



ARYA

**A RESEARCH MANUAL GUIDE FOR JOSENIAN
STUDENTS, TEACHERS, AND PERSONNEL**

2025 Edition

SAN JOSE ACADEMY

MESSAGE FROM THE SCHOOL PRINCIPAL

Greetings,

In our steadfast commitment to excellence and our unwavering dedication to our mission, we proudly present **Arya**, the San Jose Academy Research Manual. This invaluable resource is a testament to the collective reflection, unyielding commitment, and fervent desire of our esteemed members within the Research Office. Our shared vision is clear: to promote a vibrant culture of research within our beloved academy.

This manual is more than just a compilation of words; it is a promise—a promise to empower, to enlighten, and to inspire. It is a guiding light for all those who seek to understand the goals, intents, direction, processes, and, most importantly, the distinct "Josenian way" of conducting research. It is our humble contribution to the realization of our institution's profound vision: to produce responsible Christian achievers, deeply rooted in the Catholic faith, who are globally competent, socially engaged, and environmentally sensitive.

To our dedicated teachers and student-researchers, this manual offers a comprehensive self-help guide and a companion on your journey of academic discovery. For our aspiring students, it provides a roadmap to navigate the exciting world of research and inquiry. It is a bridge connecting theory to practice, the classroom to the global stage, and faith to reason.

Within these pages, you will find not only knowledge but also a reflection of our core values—values that have shaped generations of Josenians. As we embark on this path of intellectual exploration and spiritual growth, let us remember that our efforts are dedicated to a higher purpose. May the wisdom shared within this manual be a beacon, lighting the way as we strive for the greater glory of God.

In unity, dedication, and shared purpose, we present **Arya**: the San Jose Academy Research Manual. May it be of invaluable assistance to all Josenians, nurturing the flames of curiosity, scholarship, and faith in our pursuit of knowledge and truth.

With profound hope and enthusiasm,

Mr. Rafael Patrick M. Pecjo
Chairperson, Research Office and School Principal

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SCHOOL'S VISION AND MISSION STATEMENTS

Vision Statement

Inspired by the virtues and zeal of St. Joseph, our patron, San Jose Academy envisions a Christ-centered community committed in producing responsible Christian achievers formed in the Catholic faith who are globally competent, socially engaged, and environmentally-sensitive.

Mission Statements

As a basic education school, San Jose Academy seeks to foster the holistic formation of each Josenian who will contribute to the development of the family and human society.

As a Catholic school, San Jose Academy forms Christian disciples actively participating in the life and mission of the Church.

As a Filipino school, San Jose Academy fosters a genuine love of country and a deep commitment to the culture of human life and care for creation towards nation-building and development.

INSTITUTIONAL OBJECTIVES

In order to realize and uphold our commitment to offer an excellent, integral, and innovative Catholic education, the academic community will strive to achieve the following institutional objectives:

1. To promote in the school community the spirit of discipleship characterized by joy, unity, righteousness, prayerfulness, love for work, and sensitivity for the needs of others, especially the poor;
2. To strive for excellence in academic pursuits, with St. Joseph the worker as model of competence, perseverance, and creativity;
3. To promote a culture of caring and stewardship, as St. Joseph did in caring for his family;
4. To foster love of country, respect for nature and the environment, social consciousness, and justice; and
5. To provide an atmosphere of communion between and among students, teachers, non-teaching personnel, and parents.

DEPARTMENTAL OBJECTIVES

Preschool Objectives

The Pre-School Department shall have the following objectives:

1. To present models for imitation that will make the child see God as a Father and all people and things around him/her as gifts;
2. To employ learning experiences that will allow the child to think and do things independently within the limits of his/her maturity;
3. To provide opportunities that will inspire the child to practice desirable social behavior with other children as well as with adults;
4. To use experiential approaches, which will help the child manifest psychomotor skills for effective performance according to his/her age; and
5. To provide learning opportunities that will allow the child to manifest reading readiness in English and Filipino.

Grade School Objectives

The Grade School Department shall have the following objectives:

1. To provide the basic knowledge, skills, attitudes, and values essential to the learner's intellectual growth and personal development;
2. To provide learning experiences which will increase the learner's awareness of and responsiveness to the changes in society, and to prepare the learner for constructive and effective involvement;
3. To promote and intensify the learner's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and
4. To enhance the learner's orientation to the world of work and creativity in order to prepare him/her to engage in honest and gainful work.

High School Objectives

The High School Department shall have the following objectives:

1. To foster intellectual curiosity and analytical and logical thinking, and to develop interests and aptitudes necessary to succeed in post-secondary education;
2. To encourage students to achieve academic excellence and to acquire skills, habits and desirable values to meet the demands of a changing society;
3. To help the students witness in daily lives his/her dynamic love of God, a sense of personal worth and respect for others;
4. To promote love of country through an appreciation of Filipino cultural heritage and for what is just, true, and noble.
5. To help students identify their vocational interests and become worthy and effective members of home and community.
6. To help students develop physical fitness, self-discipline and self-renewal in day-to-day lives.

SAN JOSE ACADEMY RESEARCH OFFICE

Duties and Responsibilities

The SnJA Research Office governs the research activities of the Academy. The Office shall form plans, policies, guidelines, rules, and regulations governing research activities subject to the approval of the Board of Trustees. Its duties are:

1. ensure the development of research culture in the Academy;
2. monitor and make appropriate actions and initiatives to improve the research capabilities of the learners, faculty members, and other school personnel;
3. formulate policy on all research related matters which impact on the strategic objectives of the Academy;
4. undertake various initiatives that will facilitate the development of linkages and collaboration between departments in the Academy, outreach communities, and across disciplines;
5. update the administration, faculty and non-teaching personnel about the current trends and issues on research education;
6. consider and make recommendations on matters of policy relating to research in support of the attainment of school's vision-mission and goals;
7. review and oversee the implementation on the Academy's policy on research ethics;
8. conduct research colloquia, symposiums and other related activities to faculty, students, and members of the community;
9. ensure the active participation of the faculty in the school's conduct of action research;
10. monitor the mechanism and progress of the conduct of action research;
11. monitor the pursuance/completion of classroom-based research endeavors and the utilization of results to enrich instruction; and
12. evaluate the Academy's research program.

Research Committee

The composition of the Research Office by virtue of the administrative functions of the person concerned is as follows:

1. The School Principal as Chairperson
2. The Academic Affairs Head as Co-chairperson
3. Science Coordinator
4. English Coordinator
5. Filipino Coordinator
6. Mathematics Coordinator
7. School Psychometrician/Guidance Officer
8. Research subject teachers
9. School Librarians

Programs and Activities

1. Research Capability Strengthening Program for Teachers and Personnel

Objective: To provide opportunities for continuing professional enhancement of teachers and personnel in terms of research and research-related needs

Strategies:

- a. Personnel Research Day: The third Wednesday of each month is dedicated to personnel conducting a variety of activities towards the completion of their action research.
- b. Research Consultation Session: Through group consultation sessions, the Office provides assistance to personnel who wish to be guided in completing their research.

- c. Research Colloquia: During the summer in-service training, a school resource person or an invited research expert is invited to present lectures and strategies addressing the research needs of teachers and workers.
- d. Attendance to Outside Seminars/Conference: Teachers, staff, and school administration are invited to attend professional organizations' seminars and workshops on research.

2. Conduct of Research Caravan for Teachers and Personnel

In this annual event, several groups of school personnel showcase their completed research outputs or their research activities' progress to the community. Researchers are tasked with developing and implementing an action plan to guarantee that the findings and recommendations of their research outputs are considered for the effectiveness, enhancement, and productivity of the institution.

3. Conduct of Research Festival for Students

This annual event is usually held to offer Josenian student-researchers an opportunity to showcase their research, present research plans to the community, and discuss common challenges and opportunities included in the school's research agenda.

4. Provision of Library Resources

All school personnel and students are strongly encouraged to utilize the available library resources to advance and complete their research projects. The school library invites book recommendations, particularly in the fields of research and their research topics or areas of specialization.

5. Provision of Other Logistical Support

The Research Office shall provide logistical support for the reproduction of research tools, data treatment, encoding, and printing of the research report for teachers and personnel. The Office also offers researchers support with language editing and grammatical checking for both teachers and students.

6. Provision of Incentives

Teachers and personnel who were able to complete their research and present it during the Research Caravan are compensated monetarily. Participation and involvement in research will also be considered in the report appraising employee performance.

Students will not be granted financial incentives. The amount to be given will be decided on by the school administration. However, special awards and prizes may be given to the deserving groups of student-researchers:

- a. Josenian Award for Outstanding Research – this award is given to Grade 12 graduating student/s – individuals, pairs, or groups—who have led the planning and execution of research or innovation to advance the potential applications of technology or research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.
- b. Best Research Paper – this award is given to the research paper written by the group of Grade 11 students currently enrolled in Practical Research 1, which exhibits interpretive and analytic insight and contains writing of the highest quality.

- c. Pinakamahusay na Tanggol-Pamagat Pampananaliksik – ang parangal ay igagawad sa pangkat ng mananaliksik mula sa Baitang 11 na nagpakita ng kahusayan sa paglalahad at pagtatanggol ng kanilang pamagat pampananaliksik.
- d. Best Science Investigatory Project – this award is given to the most outstanding science investigatory project undertaken by a group of Grade 10 students currently enrolled in Basic Research 2 subject.

Organizational Chart

At San Jose Academy, we take immense pride in being at the forefront of cultivating a vibrant research culture within our academic community. Our commitment to academic excellence and innovation is vividly reflected in our organizational chart, which serves as the blueprint for fostering a dynamic research environment.

Below is the list of members composing the Research Office, from visionary leaders to dedicated research support teams, all working in synergy to propel San Jose Academy into a beacon of research excellence.

Name	Position	Responsibilities
Rev. Fr. Jeronimo Ma. J. Cruz	Internal Adviser	The Internal Adviser provides guidance and ensures support to the programs and goals of the Research Office
Mr. Rafael Patrick M. Pecjo	Committee Chairperson/Research Coordinator	Manages the overall direction and coordination of research initiatives.
Mr. Dave John P. Tirona	Co-chairperson Science Coordinator	Manages the overall direction and coordination of research initiatives. Advises on curriculum-based research or how the research fits into current teaching methods.
Miss Jennifer M. Grecia	Vice-Chairperson	Assists the chairperson in the overall direction and coordination of research initiatives
Miss Stella P. Gabales Mr. James Daniel Miranda Mr. Jeffrey L. Burias	Curriculum Specialist (Teacher-Representatives)	Advises on curriculum-based research or how the research fits into current teaching methods. Ensure the research is relevant to the classroom and student needs.

Ms. Shakira Shannen R. Tanchongco Mr. Daryl Mckoy M. Galvez - Research Teachers	Ethics and Compliance Officer	Reviews research proposals to ensure ethical considerations are met. Ensures research is conducted following school policies and any external guidelines.
Mr. Charles Alison C. Rivera Mr. Ray Archie D.G. Gutierrez	School Psychometrician and Personnel Research Training Program Coordinator	Leads in the design and implementation of training programs to enhance the skills and knowledge of school personnel Provides school data such as assessment results, school records, etc. that may be utilized by the researchers in the study.
Ms. Ma. Corazon P. Dematera	Research Publications Officer	Facilitates the publication of research outputs of teachers and students in the school's and/or external academic and scientific journals
Miss Joan M. Oledan Miss Jocelyn P. Derpo	Research Output Managers and Archivists	Organizes, preserves, and manages the school's research materials, documents, and outputs
Ms. Kristine Oniel M. Abaigar Miss Shane Del Rosario Ms. Camille M. Perez Ms. Chinnie Soriano Mr. Aljon Deniega	Language and Grammar Editors	Corrects grammar, punctuation, spelling errors, and typographical mistakes in research manuscripts, reports, and other written materials to ensure they adhere to language conventions Ensures that the document follows a consistent writing style to maintain uniformity throughout the text

Mr. Eliazar B. Luciano Miss Chelsey Ann M. Pura	Tool and Statistical Treatment Validators	Assists the student- and teacher-researchers in: a. Conducting statistical analyses that include both descriptive statistics (e.g., mean, median, mode) and inferential statistics (e.g., regression analysis, hypothesis testing) to draw meaningful conclusions from the data b. Translating statistical findings into practical insights and actionable recommendations for educators, administrators, and policymakers. This involves explaining complex statistical results in a clear and understandable manner.
TBA	External Adviser	An expert from outside the school (e.g., university professor, educational expert) who can provide guidance on research best practices and methodologies
Mr. Jojie B. Juanerio Mr. Ezekiel Espino	Administrative Support	Provides logistical and clerical support to the committee
Student Council Representatives from Grades 9-12	Student Representatives	Provides student perspectives on the implementation of the school's research program and activities.

ROLES OF RESEARCH TEACHERS

1. Collaborate with colleagues to integrate research-related content and skills into the curriculum.
2. Design and develop research-focused lessons and activities for students.
3. Contribute to the development and improvement of the school's research program.
4. Assist in defining research goals, objectives, and strategies.
5. Guide and mentor students in their research projects, providing support and guidance.
6. Help students select research topics, design methodologies, and analyze data.
7. Provide resources and access to research materials and databases.
8. Assist students in collecting, organizing, and analyzing research data.
9. Teach data analysis techniques and software tools.
10. Educate students about ethical research practices, including plagiarism prevention and citation methods.
11. Ensure that research projects adhere to ethical guidelines.
12. Teach students how to effectively present their research findings through reports, presentations, and posters.
13. Provide guidance on public speaking and communication skills.
14. Encourage students to participate in research competitions and conferences.
15. Collaborate with other educators and departments to integrate research into various subjects.
16. Foster interdisciplinary research opportunities.
17. Provide feedback and evaluation of research outcomes.
18. Maintain records of students' research projects, progress, and achievements.
19. Compile and report on the school's research activities.
20. Connect research projects to real-world issues and community needs.
21. Encourage students to engage in research with community impact.
22. Advocate for policies and initiatives that support research and innovation within the school.
23. Collaborate with school administrators on research-related policies.



San Jose Academy

PAASCU Accredited Level II
M. Naval St., San Jose, Navotas City

SnJA RESEARCH AGENDA 2024-2029

I. INTRODUCTION

The Basic Education Governance Act of 2001 underscored the role of research in the management and administration of the basic education system. Research has always been a significant and challenging component of all educational institutions. It is a scholarly activity aimed at advancing knowledge by finding new truths about a specific discipline, which in turn would open the door to the enhancement of the culture of research in the Philippines and other developing countries as well.

To attain the institutional goals and objectives of the Academy, the school administrators sustain its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research. Evaluation research can draw lessons from past and existing school programs and identify ways to improve them. Policy studies can define problems and generate possible solutions. Social experiments and action research can compare the effects of school interventions and weed out ineffective ones from promising ones.

Based on the feedback and evaluation data gathered from the implementation of the research development program and its associated activities, the school has undertaken a careful reflection process leading to necessary revisions and updates to the Research Agenda. These modifications aim to better align the agenda with the institution's goals of cultivating a strong research culture.

The updated Research Agenda 2024-2029 prioritizes research that supports the formation of responsible Christian achievers, drawing inspiration from the virtues of St. Joseph. This includes promoting studies focused on faith formation, values education, and character development. Additionally, the agenda emphasizes the importance of global competence by encouraging research in areas such as language acquisition, intercultural education, and the effective use of technology, thereby preparing students to thrive in a globalized world.

Social engagement is addressed through investigation of community service initiatives, social responsibility projects, and inclusive education methodologies tailored to diverse learners. Furthermore, the agenda fosters environmental sensitivity by highlighting research on sustainability practices, environmental stewardship, and ecological education contextualized to the local community.

In alignment with the mission of the school, the research objectives support holistic formation by focusing on student well-being, academic excellence, spiritual growth, and social responsibility within the research themes. The agenda also encourages studies that contribute to family and community development by examining the educational impact on family dynamics and broader societal contributions. Moreover, research is utilized as a tool to refine and improve pedagogical strategies that simultaneously nurture faith, knowledge, and social commitment, ensuring that the educational experience is comprehensive and mission-driven.

The Academy is also guided by the recommendations of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) with regards to the school's strategic thrust on research innovation. These include:

For Basic Education

- a. The active participation of the teachers in the conduct of action research;
- b. The pursuance/completion of classroom-based research endeavors and the utilization of results to enrich instruction;
- c. The intensification of the development of research skills among students to prepare them for college work;
- d. The strengthening of the culture of research through the following:
 - 1) more intensive training on the conduct of research;
 - 2) completion of research projects started;
 - 3) integration of research into the curriculum; and
 - 4) utilization of research findings in the improvement/enhancement of curriculum and instruction.

For Senior High School

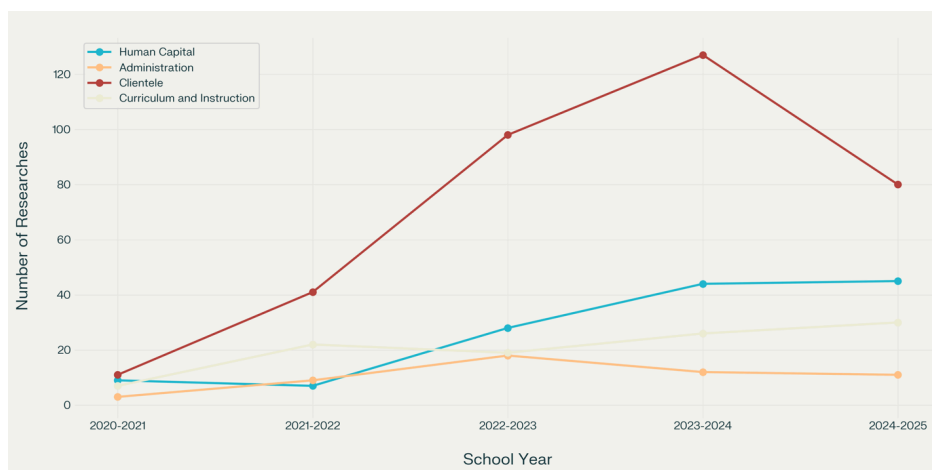
- a. possibility of designating a research officer or point person responsible for organizing, monitoring, and assessing the institutional research development program;
- b. pursuance of the completion of ongoing SHS faculty action research of the different subject areas;
- c. possibility of subscribing to online journals for research to enhance the SHS library resources.

In general, this document strategically identifies the different research programs and activities of the school to promote the culture of research and innovation in the Academy.

