

Towards a Model of an Integrated Social Studies Curriculum: A Sample Learning Unit

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The Social and Human Sciences Committee of the UNESCO National Commission of the Philippines (UNACOM) and the Philippine Social Science Council (PSSC) recently published the draft of the Social Studies Curriculum for Basic Education which strongly recommends that the basic education curriculum be geared toward integration or "interdisciplinarity" within Social Studies and across other core subjects. This study responds to UNACOM and PSSC's call for an integrated curriculum in Social Studies for the elementary school from the perspective of a teacher-practitioner. This paper primarily describes an integrated social studies curriculum developed and implemented in an international school in the Philippines. The features and content of this curriculum were examined through a sample learning unit. Work over this curriculum attempts to provide a model in developing an integrated Social Studies for basic education.

INTRODUCTION

UNACOM and PSSC recently published the draft of the Social Studies Curriculum for Basic Education. Through this draft, UNACOM and PSSC "presents alternative guidelines for developing the content of the social studies subjects and textbooks, and at the same time calls for a shift in the orientation and goals of the existing curriculum for the primary/elementary and secondary schools." (Hornedo, Sta. Maria, Miralao, Diaz, Totanes and Camagay, 2001, 2) These recommendations were summarized as follows:

1. Social studies teaching and learning approaches must be developmentally appropriate. Thus, the expanding-environment approach should guide the content and focus of Social Studies from basic education to high school;
2. Teaching and learning of Social Studies must aim for "interdisciplinarity" and integration within the subject and the social sciences, as well as across other subjects;
3. Social Studies must demonstrate how it draws on the social sciences to understand and analyze real life situations, events, and issues;
4. Social Studies should aim to be constructive; and
5. Social Studies should enhance curiosity and must be a rewarding learning experience in school and throughout life.

In response to this relevant work of scholars and their call for curriculum integration, this paper reports on an integrated social studies curriculum developed and implemented by a team of teachers in a local international school. This study aims to describe the integrated curriculum of the Philippine History, Culture and Values (PHCV) program of the Beacon School. It examines the social studies component of the program from its

curriculum features to its objectives and content. It also illustrates the integration of social studies content, concepts, and skills through a sample learning unit.

Background of the Study

The PHCV program of the Beacon School is a curriculum which integrates social studies content and the Filipino language. This school was recently authorized to implement the Primary Years Program (PYP), a concept driven, "transdisciplinary" curriculum grounded on the ideals and ethos of internationalism formulated by a body of international educators known as the International Baccalaureate Organization. (IBO,2000) The IBO-PYP upholds the ideals of international education which the parents of the Beacon School want for their children. The school ultimately envisions their Filipino students becoming global citizens grounded on Filipino culture and values. To address a part of this vision, the researcher was tasked by the Beacon School to develop an integrated Social Studies and Filipino program, which complements the overall goals of the IBO-PYP (Villanueva, 2005).

In a span of four years, the PHCV curriculum was further developed and implemented by a team of teachers at the Beacon School to complement the IBO-PYP curriculum. Learning units were enhanced to ensure integration within Social Studies and across the major units of the school's curriculum. Work over the PHCV program of the Beacon School provides much data and experience from which a model in developing an integrated social studies curriculum for basic education can be drawn.

REVIEW OF RELATED LITERATURE

Integrated Curriculum

Curriculum integration was widely discussed and put into practice for the past

decades. (Lake, 2001) Terms such as *broad fields, core curriculum, fusion, cross-disciplinary, correlated, integrative, interdisciplinary, multidisciplinary, and "transdisciplinary"* were used to capture forms and frameworks to show how this curriculum approach happens. (Drake 1998, Mathison and Freeman, 1998) Erickson (1998) used the term *integrated curriculum* to refer to a curriculum approach which "... causes students to integrate their thinking at a conceptual level by seeing the patterns and connections between transferable, conceptual ideas and the topic under study" (in Villanueva, 2005, 75). Hayes-Jacobs (1989) preferred the term *interdisciplinary* to mean "a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience."(8)

Advocates of curriculum integration view integrated curriculum as a means to achieve meaningful and genuine learning. Boyer(1995), Panaritis (1995), Palmer (1995), Beane (1995), Hayes-Jacobs (1989), and Drake (1998) shared a common view about knowledge as interrelated, not compartmentalized, and thus, teaching and learning should encourage connections among the disciplines and between the student's learning and real life. Literature in support of curriculum integration argued that this view of knowledge and learning were grounded on brain-based research and renewed interest in constructivism (Wood 2001, Lake 1994, Mathison and Freeman, 1998). Constructivism as a theory of learning puts emphasis on in-depth knowledge over memorization and teaching of isolated facts (Lake, 1994). This holistic view of learning were rooted in the works of Piaget, Dewey, and Bruner (Lake, 1994).

Beane (1995) and Palmer (1995) however, viewed integrated curriculum as both process and product, and not a mere curricu-

lum approach. Their arguments dealt instead with the roots of its philosophy, and the purposes of the school and curriculum.

"Curriculum integration is not simply an organizational device requiring cosmetic changes or realignments in lesson plans across various subject areas. Rather, it is a way of thinking about what schools are for, about the sources of curriculum and about the uses of knowledge"(Palmer, 616).

Developing Instructional Units in an Integrated Curriculum

Jacobs (1989) developed an Interdisciplinary Concept Model to present a systematic approach to developing interdisciplinary units at all levels of instruction. These steps included selecting an organizing center, brainstorming associations, establishing guiding questions to serve as scope and sequence, and writing activities for implementation. Her work suggested that the first step in developing an integrated curriculum is to select concepts as an organizing center which serve as the focus of the curriculum. Jacobs (1989) and Erickson (2001) recommended the use of concepts, problems or issues as an effective way to organize and develop instructional units in an integrated curriculum.

