

Special Science Curriculum in Basic Education in the National Capital Region Toward A Compliance Policy Framework

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Abstract

The 2011 Philippine Science Curriculum Framework for Basic Education overview states that science should be valued by everybody. In 2007, Special Science Elementary School (SSES) was legally formed by the Department of Education after providing teachers with the necessary professional development throughout the preceding academic year. This study examined how much the special scientific curriculum is implemented in terms of instruction and curriculum, how critical thinking skills connect to student accomplishment in elementary special science schools, and how much students achieve in these schools. The majority of responders fall into the 11–12 age range. The majority of student respondents—who have a GWA of 85–90% and science-related activities of three or higher—are female. The degree to which the Special Science Curriculum is being implemented, the pupils' achievement level, and their critical thinking skills. In general, students have rated the application of the special scientific curriculum with very high ratings. The highest clarity mean is regarded as exceptionally high. While fairness is viewed as very low and logic is ambiguous, precision and accuracy are evaluated as very high for significance. Most replies are between the ages of eleven and twelve. With a GWA of 85–90% and three or higher on science-related activities, female students make up the majority of the student responders. The extent to which the students' critical thinking abilities, achievement level, and the Special Science Curriculum are being applied. Students have generally given the implementation of the unique scientific curriculum very good marks. The highest clarity mean is thought to be very high. Preciseness and accuracy are assessed as highly significant, while fairness is regarded as very low and logic as unclear. Students of different genders have different perspectives on how much of the specific scientific curriculum has been implemented, which is important for the sex group. According to this study, there is a substantial variation in every variable when it comes to age group. According to the test results, the only area where the elderly group does not differ statistically significantly is in the fairness scale. Regarding the grade level of the respondents, there is a notable variation in the degree of ISSC, critical thinking, and achievement level. It was discovered that there are statistical differences between children in grades 5 and 6 with regard to their critical thinking proficiency in areas of correctness, relevance, depth, breadth, significance, and fairness. When respondents are grouped based on science inquiry activities, there is a moderately positive relationship with the critical thinking scales clarity, accuracy, precision, and relevance in the implementation of the special science curriculum. However, there are significant differences in the respondent's application of the special science curriculum, critical thinking level, and student achievement. The proposed policy framework for the implementation of special science curricula has been proposed by this study.

Keywords: implementation of special science curriculum, critical thinking, student achievement, grade level