Achievements

The data provides insights into the research efforts of students and teachers aligned with the school's internal and external research agenda priorities.

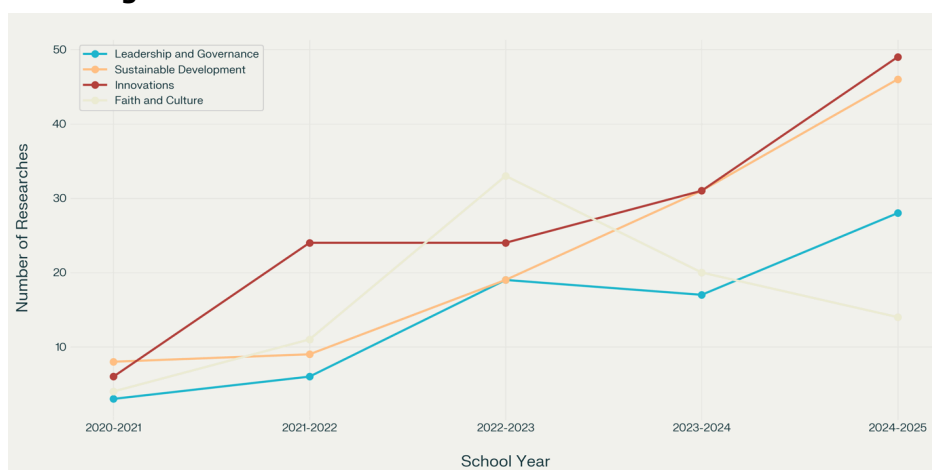
**Summary of the Research Agenda Checklist
School Year 2020 - 2025**



Internal Research Agenda

1. **Human Capital (Faculty and Non-Teaching Personnel)** - Steady growth is evident, with a significant increase from 9 in 2020-2021 to 45 in 2024-2025. This indicates a growing focus on improving faculty and staff development, likely reflecting efforts to enhance professional competencies and workplace efficiency.
2. **Administration (Systems Protocol, Programs, and Services)** - Research output in this category remains relatively low compared to others, peaking at 18 in 2022-2023 but declining in subsequent years. The limited focus on administrative systems suggests a need for more studies addressing operational efficiency and institutional management.
3. **Clientele (Students, Parents, and Alumni)** - This category shows the highest output overall, peaking at 127 in 2023-2024 before declining slightly to 80 in 2024-2025. The trend reflects a strong emphasis on understanding and addressing the needs of the school community, including student performance, parental involvement, and alumni engagement.
4. **Curriculum and Instruction (Pedagogy, Strategies, and Formation)** - Research output has steadily increased over the years, from 7 in 2020-2021 to 30 in 2024-2025. This growth highlights an increasing focus on instructional strategies and curriculum development to improve teaching effectiveness.

External Research Agenda



1. **Leadership and Governance** - Research in this area has shown consistent growth, reaching its highest point at 28 in 2024-2025. This indicates an increasing interest in studying leadership practices and governance structures to enhance institutional decision-making.
2. **Sustainable Development** - A steady upward trend is observed, with research output growing from 8 in 2020-2021 to 46 in 2024-2025. This reflects a heightened awareness of sustainability issues, aligning with global priorities such as environmental conservation and resource management.
3. **Innovations** - Research on innovations has grown significantly, peaking at 49 in 2024-2025. This trend demonstrates a strong commitment to exploring new technologies, methodologies, and creative solutions for educational challenges.
4. **Faith and Culture** - Output peaked at 33 in 2022-2023 but declined to 14 by 2024-2025. While faith and culture remain important priorities, the declining trend suggests reduced focus or shifting interests toward other areas.

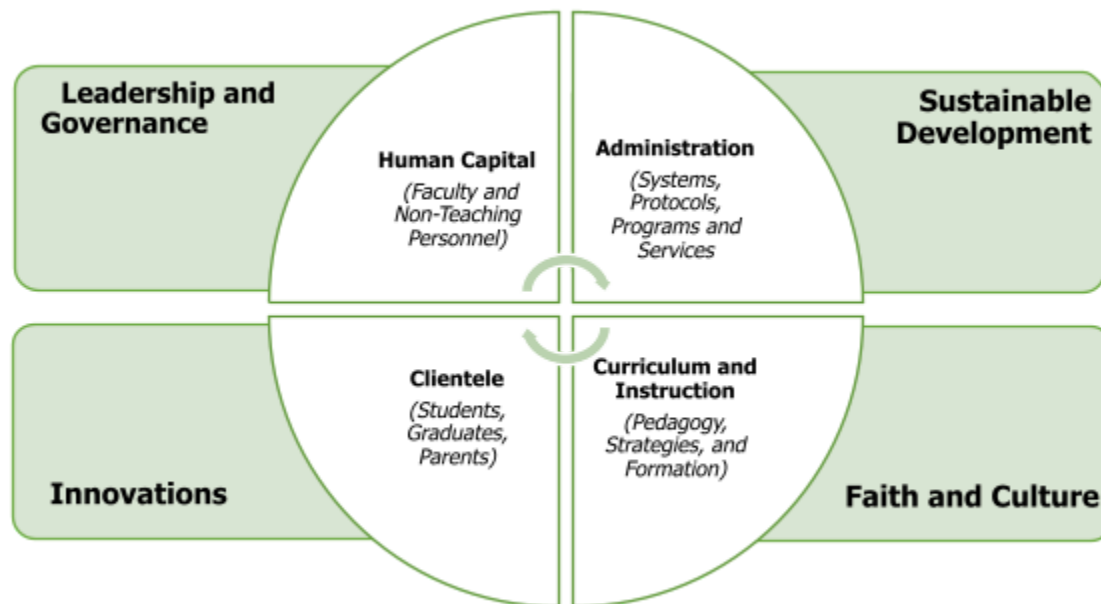
Key Observations

1. The highest number of studies focuses on clientele (students, parents, alumni), indicating the school's priority to address community needs.
2. External research agendas related to sustainable development and innovations have seen significant growth over time.
3. Administration research remains underexplored compared to other internal agenda categories.
4. Faith and culture research has declined recently, signaling potential shifts toward more contemporary concerns like sustainability or innovation.

II. OBJECTIVES

The program is designed to:

1. Ensure the development of a distinct 'culture of research' in the Academy;
2. Pursue more vigorous initiatives for improving the research capabilities of the faculty members and other school personnel;
3. Undertake various initiatives that will facilitate the development of linkages and collaboration between departments in the Academy, outreach communities and across disciplines;
4. Provide the school administrators education trends and issues that can provoke new insights and practical solutions; and
5. Generate evidence-based actions that strategically support the attainment of the school's vision-mission and goals.



III. FRAMEWORK

The SnJA Research Agenda Framework reflects the internal and external research challenges and opportunities the Academy wishes to prioritize in the next three years (School Years 2024–2029). The framework highlights the most urgent and significant research themes that will help the Academy realize its mission and vision and serve the community surrounding San Jose Academy and, hopefully, Navotas City.

The **external research priorities** of the Academy represent the realities that confront the community and promise opportunities to serve and help. These include Leadership and Governance, Faith and Culture, Sustainable Development, and Innovations.

- *Faith and Culture*: Research on faith formation, moral education, and the role of Catholic teachings in school and community life.
- *Sustainable Development*: Studies on environmental consciousness, ecological initiatives, and responsible resource management.
- *Leadership and Governance*: Focus on ethical leadership inspired by Christian values and community service orientation.
- *Innovations*: Explore innovative approaches to integrating faith, social responsibility, and environmental care in education.

The **internal research priorities** were defined after our introspection and exposure to the daunting realities outside the campus. It led us to look into the conditions under which we serve the people, the country, and God. The following research themes and topics can shed light on this challenge: Curriculum and Instruction (pedagogy, strategies, and formation); Clientele (students, graduates, and parents); Human Capital (faculty and non-teaching personnel); and Administration (systems, protocols, programs, and services).

- *Curriculum and Instruction*: Research on pedagogies that integrate Catholic values, holistic education, and global competence.
- *Clientele*: Investigate student and parent engagement in faith and social activities, as well as formation outcomes.
- *Human Capital*: Faculty and staff development research emphasizing spiritual formation and professional growth.
- *Administration*: Policies and programs that support the school's mission to form Christian leaders and responsible global citizens.

As a whole, the framework emphasizes the interconnections between and among the key elements that allow SnJA to thrive and respond to communities according to its vision and mission.

IV. Duties and Responsibilities of the Committee

The committee shall:

1. ensure the development of research culture in the Academy;
2. monitor and take appropriate actions and initiatives to improve the research capabilities of the learners, faculty members, and other school personnel;

3. formulate policy on all research related matters which impact on the strategic objectives of the Academy;
4. undertake various initiatives that will facilitate the development of linkages and collaboration between departments in the Academy, outreach communities and across disciplines;
5. update the administration, faculty and non-teaching personnel about the current trends and issues on research education;
6. consider and make recommendations on matters of policy relating to research in support of the attainment of school's vision-mission and goals;
7. review and oversee the implementation on the Academy's policy on research ethics;
8. conduct research colloquia, symposiums and other related activities for faculty, students, and members of the community;
9. ensure the active participation of the faculty in the school's conduct of action research;
10. monitor the mechanism and progress of the conduct of action research;
11. monitor the pursuance/completion of classroom-based research endeavors and the utilization of results to enrich instruction; and
12. evaluate the Academy's research program.

V. ENHANCEMENTS

Based on the collated evaluation results, the following strategic initiatives are included into the development program:

1. Maintain and strengthen the Research Office with a clear mandate to support research that promotes Catholic values and social/environmental responsibility.
2. Equip students (Grades 5, 6, 9, 10, and SHS) with research skills that emphasize community engagement, ethical inquiry, and environmental stewardship in preparation for higher education and societal participation.
3. Motivate and train faculty in action research focused on holistic formation, faith integration, and innovation aligned with the school's mission.
4. Showcase research outputs that reflect Christian discipleship, social responsibility, and ecological sensitivity to inspire the school community and stakeholders.
5. Continuously update and utilize the ARYA Research Manual to emphasize ethical standards and mission-aligned research practices.
6. Enhance the Library Education and Awareness Program (LEAP) to include resources on Catholic teaching, social development, and environmental issues that correspond with research themes.
7. Monitor ethical research practices ensuring alignment with Catholic social teachings and academic integrity.

VII. MONITORING AND EVALUATION

Monitoring

Progress will be tracked against predetermined benchmarks such as:

1. Number and quality of research projects initiated and completed annually by faculty and students.
2. Participation rates in research capacity-building activities and trainings.
3. Integration of research findings into instructional practices, curriculum development, and policy improvements.
4. Timely updating and dissemination of research manuals and resource materials.
5. Engagement with community and external collaborators in research initiatives.

Data will be collected through project reports, surveys, observation, and feedback forms, coordinated by the Research Office in collaboration with academic departments.

Evaluation

Periodic evaluations will assess the relevance, effectiveness, and impact of the Research Agenda. This includes:

1. Annual assessment of how research outputs contribute to holistic formation, faith integration, social engagement, and environmental awareness among students and staff.
2. Review of improvements in faculty and student research skills and competencies.
3. Evaluation of the practical application and influence of research on school programs, community initiatives, and policy decisions.
4. Analysis of challenges and opportunities encountered in research implementation to inform future agenda revisions.

Prepared by:



Mr. Rafael Patrick M. Pecjo
School Principal



San Jose Academy

PAASCU Accredited Level II
M. Naval St., San Jose, Navotas City

FIVE-YEAR RESEARCH DEVELOPMENT PLAN School Year 2024-2029

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
A. RESEARCH									
To maintain the functions of the school's Research Office	Putting up of a functional physical research office	School Director School Principal Support Services Head Research Committee	Budget	A working and functional physical room of Research Office	A working and functional physical room of Research Office	A working and functional physical room of Research Office	A working and functional physical room of Research Office	A working and functional physical room of Research Office	Research Office Documentation
	Annual review of the appointments of the members of the research committee	School Director School Principal Support Services Head Research Committee	N/A	100% of the Research Committees appointed personnel were renewed, named/renewed or accepted.	100% of the Research Committees appointed personnel were renewed, named/renewed or accepted.	100% of the Research Committees appointed personnel were renewed, named/renewed or accepted.	100% of the Research Committees appointed personnel were renewed, named/renewed or accepted.	100% of the Research Committees appointed personnel were renewed, named/renewed or accepted.	Acceptance of the appointment

To equip the students with basic knowledge and skills in research in preparation for SHS and college research endeavors (Grades 5, 6, 9, and 10 only)	Offering of Basic Research as Special Courses in the Junior High School	Academic Council Research Committee	Research databases, Basic Research Curriculum for Junior High School	Implementation of Basic Research 1 and 2 subject offerings for Grades 9 and 10 students, respectively, of school year 2024 - 2025 are monitored, evaluated, and enriched, if necessary.	Implementation of Basic Research 1 and 2 subject offerings for Grades 9 and 10 students, respectively, of school year 2025 - 2026 are monitored, evaluated, and enriched, if necessary.	Implementation of Basic Research 1 and 2 subject offerings for Grades 9 and 10 students, respectively, of school year 2026 - 2027 are monitored, evaluated, and enriched, if necessary.	Implementation of Basic Research 1 and 2 subject offerings for Grades 9 and 10 students, respectively, of school year 2027 - 2028 are monitored, evaluated, and enriched, if necessary.	Implementation of Basic Research 1 and 2 subject offerings for Grades 9 and 10 students, respectively, of school year 2028 - 2029 are monitored, evaluated, and enriched, if necessary.	Research Congress, Students' Grades, Evaluation of the subjects if applicable
	Offering of Introduction to Research 1 and 2 in Grade 5 and to Grade 6 level focusing on the conduct of a simple investigatory project	Academic Council Research Committee		Implementation of Introduction to Research 1 subject offering for Grade 5 students of school year 2024 - 2025, is monitored, evaluated, and enriched, if necessary.	Implementation of Introduction to Research 1 and 2 subjects offerings for Grade 5 and 6 students of school year 2025 - 2026, are monitored, evaluated, and enriched, if necessary.	Implementation of Introduction to Research 1 and 2 subjects offerings for Grade 5 and 6 students of school year 2026 - 2027, are monitored, evaluated, and enriched, if necessary.	Implementation of Introduction to Research 1 and 2 subjects offerings for Grade 5 and 6 students of school year 2027 - 2028, are monitored, evaluated, and enriched, if necessary.	Implementation of Introduction to Research 1 and 2 subjects offerings for Grade 5 and 6 students of school year 2028 - 2029, are monitored, evaluated, and enriched, if necessary.	Research Congress, Students' Grades, Evaluation of the subjects if applicable

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
	Collaboration of the Science, English, and Mathematics departments in the monitoring and facilitating of the school's research-related subject offerings	Academic Council Research Committee		Conduct of Research Office EDTalk that focuses on the enhancement of the research-related subjects.	if necessary. Conduct of Research Office EDTalk that focuses on the enhancement of the research-related subjects.	if necessary. Conduct of Research Office EDTalk that focuses on the enhancement of the research-related subjects.	Conduct of Research Office EDTalk that focuses on the enhancement of the research-related subjects.	Conduct of Research Office EDTalk that focuses on the enhancement of the research-related subjects.	Minutes of the Meeting

To motivate and equip school personnel in their action research endeavors	Pursuance of faculty and staff in conducting action research	All personnel	Provision of seminars on research-making, printed and non-printed materials, personnel research day, and attendance in research conferences	100% of the school's offices and departments were able to present and publish their respective action researches	100% of the school's offices and departments were able to present and publish their respective action researches	100% of the school's offices and departments were able to present and publish their respective action researches	100% of the school's offices and departments were able to present and publish their respective action researches	100% of the school's offices and departments were able to present and publish their respective action researches	Documentation and Sulong Saliksik Annual Publication
	Recognition of school's personnel who have completed and presented their research paper	All personnel	Provision of subsidies and incentives for personnel who have completed and presented research outputs stipulated in the school's research manual	100% of the school's offices and department were able to present and publish their respective action researches and received their incentives and other related recognition documents	100% of the school's offices and department were able to present and publish their respective action researches and received their incentives and other related recognition documents	100% of the school's offices and department were able to present and publish their respective action researches and received their incentives and other related recognition documents	100% of the school's offices and department were able to present and publish their respective action researches and received their incentives and other related recognition documents	100% of the school's offices and department were able to present and publish their respective action researches and received their incentives and other related recognition documents	Documentation and Sulong Saliksik Annual Publication
	Updating and acquisition of	Academic Council							

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
	research related printed materials in enhancing the personnel's research skills	School Librarians Faculty	Provision of budget for annual acquisition of research-related materials such as books and subscription to softwares	Utilization of the research books and softwares in the process of completion of school personnels' action research	Utilization of the research books and softwares in the process of completion of school personnels' action research	Utilization of the research books and softwares in the process of completion of school personnels' action research	Utilization of the research books and softwares in the process of completion of school personnels' action research	Utilization of the research books and softwares in the process of completion of school personnels' action research	Usage records and documentation
	Benchmarking opportunities for the school's personnel to the research-related activities of other schools	Academic Council Research Office Personnel	Budget	Participation of research office personnel to various research-related seminars, workshops, and trainings	Participation of research office personnel to various research-related seminars, workshops, and trainings	Participation of research office personnel to various research-related seminars, workshops, and trainings	Participation of research office personnel to various research-related seminars, workshops, and trainings	Participation of research office personnel to various research-related seminars, workshops, and trainings	Documentation
	Publication of the school personnels' research outputs in the reputable websites	Academic Council Research Office	Budget	100% publication of the personnels' action research output to reputable websites	100% publication of the personnels' action research output to reputable websites	100% publication of the personnels' action research output to reputable websites	100% publication of the personnels' action research output to reputable websites	100% publication of the personnels' action research output to reputable websites	Documentation