In the Social Studies, the use of concepts in developing instructional units found its way in the earlier works of Hilda Taba. Fraenkel (1994) described the work of Hilda Taba who, along with a team of educators, was tasked to develop and implement a social studies curriculum in 1969. Taba (in Fraenkel 1994) reiterated the three distinct levels of knowledge to be developed in a curriculum, namely: key concepts, organizing ideas and specific facts. Taba believed that for abstractions and concepts to be enduring, these should be experienced over a long period of time across many content areas (Costa and Loveall, 2002).

Wood (2001) suggested two approaches in developing interdisciplinary units

of study. The first was the widening-horizons or expanding-environment strategy in which themes that are usually employed in social studies were sequenced according to students' developmental levels from the self and the family to regions, state, and nations. However, there can be a limitation to this as Ravich (1988) stated that "by following the widening-horizon approach, students are limited to simple, familiar themes that may fail to challenge or motivate them" (in Wood, 2001,39).

The second approach involved the selection of themes and the development of concepts throughout the grade levels, as likened to Bruner's spiral curriculum. Bruner (in Wood, 2001) stated that:

A curriculum as it develops should re-visit these basic ideas repeatedly building upon them until the student has grasped the full force and apparatus that go with them. As children go through the grade levels, new and more complex aspects of these concepts and ideas are introduced. (39)

Wood (2001) suggested that these two approaches were complementary in arriving at the chosen themes worthy of being an interdisciplinary study.

In the Philippines, Balinsat (1966) described an integrated curriculum which incorporated social studies topics in the Baguio City National High School in the early 1960's. Villanueva (2006) mentioned about models of developing integrated curriculum which were put in practice since the 1980's in a few local progressive schools using Social Studies at its core. These progressive schools grounded their curriculum on the works of John Dewey which recommended using the child's interests and real life experiences as the sources of curriculum. Units were developed using the expanding environments approach and social studies themes, namely: the self, fam-

ily, community, country, and world at its organizing center.

The review of literature above provided ample evidence in support of curriculum integration and how this can happen in Social Studies.

METHODOLOGY

This study is a descriptive research of an integrated curriculum designed by the researcher through her hands-on participation and direct involvement in its planning, development and implementation. Qualitative data gathering techniques were employed which included a review of the initial planned and written PHCV curriculum handbook. Examination of the implemented instructional unit plan was a major part of the research activity. Feedback regarding the curriculum based on formal and informal meetings with the teachers were also reviewed. Documentation of revised instructional plans based on teacher feedback and lessons learned from yearly IBO professional development workshops were examined. This paper limits itself to the description of the content and features of the integrated social studies curriculum, and aspects of its development and implementation. Evaluation of this curriculum vis-a-vis student learning outcomes is not part of this study.

RESULTS AND DISCUSSION

The PHCV Program of the Beacon School formulated its rationale and goals which are stated as follows:

The PHCV Program of the Beacon School integrates the teaching and learning of Filipino and Social Studies content. History, culture and values provide the context through which the Filipino language is learned by our students who are primarily English speakers... the teaching and learning of Filipino is not an end in itself. Ulti-

mately we wish our students to be Filipinos, confident of our identity and heritage, appreciative of our traditional and contrasting values, aware and critical of social realities in our country. It is also our intent for the foreign students to develop an openness to learn and make use of the language as they try to understand and appreciate our country and culture”(The Beacon School, 2001,1).

The social studies component was aimed at developing knowledge, skills and attitudes to engage students in learning to become aware of their identity, culture, history and values, in order to become good decision makers, active participants, caring, and responsible citizens in a democratic society. This integrated social studies curriculum was supportive of developing "transdisciplinary" skills in the Beacon School, which emanated from the overall goals of the IBO-PYP Program. The program was developed in line with the knowledge, skills and attitudes, and social studies concepts as stipulated in the IBO curriculum guides.

The PHCV curriculum identified areas of study and key concepts which served as organizing elements to the integrated curriculum. The following were the areas of study and corresponding concepts (Table 1) from which learning units were designed (The Beacon School, 2001):

Table 1. PHCV Areas of Study

Areas of Study	Concepts
<i>Buhay</i> Everyday Life, Social Realities	similarities and differences, tradition, values
<i>Lahi</i> Precolonial and Indigenous Culture	change, values, tradition
<i>Kasaysayan</i> History	causality, change, power
<i>Tao't Kapaligiran</i> People and Environment	change, causality, interdependence, modification
<i>Sistema</i> Economic, Socio-Political Systems	interdependence, conflict, societal control
<i>Makibaka</i> Civics and Community Action	cooperation, power, interdependence, responsibility

The areas of study in Table 1 were linked with the over all themes designed by the IBO-PYP (Figure 1). These themes provided the organizing structure for the Beacon School's framework of content. (IBO, 2000)

