

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – APPLIED TRACK SUBJECT**

**Grade:** 11  
**Subject Title:** Practical Research 1

**Semester:** Second Semester  
**No. of Hours/Semester:** 80 hours/semester

**Subject Description:** This course develops critical thinking and problem-solving skills through qualitative research.

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>Nature of Inquiry and Research</b>	<i>The learner demonstrates understanding of:</i>  1. the importance of research in daily life 2. the characteristics, processes, and ethics of research 3. quantitative and qualitative research 4. the kinds of research across fields	<i>The learner is able to:</i>  use appropriate kinds of research in making decisions.	<i>The learner:</i> 1. shares research experiences and knowledge	<b>CS_RS11-IIIa-1</b>
			2. explains the importance of research in daily life	<b>CS_RS11-IIIa-2</b>
			3. describes characteristics, processes, and ethics of research	<b>CS_RS11-IIIa-3</b>
			4. differentiates quantitative from qualitative research	<b>CS_RS11-IIIa-4</b>
			5. provide examples of research in areas of interest (arts, humanities, sports, science, business, agriculture and fisheries, information and communication technology, and social inquiry)	<b>CS_RS11-IIIa-5</b>
<b>Qualitative Research and Its Importance in Daily Life</b>	<i>The learner demonstrates understanding of:</i>  1. the value of qualitative research; its kinds, characteristics, uses, strengths, and weaknesses	<i>The learner is able to:</i>  decide on suitable qualitative research in different areas of interest.	<i>The learner:</i> 1. describes characteristics, strengths, weaknesses, and kinds of qualitative research	<b>CS_RS11-IIIb-1</b>

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	2. the importance of qualitative research across fields of inquiry		2. illustrates the importance of qualitative research across fields	<b>CS_RS11-IIIb-2</b>
<b>Identifying the Inquiry and Stating the Problem</b>	<i>The learner demonstrates understanding of:</i>  1. the range of research topics in the area of inquiry 2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed	<i>The learner is able to:</i>  formulate clearly statement of research problem	<i>The learner:</i> 1. designs a research project related to daily life	<b>CS_RS11-IIIc-e-1</b>
			2. writes a research title	<b>CS_RS11-IIIc-e-2</b>
			3. describes the justifications/reasons for conducting the research	<b>CS_RS11-IIIc-e-3</b>
			4. states research questions	<b>CS_RS11-IIIc-e-4</b>
			5. indicates scope and delimitation of research	<b>CS_RS11-IIIc-e-5</b>
			6. cites benefits and beneficiaries of research	<b>CS_RS11-IIIc-e-6</b>
			7. presents written statement of the problem	<b>CS_RS11-IIIc-e-7</b>
<b>Learning from Others and Reviewing the Literature</b>	<i>The learner demonstrates understanding of:</i>  1. the criteria in selecting, citing, and synthesizing related literature 2. ethical standards in writing	<i>The learner is able to:</i>  1. select, cite, and synthesize properly related literature 2. use sources according to	<i>The learner:</i> 1. selects relevant literature	<b>CS_RS11-IIIj-f-1</b>
			2. cites related literature using standard style (APA, MLA or Chicago Manual of Style)	<b>CS_RS11-IIIj-f-2</b>

