

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAMBARAN NG EDUKASYON AT KULTURA  
(DEPARTMENT OF EDUCATION AND CULTURE)  
Manila

May 11, 1976

DEPARTMENT MEMORANDUM  
No. 146, s. 1976

TRIAL OF SOCIAL STUDIES TEXTBOOKS

To: Area Directors  
Regional Directors  
Schools Superintendents

1. The Social Studies Center, which has been designated as the Curriculum Development Center for the development of textbooks in Social Studies for the elementary (I-III) and secondary levels, has produced the trial editions of the following titles and their corresponding teacher's manuals.

For Grade I	- <u>Ang Mga-ang. Saanay</u>
For Grade II	- <u>Ang Pambansang ug. Kaliglal</u>
For Grade III	- <u>Ang Pambansang ug. Pambansang ug. Bansa</u>

2. The purpose of the tryout is to determine the strengths and weaknesses of the textbooks and the manuals for further revision.

3. Sixty-seven urban and rural schools have been selected from the twelve DEO regions. Indlosure I gives the list of tryout schools. Each tryout school is expected to use six classes as follows:

- two Grade I classes
- two Grade II classes
- two Grade III classes

4. A class enrollment of forty or a total of 80 pupils in each tryout grade is considered reasonable. However, if the tryout school cannot have the target class population of forty it may still go on with the tryout as scheduled. In case of enrollment exceeding forty, some pupils will have to share their books with other pupils.

5. Each tryout class will be given a set of 45 books. The tryout teachers will get the corresponding teacher's manuals. These materials will be sent directly to the school at the start of the school year 1976-77. The Social Studies Center should be informed immediately if these materials are not received on time.

6. The books will be distributed to the pupils as the need arises. It is suggested that these books be kept in school when not in use. After the tryout, all books will be retrieved and returned to SCULLEN.

7. For prompt and effective implementation of the layout, it is requested that one coordinator from each local regional office, preferably the regional social studies supervisor, be designated and advised to coordinate with the ASDC Social Studies program coordinator. Their specific functions are described below:

For the Regional Social Studies Supervisors:

- a. Contact the district social studies supervisors, district supervisors and principals of the tryout schools on the objectives and operation of the layout.
- b. Follow up the tryout classes.
- c. Collect and submit the research forms to the Social Studies Center.

For the ASDC Program Coordinators:

- a. Assist the regional supervisor in following up the tryout classes which are made of their ASDCs.
- b. Assist in gathering the research forms from the teachers.

8. In preparation for this layout, two tryout teachers were trained in summer institutes held in eight ASDCs from April 5 to May 17, 1976. However, it was observed that not all tryout teachers were able to attend the summer institutes.

9. In this connection, the teachers who failed to attend the summer institutes will be oriented by the teachers who attended said institutes with the guidance of the regional supervisors and ASDC coordinators.

10. The layout will be conducted during the school year 1976-1977 starting in June 1976.

11. The layout teachers should be asked to accomplish the Research Form (Enclosures 2 and 3) after teaching every unit. They should be encouraged to give an honest and sincere evaluation of the materials and their corresponding teacher's manuals.

12. The accomplished feedback forms should be forwarded to the Social Studies Center by the regional social studies supervisor or his representative without delay.

13. Traveling expenses to be incurred by the regional social studies supervisor in connection with this project will be borne by the DDC-SSC-EDFLTAF Textbook Development Project funds. All claims for the purpose shall be supported by itineraries of travel on the prescribed form, duly approved by the respective regional directors or their authorized representatives, subject to existing auditing rules and regulations.

14. The cooperation of the RSDCS regional offices and school divisions concerned is hereby enjoined for the success of the project.

