questioning and thinking critically about their immediate environment, their beliefs and their identity, the foundation is laid for them to become conscious and participating citizens. Not only are teachers trying to teach students a body of knowledge, but they are also teaching how to be well-functioning members of society. Current events is one way to help open students' minds to ideas of multiculturalism and discrimination. If the teachers deliberately keep the discussion going in a constructive direction, teachers can promote a greater understanding of differences amongst people.

Being aware of the global issues is getting more important across the countries in the world. With the discussion of current events, students must understand world's economy, politics, social structure, and environment to make them capable of organizing good decision about how to live after graduating. This also includes domestic news which can enhance democratic ideals. Appreciating news and current events keeps track towards self-empowerment and advancement as well (Rink, 2016).

Rink (2016) also presented the benefits of teaching current events in class: 1) it allows students to discuss ideas within and across the curriculum; 2) it enhances

communication skills; 3) it can help develop globally aware students to become informed citizens and lifelong news readers; helping them understand people, events and issues. It can stimulate students to further explore the news; 4) Current events can also serve as model for aspiring news writers; 5) it can also help the teachers teach media literacy skills in validating news information and data; 6) communication line can be open for both the students as well as their parents which could enhance their adult conversation skills as well; and 7) current events discussion can also offer opportunities for group work and classroom performance tasks.

It is the job of the educators to teach the students the skills to distinguish fact, fiction, and plain old opinion; they must also learn how to identify research or evidence-based statements or plain hearsays, not just “factoids” from Facebook, Twitter, or other fake information feeds that may sound like facts (Rink, 2016).

Nine out of twenty (9/20) Economic teachers are presenting current events or news before starting their class. Table 2 presents the strategies used by the respondents in presenting current events in class.

<i>Table 2. Instructional Strategy of Economics Teachers (Current Events Discussion)</i>			
Respondents	Responses	Instructional Strategy	Authenticity
Teacher A	<i>Yes, news reporting is a staple activity for us; it is done for the first five minutes.</i>	News reporting	More Authentic
Teacher F	<i>Me, news reporting, news analysis, pictures, picture analysis like that... I usually ask them</i>	News reporting Picture Analysis	More Authentic More Authentic

	<i>to watch the news or browse online news example news related on inflation, related to hoarding.</i>	Online news discussion	More Authentic
Teacher J	<i>Current events and then you inculcate the content of the book</i>	Presentation of current events	More Authentic
Teacher N	<i>News before starting. So what do you feel about this? What are your thoughts about this, are you not happy about this, and why?</i>	News presentation and analysis	More Authentic
Teacher O	<i>Yes, always...usually if its news reporting, it is based on current events for example especially in Economics, the daily life situations, price of goods...</i>	News on daily life situations	More Authentic
Teacher I	<i>What I do is that I always tell them to watch the news every day. They do not know who will do the news report the following day because it is draw lots. You are all required. And if you are chosen and you are not ready, automatically you do have news. News reporting is essential in Social Studies. It is necessary to be updated particularly in Economics since it changes from time to time.</i>	News reporting through draw lots	More Authentic

Teacher Q	<i>Yes, especially regarding politics. The students are aware on what is happening. We have news reporting but not every day it's like 3 weeks, it is once every 3 days before we start our lesson.</i>	Every other day news presentation	More Authentic
Teacher R	<i>There is, particularly at present. There are topics that you could connect in present times particularly the status of our economy, getting poorer and poorer.</i>	Connecting current events to the status of the economy.	More Authentic

Table 2 shows the different instructional strategies of Grade 9 Economics teachers in discussing current events in class. Discussing current news or events in class is considered authentic in nature since it is presenting the authentic events in the real world. Most of the strategies used by the teachers are more authentic since it presents the ill-defined challenges or problems in the outside world. Such activities can provide students the opportunity to examine the facts and implications of the current news or events to the people which allows multiple interpretations as well.

Application to Real Life

The daily life of the students is connected to what is happening in the world of economics. Grade 9 students taking up Economics as one of the social sciences in high school could have many economic information and misinformation. They are already exposed to making choices, spending, saving, or borrowing. They also act as participants when their family

talks about spending and saving decisions. They are also affected by unemployment or inflation within their homes and communities. Through the exposure to the print or social media as well, they are already aware of the economic issues in the environment (Suiter, 2004).

Suiter (2004) also added that with the link between students' economic lives and school lives provides the real world connections. The study of economics enhances the ability of the students to possess content and analytical skills for them to fully understand the complexities of the economic world. With such skills, students can critically analyze current and historical problems and issues as well.

Real world connections when applied in a particular lesson provide students the idea of why they are learning concepts beyond schools. It increases engagement for the students to gain insights of real-life applications for them to acquire the skills they are expected to have (The Sydney Morning Herald, 2018).

Thirteen out of twenty participants (13/20) usually relate or connect their lessons to real life.

<i>Table 3. Instructional Strategy of Economics Teachers (Application to Real Life)</i>			
Respondents	Responses	Instructional Strategy	Authenticity
Teacher D	<i>For example, when we are talking about income. So that is where we relate. Example, what is your father's occupation? Sometimes, my students cannot understand themselves because they have not experienced, they have not experienced</i>	Question and Answer on the particular topic in Economics	More Authentic

	<i>those kinds of lessons in their real life. Sometimes if you ask them they cannot have the so-called critical thinking. If there are those who experienced it, they could understand.</i>		
Teacher H	<i>Almost all, that is the beauty of Economics, unlike History that you go back to the past, here you have real-life situation...For example, in demand, in supply, in inflation for example, it is trending that is why it is easy to apply, reality like demand and supply.</i>	Discussing trending issues that affect the people's lives	More Authentic
Teacher I	<i>It is still the song, that's something. It means real life; from simple marketing they put that in a song. The law of supply and demand. In marketing, with their queue in buying NFA rice. Wow. You will be surprised including the price of tomato which reached up to eighty pesos was included.</i> <i>Yes, because if its theoretical there are a lot of questions that they cannot feel...When we discussed inflation, they could not feel it. They just know that prices went up but they did not feel it but they are affected...</i>	Composing song on the students' experiences in the market Relating the theories to real lives	More Authentic More Authentic

Teacher K	<i>Real life, as a student, what are you going to do? Your family, what are you going to do to help your family, your father, your mother? In your budget? Economics starts when you go down of your house until you arrive at school. When teacher talks, that's Economics. How much is your fare? How much is your budget? Make a ledger. At first I asked them to make a ledger on how much is their salary, you compute, then you give them grades. Fifty pesos for instance, how much do you have a week, how much money do you spend in that week. Ma'am, like this, you check, very well.</i>	Discussing how the students will face the Economic challenges as a student and as a son/daughter.	More Authentic
Teacher L	<i>Yes, especially inflation at present they know that already as well as savings...Because people experience it. There are students also who experienced it and it is not impossible that they could relate to it. Especially when they watch the news, but if they don't have, they really don't have.</i>	Relating the topics in Economics to the students experiences	More Authentic
Teacher N	<i>It can be felt or when you are discussing you ask them, have you seen the news on the rise of the price of the gasoline. The fare hike... As students, what would be your</i>	Discussion on the students' point of view on the current issues that affect them.	More Authentic

	<i>reaction on this, are you affected? So in Economics it is easy, because it is the real event in the society, in the economy and themselves.</i>		
Teacher Q	<i>Then for example, SALN, their parents who have income and are paying taxes. For them to experience how to compute for their future for them to apply it.</i>	Computation of SALN (Statement of Sworn Asset and Liabilities Net worth)	More Authentic
Teacher S	<i>I rode a tricycle, the driver provided me a service, I paid him, and so you could relate it on the cycle of money in the economy. I am happy with Economics because even if I do not study, I think its practical.</i>	Connecting what is happening in their daily life to Economics	More Authentic
Teacher T	<i>Yes, I connect it. For them to understand best, then the connection in Economics is practical right? From the topic, the connection of topic, the topic is about what? Then when it is discussed, what is the implication to their lives, to the country or to the world? So they can see in the present, they can connect in the present events in the environment.</i>	Discussing the implications of the Economic challenges to their real lives and to the world around them.	More Authentic

Table 3 shows the instructional strategies that intend to be related to real life. Based on the findings, all instructional strategies that directly connect or indirectly connect the lessons to real life or situation are found to be more authentic. When teachers present examples or situations that are real-world related, students are expected to respond and participate more in class since they can personally link to the situation or problem presented in class.

In an Economics class, students find learning theories and concepts with ease when the teachers relate it to the real life situations or examples. Students prefer world-related examples which they themselves experience or witness from the outside world. As Teacher I commended the songs composed by his students about their experiences in the public market, students wrote about their real life experience and combined it with their musical interest made the lesson on inflation easy to understand. Giving the students the world view on how their life will be in the future in connection to Economics made students visualize what kind of world is waiting for them after they graduate, this include the computation of their SALN (Statement of Sworn Asset and Liabilities Net worth) when they are employed in the public sector. Discussing lessons and relating it to real life of students makes a lesson authentic since the students themselves experience what they are discussing in class.

The lesson that a teacher teaches must be relevant to a student life. If not, the students remain passive and disinterested since they cannot find relevance to to it. The main purpose that a student will have is to gain good grades without taking into considerations the connections of the lesson to his own life outside the class. Before giving the students any bulk of information, they must be informed first of the reason why they need to hear such information because students do not give any relevant attention to something they do not know what sense it gives to

their daily lives. If the lesson and the classroom materials are related to their own personal world, they strive since it has practical relevance. They must be shown concrete examples and its relation to them to make the lesson less abstract and complicated to them (Alstad-Davies, 2014). If the class discusses about their own experiences, family values or beliefs and current events, it surely can bring out the expected responses from them.

If the topic does not include what is popular to the students such as movies, pop stars or games, it is hard to get their attention towards current events. Getting the students attention through games employed in lesson is interesting and can encourage them to be active physically and mentally for them to be ready for real-life connections (Alstad-Davies, 2014).

According to the Sunday Morning Herald (2018), connecting school experience to the real world can be through: 1) Current events which helps students to be globally aware and create connections of the classroom learning to the real-life application. Students who are more exposed to a wide range of social, social and cultural perspective can be more aware of what is happening outside their classroom and can be better prepared for the globalized and multi-cultural economy; 2) Millennials as what the students or youth are called nowadays, are considered techno-savvy as they spend an average of 30 minutes on their mobile phones during class. Using technology in the classroom can make sense when used in researching or incorporating learning resources that could be used in the class discussion; 3) Collaborative and cooperative work can help students share learning experiences with opportunity for them to discuss, clarify, and evaluate ideas. Studies show that students who connect with other and wider communities through social learning may be able to attain higher level of thinking and preserve information longer than those who work alone; and 4) Authentic engagement can make students analyze and evaluate information that shape their understanding and contribution to the world.

With the authentic learning in teaching, the students who will be the future human capital will better understand what the world around them is working. Integrating technology to academic curriculum and connecting to real world can help 21st century students meet the demands of the society.

Research Question 2: What authentic assessments are used by Grade 9 Economics teachers?

Authentic Learning Assessment

The authentic learning assessments presented by the respondents were classified to low, medium or high authenticity based on the eight Deakin Graduate Learning Outcomes (DGLO) to create the ‘Deakin Difference’ in the courses offered at Deakin University. Integrating authentic assessment strategies is fundamental for realizing this vision of ‘empowering learners for the jobs and skills of the future’ (Sridharan & Mustard, 2015). The GLO’s are: 1) discipline-specific; 2) written communication; 3) oral communication; 4) digital literacy; 5) critical thinking; 6) problem-solving; 7) self-management; 8) teamwork; and 9) global management. The categories of assessment methods are appended for reference.

Mueller (2018) noted that as educators, teachers do not just want graduates who are equipped with the plain content of the disciplines but possess the ability to use such acquired knowledge and gain skills in the real world. The assessments that were presented by the respondents were categorized as low, medium or high in authenticity based on the given assessment methods and examples in the Authentic Assessment Methods Summary, which is a practical handbook for teaching staff (Sridharan & Mustard, 2015).

Table 4 presents the different authentic assessments utilized by the Grade 9 Economic teachers.

Table 4. Authentic Assessments of Grade 9 Economics Teachers

Respondents	Responses	Authentic Assessment Used	Authenticity
Teacher A	<i>Assessment, I am really fond of authentic performance. For example, my favorite is the information brochure. In the first grading, consumption is included in the last topic, consumer rights and all that, also consumer rights and responsibilities. Brochure individual.</i>	Information Brochure	High
	<i>It is not yet done for them, usually the actual interview, infomercial that they will do themselves</i>	Infomercial/ Advertisement	High
	<i>Yes, it is good that is why I give videos because it is more versatile and has sense.</i>	Presentation of downloaded Videos	High
Teacher C	<i>Role playing then reporting. Then they will interview vendors, outside people because they can understand more their environment.</i>	Role Playing Interview of vendors	High High
	<i>I give 5 questions then I will ask them for the other questions. They could also add follow-up questions.</i>	Question and Answer	Medium/Low

	<i>I give 5 questions then I will ask them for the other questions. They could also add follow-up questions.</i>	Question and Answer	Medium/Low
Teacher D	<i>Yes sometimes like that. We are using interview example, there is the activity part, they will interview entrepreneur who are selling along the streets or on the sidewalk.</i>	Interview of entrepreneurs	High
	<i>Sometimes, we are not focusing on the quizzes but it is easier if we relate the lessons to their real lives. We ask them to write essays, for example asking them how we are going to avoid inflation in our lives.</i>	Essays on how to avoid inflation in our lives.	Low
Teacher F	<i>It is like a model, like a miniature, it's up to them to for example use popsicle sticks on it.</i>	Miniature using popsicle sticks	High
	<i>There is a grouping for example jigsaw puzzle but using printed pictures but the shape is like of a jigsaw puzzle. There are also games, venn diagram, and then they would pick instructions with a variety of strategies that they would do.</i>	Jigsaw puzzle Games Diagram	High High High
Teacher G	<i>I ask them to tell a story, I give them time to say their stories, how did it</i>	Telling a story	High

	happen. Developing their creativity, example I asked them to do a flower web for the factors that they will put in each petal and explain.	Flower web on factors in Economics	High
Teacher H	They get it since for two years I have been doing this, for the five models in the economic cycle, they do music videos, and they usually do it well.	Music videos on the economic cycle	High
Teacher I	The other day I asked them to have a flip top which is like a debate type. In our school a lot of students are into music. There is one section that is really good in music; I asked them to compose a song about the concept of law of supply and demand. And I was so amazed that they did it creatively.	Flip top (debate) Composing songs about supply and demand	High High
	Yes there are individual activities like for example a slogan, poster, and exercises using the bond papers since there are some students who want to work alone. But as much as possible, we must use collaborative.	Poster Slogan Written exercises	High High Medium/Low
	I will ask them to make bingo cards then I'll number from 1 to depending on how many are the students. For example, 1 to 40 or 45.	Bingo cards (Eco Bingo)	High

	Then each number corresponds to a specific question then I will call then, they will pick a number. Example number 1, there is a question there. If the student answered number 1, all cards with number 1 will be crossed out, so it is like a review process. Then anyone who can block it out, I'll give chocolates or sometimes, a plus in the exams		
Teacher J	Yes ma'am, my topic was fiscal policy so it needs an application so that they can show to me how the government is doing their job and how they give social services. What I do, is that for one group O asked them to make a jingle, the other one is assigned to make a poster and the last one, I asked them to make a what do you call this, ah a slogan	Poster	High
		Jingle	High
		Slogan	High
Teacher L	My common strategies are group activities then reporting and interview. Because in Economics, they have to interview vendors of small scale businesses like sari sari store (small convenience store)	Group Activities	High
		Interview to vendors and small scale business (sari-sari store)	High
		Projects are usually assigned, like in the	Diorama on economic cycle models

	economic cycle, I asked them to make a diorama. So it depends on the topic if there should be an output for it.		
	And they have selling activity. Yes they are the one who sell it their products. Example, products, how can they encourage other students to buy their products. We are doing it in the 4th quarter. Yes, then during recess they go around to sell then the profit will be theirs. They are excited...Because it is big, for example, they contributed 50 pesos then for one week they could earn 100.	Selling of products	High
Teacher M	The first group first, as a group first then I will look who are involved. Who is assigned in the film, editing so you can see in the presentation. Then you will ask them to explain what they do.)	Film making/editing	High
	Aside from the traditional, but I no longer use the blackboard, but the reporters use the blackboard to post their visuals. For the first grading, I asked them to do paper blogging, for the 2nd grading, they do different styles of powerpoint	Paper blogging Powerpoint presentation	High High

Teacher N	<i>For the output there are a lot. If it is in computation lesson, there are journals that they do inside the classroom and at their homes. Sometimes I ask them to do some collage also and slogan most of the time.</i>	Journals on computation Collage Slogan	High High High
	<i>Asking them to sell, we call them stupreneur which is part of the lesson on income and consumption. The students are preparing any product like junk food which they repack and sell it in the rooms. Then they get their profit from it.</i>	Selling of student-made products	High
Teacher P	<i>I usually ask them to compose sets of questions then they would go to the market to see the prices. Then one time I asked them to do interview to some agencies like the DTI (Department of Trade and Industry) or the Congress about the prices of certain products.</i>	Interview on some government agencies	High
	<i>Best practice that I did was when we had the Eco Exhibit, we did an exhibit. They made different recycled materials. I asked them to make for example newspaper into a bag, zesto juice tetra bag into</i>	Exhibit	High

	<i>something else.</i>		
Teacher R	<i>Slogan, poster, video analysis and data interpretation.</i>	Slogan	High
		Poster	High
		Videos analysis	High
		Data interpretation	High
	<i>They also have the interview with regards to SALN, there are also some quizzes which they compile in a (portfolio). There are also slogan and poster usually.</i>	Interview	High
		Portfolio	High
		Slogan	High
		Poster	High
Teacher Q	<i>I have this game that I made to apply the concepts of Economics it is like a monopoly game... but what is happening is that the students are the characters themselves then I will give them chips...What the students do is that I have 3 groups, the first to accomplish the task will win. Then we will have sharing about concepts like inflation, demand, supply and demand.</i>	Game-based (monopoly-adapted)	High
Teacher S	<i>For example, I can remember in the topic inflation, the content on what they are going to write was based on the chosen articles, news from the newspaper</i>	Clippings from the newspapers	High

	Spoken essay, then sometimes, for me to see the grasp of the understanding of the students, it is easy for example I will ask them to write essays. Economics is quite easy since it is really felt by the students in their everyday living. So it is easy in a sentence completion for example then afterwards we do peer evaluation.	Spoken essay on their everyday living	High
Teacher T	Yes, they could do some reaction paper, reflection cards on their learning or they could collect editorial clippings as well. Dramatization, speech choir, it is up to them.	Reaction paper	High
		Reflection cards	High
		Editorial clippings	High
		Dramatization	High
		Speech choir	High
	Then what do you call this, as an output, it could be a dream board, before I am asking them to make a dream board. In a dream board what are their dreams in life because we have a topic, the standard of living. If I am on that topic I ask them to make a dream board where they could discuss the category, in a comfortable life, in luxury? For them to realize what kind of life they wanted.	Dream board	High

Table 4 shows the authentic assessments of Grade 9 Economics teachers. Most of the assessments are commonly used by teachers inside the class. Such assessments can be utilized in almost all fields of study in the high school level. The findings shows that majority of the respondents are using authentic learning assessments which have a high level of authenticity based on the Deakin University's Graduate Learning outcomes (Sridharan & Mustard, 2015). This implies that Economic teachers are aware of their responsibility to relate their lessons to the real world for the students to be globally aware and lifelong learners.

Research Question 3: Based on the findings of the study, what authentic learning teaching guide can be proposed and developed for Economics teaching?

The authentic learning teacher's guide that was developed is intended for the Grade 9 teachers who are teaching Economics in the junior high school level. This guide contains suggested strategies, assessment and activities for each learning competency per quarter of the school year.

The more authentic teaching strategies and assessments with high level of authenticity that were being used by the Economics teachers became the basis of the teacher's guide developed by the researcher. This included the collaborative and cooperative activities such as role playing, simulation, drills, games developed by teachers adapted from common and modern games, video clips about real-world scenarios relating to students' experiences and current events discussion for the first 5 (five) to 10 (ten) minutes of the class make students share their

opinion and stand on trending social and economic issues. Such activities used by Economics teachers who acted as participants in this study were utilized by the researcher in her proposed teacher's guide. Furthermore, activities in the lesson plans presented by the participants were also considered in the development of the example activities in the guide.

The assessments that were high in the level of authenticity were also considered by the researcher in proposing authentic assessments presented in the guide. This included interview, miniature and diorama making and integrating Economics across and within the curriculum through output making such as Music, Arts, Language subjects and other learning areas.

The guide was developed based on the instructional strategies and assessments of the participants of the study. Sample lesson plans of the respondents were also used to guide some of the activities in the guide. Sridharan and Mustard (2015) assessment method guide also served as basis on choosing assessments which are high in authenticity.

It is just a simple guide which the Grade 9 Economics teachers can use for quick reference of authentic learning strategies, assessments and activities. It is entirely different to the guides provided by the Department of Education which is a detailed one. Since authentic learning requires multiple perspectives and interpretations, the answers to suggested activities' were not included since most of the activities' answers are subjective to the opinion and point of views of the learners and the educators.

The teacher's guide was validated by two experts in the field of Economics, one was an Araling Panlipunan (Social Studies) master teacher in Quezon City and the other one was a Social Science professor from a state university in Nueva Vizcaya. The teaching strategies,

assessments and sample activities in the guide were highly acceptable by the validators. Suggestions on additional activities were proposed by the validators and were considered by the researcher in enhancing the guide.

The guide covers the four quarters in a school year. It contains a title page, preface describing the purpose of the guide, table of contents, and table presenting the main content of the guide which is the authentic strategies and assessment which serves as a quick guide for Economics teaching. The table has five columns, the first column contains the learning competency set by the Department of Education and its code; second column contains the suggested authentic learning strategy; third column contains suggested authentic assessment which can be utilized to achieve the learning competencies; and fourth column contains the suggested activities which may provide an alternative activity in achieving real-life learning among the Grade 9 learners. Such authentic learning provides sample strategies, assessment and main activity that a teacher may use in meeting the learning competencies. Most of the activities were derived from the respondents sample activities in their lesson logs enhanced and further developed by the researcher (See appendix S for the complete proposed teaching guide).

Results of the Teacher's Guide Validation

The following table presented the data gathered from the expert-evaluators which were tallied, analyzed and interpreted. The result of the validation of the proposed teacher's guide was interpreted based on the table below as guide.

Table 5. Mean Ranges for the Experts' Assessment Result

Mean Range	Point Scale	Qualitative Description
4.21 – 5.00	5	Highly Acceptable
3.41 – 4.20	4	Acceptable
2.61 – 3.40	3	Moderately Acceptable
1.81 – 2.60	2	Fairly Acceptable
1.00 – 1.80	1	Not Acceptable

The next table showed the results of the validation of the teacher's guide according to contents.