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
To prepare and equip the upcoming SHS students of the school on their research skills needed for SHS research subjects (SHS only)	Offering of bridge programs on basic research to upcoming SHS students of the school	Academic Council Research Office Faculty	Inclusion in the annual offerings of the school's bridging program for new students	Creation of curriculum plan of the topics need to be covered in the offering of research as one of the subjects in the school's bridging program for SHS students	Implementation of the curriculum plan and offering of the research subject in the bridging program of the school	Implementation of the curriculum plan and offering of the research subject in the bridging program of the school	Implementation of the curriculum plan and offering of the research subject in the bridging program of the school	Implementation of the curriculum plan and offering of the research subject in the bridging program of the school	Documentation and evaluation results
To showcase the students' completed research outputs in the school community and outside of the school	Annual conduct of the Research Festival for both JHS and SHS students	Academic Council Research Office Personnel Faculty Students	Budget	100% of the students' research outputs will be presented in the research festival	100% of the students' research outputs will be presented in the research festival	100% of the students' research outputs will be presented in the research festival	100% of the students' research outputs will be presented in the research festival	100% of the students' research outputs will be presented in the research festival	Documentation and evaluation results
	Participation of students in research congress outside the school community	Academic Council Research Office Personnel Faculty Students	Budget	100% participation on the research congress outside the school	100% participation on the research congress outside the school	100% participation on the research congress outside the school	100% participation on the research congress outside the school	100% participation on the research congress outside the school	Documentation

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
To continuously provide quality and easy access to and retrieval of the needed materials from the library remotely	Adoption of online public access catalog (OPAC) in the library	School Librarians	Budget	Implementat ion of the usage of the online public access catalog (OPAC) for both students and school's personnel	Implemen tation of the usage of the online public access catalog (OPAC) for both students and school's personnel	Implemen tation of the usage of the online public access catalog (OPAC) for both students and school's personnel	Implement ation of the usage of the online public access catalog (OPAC) for both students and school's personnel	Implement ation of the usage of the online public access catalog (OPAC) for both students and school's personnel	Usage records and documentation
	Evaluation of the online public access catalog (OPAC) of the library	School Librarians Academic Council Faculty	Evaluation tool	Annual conduct of the evaluation of the online public access catalog (OPAC) of both students and school personnel	Annual conduct of the evaluation of the online public access catalog (OPAC) of both students and school personnel	Annual conduct of the evaluation of the online public access catalog (OPAC) of both students and school personnel	Annual conduct of the evaluation of the online public access catalog (OPAC) of both students and school personnel	Annual conduct of the evaluation of the online public access catalog (OPAC) of both students and school personnel	Documentation and evaluation results

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
To regularly update, if necessary, the content of the ARYA: SnJA's Research Manual to cater the needs of both school personnel and students	Annual evaluation and revision if necessary of the ARYA	Academic Council Research Office Personnel Faculty	Budget	ARYA: SnJA's Research Manual was evaluated, updated, and enriched if necessary and applicable	ARYA: SnJA's Research Manual was evaluated, updated, and enriched if necessary and applicable	ARYA: SnJA's Research Manual was evaluated, updated, and enriched if necessary and applicable	ARYA: SnJA's Research Manual was evaluated, updated, and enriched if necessary and applicable	ARYA: SnJA's Research Manual was evaluated, updated, and enriched if necessary and applicable	Documentation and minutes of the meeting
To intensify the utilization of the ARYA: SnJA's Research Manual in all of the school's research endeavors	Discussion and provision of the ARYA in all school's departments and students	All personnel Students	Personnel Research Days and Trainings	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students	Documentation and minutes of the meeting
To align the research endeavors of school personnels and students to the school's research agenda	Discussion of the school's research agenda to all school personnel and students	All personnel Students	ARYA: SnJA's Research Manual	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students and discussion of the school's research agenda to all students and	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students and discussion of the	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students and discussion of the	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students and discussion of the	Provision of the ARYA: SnJA's Research Manual hard copy to all offices and soft copy to students and discussion of the	Documentation

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
				school personnel	school's research agenda to all students and school personnel	school's research agenda to all students and school personnel	school's research agenda to all students and school personnel	school's research agenda to all students and school personnel	
To enhance the Library Education and Awareness Program (LEAP) to the context of the needs of school's personnel and students	Intensification of the Library Education and Awareness Program (LEAP)	School Librarians Academic Council Faculty	Trainings and Workshops	Conduct and inclusion of the Library Education and Awareness Program (LEAP) in the All Personnel EDTalk in which topics to be covered are based on the needs assessment	Conduct and inclusion of the Library Education and Awareness Program (LEAP) in the All Personnel EDTalk in which topics to be covered are based on the needs assessment	Conduct and inclusion of the Library Education and Awareness Program (LEAP) in the All Personnel EDTalk in which topics to be covered are based on the needs assessment	Conduct and inclusion of the Library Education and Awareness Program (LEAP) in the All Personnel EDTalk in which topics to be covered are based on the needs assessment	Conduct and inclusion of the Library Education and Awareness Program (LEAP) in the All Personnel EDTalk in which topics to be covered are based on the needs assessment	Documentation
To assure that the research outputs of school personnel and students are within the ethical standards in the conduct of research	Utilization of the Turn-it-in application and other related applications to check the integrity of the research outputs	Research Office Personnel	Budget	Utilization of the softwares in checking the integrity of the research output and allotment of time for the checking of the ethical standards before publication	Utilization of the softwares in checking the integrity of the research output and allotment of time for the	Utilization of the softwares in checking the integrity of the research output and allotment of time for the	Utilization of the softwares in checking the integrity of the research output and allotment of time for the checking	Utilization of the softwares in checking the integrity of the research output and allotment of time for the checking	Documentation and publication

Objectives	Activities	Persons Responsible	Resources	Success Indicator					Means to Assess/Report Progress
				School Year 2024- 2025	School Year 2025- 2026	School Year 2026- 2027	School Year 2027- 2028	School Year 2028- 2029	
					checking of the ethical standards before publication	checking of the ethical standards before publication	of the ethical standards before publication	of the ethical standards before publication	

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**Summary of the Research Agenda Checklist
School Year 2020 - 2025**

		Number of Researches that Targeted the School's Research Agendas					
		School Year 2020 - 2021	School Year 2021 - 2022	School Year 2022 - 2023	School Year 2023 - 2024	School Year 2024 - 2025	Total
Internal Research Agenda	Human Capital <i>(Faculty and Non-Teaching Personnel)</i>	9	7	28	44	45	133
	Administration <i>(Systems Protocol, Programs, and Services)</i>	3	9	18	12	11	53
	Clientele <i>(Students, Parents, and Alumni)</i>	11	41	98	127	80	357
	Curriculum and Instruction <i>(Pedagogy, Strategies, and Formation)</i>	7	22	19	26	30	104
External Research Agenda	Leadership and Governance	3	6	19	17	28	73
	Sustainable Development	8	9	19	31	46	113
	Innovations	6	24	24	31	49	134
	Faith and Culture	4	11	33	20	14	82



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 1
School Year 2025 – 2026
First Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1, June 16 – 20	Introduction to Research: Scientific Attitude	CONTENT STANDARDS <i>The learners demonstrate an understanding of:</i> scientific attitudes, and applies appropriate basic science process skills in designing simple science investigation. PERFORMANCE STANDARDS <i>The learners shall be able to:</i> design a simple science investigation applying scientific attitudes and basic science	Apply scientific attitudes in designing a simple science investigation	Individual Activity. Accomplish the given activity about the scientific attitude.	Video Analysis. Watch and share insights about the set of videos about the importance of applying a scientific attitude in conducting a research study. Situational Analysis. Analyze the set of situations about the scientific attitude. Multiple Choice. Answer a multiple-choice activity about the discussed topic.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	LOVE CV-I-A6 Demonstrates reverence for persons with infirmities or disabilities (Lk. 4:18-19)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 2, June 23 – 27	Basic Science Processing Skills: Observing	process skills, which are the inherent requirements in a conducting science investigation	Explain the importance of observation in the empirical nature of science Demonstrate the skills of observing a given event and/or object	Individual Activity. Accomplish the given activity about the scientific attitude Group Observation. Conduct a simple experiment to apply and explain the importance of observing in science & research.	Observe & Understand. Answer the set of questions by observing the school surroundings. Think-Pair-Share. Explain the importance of observation in conducting scientific experiments/research. Video/Picture Analysis	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	LOVE CVGI-C1 Makes other persons feel valued and important (Lk. 19:5-7)
Week 3, June 30 – July 7	Basic Science Processing Skills: Measuring		Use appropriate tools to measure objects	Research Investigation: Measuring. Accomplish the given task card by applying the lesson about observing & measuring.	Video Analysis. Situational Analysis. Multiple Choice.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	LOVE CVGI-E2 Respects the uniqueness of each individual. (Is. 43:1)
July 7 – 11	1st Quarter, First Summative Assessment						
Week 4, July 14 – 18	Basic Science Processing Skills: Inferring and Predicting		Make an inferences & predictions based on evidence. Describe the differences between an	Research Investigation - Inferring : Accomplish the given task card applying the lesson about Inferring and Predicting.	Inferring or Predicting. Identify if the given situation shows inferring or predicting Situational Analysis.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources	LOVE CV-I-D1 Contributes to the well-being of the family and helps create and maintain a family

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
			observation and an inference	Individual Activity.	Mutiple Choice.	Youtube Videos	climate in school (Ps.133:1)
Week 5, July 21 – 25	Basic Science Processing Skills: Classifying		Classify objects and events according to observable characteristics	Classify Data. Individual Activity.	Video Analysis. Simple Case Study. Multiple Choice.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	LOVE CVGI-C1 Makes other persons feel valued and important (Lk. 19:5-7)
Week 6, July 28 – Aug 1	Basic Science Processing Skills: Communicating		Make predictions based on evidence.	Research Investigation - Inferring : Accomplish the given task card applying the lesson about Communicating.	Video Analysis. Simple Case Study. Multiple Choice.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	LOVE CVGI-E5 Acknowledges in all circumstances God's graciousness as the wellspring of all goodness (Mt. 6:25-34)
Week 7, August 4 – 8			Communicate the result of observations through different forms of science publications (e.g. flyers, posters...)	Individual Activity.			CVGI-A Exudes zeal for the good of souls (Jn. 21:15-17)

Term	Unit Topic	Standards	Competencies/S kills	Assessment	Activities	Resources	Institutional Core Values
August 11 – 15	1 st Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 1
School Year 2025 – 2026
Second Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 1 – 2, August 18 – 29	Formulating Scientific Questions Scientific and Non-scientific Questions	CONTENT STANDARDS <i>The learners demonstrate an understanding of the integrated science process skills, such as describing relationships of variables in research, developing scientific questions, and formulating hypothesis, which are needed in planning an experiment.</i> PERFORMANCE STANDARDS	Identify and describe scientific and non-scientific questions. Develop a research problem/question.	Research Quiz. The learners will answer a 15-item quiz about formulating scientific questions. Question Formulation Task: Write three (3) scientific questions based on everyday situations.	Discussion of Formulating Scientific Questions using a PowerPoint presentation and real-life examples. Question Storming. In pairs, students brainstorm questions from a picture or situation. Yes or No Sorting. Identify which questions can be tested scientifically and explain why.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGII-A2 Manifests joyful and hopeful expectations of God's unfailing providence. (Jn. 14:1-4)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
		<i>The learners should be able to:</i> design a simple science experiment using the identified variables on a researchable problem.			Turn It into Science. Rewrite simple curiosity questions into formal scientific questions.		
Week 3, September 1 – 5	Describing Relationships Between Variables		Identify and describe the relationship between variables. Explain the relationship between variables. Use a scatter plot to interpret the relationship between variables	Research Quiz. The learners will answer a 15-item quiz about describing relationships between variables. Diagram Explanation. The learners will draw a diagram in a scatter plot to show the relationship between two variables and explain it in two (2) sentences.	Discussion of the lesson about Relationships Between Variables using a PowerPoint presentation and real-life examples. Pair and Share. Pair up and explain how changing one variable can affect another. Mini-Scenario Analysis. Analyze short examples and identify cause-effect relationships. Prediction Game. Predict what happens if one variable increase or decreases.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGII-D1 Practices proper hygiene and good grooming. (2 Cor. 7:1)
September 8 – 12	2nd Quarter, First Summative Assessment						

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Week 4, September 15 – 19</i>	Qualities of a Good Research Topic		Identify and describe the qualities of a good research topic.	Research Quiz. The learners will answer a 15-item quiz about the qualities of a good research topic. Quality Check. The learners will identify the quality of a good research topic shown in the following situations presented by the teacher in class.	Discussion of the lesson about Qualities of a Good Research Topic using a PowerPoint presentation and real-life examples. Research Topics (Group Activity). The learners will choose a three (3) research topics that they want to investigate based on their observation in their surroundings that possess qualities of a good research topic.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGII-A6 Expresses views and opinions authentically based on factual information and on the principles of freedom and charity. (Rom. 12:2)
<i>Weeks 5 – 6, September 22 – October 03</i>	Designing the Experiment: Experimental and Control Groups		Identify the experimental group and control group in the experimentation of research. Explain the importance of having both groups in an experiment.	Research Quiz. The learners will answer a 15-item quiz about designing the experiment: experimental and control groups.	Discussion of the lesson about Designing the Experiment: Experimental and Control Groups using a PowerPoint presentation and real-life examples. Experimental or Control Group? The learners will identify the	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGII-E3 Acknowledges and champions the struggles of the poor, depressed, oppressed and exploited for more humane existence (Jer. 7:5-7)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
					experimental and control groups in the situations presented by the teacher. Discussion of the lesson about Designing the Experiment using a PowerPoint presentation and real-life examples.		
Weeks 7 October 06 – 10	Designing the Experiment		Design a simple experiment in research.	Research Quiz. The learners will answer a 15-item quiz about designing an experiment.	Discussion of the lesson about Designing the Experiment using a PowerPoint presentation and real-life examples. Your turn to Experiment! The learners will design a simple science experiment.	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGII-B5 Uses available resources judiciously, efficiently, and responsibly. (Ec. 6:1-2)
October 13 – 17	2nd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 1
School Year 2025 – 2026
Third Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1, October 20 – 24	Gathering Data	CONTENT STANDARDS <i>The learners demonstrate an understanding of:</i> the integrated science process skills such as experimenting, gathering data, organizing data, analyzing and interpreting which are needed in performing scientific experiment. PERFORMANCE STANDARDS <i>The learners shall be able to:</i> present, analyze and interpret	1. differentiate qualitative and quantitative data 2. Collect qualitative and quantitative data	1. Quiz on Data Types. Identify whether given examples are qualitative or quantitative. 2. Worksheet. Classify data collected from a survey into qualitative and quantitative.	1. Qualitative vs Quantitative Sort. Students sort examples into qualitative and quantitative data. 2. Data Hunt. Learners collect simple data from their surroundings and classify them. 3. Class Survey. Conduct a short class survey and identify data	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	FAITH CVGIII-C3. Proclaims joyfully the good that God does for and through people (Mt. 5:13-16)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
		data gathered from scientific experiment.			types collected.		
Week 2 - 3 October 27 – November 7	Organizing Data		1. use appropriate graphs, tables, charts and pictures to organize and present data 2. organize qualitative and quantitative data from actual observations	1. Graph Construction Task. Create an appropriate graph or table from raw data. 2. Short Quiz. Match types of graphs with the data they best represent. 3. Data Analysis Questions. Answer guide questions from a sample graph. 4. Mini-Test. Predict outcomes and interpret patterns from presented data.	1. Graph It! Create bar, line, or pie graphs from collected class data. 2. Data Table Challenge. Organize raw data into a clear and labeled table. 3. Picture Graph Activity. Use pictures or symbols to represent data. 4. Group Work. Compare different graphs and decide which best represents the data.	PowerPoint/Canvas Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	FAITH CVGIII-D4 Remains persistent and passionate in pursuing a task or fulfilling a promise even in the face of difficulties (Lk. 9:23)
November 10 – 14	3rd Quarter, First Summative Assessment						

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 4 - 6	Analyzing and Interpreting Data		1. use appropriate graphs, tables, charts and pictures to organize and present data 2. organize qualitative and quantitative data from actual observations	1. Graph Construction Task. Create an appropriate graph or table from raw data. 2. Short Quiz. Match types of graphs with the data they best represent. 3. Data Analysis Questions. Answer guide questions from a sample graph. 4. Mini-Test. Predict outcomes and interpret patterns from presented data.	1. Graph It! Create bar, line, or pie graphs from collected class data. 2. Data Table Challenge. Organize raw data into a clear and labeled table. 3. Picture Graph Activity. Use pictures or symbols to represent data. 4. Group Work. Compare different graphs and decide which best represents the data.	PowerPoint/Canvas Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	FAITH CVGIII-D4. Remains persistent and passionate in pursuing a task or fulfilling a promise even in the face of difficulties (Lk. 9:23)
December 8 - 11	3rd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 1
School Year 2025 – 2026
Fourth Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 1 – 3, January 05 - 30	The Scientific Methods 1. Observing 2. Identifying and formulating a problem 3. Collecting relevant Information about the problem/topic 4. Formulate a hypothesis 5. Designing an experiment 6. Experimenting 7. Gathering data from the experiment 8. Organizing experimental data 9. Analyzing and interpreting data 10. Making a conclusion	CONTENT STANDARDS <i>The learners demonstrate an understanding of the steps in scientific method and follows the scientific process in conducting a simple science investigation.</i> PERFORMANCE STANDARDS <i>The learners should be able to:</i> to conduct a simple science investigation on a field of interest (science-life, physical, applied	Apply the steps in the scientific method in conducting a simple science investigation.	Research Quiz. The learners will answer a quiz about the scientific methods. Scenario-Based Assessment. Identify which scientific method step is applied in short examples.	Discussion of the Scientific Methods using a PowerPoint presentation and real-life examples. Steps Sorting. Arrange the shuffled steps of the scientific method in correct order. Scenario Analysis. Identify which step of the scientific method is shown in a short situation. Scientific Method Relay. Groups quickly	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGIV-A3 Does not lie, cheat, nor steal and prevents others to do such wrong doing. (Jn. 1:47)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
		and mathematical).			explain each step with examples. Reflection Journal. Write how the scientific methods can be applied to daily life problems.		
<i>Weeks 4 – 6, February 02 – 20</i>	Conducting a simple science investigation using the scientific method and writing a simple scientific report	CONTENT STANDARDS <i>The learners demonstrate an understanding of the steps in scientific method and follows the scientific process in conducting a simple science investigation.</i> PERFORMANCE STANDARDS <i>The learners should be able to:</i> to conduct a simple science investigation on a field of interest (science-life, physical, applied and mathematical).	Conduct a simple science investigation using scientific methods. Write a simple scientific report.	Practical Task Conduct a simple investigation and submit results. Written Output Write a simple scientific report following the correct structure.	Discussion of how to conduct a simple science investigation using the scientific method and how to write a simple scientific report using a PowerPoint presentation and real-life examples. Mini Investigation. In groups, design and conduct a simple experiment using the scientific method. Report Writing Workshop. Write sections of a scientific report (Introduction, Method, Results, Conclusion).	PowerPoint/Canva Presentation, pictures and audio-video resources. Research Articles on books and online resources Youtube Videos	INTEGRITY OF CREATION CVGIV-A1 Takes decisive action against all forms of dishonesty and unethical conduct as shown in observing intellectual honesty, returning lost objects, reporting/correcting wrongdoing, etc. (Jer. 9:2-3)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
					Peer Review. Exchange reports with classmates and give feedback. Poster Presentation. Summarize findings in a poster and present to the class.		
February 23 – 27	4 th Quarter, Summative Assessment						