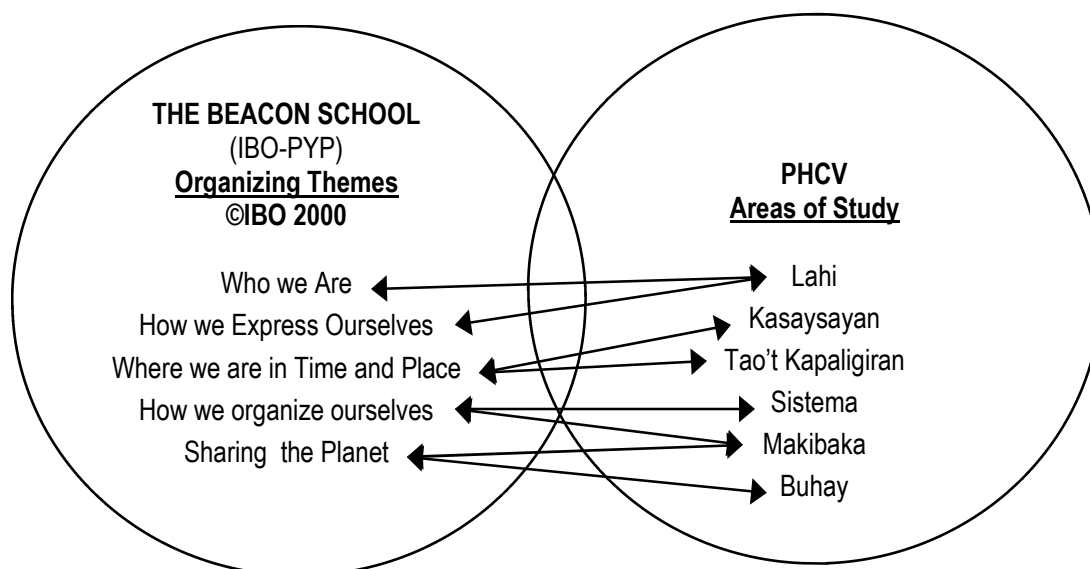


Figure 1. Organizing themes of the IBO-PYP and the PHCV Areas of Study

Organizing Idea and Key Concepts

The PHCV curriculum allowed flexibility of content and topics. This meant that the team of teachers may decide to create study units which best suit the interests and needs of children, or units in support of the PYP major units of inquiry. What ensured the build up of skills despite changes in the content were the key concepts. (The Beacon School, 2002).

Key concepts were the abstract ideas the school wished children to discover as they go through the units included in an area of study (see Table 1). These key concepts identified were based on Hilda Taba's work on the social studies curriculum. (The Beacon School, 2002) "Thus as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts." (Taba in The Beacon School, 2002, 4) The key concepts and essential questions, together with the central idea, set the depths and limits of the inquiry.

The key concepts serve as threads to link PHCV units of inquiry in each area of study. From the key concepts, essential questions are designed which lead to the organizing idea. The organizing idea states the focus of the unit and ensures the direction of the inquiry. (The Beacon School, 2002, 6)

PHCV Learning Units

Social studies learning units were developed from the PYP major themes, PHCV areas of study and key concepts. The content of each learning unit was developed through a central idea and a set of essential questions. The choice of content in the different learning units took into consideration the needs, interests and background knowledge of the child, availability of resources to support the curriculum, flexibility and extent through which it can be studied, and how it can substantively tackle social studies concepts. More importantly, the content of the PHCV learning unit should lend itself to conceptual learning and integration with the major units of inquiry in all grade levels.

Table 2 shows the learning unit titles, concepts and central ideas from Kinder through Grade 5. The matrix presented the content of the PHCV in relation to the organizing themes, as stated in the headings. However, the sequence of implementing the PHCV learning units were greatly determined by the sequence of the major units of the PYP.

The content summarized in the matrix of learning units was a combination of all the PHCV units developed through the school's first four to six years. Most of these PHCV learning units have been implemented in its initial year. A few literature-based units were added in its second year to strengthen the Filipino language component. As much as possible, PHCV learning units complemented and supported the units of inquiry identified for each grade level. The PHCV Handbook stated:

. . . Most study units in the lower levels are linked with those in the upper levels. Some units strengthen knowledge and skills gained in the other study units. Such an approach allows for depth of knowledge and understanding of the content. It provides ample time for the building of skills as well.
(The Beacon School, 2001, 3)

However, where integration with the units of inquiry was not possible, PHCV units were implemented as stand-alone learning units.

Scope and Sequence and Instructional Planning

The PHCV curriculum handbook had a scope and sequence which described the unit overview, objectives and sample activities. These provided the background for the teachers, who in turn, plan instruction. During the first two years of implementation, the

weekly breakdown of topics as suggested in the handbook was used. Later on, the teachers had to use the curriculum guides and unit planning formats recommended by the IBO. The unit planners encouraged the teachers to think through the PHCV learning units in relation with the overall PYP. It was also a way to further develop the learning units and prepare for instruction. In the planners, weekly activities, class projects and assessment activities were detailed. Most importantly, questions from the PHCV scope and sequence were included in the unit planners.

Questions were framed to guide the direction of the learning unit in the implementation or instructional level. In the initial documentation of the PHCV program, the term *key questions* were used as way to breakdown the organizing idea into meaningful teaching points and social studies topics. After having an IBO- PYP workshop at the Beacon School in the second year, the term *essential questions* was used from then on. Teachers framed essential questions as a way to brainstorm content within the Social Studies and to decide which ones are worthy of pursuing. These questions were also formulated based on the overarching concepts identified and recommended by the IBO.