Table 6. Results of Validation of the Proposed Teacher's Guide in Economics in Terms of Contents

CRITERIA	Mean	Qualitative Description
1. Content is relevant to the competency.	5	Highly Acceptable
2. Information and directions are clearly written and explained.	4.5	Highly Acceptable
3. The procedures and exercises for each lesson served as instruments to enhance learning processes and understanding of the concepts.	4.5	Highly Acceptable
4. Activities are interesting and well-organized	5	Highly Acceptable
Overall	4.75	Highly Acceptable

It can be seen in Table 6 that the two evaluators gave the contents an over-all rating of highly acceptable, with a weighted average of 4.75. Moreover, all of the indicators had a mean rating of highly acceptable. This indicates that in terms of contents, the proposed teacher's guide was highly acceptable

Table 7. Results of Validation of the Proposed Teacher's Guide in Economics in Terms of Usefulness

CRITERIA	Mean	Qualitative Description
1. Provides opportunity for the development and continuous application of skills	5	Highly Acceptable
2. It is effective in arousing students' interest and motivates learning	4.5	Highly Acceptable
Overall	4.75	Highly Acceptable

It can be seen in Table 7 that the two evaluators gave the usefulness an over-all rating of highly acceptable, with a weighted average of 4.75. Moreover, all of the indicators had a mean rating of highly acceptable. This indicates that in terms of usefulness, the proposed teacher's guide was highly acceptable

Table 8. Results of Validation of the Proposed Teacher's Guide in Economics in Terms of Clarity

CRITERIA	Mean	Qualitative Description
1. Suggested activities are easy to follow	4.5	Highly Acceptable
2. Language used is clear, simple and easy to understand within the comprehension of the teachers	5	Highly Acceptable
Overall	4.75	Highly Acceptable

It can be seen in Table 8 that the two evaluators gave the clarity an over-all rating of highly acceptable, with a weighted average of 4.75. Moreover, all of the indicators had a mean rating of highly acceptable. This indicates that in terms of usefulness, the proposed teacher's guide was highly acceptable

Table 9. Results of Validation of the Proposed Teacher's Guide in Economics in Terms of Authenticity of Strategies, Assessments and Activities

CRITERIA	Mean	Qualitative Description
1. Real-world Relevance: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.”	4.5	Highly Acceptable
2. Ill-defined Problem: Challenges cannot be solved easily; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.	4	Highly Acceptable
3. Sustained Investigation: Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.	3.5	Acceptable
4. Multiple Sources and Perspectives: Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process.	4.5	Highly Acceptable
5. Collaboration: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.	5	Highly Acceptable
6. Reflection (metacognition): Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.	5	Highly Acceptable
7. Interdisciplinary Perspective: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend	3.5	Acceptable

beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.		
8. Integrated Assessment: Assessment is not merely summative in authentic activities, but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.	4	Highly Acceptable
9. Polished Products: Conclusions are not merely exercises or sub-steps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.	4	Highly Acceptable
10. Multiple Interpretations and Outcomes: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.	4.5	Highly Acceptable
Overall	4.25	Highly Acceptable

The results of the evaluation of the experts in the authenticity of strategies, assessments and activities of the developed teacher's guide is shown in Table 9. It showed that the two evaluators gave the authentic learning design elements an over-all rating of highly acceptable, with a weighted average of 4.25. Moreover, all of the indicators had a mean rating of highly acceptable. This indicates that in terms of authentic learning design elements of the proposed teacher's guide was highly acceptable

However, the criteria "Sustained Investigation and "Interdisciplinary Perspective were evaluated to a weighted mean of 3.5. Expert 2 moderately accepted the criteria on sustained investigation and interdisciplinary perspective with such; he suggested that activities must provide more sustained investigation and interdisciplinary perspective. Other authentic learning design elements were given a rating of highly acceptable.

Table 10. Results of Validation of the Proposed Teacher's Guide in Economics in Terms of Format

CRITERIA	Mean	Qualitative Description
1. The format of the teacher's guide is easy to follow.	5	Highly Acceptable
2. The teacher's guide can easily be carried out.	5	Highly Acceptable
Overall	5	Highly Acceptable

Table 10 showed the summary of evaluation of the developed teacher's guide with its format. It is evident in the result that "The format of the teacher's guide is easy to follow and the teacher's guide can easily be carried out." Thus, evaluators highly accepted it as shown in the rating's weighted mean of 5.

The table below presented the evaluation of the two experts regarding contents, usefulness, clarity, authenticity of strategies, assessments and activities and format of the teacher's guide.

Table 11. Overall Summary of the Results of Validation of the Developed Teacher's Guide in Economics

CRITERIA	Mean	Qualitative Description
I. Contents	4.75	Highly Acceptable
II. Usefulness	4.75	Highly Acceptable
III. Clarity	4.75	Highly Acceptable
IV. Authenticity of Strategies, Assessments and Activities	4.25	Highly Acceptable
V. Format	5.00	Highly Acceptable
Overall	4.70	Highly Acceptable

The overall weighted mean of 4.70 of the teacher's guide evaluation showed the highly acceptable rating of evaluators. This showed that the authentic learning teacher's guide in

teaching Economics is highly accepted by the experts. The criteria for validation (contents, usefulness, clarity, authenticity of suggested strategies, assessments and activities and format) of the developed teacher's guide were highly accepted by the validators. Validators also suggested additional activities which were considered by the researchers that further enhanced the guide.

The proposed teacher's guide developed by the researcher could be utilized by Economics teachers teaching the subject in the junior high school both in public and private schools as an alternative reference of strategies, assessments and activities for the authenticity of lessons in class. Furthermore, teachers are encouraged to adapt and enhance the activities presented in the guide for the betterment of pedagogy of Economics teaching.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations derived from this research study. After the discussion of the findings, the researcher was able to draw several conclusions.

Summary of the Study

Traditional learning of Economics' concepts and theories without applying it to real life is a challenge to both the teacher and the learners. This research attempted to study the authentic strategies and assessments of Grade 9 Economics teachers. A face to face interview using a semi-structured interview guide was conducted to twenty (20) Grade 9 Economics teachers from the Division of Quezon City and San Jose del Monte City.

The main objective of this study was to identify the instructional strategies and assessment of Grade 9 Economics teachers. Such instructional strategies were categorized as more authentic or less. Assessments utilized by the participants were identified to which level of authenticity it has. Based on the more authentic strategies and high level authentic assessments, a teacher's guide was proposed and developed by the researcher.

Summary of the Findings

Instructional strategies presented by the participants were categorized as more authentic and less authentic. Three core ideas were derived from the strategies presented by the participants: 1) Individual and Group Work; 2) Current Events Discussion; and 3) Application to Real Life. Most of the teachers are using more authentic instructional strategies which are common among the respondents. Strategies such as role playing, games, group reporting, output making are considered more authentic and are usually used by the Grade 9 teachers. Few Economics teachers are discussing current events in the classroom which is an essential feature of any Economics class and is considered an authentic strategy. Economics teachers believed that situations or examples given in class must be related or applied to real life to achieve global awareness among the learners.

Most authentic learning assessments used by the participants were considered high in the level of authenticity. Such included interview, drills, real world related output making like miniature, diorama and integration of Economics to other learning areas. Using high level of authentic learning assessments in Economics class can make learning in class real-world related and appreciation of learning could be achieved.

The developed guide was based on the more authentic instructional strategies and high level authentic assessments of the participants of the study. This was validated by experts and was highly accepted based on content, usefulness, clarity, authenticity of strategies, assessments and activities and format.

Limitations of the Study

This qualitative-descriptive research focused on the authentic learning in Economics. The respondents were twenty (20) permanent Grade 9 Economics teachers in public schools in San Jose del Monte, Bulacan and Quezon City who are teaching the subject for at least two years. The participants were chosen purposively regardless of gender and age. This study did not cover the Grade 9 learners since the focus of the study was on the instruction of the teachers. A semi-structured 25 – 30 minutes face-to-face interview was utilized to gather the data needed for the study using 10 questions face validated by four experts. The questions focused on the instructional strategies and assessments utilized by the teachers. Findings were categorized with the use of authentic checklist on authentic design elements (Reeves, Herrington, & Oliver, 2002). The output of the study, a teacher's guide, which was based on the data gathered from the interview and lesson logs presented by the respondents, was developed and proposed and was content validated by two experts in the field of Economics. The teacher's guide served as a quick reference of authentic strategies and assessments which provides an alternative for the Economics teachers. It also contained sample activity for each learning competency set by the Department of Education. The guide was validated by two experts in Economics using the authentic design elements checklist.

Conclusions

As learners in Economics classrooms develop 21st century skills or competencies to live well in today's fast-paced society, they need opportunities to see themselves and their learning in

a larger authentic context. Economics teachers are aware of this challenge. This was evidently suggested by the findings of the study. Further, the researcher arrived at the following conclusions:

1. Economic teachers are usually utilizing individual and collaborative real-life related instructional strategies. Current events discussion is an important strategy in teaching students to value global awareness and lifelong learning. Real life examples and situations as presented in class can make students value and appreciate the connections of Economics to their lives.
2. Using authentic assessment in teaching Economics serves as tools in assessing the students' understanding and appreciation of the theories and concepts learned inside the classroom as they linked it to the realities of the world.
3. Authentic learning when used in teaching Economics can make a difference on how the students view Economics as a real-world related subject. Considering real-world relevance, ill-defined problems, sustained investigation, multiple sources and perspectives, collaboration, reflection, multidisciplinary perspective, interdisciplinary perspective, integrated assessment, polished product and multiple interpretations and outcomes as design elements in any instructional strategy and assessment can make Economics instruction a productive one. By designing and facilitating authentic social studies learning for such environments, students are able to develop a greater understanding of who they are as global citizens.

Recommendations

The following recommendations are offered by the researcher based on the foregoing conclusions of the study:

1. Economics and other field of Social Sciences should utilize varied collaborative and cooperative activities for authenticity of instructional strategies and assessment. Including current events discussion and relating real-world situations and problems as part of a lesson proper in Economics teachers may make a difference on how the learners participate in and make meaningful contributions locally, provincially, nationally, and/or globally.
2. Dissemination of information on varied authentic assessments for utilization in Economic instruction and other disciplines.
3. Conduct of researches are encouraged to make further studies, which may center on the following:
 - 3.1. Effects of authentic learning to students' academic performance whether in Economics or other disciplines
 - 3.2. Development of a handbook or other form of reference materials on authentic learning to further validate or replicate the results of this study
 - 3.3. Localization of authentic strategies and assessments
 - 3.4. Inclusion of authentic learning as a part of curriculum for Social Science Education majors

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APPENDIX A

LETTER OF PERMISSION TO CONDUCT RESEARCH FROM THE SCHOOLS DIVISION SUPERINTENDENT OF QUEZON CITY

To: Dr. Elizabeth Quesada

Schools Division Superintendent

Schools Division Office Quezon City

Madam:

I am Rochelle S. Serbo, currently enrolled at the Philippine Normal University under the course Master of Arts in Education with specialization in Curriculum and Instruction. I am currently working on my thesis on AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER'S GUIDE. This is a qualitative-descriptive study on the common authentic and non-authentic instructional strategies and practices of Grade 9 Economics teachers.

With this, I would like to ask permission from your good office to allow me to conduct the said study in your division with the selected schools as participants of the study. Results of the study are deemed useful for the enhancement of the Grade 9 Economics teaching.

Herewith is the copy of my Thesis Proposal.

I am hoping for you favorable response.

Thank you and God bless.

Very truly yours,

ROCHELLE S. SERBO
Researcher

Noted:

INERO V. ANCHO, Ph. D.
Thesis Adviser

APPENDIX B

LETTER OF PERMISSION TO CONDUCT RESEARCH FROM THE SCHOOLS DIVISION SUPERINTENDENT OF SAN JOSE DEL MONTE, BULACAN

To: Germelina H. Pascual, CESO V
 Schools Division Superintendent
 Schools Division Office Quezon City

Madam:

I am Rochelle S. Serbo, currently enrolled at the Philippine Normal University under the course Master of Arts in Education with specialization in Curriculum and Instruction. I am currently working on my thesis on AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER'S GUIDE. This is a qualitative-descriptive study on the common authentic and non-authentic instructional strategies and practices of Grade 9 Economics teachers.

With this, I would like to ask permission from your good office to allow me to conduct the said study in your division with the selected schools as participants of the study. Results of the study are deemed useful for the enhancement of the Grade 9 Economics teaching.

Herewith is the copy of my Thesis Proposal.

I am hoping for you favorable response.

Thank you and God bless.

Very truly yours,

ROCHELLE S. SERBO
Researcher

Noted:

INERO V. ANCHO, Ph. D.
Adviser

APPENDIX C

LETTER OF PERMISSION TO CONDUCT RESEARCH FROM THE SELECTED SCHOOLS

To: _____

Principal

Sir/Madam:

I am Rochelle S. Serbo, currently enrolled at the Philippine Normal University under the course Master of Arts in Education with specialization in Curriculum and Instruction. I am currently working on my thesis on AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER'S GUIDE. This is a qualitative-descriptive study on the common authentic and non-authentic instructional strategies and practices of Grade 9 Economics teachers.

With this, I would like to ask permission from your good office to allow me to conduct the said study in your school with the selected Grade 9 Economics teacher as participants of the study. Results of the study are deemed useful for the enhancement of the Grade 9 Economics teaching.

Herewith is the copy of my Thesis Proposal.

I am hoping for your favorable response.

Thank you and God bless.

Very truly yours,

ROCHELLE S. SERBO
Researcher

Noted:

INERO V. ANCHO, Ph. D.
Adviser

APPENDIX D

INFORMED CONSENT FORM

I, the undersigned confirm that (please check the box as appropriate)

1.	I have read and understood the information about the project as provided in the Information sheet dated_____	
2.	I have been given the opportunity to ask questions about the project and my participation.	
3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without given reasons and that I will not be penalized for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided for me.	
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
9.	Select only one of the following: • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognized • I do not want my name used in this project	
10.	I, along with the Researcher, agree to sign and date this informed consent form.	

Conforme:

Participant's Name and Signature

ROCHELLE S. SERBO
Researcher

APPENDIX E

LETTER FOR EXPERT VALIDATION OF THE INTERVIEW GUIDE

To: _____

Sir/Madam: _____:

I am Rochelle S. Serbo, currently enrolled at the Philippine Normal University under the course Master of Arts in Education with specialization in Curriculum and Instruction. I am currently working on my thesis on AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER'S GUIDE. This is a qualitative-descriptive study on the common authentic and non-authentic instructional strategies and practices of Grade 9 Economics teachers.

In line with this, I would like to request you to serve as one of the experts to validate my semi-structured interview questions. Your experience and expertise in your chosen craft has been outstanding – a matter which I acknowledge very much.

Please refer to the attached Interview Guide for the Common Instructional Practices and Strategies in Teaching Economics for evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the concept and constructs used in the study. Also, please evaluate the overall comprehensiveness of the interview questions in representing the total content domain of the study.

I truly appreciate your time and effort in providing feedback in development of my interview questions.

Thank you and God bless.

Very truly yours,

ROCHELLE S. SERBO

Researcher

Noted:

INERO V. ANCHO, Ph. D.

Adviser

APPENDIX F
INTERVIEW GUIDE FOR VALIDATION

**AUTHENTIC LEARNING IN TEACHING ECONOMICS:
DEVELOPMENT OF A TEACHER'S GUIDE**

CONDUCT OF INTERVIEW

- I. Greetings and introduction of oneself to the Grade 9 Teacher
- II. Presentation of the background of the study.
(Ask permission to tape-record the interview; assure respondents of confidentiality)
- III. Questions
 1. What are your common practices or strategies in teaching Grade 9 Araling Panlipunan or Economics?
 2. What do you think are your best practices in teaching Economics?
 3. What topics in Economics, do you usually connect to real-life situations? How do you connect such?
 4. What kind of collaborative activities or performance tasks do you usually employ in teaching Economics?
 5. Are they given the chance to solve outside world related problems? Cite some.
 6. Do you discuss current events or situations? Please cite some.
 7. What particular projects do you usually assign to your students?
 8. What kind of simulations or games do you use in your class?
 9. Do you use case study or interview techniques in your instruction? How do you find this strategy in learning Economics?
 10. Are your assessment related to their own experiences? What particular assessment tools do you use?

Kindly write your comments, points for revision, correction and recommendations on the space provided.

Validated by:

APPENDIX G

SUMMARY OF EVALUATOR'S COMMENTS ON INTERVIEW QUESTIONS

Proposed Questions	Comments from the Validators			
	Validator	Validator	Validator	Validator
	1	2	3	4
1. What are your common practices or strategies in teaching Grade 9 Araling Panlipunan or Economics?	Okay		All good	
2. Do you usually use the activities provided in the teaching guide or add up more activities? Why?	Okay	Sounds confidential		
3. What do you think are your best practices in teaching Economics?	Okay			Remove
4. What particular teaching strategy is enjoyable for your learners and why?	Okay			Remove
5. What kind of collaborative activities do you usually employ in teaching Economics? Do you think this is effective?	Okay			
6. How do you connect your lessons in Economics to real life?	Okay			
7. Are your learners given the chance to solve outside world related problems? Cite some.	Okay			
8. Do you discuss current events or situations related to Economics? Cite some strategies you use in Economics when discussing current events or situations.	Okay			
9. What particular outputs in Economics do you usually assign to your students? Which of such outputs do you think is related to your learner's real life?	Okay			
10. What kind of simulations or games in Economics do you use in your class that can stimulate your learner's lifelong learning skills?	Okay			
11. Do you use case study or interview techniques in your instruction?	Okay			

Do you find it effective and why?				
12. What are the hindrances that you usually encounter when assigning real-life related activities for your learners? What measures do you take to handle such hindrances?	Remove			
13. Are your assessment related to your learner's own experiences? What particular assessment tools do you use?	Okay			
14. What particular assessment tool you find more effective in assessing learner's real-life learning?	Okay			Remove
15. What activities or innovations do you want to suggest in terms of assessment of Grade 9 learners in Economics that could be utilized by other Economics teachers?				Remove

APPENDIX H

INTERVIEW GUIDE

The qualitative interview questionnaire intends to be used to gather data on the common authentic and non-authentic practices or strategies used by Grade 9 teachers in teaching Araling Panlipunan 9 or Economics.

AUTHENTIC LEARNING IN TEACHING ECONOMICS: DEVELOPMENT OF A TEACHER'S GUIDE

Introductory Protocol

To facilitate our note-taking, I would like to audio tape our conversation today. For your information, only the researcher of the thesis will be privy to the tape which will be eventually deleted after it is transcribed. Essentially, this document states that: 1) all information will be held confidential, 2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and 3) I do not intend to inflict any harm. Thank you for agreeing to participate.

I have planned this interview to last no longer than one hour. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete the line of questioning.

Introduction

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about common practices in teaching AP 9. My thesis focuses on the authentic and non-authentic approaches. This leads to the development of a pocket handbook on the authentic learning approaches in teaching Grade 9 Economics.

Interview guide

1. What are your common practices or strategies in teaching Grade 9 Araling Panlipunan or Economics?
2. Do you usually use the activities provided in the teaching guide or add up more activities? Why?
3. Are your learners given the chance to solve outside world-related problems? Cite some.
4. Do you discuss current events or situations related to Economics? Cite some strategies you use in Economics when discussing current events or situations.
5. What particular outputs in Economics do you usually assign to your students? Which of such outputs do you think is related to your learner's real life?

6. What kind of simulations or games in Economics do you use in your class that can stimulate your learner's lifelong learning skills?
7. Do you use case study or interview techniques in your instruction? Do you find it effective and why?
8. What are the hindrances that you usually encounter when assigning real-life related activities for your learners? What measures do you take to handle such hindrances?
9. Are your assessment related to your learner's own experiences? What particular assessment tools do you use?
10. What activities or innovations do you want to suggest in terms of assessment of Grade 9 learners in Economics that could be utilized by other Economics teachers?

APPENDIX I

SAMPLE INTERVIEW TRANSCRIPT

Researcher: Good morning po.
Teacher A: Good morning mam
Researcher: Anong school po kayo sir?
Teacher A:(school was not coded)
Researcher: Ilang years ka na sir nagtuturo ng Eco?
Teacher A: Sa public school, eto ang first year ko, pero nung nasa private ako 12 years ako nagtuturo ng Economics
Researcher: Wow, 12 years, bakit ngayon ka lang lumipat 12 years na pala
Teacher A: Late na nareallize ko na actually pinilit na ako ng magulang ko na bumalik ng Bulacan. Sa QC kasi ako nagstary for 12 years sa pagbalik ko.
Researcher: Anong school mo dati sir sa QC?
Teacher A: Iba iba eh, Yung last year ko is FEU
Researcher: High School
Teacher A: Yah, high school
Researcher: Ay galing
Teacher A: Nagshishift, nag school hopping ako eh from Mapua to FEU
Researcher: Mapua?
Teacher A: Mapua Science High School
Researcher: Ano sir yung kadalasang strategies na ginagamit mo sa Eco?
Teacher A: Sa Economics kasi kinakailangnang practical. It's more on students activity na parang sila mismo yung gagawa more on collaborative and cooperative activities para sa mga bata kasi parang ano yung concept kasi ng Economics pag theoretical ang hirap para sa mga bata iabsorb. So ang ginagawa ko na lang kadalasan is pinuput into practice ko kung ano yung araw araw nilang ginagawa tapos di ko na lang huhugutan ng connection niya sa mga concepts ng Economics.
Researcher: Yung sir sa binigay sa LM saka TG sumusunod mo yung mga activities dun?
Teacher A: May iba, I specifically choose some of it. Pero mas maganda kasi anong ano eh, magrecreate ka ng sarili mo since yung mga learners mo iba iba, iba iba yung pagkuha nila ng lesson eh. So dapat at a differentiated instruction ka sa lahat eh. Halimbawa, I tried it before kasi yung sinunod ko yung LM sa medyo higher sections its quite easy pero pagdating ng lower section na parang ang hirap ipaabsorb so it takes time so ang ginagawa ko I follow it sometimes pero pag kinakailangan mag-adjust magtwist, binabago ko siya paminsan minsan.
Researcher: Ayan sir, ano pong pinakabest practice mo?
Teacher A: Ah best practice ko? I always ask them kasi yung role playing kasi ano sa role playing kasi they would act na makita nila mismo yung action nila tapos yung function nila, yung role nila, responsibilities. Kasi ang Economics is one big ang laki niya so kinakailangan na mas mararamdaman nila na bahagi ng mas malaki so kapag they're doing that mas nagegets nila ayan tapos yung sa reporting nila and I alwaus make them medyo kasi digital people to eh. So kapag digital report ka sa

kanila, kahit simpleng picture na. Not picture, photo essay tapos halimbawa mga analysis tapos mga video, dun sila lahat ano kapag ginagamitan mo ng multimedia its always the best practice for me kasi nahohook sila.

Researcher: Tama kasi ano millenials eh. Pag mga video sa, ikaw nagddownload or sila?

Teacher A: Ako yung nagddownload I specifically choose kasi nakakatakot pero minsan if I ask them to download bago nila ipresent ipapakita muna sa akin. Kasi ang ginagawa ko kapag halimbawa mga videos, mga movies, kinacut ko talaga siya. Inedit ko pa yun bago ko ipresent sa mga bata.

Researcher: Pinifilter mo pa rin

Teacher A: Filtered na filtered ko pa rin talaga. Nakakatakot kasi pag bata nag-ano nagpresent kasi minsan baka may content na hindi nap ala akma. Mahirap so yan kasi yan bases on experience ko sa private school talagang lahat filtered. Kaya pati yan inaral naming pano pag edit ng videos

Researcher: Paturo ako sir

Teacher A: No problem

Researcher: Ano sir yung ineenjoy nilang activity na napagawa mo sir or ginagawa mo?

Teacher A: Ahm, yung ano pinagawa ko sila ng jingle yung ano fliptop

Researcher: About?

Teacher A: About Economics, concepts.

Researcher: Ay galing

Teacher A: Nung nakaraan, nagpafliptop ako tungkol sa ano yun parang debate type na which kasi maraming may maraming mga bata sa amin ang into music. so I may isang may isang section na parang ang galing niya magcompose so I asked them to compose a song tungkol sa concept ng law of supply and demand na which they actually create ma ako paramg sobrang naamaze na lang ako. I was expecting that from them na parang ah ok tapos yung iba naman fliptop na yung iba nag yung ano bay un, nagspoken poetry. Pero merong event kasi pag yung hilig nila talagang lumalabas yung hilig. Minsan nagpaposter, nabababawan ako pero nung ok sige gawin niyo tong ito kasi gumawa ng music napansin ko mahilig sila.

Researcher: Yung expectation mo ito lang biglang wow

Teacher A: Tumaas talaga kahit yung sa lowest section namin mas maganda yung naging output nagpaganyan kasi they are more into actions eh. Nung nagparole play kami mas maganda silang umakting. Nagpagawa ng music, talagang yung multiple intelligence lumabas dun kaya kapag ganun, kapag music, performance lahat yun

Researcher: So sir kapag ganung activity, connected siya sa real-life?

Teacher A: Yah so real-life situations.

Researcher: Mas nakukuha nila

Teacher A: Yah, kasi pag theoretical parang maraming questions kasi di nila nararamdaman, di nila ramdam

Researcher: Kaysa theories

Teacher A: Yung nadiscuss naming ang inflation di nila ramdam, alam nila tumaas yung presyo hindi naman nila ramdam kasi di naman sila

Researcher: So marami ka sir na collaborative activities, ang galing

Teacher A: Collaborative talaga

Researcher: Effective sir ang collaborative sa palagay mo

Teacher A: I find it so effective

Researcher: Pero sir nagpapaindividual activities?

Teacher A: Oo may individual activities din naman ako like for example yung slogan, poster, exercise sa mga bond paper individual yun kasi minsan may mga pagkakataong mas gusto nila magwork alone na pag pilit mong pagsama samahin. Nagkaclash kaya ayun kailangan so as much as possible collaborative kasi personal din kasi syempre hindi naman pwedeng lahat buhatan. Kasi collaborative may mga pagkakataon na may bumubuhay. Individually kailangan na rin nilang magperform.

Researcher: So nakoconnect sa real-life nila, anong problema pag ganun yung mga activity na connected sa real-life, lumalagpas sa time bound, time limit?