(Sd.) JIM L. MANUEL  
Secretary of Education and Culture

Dals: As stated

Reference:

Department Memorandum: No. 28, s. 1976

~~Attachment: 1-2 (E.C. 1-76)~~

To be indicated in the National Index  
under the following subjects:

Course of Study, ELEMENTARY  
" " " , SECONDARY  
OFFICIALS  
SCHOOLS  
SUPPLIES (Teaching Aids)  
TEACHERS  
TEXTBOOKS

SOCIAL STUDIES CENTER LIST OF TRYOUT SCHOOLS\*  
1976-1977

REGION I

1. Christ the King, San Fernando, La Union
2. Alaminos Central School, Alaminos, Pangasinan
3. Northern Luzon Teachers College, Laoag City
4. Fases Central School, Fases, Ilocos
5. Pagudpud Elementary School, Pagudpud, Ilocos Norte

REGION II

1. St. Mary's College, Aoyombong, Nueva Vizcaya
2. Santiago North Central School, Santiago, Tabela
3. Rizal Elementary School, San Diego, Tabela
4. Lagawe Central School, Lagawe, Ifugao
5. Bane North Elementary School, Aritao, Nueva Vizcaya

REGION III

1. Central Luzon Teachers College, Baguimbong, Pangasinan
2. Angeles University, Angeles City
3. Orion Elementary School, Orion, Zambales
4. Mabuhay Elementary School, Olongapo City
5. Maricela North Central School, Maricela, Marikina

REGION IV

1. Sacred Heart College, Lucena City
2. San Jose Pilot School, San Jose, Occidental Mindoro
3. Puerto Princesa Pilot School, Puerto Princesa, Palawan
4. San Agustin Central School, San Agustin, Romblon
5. Barra Central Elementary School, Barra, Palawan
6. Bilar Central Elementary School, Bilar, Laguna
7. Romblon West Central School, Romblon, Romblon

REGION V

1. East Central School, East, Comarines Norte
2. Iligan West Central Elementary School, Iligan, Abay
3. La Milagrosa College, Comarogon, Comarogon
4. Rizal Elementary School, Comarogon West, Comarogon
5. Lagunday Elementary School, Lagunday, Comarines Sur

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\*The tryout schools may still be subject to change if the need arises.

## REGION V

1. Kalibo Pilot Elementary School, Kalibo, Aklan
2. E. S. Magalona Elementary School, E. S. Magalona, Negros Occidental
3. Hinanaylan Central School, Hinanaylan, Negros Occidental
4. Eleanor Institute Elementary School, Roxas City
5. West Visayas State College Laboratory School, La Paz, Iloilo City
6. Jaro Elementary School, Jaro, Iloilo City
7. Jalandoni Memorial School, Ispas, La Paz, Iloilo City

## REGION VII

1. Atipala Central Elementary School, Minglanilla II, Cebu City
2. North City Elementary School, North, Danao City
3. Hillman University Elementary School, Danao City
4. Sibulan Central Elementary School, Sibulan, Negros Oriental
5. Antigon Central Elementary School, Antigon, Bohol

## REGION VIII

1. Cateyer Pilot School, Cateyer, Northern Samar
2. Calbayog Pilot School, Calbayog City
3. Palo Elementary School, Palo, Leyte
4. Gawayan Pilot School, Gawayan, Eastern Samar
5. Tacloban Private School, Tacloban, Leyte

## REGION IX

1. Zamboanga State College Laboratory Elementary School, Zamboanga City
2. Dipolog Pilot Administration School, Dipolog City
3. Isabela West Central School, Basilan City
4. Clarat College of Isabela, Basilan City
5. Clarat Elementary School, Zamboanga City
6. Isabela West Central School, Basilan City
7. Pagadian City Teachers' School, Pagadian City

## REGION X

1. Sempang Elementary School, Sempang, Sulu
2. Bukidnon Central School, Malaybalay, Bukidnon
3. Oroquieta Pilot Elementary School, Oroquieta City
4. South Cotabato Pilot School, Cotabato, Agusan del Norte
5. BSP-NEC Mid-Elementary School, Surigao City

(Inclosure No. 2 to Department Memorandum No. 143, s. 1976)

DEPARTMENT OF EDUCATION AND CULTURE  
SOCIAL STUDIES CENTER

Teacher: \_\_\_\_\_

Grade taught: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

Title of the Unit Being Evaluated: \_\_\_\_\_

Feedback Form for Use of the Social Studies Textbook

Part I - Please check the appropriate column.