Table 2. PHCV Matrix of Learning Unites under the IBO-PYP Organizing Themes ©IBO 2000

Buhay (Bu), Lahi (Lh), Kasaysayan (Ks), Sistema (Ss), Tao't Kapaligiran (TK), Makibaka (Mk)

	WHO We ARE	HOW WE EXPRESS OURSELVES		WHERE WE ARE IN TIME AND PLACE	
KINDER	<p>Maglaro Tayo! (Bu) Central Idea: Children invent and learn different games.</p> <p>An inquiry into: -classic Filipino games children play: hand games, relay games, chants/ rhymes -how children invent games and learn from each other</p>	<p>Merienda Na! (Bu) Central Idea: We have a variety of snacks and unique ways of preparing these.</p> <p>An inquiry into: -our favorite family merienda -merienda most Filipino children are familiar with -common ingredients available in the environment</p>	<p>Filipino Animal Tales (Bu) Central Idea: We have a variety of animal tales from which we can learn from.</p> <p>An inquiry into: -classic Filipino animal stories, fables -famous fictional characters -valuable lessons from these stories</p>	<p>Filipino Extended Family (Bu) Central Idea: We come from different families. Some of us share common values</p> <p>An inquiry into: -my family values -the nature of our family set ups -the concept of extended family -how other families support each other</p>	<p>Pagbilan Nga! (Ks) Central Idea: We have different goods and unusual ways of selling these.</p> <p>An inquiry into: -sari-sari stores and goods in our neighborhood -baligya: barter trade of the past- early evidences of trade -other ways of selling goods in the country</p>
GRADE 1	<p>Noong Unang Panahon (Lh) Central Idea: Our myths and legends reflect how our ancestors made sense of the world.</p> <p>An inquiry into: -creation stories from different indigenous groups -legends about landforms and water forms -how these stories are passed on</p>	<p>Different Clothes for different Folks (Bu) Central Idea: People create and wear clothes for different reasons.</p> <p>An inquiry into: -early evidences of cloth making/ weaving in the Philippines -clothes from past to present -national costumes -indigenous weaving</p>	<p>Puto Suman at Bibingka (Bu) Central Idea: Some food are prepared for special occasions.</p> <p>An inquiry into: -early evidence of rice culture in the Philippines -a variety of Filipino rice delicacies and how these are cooked/ prepared -special occasions when these are prepared</p>	<p>Jeepney Kalesa, Para Mama! (Ks) Central Idea: People make use of transportation in different ways throughout history.</p> <p>An inquiry into: -common local transportation -evidences of how early Filipinos traveled -unique ways people travel in my community and in other places</p>	<p>Bale, Balay, Bahay (TK) Central Idea: People build homes according to their needs, resources and environment.</p> <p>An inquiry into: -houses and homes in different communities -sources of materials used in these houses -how our homes reflect way of living and family values.</p>
GRADE 2	<p>Rituals and celebrations (Lh) Central Idea: Our different rituals and celebrations show our common beliefs and sense of community.</p> <p>An inquiry into: -rituals and celebrations in different communities -what these mean and show about Filipinos</p>	<p>Katutubong Sayaw (Lh) Central Idea: We have different folk dances. These express our way of life.</p> <p>An inquiry into: -dances of some indigenous groups in the Philippines - what these dances show us about different ways of living</p>	<p>Pots and Baskets (Ks) Central Idea: We have a variety of pots and baskets.</p> <p>An inquiry into: -how and why people make and sell pots and baskets in my community -pots and baskets from the past -inventing a useful product for my family and community</p>	<p>Prehistoric Philippines (Ks) Central Idea: The Philippines has prehistoric roots worthy of study.</p> <p>An inquiry into: -national treasures and evidences of our prehistoric past -prehistoric time line of the Philippines - the important discovery of the Tabon Man</p>	<p>Las Islas Filipinas (TK) Central Idea: Our country's geography is a product of change.</p> <p>An inquiry into: -the formation of the Philippine archipelago -amazing landforms and water forms in the country -geologic wonders of the Philippines amazing landforms and water forms in my community and in other parts of the country</p>

Table 2 (Continued) PHCV Matrix of Learning Unites under the IBO-PYP Organizing Themes

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	WHO We ARE	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN TIME AND PLACE		HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
G R A D E 3	<p>Kain Tayo (Bu)</p> <p>Central Idea: Food reflects environment and way of life.</p> <p>An inquiry into: -rice as an important part of a Filipino's diet -famous Filipino dishes and food sources in the Philippines -food and eating habits of the the Filipino</p>	<p>Filipino Customs and traditions (Bu)</p> <p>Central Idea: Customs and traditions are expressions of family values.</p> <p>An inquiry into: - Filipino family customs and traditions -common family values expressed through these -the custom of bayanihan and how it is expressed in the city</p>	<p>Mag-kwentuhan tayo! (Bu)</p> <p>Central Idea: Some Filipino writers of children's books create stories about values and way of life in the Philippines.</p> <p>An inquiry into: -children's stories of Filipino writers such as Rene Villanueva -looking at story elements -how we can share to others about these stories</p>	<p>Intramuros (Ks)</p> <p>Central Idea: Intramuros represents aspects of colonial rule and life during the Spanish Period.</p> <p>An inquiry into: -forts all over the Philippines and other evidences of Spanish colonial rule -from Maynilad to Manila -way of life intra and extramuros</p>	<p>Tayo na sa Isla (TK)</p> <p>Central Idea: Geography affects our way of life.</p> <p>An inquiry into: -island groups in the Philippines- their location and resources -way of life in nearby coastal communities -how people meet their needs in island communities -how life in these islands similar/ different from our life in the city</p>	<p>Mag-bayanihan Tayo! (Mk)</p> <p>(Social Action Project)</p> <p>Central Idea: Groups organize themselves to respond to community needs.</p> <p>An inquiry into: -needs of children in our school and other schools -community efforts to address these needs -a concrete action-project to continue these efforts for children</p>
G R A D E 4	<p>Folk Beliefs or Superstitions? (Lh)</p> <p>Central Idea: People interpret events based on their beliefs.</p> <p>An inquiry into: -common superstitions found in stories and from oral tradition -folk beliefs as part of oral tradition -how we can choose to tolerate and understand these beliefs</p>	<p>Ang Himig Filipino (Lh)</p> <p>Central Idea: Music reflects environment and way of life.</p> <p>An inquiry into: -Filipino musical instruments -indigenous rituals and music -how these are preserved and passed on</p>	<p>Barangay And the Colonial Settlements (Ks)</p> <p>Central Idea: The Barangay was a precolonial settlement and government. It changed as the socio-political climate changed and evolved into what it is today.</p> <p>An inquiry into: -what evidences say about the pre-colonial barangay settlement and form of government -how the Spaniards changed the way our ancestors lived -the barangay today</p>	<p>Sugod Mga Kapatid (Ks)</p> <p>Central Idea: Filipinos revolted against the Spanish colonial rule. These revolts are reactions to common abuses.</p> <p>An inquiry into: -pocket revolts in different parts of the country -a comparison of motives and patterns/ results -failure and success of these revolts</p>	<p>Lupang Hinirang (TK)</p> <p>Central Idea: Political subdivisions depend on the country's geography and government.</p> <p>An inquiry into: -the map as an important source of information about the country -the geography of the Philippines; regions and provinces -our own regional and provincial government</p>	<p>Mga Batang Manggagawa (Mk)</p> <p>Central Idea: Child workers are children with basic needs which need to be addressed</p> <p>An inquiry into: -what reports and statistics say about children in the Philippines -experiences of child workers -the rights of children and the efforts of UNICEF/ DSWD</p>