Teacher A: Yah ang hirap icut kasi they have to much to say na parang uy wait to say na parang uy wait icut natin minsan ay sir, wait we're not yet, sir di pa po tapos so parang ang hirap icut kasi yun yung mga ilang pagkakataon na gustong gusto nila ilabas yung sarili nila tpos biglang ikacut mo pa sila na parang okay tapos sasabihin nila pinaghirapan nila ng mabuti tapos puputulin mo lang yun, ang problema pag real-life tapos yung mga maraming hugot sa buhay, yung may problema sa pamilya.

Researcher: Yung minsan lang ilabas yung hindi sila nagbasa pero sarili nila, ang hirap icut. Mahirap naman silang

Teacher A: Biglang lalabas na minsan mahihirapan kang iprocess kasi emotional naman sila. Mahirap, mahirap icut lalo na pag may kinalaman sa pamilya, sa buhay, sa pang-araw araw na pangangailangan

Researcher: Kadalasan sir mas localized ano yung mga activities natin saka yung mga tanong?

Teacher A: Oo

Researcher: Sa world problems, current events sir.

Teacher A: Yah, I do have news everyday.

Researcher: Paano mo sir prinipresent yun?

Teacher A: Ang ginagawa ko sa kanila kasi parang I always, lahat sila I told them to watch the news everyday di nila alam kung sino ang mag news report the following day. So drawlots everyday will be watching so para di sabihin na di ako nakanood, you are all required, pag nabunot ka at di ready automatic. You have no news, news reporting is essential sa AP. So kasi kinakailangan updated lalo na sa Economics from time to time pabago bago.

Researcher: So after news pinaprocess?

Teacher A: Oo processing de bale nagrereport sila tapos ask the class to ask questions to validate if the news is actually real. Minsan nga mas magaling pa sila magvalidate kaysa sa akin kasi tinatanong talaga nila. Yung source, saan nanggaling yung news mong yan, ang tanong lagi nila, how updated is that. Kasi ang sabi ko sa kanila hindi pwedeng lumagpas ng 3 days yung balita. It must be recent kasi pag lagpas na yan, that's not news, that's history. Kinakailangang updated at natututo silang ano magjustify kasi parang so this is a follow up news. Yung news nung nakaraan eto na yun so sabi ko ah ok.

Researcher: Lumulusot

Teacher A: Nakakalusot tapos ang galing nila magtanong na parang kasing napanood ko yan

last week bakit pinipresent pa ngayon. Ganun sila mag-ano. Kaya it makes sense.

Researcher: Ang galing

Teacher A: Maganda siya kasi parang kasi pag inisip mo ikaw bukas, yung iba hindi nanonood ng balita, alam nilang hindi sila so kapag, kapah ginawa mong ano lahat sila manonood ng balita tapos di alam kung sino magrereport.

Researcher: So hindi naman sir nafrustrate yung iba na hindi natawag today?

Teacher A: Yung iba nafrustrate pero atleast ano naging ready na sila. Nung 2nd quarter nga inistop ko yung news reporting. Ang daming daming ginagawa so ang ginawa ko pinapasok ko na lang sa discussion ng current events yung mga ibang magulang sabi nga ay sir yung mg anak naming yung mga anak naming nanonood pa rin ng balita. Ba't wala ka ng news reporting sabi ko hindi po, babalik kami sa 3rd quarter binago ko naman process ng news reporting, group naman. So groupings ko sila tapos sabi ko you need to present one headline, one good news and one sports. So bahala kayo so hindi niyo alam kung sinong grupo yung mag newnews, so at least everybody is watching pa rin.

Researcher: Mga output sir, ano yung pinakamagandang output ang napagawa mo?

Teacher A: Yung sa song pa rin, that's something. Ibig sabihin real-life, simpleng pamamalengke nila pinasok nila ng kanta. Yung law of supply and demand nila talagang yung pamamalengke at pagpila nila sa NFA rice. Wow kaya nga. Magugulat ka lang sa kanila pati presyo ng kamatis na di ko alam sinabi nila umaabot ng otsenta (P80). Sabi ko okay napasok nila.

Researcher: Sir nagpapagame?

Teacher A: Yah, paminsan minsan

Researcher: Anong pong game ang nagawa niyo na nag-enjoy sila?

Teacher A: Nakapag paano na ako yung charade. One of my reviews bago mag exams is the Bingo, Eco Bingo

Researcher: Paano po yun sir?

Teacher A: I will ask them to make bingo cards tapos I'll number from 1 to depende kung gano karami yung estudyante. Halimbawa 1 to 40, 1 to 45. Tapos each number corresponds to a specific question tapos tatawagin ko sila tapos bubunot ng number. Halimbawa number 1 may question dun pag nasagot niya lahat ng may number 1 sa card, cross it out so parang review process na rin siya. Tapos kung sinong unang makakablock out, I'll give a prize. Pwedeng chocolates, or minsan nagbibigay ng plus pag sa exam.

Researcher: So yung mga tanong dun sir connected sa lessons or situations

Teacher A: Yun yung lessons mismo situational kadalasan

Researcher: Interview technique sir, nagpapagawa ka? Case study, interview?

Teacher A: Ang target ko kasi is, eto pa lang 3rd or 4th ay interview. Saka ano kasi may malaki kaming project sa school. Yung paggawa naming ng museum. We will be making Museo de Sapang Palay para sa SJDM

Researcher: Anong content nun sir?

Teacher A: Lahat ng history ng Sapang Palay so ang target naming interview ang old tenant, old tenants saka yung mga bago. Yung mga galing sa Manila na nilagay dito so yung mga matatanda. Sa interview, yun ang target namin for interview sa mga bata para malaman History ng Sapang Palay

Researcher: Guide questions sir?

Teacher A: Sila ang gagawa ng guide questions tapos checheck lang namin. Tapos para pare pareho sila ng mga tanong. Plans ng principal ah, pinaapprove sa DO.

Researcher: Anong problema kapag mga outside school ang activity halimabawa practice, interview, lalabas sila?

Teacher A: Nakakatakot kasi lalo pa sa amin, medyo palengke tapos medyo maraming medyo magulo kaya hangga't maaari yung interview namin sa morning. Sabi nga naming na kung kayang pasamahan sa mga barangay tanod, kasi we can request people from the barangay eh na samahan sila para sa interview pero yun para sa pinakamalaking mahirap kapag pupunta sila mga iinterviewhin nila na walang guidance ng matanda.

Researcher: Sir assessments, na may connection sa real-life?

Teacher A: Ah, usually aside from the written assessment natin, yung mga performance tasks yung mga periodical yung mga role plays, songs.

Researcher: Nagpapaano ka pa rin yung mga graphic organizers?

Teacher A: Ah sa lesson ko na siya ginagawa eh pero as an assessments hindi na masyado kasi siguro kasi ano formative assessments pwede pero para sa quizzes eh evaluation.

Researcher: Anong kakaibang style mo sir sa quizzes, paper and pencils or may iba kang style?

Teacher A: Wala, the usual pero kasi ang question is medyo pag nagquiz toxic. Analysis lahat, pure analysis ang quizzes ko para mas mag-iisip sila ng mabuti.

Researcher: Hindi siya tipong objective type lang?

Teacher A: Yah, objective type pero you have to analyze kasi lahat yan may rubic eh bawat question kaya nga pag quiz tapos quarterly exam naiinis sila kasi quarter exam, multiple choice, yung choices ko wala masyadong multiple choice. Pero atleast mas umookay yung result kasi sanay na sila sa level ng difficulty.

Researcher: HOTS talaga sir?

Teacher A: Kailangang yun talaga kasi kailangang sa mga bata eh.

Researcher: Innovation sir na pwede mong ishare sa mga teachers ng Eco?

Teacher A: Actually I always wanted kasi nagkaroon kami before sa private school, nagkaroon kami ng peer teaching. Gusto ko matry sa public school kasi parang we had dalawang teacher magtuturo sa isang classroom. Yung isang teacher ay magsisimula ng motivation hanggang lesson proper. Kasi number 1 yung schedule sa public naming mga teachers sabay sabay yung kasing maganda kasi yan parang etong focus niya pagkatapos yung next teacher na ang bahala sa proper processing. Pagkatapos si teacher babalik para sa assessment

Researcher: So ano sir palagay niyo sir ang advantage?

Teacher A: Advantage kasi makakapagfocus yung teacher sa isang aspect ng lesson niya parang pag ikaw ang incharge sa lesson proper. Lahat ng content, lahat yung tahi niya tuloy tuloy kapag sa motivation. Since ikaw ang sa motivation ang task mo is buhayin sila lahat tapos magkakatulungan kasi sa laki ng classroom natin. Dapat atleast dalawang teacher harap at likod sa amin.

Researcher: Ilan ang estudyante niyo sir?

Teacher A: Nasa 50, 60 may ganun eh kaya hangga't maaari maganda sana kung dalawa kasi naexperience ko kahit gaano tumambling ako sa harap yung nasa likod di maintindihan pag lipat ko sa likod, nasa harap naman ang naguguluhan. Minsan

maganda kung kakayanin. Kaso mahirap kasi sa loading naman natin. Kaya maganda sana siyang innovation.

Researcher: Sir thank you very much sir.

APPENDIX J

SUMMARY OF CORE IDEAS ON RESPONDENTS' INSTRUCTIONAL STRATEGIES

Research Question 1: <u>What are the less authentic and more authentic instructional strategies of Grade 9 Economics teachers?</u>	
Core Ideas	Significant Statements
Individual and Cooperative Activities	<i>“Oo naman, ahm, mahilig ako sa paggroupings, whether it be small group discussion or gagawa sila ng kani kanilang data analysis chart”</i> <i>“Oo groupings yan. Inaallow ko din silang magreport yan. May grupo na magrereport tapos magproprovide na lang ng questions.”</i> <i>“Most of the time yung ano sa akin, brain storming, groupings, pangkatang gawian saka yung mga kung ano yung napapanahon na indemand sa TV. Yun lang pinapalitan ko yung tulad sa Wowowin, 123 go nagpapalaro din ako nun tapos battle of the brains, yan most of the time yun na yung discussion ko tapos jinujustify ko pagkamali yung kanilang sagot, ayun.”</i> <i>“Wala eh. Common strategies eh mga group activities lang tapos reporting ganun interview. Kasi Economics kasi nag interview sila lalo na sa mga nagtitinda, so yun may mga sari sari store. Lumalabas sila yun lang usually ang ginagamit, ginagawa namin.”</i> <i>“Una grupo muna, as a group muna tapos tinitingnan ko kung sino naandyadyan. Sino yung nakaassign sa film, sa editing so nakikita naman sa presentation papalabas muna tapos explain nila kung ano ginagawa nila then pagdating, pagtapos nila saka kami ano, yung ano.”</i> <i>“Yes, collaborative, team, groupings. Yes,</i>

	<i>halimbawa sa halimbawa sa Unit 1 ahead. Unit 1 ka go back to first ano sa Unit 1 syempre ikaw muna, I'll do the talking, I'll do the explanation, I'll do everything sa aralin isa. After that sila na and then sabi ko sa kanila. Ok, ah count 1 to kung ilan ang maiwan sa aralin 1 to 6 na lang so count off 1to 6. And then choose your member. And then before that I need to ask their grades the previous, how about your gradesin AP during your second year, Grade 8. Ah mam ganun, ok you are the leader."</i> <i>"Ako siguro yung ano parang madalas akong magpapagroup activity then I allow the students to think cirtically. Nagbibigay ako ng guide questions para mas napaprocess yung parang para makafocus tayo dun sa ano yung hindi siya magiging teacher-centered, student-centered."</i> <i>"Oo, group activities kasi mas effective pero yung group activities ginagawa ko ahm, per group maximum of 4 lang"</i> <i>"Sa Economics kasi kinakailangnang practical. It's more on students activity na parang sila mismo yung gagawa more on collaborative and cooperative activities para sa mga bata kasi parang ano yung concept kasi ng Economics pag theoretical ang hrap para sa mga bata iabsorb. So ang ginagawa ko na lang kadalasan is pinuput into practice ko kung ano yung araw araw nilang ginagawa tapos dito ko na lang huhugutan ng connection niya sa mga concepts ng Economics."</i> <i>"Role playing, ganun reporting, group ano, board games, group activities. Usually, karamihan by group talaga. Hindi ako nagdadyad, yung dalawahan, hindi ako eh mas more ako dun sa group activity tapos every grading."</i>
Current Events Discussion	<i>"Yes, oo kasi meron kaming balitaan everyday. Oo lalo na syempre ngayon di ba napakakaliwa't kanan ng inflation, so isa yun."</i>

	<i>“Minsan yung mga nangyayari halimbawa mga sakuna na nangyayaring tulad sa mga implasyon, bakit nagkakaroon ng implasyon so dun mo sila dalhin sa mga sakunang nangyari, lindol, bagyo”</i> <i>“Current events yan saka pa lang pinapasukan ng nilalaman ng libro.”</i> <i>“Ako, balitaan, balitaan, analysis, picture, picture analysis ganun.</i> <i>Sa current events ang madalas nagpaassignments ako halimbawa ahm, manood ng balita o mag ahm, maghanap online ng balita na halimbawa related sa pagtaas ng presyo or related sa hoarding”</i> <i>“Ang ginagawa ko sa kanila kasi parang I always, lahat sila I told them to watch the news everyday di nila alam kung sino ang mag news report the following day. So drawlots everyday will be watching so para di sabihin na di ako nakanood, you are all required, pag nabunot ka at di ready automatic. You have no news, news reporting is essential sa AP. So kasi kinakailangan updated lalo na sa Economics from time to time pabago bago.”</i> <i>“Oo processing de bale nagrereport sila tapos ask the class to ask questions to validate if the news is actually real. Minsan nga mas magaling pa sila magvalidate kaysa sa akin kasi tinatanong talaga nila. Yung source, saan nanggaling yung news mong yan, ang tanong lagi nila, how updated is that. Kasi ang sabi ko sa kanila hindi pwedeng lumagpas ng 3 days yung balita. It must be recent kasi pag lagpas na yan, that’s not news, that’s history. Kinakailangang updated at natututo silang ano magjustify kasi parang so this is a follow up news. Yung news nung nakaraan eto na yun so sabi ko ah ok.”</i>
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	<i>“Balita bago magsimula, oh ano ang nararamdaman niyo rito? Anong saloobin niyo yung ganito sabi nilang ganun halimbawa hindi, hindi sila natutuwa o bakit ganun.”</i> <i>“Ah ayan so papasok yan for example natatandaan ko yun, sa inflation yung lesson naming so yung mga content nung mga kanilang isusulat ay base mismo dun sa mga ginupit kong artikulo sa mga balita, oo, oo sa pahayagan, tapos ah so mula doon nakakalikha sila ng nung ano eh, nung awit nakagawa pa sila nung musical play tapos pano irerelate sa ano yan syempre ang Economics mas practical yang mga ano situational so parati o kaya case analysis kaya lang talaga kung gusto mo maabot yung mataas na antas ng ano, Dios ko talagang oo pupunta ka dun sa mga detalye sa mga facts, sa mga impormasyon, sa mga datos kasi yun yung building blocks para makabuo sila ng isa yung, makabuo ng mataas na antas ng appreciation ng mga impormasyon nung ano vatsa napakapractical..”</i> <i>“Ah yes lagi, oo lagi</i> <i>Usually naman pag balitaan kasi nakakaano siya talaga nakabase kumbaga ano talaga sa current events kasi halimbawa yung mga lalo na sa economics yung sitwasyon sa araw araw na pamumuhay, presyo ng mga bilihan”</i> <i>“Opo, especially po yung regarding sa politics, aware na rin naman ang mga bata nung mga nangyayari. May balitaan din naman kami pero hindi po siya daily parang 3 weeks, sa 3 days in a week, so mga 1 meeting pag mag-isstart ang lesson may balitaan din po kami”</i>
Application to Real-life	<i>“Yes, yan ang tinatawag na kakapusan kasi di ba pag sinabi nating kapos, ibig sabihin meron pa kaya lang naputol panandalian. Ibig sabihin pag humingi ka ulit sa nanay mo kinabukasan ng baon”</i> <i>“Kasi ano, nararanasan ng mga tao, may mga</i>

	<i>estudyante rin nararanasan yung ganun kaya minsan hindi maiwasan na makakarelata sila talaga. Lalo na kapag nanononood sila ng balita. Pero pag wala talaga, wala, wala lang din sila.”</i> <i>“Real-life, bilang mag-aaral ka anong gagawin mo, pamilya mo oh ano ngayon ang tulong mo sa pamilya mo sa tatay, nanay mo? Sa budget mo? Oh ang Economics mula pagbaba mo ng bahay hanggang sa school Economics yun. Dito pagmagsasalita ang teacher, Economics din. Magkano pamasaha mo? Magkano budget mo? Gawa ka ng ledger, una nagpagawa ako ng ledger kung magkano ang sweldo mo isang. Koompyutin mo, bigyan mo ng grades. Ganito lang singkwenta isang araw, how much do you have sa 1 week, how much money do you spend in that week. Eh mam ganito, check mo very good.”</i> <i>“Yah ang hirap icut kasi they have to much to say na parang uy wait to say na parang uy wait icut natin minsan ay sir, wait we’re not yet, sir di pa po tapos so parang ang hirap icut kasi yun yung mga iilang pagkakataon na gustong gusto nila ilabas yung sarili nila tpos biglang ikacut mo pa sila na parang okay tapos sasabihin nila pinaghirapan nila ng mabuti tapos puputulin mo lang yun, ang problema pag real-life tapos yung mga maraming hugot sa buhay, yung may problema sa pamilya.”</i> <i>“Nararamdaman o nagdidiscuss ka tapos oh ano class napanood yung sa balita nagtaas ang presyo ng gasoline. Nababalita tataas ang pamasaha. Bilang mag-aaral, ano ang magiging reaksiyon mo dito, apektado ka ba nito? So sa Economics mas madali kasi ito yung real na nangyayari talaga sa lipunan, sa economy mismo at sila mismo”</i> <i>“Sumakay ako, yung driver nagkaloob ng serbisyo binayaran ko siya so para ikakawing nila dun iikot yung pera sa ekonomiya.</i>
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	<i>Natutuwa ako dyan sa ekonomiks eh kahit di ako nag-aaral dyan. Naisip ko practical.”</i> <i>“Mula sa topic ah yung kaugnayan ng topic tungkol san yung topic tapos ano yung pag nagdiscuss ah yung implikasyon nito sa buhay nila, sa buhay nila, sa bansa o sa mundo. Sa nakikita nila sa present ikoconnect sa kasalukuyan na nangyari sa paligid.”</i> <i>“Tapos yung sa halimbawa po yung sa SALN yung parent nila na nagbabayad ng tax tapos may income ganun po. Para maexperience nila, ng bata kung pano magkompyut po kasi sa future po maaapply din naman po nila yun.”</i>
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APPENDIX K

CHECKLIST ON AUTHENTIC LEARNING DESIGN ELEMENTS CHECKLIST

Reeves, T. C., Herrington, J., & Oliver, R. (2002)

- ☐ **Real-world Relevance:** Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.”
- ☐ **Ill-defined Problem:** Challenges cannot be solved easily; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.
- ☐ **Sustained Investigation:** Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.
- ☐ **Multiple Sources and Perspectives:** Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process.
- ☐ **Collaboration:** Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.
- ☐ **Reflection (metacognition):** Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.
- ☐ **Interdisciplinary Perspective:** Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.
- ☐ **Integrated Assessment:** Assessment is not merely summative in authentic activities, but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.
- ☐ **Polished Products:** Conclusions are not merely exercises or sub-steps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.
- ☐ **Multiple Interpretations and Outcomes:** Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

APPENDIX L

SUMMARY OF AUTHENTIC LEARNING DESIGN ELEMENTS EVALUATORS' CHECKLIST

1 – 5 Authentic Design Elements (Less Authentic)
6 – 10 Authentic Design Elements (More Authentic)

INDIVIDUAL AND COLLABORATIVE WORK

Respondents' Instructional Strategies	Expert 1	Expert 2	Average	Authenticity
<i>Authentic Learning Design Elements (10/10)</i>				
Computation	7	8	7.5	More Authentic
Games	7	6	6.5	More Authentic
Puzzles	5	5	5	Less Authentic
Videos	6	7	6.5	More Authentic
Use of ICT	5	7	6	More Authentic
Use of social media	6	6	6	More Authentic
Games (guess the letter)	4	4	4	Less Authentic
Showing video or clips	6	7	6.5	More Authentic
Skits and plays	9	8	8.5	More Authentic
Direct instruction on computation	4	4	4	Less Authentic
Price Game situation	9	6	7.5	More Authentic
Space Man game (linking letters)	5	4	4.5	Less Authentic
Group dynamics	9	7	8	More Authentic
TV show games/ Battle of the Brains	7	8	7.5	More Authentic
Discussion	4	4	4	Less Authentic

Drills on reviewing lessons	4	4	4	Less Authentic
Games on computation	7	6	6.5	More Authentic
Group activities	8	7	7.5	More Authentic
Collaborative on Practical Situations	9	8	8.5	More Authentic
Giving examples on lessons	4	4	4	Less Authentic
Question and answer on current news	8	8	8	More Authentic
Use of Youtube and media	6	6	6	More Authentic
Powerpoint presentation (freezy)	4	3	3.5	Less Authentic
Relating personal experiences in discussion	7	8	7.5	More Authentic
Group work/ dyads	7	7	7	More Authentic
Video/clips discussion	7	6	6.5	More Authentic
Social media (Facebook)	8	7	7.5	More Authentic
Reporting	8	7	7.5	More Authentic
Powerpoint presentation	8	6	7	More Authentic
Role play	9	7	8	More Authentic
Board games	6	7	6.5	More Authentic
Talk show (interview)	8	7	7.5	More Authentic
Panel discussion	8	6	7	More Authentic

CURRENT EVENTS DISCUSSION

Respondents' Instructional Strategies	Expert 1	Expert 2	Average	Authenticity
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<i>Authentic Learning Design Elements (10/10)</i>				
News reporting	6	8	7	More Authentic
Picture Analysis	7	8	7.5	More Authentic
Online news discussion	9	7	8	More Authentic
Presentation of current events	6	8	7	More Authentic
News presentation and analysis	6	9	7.5	More Authentic
News on daily life situations	7	9	8	More Authentic
News reporting through draw lots	6	6	6	More Authentic
Connecting current events to the status of the economy.	8	8	8	More Authentic

APPLICATION TO REAL LIFE

Respondents' Instructional Strategies	Expert 1	Expert 2	Average	Authenticity
<i>Authentic Learning Design Elements (10/10)</i>				
Question and Answer on the particular topic in Economics	8	7	7.5	More Authentic
Discussing trending issues that affect the people's lives	8	8	8	More Authentic
Composing song on the students' experiences in the market	8	9	8.5	More Authentic
Relating the theories to real lives	7	7	7	More Authentic
Discussing how the students will face the Economic challenges as a student and as a son/daughter.	7	8	7.5	More Authentic

Relating the topics in Economics to the students experiences	7	8	7.5	More Authentic
Discussion on the students' point of view on the current issues that affect them.	7	7	7	More Authentic
Computation of SALN (Statement of Sworn Asset and Liabilities Net worth	8	7	7.5	More Authentic
Connecting what is happening in their daily life to Economics	7	8	7.5	More Authentic
Discussing the implications of the Economic challenges to their real lives and to the world around them.	7	8	7.5	More Authentic