San Jose Academy

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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 2
School Year 2025-2026
FIRST QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 1-2, June 16 -27	SIP Consultation and Revisions 1. Review and formulate steps in experimentati on in their SIP	Content Standards Learners demonstrate understanding of: 1. revising a research paper based on the suggestions and comments of the panelists. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	identify the parts of the research paper that need revision or replacement.	1. Individual Activity Paper 2. Reflection	1. Picture analysis 2. Video analysis 3. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher	LOVE CVGI-C6 Works well with team members in addressing common concerns in helping the needy (1 Pet. 5:2-3) CVGI-B2 Acts according to the dictates of a clear and well-formed conscience (Acts 24:15-16)
Week 3, June 30 – July 4	Laboratory Apparatus	Content Standards Learners demonstrate understanding of:	Identify standard laboratory equipment.	1. Objective type of exam that covers the mastery of the uses and functions of	1. Picture analysis 2. Video analysis 3. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont,	LOVE CVGI-A2 Shares unconditionally and generously

		1. appropriate laboratory techniques and methods necessary in conducting a science investigation. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	Explain standard use of laboratory equipment. Identify units of measure for laboratory equipment.	laboratory apparatuses.		C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	one's talents, time, and resources for those in need and for the common good (Jn. 15:12-13)
July 7 – 11	1st Quarter, First Summative Assessment						
<i>Week 4,</i> July 14 - 18	Step-by-step process in experimentation in their SIP.	Content Standards Learners demonstrate understanding of: 1. appropriate laboratory techniques and methods necessary in conducting a science investigation. Performance Standard: The learners should be able to:	review and formulate the step-by-step process in experimentation in their SIP.	1. Think-Pair-Share	1. Picture analysis 2. Video analysis 3. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	LOVE CVGI-B1 Evaluates and reflects on any work done before taking further action

		1. Formulate Chapter 3: Methodology					
Weeks 5-7, July 21 – August 8	I. Methodology -Actual Experimentation (Testing Phase 1) -Collection of data - IPO Model	Content Standards Learners demonstrate understanding of: 1. appropriate laboratory techniques and methods necessary in conducting a science investigation. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	1. execute experimentation for data gathering 2. collect all the data gathered from the experiment to identify the materials needed 3. construct a draft of input for the IPO Model	1. Objective type of exam that covers the mastery of the uses and function of laboratory apparatuses.	1. Group Discussion 2. Completion of IPO Model	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	LOVE CVGI-C6 Works well with team members in addressing common concerns in helping the needy (1 Pet. 5:2-3) CVGI-B2 Acts according to the dictates of a clear and well-formed conscience (Acts 24:15-16) CVGI-E1 Accepts humbly, gratefully, and unpretentiously one's own giftedness (Ps 8:3-9)
August 11 - 15	1st Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 2

School Year 2025-2026

SECOND QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Week 1</i> August 18 - 22	Actual Experimentation (Phase II) Experimenting 1. Finalization of procedures through experimentation	Content Standards: The learner demonstrates understanding of 1. the integrated science process skills such as experimenting, gathering data, organizing data, analyzing and interpreting which are needed in performing scientific experiment. Performance Standard: The learner should be able to present, analyze and interpret data gathered from scientific experiment.	The learner should be able to: 1. perform scientific experiment (SSP_RS7-IPS-III-m-n-15)	1. Individual Activity Paper 2. Reflection	1. Group Discussion 2. Revision of IPO	Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	CVGII-A6 Expresses views and opinions authentically on the basis of factual information and on the principles of freedom and charity (<i>Galatians 5:13</i>)

<i>Weeks 2-3</i> August 25 – September 5	Collection and Presentation of Data 1. methods of collecting data 2. classifying data 3. ways of data presentation · textual · tabular · graphical Actual Experimentation (Testing Phase 2)	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standard: The learner should be able to: a. design a data collection system in his/her data logbook b. write and present a comprehensive research proposal	The learners should be able to apply the different methods of data collection and presentation (SSP-RS8-CPD-IV-s-20)	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments	Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	INTEGRITY OF CREATION CVGII-A6 Expresses views and opinions authentically on the basis of factual information and on the principles of freedom and charity (<i>Galatians 5:1</i>) CVGII-A2 Manifests joyful and hopeful expectations of God's unfailing providence (<i>Romans 8:25</i>)
August 8 -12	2nd Quarter, First Summative Assessment						
<i>Week 4</i> <i>September 15 - 19</i>	Actual Experimentation (Testing Phase 2)	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for	The learners should be able to apply the different methods of data collection and presentation (SSP-RS8-CPD-IV-s-20)	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments	Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites)	INTEGRITY OF CREATION CVGII-C3 Gives generous financial support for amelioration programs for the poor (<i>Proverbs 19:17</i>)

		the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standard: The learner should be able to: a. design a data collection system in his/her data logbook b. write and present a comprehensive research proposal				YouTube Videos Google Images	
<i>Weeks 5-7</i> September 22 – October 10	Basic Statistical Test (Analysis of Data) 1. introduction to statistics 2. types of statistics 2.1 descriptive statistics · measures of central tendency · measures of variation 2.2 inferential statistics		The learners should be able to: 1. differentiate descriptive from inferential statistics 2. determine the appropriate statistical tool for organizing and describing the numerical data gathered	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Practice solving	Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	INTEGRITY OF CREATION CVGII-A3 Takes risk in fighting the evils of apathy, complacency and cynicism (<i>Ephesians 6:10-11</i>) CVGII-F2 Avoids foods, substances, and practices that are harmful to the body (<i>1 Timothy 4:8</i>) CVGII-A5

							Stays kind and friendly even when confronted with rejection, hostility, or unfavorable judgment <i>(Proverbs 19:20)</i>
October 13 -17	2nd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 2

School Year 2025-2026

THIRD QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 1-3 October 20 – November 7	I. Data Collection and Analysis 1. Classifying Data II. Interpreting Results	Content Standards: Learners demonstrate understanding of: the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standard: The learners should be able to: a. design a data collection system in his/her data logbook	The learners should be able to: 1. apply the different methods of data collection and presentation 2. differentiate descriptive from inferential statistics 3. determine the appropriate statistical tool for organizing and describing the numerical data gathered	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	FAITH CVGIII-A2 Invokes the guidance of the Holy Spirit before making critical decisions (<i>Jn. 14:15-16</i>) CVGIII-C5 Reciprocates favors received without sacrificing professional and ethical concerns (<i>2 Cor. 9:7</i>) CVGIII-D2 Respects and obeys the guidance of the Church hierarchy on moral and social issues (<i>1 John 3:21-22</i>)

		b. write and present a comprehensive research proposal					
November 10 -14	3rd Quarter, First Summative Assessment						
<i>Weeks 4-6</i> November 17 – December 5	V. Writing of Conclusion 1. Concept of conclusion 2. Guidelines for writing a conclusion VI. Writing of Recommendations 1. Concept of recommendation 2. Guidelines in writing recommendation	Content Standards: Learners demonstrate understanding of: 1. writing logical conclusions, relevant recommendations and a research abstract. Performance Standard: The learners should be able to: 1. formulate conclusions, recommendations and abstract.	1. follow the guidelines in formulating conclusions. 2. form logical conclusions; 3. discuss the importance of writing a good conclusion.	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	FAITH CVGIII-A2 Invokes the guidance of the Holy Spirit before making critical decisions (Jn. 14:15-16) CVGIII-C6 Shows appreciation for the deeply held ideals of the family and school as living hallmarks of Christian community (<i>1 Thessalonians 5:12-13</i>) CVGIII-C4 Gives honest praise and appreciation for the good done by others (<i>John 13:34-35</i>)
December 8 - 11	3rd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INTRODUCTION TO RESEARCH 2

School Year 2025-2026

FOURTH QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Week 1</i> January 5 - 9	I. Abstract 1. Concept of Abstract Guidelines in writing an abstract	Content Standards: Learners demonstrate understanding of: 1. writing logical conclusions, relevant recommendation and research abstract. Performance Standard: The learners should be able to: 1. formulate conclusions, recommendations and abstract.	1. follow the guidelines in writing recommendation 2. formulate recommendations based on the results and conclusion	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	EXCELLENCE CVGIV-C1 Works responsibly without need for close supervision (Prov. 10:17)
<i>Week 2-3</i> January 12 - 30	II. References 1. Writing References (APA Style 7th Edition)	Content Standards: Learners demonstrate understanding of the:	1. follow the guidelines in writing references (APA Style 7 th Edition).	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion		CVGIV-A3 Does not lie, cheat, nor steal and prevents others to do such

	III. Appendices 1. Writing Appendices	1. importance of the appended documents in a research study. Performance Standard: The learners should be able to: 1. Formulate the references and Appendices of the scientific research paper.	2. lists references in alphabetical order using APA style 7th edition.				wrong doing (<i>Jn. 1:47</i>) CVGIV-A1 Takes decisive action against all forms of dishonesty and unethical conduct as shown in observing intellectual honesty, returning lost objects, reporting/correcting wrongdoing, etc. (<i>Eph. 4:25</i>)
Weeks 4-5 February 2 - 13	IV. Finalization of the scientific research paper 1. Rough draft and final draft of the scientific research paper V. Research Festival / Research Congress VI. Finalization of Enhanced/ Continuing Research Paper	Content Standards: Learners demonstrate understanding of the: 1. process of writing and revising the written report. 2. mastery and proficiency in conducting a new and a continuing research project, which are important in writing the scientific research paper following the IMRAD	1. orally presents and defends research in a congress; and 2. revise written research reports based on suggestions and recommendations of panelists.	1. Written report 2. Individual Activity Paper 3. Final Paper	1. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos	CVGIV-D6 Completes study or work assignments neatly, accurately, and promptly (<i>Col. 3:17</i>) CVGIV-B2 Shows love for assiduous life-long education through self-directed learning, reflexive inquiry, rational problem solving, team learning, etc. (<i>2 Tim 3:16</i>)

		format and in preparing for the presentation during the research exhibit and science congress. Performance Standard: The learners should be able to: 1. present the whole SIP research paper 2. produce research project and research paper.				Google Images	CVGIV-B3 Pursues high achievement standards in everything one does (<i>Prov. 3:21</i>)
February 16 - 20	4 th Quarter Summative Assessment						



CURRICULUM MAP IN BASIC RESEARCH 1

School Year 2025-2026

First Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1, June 16 - 20	A. The Nature of Research 1. meaning 2. characteristics 3. importance B. Definition and Description of Types of Scientific Research 1. fundamental research (basic research) 2. applied research 3. development work	Content Standards: The learner demonstrates understanding of the nature of research and research processes, different standard rules in the conduct of research, which are necessary in the preparation of the system of research documentation. Performance Standards: The learner should be able to make a portfolio of abstracts of researches in	explain the meaning, characteristics, and importance of research (SSP_RS8-NRS-Ia-1) categorize research in terms of features and relevance. (SSP_RS8-TSR-Ia-2)	Day 1 Reflection Paper on SIP Article Day 2 Quiz on Types of Research Papers	Day 1 Concept of Research, Study, Investigation and SIP Day 2 Classifying Sample Research Papers SIP Article Reading Reflection Paper on Research Engagement Block: Finding Research Articles	Science Journals Video Resources: What is Research? - https://www.youtube.com/watch?v=mV0bUQpz468 Types of Research APPLIED vs BASIC Research: https://www.youtube.com/watch?v=XGc-rpSwGqM	LOVE CVGI-E5 Acknowledges in all circumstances God's graciousness as the wellspring of all goodness (Mt. 6:25-34)

<i>Week 2,</i> June 23 - 27	C. The Research Processes 1. Steps In The Research Processes - identification of the problem - formulation of hypotheses - review of related literature - planning of the research design and procedure - experimentation - data gathering, organization, processing, analysis, and interpretation - formulation of conclusion 2. Documenting The Research Process - project data logbook - research forms	his/her field of interest.	describe the nature of the research process (SSP_RS8-RPS-Ic-6) recognize international standard and rules in the conduct of research (SSP_RS8-RPS-Ib-c-5) demonstrate proper data log-book writing (SSP_RS8-RPS-Ib-3)	Day 1 Worksheet on Choosing Research Topic Day 2 Research Matrix (Research Area and Topic)	Day 1 Proposal of Research Interests Choosing of Research Topics Groupings for Research Paper Day 2 Making Research Matrix (Research Area and Topic) Making a Research Logbook Tasks (Principal Investigator, Research Associates, Project Coordinator) Engagement Block: Classifying Research Papers	Video Resources: 7 Steps of Research Process - https://www.youtube.com/watch?v=OSsgH0FqWg4	LOVE CVGI-B4 Shows positive values and refined habits of speech and action in social interactions (Col.3:8)
<i>Week 3,</i> June 30 - July 4	D. The Different Research Categories 1. Science a. Biological b. Physical		distinguish different research forms (SSP_RS8-RPS-Ib-4)	Day 1 Initial Research Logbook Plan Day 2	Day 1 Making a Research Logbook	Journal Articles Biological: https://tinyurl.com/biosci225	LOVE CVGI-D6 Advocates the use of skillful

	c. Applied E. The Research Problem 1. research problem categories 2. identifying a research problem 3. formulating research problem		apply guidelines/criteria in the selection of research topic/problem (SSP_RS8-RPM-Id-e-7) state the main problem and sub-problems of the research (SSP_RS8-RPM-Ie-f-8)	Presentation of Research Matrix	Assigning Major Tasks (Principal Investigator, Research Associates, Project Coordinator) Day 2 Making Research Matrix (Research Problem and Questions) Presentation of Research Matrix Engagement Block: Finalizing Research Matrix	Physical: https://shorturl.at/uNPcB Video Resources: Research Logbook – https://www.youtube.com/watch?v=Wn2SLvKnokA Research Question - https://www.youtube.com/watch?v=71-GucBaM8U	discussion and dialogue to solve issues and problems and to strengthen group solidarity (1 Pet. 3:6-12)
July 7 – 11	1st Quarter, First Summative Assessment						
Week 4 July 14 – 18	F. Conducting a simple science investigation using the scientific method and writing a simple scientific report 1. Scientific Method 2. Science Investigatory Project	Content Standards: The learner demonstrates understanding of the steps in scientific method and follows the scientific process in conducting a simple science investigation. Performance Standards: The learner should be able to conduct a simple science	write a simple scientific report (SSPRS7-CSI-IV-v-x-23)	Day 1 Simple Scientific Report Day 2 Final Research Matrix	Day 1 Drafting Simple Scientific Report Plan from an Experiment Day 2 Analyzing Science Investigatory Project Day 2 Finalizing Research Matrix Consultation and Drafting	Video Resources: The Scientific Method - https://youtu.be/yi0hwFDQTSQ 15 Best Science Projects - https://youtu.be/_sgEUdOb8Zzg	LOVE CV-I-D4 Accepts and performs committee assignments and related tasks willingly (Lk. 1:38)

		investigation on a field of interest.			Research Proposal Idea Engagement Block: Writing a Simple Scientific Report		
Week 5-7 July 21 – Aug 8	G. Scientific Writing of a Draft Research Proposal 1. Research Title 2. Introduction a) Background of the Study b) Statement of the Problem (Objectives) c) Significance of the Study (Importance) d) Scope and Limitations of the Study (Methods to be Included or Not)	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standards: The learner should be able to write and present a comprehensive research proposal	draft a research proposal (introduction) in their field of interest (SSP-RS8-SW-IV-t-x-23)	Day 1 Drafting Research Title Day 2 Drafted Research Title Day 3 Final Research Title Day 4 Drafted Introduction Day 5-6 Final Introduction	Day 1 Drafting Research Title Day 2 Drafted Research Title Day 3 Title Defense Day 4 Introduction Writing Day 5-6 Consultations for Introduction Engagement Blocks: Editing of Research Title and Introduction	Video Resources: How to Write a Successful Research Proposal - https://youtu.be/166FXhGd9T4 Research Proposal Paper Template Slides Template for Presentation	LOVE CVGI-B1 Evaluates and reflects on any work done before taking further action (John 5:30) CVGI-A3 Shows patient endurance in reaching out to others towards reconciliation, justice and peace (Mt. 5:23-24) CVGIV-B2 Shows love for assiduous life-long education through self-directed learning, reflexive inquiry, rational problem solving, team

							learning, etc. (2 Tim. 3:17)
August 11 - 15	1st Quarter, Second Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 1

School Year 2025-2026

Second Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1, Aug. 18-22	A. Review of Related Literature (RRL) 1. purpose of related literature 2. guidelines in writing review of related literature	Content Standards: The learner demonstrates understanding of the guidelines and techniques in writing the Review of Related Literature (RRL), and the bibliography of a scientific investigation using the required standard style (APA, MLA, Chicago) which	The learners should be able to: 1. gather relevant related literature (SSP_RS8-RRLII-g-h10)	Diagnostic Assessment (Pre-test) Finding Relevant Literatures for Research Topics Presentation on Selected Literature Review	Identifying Guidelines Presentation on Selected Literature Review	Science Journals: Guidelines For Writing Literature Review https://shorturl.at/1Yzs Video Resources: How to Write a Literature Review https://youtu.be/zIYC6zG265E	INTEGRITY OF CREATION CVGII-A6 Expresses views and opinions authentically on the basis of factual information and on the principles of freedom and charity
Week 2, Aug. 25-29	A. Review of Related Literature (RRL)		2. use proper citation (in-text citation) using	Diagnostic Assessment (Pre-test)	Scientific Writing: Paraphrasing,	Science Journals:	INTEGRITY OF CREATION