Table 2 (Continued) PHCV Matrix of Learning Unites under the IBO-PYP Organizing Themes

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	WHO We ARE	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN TIME AND PLACE		HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
G R A D E 5	<p>Mindanao (TK)</p> <p>Central Idea: A people's struggle can be best understood from the perspective of its geography, history, and culture.</p> <p>An inquiry into: -geographical, and historical information about Mindanao -cultural groups in Mindanao and their struggles -current efforts and issues to address the people's struggle</p>	<p>Songs from the Underground (Ks)</p> <p>Central Idea: Some songs reflect the signs of our times.</p> <p>An inquiry into: -common themes of revolutionary songs -what the songs say about the Marcos regime and life under the Martial Law -contemporary musicians and their songs about social causes of our time</p>	<p>KKK (Ks)</p> <p>Central Idea: The Katipunan was formed during a crucial period in our history. Its relevant goals and concrete actions led to the 1896 revolution.</p> <p>An inquiry into: -the leaders and key figures of the Katipunan—their common experiences -the formation, vision, and challenges of the Katipunan -events which led to the 1896</p>	<p>The Philippines in Southeast Asia</p> <p>Central Idea: We are part of Southeast Asia.</p> <p>An inquiry into: -what it means to be a part of southeast Asia -common culture and history among families of Southeast Asians -the ASEAN</p>	<p>NGO's in the Philippines (Ss)</p> <p>Central Idea: Groups organize themselves to work for a worthy cause.</p> <p>An inquiry into: -different NGO's in the Philippines: their goals and vision -the history of the NGO's -how NGO's organize, and work together to meet its goal</p>	<p>Bayanihan (Mk)</p> <p>(Social Action Project)</p> <p>Central Idea: I can be a part of a group to work for a worthy cause.</p> <p>An inquiry into: -identifying and analyzing problems in one's immediate environment -exploring ways to organize for the purpose of action -how the self can be a part of the solution to a problem</p>

A SAMPLE LEARNING UNIT

To illustrate further how integration happens and how it draws upon the social studies concepts, the following sample learning units are described as drawn from the PHCV program handbook, unit planners, and curriculum files:

BARANGAY AND THE COLONIAL SETTLEMENTS

About the unit:

This unit is a comparative study of settlements from past to present. It emphasizes the barangay of the precolonial times and the changes which took place during the Spanish period. It also looks into the barangay as a local government today.

Where the unit fits in:

The unit is included in the Kasaysayan Area of Study. This unit practically presents the precolonial period up to the Spanish Period of our past. It is linked with the Grade 3 unit of Intramuros. It lays down the foundation for chronology and historical understanding of the other units which are Sugod mga Kapatid (Grade 4) and the KKK (Grade 5).

Figure 2 shows a concept which details the important content and topics covered within Social Studies (Figure 3). This was drawn from the researcher’s brainracking, and actual planning of the learning unit “Barangay and the Colonial Settlements.”