APPENDIX M

AUTHENTIC ASSESSMENT METHODS SUMMARY

Sridharan and Mustard, 2015

Assessments with High Authenticity

Assessment Method	Description
Annotated bibliography	An annotated bibliography (or webliography) is a list of resources on a specific topic providing a concise summary of each source and some assessment of its value or relevance. A webliography is a list of resources on a given topic available on the internet, which can include scholarly published articles as well. Judging the authenticity of online articles/sources is an integral aspect of compiling a webliography.
Practicum report	Practicum is an approach that helps students to apply knowledge and skills by participating in real-life projects. These types of projects and their associated tasks are designed to prepare students to put the theory they have studied into practice.
Field report	A field report requires students to combine knowledge of theory and analysis with observation and practice. This is designed for assessing application knowledge involving observation, collation, organisation, representation, and analysis of data from the field.
Partial in-class work	In partial in-class work, students are given a research topic (or real-life complex problem) to investigate many days/weeks in advance. On the allocated date, students write a report (or provide solution to the problem). Students are allowed to bring in their plan or notes (one/two page) to complete the work. This avoids the problem of plagiarism in assignments and, if effectively designed, can simulate the real-life working environment.
Inquiry-based report	In an inquiry-based (or analytical) report students record and report their findings using

	relevant information sources and interpretation of the information. This is a traditional assessment method but it can be adapted to be more authentic by requiring students to respond to real-life scenarios. Good reports are accurate, focussed and complete. These reports can be subjective with no single correct answer. Example reports or essays include structured; free flowing; data interpretation; and book review.
Literature review	A literature review is usually produced in the context of a research project. It requires students to critically analyse the existing literature in relation to the research topic as well as identify gaps in research/knowledge in order to situate the research being undertaken. Variations to this include the review of literature to present a well-informed essay or report.
Research proposal	A research proposal is a written document describing an issue the researcher is intending to investigate; the significance of the issue; existing research in the area; proposed methodology; implications of the outcome and how the research contributes significant value to existing knowledge on the issue.
In-tray exam	In-tray exams require students to examine a tray/folder of information provided. Based on this information, they need to clearly identify the problem and provide effective solutions or decisions. These exams take more time to plan but less time to mark. Students spend more time on thinking and less time on writing or communicating their solution. Highly authentic, resembling real-life work environments
Take-away (aka take-home) exam	In take-away exams students pick up their questions and they can go anywhere to find relevant information or consult with anyone or search on internet or phone an friend or expert and submit the written answers to questions within the time set by the examiner. This method is very authentic as it simulates a real-world work situation. Take-away exams can be set over an extended period e.g. over a

	weekend or a week.
Project work	Projects are extended pieces of work that involve solving challenging problems by making use of existing knowledge and discovering new knowledge. Project work can be done independently or collaboratively. This develops higher order thinking skills, independent learning skills and prepares students for real-life work environments. Project work could involve submitting a written report and/or presentation of the results in a clear and useful manner.
User documentation	Producing a user guide for a product or service can assist end users to use the product or service effectively. This is highly authentic in IT/IS and manufacturing sectors.
White paper	A white paper is an article or a document which students can be asked to create to demonstrate skills in promoting products, services or solutions. It is usually developed as a marketing tool to persuade consumers to buy products or services, using facts and logical rationales. This type of task is appropriate in marketing, business and management education.
Letter to client or prospective employer	Writing a letter, for example to a client, could include proposing a solution to a client or putting forward an argument to persuade them to continue engaging in business. Writing a letter to convince a prospective employer of one's suitability for a job could involve addressing a number of selection criteria specific to a given scenario.
Oral presentation	An oral presentation requires students to convey the results of research/project work and findings in a spoken format. This can include seminar presentations, thesis proposals or 3 minute thesis competitions. This type of task can also measure ability to respond to questions on the spot. Alternatives include mock presentation in tutorials before actual presentation; project presentation to peers/teachers/panel of experts; video submission (particularly for cloud students); individual presentation; group presentation;

	web-based presentation, moot presentation, etc.
Oral examination	An oral examination can involve various forms of verbal interaction between a student and an examiner (e.g. thesis viva voce; open-ended questions; closed questions). The student may be asked to present their work orally, for example in the form of a thesis viva voce with examiners asking a number of open-ended questions or closed questions relevant to the work submitted. Types of questions include concept-level questions, critical thinking questions, probing questions, prompting questions and other intricate questions.
Interview	Interviews can involve students interacting verbally with clients or prospective employers. This can involve asking oral questions in order to collect information for a research project from respondents (e.g. clients) or responding to interview questions (e.g. from a prospective employer). Types of interviews include individual interviews, group interviews, focus group interviews, simulated interviews and mock job interviews.
Interrogation	An interrogation is a form of short interview where the individual student provides a demonstration of a product (or service) they have developed (e.g. system development or written work) to provide evidence of their authorship of the product.
Group discussion	Group discussion can involve dialogue between students and teaching staff, and between students and their peers. This can help build discipline knowledge and help generate ideas in informal or formal settings
Round table meeting	A round table meeting involves a group of students meeting to discuss a specific topic (e.g. assessment task or group project) to generate ideas, allocate tasks, and facilitate the planning and execution of the task or the project. In a round table discussion everyone is on an equal footing. This can be used in team work meetings and brainstorming meetings. It provides a nonthreatening platform for practising many generic skills, including oral communication and team work skills. This type

	of assessment task reflects professional reality.
Role playing exercise	Role playing exercises ask students to assume the role of a character (e.g. client, service provider), in accordance with the expectations of appropriate behaviour in a particular context. Choosing real-life scenarios will help prepare students for professional life.
Dual role play	Dual role play requires students to present both sides of an argument – similar to playing a ‘devil’s advocate’ role. This helps students to develop oral communication skills and expand their critical thinking skills through ‘counter belief preservation’ and helping them to see ‘cognitive biases and blind spots’ (Van Gelder 2005).
De-briefing	De-briefing involves students in responding to a list of issues/questions on their completed or assessed work on how they might enhance their performance in the future. Key aspects covered could be clearly articulating lessons learnt and strategies for improvement.
Case study discussion	Case study discussion requires students to discuss and present the analysis and findings gathered from a case study. This can include brainstorming for idea development in addressing complex issues arising from a case study with their group. Students can be asked to record the group discussion to provide evidence for discipline specific knowledge and generic skills
Mini-practical	Mini-practical requires students to explain the functionalities or features of a system/product. This would be more appropriate for product development or information system units, to showcase a developed product/system. This is best done in a tutorial session or peer assessed session.
Class participation	Class or tutorial participation can require students to provide quality contributions in class discussions, either face-to-face or online. Students can be assessed on the quality and quantity of their contribution to enhancing the discussion, including asking relevant questions. The discussion can be monitored and assessed by tutors or co-teachers or by the

	lecturer. This task has high authenticity as it encourages brainstorming and idea generation, as often required in professional working life discussions.
Guided discussion	In a guided discussion, the student initiates, leads or contributes to a discussion with a group of peers guided and overseen by a tutor or the lecturer. The discussion is moderated and assessed by a staff member. An alternative is contributing to a discussion in an online moderated collaborative environment with opportunities for initiating, leading and contributing (particularly for off-campus students) using voice threads and other technologies.
Simulation or game-based assessment	Simulation projects or game-based tasks require students to use relevant tools and technologies (including online quizzes, simulation games, PPT quizzes, Intelligent tutoring systems and visceral technologies) to demonstrate discipline specific knowledge and generic skills by correctly responding to simulated games, quizzes or questions.
Critical appraisal	A critical appraisal (similar to an article review) requires students to systematically assess the trustworthiness, validity and relevance of research findings. This method is very popular in health and medical sciences, particularly in evidence-based practice, to assist in clinical decision-making processes. Three key aspects of critical appraisal that students need to address are: validity of the study; reliability of the results; and generalisability of the results to practice. This method can be adapted in business education in guiding business decisions. This requires in-depth understanding of research-methods, research-biases and domain knowledge to provide a fair judgement in evaluating the selected work(s).
Case study	A case study is a summary of event or a problem that contains real-life or hypothetical situation embedding work-place complexities and fuzziness. A case study requires students to translate academic knowledge into relevant

	practical contexts. Case studies can facilitate the application of knowledge and the development of a number of generic skills such as communication skills, team working skills, independent working skills, self-management skills and presentation skills. Various types of case studies can be used for this task including mini case studies, live case studies, and multimedia case studies.
Caselets	Caselets is a shorter version of a case study, ranging from 1 to 3 pages in length. Caselets are authentic and powerful assessment tools for developing critical thinking skills. Students are provided with a written synthesis of a real-world problem based on data and research and are asked to respond in a range of ways including critical analysis, problem solving, providing appropriate solutions, presentation, discussion, etc. Short cases provide an opportunity to display an application of knowledge and develop capabilities in interpreting, analysing, applying and critiquing. Caselets facilitate assessment of higher order critical thinking skills such as reasoning, problem-solving and decision making.
Interrupted case method	In interrupted case method, students are provided information gradually on a piecemeal basis in multiple steps and students are asked to demonstrate their critical thinking skills and problem solving skills by answering to questions at the end of each step. Example - Step 1: instructor provides selective information and problems from a published journal article and students are asked to design an experiment to solve the problem. Step 2: instructor provides more information on how the author went about choosing appropriate method for solving the problem. Now students are asked to use this method to predict the results. Step 3: Instructor provides author's results to students and are asked to interpret the results. Step 4: Students are provided with author's interpretation of results (Herreid, 2005). Students can be assessed on their

	original answers and their reflection on corrective actions taken at each step. Example evidence criteria include critical analysis, problem identification, proposed solution, etc.
Mini case study or Mini case record (MCR)	Mini case studies are shorter version of a case study, ranging from 1 to 3 paragraphs in length. This is presented to students and they are asked to apply ideas and insights from theory to respond to real-life issues and problems. A variety of methods can be integrated into mini cases such as written work, oral presentations, oral examination, practical examination, debating and role playing. Mini case studies are becoming popular in business schools, in management and in executive education.
Case writing	Case writing is a flipped assessment technique where students are expected to write a case (or mini case) to pose a real-life practical problem. Case writing requires significant critical thinking skills to identify problems, research existing solutions, analyse and recommend strategies and solutions to overcome the problem.
Scenario-based questions	Scenarios are similar to mini cases. Students are provided with a description of a real-world incident, story or event. This can involve giving a narrative description of the scene or story or results from an experiment and then posing a number of short questions (or multiple choice questions) that require critical thinking skills and the application of knowledge in a given domain. This approach is most common in medicine and the health sciences but very promising in business education and building and assessing soft skills.
Multimedia case study	Multimedia case studies provide students with substantial multimedia content such as interviews, video clips, presentations or real-life meetings. Students respond to questions by analysing the strategic issues and provide their recommendations in written and/or oral form after watching the case study. Rich media content makes it more interesting and increases the involvement of students. Students are

	assessed on their critical thinking skills such as analysis, decision-making and leadership in their responses to the case. This type of assessment is very effective for the current generation of learners.
Live case	Live case studies involve analysis of real-life current issues faced by companies. This could involve the company manager presenting current issues to students and/or providing additional information. Students analyse the strategic issues and provide their recommendations in written and/or oral form. Small scale businesses could benefit from being involved in order to get advice and insights from student advisors. Live case studies are authentic and popular in business education.
Concept map	The creation of a concept map requires students to visualise, organise and represent knowledge visually. Concept maps can be used for communicating ideas and understanding; demonstrating comprehension of topics and sub-topics; representing the outcomes of brainstorming and the relationships between elements in portfolios, reflective journals and written reports. Key aspects of a concept map or mind map include inter-connectedness, differentiation between main and sub-topics, clarity of the map layout and appropriate use.
Journal article	Writing a journal article involves producing a thoroughly researched and well written article for inclusion in a journal to communicate research findings. Some aspects include: articulating research problems, literature review, and appropriate choice of research design, methodological soundness, persuasive argument, coherence and brevity, analytical insight and value of the contribution to the field.
Article review	An article review is a written task that asks students to summarise and evaluate a piece of work (e.g. a journal article, book or essay). This assessment task addresses elements of critical thinking including the evaluation, judgement, and analysis of the

	selected work. It requires skills in succinctly summarising and paraphrasing the essence of the work in terms of issues, novelty, and value-addition to a given domain
Argument mapping	An argument map is a visual representation of the structure of an argument, including premises, objections and rebuttals. Students can be asked to provide argument maps to provide evidence of their critical thinking, analytical and evaluation skills in relation to a given scenario or task. Van Gelder (2005) argues that this provides teachers with ‘x-ray vision into students mind’.
Poster displays	Poster displays require students, individually or in groups, to succinctly and effectively communicate their research using a combination of text and effective graphics in a visually pleasing layout. Students are asked to synthesise their research outcomes, and present the importance and validity of their research in a self-explanatory poster, which can be assessed on the spot. More and more conferences are providing poster-display opportunities as an effective way of disseminating findings and ideas. This kind of assessment can provide practice in developing the higher order critical thinking skills required to communicate research ideas and findings succinctly.
Quality of feedback in peer review assessment	Quality of feedback in peer review assessment requires students to demonstrate critical thinking skills by providing effective feedback to their peers on their product work for enhancing their learning. In this methods each student is allocated 2 or 3 other students’ work and required to assess and provide feedback for improvement. Students are assessed on their ability to evaluate and provide feedback on others work. This assessment is very effective for encouraging students to provide sincere and thoughtful feedback to their peers. This method is based on the premise that giving feedback requires higher order thinking skills and deep knowledge in comparison to receiving

	feedback which requires lower order thinking skills and surface knowledge. (Note: most appropriate in individual work - product context)
Situational judgement test (SJT)	Situational judgement tests help to assess how well a student responds to a real-life workplace scenario. Students are given a hypothetical problem scenario and are asked to respond orally or in written form on how they would handle the situation. Alternatively they may be asked to choose the most appropriate action. This is more suited to the assessment of soft skills but can also be used to assess problem solving skills in business, management, marketing and law.
Simulated work-based assessment	Simulated work-based assessment requires students to be involved in simulated workplace tasks (e.g. an executive planning meeting or presentation or solving a problem). Numerous options are available to assess problem solving skills on the spot. Example methods include direct observation of work activities (e.g. a practical procedure in health such as injecting), planned demonstrations, project meetings, poster exhibitions, oral question-and-answer sessions and focus group sessions.
Survey instrument	A survey is a data collection tool. Successful development of a survey instrument requires clearly articulated questions to assess the opinions and thoughts of respondents. Types include: paper-based, e-document and online surveys.
Source evaluation of information	Source evaluation of information requires analysis of the credibility of sources, including website information. This could be a written assessment task requiring students to justify the choice of resources selected in terms of reputation of the author, authenticity of sources or references, quality of references, currency or validity of references.
Tripartite assessment	Tripartite assessment involves three types of reports submitted by students. First, a group submit their group report (or assignment output). Secondly, each student submits a piece of work that he/she researched on and

	contributed towards his or her final output. Third, individually students reflect on their team working process and submit a report. Each report is given a weight and counts towards their final mark (Doughty et al., 2007). Variations to this include peer assessment and providing feedback in the second step and self-reflection in the third step.
Self-assessment process	Self-assessment of process requires students to complete a self-evaluation rating in a team working context (or other generic skill related tasks) and provide some rationale or evidence for their rating such as attending of meetings, contribution to ideas, feedback provided to peers and other selfmanagement skills. The self-assessment rating in combination with their evidence document/comments is used for getting summative assessment mark.
Critical selfreflection	Critical self-reflection is a transformational process that raises students' self-awareness and selfunderstanding. Students may be invited to recognize what went right or wrong or identify their own strengths, weaknesses, limitations and gaps. The task usually requires students to provide some written evidence for reflective thinking through reflective writing. This could involve revisiting and processing something that happened in the past (an event or an experience such as group work or information gained).Students can be asked to use this experience to analyse and critically reflect on lessons learnt from mistakes, for personal development. A critical self-reflection must be an authentic honest reflection connecting thought, feeling, and action to facilitate selfdevelopment.This could be assessed as a product or a process.
Pre and post self-inventory and selfreflection	Pre and Post self-inventory and self-reflection requires students to do a self-reflection on what they learnt before and after they completed an assignment. This could include prior knowledge, areas for improvement, areas of difficulty, and plan for dealing with specific areas of weakness. Variety of assessment methods could be scaffolded into this (e.g. oral

	presentation, teamwork, independent work etc.).
Benchmark yourself and self-reflection piece	Benchmark against yourself and self-reflection require students to submit a self-marked rubric along with the assignment product (process) and compare their assessment with instructor (or peer) assessment and provide a self-reflection piece on areas where their assessment deviates from instructor allocation of marks. This could include areas where they need to improve and plan of action for executing the improvement.
Attitude, skill and knowledge – self-reflection assessment	Self-reflection on attitude, skill and knowledge requires students to provide self-reflection piece along with their assignment product to reflect on how the assignment task has impacted on the knowledge (discipline specific or generic skills), attitude and skills towards successfully completing the assignment. It could also include lessons learnt for personal and professional growth. This is more appropriate in a team work environment where they encounter a number of issues revolving around professional behavior and soft skills development. However, this could be adapted in other contexts as well.
Portfolio	A portfolio is a collection of a student's work (chosen by the student) to exhibit effort, progress and achievement throughout the course of the student's university education. The artefacts from a portfolio can be used to demonstrate a wide range of skills to prospective employers.
Reflective journal	Reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student has in the learning process of a course. Critical thinking skills are essential for authentically performing this task. Journals can be structured or free form and on product (cognitive skills) or process (soft-skills). It could be on the assessment product or the process
Patchwork text	Patchwork text involves a short piece of writing each week (or for each topic) based on what they learnt in that week. This could be a

	summary of a student's understanding of the topic or a commentary on a lecture or insightful thoughts on the application of their learning to a real-life working scenario. At the end of the teaching period, students submit a piece of reflective writing on patchwork text along with the related patchwork text.
Mock job interviews	A mock job interview requires students to demonstrate their self-management skills such as self-motivation, preparedness, presentation, professional behaviour, confidence, and attitude. This requires verbal interaction between the mock interviewer and the interviewee to simulate the actual job interview
Mock job application	Preparing a mock job application requires students to prepare a number of documents supporting a simulated job advertisement. These could include a cover letter, statements addressing selection criteria, a curriculum vitae and testimonials.
Professional profile creation	Constructing a professional profile involves providing a succinct, clear introduction to showcase a student's cognitive and interpersonal skills (e.g. LinkedIn profile or personal website profile). Some of the key components include prior education, experience, aspirations, career goals, accolades and soft skills such as time management, decision-making and planning skills. Assessment criteria for a profile can include: content, presentation, organisation, completeness, correctness, focus.
Project plan	Developing a project plan requires students to prepare and submit draft documentation covering project scope, objectives, cost, schedule, plans, assumptions, timelines and decisions. Some of the key components include a list of outputs (or products), milestones, activities and resources.
Debate	Debate requires students to demonstrate selfmanagement skills such as composure, self-control, enthusiasm, engagement, listening skills, responding skills, etc. Students could choose a controversial topic relevant to the discipline and take turns in convincing the

	audience about their standpoint.
Group (or team) work	Group work requires students to work collaboratively to complete the assessment tasks by complementing and sharing knowledge with peers. Group work is crucial for developing teamwork skills and discipline specific knowledge. Group work assessment should NOT be perceived only as a way of reducing the marking load. Group work can be assessed on the final product (e.g. report) or the process (e.g. attending meetings, contributing and so on.). Allocating individual marks based on individual and group performance is crucial to achieve fairness and discourage social loafing. Numerous options are available such as assessment of product vs. process; assessed by instructor vs. peer student; and various options for allocation of marks. (Refer to part-1 of this document for detailed options).
Peer review of product	Peer review of product involves students evaluating their peer students' discipline specific assignment work based on a pre-set criteria and benchmark assessment guidelines. Students assessing their peer student work is a controversial topic owing to variability in inherent knowledge possessed by the assessor. However, this lack of knowledge can be compensated by training, provision of benchmark solutions and moderation by instructor. Students are allocated marks by their peers but reviewed and moderated by the instructor. (Note: this method is also appropriate for individual work, but needs to ensure that reviewer receives topics that are different from their own work to avoid plagiarism in the review process. e.g. same questions but different scenarios or cases)
Team reflection	In team reflection, students in a group write a reflective piece after conducting a project to identify their strengths, weaknesses, gaps, lessons learnt, areas for improvement, action plan for improvement etc. Reflective practice framework of reflection-on-action (past), reflection-in-action (present), and reflection-for-action (future) can be adopted to effectively

	assess team (or individual) reflections.
Global issue awareness assessment (e.g. Corporate Social Responsibility (CSR))	Global issue awareness assessment requires students to demonstrate their understanding and practice of ethics at personal and professional context. Students can be given a range of global themes (or domain specific themes) to choose and they are required to write a research report incorporating their stand on the chosen issue to address their views on ethics, corporate conscience, corporate citizenship, or corporate social responsibilities (CSR) in accountability and reporting perspectives. This could be discipline specific (e.g. business ethics, accounting ethics, CSR, global financial crisis, foreign aid, etc.) or generic theme relevant to the current issues (e.g. global warming, refugees and asylum seekers issues, environmental issues, terrorism issues, human rights, gun control laws, indigenous issues, contract cheating, plagiarism, etc.
Civic engagement and responsibility assessment	Students are required to participate in one or more community service activity. Students can be given a free choice for accomplishing this task such as participating in social service activity or raising money for a good cause (e.g. daffodil day, make a wish foundation, good Friday appeal etc.). After completing the activity students write a reflective piece on their experience of civic and community engagement along with evidence artefacts such as thank you mail, photos, videos, testimonials. Small weight can be assigned to this activity. Example evidence criteria include: participation, effort and time involvement, outcome, honesty of reflection, etc.
Multicultural awareness assessment	Students are required to work in a multicultural team to complete the assessment tasks. Students are allocated in a group so as to have a mix of students from varying background (or multicultural background). After completion of the project, individual student assess their team members based on the experience of working in the team. Example evidence criteria includes: ethical behaviour, values,

	commitment, taking risks, showing responsibilities, conflict resolution, respecting others views, collaboration, empathy, patience, attitude, effort, preparedness, responsibility, integrity, sensitivity to other cultures (or religion/language), diplomacy, motivation, etc.
Study tour or study abroad program – selfreflections piece	Students (involved in a study tour or study abroad or exchange programs) keep a log of key incidences that transpired during their study tour (or study abroad) experiences. On completion, students write a reflective piece on their global awareness and transformation of their beliefs, values, empathy, perspectives, reactions, feelings and emotions. Alternatively students can honestly self-assess their attitudes and behaviour before and after the new experience.
Self-awareness in global citizenship context assessment	Self-awareness in global citizenship context requires students to write a research report on their understanding of skills and knowledge required to become a global citizen at local, national and international levels. In addition they can develop an instrument and reflective piece to self evaluate their current level of global citizenship (skills and knowledge), setting goals within a timeframe and steps proposed to achieve these goals. Variation to this could be writing a journal reflection on their transformation of a global citizen during a specified period in a trimester.

