

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

Grade: 12
Subject Title: Practical Research 2

Semester :First Semester
No. of Hours/Semester: 80 hours/semester
Prerequisites: Statistics and Probability

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Nature of Inquiry and Research	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> the characteristics, strengths, weaknesses, and kinds of quantitative research the importance of quantitative research across fields the nature of variables 	<i>The learner is able to:</i> decide on suitable quantitative research in different areas of interest	<i>The learner:</i> <ol style="list-style-type: none"> describes characteristics, strengths, weaknesses, and kinds of quantitative research 	CS_RS12-Ia-c-1
			<ol style="list-style-type: none"> illustrates the importance of quantitative research across fields 	CS_RS12-Ia-c-2
			<ol style="list-style-type: none"> differentiates kinds of variables and their uses 	CS_RS12-Ia-c-3
Identifying the Inquiry and Stating the Problem	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> the range of research topics in the area of inquiry the value of research in the area of interest the specificity and feasibility of the problem posed 	<i>The learner is able to:</i> formulate clearly the statement of research problem	<i>The learner:</i> <ol style="list-style-type: none"> designs a research useful in daily life 	CS_RS12-Id-e-1
			<ol style="list-style-type: none"> writes a research title 	CS_RS12-Id-e-2
			<ol style="list-style-type: none"> describes background of research 	CS_RS12-Id-e-3
			<ol style="list-style-type: none"> states research questions 	CS_RS12-Id-e-4
			<ol style="list-style-type: none"> indicates scope and delimitation of study 	CS_RS12-Id-e-5
			<ol style="list-style-type: none"> cites benefits and beneficiaries of study 	CS_RS12-Id-e-6
			<ol style="list-style-type: none"> presents written statement of the problem 	CS_RS12-Id-e-7

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Learning from Others and Reviewing the Literature	<i>The learner demonstrates understanding of:</i> 1. the criteria in selecting, citing, and synthesizing related literature 2. the ethical standards in writing related literature 3. the formulation of conceptual framework 4. the research hypotheses (if appropriate) 5. the definition of terms as used in the study	<i>The learner is able to:</i> 1. select, cite, and synthesize judiciously related literature and use sources according to ethical standards 2. formulate clearly conceptual framework, research hypotheses (if appropriate), and define terms used in study 3. present objectively written review of related literature and conceptual framework	<i>The learner:</i> 1. selects relevant literature	CS_RS12-If-j-1
			2. cites related literature using standard style (APA, MLA or Chicago Manual of Style)	CS_RS12-If-j-2
			3. synthesizes information from relevant literature	CS_RS12-If-j-3
			4. writes coherent review of literature	CS_RS12-If-j-4
			5. follows ethical standards in writing related literature	CS_RS12-If-j-5
			6. illustrates and explain conceptual framework	CS_RS12-If-j-6
			7. defines terms used in study	CS_RS12-If-j-7
			8. lists research hypotheses (if appropriate)	CS_RS12-If-j-8
			9. presents written review of related literature and conceptual framework	CS_RS12-If-j-9
Understanding Data and Ways to Systematically Collect Data	<i>The learner demonstrates understanding of:</i> 1. quantitative research designs 2. description of sample	<i>The learner is able to:</i> describe adequately quantitative research designs, sample, instrument used, intervention (if applicable),	<i>The learner:</i> 1. chooses appropriate quantitative research design	CS_RS12-IIa-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	3. instrument development 4. description of intervention (if applicable) 5. data collection and analysis procedures such as survey, interview, and observation 6. guidelines in writing research methodology	data collection, and analysis procedures	2. describes sampling procedure and the sample	CS_RS12-IIa-c-2
			3. constructs an instrument and establishes its validity and reliability	CS_RS12-IIa-c-3
			4. describes intervention (if applicable)	CS_RS12-IIa-c-4
			5. plans data collection procedure	CS_RS12-IIa-c-5
			6. plans data analysis using statistics and hypothesis testing (if appropriate)	CS_RS12-IIa-c-6
			7. presents written research methodology	CS_RS12-IIa-c-7
	8. the application of art/design fundamentals for execution	9. apply imaginatively art/design principles to create artwork	8. implements design principles to produce creative artwork	CS_RS12-IIa-c-8
Finding Answers through Data Collection	<i>The learner demonstrates understanding of:</i> 1. data collection procedures and skills using varied instruments 2. data processing, organizing, and analysis	<i>The learner is able to:</i> gather and analyze data with intellectual honesty, using suitable techniques	<i>The learner:</i> 1. collects data using appropriate instruments	CS_RS12-IIId-g-1
			2. presents and interprets data in tabular and graphical forms	CS_RS12-IIId-g-2

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			3. uses statistical techniques to analyze data— study of differences and relationships limited for bivariate analysis	CS_RS12-IIId-g-3
Reporting and Sharing Findings	<i>The learner demonstrates understanding of:</i> 1. guidelines in making conclusions and recommendations 2. the 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 clear report	<i>The learner:</i> 1. draws conclusions from research findings	CS_RS12-IIh-j-1
			2. formulates recommendations	CS_RS12-IIh-j-2
			3. lists references	CS_RS12-IIh-j-3
			4. presents written research report	CS_RS12-IIh-j-4
	4. the selection criteria and process of best design	4. execute best design	5. finalizes and presents best design	CS_RS12-IIh-j-5
			6. presents research workbook	CS_RS12-IIh-j-6

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GLOSSARY

Ethics

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.
(www.kcl.ac.uk/library/nhs/training/glossary.doc)

Intellectual Honesty

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:

- One's personal beliefs do not interfere with the pursuit of truth;
 - Relevant facts and information are not purposefully omitted even when such things may contradict one's hypothesis;
 - Facts are presented in an unbiased manner, and not twisted to give misleading impressions or to support one view over another;
 - References, or earlier work, are acknowledged where possible, and plagiarism is avoided.
- (http://en.wikipedia.org/wiki/Intellectual_honesty)

Qualitative Research

a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. (http://en.wikipedia.org/wiki/Qualitative_research)

Quantitative Research

refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. (http://en.wikipedia.org/wiki/Quantitative_research)

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Code Book Legend

Sample: CS_RS12-Ia-c-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Applied Track Subject_Research	CS_RS12
	Grade Level	Grade 12	
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	First Quarter	I
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Weeks one to three	a-c
			-
Arabic Number	Competency	describes characteristics, strengths, weaknesses, and kinds of quantitative research	1