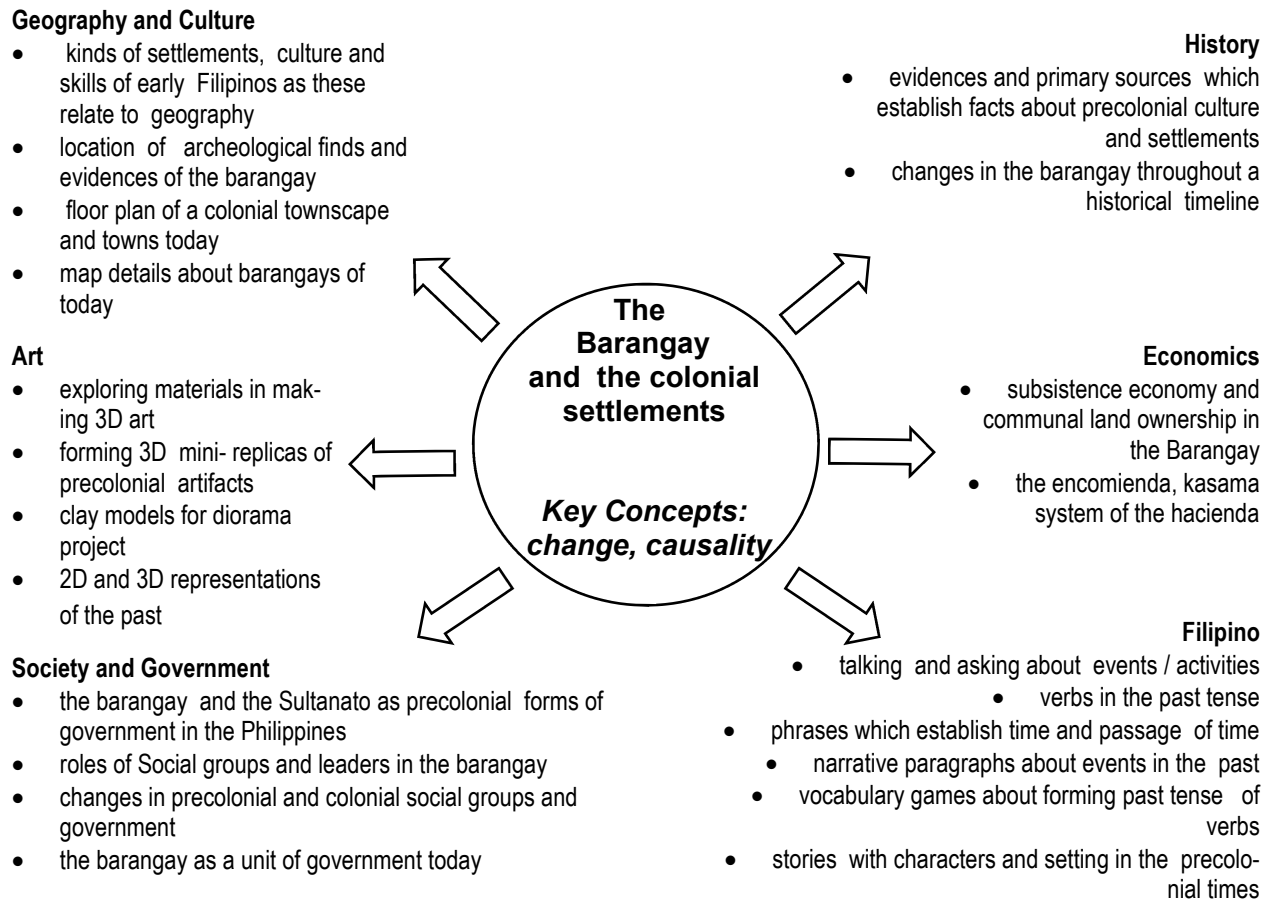


Figure 3. Concept Map of integrated curriculum content from the PHCV learning unit Barangay and the Colonial Settlements

Learning units were planned based on a format recommended by the IBO. Content from these unit planners are as follows:

<p>Area of Study: KASAYSAYAN</p> <p>Unit title: BARANGAY AND THE COLONIAL SETTLEMENTS</p> <p>Key Concepts: Change, Causality</p> <p>Central Idea: The Barangay was a precolonial settlement and government. It changed as the socio-political climate changed, and evolved into what it is today.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • <i>what historical sources and evidences prove about precolonial culture</i> • <i>the precolonial barangay as a settlement and form of government, and social groups</i> • <i>how the Spaniards changed the way our ancestors lived</i> • <i>the barangay today</i>

Table 3. Learning unit content as drawn from the PHCV unit planners and Curriculum Handbook

Essential Questions	Sample Activities
What is history and how does it establish facts?	<p>Wk 1 Preparing for the inquiry:</p> <ul style="list-style-type: none"> • writing about “What do we know about our history?” then plotting these on a timeline; brainstorming on terms we can use to label our time line • review about what history is based on last unit’s lesson; looking at dictionary definition of history—talking about the quote: “where there is no record, there is no history” to emphasize the need for evidences in studying history • individual writing activity—Why do you think families and communities want to learn about their past; sharing answers to the class • finding out from children how they think historians establish facts and events that happened in the past; text reading “Studying history” and discussion
What was life like during the precolonial period?	<p>Wk 2 Opening the inquiry</p> <ul style="list-style-type: none"> • (review) small group activity to answer: <ul style="list-style-type: none"> • Grp 1: What facts or information can we learn from history • Grp 2: How do we gather evidences to support these facts? • Grp 3: Why are people interested in studying the past? • Grp 4: What attitudes must we have while studying history • small group activity: Showing children pictures of archeological finds and asking children to write about their interpretations of the pictures, then whole class discussion to summarize their interpretations regarding history; • talking about how artifacts and archeologists support the study of history; showing a map of the archeological finds <p>Tuning In:</p> <ul style="list-style-type: none"> • read aloud about the barangay Butuan boat find • plotting the archeological find on the map—Where is Butuan?

