

# CONTENT KNOWLEDGE ON THE HIGHLIGHTS OF THE K TO 12 CURRICULUM IMPLEMENTATION

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## Abstract

Teachers in the 21st-century must keep abreast with content knowledge of the recent development in education. Teachers as a steward for cognizant transformational change must continuously upgrade their personal growth and professional development. Thereby, there is a need to optimize competency-based teacher standards in order to carry out a high performance of their roles and responsibilities as a key to realize the imperatives of the K to 12 curriculum program. The action research was an attempt to assess the content knowledge on the highlights of the K to 12 curriculum implementation of the teachers from General Emilio Aguinaldo National High School using the descriptive research method and focused group discussion. The study was purposively involved 31 teachers from Technology and Livelihood Education Department during the school year 2015-2016. A simple researcher-made questionnaire was used in the study validated by the school head. The pre-assessment survey revealed that teachers had a satisfactory level of awareness on the content and underlying principles of the K to 12 enhanced basic education curriculum in TLE with a mean of 3.08 or 77% indicative level of awareness. A lecture as an interventional mechanism that was given during the in-service training program had highly improved teachers' content knowledge on the highlights of the K to 12 curriculum implementation with a mean of 3.79 or 94.75% indicative level of awareness. This implies that the in-service training program that responds to teachers' competency needs standards was deemed effective in intensifying content knowledge of the TLE teachers of the current development in education. It was suggested to sustain the action plan in initiating seminar, training, and assessment to further upgrade teacher's competence.

**Keywords:** *Action Plan, Competency-Based Teacher Standards, Content Knowledge, K to 12 Curriculum Highlights*