APPENDIX N

SAMPLE LESSON PLANS OF RESPONDENTS

PETSA: Agosto 2, 2018 Huwebes 11:00 – 12:00	
UNANG MARKAHAN: Mga Pangunahing Konspeto ng Ekonomiks: Batayan ng Matalinong Paggamit ng Pinagkukunang Yaman tungo sa Pagkamit ng Kaunlaran	
I. OBJECTIVES	
A. Content Standard (Pamantayang Pangnilalaman)	Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay.
B. Performance Standard (Pamantayan sa Pagganap)	Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konspeto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw-araw na pamumuhay
C. Learning Competencies (Pamantayan sa Pagkatuto)	21. Napahahalagahan ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay
Code	<i>AP9MKE-Ie-19</i>
D. Learning Objectives (Mga Layunin)	1. Naiisa-isa ang mga katangiang dapat taglayin ng isang entrepreneur na ikatatagumpay ng isang negosyo; 2. Nasusuri ang mga katangian ng isang entrepreneur sa harap ng hamon ng pagnenegosyo; 3. Naipapahayag ang saloobin hinggil sa pagnenegosyo.
II. CONTENT (NILALAMAN)	Pang-apat na Salik ng Produksyon: Entrepreneurship
III. LEARNING RESOURCES	
A. References	Learner's Module pahina 77 – 78
B. Other Learning Resources	Youtube, Prezi, Slideshare
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	(BALIK-ARAL) 1. Basahin ang isang saknong na tula tungkol sa Produksyon at tukuyin ang mga salik ng produksyon na nakapaloob sa tula

	TINDAHAN NI ALING NENA Sabay sa tilaok ng manok ang pagbangon ni Inay Para asikasuhin ang tindahan sa harap n gaming bahay Masigla niyang inaayos mga pagkaing paninda sa estanteng gawa ni Ama Tumutulong kami sa pagtinda upang makabenta
B. Establishing a purpose for the lesson	<i>SURVEY OF INTEREST (Collage of Business)</i> - Sa isang kalahating cartolina, idikit ang mga interes na maaaring gawing negosyo sa mga susunod na panahon - Ibahagi sa klase ang ilan sa mga collage
C. Presenting examples/instances of the new lesson	<i>BUSINESS RIDDLE</i> - Hulaan ang mga negosyo sa San Jose del Monte, Bulacan batay sa inihandang bugtong ng guro “Pancit dito ay masarap, Sa tapat ng Kubo sa bayan Amoy dito ay malalanghap”

- b. Mga bata’y nagigiliw sa pulang may pakpak
Sa tapat ng tindahan ng papel, ito ay matatanaw”



- c. “Sa Tungko, ito ay lumaki na
Murang bilingin patok sa eskwela”



- d. “Sikat ang Bulacan sa mga paliguan
Sa barkong nakadaong sa katubigan”



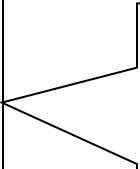
- e. “Ito’y pinakamalapit na pagamutan
Na ating natatanaw maging mula sa paaralan” (**KAIROS**)



	Mahalagang Tanong: 1. Bakit kaya patuloy na umuusbong ang mga negosyong ito sa San Jose del Monte? 2. May kaugnayan ba ang pamamalakad ng namumuno o may-ari ng mga ito sa tagumpay ng kanilang negosyo?				
D. Discussing new concepts and practicing new skills #1	1. VIDEO CLIP Panoorin ang panayam sa isang pinakabatang bilyonaryo mula sa Plaridel, Bulacan. “Joseph Calata” Mahalagang Tanong: a. Ano sa palagay mo ang tinataglay na katangian ni Ginoong Calata kaya nagtagumpay ang kaniyang negosyo? b. Ano ang bahaging ginagampanan ng isang entrepreneur sa ekonomiya ng isang bansa? Bakit ito mahalaga? 2. PANGKATANG PRESENTASYON <i>Business Meeting ala Heights</i> <i>Layunin ng presentasyon:</i> 1. <i>Naipapakita ang katangian ng isang entrepreneur sa harap ng mga tauhang nagpapatakbo sa kanyang negosyo.</i> Ang naatasang pangkat ay magpapakita ng isang pormal na business meeting ng mga sumusunod na tauhan: a. Chief Executive b. Human Resource Manager c. Finance Manager d. Marketing Manager e. Advertiser f. Product Endorser g. Consumer h. Stockholder RUBRIC SA PAGSASADULA <table><tr><td>KAAKMAAN NG DULA SA TEMA</td><td>3 – Naipakita ang kaakmaan ng dula sa tema</td><td>2 – Hindi gaanong naipakita ang kaakmaan ng</td><td>1 – Hindi naipakita ang kaakmaan ng dula sa tema</td></tr></table>	KAAKMAAN NG DULA SA TEMA	3 – Naipakita ang kaakmaan ng dula sa tema	2 – Hindi gaanong naipakita ang kaakmaan ng	1 – Hindi naipakita ang kaakmaan ng dula sa tema
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			dula sa tema	
	PAGKAMALIK HAIN	3 – Naipakita ang pagkamalikain	2 – Hindi masyado naipakita ang pagkamalikhain	1 – Hindi naipakita ang pagkamalikhain
	AKMANG KAGAMITAN AT KASUOTAN	3 – Akma ang kagamitan at kasuotan	2- Hindi masyado akma ang kagamitan at kasuotan	1 – Hindi akma ang kagamitan at kasuotan
	WASTONG PAGGAMIT NG EKSPRESYON	3 – Naipakita ang wastong paggamit ng ekspresyon	2 – Hindi gaano naipakita ang wastong paggamit ng ekspresyon	1 – Hindi naipakita ang wastong paggamit ng ekspresyon
Tanong: 1. Anu-anong katangian ng entrepreneur ang ipinakita ng may-ari o chief executive sa dula? 2. Paano ito makakatulong sa pag-unlad ng kanyang negosyo?				
E. Discussing new concepts and practicing new skills #2	VIDEO CLIP Payo ni Jack Ma AYOS SALITA 1. Ayusin ang mga salitang upang makabuo ng ideya o mensahe ni Jack Ma GREAT ENTREPRENEUR IS ALWAYS A OPTIMISTIC PEOPLE SURROUND YOURSELF CAN CHANGE THE WITH EVERYTHING THAT YOU HAVE MAKE TO SACRIFICES KNOW WILL FOCUS DON'T HOT THINGS ARE THAT ON THE			

	WAIT EVERYTHING TO NEVER READY YOU FOR BE 2. <i>Ano ang mga hamon sa mga entrepreneur sa kasalukuyang panahon?</i> 3. <i>Sa palagay ninyo, paano hinaharap ng mga negosyante sa ating bansa ang mga hamon na ito?</i>								
F. Developing Mastery (Leads to Formative Assessment)	RECIPE OF A GOOD ENTREPRENEUR Gamit ang mga blangkong INGREDIENT CARD, ilagay ang mga sangkap para sa isang mabuting entrepreneur <i>Entrepreneur de Noodles</i> Sangkap/Ingredients: HALIMBAWA: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 tasang</td><td style="width: 50%;">Mabuting may-ari ng negosyo</td></tr> <tr> <td>2 kilong</td><td>Madiskarteng inobator</td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> </table> Tanong: Ano kaya ang pinakasikretong sangkap ng isang matagumpay na entrepreneur?	1 tasang	Mabuting may-ari ng negosyo	2 kilong	Madiskarteng inobator				
1 tasang	Mabuting may-ari ng negosyo								
2 kilong	Madiskarteng inobator								
G. Finding Practical applications of concepts	VIDEO CLIP Ipon mula sa Baon, Puhunan sa Negosyo Mahalagang Tanong: - Gagawin mo rin ba ang ginawa ng magkapatid sa video? Bakit? - Mahalaga bang mag-isip bilang entrepreneur ang mga kabataan o mga tao ngayon? Bakit?								
H. Making generalizations and abstractions about the lesson	KOMIKS TIME Basahin ang komiks at mag –isip ng posibleng solusyon sa suliranin na may kaugnayan sa pagiging entrepreneur. Isulat ito sa								

	blangkong speech balloon.	
		Kami mga Chinese hilig talaga negosyo. Dito sa Pilipinas madali tayo negosyo para pera marami. Gawa namin trabahador Pilipiino. Dami negosyo dami kita hehehe. Pag madami kapital, pwede negosyo. Ilan sa aming kasama Chinese maabuso pero hindi lahat. Wala pahinga minsan trabaho bawal pahinga. Maliit sweldo para malaki kita. Sahod dito Pilipinas maliit kaya dito kami tayo negosyo.
		Kaming mga Pilipino ay sadyang masisipag at matiyaga sa hanapbuhay pero sana hindi kami abusuhin ng mga kapitalista sa ating bansa. Marami na rin ang tulad ko na nagtatatagumpay sa mga negosyo maliit man o malaki. Pero ang suliranin ng mga manggawang Pilipino ay ang mababang pasahod ng mga kompanya kaya ang iba ay nangingibang bansa na lang o di kaya ay nagtatayo ng sariling negosyo.



Ang problema naman ay ang nagiging impormal na sektor ang maliliit na negosyo tulad ng mga tindahan sa bangketa. Ano ba ang dapat gawin ng pamahalaan para naman matulungan kaming mga negosyanteng maliit lamang ang kapital?

I. Evaluating Learning

A. REPORT CARD OF A FUTURE ENTREPRENEUR

- a. Bigyan ng marka ang sarili sa mga sumusunod na katangian sa isang report card.

REPORT CARD
SY 2018 – 2019

Pangalan: _____

Seksyon: _____

- 5 – Palagi kong ipinapamalas
4 – Madalas kong ipinapamalas
3 – Paminsan-minsan kong naipapamalas
2 – Madalang kong maipamalas
1 – Hindi ko naipapamalas

PAGIGING MALIKHAIN	
KAKAYAHANG GAWING KASIYA SIYA ANG TRABAHO	
MASIDHING PAGSUSUMIKAP	
PAGKAKAROON NG KABABAANG LOOB	
PAGIGING MATULUNGIN	

	B. Maikling Pagsusulit Markahan ng “Happy” o “Sad” ang mga sumusunod na sitwasyon   1. Ang entrepreneur ay isang indibidwal na nagsasaayos, nangangasiwa at nakikipagsapalaran sa isang negosyo. 2. Nasunog ang pabrikang pagmamay-ari ni Mr. Park sa Valenzuela. Agad niyang tinulungan ang mga trabahador niya na nasaktan sa aksidente. 3. Hinaharuan ni Aling Lita ng maraming ordinaryong bigas ng magandang klase ng bigas at ibinebenta ito sa mataas na presyo. 4. Isang may-ari ng plant shop si Sunshine sa Sarmiento Homes, tuwing Sabado nagbibigay siya ng lecture at libreng seedlings sa mga may bahay upang makapagtanim sila sa mga bakuran nila. 5. Dahil sa kahiligan ng ilang kabataang Filipino sa mga KPOP, kinuhang endorser ng Penshoppe si Nam Joo Hyuk.
C. Takda	1. Gumawa ng isang panayam sa isang entrepreneur sa inyong lugar. Isulat ang kanyang mga sagot sa isang bond paper MGA GABAY NA TANONG / GUIDE QUESTIONS a. Paano nagsimula ang inyong negosyo? b. Anu-ano ang mga naging pagsubok na inyong naranasan? c. Ano ang iyong maibibigay na payo sa mga nagnanais na magsimula ng negosyo? 2. Ano ang demand at bakit ito mahalaga sa isang ekonomiya?



Banghay Aralin sa Pagtuturo ng Araling Panlipunan 9

Agosto 16, 2018 Huwebes
8:00 A.M. - 9:00 A.M. - 9-Escoda

Pamantayang Pangnilalaman: Ang mga mag-aaral ay may pag-unawa sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sa sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay-kalakal tungo sa pambansang kaunlaran.

Pamantayan sa Pagganap: Ang mga mag-aaral ay kritikal na nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahaykalakal tungo sa pambansang kaunlaran.

Pamantayan sa Pagkatuto:

AP9MYK-IIa-1- Nailalapat ang kahulugan ng demand sa pang-araw-araw na pamumuhay ng bawat pamilya

I. Layunin: Sa pagtatapos ng aralin, ang mga mag-aaral sa Araling Panlipunan 9 ay inaasahang:

- 1.) Natatalakay ang kahulugan ng Demand;
- 2.) Nauunawaan ang tatlong pamamaraan sa pagpapakita ng konsepto ng Demand; ang demand schedule, demand curve, at demand function; at
- 3.) Nailalapat at nabibigyang halaga ang konsepto ng demand sa pang-araw-araw na pamumuhay ng bawat pamilya.

II. Paksa: Demand

Sanggunian:

- a. K to 12 Gabay Pangkurikulum Araling Panlipunan 9 (2016): (pahina 194)
- b. Gabay sa Pagtuturo (2015) EKONOMIKS. Pasig City: DEPED-BLR (pahina 79-85)
- c. Ekonomiks, Araling Panlipunan Modyul para sa Mag-aaral (2015) Pasig City: DEPED-BLR (pahina 112-119)
- d. Antonio, et al. (2015), Kayamanan. Manila: Rex Bookstore (pahina 125-128)

Kagamitan:

- Mga Larawan, talaan,
- Chalk, blackboard
- TV, Laptop
- Visual Aids, hand-outs/worksheets sa mga mag-aaral

Integrasyon:

- TLE (business math, matalinong pagpili ng mga produkto)
- Mathematics (pagkakaroon ng pagsusuri sa talaan, graph, at pagkokompyut)
- English (kasabihan tungkol sa *"all other things remaining constant"*)
- Edukasyon sa Pagpapakatao (Pagpapahalaga, pagkakaroon ng mabuti at matalinong pagdedesisyon)

III. Pamamaraan: Unang Araw

A. Panimulang Gawain:

- Panalangin
- Pag-aayos ng mga upuan at pagpupulot ng mga kalat
- Pagbati sa Klase
- Balitaan

B. Pagganyak:

Pili! Pili na!

Ipapakita sa T.V. o ipapaskil sa pisara, magtatawag ng mga mag-aaral, pipili ng produkto na nasa larawan at ipapaliwang kung bakit nya ito napili.

Kalakal	Brand	Ang iyong Pinili at Bakit mo ito pinili?
Sabon	Safe Guard o Green Cross	
Toothpaste	Colgate o Hapee	
Ballpen	G-Tec o HBW	



Gabay na Tanong:

1. Bakit iyan ang iyong napili?
2. Ano ang naging batayan mo sa pagpili ng produkto?

C. Panlinang na Gawain:

• Malayang Talakayan

Pagbibigay kahulugan ng Demand at ang batas ng Demand

Gabay na tanong:

- a.) Sa palagay niyo, ano ang kahulugan ng Demand?
 - b.) Bakit kaya kailangan natin itong pag-aralan?
- Pagkatapos matanong ang mga ito, ibibigay ang tamang kahulugan ng Demand
 - Bibigyang kahulugan din ang termino na tinawag na **Ceteris Paribus**- "*all other things remaining constant*".

• Collaborative Learning Group Discussion

Papaikutin ang mga upuan sa kanilang mga kagrupong at bibigyan ng **hand outs** tungkol sa ideya ng mga konsepto na Demand Schedule, Demand Curve at Demand Function. Pag-uusapan ng bawat miyembro ang tungkol dito at bibigyan ng 7 minuto.

Pamprosesong Tanong:

Magpapakita ng mga halimbawa at magtatawag sa bawat miyembro ng pangkat upang tukuyin kung ito ay Demand Schedule, Demand Curve at Demand Function.

1. Batay sa inyong nakikita, saang konsepto ng demand sila tumutukoy? (Demand Schedule, Demand Curve, Demand Function)

Presyo (PHP)	Quantity Demanded (kg)
5	10
4	20
3	30
2	40
1	50
0	60



$$Q_d = a - bP$$

2. Batay sa inyong nabasa at napag-usapan ng bawat pangkat, ano ang kahulugan ng mga sumusunod? :

- a. Demand Schedule
- b. Demand Curve
- c. Demand Function

- Magkakaroon na lamang ng pagpoproseso sa tatlong konseptong ito...
- Para sa Demand Function ay magkakaroon ng pagkokumput at magtatawag sa klase upang kompyutin sa pisara.

D. Pagpapahalaga/Paglalahat:

1. Bakit kailangan nating malaman ang konsepto ng demand sa pang-araw-araw nating pamumuhay?
2. Sa anong mga paraan mo ipinapakita ang iyong pagiging matalinong mamimili?

E. Paglalahat:

Magtatawag ng mag-saral upang ibuod ang mga natalakay tungkol sa Demand sa pamamagitan ng pagtatanong ng guro.

IV. Pagtataya:

I-Demand, I-Tala at I-Kurba

Ilagay sa isang buong papel (1 whole)

Kung ang demand function mo ay $Q_d = 50 - 2P$

Presyo bawat Baso (PHP)	Quantity Demand
14	
12	
10	
8	
6	

APPENDIX O

LETTER FOR EXPERT VALIDATION OF PROPOSED TEACHER'S GUIDE

To: _____

Sir/Madam:

Greetings of Peace!

I am MAEd student at Philippine Normal University with the specialization in Curriculum and Instruction and presently working on my thesis entitled "Authentic Learning Strategies in Teaching Economics: Development of a Teacher's Guide". The objective of the study is to identify the authentic strategies and assessments of Grade 9 Economics teachers and develop a teacher's guide after the conduct of the study.

In this regard, I would like to ask for you precious time to assess, as honestly as possible, the developed instructional material by using the Evaluation Form-Expert's Assessment Checklist (EAC) attached herein. With your experience and expertise in the field of Economics, feel free to write your commendations/recommendations for the improvement of this teacher's guide in order to come up with the preferred results. Rest assured that your responses will be made confidential.

Thank you very much for you positive response and cooperation. I shall remain indebted to you.

Very truly yours,

ROCHELLE S. SERBO
Researcher

Noted by:

INERO V. ANCHO, Ph. D.
Adviser

APPENDIX P
EVALUATION FORM-EXPERT'S ASSESSMENT CHECKLIST

Likert's Five Point Scale

5 - SA	Strongly Agree
4 - A	Agree
3 - U	Undecided
2 - D	Disagree
1 - SD	Strongly Disagree

CRITERIA	SCALE				
I. Contents	5	4	3	2	1
1. Content is relevant to the competency.					
2. Information and directions are clearly written and explained.					
3. The procedures and exercises for each lesson served as instruments to enhance learning processes and understanding of the concepts.					
4. Activities are interesting and well-organized					
II. Usefulness					
5. Provides opportunity for the development and continuous application of skills					
6. It is effective in arousing students' interest and motivates learning					
III. Clarity					
7. Suggested activities are easy to follow					
8. Language used is clear, simple and easy to understand within the comprehension of the teachers					
IV. Authenticity of Strategies, Assessments and Activities					
<i>Each proposed activity has the following design elements:</i>					
9. Real-world Relevance: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.”					
10. Ill-defined Problem: Challenges cannot be solved easily; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.					
11. Sustained Investigation: Problems cannot be solved in a matter					

of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.					
12. Multiple Sources and Perspectives: Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process.					
13. Collaboration: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.					
14. Reflection (metacognition): Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.					
15. Interdisciplinary Perspective: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.					
16. Integrated Assessment: Assessment is not merely summative in authentic activities, but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.					
17. Polished Products: Conclusions are not merely exercises or sub-steps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.					
18. Multiple Interpretations and Outcomes: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.					
V. Format					
19. The format of the teacher's guide is easy to follow.					
20. The teacher's guide can easily be carried out.					

Comments: _____

Validated by: _____

APPENDIX Q

OVERALL SUMMARY OF EVALUATION FORM-EXPERT'S ASSESMENT ON PROPOSED TEACHER'S GUIDE

CRITERIA	Experts		Weighted Mean	Description
I. Contents	1	2		
5. Content is relevant to the competency.	5	5	5	Strongly Agree
6. Information and directions are clearly written and explained.	5	4	4.5	Strongly Agree
7. The procedures and exercises for each lesson served as instruments to enhance learning processes and understanding of the concepts.	5	4	4.5	Strongly Agree
8. Activities are interesting and well-organized	5	5	5	Strongly Agree
II. Usefulness				
9. Provides opportunity for the development and continuous application of skills	5	5	5	Strongly Agree
10. It is effective in arousing students' interest and motivates learning	5	4	4.5	Strongly Agree
III. Clarity				
11. Suggested activities are easy to follow	5	4	4.5	Strongly Agree
12. Language used is clear, simple and easy to understand within the comprehension of the teachers	5	5	5	Strongly Agree
IV. Authenticity of Strategies, Assessments and Activities				
<i>Each proposed activity has the following design elements:</i>				
13. Real-world Relevance: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.”	5	4	4.5	Strongly Agree
14. Ill-defined Problem: Challenges cannot be solved easily; instead, authentic activities are relatively undefined and open to multiple	4	4	4	Agree

interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.				
15. Sustained Investigation: Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.	4	3	3.5	Undecided
16. Multiple Sources and Perspectives: Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from irrelevant information in the process.	5	4	4.5	Strongly Agree
17. Collaboration: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.	5	5	5	Strongly Agree
18. Reflection (metacognition): Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.	5	5	5	Strongly Agree
19. Interdisciplinary Perspective: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.	4	3	3.5	Undecided
20. Integrated Assessment: Assessment is not merely summative in authentic activities, but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.	5	3	4	Agree
21. Polished Products: Conclusions are not merely exercises or sub-steps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.	4	4	4	Agree
22. Multiple Interpretations and Outcomes:	5	4	4.5	Strongly

Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.				Agree
V. Format				
23. The format of the teacher's guide is easy to follow.	5	5	5	Strongly Agree
24. The teacher's guide can easily be carried out.	5	5	5	Strongly Agree
OVERALL WEIGHTED MEAN	4.8	4.25	4.525	Strongly Agree

Below are some of the unedited commendations and recommendations of the evaluators.

- Will it be better if you allot a column for specific concepts to be learned by the students, in this way, the teaching guide will be very particular on what important information/concept should a teacher be teaching.
- I do appreciate that you were able to come up with so many good activities.
- The instruction in every activity that the researcher provided is very clear.
- The study is useful for teachers especially for the newly hired teachers
- Provide more suggested activity in every lesson such as data analysis (inflation rate for the past five years) presentation of budget planning (fiscal policy), spoken poetry making.
- Congratulations.

APPENDIX R

PROFILE OF SOCIAL SCIENCE EXPERT

Evaluator	Designation/School	Educational Attainment/Accomplishments
Jocelyn F. Tolentino	Master Teacher I/ Araling Panlipunan/ Commonwealth High School, Quezon City	M.A. in Educational Management
Nora V. Evangelista	Master Teacher II/ Araling Panlipunan Commonwealth High School, Quezon City	M.A. in Educational Management
Elson Boie B. Tumaneng	Social Science Instructor, Nueva Viscaya State University	Member, Organization of Social Studies Teachers in the Philippines Team member, Cultural Mapping of the Bayombong, Nueva Vizcaya

APPENDIX S

Authentic Learning Teacher's Guide in Economics

Rochelle S. Serbo

PREFACE

The *Authentic Learning Guide in Economics* is materialized in order to provide additional instructional strategies, assessments and activities to Grade 9 Economics teachers. It is made to further enhance the authentic learning instruction of teachers. It contains a quick guide to list of possible authentic activities that Economics teachers may use or enhance which lead to the attainment of the learning objectives stipulated in the curriculum guide for Araling Panlipunan (Economics). The activities are written in Filipino for the public schools teachers and English for the private school teachers.

The guide covers the four quarters in a school year. It contains a title page, preface describing the purpose of the guide, table of contents, and table presenting the main content of the guide which is the authentic strategies and assessment which serves as a quick guide for Economics teaching. The table has five columns, the first column contains the learning competency set by the Department of Education and its code; second column contains the suggested authentic learning strategy; third column contains suggested authentic assessment which can be utilized to achieve the learning competencies; and fourth column contains the suggested activities which may provide an alternative activity in achieving real-life learning among the Grade 9 learners. Such authentic learning provides sample strategies, assessment and main activity that a teacher may use in meeting the learning competencies.

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Part I. Main Concepts in Economics: Basis for Wise Use of Resources towards Development (First Quarter)

Part II. Microeconomics (Second Quarter)

Part III. Macroeconomics A

Part IV. Macroeconomics B

PART I

**Main Concepts in Economics: Basis for Wise Use of
Resources towards Development (First Quarter)**

Pamantayang Pangnilalaman: Naipamamalas ang malalim na pag-unawa sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks at pambansang pag-unlad gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagnilay, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig.

(Content Standard: Show a deep understanding on the main ideas and current issues in Economics and national development using the skills and values of societal discipline towards building citizens who are critical, reflective, responsible, pro-environment, productive, just and humane citizens of the country and the world.)

UNANG MARKAHAN. Mga Pangunahing Konsepyo ng Ekonomiks: Batayan ng Matalinong Paggamit ng Pinagkukunang Yaman tungo sa Pagkamit ng Kaunlaran

(FIRST GRADING – Main Concepts in Economics: Basis for Wise Use of Resources towards Development)

Pamantayang Pangnilalaman: Ang mga mag-aaral ay may pag-unawa sa mga pangunahing konsepto ng Ekonomiks bilang batayan ng matalino at maunlad na pang-araw araw na pamumuhay

(Content Standard: Students have the understanding of the main concepts in Economics as basis for wise and developed everyday living.)

Pamantayan sa Pagganap: Ang mga mag-aaral ay naisasabuhay ang pag-unawa sa mga pangunahing konsepto sa Ekonomiks bilang batayan ng matalino at maunlad na pang-araw araw na pamumuhay.

(Performance Standard: Students are able to live the understanding of the main concepts in Economics as basis for wise and developed everyday living.)