Table 3 (continued) Learning unit content as drawn from the PHCV unit planners and Curriculum Handbook

Essential Questions	Sample Activities
<p>What is the barangay like, then and now? (as a settlement, form of government, social organization, communal land)</p>	<p><u>Wk 3 - 4 Tuning In and investigating:</u></p> <ul style="list-style-type: none"> • Trip to national museum/ gold and pottery museum to look at evidences of prehistoric and precolonial history; forming interpretations about what was life like in the barangay • Talking about what children can conclude about way of life in the past-plotting on the timeline different national treasures-children form general statements about the Prehistoric and Precolonial Philippines • Guided reading and discussion about diff descriptions of the barangay –making clay models of the barangay based on the description; making a drawing/sketch of the settlement; • Presenting artworks/pictures about the barangay to compare how others interpret the barangay; start planning for the dioramas • mid-unit: short test
<p>How did the Spaniards change the concept of the barangay? Why?</p> <p>How did the early Filipinos respond to these changes?</p> <p>What can we learn from studying History?</p>	<p><u>Wk 5 - 6 Sorting out</u></p> <ul style="list-style-type: none"> • Start working on the dioramas • Review: filling up checklist to see what sorts of evidences we have been looking at and how we try to interpret what we learned; writing essays to summarize what we already know about the barangay • looking at other texts and sources to find out more about the barangay: guided reading about the barangay and the datu; social groups in the barangay; • looking at pictures to compare the barangay with the Spanish settlements/ fortified cities—plazas, churches • guided reading and discussion about the hacienda, and encomienda to compare land ownership schemes • writing reflections: If you were a native boy seeing all these constructions going on If you were a datu asked by the Spanish govt to transfer to a house near the plaza... If you were an alipin ordered around by a Spanish master.... If you were a family, asked to transfer from your fields to a town far away from your land...If you were a Spaniard ordered to build a town different from the barangay... <p><u>WK 7 Synthesizing-</u> What about the barangay changed and how?/why?</p> <ul style="list-style-type: none"> • using charts and diagrams to show the changes and what caused these changes; start research about barangay today-finish dioramas <p><u>Wk 8 The Barangay Today</u></p> <ul style="list-style-type: none"> • presentation of research; self-assessment –diorama project • working on open-ended sentences to form generalizations about the barangay, the study of history, why look into patterns, changes and connections when we study history

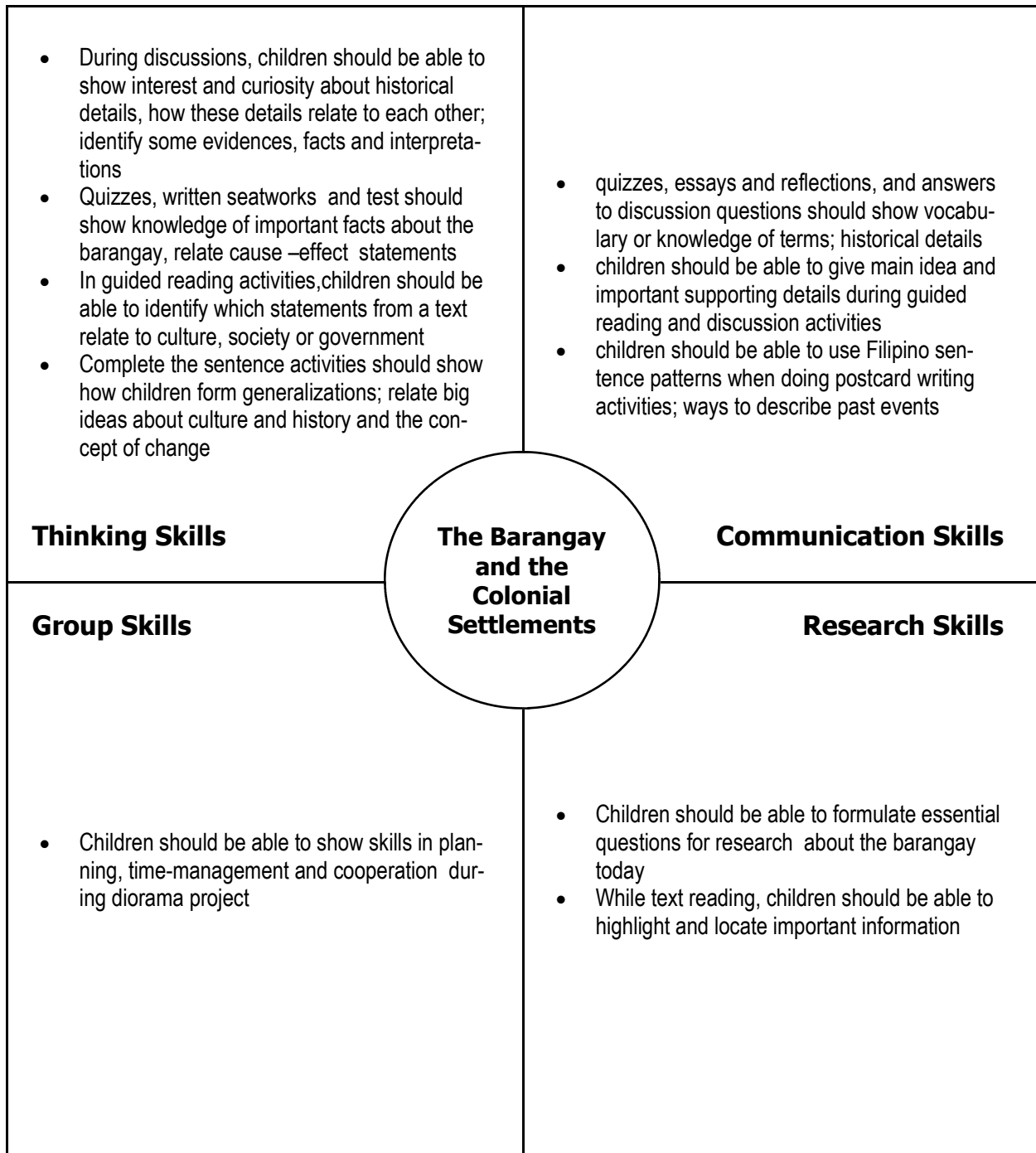


Figure 4. Assessment activities in the different trans-disciplinary skills of the PYP drawn from the IBO-PYP-PHCV unit planners

Features of the PHCV Curriculum

One major recommendation of the UNACOM-PSSC Project team is the integrated approach to the teaching and learning of the social studies. The kind of integration the UNACOM-PSSC draft aspires for are specifically integration within the social studies and integration across with other subject areas. These kinds of integration were found to be present in the social studies component of the PHCV Program at the Beacon School.