	1. scientific writing: paraphrasing, quoting and summarizing 2. effective library and internet research source	are essential in the organization of relevant information needed in writing the research proposal. Performance Standards: The learner should be able to write and present a critique paper on a science report of his interest from a reputable science journal.	standard format (SSP_RS8-RRL-II-i-j-11)	Finding Relevant Literatures for Research Topics Library Activity	Quoting, and Summarizing Library Activity (Reading Existing RRLs)	Paraphrasing, Summarizing and Quoting – with Practice Exercise https://shorturl.at/VZUJ6 Worksheets: Worksheet on Scientific Writing Research Papers and other Resources in Library	CVGII-B5 Uses available resources judiciously, efficiently, and responsibly
Week 3, Sep. 1-5	A. Review of Related Literature 1. international rules in the conduct of research (ethics, human participants, animals, potentially hazardous biological, and chemical agents, and devices)		4. recognize international standard and rules in the conduct of research (SSP_RS8-RPS-Ib-c-5)	Diagnostic Assessment (Pre-test) Ethical Analysis Paper Revised Research Proposal	Ethical Analysis of a Research Article Editing of Research Proposal According to Conduct of Ethics	Science Journals: Benefits Derived from the Use of Animals - https://shorturl.at/U9vcQ Video Resources: Ethics in Research - https://youtu.be/mtLPd2u4DiA Why Animals Are Needed in Research https://youtu.be/iA_FfVuTfoM	INTEGRITY OF CREATION CVGII-G6 Promotes international understanding and world peace (Mk. 12:29-31)

Sep. 8-12	2nd Quarter, First Summative Assessment						
<i>Week 4, Aug. 15-19</i>	B. Writing Bibliography 1. three common reference/ standard styles in citing related literature a. APA b. MLA c. Chicago Manual of Style	Content Standards: The learner demonstrates understanding of the guidelines and techniques in writing the Review of Related Literature (RRL), and the bibliography of a scientific investigation	5. organize sources using appropriate bibliographic format (SSP_RS8-RRL-II-i-j-11)	Diagnostic Assessment (Pre-test) Citing Sources Criticizing Journals and Articles Quiz on Review of Related Literature	Creating Citation of RRL (in-text and bibliography) Finding Papers for RRL	Applications for Making Bibliography and Citations Video Resources: Differences Between MLA, APA, and CMS https://shorturl.at/Sn0uT	INTEGRITY OF CREATION CVGII-E1 Does not allocate for one's benefit what rightfully belongs to others (Micah 6:8)
<i>Week 5, Sep. 22-26</i>	C. Journal Review 1. contents • introduction • contribution to knowledge, theory, or practice in the field • research design and methodology • findings-how it is presented and interpreted • conclusion 2. writing quality, clarity, style and organization of	investigation using the required standard style (APA, MLA, Chicago) which are essential in the organization of relevant information needed in writing the research proposal. Performance Standards: The learner should be able to write and present a critique paper on a science report of his interest from a	6. critique a journal paper (SSP_RS8-JR-II-k-l-13)	Diagnostic Assessment (Pre-test) Final Review of Related Literature	Analyzing Contents of a Research Paper (Journal Review) Finalizing Review of Related Literature	Science Journals SIP Page Video Resources: Anatomy of a Journal Article https://shorturl.at/8hsuf	INTEGRITY OF CREATION CVGII-A5 Stays kind and friendly even when confronted with rejection, hostility, or unfavorable judgment

	the information presented	reputable science journal.					
<i>Week 6-7 Sep. 29 – Oct. 8</i>	G. Scientific Writing of a Draft Research Proposal 1. Research Title 2. Introduction a) Background of the Study b) Statement of the Problem (Objectives) c) Significance of the Study (Importance) d) Scope and Limitations of the Study (Methods to be Included or Not)	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standards: The learner should be able to write and present a comprehensive research proposal	7. draft a research proposal (introduction) in their field of interest (SSP-RS8-SW-IV-t-x-23)	Drafting Research Title Drafted Research Title Final Research Title Drafted Introduction Final Introduction	Drafting Research Title Drafted Research Title Title Defense Introduction Writing Consultations for Introduction Asynchronous Tasks: Editing of Research Title and Introduction	Video Resources: How to Write a Successful Research Proposal - https://youtu.be/166FXhGd9T4 Research Proposal Paper Template Slides Template for Presentation	CVGI-A3 Shows patient endurance in reaching out to others towards reconciliation, justice and peace (Mt. 5:23-24) INTEGRITY OF CREATION CVGII-A3 Takes risk in fighting the evils of apathy, complacency and cynicism
<i>Oct. 13-17</i>	2nd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 1

School Year 2025-2026

Third Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1-3, Oct 20 - Nov 7	Scientific Writing of a Draft Research Proposal 1. Introduction a) Background of the Study b) Statement of the Problem c) Significance of the Study d) Scope and Limitations of the Study 2. Review of Related Literature 3. Methodology 4. Bibliography	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standards: The learner should be able to write and present a comprehensive research proposal	The learners: 1. Draft a research proposal in their field of interest (SSP-RS8-SW-IV-t-x-23)	Diagnostic Assessment (Pre-test) Drafting an Introduction of the Science Investigatory Project (SIP) Proposal Writing Science Investigatory Project (SIP) Proposal Revising Draft Science Investigatory Project (SIP) Proposal	1. Picture Analysis 2. Video Watching 3. Journal Reading 4. Library and Internet Sourcing 5. Proposal Consultations	Reliable Journals and Websites Videos and Animations Pictures and Illustrations Textbooks	FAITH CVGIII-D4 Remains persistent and passionate in pursuing a task or fulfilling a promise even in the face of difficulties (Lk. 9:23) FAITH CVGIII-C5 Reciprocates favors received without sacrificing professional and ethical concerns (2 Cor. 9:7) FAITH

							CVGIII-C3 Proclaims joyfully the good that God does for and through people (Mt. 5:13-16)
<i>Nov 10 -14</i>	3rd Quarter, First Summative Assessment						
<i>Week 4, Nov 17-21</i>	A. Research Methods (Basic Laboratory Techniques and Methods) - Biological 1. microscopy 2. aseptic technique 3. dissection 4. agarose	Content Standards: The learner demonstrates understanding on the appropriate laboratory techniques and methods necessary in conducting a science investigation.	The learners: 1. Identify standard methods and techniques used in performing experiments (SSP-RS8-RM-III-o-q17) 2. Demonstrate proper use of specific standard laboratory protocols (SSP-RS8-RM-III-q-18) 3. Apply proper handling and setting of laboratory equipment (SSP-RS8-RM-III-r-19)	Diagnostic Assessment (Pre-test) Lab Experimentation Post-Laboratory Assessments Quiz on Biological Laboratory Techniques	1. Picture Analysis 2. Video Watching 3. Journal Reading 4. Laboratory Activities 5. Writing Research Methodology	Reliable Journals and Websites Videos and Animations Pictures and Illustrations Textbooks	FAITH CV-III-B2 Upholds what is righteous and just in accordance with Christian ethics (Mt. 25:1-16)
<i>Week 5, Nov 24-28</i>	A. Research Methods (Basic Laboratory Techniques and Methods) – Chemical 1. extraction 2. titration 3. chemical analyses	Performance Standards: The learner should be able to make research design in the data logbook including protocols, methods, and procedures.		Diagnostic Assessment (Pre-test) Lab Experimentation Post-Laboratory Assessments Quiz on Chemical Laboratory Techniques		Reliable Journals and Websites Videos and Animations Pictures and Illustrations Textbooks	FAITH CVGIII-D3 Binds oneself unqualifiedly to an avowed task, responsibility, cause or relationship as shown in prompt

							submission of requirements, obedience to laws, ordinances, rules and regulations, etc. (Lk. 2:22-24)
Week 6, Dec 1-5	A. Research Methods (Basic Laboratory Techniques and Methods) – Physical 1. handling equipment 2. physical methods			Diagnostic Assessment (Pre-test) Lab Experimentation Post-Laboratory Assessments Quiz on Physical Laboratory Techniques		Reliable Journals and Websites Videos and Animations Pictures and Illustrations Textbooks	FAITH CVGIII-D2 Respects and obeys the guidance of the Church hierarchy on moral and social issues (1 Pet. 2:9-10)
Dec 8-11	3rd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 1

School Year 2025-2026

Fourth Quarter

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1-3, Jan 1-16, Jan 26-30	A. Revisiting and Refining of the draft Research Proposal 1. Revision of Written Research Proposal 2. Integrating Comments B. Research Festival (Research Congress) 1. Visual Display 2. Research Exhibit	Content Standards: The learner demonstrates understanding of the process of presenting the research project and preparing for a creative visual display for exhibit. Performance Standards: The learner should be able to present and defend the research project conducted in a science congress.	1. refine the research proposal by incorporating the suggestions and recommendations given by experts (SSP-RS9-RRP-Ia-1) 2. demonstrate mastery of the research topic, and delivery/ presentation of the research project (SSP-RS10-RF-IV-s-t-6) 3. design a creative visual display for exhibit (SSP-RS10-RF-IV-u-7)	Revised Research Proposal Creative Display for Exhibit Research Festival Presentation	1. Picture Analysis 2. Video Watching 3. Journal Reading 4. Revising Research Proposal 5. Research Proposal Presentation 6. Research Festival	Reliable Journals and Websites Videos and Animations Pictures and Illustrations Textbooks	EXCELLENCE CVGIV-C1 Works responsibly without need for close supervision (Mk. 14:37-38)
Week 4-6 February 2-13	C. The Research Paper Parts of a Research Paper in IMRAD Format	Content Standards: The learner gains an understand of the	2. follow IMRAD writing format (SSP-RS9-IM-Ig-h-3) • write enhanced research title.	Analyzing IMRaD Format Research Papers	1. Picture Analysis 2. Video Watching	Reliable Journals and Websites	EXCELLENCE CVGIV-C5

	1. Title Page 2. Table of Contents 3. Introduction 4. Materials and Methods 5. Acknowledgement 6. References or Bibliography	different parts of the research paper, which are essential in writing the scientific paper using the IMRAD Format. Performance Standards: The learner should be able to practice different laboratory methods/procedures , safety precautions, and rules for proper disposal methods (depending upon the nature of the problem).	• present a written statement of the problem • indicate the scope and delimitation of the study • select relevant literatures • choose the appropriate scientific research design • describe the sample/sampling procedure write the research methodology	Practices on Making an IMRaD Format Proposal Final IMRaD Format of Research Proposal	3. Journal Reading 4. Identifying IMRAD Parts 5. IMRAD Writing	Videos and Animations Pictures and Illustrations Textbooks	Practices industry and diligence to avoid undue dependence on others (2 Thess. 3:11-13) CVGIV-D 3 Completes tasks and solves problems in ways that benefit others (Phil.2: 5-8)
Feb 23-27	4th Quarter, Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 2

School Year 2025-2026

FIRST QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Weeks 1-2, June 16 - 27</i>	SIP Consultation and Revisions	Content Standards The learners demonstrate understanding of: 1. revising a research paper based on the suggestions and comments of the panelists. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	identify the parts of the research paper that need revision or replacement.	1. Individual Activity Paper 2. Reflection	1. Picture analysis 2. Video analysis 3. Group Discussion	Introduction to Research in Education 8th Edition. Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	LOVE CVGI-C6 Works well with team members in addressing common concerns in helping the needy (1 Pet. 5:2-3) CVGI-B2 Acts according to the dictates of a clear and well-formed conscience (Acts 24:15-16)
<i>Week 3, June 30 – July 4</i>	I. Methodology 1. Laboratory Apparatus	Content Standards The learners demonstrate understanding of: 1. appropriate laboratory techniques and methods	identify standard laboratory equipment. explain standard use of laboratory equipment.	1. Objective type of exam that covers the mastery of the uses and function of laboratory apparatuses.	1. Picture analysis 2. Video analysis 3. Group Discussion	Introduction to Research in Education 8th Edition. Different Trusted Websites related to the topic/s and	LOVE CVGI-B1 Evaluates and reflects on any work done before taking further action

		necessary in conducting a science investigation. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	identify units of measure for laboratory equipment. 4. Review and formulate the step-by-step process in experimentation in their SIP.			some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	
July 7 - 11	1st Quarter, First Summative Assessment						
<i>Week 4,</i> July 14 - 18	I. Methodology 1. Review and formulate steps in experimentation in their SIP	Content Standards The earners demonstrate understanding of: 1. appropriate laboratory techniques and methods necessary in conducting a science investigation. Performance Standard: The learners should be able to: 1. Formulate Chapter 3: Methodology	Review and formulate the step-by-step process in experimentation in their SIP.	1. Think-Pair-Share	1. Picture analysis 2. Video analysis 3. Group Discussion	Introduction to Research in Education 8 th Edition. Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	LOVE CVGI-B1 Evaluates and reflects on any work done before taking further action
Weeks 5-7, July 28 – August 8	I. Methodology -Actual Experimentation (Testing Phase 1) - IPO Model		1. execute experimentation for data gathering 2. construct a draft of input for the IPO Model	1. Objective type of exam that covers the mastery of the uses and function of laboratory apparatuses.	1. Group Discussion 2. Completion of IPO Model	Introduction to Research in Education 8 th Edition. Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos	LOVE CVGI-C6 Works well with team members in addressing common concerns in helping the needy (1 Pet. 5:2-3) CVGI-B2

						Google Images	Acts according to the dictates of a clear and well-formed conscience (Acts 24:15-16)
August 11 - 15	1 st Quarter, Second Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 2

School Year 2024-2025

SECOND QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 1-3 August 18 – September 5	Collection and Presentation of Data 1. methods of collecting data 2. classifying data 3. ways of data presentation · textual · tabular · graphical Actual Experimentation (Testing Phase 2)	Content Standards: The learner demonstrates understanding of the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standard: The learner should be able to: a. design a data collection system in his/her data logbook	The learners should be able to apply the different methods of data collection and presentation (SSP-RS8-CPD-IV-s-20)	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	INTEGRITY OF CREATION CVGII-A6 Expresses views and opinions authentically on the basis of factual information and on the principles of freedom and charity <i>(Galatians 5:1)</i> CVGII-A2 Manifests joyful and hopeful expectations of God's unfailing providence <i>(Romans 8:25)</i> CVGII-C3 Gives generous financial support for amelioration

		b. write and present a comprehensive research proposal					programs for the poor (Proverbs 19:17)
September 8 -12	2nd Quarter, First Summative Assessment						
Weeks 4-7	Basic Statistical Test (Analysis of Data) 1. Introduction to statistics 2. Types of statistics 2.1 descriptive statistics · measures of central tendency · measures of variation 2.2 inferential statistics		The learners should be able to: 1. differentiate descriptive from inferential statistics 2. determine the appropriate statistical tool for organizing and describing the numerical data gathered	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Practice solving	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	INTEGRITY OF CREATION CVGII-A3 Takes risk in fighting the evils of apathy, complacency and cynicism <i>(Ephesians 6:10-11)</i> CVGII-F2 Avoids foods, substances, and practices that are harmful to the body <i>(1 Timothy 4:8)</i> CVGII-A5 Stays kind and friendly even when confronted with rejection, hostility, or unfavorable judgment <i>(Proverbs 19:20)</i> CVGII-A4 Offers active support for the victims and survivors of violence,

							exploitation and oppression (Proverbs 3:5-6)
October 13-17	2 nd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN BASIC RESEARCH 2

School Year 2024-2025

THIRD QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Weeks 1-3</i> October 20 – November 7	I. Data Collection and Analysis 1. Classifying Data III. Interpreting Results	Content Standards: Learners demonstrate understanding of: the ways of collecting, organizing, presenting data in preparation for the research proposal writing, and use of statistical tools in the conduct of scientific research. Performance Standard:	The learners should be able to: 1. apply the different methods of data collection and presentation 2. differentiate descriptive from inferential statistics 3. determine the appropriate statistical tool for organizing and describing the numerical data gathered	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos	FAITH CVGIII-A2 Invokes the guidance of the Holy Spirit before making critical decisions (<i>Jn. 14:15-16</i>) CVGIII-C5 Reciprocates favors received without sacrificing professional and ethical concerns (<i>2 Cor. 9:7</i>) CVGIII-D2

		The learners should be able to: a. design a data collection system in his/her data logbook b. write and present a comprehensive research proposal				Google Images	Respects and obeys the guidance of the Church hierarchy on moral and social issues (<i>1 John 3:21-22</i>)
November 10 -14	3rd Quarter, First Summative Assessment						
<i>Weeks 4-6</i> November 17 – December 5	V. Writing of Conclusion 1. Concept of conclusion 2. Guidelines for writing a conclusion VI. Writing of Recommendations 1. Concept of recommendation 2. Guidelines in writing recommendation	Content Standards: Learners demonstrate understanding of: 1. writing logical conclusions, relevant recommendations and a research abstract. Performance Standard: The learners should be able to: 1. formulate conclusions, recommendations and abstract.	1. follow the guidelines in formulating conclusions. 2. form logical conclusions; 3. discuss the importance of writing a good conclusion.	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	CVGIII-A2 Invokes the guidance of the Holy Spirit before making critical decisions (Jn. 14:15-16) CVGIII-C6 Shows appreciation for the deeply held ideals of the family and school as living hallmarks of Christian community (<i>1 Thessalonians 5:12-13</i>) CVGIII-C4 Gives honest praise and appreciation for the good done by others (<i>John 13:34-35</i>)

December 8 - 11	3 rd Quarter, Second Summative Assessment	
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CURRICULUM MAP IN BASIC RESEARCH 2

School Year 2024-2025

FOURTH QUARTER

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
Week 1 January 5 - 9	I. Abstract 1. Concept of Abstract Guidelines in writing an abstract	Content Standards: Learners demonstrate understanding of: 1. writing logical conclusions, relevant recommendation and research abstract. Performance Standard: The learners should be able to: 1. formulate conclusions, recommendations and abstract.	1. follow the guidelines in writing recommendation 2. formulate recommendations based on the results and conclusion	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8 th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	EXCELLENCE CVGIV-C1 Works responsibly without need for close supervision (Prov. 10:17)