Pamantayan sa Pagkatuto <i>(Learning Competency)</i>	Pamamaraang Autentiko <i>Authentic Instructional Strategy</i>	Pagtataya <i>(Assessment)</i>	Halimbawa ng Gawain <i>(Example of Activity)</i>
1. Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan Code: AP9MKE – Ia-1 <i>(Apply the meaning of economics to everyday lives as a student and as a member of the family and society.)</i>	Malayang Talakayan <i>(Interactive Discussion)</i>	• Reflective Journal	“PICTURE PERFECT” Ang mga mag-aaral ay magpapaunahan sa pagbuo ng tatlong larawang nakagupit na jigsaw na nagpapakita ng isang sitwasyon sa loob ng isang: - Bahay - Palengke - Komunidad Gabay na Tanong: Ano ang Ekonomiks sa iyo bilang isang - Anak - Mamimili - Miyembro ng Lipunan <i>(Students will race to solve a jigsaw puzzled picture of a scenario in a:</i> <i>Household</i> <i>Market</i> <i>Community</i> <i>Guide Question:</i> <i>What is Economics for you as a:</i> <i>Child</i> <i>Consumer</i> <i>Member of the society)</i>

2. Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at ng lipunan Code: AP9MKE – Ia-2 <i>(Evaluate the importance of economics in everyday lives of every family in a society.)</i>	Role Play	- Journal - Talaarawan ng mga karanasan bilang mga konsyumer <i>(Diary on Daily experiences as consumers)</i>	“ACT LIKE PRO” Papangkatin ng guro ang mga mag-aaral sa dalawang pangkat upang magpakita ng alin man sa mga scenario sa isang maikling skit: - Paano nagbabadyet ang isang pamilya? - Paano nakikisalamuha ang mga mamimili at nagtitinda sa isang pamilihan? <i>(The class will be divided into two groups for them to show on the following scenario into a short skit:</i> <i>How does a family do the budgeting?</i> <i>How the consumers and sellers in the market do connect to each other?)</i>
3. Naipakikita ang ugnayan ng kakapusan sa pang-araw-araw na pamumuhay Code: AP9MKE – Ia-3 <i>Show the connection of shortage in everyday living</i>	Pagsusuri sa mga artikulo tungkol sa kakapusan <i>(Use of articles on shortage)</i>	- Article analysis - Paggawa ng budget plan	Maaaring gawin ang alin man sa mga sumusunod: - Ang guro o mga mag-aaral ay kakalap ng isang artikulo mula sa pahayagan na may kaugnayan sa kakapusan. Dito magbibigay ang mga mag-aaral ng pangunahing imbestigasyon o pagsusuri sa artikulong nakalap at ibahagi sa klase. - Ang mga mag-aaral ay aatasang gumawa ng isang pagbabadyet

			ng kanilang baon sa loob ng isang araw o linggo. Ibahagi sa klase ang ilan sa mga gawa. Magpahayag ng repleksyon o pagninilay sa gawain. Halimbawa: Sa baon na 20 pesos kada araw <table><tr><td>Mga Pagkakagastusan</td><td>Halaga</td></tr><tr><td>Tinapay o biscuit</td><td>10</td></tr><tr><td>Candy</td><td>2</td></tr><tr><td>Kabuuan</td><td>P12</td></tr><tr><td>Sukli</td><td>P8</td></tr></table> (The teacher could do any of the following: 1. The teacher or the students will look for articles from the print or online media about shortage. Students will do some investigative reporting in class regarding their article. 2. Students will be asked to do budgeting to their daily or weekly budget given by their parents. They will present it to the class and have some reflection regarding the activity. Example For a budget of 20 pesos <table><tr><td>Expenses</td><td>Price</td></tr></table>	Mga Pagkakagastusan	Halaga	Tinapay o biscuit	10	Candy	2	Kabuuan	P12	Sukli	P8	Expenses	Price
Mga Pagkakagastusan	Halaga														
Tinapay o biscuit	10														
Candy	2														
Kabuuan	P12														
Sukli	P8														
Expenses	Price														

			<table><tr><td>Bread or biscuit</td><td>10</td></tr><tr><td>Candy</td><td>2</td></tr><tr><td>Total</td><td>P12</td></tr><tr><td>Change</td><td>P8</td></tr></table>	Bread or biscuit	10	Candy	2	Total	P12	Change	P8
Bread or biscuit	10										
Candy	2										
Total	P12										
Change	P8										
4. Natutukoy ang mga palatandaan ng kakapusan sa pang-araw-araw na buhay Code: AP9MKE – Ib-4 <i>(Identify the signs of shortage in everyday lives)</i>	Paggamit ng mga video clip tungkol sa kakapusan <i>(Use of video clips about shortage)</i>	• Reflective Journal	Maaaring gawin ang alinman sa gawain ito: 1. Ang guro ay maaaring magpakita ng isang video clip tungkol sa kakapusan na pagninilay nilayan ng mga mag-aaral or 2. Gagawa ang mga mag-aaral ng isang reflective journal tungkol dito. <i>(The teacher could do any of the following:</i> 1. <i>The teacher will present a video clip about shortage and students will reflect on it.</i> 2. <i>Students will write a reflective journal regarding shortage.)</i>								
5. Nakakabuo ang konklusyon na ang kakapusan ay isang pangunahing suliraning panlipunan Code: AP9MKE – Ib-5 <i>(Conclude that shortage is a main societal problem)</i>	Pangkatang Gawain <i>(Cooperative Group Activity)</i>	• Ulat sa panayam • Reflective journal	Ang mga mag-aaral ay papangkatin sa limang pangkat. Ang bawat pangkat ay kapapanayamin ang isang pamilya sa kanilang barangay. Maaaring gumawa ang guro ng mga gabay na tanong para magabayan ang mga mag-aaral sa pagtatanong. Layunin ng panayam na alamin kung paano nakakaapekto ang kakapusan sa kanilang pamilya o komunidad.								

			<i>(Students will be grouped into five. Each group will interview a family in their locality. The teacher could give guide questions for the students. The objective of the interview will focus in knowing how shortage affects their family or community.)</i>
6. Nakapagmumungkahi ng mga paraan upang malabanan ang kakapusan Code: AP9MKE – Ic-6 <i>(Suggest ways to fight shortage)</i>	Paggamit ng panayam tungkol sa kakapusan na nararanasan ng mga pamilyang Pilipino. <i>(Use of interview about shortage being experienced by Filipino families)</i>	• Presentasyon ng mga datos mula sa panayam <i>(presentation of data from the interview)</i>	Ang mga mag-aaral ay magtatanong tanong sa 10 mag-aaral at mga magulang sa kanilang paaralan at komunidad upang magbigay ng mga mungkahing pamamaraan sa pagsugpo sa kakapusan na nararanasan nila bilang mga mag-aaral o mga may pamilya. <i>(Students will ask 10 students and 10 parents in their school and community for them to suggest ways on how to fight shortage.)</i>
7. Nasusuri ang kaibahan ng kagustuhan (wants) sa pangangailangan (needs) bilang batayan sa pagbuo ng matalinong desisyon Code: AP9MKE – Ic-7 <i>(Analyze the difference between wants and needs as basis in making a wise decision)</i>	Paggamit ng mga larawan na may kinalaman sa pangangailangan at kagustuhan. <i>(Use of pictures on needs and wants)</i>	• Oral Presentations • Pagsulat ng autobiography/ biography • Paggawa ng isang dreamboard na naglalaman ng mga pangarap sa buhay. <i>(Creation of a</i>	Maaaring gawin ang alin man sa mga sumusunod: A. Maglagay ng mga ginupit na larawan mula sa mga lathalaing luma ng mga kalakal at paglilingkod na makikita sa isang pamilihan. Maaari ring maglagay ng mga salita o simbolismo kung ang konsepto ay hindi nakikita tulad ng pagmamahal o pagkalinga. Ang mga mag-aaral ay mabibigyang pagkakataon na pumunta sa

		<i>dreamboard which contains the learner's dreams and goals in life)</i>	harapan ng klase at kumuha ng isa o dalawang larawan ang magpahayag kung ito ay gusto niyang makamtan. B. Maaaring magpagawa ang guro ng isang autobiography o dreamboard tungkol sa mga pangarap na mabili at makamtan ng kanyang mga mag-aaral. Ibahagi sa klase ang ilan sa mga nalikha. <i>(The teacher could do any of the following:</i> A. <i>The teacher will post pictures of goods and services in market from old magazines. They could also post words or symbolism if the concept is not concrete like love and care. The students will be given chance to go in front and choose one or two pictures and express oneself why they want to achieve that.</i> B. <i>The teacher could also ask the students to write an autobiography or dreamboard about their dreams and wishes to purchase)</i>
	Paggamit ng mga	• Pagsuri sa mga	Ang mga mag-aaral ay magbibigay ng

8. Naipakikita ang ugnayan ng personal na kagustuhan at pangangailangan sa suliranin ng kakapusan Code: AP9MKE – Id-8 <i>(Show the connection between personal wants and needs in the shortage problem)</i>	artikulong editorial tungkol sa pangangailangan at kagustuhan <i>(Use of editorials about needs and wants)</i>	arikulo o editorial <i>(Article analysis)</i>	opinyon sa isang editorial cartoon o artikulo na may kinalaman sa kaibahan ng pangangailangan at kagustuhan. Iuugnay ito sa kakapusan na nararanasan ng mg tao. <i>(Students will give their opinion in an editorial cartoon or article chosen by the teacher which shows about the difference between needs and wants. This will then be connected to shortage they experience in life.)</i>
9. Nasusuri ang hirarkiya ng pangangailangan. Code: AP9MKE – Id-9 <i>(Analyze the hierarchy of needs)</i>	Paggamit ng tanungan at talakayan <i>(Use of question and answer discussion)</i>	• Oral Presentation	“Batuhan ng Tanong” Batay sa hirarkiya ng pangangailangan ni Maslow, ang mga mag-aaral ay magbabatuhan ng tanong ukol dito. Maaaring magsulat ang mga mag-aaral ng isang sanaysay upang maipahayag ang kanilang opinyon ukol sa hirarkiya. <i>(Throw A Question Based on the Maslow’s hieracrchy of needs, students will throw questions to the other students regarding this. They could write an essasy regarding their opinion on the hierarchy.)</i>
10. Nakabubuo ng sariling pamantayan sa pagpili ng mga pangangailangan batay sa mga hirarkiya ng	Paggawa ng output <i>(Output making)</i>	• Paggawa ng sariling tsart ng hirarkiya ng pangangailangan	Maaaring ang mga mag-aaral ay gumawa ng sarili nilang hirarkiya ng pangangailangan. Maaaring gumamit sila ng mga tunay na larawan nagpapakita ng tunay nilang buhay o

pangangailangan Code: AP9MKE – Ie-10 <i>(Make a personal standards in choosing needs based on the hierarchy of needs)</i>		<i>(Make own hierarchy of needs)</i>	mga symbolismong may kaugnayan sa kanilang buhay o pangarap. <i>(Students could make a personal hierarchy of needs. They could use real pictures or symbols connected to their lives)</i>				
11. Nasusuri ang mga salik na nakakaimpluwensiya sa pangangailangan at kagustuhan Code: AP9MKE – Ie-11 <i>(Analyze the factors that influence needs and wants)</i>	Pagsusuri sa mga sitwasyong may kinalaman sa pagpili ng mga kabataan sa pangangailangan at kagustuhan. <i>(Situational analysis on decision making in choosing needs and wants)</i>	• Reflective journal or diary	Ang guro ay maaaring lumikha ng mga sitwasyong may kaugnayan sa tunay na buhay o pangyayari at gagawan ng mga mag-aaral (indibidwal o pangkatan) ng pagsusuri sa mga ito. <table border="1"> <tr> <th>Sitwasyon</th> <th>Pagsusuri</th> </tr> <tr> <td> Halimbawa: Si Anna ay isang mag-aaral sa Ikasiyam na baitang sa Mataas na Paaralan ng San Jose Heights sa Bulacan. Dahil nauuso ang mga Korean Pop na mga musika, nag-apon siya ng pera upang makabili ng ticket para sa concert ng Blackpink sa darating na 2019. </td> <td></td> </tr> </table>	Sitwasyon	Pagsusuri	Halimbawa: Si Anna ay isang mag-aaral sa Ikasiyam na baitang sa Mataas na Paaralan ng San Jose Heights sa Bulacan. Dahil nauuso ang mga Korean Pop na mga musika, nag-apon siya ng pera upang makabili ng ticket para sa concert ng Blackpink sa darating na 2019.	
Sitwasyon	Pagsusuri						
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			(The teacher could create situations connected to real life or events which students will analyze. <table><tr><th>Situation</th><th>Analysis</th></tr><tr><td>Example: Anna is a Grade 9 student of San Jose del Monte Heights High School in Bulacan. She is saving money for a Blackpink concert ticket in 2019.</td><td></td></tr></table>	Situation	Analysis	Example: Anna is a Grade 9 student of San Jose del Monte Heights High School in Bulacan. She is saving money for a Blackpink concert ticket in 2019.									
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Example: Anna is a Grade 9 student of San Jose del Monte Heights High School in Bulacan. She is saving money for a Blackpink concert ticket in 2019.															
12. Nasusuri ang kaugnayan ng alokasyon sa kakapusan at pangangailangan at kagustuhan Code: AP9MKE – If-12 (Analyze the connection of allocation to shortage and needs and wants)	Pangkatang Gawain (Collaborative work)	SWOT analysis	Ang mga mag-aaral ay papangkatin sa lima. Ang bawat pangkat ay bibigyan ng badyet gamit ang laruang perang papel. Sila ay aatasang magbadyet nitong batay sa kanilang pangangailangan. Ibahagi sa klase ang mga pagninilay ukol dito. <table><tr><th>Pangkat</th><th>Bilang ng Anak</th><th>Buwanang Badyet</th></tr><tr><td>Unang Pangkat</td><td>2</td><td>P30,000</td></tr><tr><td>Ikalawang Pangkat</td><td>3</td><td>P25,000</td></tr><tr><td>Ikatlong Pangkat</td><td>4</td><td>P20,000</td></tr></table>	Pangkat	Bilang ng Anak	Buwanang Badyet	Unang Pangkat	2	P30,000	Ikalawang Pangkat	3	P25,000	Ikatlong Pangkat	4	P20,000
Pangkat	Bilang ng Anak	Buwanang Badyet													
Unang Pangkat	2	P30,000													
Ikalawang Pangkat	3	P25,000													
Ikatlong Pangkat	4	P20,000													

			Ikaapat na Pangkat	5	P15,000
			Ikalimang Pangkat	6	P10,000
			(Students will be grouped into five. Each group will be given a budget using play money. They will be assigned to budget their money based on their needs. They will present a reflection after the activity.)		
			Group Number	Number of Children	Monthly Budget
			First Group	2	P30,000
			Second Group	3	P25,000
			Third Group	4	P20,000
			Fourth Group	5	P15,000
			Fifth Group	6	P10,000
			13. Napahahalagahan ang paggawa ng tamang desisyon upang matugunan ang pangangailangan Code: AP9MKE – If-13	Pangkatang Gawain (Collaborative work)	• Oral Presentation • Pag-uulat sa mga naging pagsusuri sa mga sitwasyon (Situational analysis report)

<i>(Value making right decision to satisfy needs)</i>			Pagdeposito sa bangko ng naipong pera <i>Two groups of the students will present a scenario on what will happen to two opposing decision regarding needs and wants.</i> <i>Scene 1:</i> <i>Buying a new model of cellphone</i> <i>Scene 2:</i> <i>Deposit money in a bank for future use.</i>
14. Nasusuri ang mekanismo ng alokasyon sa iba't-ibang sistemang pang-ekonomiya bilang sagot sa kakapusan Code: AP9MKE – Ig-14 <i>(Analyze the mechanism of allocation in different economic system as an answer to shortage)</i>	Paggawa ng pasulat output <i>(Creation of written output)</i>	Paggawa ng information brochure o reflective card <i>(Creation of information brochure or reflective card)</i>	Ang mga mag-aaral ay maaaring gumawa ng isang information brochure tungkol sa iba't ibang uri ng sistemang pang-ekonomiya. Sa huling bahagi ng brochure ay magsusulat ang mga mag-aaral ng isang repleksyon kung alin ang pinakamainam na sistemang pang-ekonomiya sa Pilipinas at magbigay ng mga maaaring patunay kung bakit ito ang pinakamainam. <i>(Students may create an information brochure about the different economic systems. At the last part of the brochure, they write reflection on which economic system is best suited for the Philippines and why.)</i>
15. Naipaliliwanag ang konsepto ng pagkonsumo	Paggamit ng ICT <i>(Use of ICT)</i>	Paggawa ng paper o online blogging	Ang mga mag-aaral ay gagawa ng isang paper blogging (pagdidikit ng mga papel na may nakasulat na opinyon na

Code: AP9MKE – Ig-15 <i>(Explain the concept of consumption)</i>		<i>(Creation of paper or online blogging)</i>	may kinalaman sa konspeto ng pagkonsumo bilang mga mag-aaral). Maaari ring gawin itong online blogging. <i>(Students will create a paper blogging (pasting opinion cards on an illustration board about the concept of consumption). It could also be done online.)</i>
16. Nasusuri ang mga salik na nakakaapekto sa pagkonsumo. Code: AP9MKE – Ih-16 <i>(Analyze the factors that affect consumption)</i>	Indibidwal na gawaing pasulat <i>(Individual written work)</i>	• Oral presentation	Ang mga mag-aaral ay magkakaroon ng isang botohan sa isang sikretong balota kung ano ang kadalasang nakakaapekto sa kanilang pagkonsumo. Ang mga mag-aaral ay magkakaroon ng diskusyon sa bawat maliitang pangkat ukol sa resulta ng botohan. <i>(Students will vote on a secret ballot on what is the usual factor that affects them as consumers. They will have a small group discussion about the results.)</i>
17. Naipamamalas ang talino sa pagkonsumo sa pamamagitan ng paggamit ng pamantayan sa pamimili Code: AP9MKE – Ih-17 <i>(Show wise consumption by</i>	Pangkatang gawain gamit ang simulation <i>(Group activity on simulation)</i>	• Pasalitang sanaysay / tula) <i>(Spoken essay/ poetry)</i>	Husgahan mo ako (Judge Me) Ang mga mag-aaral ay hahatiin sa dalawang pangkat. Ang unang pangkat ay maaaring tawaging Konsyumer Madiskarte samantalang ang isang pangkat ay Konsyumer Bili Lang. Magpapahayag ng punto de bista ang mga unang pangkat na kokontrahin ng

<i>means of using standards in buying)</i>			nasa ikalawang pangkat. <i>(Students will be divided into two groups. The first group will be called Witty Consumers while the other group will be called Shoppaholics. They will both present their point of views and debate about consumption.)</i>
18. Naipagtatanggol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili Code: AP9MKE – Ih-18 <i>(Depend the rights and responsibilities of a consumer)</i>	Pagsusuri sa mga kaugnay na sitwasyon sa mga pagtatanggol sa karapatan ng mga mamimili <i>(Situational analysis on rights of consumers)</i>	Pasulat na ulat (Written report)	Ang mga sitwasyong ibibigay ng guro ay mga sitwasyong halaw sa tunay na buhay ng mga konsyumer. Sadyang hindi tatapusin ng guro ang kwento at hahayaang ang mga mag-aaral ang magbibigay ng pagpapatuloy ng kwento. Magpapahayag ang mga mag-aaral ng pag-aanalisa sa mga pangyayari batay sa kanilang nabuong konklusyon. <i>(A story will be presented by the teacher which will be based from a real-life situation of a consumer. It is an unfinished story fo the students to think of the ending of the story. They will analyze the possible end of the story.)</i>
19. Naibibigay ang kahulugan ng produksyon Code: AP9MKE – Ii-19 <i>(Give the meaning of production)</i>	Game	Bingo card na may konseptong may kaugnayan sa Economics <i>(Bingo card which contains Economics</i>	Ang mga mag-aaral ay gagawa ng isang Bingo Card na tatawaging Eco Bingo. Lalagyan niya ang bawat kahon ng card ng mga kilala niyang establisyemento sa kanilang lungsod (halimbawa: Jollibee Muzon, Savemore, Pandayan). Ang guro ay bubunot ng mga papel na may nakasulat na mga pangalan ng

		concepts)	prodyuser. Kung sino ang makakapuno ay siyang mananalo. Tutukuyin ng mga mag-aaral kung ano ang kahulugan ng produksyon batay sa kanilang ginawang laro. <i>(Students will make their own Bingo Card (which will be called Eco Bingo). They will put popular local establishments in their locality. The teacher will pick paper with the names of the establishments. Once mentioned, students will cross out from the card the name of the establishment. The first to cross out all names in their card will be the winner.)</i>
20. Napahahalagahan ang mga salik ng produksyon at ang implikasyon nito sa pang-araw- araw na pamumuhay Code: AP9MKE – Ii-20 <i>(Value the factors of production and its implications to everyday living)</i>	Pangkatang presentasyon <i>(Group presentation)</i>	• Project proposal	Ang mga mag-aaral ay hahatiin sa tatlong pangkat. Ang mga mag-aaral ay magtatag ng isang kompanya at gagawa sila ng isang business proposal tungkol sa isang produktong higit na kailangan ng komunidad ng paaralan. Sa proposal, dapat mailagay niya ang mga sallik na nakakaapekto sa produksyon ng kanilang kompanya at epekto nito sa mga konsyumer. <i>(The class will be divided into three groups. Each group will establish a business company. They will present a business proposal about a project they want to endorse to the consumers. The</i>

			<i>factors that may affect their production and the consumers must be included in the proposal.)</i>
21. Nasusuri ang mga tungkulin ng iba't-ibang organisasyon ng negosyo. Code: AP9MKE – Ij-21 <i>(Analyze the roles of the different business organizations)</i>	Pagsusuri sa mga artikulo na may kinalaman sa iba't ibang organisasyon ng pagnenegosyo <i>(Article analysis on different organization of business)</i>	• Ulat sa panayam <i>(Interview report)</i> • Analisis sa Artikulo <i>(Article analysis)</i>	Maaaring gawin ang alinman sa mga sumusunod na mungkahing gawain: 1. Maaaring mangalap at talakayin ng mga artikulo mula sa pahayagan o online ang guro tungkol sa isang negosyo sa bansa. 2. Maaaring kapanayamin ang isang entreprenyor o may-ari ng isang maliit na negosyo sa komunidad tungkol sa kanilang bahaging ginagampanan sa ekonomiya sa bansa. <i>(The teacher could do any of the following:</i> 1. <i>Discuss print or online media articles about business in the country</i> 2. <i>Interview entrepreneurs of a small-scale business in the community about their roles in the economy of the country.)</i>

PART II

Microeconomics (Second Quarter)

IKALAWANG MARKAHAN - Maykroekonomiks

(SECOND GRADING PERIOD – Microeconomics)

Pamantayang Pangnilalaman: Ang mga mag-aaral ay may pang-unawa sa mga pangunahing kaalaman sa ugnayan ng demand at suplay, at sa sistemang ng pamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay kalakal tungo sa pambansang kaunlaran.

(Content Standard: *The students will be able to have an understanding on the main knowledge on the relationship of demand and supply and the market systems as basis for a wide decision of the household and firms or business sector towards national development.*)

Pamantayan sa Pagganap: Ang mga mag-aaral ay kritikal na nakapagsusuri sa mga pangunahing kaalaman sa ugnayan ng pwersa ng demand at suplay, at sistema ngpamilihan bilang batayan ng matalinong pagdedesisyon ng sambahayan at bahay kalakal tungo sa pambansang kaunlaran.

(Performance Standard: *The students will be able to have a critical analysis on the on the main knowledge on the relationship of demand and supply and the market systems as basis for a wide decision of the household and firms or business sector towards national development.*)

Pamantayan sa Pagkatuto <i>(Learning Competency)</i>	Pamamaraang Autentiko <i>Authentic Instructional Strategy</i>	Pagtataya <i>(Assessment)</i>	Halimbawa ng Gawain <i>(Example of Activity)</i>
1. Nailalapat ang kahulugan ng demand sa pang araw-araw na pamumuhay ng bawat pamilya Code: APMYK – IIa-1	Role play / maikling skit <i>(Role play or skit)</i>	• Repleksyon ng pangkat <i>(Team reflection)</i>	Ang mga mag-aaral ay magpapakita ng isang maikling skit tungkol sa mga kaganapan sa isang pamilihan o sari sari store sa kanilang barangay. <i>(Students will show a short skit of the</i>

<i>(Apply the meaning of demand to family's everyday life)</i>			<i>usual events in a public market or a small-scale enterprise like a store in their locality.)</i>
2. Nasusuri ang mga salik na nakaaapekto sa demand Code: APMYK – IIa-2 <i>(Analyze the factors that affect demand)</i>	Paggamit ng iba't ibang output	• Reflective journal • Peer evaluation	Ang mga mag-aaral ay maaaring gumawa ng alin man sa mga sumusunod na gawain tungkol sa mga salik na nakakaapekto sa demand: a. Spoken poetry (isang uri ng sanaysay na patula) b. Poster c. Slogan d. Jingle and Rap e. Palaro <i>(Students will be asked to do any of the following regarding factors that affect demand:</i> a. Spoken poetry b. Poster c. Slogan d. Jingle and rap e. Games)
3. Matalinong nakapagpapasya sa pagtugon sa mga pagbabago ng salik na nakaaapekto sa demand	Pagsusuri sa mga sitwasyong may kinalaman sa matalinong pagpapasya <i>(Situational</i>	• Pagbibigay ng pasya <i>(situational judgement report)</i> • Pagpapahayag ng konklusyon sa	Ang mga sitwasyong ibibigay ng guro ay mga sitwasyong halaw sa tunay na buhay ng mga konsyumer. Sadyang hindi tatapusin ng guro ang kwento at hahayaang ang mga mag-aaral ang magbibigay ng pagpapatuloy ng kwento.