Certain elements or features of the PHCV curriculum were organized in a logical and systematic framework to show how integration can happen in social studies. The following discusses the important features of the PHCV curriculum which permit integration.

The first valuable feature was the PHCV program's use of enduring social studies themes stipulated in the IBO curriculum. These broad themes of the IBO-PYP provide for a universal and global perspective on the local social studies espoused in the PHCV program. Each theme had underlying timeless concepts which capture the essence of the social studies and the social sciences. Once translated into concepts and expressed through a central idea, these themes had a capacity to organize and unify whatever chosen social studies content, topics and learning units subsumed in it.

Second was the identification of areas of study through which the key concepts are linked. The areas of study allowed for integration to happen vertically and horizontally across concepts and content tackled throughout the grades. The spiraling described by Bruner was achieved through these links or connections, as made evident in the matrix (Table 2).

Third, the statement of key concepts in the PHCV is in accordance with Taba, Ja-

cobs and Erickson. The key concepts of Hilda Taba as identified in PHCV program became useful organizers to achieve integration. The concepts were clearly reflected in most of the central ideas described in the PHCV learning units.

In the first PHCV curriculum document, the central idea was stated as "organizing idea" based on the work of Hilda Taba. The term central idea was adapted to be consistent with the recommended IBO-PYP planning formats used in the Beacon School. Later on, it became necessary for the PHCV program to eventually adopt these planning formats. It enhanced the quality of planning and integration for each learning unit in the PHCV. The explicit statement of the key concepts and central ideas provided direction to each learning unit and is useful at the instructional level down to the planning of weekly and daily lessons (Table 3, Table 4, Figures 2 and 3). Stating the central idea enabled the teacher to reflect whether an activity is worth doing, whether questions are indeed essential and thus worth pursuing through the learning unit. The teacher was able to assess the value of a field trip or a class project—if such activities contribute to the central idea. Also because it was from the central idea that the teacher can decide focus of the unit and how it can bring in content from the social sciences. The necessary social studies content and scope were identified by framing essential questions to guide the learning unit (Table 4).

Fourth, the formulation of essential questions which was necessary to direct the learning unit and experiences. From the point of view of a teacher-practitioner, the use of essential questions based on key concepts and the central idea allow filtering of the most valuable social studies information children need to remember from the unit. These information or content drew upon knowledge and perspectives from the social

sciences, as evident in the concept map (Figure 4). The essential questions which introduce and wrap up the learning unit also showed how the social studies draws on methods of the social sciences. An example of this was achieved through such questions as "What is history? How does it establish facts? What can we learn from the study of history?"

In planning, essential questions guided the writing of weekly plans and daily lessons. It helped teachers to make careful choices of activities as well. At the same time, these essential questions initially framed by the teacher also served to classify questions the students themselves may raise during the course of study.

The another important feature of the integrated curriculum design was the overall manner of presentation and organization of the curriculum. The use of the matrix and planning formats by the IBO-PYP enhanced the integrated planning of PHCV program. The integrated social studies content presented in the matrix enables the team of teachers to see the connections, patterns and relationship among all the learning units across all grade levels. Using concept maps to brainstorm for each learning unit became useful in seeing interdisciplinarity of social studies content, skills and activities (Figure 3 and 4). For example, though a PHCV learning unit falls in one area of study, such as Kasaysayan, the development of the unit is not limited to historical content only. Instead, the unit still drew from other content within the social studies, as evident in the concept web (Figure 3). It also encouraged relating the social studies with other subjects.

Finally, all the planning was made possible through mechanisms in support of curriculum integration. Unit plan formats were conducive to thinking and planning thoroughly among a team of teachers. Refinement of plans were done whenever necessary

to realign with the overall PYP units. Program revisions were made possible through team meetings and staff development workshops.

CONCLUSION

The social studies component of the PHCV curriculum developed in the Beacon School show evidence of integration within the social studies and with other subjects. This study was able to illustrate how an integrated social studies curriculum and instructional unit can be developed based on the works of Taba, and Bruner, Erickson and Hayes-Jacobs. Overall IBO organizing themes and PHCV Areas of Study provided the framework for developing the integrated curriculum. Essential features of the instructional unit included the use and selection of key concepts as organizing centers, formulation of a central idea and essential questions, a mapping/webbing of content as well skills for assessment activities.

This study surfaced a possible and concrete way to work out an integrated curriculum in the Social Studies. It presented a workable model to build on the recommendations of the UNACOM-PSSC Draft, one of which to develop a relevant and engaging integrated Social Studies for the basic education.

The move toward integration is inevitable in this century of knowledge explosion. Scholars and teachers can move together and deal with the matter holistically if the basic education is bent on equipping Filipino children to become responsible citizens and good decision makers in the 21st century society. Perhaps first one major step is to make planning and developing of integrated curriculum more concrete to its end-users in classrooms where teachers and students negotiate learning and meaning. "Integration of curriculum is not the end goal; a successful educational experience for you and your students is the bottom

line," (Lindquist and Selevyn, 2000, 22).

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