<i>Week 2-3</i> January 12 - 30	II. References 1. Writing References (APA Style 7th Edition) III. Appendices 1. Writing Appendices	Content Standards: Learners demonstrate understanding of the: 1. importance of the appended documents in a research study. Performance Standard: The learners should be able to: 1. Formulate the references and Appendices of the scientific research paper.	1. follow the guidelines in writing references (APA Style 7th Edition). 2. lists references in alphabetical order using APA style 7th edition.	1. Written report 2. Individual Activity Paper	1. Laboratory Experiments 2. Group Discussion		CVGIV-A3 Does not lie, cheat, nor steal and prevents others to do such wrong doing (<i>Jn. 1:47</i>) CVGIV-A1 Takes decisive action against all forms of dishonesty and unethical conduct as shown in observing intellectual honesty, returning lost objects, reporting/correcting wrongdoing, etc. (<i>Eph. 4:25</i>)
<i>Weeks 4-5</i> February 2 - 13	IV. Finalization of the scientific research paper 1. Rough draft and final draft of the scientific research paper V. Research Festival / Research Congress VI. Finalization of Enhanced/	Content Standards: Learners demonstrate understanding of the: 1. process of writing and revising the written report. 2. mastery and proficiency in conducting a new and a continuing research project, which are	1. orally presents and defends research in a congress; and 2. revise written research reports based on suggestions and recommendations of panelists.	1. Written report 2. Individual Activity Paper 3. Final Paper	1. Group Discussion	Ary D. & Jacobs L.C (2010) Introduction to Research in Education 8th Edition. Belmont, C.A Wadsworth Cengage Learning Different Trusted Websites related to the topic/s and some pdf sent by the teacher	CVGIV-D6 Completes study or work assignments neatly, accurately, and promptly (<i>Col. 3:17</i>) CVGIV-B2 Shows love for assiduous life-long education through self-directed learning, reflexive inquiry, rational

	Continuing Research Paper	important in writing the scientific research paper following the IMRAD format and in preparing for the presentation during the research exhibit and science congress. Performance Standard: The learners should be able to: 1. present the whole SIP research paper 2. produce research project and research paper.				Research Article/s (Local or Foreign – Trusted sites) YouTube Videos Google Images	problem solving, team learning, etc. <i>(2 Tim 3:16)</i> CVGIV-B3 Pursues high achievement standards in everything one does <i>(Prov. 3:21)</i>
February 16 - 20	4th Quarter Summative Assessment						



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CURRICULUM MAP IN PRACTICAL RESEARCH 2

School Year 2025 -2026

First Semester

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
1st Qtr. Week 1 June 16 – 20	Nature of Inquiry and Research - What is Research - Qualitative vs Quantitative Research - Characteristics of Quantitative Research - Types of Quantitative Research - Strengths and Weaknesses of Quantitative Research - Quantitative Research Studies in Different Fields - Different Kinds of Research Variables and their uses	Content Standards Learners demonstrate understanding of: the characteristics, strengths, weaknesses, and kinds of quantitative research the importance of quantitative research across fields the nature of variables Performance Standard: The learners should be able to decide on suitable quantitative research in different areas of interest	Describes characteristics, strengths, weaknesses, and kinds of quantitative research Illustrates the importance of quantitative research across fields Differentiates kinds of variables and their uses	LAS 1.1: Identifying the Variables Concept Map	Prior Knowledge Jumbled Words Crossword Puzzle Assignment: Using a concept map the students will come up with 3 research topics and have them presented	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook Google Photos/Images (characteristics / strengths and weaknesses and kinds)	LOVE CVGI-E1 Accepts humbly, gratefully, and unpretentiously one's own giftedness (Ps. 8:3-9)

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Weeks 2 - 3</i> June 23 – July 4	Ethical Standards in Research Writing - Research Ethics - Ways to Avoid Plagiarism - Standard Citation and Referencing Styles - Research Code of Conduct and Integrity Guidelines for Content Standards -Preparing to Propose a Topic -Crafting Presentation related to Title Defense -Presenting your Topic	Content Standards: Learners demonstrate understanding of the ethical standards in writing research paper Performance Standard: The learners should be able to select, cite, and synthesize judiciously related literature and use sources according to ethical standards.	Follows ethical standards in writing related literature Cites related literature using standard style (APA 7th edition) Propose feasible, sensible, and correct research topics Create written proposals for approval of panelists Deliver proposed topics with knowledge and confidence	LAS 1.2: Identifying Ethical Issues LAS 1.3: Creating Bibliographical Entries (APA 7th Format) Research Title Defense (mini PETA)	Concept Map making about Research Ethics	Practical Research 2 Textbook	LOVE CVGI-B1 Evaluates and reflects on any work done before taking further action (Sir. 20:6-7)
July 7 – 11	1st Quarter, First Summative Assessment						
<i>Weeks 4 - 5</i> July 14 – 25	Identifying the Inquiry and Stating the Problem - Designing a Research Topic - Research Title - Statement of the Problem - Background of the Study - Significance of the study	Content Standards: Learners demonstrate understanding of: 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. Performance Standard: The learners should be able to formulate clearly	Designs research useful in daily life Writes research title Describes background of research States research questions Indicates scope and delimitation of study. Cites benefits and beneficiaries of study.	Drafting Chapter 1 Revising Chapter 1 based on Research Adviser's Comments	Vocabulary improvement Picture Analysis: Creating a problem from the given scenario. Story Maker: Making a story out of the presented picture Assignment: Finalizing research topic and statement of the problem, and writing the	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook	LOVE CVGI-C6 Works well with team members in addressing common concerns in helping the needy (1 Pet. 5:2-3) CVGI-B4 Shows positive values and refined habits of speech and

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
		the statement of the research problem.	Presents a written statement of the problem.		background of the study		action in social interactions (Prov. 21:23)
<i>Weeks 6 - 7</i> July 28 – August 8	Learning from Others and Reviewing the Literature -SnJA's OPAC -Selecting and Reviewing Relevant Literature - Standard Citation and Referencing Styles	Content Standards: Learners demonstrate understanding of: the criteria in selecting, citing, and synthesizing related literature the ethical standards in writing related literature the formulation of conceptual framework the research hypotheses (if appropriate) the definition of terms as used in the study Performance Standard: The learners should be able to: select, cite, and synthesize judiciously related literature and use sources according to ethical standards formulate clearly conceptual framework, research hypotheses (if	Follows ethical standards in writing related literature Select relevant literature Synthesizes information from relevant literature Cites related literature using standard style (APA 7 th edition) Writes coherent reviews of literature Illustrates and explains the conceptual framework Defines terms used in the study Lists research hypotheses (if appropriate) Presents written review of related literature and conceptual framework	LAS 1.4: Constructing Conceptual and Theoretical Framework Chapter 1 and 2 Submission (main PETA)	Pre-test Prior knowledge Reading and Analyzing Research Articles Lesson Recap Meaning of Words Post-test Prior Knowledge Assignment: Writing of RRLs and ethical standards.	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook Activity sheet Activity Module	LOVE CVGI-D2 Promotes harmonious relationships based on mutual trust and respect (Jn. 13:12-17) CVGI-D4 Accepts and performs committee assignments and related tasks willingly (Matt. 18:19-29)

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
		appropriate), and define terms used in study present objectively written review of related literature and conceptual framework					
August 11 – 15	1st Quarter, Second Summative Assessment						
2nd Qtr. Week 1 August 18 – 22	Writing the Methodology - Experimental vs. Non-Experimental Research Design - Determining the Samples of the Study - Sampling Methods - Research Instruments - Validity and Reliability - Design Research Instruments - Creating a Likert Scale for Your Research Study	Content Standards: Learners demonstrate understanding of the: Quantitative research designs Description of sample Instrument development Description of intervention (if applicable) Data collection and analysis procedures such as survey, interview, and observation Guidelines in writing research methodology The application of art/design fundamentals for execution Performance Standard: The learners should be able to gather and	Describe adequately quantitative research designs, sample, instrument used, intervention (if applicable), data collection, and analysis procedures Apply imaginative art/design principles to create artwork.	Research Feedbacking Revision of Chapter 1 LAS 2.1: Reflection Paper: Safeguarding respondents data	Assignment/s: Gather 10-15 articles for Review of Related Literatures about Drafting of Research Instruments	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook	INTEGRITY OF CREATION CVGII-A6 Expresses views and opinions authentically on the basis of factual information and on the principles of freedom and charity (Rom. 12:2)

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
		analyze data with intellectual honesty, using suitable techniques.					
<i>Week 2</i> August 25 – 29	Designing the Research Instrument - Deciding Likert Scale Degrees (three to seven levels) - Consistency and Parallelism in Creating Survey Questions - Deciding Medium of Questionnaire Implementation (printed vs. online) - Experimentation Outline and Timeline of Activities (for STEM) - Data Table for Data Collection Post-experimentation (for STEM)	Content Standards: Learners demonstrate understanding of the: Data collection procedures and skills using varied instruments Data processing, organizing, and analysis. Performance Standard: The learners should be able to gather and analyze data with intellectual honesty, using suitable techniques	Creates effective survey questionnaire that meets the objectives of the study Designs questionnaires applicable in both print and online media Implements organized timetable for laboratory experimentation Writes necessary letters of requests and permits to authorities	LAS 2.2: Flow Chart 10-Item Identification Activity Research Instrument Draft (mini PETA)	Workshop on Instrument Crafting	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook Activity sheet Activity Module	INTEGRITY OF CREATION CVGII-G4 Works to liberate self and others from the influences of mediocrity, complacency, and cynicism (Jeremiah 29:11)
<i>Week 3</i> September 1 – 5	Instrument Validation - Selecting Appropriate Validator (internal or external) - Finalizing research instrument for implementation and data gathering	Content Standards: Learners demonstrates understanding of: Data processing, organizing, and analysis Guidelines for making conclusions and recommendations.	Applies recommendations from validator/s about their crafted research instrument Communicates effectively with respondents on instrument implementation	Chapter 3 Draft (main PETA)	Picture Analysis Demonstration on the Use of Jamovi Software Pre-Test Prior Knowledge Assignment: Finalizing the	Learning Activity Sheet Practical Research 2 Textbook	INTEGRITY OF CREATION CVGII-F3 Exercises regularly to keep oneself physically fit and engages in hobbies to uplift

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
	- Checking with experts the flow of experimentation (for STEM)	Performance Standards: The learner should be able to form a logical conclusion, make recommendations based on the conclusions.			Chapters 1 to 3 and Research Instruments		the spirit (Ps. 119:45).
September 8 – 12	2nd Quarter, First Summative Assessment						
<i>Week 4</i> September 15 – 19	Floating the Research Questionnaire (non-STEM) - Asking Appropriate Permission to Implement Questionnaire - Giving Ample Time to Respondents Experimentation Proper (STEM) - Conducting Experiments based on Timeline - Validating Experimental Procedures Finding Answers through Data Collection - Recall of Statistical Treatments - Hypothesis and Data Gathering Procedures	Content Standards: Learners demonstrate understanding of the: Data collection procedures and skills using varied instruments Data processing, organizing, and analysis. Performance Standard: The learners should be able to gather and analyze data with intellectual honesty, using suitable techniques	Collects data using appropriate instruments Communicates effectively with respondents on instrument implementation Presents and interprets data in tabular and graphical forms Uses statistical techniques to analyze data—study of differences and relationships limited for bivariate analysis	LAS 2.3: Reflection Paper: Importance of applying appropriate research design	Introduction to Jamovi Software: Hands-on Workshop (Computer Laboratory)	Research Article/s (Local or Foreign – Trusted sites) Practical Research 2 Textbook Activity sheet Activity Module	INTEGRITY OF CREATION CVGII-G4 Works to liberate self and others from the influences of mediocrity, complacency, and cynicism (Jeremiah 29:11)

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
	- Presentation of Data: Using Tables, Graphs, and Chart - Introduction to jamovi Software						
<i>Week 5</i> September 22 – 26	Analyzing, Presenting, Reporting and Sharing of the Findings - Formulating Interpretations - Using Appropriate Statistical Analysis	Content Standards: Learners demonstrates understanding of: Data processing, organizing, and analysis Guidelines for making conclusions and recommendations. Performance Standards: The learner should be able to form a logical conclusion, make recommendations based on the conclusions.	Uses statistical techniques to analyze data – the study of differences and relationships limited to bivariate analysis Draw conclusions from research findings Formulate recommendations	LAS 2.4: Finding Answers Using Jamovi Software	LAS 2.4 Making	Learning Activity Sheet Jamovi Software	INTEGRITY OF CREATION CVGII-F3 Exercises regularly to keep oneself physically fit and engages in hobbies to uplift the spirit (Ps. 119:45).
<i>Weeks 6 – 7</i> September 29 – October 10	Crafting Results and Discussion - Creating Figure and Table Titles - Writing Cohesive and Concise Interpretation	Content Standards: Learners demonstrate understanding of the process of report writing. Performance Standards: The learner is able to write and present a clear research paper.	Arrange results in line with research objectives Craft concise yet cohesive flow of Chapter 4 (Results and Discussion)	Chapter 4 Draft (main PETA)	Finalization of Chapter 3 Submission of Collected data in CSV format.	Practical Research 2 Textbook	INTEGRITY OF CREATION CVGII-B5 Uses available resources judiciously, efficiently, and responsibly (Ec. 6:1-2) CVGII-F6 Reports for school work

Term	Unit Topics	Standards	Competencies/ Skills	Assessment	Activities	Resources	Institutional Core Values
							well-prepared, regularly, and punctually (Mt. 25:1-13)
October 13 – 17	2nd Quarter, Second Summative Assessment						



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CURRICULUM MAP IN INQUIRIES, INVESTIGATION, AND IMMERSION

School Year 2025-2026

Second Semester

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
3rd Qtr. Week 1, October 20 – 24	Progress Check Consultation to Research Teacher Reporting of Progress	Content Standard The learners have an understanding of the importance of expert consultation. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able	Prepares a plan and a focus on issues and ideas in their respective field Faithfully reports progress, mishaps, achievements, or inconsistencies encountered in Chapters 1 to 3 Assures revision of papers are performed to update existing research content	Group Report (GR) 3.1: Progress Report for First Semester	Instrument Fielding Group Consultations	Existing research papers Related Literature	FAITH CVG-III-D4 Remains persistent and passionate in pursuing a task or fulfilling a promise even in the face of difficulties (Lk. 9:23)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
		to share and present their findings in a research symposium.					
Week 2, October 27 – 30	SnJA Research Framework Guide of a Josenian Researcher Chapter I Recap: Introduction Contents and Parts Finalization of Conceptual Framework Integration of Definition of Terms	Content Standard The learners have an understanding of the institution's research framework to serve as a guide in conducting their study. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Revises conceptual framework as may be deemed appropriate depending on the research study Adopts institutional guidelines on writing, layouting, and printing the research paper Integrating definition of terms to Chapter 1 for easier technical understanding of concepts	FINAL Chapter 1 (following format specified in ARYA)	Group Workshop 1: Chapter 1 Group Activity: Understanding SnJA Research Framework	SnJA ARYA SnJA Research Framework Sample Research Papers Related Literature	FAITH CVG-III-C1 Displays joyful confidence in God's loving care (Jn. 3:16)
Week 3, November 3 – 7	Chapter II Recap: Review of Related Literature Contents and Parts (Categorical Structure) Citing Sources using APA 7th Edition Paraphrasing	Content Standard The learners have an understanding of the categorical structure in Review of Related Literature, and are able to cite information relevant to research using the latest APA edition. Performance Standard The learners collaboratively perform	Applies techniques to effectively paraphrase an excerpt of a paper Reviews ethical standards in selecting sources for Review of Related Literature Selects, cites and synthesizes related literature uses sources according to ethical standards	FINAL Chapter 2 (following format specified in ARYA)	Group Workshop 2: Chapter 2 Individual Activity: Paraphrasing and In-Text Citations	Sample Research Papers Related Literature	FAITH CVG-III-C3 Proclaims joyfully the good that God does for and through people (Mt. 5:13-16)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
		data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Creates sentences following correct in-text citation styles according to APA 7th Edition (author-oriented, text-oriented, 'according to...')				
November 10 – 14	3rd Quarter, First Summative Assessment						
Weeks 4 – 5, November 17 – 28	Data Analysis and Interpretation Jamovi Software Generating Results for: Descriptive Statistics Correlation Analysis Test of Hypothesis Concept of Statistical Significance	Content Standard The learners have an understanding of using an open-sourced platform to generate statistical analysis results for interpretation. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Classifies appropriate statistical analysis for a specific inquiry Generates results that describe the demographics of the study Interprets statistical significance across analyzed data Writes correct interpretation following APA 7th Edition	Learning Activity Sheet (LAS) 3.1: Data Analysis and Interpretation	Group Workshop 3: Jamovi and LAS 3.1 Analysis of Existing Data (own research)	Jamovi Software Sample Data Sets (for Practice and for Activity)	FAITH CVG-III-C5 Reciprocates favors received without sacrificing professional and ethical concerns (2 Cor. 9:7)

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
<i>Week 6,</i> December 1 – 5	Chapter III Recap: Methodology Contents and Parts Matching the Actuality of Research on to the Paper Finalization of Chapter 3	Content Standard The learners have an understanding of research designs, the description of samples, data collection and analysis procedures such as survey, interview, and observation. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Determines appropriate research design suited for their study Coordinates with experts to seek guidance in conducting research experiments or instrument fielding	FINAL Chapter 3 (following format specified in ARYA) GR 3.2: Peer Evaluation	Group Workshop 4: Chapter 3 Group Activity: Concept Map	Sample Research Papers Related Literature	FAITH CVG-III-C4 Gives honest praise and appreciation for the good done by others (Ps. 149.4)
December 8 – 11	3rd Quarter, Second Summative Assessment						
4th Qtr. <i>Week 1,</i> January 5 – 9	Writing Chapter IV: Results and Discussion Contents and Parts Creating Data Tables for Research Paper Writing Figure and Table Titles	Content Standard The learners have an understanding of statistical significance in quantitative research and its role in inferring appropriate interpretation on the study.	Gathers and analyzes data with intellectual honesty using suitable techniques Writes concise and coherent titles for figures and tables exhibited in Chapter 4 Reviews related literature to interpret observations and	DRAFT Chapter 4 (following format specified in ARYA)	Group Workshop 5: Chapter 4	Final Approved Chapter 2 (RRL)	EXCELLENCE CVG-IV-A1 Takes decisive action against all forms of dishonesty and unethical conduct as shown in observing intellectual honesty,