Code: APMYK – Iib-3 <i>(Decide wisely on responding to the changes in the factors that affect demand)</i>	<i>analysis on wise decision making)</i>	sitwasyon <i>(situational conclusion)</i>	Isasadula ng mga mag-aaral ang kanilang konklusyon sa sitwasyon. <i>(A situation will be given by the teacher based on the real life of a consumer. It will be left unfinished for the students to analyze their own ending for the situation. They will dramatize their chosen ending or conclusion to the situation.)</i>																		
4. Naiuugnay ang elasticidad ng demand sa presyo ng kalakal at paglilingkod Code: APMYK – Iib-4 <i>(Connect the elasticity of demand to the price of the goods and services)</i>	Paggamit ng kompyutasyon	• Paggawa ng isang tsart tungkol sa elasticidad (Completion of chart on elasticity)	Gagawin ng mga mag-aaral na pagkompyut ng elasticidad ng demand batay sa: <table><tr><td>Sitwasyon</td><td>Elasticidad</td><td>Reaksyon</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <i>(Students will compute elasticity of demand based on:</i> <table><tr><td><i>Situation</i></td><td><i>Elasticity</i></td><td><i>Reaction</i></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Sitwasyon	Elasticidad	Reaksyon							<i>Situation</i>	<i>Elasticity</i>	<i>Reaction</i>						
Sitwasyon	Elasticidad	Reaksyon																			
<i>Situation</i>	<i>Elasticity</i>	<i>Reaction</i>																			
5. Nailalapat ang kahulugan ng suplay batay sa pang-	Game	• Reflective journal • Pagsagot sa activity evaluation	“Trade Game” Ang guro ay maghahanda ng mga limitadong bilang ng mga larawan ng																		

araw-araw na pamumuhay ng bawat pamilya Code: APMYK – IIc-5 <i>(Apply the meaning of supply based on the everyday living of every family)</i>			mga produkto na kinakalakal. Ibibigay niya sa dalawang pangkat at hahayaan ang mga mag-aaral na maglaro ng palitan ng produkto batay sa kanilang sariling kasunduang inilatag sa klase. Ang ikatlong pangkat ay siyang magsisilbing mga tagabili sa palengke ng mga produktong tingi. <i>(The teacher will prepare a limited number of goods and services. It will be given to two groups and they will play the trade game depending on their own rules on pricing of the products and services. The third group will serve as the retail buyers in the market.)</i>									
6. Nasusuri ang mga salik na nakaaapekto sa suplay Code: APMYK – IIc-6 <i>(Analyze the factors that affect supply)</i>	Paggamit ng tsart <i>(Use of chart)</i>	• Oral presentation • Pagbibigay ng mga makabuluhang tanong tungkol sa suplay (Scenario-based question)	Ang mga mag-aaral ay gagawa ng isang tsart tungkol sa salik na nakakaapekto sa suplay (maaaring ito ay indibidwal/dalawahan o pangkatan). Ibabahagi sa klase pagkatapos magawa ang tsart. <table><tr><td>Salik na Nakakaapekto sa Suplay</td><td>Epekto sa Suplay</td><td>Maaaring Solusyon</td></tr><tr><td></td><td></td><td></td></tr></table> <i>(Students will make a chart on the factors that affect supply (individual or groupings). The chart will then be presented to the class.</i> <table><tr><td>Factors that</td><td>Effects</td><td>Possible</td></tr></table>	Salik na Nakakaapekto sa Suplay	Epekto sa Suplay	Maaaring Solusyon				Factors that	Effects	Possible
Salik na Nakakaapekto sa Suplay	Epekto sa Suplay	Maaaring Solusyon										
Factors that	Effects	Possible										

			Affect Supply to Supply Solution												
7. Matalinong nakapagpapasya sa pagtugon sa mga pagbabago ng salik na nakaaapekto sa suplay Code: APMYK – IId-7 (Decide wisely on responding to the changes in the factors that affect supply)	Role play	Pagbuo ng konklusyong sa di tapos na dula-dulaan (Incomplete solution set)	Ipakita sa isang dula-dulaan o skit ang mungkahing solusyon sa mga suliraning hatid ng mga salik na nakakaapekto sa suplay. Ang mungkahing solusyon ay dapat ipakita sa pamamagitan ng isang maikling skit. <table><tr><td>Sitwasyon</td><td>Mungkahing Solusyon</td><td>Marka sa Skit</td></tr><tr><td></td><td></td><td></td></tr></table> The students will show a short skit on the possible solution on the problems that brought about by the factors that affect supply. <table><tr><td>Situation</td><td>Possible Solution</td><td>Rate</td></tr><tr><td></td><td></td><td></td></tr></table>	Sitwasyon	Mungkahing Solusyon	Marka sa Skit				Situation	Possible Solution	Rate			
Sitwasyon	Mungkahing Solusyon	Marka sa Skit													
Situation	Possible Solution	Rate													
8. Naiuugnay ang elasticidad ng demand at suplay sa presyo ng	Pagsusuri ng mga sitwasyon na may kinalaman sa	Pangkatang repleksyon (Team reflection)	Pagkatapos matutunan ng mga mag-aaral ang pamamaraan sa pagkompyut ng elasticidad ng suplay. Maaaring magbigay ang mga mag-aaral ng mga												

kalakal at paglilingkod Code: APMYK – IId-8 <i>(Connect the elasticity of supply to the price of the goods and services)</i>	elastisidad <i>(Situational analysis on elasticity)</i>		sitwasyong batay sa tunay na pangyayaring nakikita nila sa kanilang komunidad tungkol sa elastisidad. Ang ibang mga mag-aaral ay magpapahayag ng opinyon hinggil sa ibinigay na sitwasyon ng kamag-aral. <i>(After learning how to compute elasticity of supply. Students could give real life situations in their community regarding elasticity. Other students will give opinion on the presented situations.)</i>
9. Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan Code: APMYK – IIe-9 <i>(Explain the interaction of demand and supply in the condition of price and the market)</i>	Pangkatang gawain <i>(Group activity)</i>	• Paggawa ng ulat sa ginawang simulation <i>(Simulation report)</i> • Reflective journal • Pangkatang repleksyon <i>(Team reflection)</i>	Ang mga mag-aaral ay papangkatin sa dalawa o tatlong pangkat. Sila ay magtitinda ng isang produkto na nais nila tulad ng kendi. Magbibigay ng repleksyon ang mag mag-aaral ukol dito. <i>(The class will be divided into two or three. They will sell products like candy. They will present their reflection after the activity.)</i>
10. Nasusuri ang mga epekto ng shortage at surplus sa presyo at dami ng kalakal at paglilingkod sa pamilihan	Pangkatang gawain (debate) <i>(Group activity)</i>	• Repleksyon sa debate <i>(Reflection paper on debate)</i>	Ang mga mag-aaral papangkatin sa dalawang pangkat. Sila ay bibigyan ng tig limang minuto upang ipahayag ang isang talumpati ukol sa epekto ng kakapusan at kalabisan ng mga kalakal at serbisyo. Maaaring magkaroon ng batuhan ng tanong pagkatapos ng mga

Code: APMYK – IIf-9 <i>(Analyze the effect of shortage and surplus to the price and volume of goods and services in the market)</i>			talumpati. <i>(The class will be grouped into two. They will be given 5 minutes each to present their speech about the effect of shortage and surplus. After which they will throw questions on each other.)</i>
11. Naimumungkahi ang paraan ng pagtugon/kalutasan sa mga suliraning dulot ng kakapusan at kalabisan Code: APMYK – IIg-10 <i>(Suggest ways in solving problems caused by shortage and surplus)</i>	Pagpapakita ng mga videos tungkol sa mga suliraning dulot ng kakapusan at kalabisan <i>(Use of videos on problems on shortage and surplus)</i>	Paggawa ng isang panayam <i>(Interview)</i>	Ang mga mag-aaral ay mamangalap ng impormasyon o opinyon sa mga tindera sa isang pamilihan tungkol sa kanilang ginagawa kung sakaling magkaroon ng kakapusan at kalabisan sa kanilang negosyo. <i>(The students will collect information or opinion of the sellers in the market regarding how they cope up with shortage and surplus which affects their business.)</i>
12. Napapaliwanag ang kahulugan ng pamilihan Code: APMYK – IIh-11 <i>(Explain the meaning of market)</i>	Paggamit ng ICT <i>(Use of ICT)</i>	Reflective journal	Gamit ang ICT, maaaring gumawa ng virtual tour/ video clip o mga larawan sa powerpoint tungkol sa isang palengke sa komunidad. Hayaang magbigay ng kahulugan ang mga mag-aaral sa pamilihan. <i>(Using the ICT, create a virtual tour or video clip or pictures on powerpoint regarding a local market. Then let the students express their own meaning of market.)</i>
	Paggamit ng	Pagsulat ng awitin	Ang mga mag-aaral ay lilikha ng isang

13. Nasusuri ang iba't ibang Istraktura ng Pamilihan Code: APMYK – Iii-12 <i>(Analyze the different market structures)</i>	literatura sa pagtalakay ng aralin sa iba't ibang istruktua ng pamilihan <i>(Use of literature in discussing different market structures)</i>	<i>(Song writing)</i>	tula tungkol sa iba't ibang estruktura ng pamilihan. Ito ay lalapatan ng musika at ipapakita sa klase sa pamamagitan ng isang maikling konsyerto. <i>(Students will compose a poem about the different market structures. They will present their written output through a mini concert.)</i>
14. Napangangatwiran ang kinakailangang pakikialam at regulasyon ng pamahalaan sa mga gawaing pangkabuhayan sa iba't ibang istraktura ng pamilihan upang matugunan ang pangangailangan ng mga mamamayan Code: APMYK – IIj-13 <i>(Reason out the necessary interference and regulation of the government to the economic activity and different market structures to satisfy the</i>	Pangkatang gawain <i>(Group activity)</i>	• Pagsulat ng maikling artikulo tungkol sa nakapanayam na opisyal ng pamahalaan <i>(Writing of article featuring the interview of a local official)</i>	Maaaring ang mga mag-aaral ay magpakita ng isang panayam sa mga mga opisyal ng barangay sa kanilang mga pamamaraan sa pag-aayos ng gawaing pangkabuhayan sa kanilang barangay. Maaaring ito ay ipasa sa isang report o ipahayag sa klase sa pamamagitan ng isang variety show. <i>(The students will interview a barangay/local official about their organizing economic activity in their community. The report could be presented in a written report or through a variety show.)</i>

<i>needs of the people)</i>			
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PART III

Macroeconomics A (Third Quarter)

IKATLONG MARKAHAN – Makroekonomics

THIRD GRADING PERIOD – Macroeconomics

Pamantayang Pagnilalaman: Naipapamalas ng mga mag-aaral ang pag-unawa sa mga pangunahing kaalaman tungkol sa pambansang ekonomiya bilang kabahagi sa pagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

(Content Standard: Students will be able to show understanding on the basic knowledge about national economy and as contributor to the welfare of others towards national development.)

Pamantayan sa Pagganap: Ang mga mag-aaral ay nakapagmumungkahi ng mga pamamaraan kung paanong ang pangunahing kaalaman tungkol sa pambansang ekonomiya ay nakapagpapabuti ng pamumuhay ng kapwa mamamayan tungo sa pambansang kaunlaran.

(Performance Standard: Students will be able to suggests means on how basic knowledge about national economy can contribute to the welfare of others towards national development.)

Pamantayan sa Pagkatuto (Learning Competency)	Pamamaraang Autentiko Authentic Instructional Strategy	Pagtataya (Assessment)	Halimbawa ng Gawain (Example of Activity)					
1. Nailalarawan ang paikot na daloy ng ekonomiya Code: APMak-IIIa-1 (Describe the circular flow of economy)	Pangkatang gawain (Group activity)	Paggawa ng isang miniature o diorama tungkol sa paikot na daloy (Miniature making about Economy circular cycle)	Magpapakita ang mga mag-aaral ng isang “Human Economy Circular Flow”. Ang mga mag-aaral ay magsisilbing mga bahagi ng paikot na daloy ng ekonomiya o maaaring ito ay isang parade ng mga pangunahing tauhan sa paikot na daloy ng ekonomiya. (The students will show a “Human Economy Circular Cycle”. They will serve as part of the economic cycle showing the economic cycle flow. This will also be done through a character parade.)					
2. Natataya ang bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya Code: APMak-IIIa-2	Paggamit ng tsart tungkol sa paikot na daloy (Use of chart on economy circular cycle)	- Oral presentation - Pagtatanungan at pagsagot sa interogasyon (Question and answer)	Ang mga mag-aaral ay gagawa ng isang tsart tungkol sa paikot na daloy ng ekonomiya. Lalagyan ng marka mula 1 – 10 batay sa kahalagahan sa paikot na daloy. <table><tr><td>Bahagi ng Paikot na Daloy</td><td>Bahaging Ginagampanan</td><td>Bigyan ng marka sa kahalagahan</td></tr></table>			Bahagi ng Paikot na Daloy	Bahaging Ginagampanan	Bigyan ng marka sa kahalagahan
Bahagi ng Paikot na Daloy	Bahaging Ginagampanan	Bigyan ng marka sa kahalagahan						

<i>(Assess the role of the parts of the economic cycle)</i>		<i>interrogation)</i>	<table><tr><td></td><td></td><td>an (1-10 ang marka)</td></tr><tr><td>Halimbawa: Sambahayan</td><td></td><td></td></tr></table> <i>(The students will make a chart about the circular flow of economy. Rate each part from 1- 10 depending on its importance to the cycle.)</i> <table><tr><td><i>Part of the Circular Flow of Economy</i></td><td><i>Role played</i></td><td><i>Rate (1-10)</i></td></tr><tr><td><i>Example: Household</i></td><td></td><td></td></tr></table>			an (1-10 ang marka)	Halimbawa: Sambahayan			<i>Part of the Circular Flow of Economy</i>	<i>Role played</i>	<i>Rate (1-10)</i>	<i>Example: Household</i>		
		an (1-10 ang marka)													
Halimbawa: Sambahayan															
<i>Part of the Circular Flow of Economy</i>	<i>Role played</i>	<i>Rate (1-10)</i>													
<i>Example: Household</i>															
3. Nasusuri ang ugnayan sa isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya Code: APMak-IIIa-3 <i>(Analyze the connection of the different parts of the circular flow of</i>	Pangkatang gawain <i>(Group activity)</i>	• Ulat tungkol sa mga suliraning kinahaharap ng mga bahagi ng paikot na daloy <i>(Written report and analysis on the problems encountered by the economy circular cycle)</i>	Ang mga mag-aaral ay hahatiin sa dalawang pangkat at bibigyan ng pagkakataon na magbatuhan ng mga suliranin tungkol sa ugnayan ng mga bahagi ng paikot na daloy ng ekonomiya. Bibigyan ng sampung minuto upang pag-usapan ang suliraning ibinigay ng ibang pangkat. Ibabahagi sa klase ang kanilang nabuong ugnayan at solusyon sa mga suliranin. <i>(The class will be divided into two</i>												

economy)			groups. Each will be given a chance to throw to the other group a problem about the connection of the parts of the circular flow of economy. They will be both given 10 minutes to brainstorm and present to the class the connection and possible solution to the problem presented.)
4. Nasusuri ang pambansang produkto (Gross National Product-Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya Code: APMak-IIIb-4 <i>(Analyze the national product (Gross National Product-Gross Domestic Product) as measurement on the capability of an economy)</i>	Pagsusuri sa mga artikulo na may kinalaman sa pambansang produkto <i>(Article analysis on national income)</i>	Paggawa ng article review at pagpapahayag ng saloobin hinggil dito <i>(Writing an article review and personal reflection)</i>	Ang guro o mag-aaral ay mangangalap ng mga artikulo o datos na may kinalaman sa GNP o GNI at bibigyan ang mga mag-aaral ng ilang minuto upang magkaroon ng pag-uusap ukol sa artikulong napili ng pangkat. Maaari ring mga datos ng pagkakakaiba ng mga GNP ng iba't ibang bansa sa Asya o mundo. <i>(The teacher or students will collect articles or data about GNP or GNI. They will be given an ample time to brainstorm on the article chosen by the group. Data could also include GNP or GNI of the different neighboring countries in Asia or the world.)</i>
5. Nakikilala ang mga pamamaraan sa pagsukat ng pambansang produkto	Paggamit ng kompyutasyon at laro <i>(Use of computation and</i>	Reflective journal	Pagkatapos matutunan ng mga mag-aaral ang pamamaraan sa pagkompyut ng GNP, maaaring magkaroon ng isang laro ng paunahan sa pagkompyut ng GNP sa klase (indibidwal o pangkatan).

Code: APMak-IIIb-5 <i>(Know the means of measuring the national product)</i>	<i>game)</i>		<i>(After learning how to compute GNP, the class could have a game in computing GNP (individual or group).</i>
6. Nasusuri ang kahalagahan ng pagsukat ng pambansang kita sa ekonomiya Code: APMak-IIIc-6 <i>(Analyze the importance of measuring the national income in an economy)</i>	Pangkatang gawain (Group activity)	• Oral presentation • Role play • Refletive journal	Papangkatin ng guro ang mga mag-aaral sa apat na pangkat. Ipapakita ng bawat pangkat ang isang dialogue ng mga mag-aaral, mga manggagawa, mga empleyado, may ari ng negosyo, mga magulang, mga opisyal ng barangay at ehekutibo ng bansa. Ang agenda ng diyologo ay patungkol sa halaga ng pambansang kita sa kanyang kanyang mga sektor. <i>(The class will be divided into four groups. Each group will present a dialogue on the importance of national income to each sector (student, workers, entrepreneurs, parents, local government officials and the executive department.)</i>
7. Naipapahayag ang kaugnayan ng kita sa pagkonsumo at pag-iimpok Code: APMak-IIIc-6 <i>(Express the connection</i>	Pagsulat editorial tungkol sa kita, pagkonsumo at pag-iimpok <i>(Editorial writing on income, consumption and savings)</i>	• Pagsulat ng parangal sa hinahangaang personalidad larangan ng ekonomiya <i>(Write an appreciaton /</i>	Ang mga mag-aaral ay magsusulat ng isang maikling talambuhay ng isang tao na kilala nila na nagmula sa hirap at dahil sa matalinong pagkonsumo at pag-iimpok. <i>(Students will write short biography about a person they know who came from rags to riches because of wise</i>

<i>of income to consumption and savings)</i>		<i>certification to a popular personality in Economic sector)</i>	<i>decision in consumption and savings.)</i>
8. Nasusuri ang katuturan ng consumption at savings sa pag-iimpok Code: APMak-IIIc-7 <i>(Analyze the sense of consumption and savings)</i>	Pangkatang gawain <i>(Group activity)</i>	Pangkatang repleksyon <i>(Team reflection)</i>	Humingi ng isang information brochure o pamphlet sa isang bangko sa komunidad o lungsod. Magkaroon ng diskusyon ang sa mga maliliit na pangkat tungkol sa nilalaman ng brochure. Maaaring magkaroon ng pagsasadula ng pagpapakita kung pano magdeposito ng pera at kahalagahan nito bilang isang gawaing pang ekonomiya. <i>(The students will ask for an information brochure or pamphlet in a local bank. They will discuss on its content in class. They could also present a short skit on how to deposit money and its importance to the economy.)</i>
9. Nasusuri ang konsepto at palatandaan ng Implasyon Code: APMak-IIId-8 <i>(Analyze the concept and signs of inflation)</i>	Malayang Talakayan <i>(Interactive discussion)</i>	Poster tungkol sa implasyon na nararanasan ng mga Pilipino at nararanasan sa komunidad <i>(Poster making on inflation experienced by the Filipino and the</i>	Magkaroon ng malayang talakayan ukol sa isang artikulo o balita tungkol sa implasyon. Ang mga pangkat ay maaaring magpahayag ng isang poster na nagpapakita ng simbolismo ng implasyon sa kanilang lugar. <i>The class will have a discussion on an article or news about inflation. The groups could present a poster showing symbolism of inflation in their locality.</i>

		community as well)													
10. Natataya ang mga dahilan sa pagkaroon ng implasyon Code: APMak-IIIId-9 (Assess or evaluate the causes of inflation)	Paggamit ng mga tsart o diagram (Use of charts and diagrams)	Pagsulat ng article review	Pupunan ng mga mag-aaral ang isang tsart tungkol sa implasyon at ipapahayag ang mga artikulo mula sa pahayagan o online na tumutukoy sa mga naging dahilan ng implasyon. <table><tr><td>Dahilan ng Implasyon</td><td>Artikulo ukol Dito</td><td>Opinyon</td></tr><tr><td></td><td></td><td></td></tr></table> (Students will fill up a chart about inflation and present an article from the print or online media which discuss about the causes of inflation. <table><tr><td>Cause of Inflation</td><td>Article</td><td>Opinion</td></tr><tr><td></td><td></td><td></td></tr></table>	Dahilan ng Implasyon	Artikulo ukol Dito	Opinyon				Cause of Inflation	Article	Opinion			
Dahilan ng Implasyon	Artikulo ukol Dito	Opinyon													
Cause of Inflation	Article	Opinion													
11. Nasusuri ang iba’t ibang epekto ng implasyon Code: APMak-IIIE-10 (Analyze the different effects of inflation)	Pangkatang gawain (Group activity)	Oral presentation Reflective journal Diary	Papangkatin ang mga mag-aaral sa apat upang pag-usapan ang mga epekto ng implasyon sa larangan ng: Unang Pangkat - Edukasyon Ikalawang Pangkat - Pamilya Ikatlong Pangkat - Hanapbuhay Ikaapat na Pangkat - Pamahalaan Maaaring magpahayag ng “privilege speech” ang bawat pangkat ukol dito. (The class will be grouped into four to talk about the effect of inflation on the												

			sectors of: Group One - Education Group Two – Family Group Three – Work Group Four - Government Each group will be given a chance to present a privilege speech.)
12. Napapahalagahan ang mga paraan ng paglutas ng implasyon Code: APMak-IIIe-11 <i>(Value the means of solving inflation)</i>	Simulation o role play	• Oral presentation • Talumpati (Speech)	Magkakaroon ng isang sesyon sa kongreso sa loob ng silid aralan at ang bawat isa ay maaaring magpahayag ng kanilang resolusyon ukol sa paglutas ng implasyon. <i>(The students will present a congress session inside the classroom and anyone are given chance to present a resolution to solve inflation.)</i>
13. Aktibong nakikilahok sa paglutas ng mga suliraning kaugnay ng implasyon Code: APMak-IIIf-12 <i>(Actively participate in solving problems connected to inflation)</i>	Paggamit ng social media <i>(Use of social media application)</i>	• Reflective journal	Ang mga mag-aaral ay maglalagay ng isang post sa kanilang Facebook account o iba pang social media account ng isang survey/post a suggestion tungkol sa kung ano ang maaaring mungkahi na maibibigay ng kanilang mga kaibigan tungkol sa mga suliraning dulot ng implasyon. (Maaaring ito ay iscreen shot upang mamarkahan ng guro.) <i>(The students will post in their Facebook account or other social media account a survey or post a suggestion about the possible solution to inflation of their online friends. (The teacher</i>

			<i>could evaluate the output through the screenshots).)</i>
14. Naipaliliwanag ang layunin ng patakarang piskal Code: APMak-IIIIf-13 <i>(Explain the objectives of fiscal policy)</i>	Paggamit ng mga artikulo na may kinalaman sa patakarang piskal <i>(Use of article on fiscal policy)</i>	Pagsulat ng article review	Ang guro o mga mag-aaral ay maaaring mangalap ng mga artikulo sa pahayagan o online na may kaugnayan sa layunin ng patakarang piskal ng lokal na pamahalaan o ng bansa. Ibahagi ito sa klase. <i>(The teacher or the students could collect and present to the class articles from print or online media which are connected to the objectives or fiscal policy of the government.)</i>
15. Napahahalagahan ang papel na ginagampanan ng pamahalaan kaugnay ng mga patakarang piskal na ipinatutupad nito Code: APMak-IIIG-14 <i>(Value the role of the government in connection to fiscal policy it implements)</i>	Pagsusuri ng mga artikulo tungkol patakarang piskal ng bansa <i>(Article analysis on fiscal policies of the country)</i>	Pagsulat ng bukas na liham para sa mga opisyal ng pamahalaan <i>(Writing an open letter to a government official)</i>	Ang mga mag-aaral ay magsusulat ng isang bukas na liham para sa pamahalaan, maaaring lokal o nasyonal. Ang laman ng liham ay maaaring pasasalamat o puna sa pamahalaan sa bahaging ginagampanan nito sa patakarang piskal. <i>(The students will write an open letter to the government, be it local or national government. The content of the letter could contain gratitude or remarks on the role being played by the government in fiscal policy.)</i>
16. Nasusuri ang badyet at ang kalakaran ng paggasta ng pamahalaan	Pagsusuri sa mga datos tungkol sa pagbabadyet ng pamahalaan	Talumpati (Privilege speech)	Maaaring ang mga mag-aaral ay bibigyan ng mga datos tungkol sa pagbabadyet at paggasta ng pamahalaan (lokal o nasyonal). Magkakaroon ng

Code: APMak-IIIg-15 <i>(Analyze the budget and means of government spending)</i>	<i>(Data analysis on budget of the government)</i>		tanungan at talakayan hinggil dito. The students will be given data about the government budgeting and expenses (local or national). Discussions will follow after.
17. Nakababalikat ng pananagutan bilang mamamayan sa wastong pagbabayad ng buwis Code: APMak-IIIg-16 <i>(Carry responsibilities as citizens in right paying of taxes)</i>	Pangkatang gawain <i>(Group activity)</i>	- Paggawa ng survey tungkol sa pagbabayad ng buwis <i>(Survey on tax paying)</i> - Paggawa ng advocacy campaign tungkol sa kabutihan ng pagbabayad ng buwis <i>(Advocacy campaign on the benefits and advantages of paying tax)</i>	Ang mga mag-aaral ay papangkatin sa tatlong pangkat. Sila ay gagawa ng isang survey at ipamamahagi at pasasagutan sa kanilang mga kapitbahay na may regular na hanapbuhay. Ang survey ay tutukoy sa kanilang ginagawang pagbabayad ng buwis. Ibabahagi sa klase ang naging resulta at kanilang reaksiyon hinggil dito. Maaari ring magsagawa ang mga mag-aaral ng advocacy campaign sa pamamagitan ng mga pamphlets o babasahin na naglalaman ng halaga ng pagbabayad ng buwis. <i>(The class will be divided into three. They will make and present a survey to be answered by their neighbors who are paying taxes. They could also make an advocacy campaign through pamphlets about the importance of paying taxes.)</i>
18. Naiuuugnay ang mga epekto ng patakarang piskal sa katatagan ng pambansang ekonomiya	Pangkatang gawain <i>(Group activity)</i>	Paggawa ng video presentation na maglalaman ng repleksyon at implikasyon ng	Ang mga mag-aaral ay papangkatin sa tatlo upang magkaroon ng talakayan tungkol sa naging patakarang piskal ng huling tatlong naging pangulo ng bansa at kaugnayan nito sa katatagan ng

Code: APMak-IIIh-17 <i>(Connect the effect of fiscal policy to the stability of the national economy)</i>		patakarang piskal <i>(Video presentation and reflection on fiscal policy and its implication to the country)</i>	pambansang ekonomiya ng bansa. Ito ay maaaring ipakita sa pamamagitan ng isang video presentation. <i>(The class will be grouped into three. Each group will present the past fiscal policy that lead to a economic stability of the last three presidents of the country. This could be done through a video presentation.)</i>
19. Naipaliliwanag ang layunin ng patakarang pananalapi. Code: APMak-IIIh-18 <i>(Explain the objectives of fiscal policy)</i>	Paggamit ng ICT <i>(Use of ICT)</i>	Paggawa ng paper o online blogging <i>(Paper or online blogging)</i>	Ang mga mag-aaral ay maaaring gumawa ng isang paper o online blogging tungkol sa layunin ng patakarang pananalapi. <i>(The students could make a paper or online blogging about the objectives of fiscal policy.)</i>
20. Naipahahayag ang kahalagahan ng pag-iimpok at pamumuhunan bilang isang salik ng ekonomiya Code: APMak-IIIi-19 <i>(Express the importance of savings and investment as factors of the economy)</i>	Malayang talakayan <i>(Interactive discussion)</i>	Panayam <i>(Interview)</i>	Maaaring kapanayamin ang isang negosyante sa lokal na pamayanan o isang empleyado ng bangko tungkol sa kahalagahan ng pag-iimpok at pamumuhunan sa isang ekonomiya. Kung maaaring sila ay maging panauhin sa paaralan, ay higit itong kasiya siya. <i>(The students could interview an entrepreneur in the locality or a bank employee about the importance of savings and investments. If possible, they could invite them to visit the</i>

			<i>school.)</i>
21. Natataya ang bumubuo ng sektor ng pananalapi Code: APMak-IIIi-20 <i>(Evaluate the parts of the financial sector)</i>	Role play	• Reflective journal	Ang mga mag-aaral ay maaaring magpakita ng isang skit o puppet upang ipakita ang halaga ng bawat bumubuo sa sektor ng pananalapi. <i>(The students could present a short skit or puppet show about the importance of the parts of the financial sector.)</i>

PART IV

Macroeconomics (Fourth Quarter)

IKAAPAT NA MARKAHAN – Mga Sektor Pang-ekonomiya at Mga Patakarang Pang-ekonomiya Nito

FOURTH GRADING PERIOD – The Economic Sectors and its Economic Policies

Pamantayang Pangnilalaman: Ang mga mag-aaral ay may pag-unawa sa mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito sa harap ng mga hamon at pwersa tungo sa pambansang pagsulong at pag-unlad.

(Content Standard: The students will be able to understand the sectors of economy and its economic policies to facing the challenges and force towards the economic growth and development.)

Pamantayan sa Pagganap: Ang mga mag-aaral ay aktibong nakikibahagi sa maayos na pagpapatupad at pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya nito tungo sa pambansang pagsulong at pag-unlad.

(Performance Standard: Students will be able to actively participate towards organized implementation and improvement of the economic sectors and its economic policies towards national growth and development.)

Pamantayan sa Pagkatuto <i>(Learning Competency)</i>	Pamamaraang Autentiko <i>Authentic Instructional Strategy</i>	Pagtataya <i>(Assessment)</i>	Halimbawa ng Gawain <i>(Example of Activity)</i>
1. Nakapagbibigay ng sariling pakahulugan ng pambansang kaunlaran Code: AP9MSP-IVa-1 <i>(Give own meaning of national development)</i>	Pangkatang gawain <i>(Group work)</i>	• Reflective journal • Talakayan gamit ang tanungan <i>(Question and answer discussion)</i>	Ang mga mag-aaral ay hahatiin sa dalawa o tatlong pangkat. Ang bawat isang pangkat ay magpapakita ng isang tableau (walang salitang skit) tungkol sa kanilang pagkakaunawa sa salitang pambansang kaunlaran. <i>(The class is divided into two or three groups. Each group will show a tableau on their understanding about national development.)</i>
3. Nasisiyasat ang mga palatandaan ng pambansang kaunlaran Code: AP9MSP-IVa-2 <i>(Analyze the signs of national development)</i>	Paggamit ng mga video <i>(Use of video)</i>	• Pagsusuri sa video clippings <i>(Video analysis)</i> • Pagsulat ng reflective essay	Ang guro ay maaaring magpakita ng isang video tungkol sa pag-unlad ng lokal at nasyonal na pamayanan. Ang mga mag-aaral ay maglalagay ng mga angkop na salita sa isang bahagi ng pisara sa mga palatandaan ng kaunlaran na nakita nila sa video. Maaaring irank ng mga maliit na pangkatan ang mga palatandaan ng pambansang kaularan. <i>(The teacher could present a video about local and national development. Students will put words on the board showing</i>

			<i>signs of national development based on the video. Small group discussion will follow to analyze and rank the signs of national development.)</i>
4. Natutukoy ang iba't ibang gampanin ngmamamayang Pilipino upang makatulong sa pambansang kaunlaran Code: AP9MSP-IVb-3 <i>(Identify the different roles of the Filipinos in helping for the national development)</i>	Role play	• Reflective journal	Papangkatin ang mga mag-aaral sa apat upang magpakita ng isang jingle and rap tungkol sa bahaging ginagampanan ng mga sumusunod sa pambansang kaunlaran: a. Mag-aaral b. Manggagawa o empleyado c. Mga negosyante d. Pamahalaan <i>(The class will be divided into four to present a jingle and rap about the roles of the following to national development:</i> a. Students b. Employees and Workers c. Entrepreneurs d. Government)
5. Napahahalagahan ang sama-samang pagkilos ng mamamayang Pilipino para sa pambansang kaunlaran Code: AP9MSP-IVb-4 <i>(Value the unified action of the Filipinos</i>	Pangkatang gawain <i>(Group activity)</i>	• Paggawa ng isang informercial – (patalastas na may layunin magpaliwanag ng isang konspeto) <i>(Prepare an informercial on Filipino cooperation towards</i>	Ang mga mag-aaral ay gagawa ng isang informercial tungkol sa sama samang pagkilos ng mga Filipino sa pambansang pag-unlad maaaring ito ay ipapakita sa klase o irerecord bilang video. <i>(Students will present an informercial about the unified action of the Filipinos on national development. It could be presented live in class or video recorded.)</i>

<i>for national development)</i>		<i>development)</i>	
6. Nakapagsasagawa ng isang pagpapalano kung paano makapag-ambag bilang mamamayan sa pag-unlad ng bansa Code: AP9MSP-IVc-5 <i>(Create a plan on how to contribute as a citizen for the development of the country)</i>	Pag-imbiba ng isang personalidad sa komunidad na magsasalita tungkol sa pag-unlad ng bansa <i>(Invitation to a resource person about people's role in development)</i>	• Pagkakaroon ng isang gawaing pang komunidad	Ang mga mag-aaral ay maaaring magsagawa ng isang community outreach o program para sa paglilinis ng barangay o iba pang simpleng gawain na kaya ng mga mag-aaral. <i>(The students could organize a community service or program like barangay clean up drive or other activity that could be done by the youth.)</i>
7. Nasusuri ang bahaging ginagampanan ng agrikultura, pangingisda, at paggugubat sa ekonomiya at sa bansa Code: AP9MSP-IVc-6 <i>(Analyze the role played by agriculture, fishery and forestry to the economy of the country)</i>	Pagsusuri ng mga artikulo tungkol sa sektor ng agrikultura <i>(Article analysis on agricultural sector)</i>	• Data analysis • Pangkatang talakayan <i>(Group discussion)</i>	Ang guro o mga mag-aaral ay mangangalap ng mga artikulo o datos tungkol sa sektor ng agrikultura ng lokal o nasyonal na pamayanan. Maaaring magkaroon ng diskusyon tungkol sa mga artikulo. <i>(The teacher or the students will collect articles or data about the sector of agriculture locally or nationally. Discussion will follow afterwards.)</i>

8. Nasusuri ang mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangingisda, at paggugubat sa bawat Pilipino Code: AP9MSP-IVd-7 <i>(Analyze the cause and effects of the problems in the sectors of agriculture, fishery and forestry to every Filipino)</i>	Paggawa ng isang simulation tungkol sa aralin <i>(Simulation about the lesson)</i>	• Pagsusuri sa pasulat na ulat ng kamag-aral <i>(Peer evaluation of written report)</i>	Magsasagawa ang mga mag-aaral ng isang kunwang pambansang komperensya ng sektor ng agrikultura upang matalakay ang mga dahilan at epekto ng mga suliranin sa sektor na ito. <i>(The students will present a simulation on the national conference for the sector of agriculture. The causes and effects of the agricultural sector problems.)</i>
9. Nabibigyang-halaga ang mga patakarang pang-ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangingisda, at paggugubat) Code: AP9MSP-IVd-8 <i>(Give value to the economic policy which</i>	Pagsusuri sa mga patakarang pang-ekonomiya sa pamamagitan ng video clips <i>(Video analysis on the economic policy on agriculture)</i>	• Project proposal and management plan	Ang mga mag-aaral ay gagawa ng isang pasulat na proposal upang matulungan ang sektor ng agrikultura. Maaari ring gumawa ng isang management plan ukol dito. <i>(The students will present a written proposal or management plan aiming to support and help the agricultural sector.)</i>

<i>aims to help the sectors of agriculture (industry of agriculture, fishery and forestry)</i>			
10. Nasusuri ang bahaging ginagampanan ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang ekonomiya Code: AP9MSP-IVe-9 <i>(Analyze the role played by the sector of industry, such as mining towards an energetic economy)</i>	Pagsusuri sa mga artikulo tungkol sa gampanin ng industriya sa pag-unlad ng bansa <i>(Article analysis on the role of industry sector to the development of an economy)</i>	• Oral presentation • Article analysis report	Ang guro o mag-aaral ay maaaring mangalap ng mga artikulo o datos tungkol sa sektor ng industriya at bahaging ginagampanan nito sa pag-unlad ng ekonomiya. Maaaring ibahagi ito sa klase sa pamamagitan ng powerpoint presentation. Maaaring sundan ito ng isang malayang talakayan. <i>(The teacher or the students will collect articles or data about the sector of industry and its role to the economic development. It could be presented through powerpoint presentation. Discussion will follow afterwards.)</i>
11. Nasusuri ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pag-unlad ng kabuhayan Code: AP9MSP-IVe-10 <i>(Analyze the relationship of the</i>	Pangkatang gawain <i>(Group activity)</i>	• Debate report • Reflective journal	Papangkatin ang klase sa tatlong pangkat. Ipapakita ng mga pangkat ang kanilang argumento sa pamamagitan ng isang rap battle o pakatang debate. Ang unang pangkat ay magpapahayag ng kahalagahan ng sektor ng agrikultura sa ekonomiya ng bansa. Ang ikalawang pangkat naman ay magpapakita ng kahalagahan ng sektor ng industriya sa ekonomiya ng bansa. Samantalang ang ikatlong pangkat ay magpapakita ng halaga ng ugnayan ng dalawang sektor.

sector of agriculture and industry towards the development of economy)			(The class will be divided to three groups. The group will present their arguments through a rap battle or musical battle. The first group will present the importance of the agricultural sector in the economy of the country. The second group will present the importance of the industrial sector. The third group will present the importance of the connection of the two sectors to the national development.)
12. Nabibigyang-halaga ang mga patakarang pang-ekonomiyang nakatutulong sa sektor ng industriya Code: AP9MSP-IVe-11 (Give value to the economic policy that helps the industry sector)	Pagsusuri sa mga artikulo tungkol sa sektor ng industriya (Article analysis on industry sector)	• Paggawa ng isang progress report	Ang guro o mag-aaral ay mangangalap ng artikulo tungkol sa pagtulong ng pamahalaan sa sektor ng industriya. Gagawa ang mga mag-aaral ng isang progress report ukol dito. Tulad ng isang report card sa paaralan, bibigyan nila ng marka ang ginagawa ng pamahalaan para sa sektor ng industriya. The teacher or the students will collect articles about how the government supports the industrial sector. The students will present a progress report about this. They could also present it through a report card showing the grades that the government could gain based on the opinion of the students.
13. Nasusuri ang bahaging ginagampanan ng	Pagsusuri ng isang artikulo/ tula tungkol sa	• Paggawa ng isang Curriculum vitae	Ang mga mag-aaral ay tuturuan sa paggawa ng isang curriculum vitae o resume na pangunahing naglalaman ng

sektor ng paglilingkod Code: AP9MSP-IVf-12 <i>(Analyze the role played by the service sector)</i>	sektor ng paglilingkod (Article analysis / poetry about the service sector)		bahaging ginagampanan ng kanilang pangarap o ninana is na hanapbuhay sa hinaharap sa pambansang kaunlaran. Maaari ring magkaroon ng limang mga mag-aaral na bibigyan ng pagkakataong makapanayam ng isang may-ari ng kompanya halimbawa na gagampanan ng isa mag-aaral o ng guro. <i>(The students will be taught to write a curriculum vitae or resume which contains main content is the role being played by their dream jobs to national development. Five students could be given a chance to play a role of an interviewee for an imaginary company owned by one the students or the teacher.)</i>
14. Napapahalagahan ang mga patakarang pang-ekonomiya na nakakatulong sa sektor ng paglilingkod Code: AP9MSP-IVf-13 <i>(Value the economic policy that helps the service sector)</i>	Pagsusuri sa mga artikulo, editorial o larawan tungkol sa patakaran na nakakatulong sa sektor ng paglilingkod <i>(Article, editorial or picture analysis on the policies that protect the</i>	• Paggawa ng sariling editorial cartoon tungkol sa pangangalaga ng pamahalaan sa sektor ng paglilingkod <i>(Editorial cartoon making about how the government take good care of the service sector)</i>	Ang guro o mag-aaral ay mangangalap ng artikulo o editorial tungkol sa patakarang pang ekonomiya na may layuning matulungan ang sektor ng paglilingkod. Maaari ring magbahagi ang mga mag-aaral ng mga napapanahong isyu tungkol sa sektor ng paglilingkod. <i>(The teacher or the students will collect articles or editorial about economic policy that aims to support and help the service sector. The students could also share current events on the issues about service sector.)</i>

	<i>service sector)</i>		
15. Nakapagbibigay ng sariling pakahulugan sa konsepto ng impormal na sektor Code: AP9MSP-IVg-14 (Give own meaning to the concept of informal sector)	Games	Pagguhit ng isang poster tungkol sa impormal na sektor sa komunidad (<i>Poster making on the meaning of informal sector in the community</i>)	Ang mga mag-aaral ay maaaring maglaro ng charade (pahulaan) gamit ang aksyon o Pinoy Henyo (larong may nakasulat sa noo ng kakampi at huhulaan ng isa) tungkol sa mga nagtitinda sa impormal na sektor. Maaaring pagkatapos nito ay magkaroon ng pagsusuri sa mga larawan na may kaugnay sa impormal na sektor. (<i>The students could play a charade or Pinoy Henyo (a guessing game using clues based on the word being held in the forehead of the teammate) about informal sector. After the game, the class could analyze pictures connected to informal sector.</i>)
16. Nasusuri ang mga dahilan ng pagkakaroon ng impormal na sektor Code: AP9MSP-IVg-15 (Analyze the causes of having informal sectors)	Paggamit ng mga video tungkol sa impormal na sektor ng barangay (<i>Use of video on community's informal sector</i>)	Ulat sa panayam at repleksyon (<i>Interview report and reflection</i>)	Ang mga mag-aaral ay maghahanap ng mga maaaring kapanayamin sa impormal na sektor, halimbawa mga nagtitinda sa bangketa. Ang gabay na tanong ay maaaring tumukoy sa mga pangunahing dahilan bakit nagkakaroon ng impormal na sektor. (<i>The students will look for a interviewee who belongs to the informal sector, example street vendors. The guide questions will focus on the main reasons why the informal sector exists.</i>)
	Pagsusuri sa mga	Ulat sa panayam at	Kapapanayamin ng mga mag-aaral ang

17. Natataya ang mga epekto ng impormal na sektor ng ekonomiya Code: AP9MSP-IVh-16 <i>(Evaluate the effect of informal sector to the economy)</i>	datos o artikulo tungkol sa epekto ng impormal na sektor sabansa <i>(Video or article analysis on the effect of informal sector in the country)</i>	repleksyon <i>(Interview report and reflection)</i>	mga lokal na opisyal tungkol sa epekto ng impormal na sektor sa lipunan at sa ekonomiya. <i>(The students will interview local officials about the effects of the informal sector to the community and to the economy.)</i>
18. Natataya ang kalakaran ng kalakalang panlabas ng bansa Code: AP9MSP-IVh-18 <i>(Evaluate the means of foreign trade of the country)</i>	Pagsusuri sa mga datos na may kinalaman sa kalakalang panlabas <i>(Data analysis on foreign trade)</i>	• Oral presentation • Reflective journal • Article analysis	Ang guro o mag-aaral ay mangangalap ng artikulo o editorial tungkol sa patakaran ng bansa hinggil sa kalakalang panlabas. Magkakaroon ng talakayan hinggil dito. <i>(The teacher or the student will collect articles or editorial about policy of the country regarding foreign trade. Discussion will follow afterwards.)</i>
19. Nasusuri ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan tulad ng World Trade Organization at Asia-Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng	Malayang talakayan tungkol sa naging bahagi ng mga organisasyong pangkalakalan <i>(Interactive discussion on the benefits of trade organization)</i>	• Oral presentation • Reflective journal	Ang guro at mga mag-aaral ay mangangalap ng mga datos hinggil sa ugnayan ng sa World Trade Organization at Asia-Pacific Cooperation sa Pilipinas. Ang mga mag-aaral ay magkakaroon ng kumperensya ukol sa kapakinabangan ng bansa sa mga ito. <i>(The teacher and the students will collect data on the connection of the World Trade Organization and Asia-Pacific</i>

daigdig Code: AP9MSP-IVi-19 <i>(Analyze the connection of the Philippines in foreign trade organizations such as World Trade Organization and Asia-Pacific Economic Cooperation towards just benefits for the people of the world)</i>			<i>Cooperation to the Philippines. The students will present a conference about the benefits gained by the country on these organizations.)</i>									
20. Napahahalagahan ang kontribusyon ng kalakalang panlabas sa pag-unlad ekonomiya ng bansa Code: AP9MSP-IVi-20 <i>(Value the contribution of foreign trade to the development of the country)</i>	Paggawa ng tsart tungkol sa kontribusyon ng kalakalang panlabas sa pambansang pag-unlad <i>(Chart on the contribution of foreign trade on country's development)</i>	• Pagsuri sa kasaysayan (Historical research) • Reflective journal	Ang mga mag-aaral ay gagawa ng isang Economic-History Chart. Naglalaman ito ng mga nagawa ng mga naging pangulo ng bansa at kasalukuyang pangulo hinggil sa kalakalang panlabas at kung pano ito nakatulong sa pag-unlad ng bansa. <table><tr><td>Pangulo ng Pilipinas</td><td>Patakaran sa Kalakalang Panlabas</td><td>Epekto sa Bansa</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <i>(The students will make an Economic-History Chart. This contains the achievements of the previous and present president of th country on foreign trade</i>	Pangulo ng Pilipinas	Patakaran sa Kalakalang Panlabas	Epekto sa Bansa						
Pangulo ng Pilipinas	Patakaran sa Kalakalang Panlabas	Epekto sa Bansa										

			and how it helps the country develop. <table><tr><td>President of the Philippines</td><td>Foreign Trade Policy</td><td>Effects to the country</td></tr><tr><td></td><td></td><td></td></tr></table>	President of the Philippines	Foreign Trade Policy	Effects to the country			
President of the Philippines	Foreign Trade Policy	Effects to the country							
21. Nasusuri ang mga patakarang pang-ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino Code: AP9MSP-IVj-21 (Analyze the economic policy that helps the foreign policy of the country on the lives of majority of the Filipinos)	Pagsusuri sa mga datos mula sa kasaysayan ng bansa tungkol sa mga naging patakarang panlabas ng Pilipinas (Historical analysis on the foreign trade of the Philippines)	Simulation on Senate Hearing	Ang mga mag-aaral ay magsisiyasat tungkol sa mga naging patakaran sa kalakalang panlabas ng bansa na nakatulong sa ekonomiya ng bansa mula sa huling tatlong naging pangulo at sa kasalukuyang pangulo ng bansa. Magkakaroon din ng Senate Hearing ukol dito. Pag-uusapan ang kunwaring kaso sa mga naging pangulo. (The students will research on the foreign trade policy of the last three and the present president of the country. Then it will be presented through a Senate hearing about the administration's foreign trade policy.)						
22. Natitimbang ang epekto ng mga patakarang pang-ekonomiya na nakakatulong sa patakarang panlabas ng	Gawaing indibidwal (Individual work)	- Oral presentation - Talumpati (Speech)	Ang mga mag-aaral na napiling gaganap na naging pangulo ng bansa ay pagkakataong depensahan ang kanilang sarili sa pamamagitan ng isang talumpati sa kongreso upang patunayan ang kahalagahan ng kanilang mga nagawa at naging epekto nito sa buhay ng mga						

bansa sa buhay ng nakararaming Pilipino Code: AP9MSP-IVi-22 <i>(Weigh the effects of the economic policy that helps foreign policy of the country on the lives of the majority of the Filipinos)</i>			Filipino. Maaari din silang magpahayag ng opinyon o mungkahing patakaran para sa ikauunlad ng buhay ng mga Filipino. <i>(The students will choose a classmate who will have the chance to depend himself taking the role of the previous president. He will present his achievements on foreign trade through a speech that benefited the people of the country. He could also present suggestion or advice to the present president ways and means to improve foreign trade.)</i>
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CURRICULUM VITAE

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Personal Data

Date of Birth:	November 15, 1980
Place of Birth:	Quezon City
Civil Status:	Married

Educational Attainment

Primary	St. Raphael Academy 1990-1994
Secondary	St. Agnes Academy 1996 -1998 O.T. Kang Foundation Scholar
Tertiary	Bicol University 1998-2002 Academic Scholar

Awards Received

Principal Awards
2009
Commonwealth High School
Quezon City

Cum laude
2002
Bicol University

Work Experiences

Teacher I

December 2, 2016 - present

San Jose del Monte Heights High School

SJDM Heights, Muzon, CSJDM, Bulacan

Teacher I

June 23, 2004 – December 1, 2016

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High School Teacher

2003 -2004

Maria Montessori School of Quezon City

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