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	related literature	ethical standards 3. present written review of related literature	3. synthesizes information from relevant literature	<b>CS_RS11-IIIIf-j-3</b>
			4. writes coherent review of literature	<b>CS_RS11-IIIIf-j-4</b>
			5. follows ethical standards in writing related literature	<b>CS_RS11-IIIIf-j-5</b>
			6. presents written review of literature	<b>CS_RS11-IIIIf-j-6</b>
<b>Understanding Data and Ways To Systematically Collect Data</b>	<i>The learner demonstrates understanding of:</i>  1. qualitative research designs 2. the description of sample 3. data collection and analysis procedures such as survey, interview, and observation 4. the application of creative design principles for execution	<i>The learner is able to:</i>  1. describe qualitative research designs, sample, and data collection and analysis procedures 2. apply imaginatively art/design principles to create artwork	<i>The learner:</i>  1. chooses appropriate qualitative research design	<b>CS_RS11-IVa-c-1</b>
			2. describes sampling procedure and sample	<b>CS_RS11-IVa-c-2</b>
			3. plans data collection and analysis procedures	<b>CS_RS11-IVa-c-3</b>
			4. presents written research methodology	<b>CS_RS11-IVa-c-4</b>
			5. utilizes materials and techniques to produce creative work	<b>CS_RS11-IVa-c-5</b>
<b>Finding Answers through Data Collection</b>	<i>The learner demonstrates understanding of:</i>	<i>The learner is able to:</i>	<i>The learner:</i>	

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	observation and interview procedures and skills	gather relevant information with intellectual honesty	collects data through observation and interviews	<b>CS_RS11-IVd-f-1</b>
<b>Analyzing the Meaning of the Data and Drawing Conclusions</b>	drawing out patterns and themes from data	analyze and draw out patterns and themes with intellectual honesty	1. infers and explain patterns and themes from data	<b>CS_RS11-IVd-f-2</b>
			2. relates the findings with pertinent literature	<b>CS_RS11-IVd-f-3</b>
<b>Reporting and Sharing the Findings</b>	<i>The learner demonstrates understanding of:</i>  1. guidelines in making conclusions and recommendations 2. techniques in listing references 3. the process of report writing	<i>The learner is able to:</i>  1. form logical conclusions 2. make recommendations based on conclusions 3. write and present a clear report	<i>The learner:</i> 1. draws conclusions from patterns and themes	<b>CS_RS11-IVg-j-1</b>
			2. formulates recommendations based on conclusions	<b>CS_RS11-IVg-j-2</b>
			3. lists references	<b>CS_RS11-IVg-j-3</b>
			4. presents a written research report	<b>CS_RS11-IVg-j-4</b>
	selection criteria and process of best design	execute best design	5. finalizes and present best design 6. writes short description and present best design	<b>CS_RS11-IVg-j-5</b> <b>CS_RS11-IVg-j-6</b>

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**GLOSSARY**

<b>Ethics</b>	research ethics relate to the standards that should be upheld to guard participants from harm or risk. Ethical considerations should be made at each stage of the research design and include informed consent, voluntary participation and respect for confidentiality. <b>(<a href="http://www.kcl.ac.uk/library/nhs/training/glossary.doc">www.kcl.ac.uk/library/nhs/training/glossary.doc</a>)</b>
<b>Intellectual Honesty</b>	is an applied method of problem solving in academia, characterized by an unbiased, honest attitude, which can be demonstrated in a number of different ways, including but not limited to: <ul style="list-style-type: none"><li>• One's personal beliefs do not interfere with the pursuit of truth;</li><li>• Relevant facts and information are not purposefully omitted even when such things may contradict one's hypothesis;</li><li>• Facts are presented in an unbiased manner, and not twisted to give misleading impressions or to support one view over another;</li><li>• References, or earlier work, are acknowledged where possible, and plagiarism is avoided.</li></ul> ( <a href="http://en.wikipedia.org/wiki/Intellectual_honesty">http://en.wikipedia.org/wiki/Intellectual_honesty</a> )
<b>Qualitative Research</b>	a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. ( <a href="http://en.wikipedia.org/wiki/Qualitative_research">http://en.wikipedia.org/wiki/Qualitative_research</a> )
<b>Quantitative Research</b>	refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. ( <a href="http://en.wikipedia.org/wiki/Quantitative_research">http://en.wikipedia.org/wiki/Quantitative_research</a> )

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**Code Book Legend**

**Sample: CS\_RS11-IIIa-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Applied Track Subject_Research	<b>CS_RS11</b>
	Grade Level	Grade 11	
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one	<b>a</b>
			-
<b>Arabic Number</b>	Competency	shares research experiences and knowledge	<b>1</b>