A. Content

	Vary Much	Much	Little	Not at All
1. Do the facts and information presented help in the development of concepts?	:	:	:	:
2. Are the materials in the text up-to-date, accurate and adequate for the development of concepts?	:	:	:	:
3. Are the materials drawn from different disciplines, e.g. history, geography, sociology, anthropology, etc.?	:	:	:	:
4. Do the materials consider other subject areas e.g. mathematics, science, work education, health, etc. (interdisciplinary)?	:	:	:	:
5. Are the materials within the experiences and interest of the pupils?	:	:	:	:
6. Is the vocabulary suitable to the class?	:	:	:	:
7. Do the materials consider Philippine life and culture?	:	:	:	:
8. Does the content help achieve the goals of the New Society?	:	:	:	:
9. Are the concepts in each unit arranged from easy to difficult?	:	:	:	:

E. Processes

	Very Much	Much	Little	Not at All
1. Are there provisions in the text for the application of inquiry processes e.g. observing, comparing, predicting, etc.?	1	1	1	1
2. Do the activities presented in the book contribute to conceptualization?	1	1	1	1
3. Do they encourage critical thinking and decision-making among the pupils?	1	1	1	1
4. Are there provisions for enrichment?	1	1	1	1
5.	1	1	1	1

Evaluation Materials: To what extent:

1. Does the book provide for continuous evaluation?	1	1	1	1
2. Does it provide for self-evaluation?	1	1	1	1
3. Does it provide motivation for self-improvement?	1	1	1	1

2) - Please answer each question to the best of your ability.

a. What problems have you encountered in the use of this book?

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b. In teaching the units did you follow the sequencing in the book?  
If not, give your reasons.

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c. Which part of the unit did you find too difficult for the class?

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d. What part of the unit did you find too easy for the class?

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e. Which words in the book have different meanings in your dialect? List them.

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f. Which part would you recommend for improvement? Why?

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g. Remarks and suggestions:

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DEPARTMENT OF EDUCATION AND CULTURE  
SOCIAL STUDIES CENTER

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Division: \_\_\_\_\_

FEEDBACK FORM FOR SOCIAL STUDIES TEACHER'S MANUAL

NOTE: This questionnaire aims at evaluating the usefulness of the teacher's manual in helping the teacher use the new textbook effectively in developing social studies concepts and generalizations.

P A R T I

Direction: Please check the appropriate column for each of the following questions.

	A	B	C	D	E
	Very Much	Much	Little	Not at All	
A. Objectives: Are they:	:	:	:	:	:
1. desirable?	:	:	:	:	:
2. clear?	:	:	:	:	:
3. attainable?	:	:	:	:	:
4. observable?	:	:	:	:	:
5. measurable?	:	:	:	:	:
6. based on concepts developed in the textbook?	:	:	:	:	:
7. related to the activities presented in the textbook?	:	:	:	:	:
B. Suggestive Developmental Activities:	:	:	:	:	:
1. Are they clearly described?	:	:	:	:	:
2. Are they easy to understand and execute?	:	:	:	:	:
3. Are they practical?	:	:	:	:	:
4. Do they help the pupils formulate the concepts developed in the textbook?	:	:	:	:	:
C. Enrichment Activities:	:	:	:	:	:
1. Are they relevant to the concepts developed in the textbook?	:	:	:	:	:
2. Do they help in strengthening the concepts learned?	:	:	:	:	:
D. Evaluation Materials:	:	:	:	:	:
1. Do they measure to what extent the objectives have been achieved?	:	:	:	:	:
2. Do they emphasize concepts instead of facts?	:	:	:	:	:

E A H T II

Directions: Please answer each question to the best of your ability.

1. How did you use the manual?

- \_\_\_\_\_ I followed it as closely as I can.
- \_\_\_\_\_ I modified some of the suggested questions and activities.  
(Indicate the pages)
- \_\_\_\_\_ I did not follow it at all.
- \_\_\_\_\_ I followed everything contained in the manual.

2. How would you describe the manual?

- \_\_\_\_\_ Does much help in the proper use of the textbook.
- \_\_\_\_\_ Does little help to experienced teachers.
- \_\_\_\_\_ Does almost everything for the teacher.

3. How did you find the suggested activities in the manual?

- \_\_\_\_\_ too detailed
- \_\_\_\_\_ just right
- \_\_\_\_\_ too much

4. What difficulties did you encounter in the use of the teacher's manual?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Remarks and/or Recommendations: