



Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City

MATATAG CURRICULUM

SCIENCE

GRADES 4 and 7

SCIENCE SHAPING PAPER

I. Introduction

The Science Shaping Paper is developed to provide the narrative for the development of the recalibrated Science Curriculum. It outlines the goals, theoretical and philosophical foundations, and rationale that shape the Science Curriculum. It presents the big ideas and cross-cutting concepts in Science to emphasize the development of durable understanding among learners as well as skills applicable in various contexts.

The Science Shaping Paper and the Science curriculum are based on the General Shaping Paper, taking into consideration the findings of the curriculum review conducted in 2019-2020. Furthermore, the Science curriculum draws on the goals of the 2016 Science K to 12 curriculum. Its new features include: (a) expanding technological literacy to technology and engineering literacy to enable learners to develop their ability to connect science content to real-world technological and engineering applications; (b) introduction of key stage and grade level standards to articulate expectations of what learners should be capable of doing at each key stage and grade level; and (c) developmental sequence of content in consideration of the prior learning of students and the cognitive and language demands of learning new science ideas. Specifically, in sequencing the science content, three modes of thinking have been considered, starting from the simplest level when a person reacts to the physical environment; is able to internalize actions through words and images, and the most complex level; and is already able to think using a symbol system such as written language and number systems.

The recalibration of the Science curriculum draws from and supports the DepEd MATATAG agenda, which sets the new direction in resolving basic education challenges through the four critical components:

- **M**aking the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- **T**aking steps to accelerate delivery of basic education facilities and services;
- **T**aking good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- **G**iving support to teachers to teach better.

It comes at a time when rapid changes and disruptions are happening. According to Marope, Griffin, and Gallagher (2017), in the face of such persistent and rapid changes, education, through its curricula, should serve as lifelong learning systems, demonstrating constant self-renewal and innovation.

The succeeding sections are organized as follows:

- The Shape of the Grades 3 to 10 Science Curriculum
- Development of the Curriculum
 - Curriculum Goals, Theoretical and Philosophical Bases, Curriculum Framework, Key Stage Standards, Grade Level Standards
- Elements Contributing to the Curriculum

Grade 7 Learning Guide In Science

Michal Rosen-Zvi



Grade 7 Learning Guide In Science:

Embracing the Melody of Term: An Mental Symphony within **Grade 7 Learning Guide In Science**

In a global eaten by monitors and the ceaseless chatter of immediate interaction, the melodic splendor and psychological symphony created by the published word frequently fade into the back ground, eclipsed by the persistent sound and disturbances that permeate our lives. However, situated within the pages of **Grade 7 Learning Guide In Science** a stunning literary treasure full of fresh feelings, lies an immersive symphony waiting to be embraced. Crafted by a wonderful composer of language, this interesting masterpiece conducts readers on a psychological journey, well unraveling the hidden melodies and profound affect resonating within each carefully crafted phrase. Within the depths of the moving examination, we can discover the book is key harmonies, analyze its enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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