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
	Revisiting Chapter 2 for Relevant Result Interpretation	Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	patterns in data analysis Designs appropriate data table format for all tables presented in a research paper				returning lost objects, reporting/correcting wrongdoing, etc. (Jer. 9:2-3)
<i>Week 2, January 12 – 16</i>	Writing Chapter V: Summary, Conclusions, and Recommendations Contents and Parts Conclusion Writing Formulating Recommendations	Content Standard The learners have an understanding of Chapter 5 as a look-back of research objectives set at the start of the study. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Forms logical conclusions Makes recommendations based on conclusions Writes clear report Revisit research objectives to check research achievement	DRAFT Chapter 5 (following format specified in ARYA) FINAL Chapter 4 (following format specified in ARYA)	Group Workshop 6: Chapter 5	Chapters 1 to 4 Papers	EXCELLENCE CVG-IV-B4 Reflects on links between knowledge and current social realities and takes appropriate action to support transformational change (Prov. 1:5)
January 19 – 24	PETA Days, 56th Foundation Anniversary Week						

Term	Unit Topic	Standards	Competencies/Skills	Assessment	Activities	Resources	Institutional Core Values
Weeks 3 – 5, January 26 – February 13	Research Festival Preparations Drafting Extended Abstract Designing Research Posters Creating PowerPoint Presentation for Defense	Content Standard The learners have an understanding of appropriate design elements for a research poster, important content to include in presentation slides, and abstract writing. Performance Standard The learners collaboratively perform data analysis and interpretation to their crafted research instrument, write reports that are verifiable with related literature, and are able to share and present their findings in a research symposium.	Collaborates with their group to accomplish tasks related to Research Festival preparations Effectively contribute to outputs needed for the Research Festival Design content-accurate, visual-friendly, and cost-effective research poster Create concise research presentation slides to effectively report results, findings, and other significant insights	FINAL Chapter 5 (following format specified in ARYA) Research Posters Extended Abstract PowerPoint Presentation of Research	Group Workshop 7: Research Festival Preparations	PowerPoint Presentations Full Draft Manuscript Sample Extended Abstract	EXCELLENCE CVG-IV-C1 Works responsibly without need for close supervision (Mk. 14:37-38)
February 16 – 20	4th Quarter Summative Assessment (Grades 6, 10, and 12)						
February 23 – 27	Research Festival 2026						
March 9 – 13	Hardbound Manuscript Submission						



Articulation Map of Research Skills and Competencies Across Subject Areas and Grade Levels

ARALING PANLIPUNAN

Kakayahan	Partikular na Kasanayan	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	SHS
Pagsisiyasat	1. Natutukoy ang mga sanggunian o pinagmulan ng impormasyon				I	R	R	R	R	M	M	M	
	2. Nakagagamit ng mga kasangkapang teknolohikal upang makakita o makahanap ng mga sanggunian ng impormasyon						I	R	R	R	M	M	M
Pagsusuri at interpretasyon ng datos	1. Nakababasa ng istatistikal na datos				I	R	R	R	M	M	M	M	
	2. Nakagagamit ng pamamaraang istatistikal at matematikal sa pagsusuri ng kwantitatibong impormasyon at ng datos penomenong pang-ekonomiya								I		R	M	
	3. Nakababasa sa mapanuring pamamaraan upang maunawaan ang historikal na konteksto ng sanggunian at ang motibo at pananaw ng may akda						I	R	R	M	M	M	M
Pagsusuri at interpretasyon ng impormasyon	1. Nakauunawa ng kahulugan, uri at kahalagahan ng primaryang sanggunian at ang kaibahan nito sa sekundaryang sanggunian						I	R	R	R	R	M	
	2. Nakakakuha ng datos mula sa iba't ibang primaryang sanggunian				I	R	R	R	R	M	M	M	M
	3. Nakahihinuha mula sa datos o ebidensya				I	R	R	M	M	M	M	M	M
	4. Nakapaghahambing ng impormasyon mula sa mga magkakaugnay na sanggunian at nakikilala ang mga punto ng pagkakasundo at di pagkakasundo						I	R	R	R	M	M	M
	5. Napag-iisipan ang sariling ideya o pagtingin tungkol sa pinag-usapan at mga natutuhan mula sa sanggunian					I	R	R	R	M	M	M	M
	6. Nakabubuo ng konklusyon base sa interpretasyon ng impormasyon				I	R	R	R	R	M	M	M	M
Pagsasaliksik	1. Nakasasagot ng tanong base sa angkop at sapat na ebidensya				I	R	R	R	R	M	M	M	M

	2. Nakapag-aayos ng resulta ng pagsasaliksik sa lohikal na paraan								I	R	M	M	
	3. Nakagagamit ng teknolohikal na instrumento sa pagsasaliksik, pagsusuri ng datos, pagsulat ng sanaysay o papel, at paghanda ng presentasyon ng pananaliksik										I	R	
Komunikasyon	1. Nakapag-uugnay ng sari-saring impormasyon mula sa mga angkop na sanggunian						I	R	R	M	M	M	M
	2. Naipakikilala ang sipi mula sa sanggunian at nagagamit nang tama								I	R	R	M	M
	3. Naipararating sa malinaw at maayos na paraan ang sariling kaisipan tungkol sa kaganapan o isyung pinag-aralan na pinagtibay ng nararapat na ebidensiya o datos								I	R	R	M	M
Pagtupad sa pamantayang pang-etika	1. Natutukoy ang sangguniang ginamit sa papel (reaksyon, maikling salaysay) bilang pagkilala sa karapatan sa pag-aaring intelektwal ng awtor/manlilikha.								I	R	R	M	M

CHRISTIAN LIVING

Learning Competencies	K	1	2	3	4	5	6	7	8	9	10
Develops pupil's sense of gratitude.	I	R	R	R	R	R	R	M	M	M	M
Respond positively to the call of Christ to be his disciples in His community, the Church.		I	R	R	R	R	R	R	R	M	M
Understand how the sacraments can help us grow to be mature Christians.		I	R	R	R	R	R	R	R	M	M
Believe and understand that Jesus is truly present in the Eucharist.	I	R	R	R	R	R	R	R	R	M	M
Realize the importance of responsible parenthood.		I	R	R	R	R	R	R	R	M	M
Illustrate how the Fifth Commandment safeguards the sacredness of life.		I	R	R	R	R	R	R	R	R	M
Realize the importance of prayer.	I	R	R	R	R	R	R	M	M	M	M
Have a deep understanding and appreciation of the catholic faith.		I	R	R	R	R	R	R	R	R	M
Explain the mission given by Christ to His disciples.		I	R	R	R	R	R	R	M	M	M
Discuss the need for social transformation in our society.		I	R	R	R	R	R	R	R	M	M
Explain what it means to grow in Christian maturity.		I	R	R	R	R	R	R	R	R	M

ENGLISH

Competencies	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Acquire sight vocabulary	I		R	R	R	R	M	M	M		
Synonyms/Antonyms		I	R	R	R	R	R	R	M		
Noting details in questions		I	R	R	R	R	R	R	M	M	M
Following directions	I	R	R	R	R	R	R	R	M	M	M
Organizing of Ideas/Sequencing		I	R	R	R	R	R	R	M	M	M
Summarizing					I	R	R	R	R	M	M
Scan passages to answer specific questions							I	R	R	R	M
Compare and contrast			I	R	R	R	R	R	M	M	M
Paraphrasing passages					I	R	R	R	R	M	M
Interpret graphics		I	R	R	R	R	R	R	M	M	M
Evaluating			I	R	R	R	R	R	R	M	M
Making inferences/Predicting outcomes		I	R	R	R	R	R	M	M	M	M
Drawing conclusions		I	R	R	R	R	R	M	M	M	M
Recognize cause-effect relationships		I	R	R	R	R	R	R	M	M	M
Classifying			I	R	R	R	R	R	M	M	M
Forming generalization				I	R	R	R	R	M	M	M
Applying to current issues							I	R	R	M	M
Answering questionnaires						I	R	R	R	M	M
Direction/Procedure					I	R	R	M	M	M	M
Captions					I	R	R	M	M	M	M
Note-taking							I	R	R	R	M
Fill out forms					I	R	R	R	M	M	M
Reason out using facts									I	R	M
Unity									I	R	M
Coherence									I	R	M
Beginning-middle-ending									I	R	M

FILIPINO

MGA KASANAYAN	K-B	1	2	3	4	5	6	7	8	9	10
I. PAKIKINIG											
Pag-uulit sa usapan ng mga tauhan at mahahalagang pangyayari sa kuwentong narinig	I	R		R	M	M	R				
Pagbibigay ng angkop na pamagat o wakas ng narinig na kuwento		I	R	R	M	R	R				
Pagkuha sa mahalagang detalye		I	R	R	M	M	R				
Pagsasalaysay sa wastong pagkakasunod-sunod ng kuwento				I	R	M	M				
Pagsasalaysay sa sariling pangungusap ng buod ng kuwento	I	R	R	M	M	R	R				
Paglalahad ng pangunahing punto at mahahalagang impormasyon sa napakinggan.								I	R	M	R
Pagkuha ng iba't ibang tala mula sa napakinggan sa pamamagitan ng nilalaman, dicto-comp, pagkakasunod-sunod, pagsasalungguhit, asterisko, rebisyon								I	R	M	R
Pagpapamalas ng kritikal o malalim na pang-unawa sa teksto o diskursong oinakinggan sa pamamagitan ng pagsusuri sa ipinahahayag nito.								I	R	M	R
Pagsusuri ng mga impormasyong pinakinggan/may sapat na kaalaman sa paksa ang nagsasalita								I	R	M	R
Pagpapaliwanag ng mahahalagang kaisipan sa mga seleksyon o ulat na pinakinggan.								I	R	M	R
Pagbibigay hinuha sa kalalabasan ng mga pangyayaring batay sa teksto o diskursong pinakinggan								I	R	M	R
II. PAGSASALITA											
Paggamit ng magalang na pagbati sa umaga/tanghali/hapon/gabi		I	R								
Paggamit ng magagalang na pananalitang po/opo, hindi po sa pakikipag-usap sa nakatatanda		I	R								
Paggamit ng magagalang na pananalita sa paghingi ng pahintulot sa loob at labas ng paaralan		I	R								
Paggamit ng magagalang na pananalita sa pasasalamat sa loob at labas ng paaralan		I	R								
Paggamit ng magalang na pantawag sa tao			I								
Paggamit ng panghalip bilang paksang pangungusap at pinaglalaanan sa mga pangungusap				I	R	R	M				
Pagpapahayag nang maayos ang matinding reaksiyon sa mga bagay na hindi nagustuhan (may pagsasaalang-alang sa damdamin ng kausap.)								I	R	R	M

Pagpapahayag nang maayos ang matinding reaksiyon sa mga bagay na di naguugustuhan.								I	R	M	R
Paggamit ng mga kaalaman at kakayahang alamin natin na makatutulong sa pagtatamo ng pasalitang komunikasyon.						I	R	R	R	M	R
Pagbibigay ng kahulugan sa mga pahayag at sinabi sa mga pangungusap na nagbibigay pahiwatig.						I	R	R	R	M	R
III. PAGBABASA											
Pagbibigay ng angkop na pamagat o wakas sa akdang nabasa		I	R	R	R	R	M				
Napag-uuri-uri ang mga salita ayon sa pandama					I	R	M				
Paggawa ng balangkas ng akdang binasa sa anyong papaksa o pangungusap				I	R	M	R				
Pagbibigay ng buod o lagom					I	R	M				
Pagsunud-sunod ng mga salita ayon sa alpabeto hanggang sa unang tatlong titik					I	R	M				
Pagbibigay impresyon sa binasang akda.						I	R	R	R	M	R
Pagbibigay ng wastong hinuha.						I	R	R	R	M	R
Pag-uugnay ng sanhi at bunga ng mga pangyayari						I	R	R	R	M	R
Nakabubuo ng balangkas ng binasang teksto.						I	R	R	R	R	M
Naiuugnay ang mga kaisipang nakapaloob sa akda batay sa mga karanasang pansarili						I	R	R	R	R	M
IV. PAGSULAT											
Pagsulat nang mga impormasyong nakukuha sa binasa o narinig na ulat o balita					I	R	R	M			
Pagsulat ng talaarawan ng sariling karanasan					I	R	M	R			
Pagsulat ng maikling buod ng balitang narinig sa radio o telebisyon					I	R	R	M			
Pagsulat ng mga panuto					I	R	M	R			
Napupunan nang wasto ang mga pormularyong pampaaralan na may- wastong baybay					I	R	M	R			
Nakasusulat ng kathambuhay batay sa tiyak na katangian nito								I	R	R	M
Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa.								I	R	M	R
Nakabubuo ng konseptong papel								I	R	M	R

MAPEH

Competencies	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Apply different media techniques and processes to communicate ideas, experiences, and stories showing the											I

characteristics of 21st century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)												
apply different media techniques and processes to communicate ideas, experiences, and stories (the use of Software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)												I
Explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual)						I	R	M				

MATHEMATICS

Learning Content	Learning Competencies	K A	K B	1	2	3	4	5	6	7	8	9	10	S t a t s 1 1	G e n M a t h	P r e - C a l	B a - C a l
Numbers and Number Sense	the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000 and the four fundamental operations including money, ordinal numbers up to 100th, basic concepts of fractions)	I	R	R	R	M											
	the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers, number theory, fractions, decimals, ratio and proportion, percent, and integers);						I	R	R	R	R	R	M				
	the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (sets and real numbers)									I	R	R	M				
Geometry	the learner demonstrates understanding and appreciation of key	I	R	R	R	M											

	concepts and skills involving 2-dimensional and 3-dimensional objects, lines, symmetry, and tessellation;																
	the learner demonstrates understanding and appreciation of key concepts and skills involving parallel and perpendicular lines, angles, triangles, quadrilaterals, polygons, circles, and solid figures						I	R	R	R	R	R	M				
	the learner demonstrates understanding and appreciation of key concepts and skills involving polygons, axiomatic structure of geometry, triangle congruence, inequality and similarity, and basic trigonometry									I	R	R	M				
Statistics and Probability	the learner demonstrates understanding and appreciation of key concepts and skills involving data collection and representation in tables, pictographs and bar graphs and outcomes) as applied - using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.	I	R	R	R	R	R	R	R	R	R	M	M	M			
	the learner demonstrates understanding and appreciation of key concepts and skills involving bar graphs, line graphs and pie graphs, simple experiment, and experimental probability) as applied -using appropriate technology - in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.						I	R	R	R	R	R	M	M			
	the learner demonstrates understanding and appreciation of key concepts and skills involving measures of central tendency, variability and									I	R	R	M	M			

	position; combinatorics and probability) as applied - using appropriate technology - in critical thinking, problem solving, communicating, reasoning, making connections, representations, and decisions in real life.																
	the learners must know how to find the mean and variance of a random variable, to apply sampling techniques and distributions, to estimate population mean and proportion, to perform hypothesis testing on population mean and proportion, and to perform correlation and regression analyses on real-life problems.									I	R	R	M	M			
Measurement	the learner demonstrates understanding and appreciation of key concepts and skills involving time, length, mass, capacity, area of square and rectangle	I	R	R	R	M											
	the learner demonstrates understanding and appreciation of key concepts and skills involving time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/space figures, temperature and meter reading						I	R	R	R	R	R	M				
	the learner demonstrates understanding and appreciation of key concepts and skills involving conversion of units									I	R	R	M				
Patterns and Algebra	the learner demonstrates understanding and appreciation of key concepts and skills involving continuous and repeating patterns and number sentences	I	R	R	R	M											
	the learner demonstrates understanding and appreciation of key concepts and skills involving continuous and repeating patterns,						I	R	R	R	R	R	M				

	number sentences, sequences, and simple equations																
	the learner demonstrates understanding and appreciation of key concepts and skills involving linear equations and inequalities in one and two variables, linear functions, systems of linear equations, and inequalities in two variables, exponents and radicals, quadratic equations, inequalities, functions, polynomials, and polynomial equations and functions									I	R	R	M				

SCIENCE

Competencies	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
MATTER : PROPERTIES, CHANGES AND STRUCTURE											
Observe and make inferences about objects and materials' characteristics such as shape, weight, definiteness of volume and ease of flow.		I	I	R	R	M	M	M	M	M	M
LIVING THINGS AND THEIR ENVIRONMENT											
Cite ways on how to preserve and conserve species and environment.		I	R	R	R	R	R	M	M	M	M
FORCE, MOTION, AND ENERGY											
Use the Law of Conservation of Momentum to further explain the horizontal and vertical motion of objects.									I	R	R

TLE

Competencies	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Identify the uses of computer		I									
Insert and format picture		I									
Identify the common file format		I									
Create a smartart		I									
Format textbox		I									
Identify and define each stage in the data processing cycle				I							
Practice ways of being safe when using the Internet		I	R	R	M						
Manage files and folders properly				I	R						

Recognize a Malware					I						
Be familiar with Internet browsers		I	R	R	M						
Perform basic task when creating a document				I	R						
Format shapes and pictures			I	R	M						
Format a table					I						
Format a chart					I						
Learn how to input data in a cell					I						
Apply formatting to text and numerical data					I						
Identify the formatting commands for cells				I	R						
Identify what a formula				I	R						
Practice netiquettes						M					
Identify the criteria for website evaluation						I					
Evaluate the content of a website						I					
Define file sharing						I					
Explain the types of file sharing						I					
Recognizing the risks when sharing files						I					
Create, save, close and open documents in MS Word		I	R			M					
Insert pictures in a document		I	R	R	M	M					
Insert shapes in a document		I	R	R	M	M					
Format shapes using the drawing tools						R					
Insert SmartArt graphics in a document			I			R					
Design and format SmartArt graphics using the SmartArt tools			I			R					
Insert charts in a documents				I	R	M					
Design and format charts using the Chart tools				I	R	M					
Familiarize ourselves with the MS PowerPoint environment				I	R	M					
Save a presentation in MS PowerPoint						I					
Insert text and pictures in PowerPoint						I					
Visualize what layout is best for different kinds of data						I					
Create designer-quality SmartArt illustrations						I					
Insert table in a PowerPoint slide				I	R	M					
Put transition effects on the slides				I	R	M					
Recognize other spreadsheet application						I					
Identify the parts of an MS Excel window						M					
Enter data into the cell						I					

Identify the types of data						I					
Apply formatting to an Excel worksheet that contains data						I					
Format data as a table						I					
Modify a table						I					
Recognize the MS Excel environment							M				
Create formulas							I				
Insert charts							I				
Apply themes to presentation							I				
Apply a slide transition to a presentation							I				
Animate text and objects in a slide							I				
To value the importance of being responsible and cautious in sharing images and content online								I			
To identify the advantages of instant messaging;								I			
Identifying the purpose of basic MS word application.								R			
Point out the similarities and differences between the applications								R			
Use the ribbon and context menus in manipulating data in a document.								R			
Use the application to create a document.								R			
Point out the similarities and differences between the applications								R			
Use the ribbon and context menus in manipulating data in a document.								R			
Be informed on the intellectual property rights, creative commons, privacy, deception, censored works, defamatory reproduction									I		
Display sense of responsibility when dealing with ethical issues in technology									I		
To learn how to open the toolbox, image window, and dialogs and docking windows									I		
The learners will work with images, layers selections and undo command;									I		
To indicate the names and functions of the Excel interface components.										R	
To realize the importance of Microsoft Excel.										M	
Show practical applications of using spreadsheets in everyday situations.										R	

To manipulate a worksheets and workbooks in MS Excel.										R	
To realize the importance of worksheets and workbooks in MS Excel.										M	
To make a short worksheets and workbooks.										R	
To organize a data in a worksheets										R	
To value the importance of being responsible and cautious in sharing information.										R	
Create a spreadsheets to manage a data gathered.										R	
Use formatting techniques as introduced in the Excel Spreadsheet Guidelines to enhance the appearance of a worksheet.										R	
Indicate the names and functions of the Excel interface components.										R	
Create formulas to calculate values, utilizing the proper syntax and order of operations.										R	
Employ a variety of methods to use the IF logical function and statistical functions that determine the sum, average, count, maximum, and minimum of a range of numbers.										I	
Modify and copy formulas p Display the formulas contained within cells rather than the resulting values										I	
Enter data and formulas into an Excel spreadsheet.										R	
Use the data to create and format graphs and charts.										R	
Identify on how to validate a data in MS Excel.										R	
Create a worksheet and validating a data.										R	
Value the importance of importing and exporting information in MS Excel.										R	
Perform the steps on how to import and export an information using MS Excel.										I	
Define what the internet is and know the basic history of the internet;											R
Know how to connect to the internet and distinguishing the types of internet connection; and											R
Know how to use the search engine efficiently											R
Experience the value of efficiency.											R
Identify the threats to internet safety											R
Know how to be safe											R
Learn the value of respect for others.											R
Know the importance of data privacy											R

Know your privacy rights. Identify ways to keep our data private											R
Examine how we manage trust with data.											R
Define media and information literacy											R
Identify the different types of media											R
Understand information and digital literacy											R
Understand what is the importance of social media											R
Identify examples of social media and the types of social media											R
Use social media responsibly and understand digital footprint.											R
Justify what copyright are necessary and accurately use of technology ethically and legally											R

Legend:

I- Introduced

R- Reinforced

M- Mastered

Research Code of Conduct and Integrity

General Principles

At San Jose Academy, we are committed to maintaining the highest standards of research integrity and ethical conduct among our students and teachers. Research plays a vital role in advancing knowledge and contributing to the betterment of society. These protocols are designed to ensure the ethical and responsible conduct of research within our institution:

For Students

1. Students must always conduct research with honesty and transparency. Properly cite and give credit to the sources, ideas, and work of others. Plagiarism, including the use of someone else's work without appropriate acknowledgment, is strictly prohibited.
2. Maintain the integrity of research data. Record data accurately, honestly, and without manipulation. Any errors or discrepancies should be reported promptly.
3. When conducting research involving human subjects, obtain informed consent from participants. Clearly explain the purpose, procedures, and potential risks involved in the research. Participants should have the option to withdraw their participation at any time.
4. Safeguard the privacy and confidentiality of research participants. Ensure that sensitive or personal information is stored and handled securely, following applicable data protection laws.
5. Clearly communicate the research methodology, including the use of any tools, software, or models, to ensure transparency in research processes.
6. Seek ethical approval for research involving human subjects from the Research Office before commencing the study. Follow ethical guidelines and protocols during the research process.
7. Respect the intellectual property rights of others. Seek permission or proper licensing when using copyrighted materials in research.

For Teachers

1. Teachers should provide guidance and mentorship to students engaged in research activities, emphasizing the importance of research ethics and integrity.
2. Teachers should serve as role models for upholding ethical standards in research. Demonstrate honesty, transparency, and integrity in your own research endeavors.
3. When supervising student research projects, ensure that students are aware of and adhere to ethical guidelines and protocols.
4. Teachers who become aware of any violations of research ethics by students should report such violations to the appropriate authorities within the institution.
5. Stay informed about developments in research ethics and best practices. Teachers should continually update their knowledge and skills in research ethics.
6. Provide support to students in obtaining ethical approvals for their research involving human subjects. Ensure that research proposals align with ethical standards.

For Both Teachers and Students

1. All members of San Jose Academy's research community, including students and teachers, are accountable for upholding ethical standards in research. Violations of research ethics may result in disciplinary action.
2. Adhere to all relevant laws, regulations, and institutional policies related to research ethics and integrity.
3. Encourage peer review and critical evaluation of research work to ensure its quality and adherence to ethical standards.

By adhering to these protocols, students and teachers at San Jose Academy demonstrate their commitment to conducting research that upholds ethical principles, respects the rights and dignity of individuals, and contributes positively to knowledge and society.

Ethical, Intelligent, and Critical Use of Artificial Intelligence in Research

Artificial intelligence (AI) is a powerful tool that can enhance research endeavors, but it must be used thoughtfully and ethically.

Considerations

Students should be educated about the ethical implications of AI, including issues related to bias, privacy, and accountability.

Adequate supervision and guidance from teachers or mentors are crucial to ensuring that students use AI tools responsibly and ethically.

Students should have a fundamental understanding of the AI tools they are using, including their limitations and potential biases.

When using AI for research, students must respect data privacy and obtain informed consent if their research involves human subjects' data.

It's essential to maintain transparency in the research process, explaining how AI tools were employed and their impact on the research.

Students should not rely solely on AI-generated results but should critically analyze and interpret the findings.

Consider the age and maturity level of the students when deciding whether to introduce AI in research projects.

Given the aforementioned considerations, these protocols guide the responsible and intelligent use of AI in research at San Jose Academy:

Responsibilities of Teachers

1. Provide students with a strong educational foundation in AI ethics, encompassing bias, fairness, privacy, and accountability. Foster an understanding of the ethical implications of AI.
2. When supervising student research projects involving AI, ensure that students adhere to ethical protocols. Review their AI tools and methodologies, emphasizing responsible practices.
3. Offer guidance on selecting suitable AI technologies for research projects. Encourage students to critically assess the ethical dimensions of their AI choices.
4. Set an example of responsible AI use in your research and teaching. Emphasize transparency and ethics in AI applications and foster critical thinking skills.

5. If student research incorporates AI and involves human subjects, ensure that the research proposal complies with ethical standards and guidelines. Facilitate ethical review processes as needed.

Responsibilities of Students

1. Prioritize ethical considerations in AI research. Ensure that your research design, data collection, and AI applications align with ethical principles and respect the rights of individuals.
2. Be transparent about the use of AI in your research methodology. Clearly explain how AI technologies are integrated, the algorithms employed, and their potential impact on research outcomes.
3. Safeguard the privacy and security of data when utilizing AI for analysis. Adhere to data protection laws and ethical guidelines to protect participants' information.
4. Be vigilant about potential biases in AI algorithms and datasets. Take proactive steps to identify and mitigate biases, particularly those that could result in unfair or discriminatory outcomes.
5. Thoroughly validate and verify the accuracy and reliability of AI models and results. Document the validation process and make it accessible for peer review.
6. If AI analysis involves human subjects' data, secure informed consent from participants. Clearly communicate how their data will be used and assure them of data privacy.
7. Take responsibility for AI-generated results and conclusions in your research. Be prepared to explain and justify your AI choices and methodologies.

Protocols:

1. All provisions stated in this part of the Manual must be included in the orientation and discussion of the course requirements during the first meeting of any research class.
2. A student-researcher together with their parents and guardians, must complete and submit a **Research Code of Conduct and Integrity Form** acknowledging their commitment to comply with the provisions of this policy.

Appropriate Citation of Various Sources/Materials in All Documents

Pictures, internet sites, and articles are extensively used in various documents such as written programs, learning plans, summative assessments, and PowerPoint presentations we use in school activities and in our classes. As a matter of rule, all of our references and sources should be appropriately cited in our documents using the APA 7th edition format. A quick reference guide will be sent via the school's chat group for your perusal.

Here are some specific guidelines to follow:

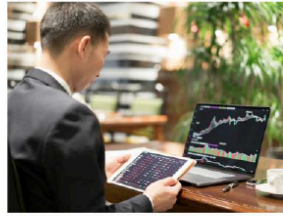
- a. When we use a video, an image, editorial cartoon, comic strip, or photo from the web for a PowerPoint presentation and in summative assessments, we use Tahoma font type, size 8, and place it at the bottom of the slide using this format:

Image from _____.
(Insert link address)

Video from _____.
(Insert link address)

Quantitative Research

- It is the study of numbers and its relation to certain events or phenomena.
- Its main goals include testing hypotheses, making predictions, and generalizing certain sample in a population.



Source: OpenStax / OpenStax University
<https://openstax.org/r/quantitative-research>

- When citing an excerpt or an article from another source, use the appropriate APA 7th edition citation guide.
- Prepare a slide dedicated to references used or cited in the learning plan. Refer to the APA 7th edition quick reference guide. It is presented in alphabetical order with hanging indentions, as depicted on the slide below.

References

Barrot, J. & Sipacio, P. (2016). *Communication today: English for academic and professional purposes*. C&E Publishing, Inc.

Sipacio, P. & Balgos, A. (2016). *Oral communication in context for senior high school*. C&E Publishing, Inc.



Research Office

San Jose Academy
Navotas City

This checklist is to ensure that the research conducted by the faculty members and students of San Jose Academy is carried out according to the guiding principles outlined in the SnJA's Research Code of Conduct and Integrity. The researcher is advised to refer to the said guidelines before completing this checklist. Statements pertinent to ethical issues in research should be addressed below. The checklist will help the researcher/s and advisers/readers/evaluators determine whether procedures should be undertaken during the course of the research to maintain ethical standards.

Principal Researcher

Name	
Grade Level and Section (for students)	
Department (for personnel)	
Title of Research	
Please list all co-researchers (the research team)	
Planned start date (month/year)	
Planned end date (month/year)	

2.1. Introductory Summary: (maximum of 250 words)

(Please provide the rationale and purpose of the study here)

2.2. Study Design

Please indicate the following:

- The research question or objectives
- Justification for the study
- The plan for data collection and data analysis

2.3. Detailed description of the methodology

Please indicate:

- Where will the research be conducted?
- If humans will be studied, indicate what they will be made to do. If subjects are animals, what will be done on them?

Attachments to this Application

Please check if the following documents are attached to this application:

	Chapters 1 to 3 of Research Paper including instruments used (e.g., survey questionnaire, interview guide, interview schedule)
	Informed Consent Form (if a recorded informed consent is to be obtained)
	Guardian or Parental consent (if the participant who have not attained the legal age for consent or is considered competent to provide consent)
	Accomplished General Research Ethics Checklist

Declaration

I certify that I have read and understood the San Jose Academy Research Code of Conduct and Integrity and will abide by the ethical principles in this document. I will submit a copy of Chapters 1-3 and research instruments to the SnJA Research Ethics Office. I will not commence with data collection until I receive an ethics review approval from the said Committee.

Name and Signature of Principal Researcher	Date

Research Teacher's Approval

I confirm that the student(s) is/are capable of undertaking this research in a safe and ethical manner.		
Teacher's Name	Signature	Date

Procedures for Establishing Collection of Students' Outputs and Intellectual Properties

Introduction

San Jose Academy, in its unwavering dedication to developing a transformative learning environment, is focused on promoting a culture that values intellectual inquiry and research among its faculty and students. Recognizing the value of creative works and intellectual properties, this protocol has been devised to systematically document, monitor, and assess the outstanding outputs of our students.

At the core of this endeavor is our desire to enhance academic excellence at San Jose Academy by promoting a vibrant culture that celebrates innovation, originality, and the pursuit of knowledge. As we embark on this journey, we aim to contribute to the cultivation of a community that not only excels academically but also embodies the core values integral to the identity of San Jose Academy - Love, Integrity of Creation, Faith, and Excellence (L.I.F.E.).

Objectives

The purpose of this protocol is to systematically document, monitor, and assess the creative works and intellectual properties produced by personnel and learners at San Jose Academy, with a specific focus on outstanding students' outputs. This protocol aims to ensure fair selection, proper classification, endorsement, and safekeeping of these works. Specifically, the protocol hopes to:

1. Identify and recognize outstanding students' outputs that embody creativity, innovation, and academic excellence.
2. Document and archive these works, ensuring their safekeeping for posterity while respecting intellectual property rights.
3. Contribute to the development of a vibrant academic culture where research, creativity, and intellectual pursuits are celebrated and integral to the San Jose Academy's learning experience.

General Procedures

1. Nomination and Selection of Outstanding Students' Outputs

- Faculty members and subject area coordinators may nominate works or performance task outputs for consideration. Nominated works should be submitted with a brief description highlighting the unique aspects and contributions of the work.
- The Academic Council will be responsible for identifying outstanding students' outputs.

2. Criteria for selection of Outstanding Outputs

- Creativity
- Innovation
- Academic excellence
- Relevance to the academy's mission

3. Evaluation and Classification

- The Academic Council will assess the nominated works based on predetermined criteria. Evaluation may include a review of the creative process, impact, originality, and alignment with academic goals.
- Selected outputs will be classified, whether as academic projects, research papers, investigatory projects, artistic creations, or technological innovations.

4. Endorsement

- Once the committee has made its evaluations, the selected works will be submitted to relevant faculty members for endorsement. Faculty members should provide feedback and ensure the work aligns with academic standards.
- Students whose works are selected should be formally acknowledged and informed of their achievement.
- A dedicated space, either in the library or in a special room, will be provided to showcase and discuss their works within the SnJA community.
- All endorsed outputs will be submitted to the school library.

5. Safekeeping and Documentation

- A record for each selected work, including details on the creator, date of creation, and significance of the work, will be created.
- Digital and/or physical copies of the documentation will be maintained.
- Measures to protect intellectual property rights and ensure confidentiality will be made when necessary.

6. Monitoring and Assessment

- Periodic reviews of the collection will be conducted to assess its relevance and update as needed.
- Feedback from students, faculty, and other stakeholders will be solicited for continuous improvement.
- The impact of the collection on student motivation, academic performance, and the overall academic environment will be monitored.
- The school library will create an annual report that summarizes the contributions and accomplishments of outstanding students.

7. Criteria for Deselection of Student Outputs

- Appearance
- Duplicate Volumes
- Poor Content
- Relevance

Research Partnership and Collaboration

Research Request from External Researchers

San Jose Academy acknowledges the interest of external researchers in conducting research within the premises of San Jose Academy and involving our students and personnel as respondents. To facilitate a productive and respectful research process, they will be asked to adhere to the following protocols:

1. Formal Request

Initiate your research process by formally requesting permission from the school administration. You can address your request to the School Principal and send it to our official email address: academysanjose@gmail.com

2. Research Proposal

External researchers will be asked to provide a comprehensive research proposal that outlines the objectives, methodology, and expected outcomes of your study. By ensuring that the proposed research study is in line with San Jose Academy's values and mission, the Research Office will determine whether to grant the request. After a five-day review of the proposal by the Office, the external researcher will be informed if the request is granted. He/She will then be asked to complete and sign an **Indorsement Form** as appended to this manual.

3. Consent and Ethical Considerations

The external researcher must obtain informed consent from all participants in research studies that involve surveys, interviews, or any other method of data collection from our students or staff. It must be ensured that it adheres to ethical guidelines, including privacy and confidentiality.

4. Non-Disruption

Research activities should not disrupt the regular academic programs, activities, or operations of San Jose Academy. Minimal interference with the school's daily routines and operations is expected.

5. Compliance with Rules

The external research must comply with all rules, regulations, and guidelines set by the school during your research activities. This includes respecting the school's code of conduct and policies.

6. Data Security

The security, storage, and handling of any data collected during the conduct of the research study must be declared to protect the privacy and confidentiality of participants.

7. Reporting

After completing your research, a copy of the findings must be submitted to San Jose Academy. This serves as a gesture of goodwill and contributes to the school's collective knowledge.

8. Feedback

Any feedback or insights about the external researcher's experience while conducting research at San Jose Academy are encouraged to be shared. This will help the school improve its processes and collaboration with external researchers.

Provision on Personnel Research Participation in External Conferences

As part of the school's mission of promoting research culture and recognizing the personnel's accomplishment in the conduct of action research, the following are the protocols to be followed in the provisions in the participation in external conferences:

1. The departments that will complete their action research are entitled and highly encouraged to participate in the local or international external research conferences. *Submission of requirements in the prospect conference/s should be done prior to the next step.*
2. The coordinator of the department should submit a letter proposal, stating the department's intention to participate in the targeted external research conferences, to the Research Office. *The details of the conference should be included in the letter proposal.*
3. The Research Office will review and approve the letter proposal of the coordinator based on the available budget, relevance of the conference, and the personnel/s teaching schedule.
4. Once the letter proposal is approved by the Research Office, the request will be forwarded to the offices concerned (Academic Council and HR and Finance Office). If there are no conflicts with other offices concerned, the Research Office will cascade to the department that the letter proposal is approved.
5. The budget allotment for the participants' transportation, lodging, and food expenses will be based on the available budget and the discretion of the offices concerned (Research Office and Finance Office).
6. The participants in the research conferences are given the responsibility to fully document their involvement to be part of the Research Office documents. This includes the integration of the insights they will get from the conference for the further improvement of the research paper.
7. The department, after they've participated in the conference, will submit a post-document to the Research Office for archiving and for future reference.

APPENDICES



San Jose Academy

PAASCU Accredited (Level II)
Navotas City

Indorsement

Respectfully returned to _____, Researcher, (Name of School), the communication re: conduct of research titled: (Research Title) in (respondents), the San Jose Academy Research Office is **interposing no objection** to the said request provided that:

1. necessary arrangements shall be made with the School Principal and personnel concerned;
2. the conduct of the study shall not interfere with the regular program of the school and must take into consideration the "new normal" set up of education in the implementation of the study;
3. the minimum health standard set by the Inter-Agency Task Force (IATF) has to be observed during the conduct of the study;
4. school/office materials shall not be used for the purpose;
5. taking photographs shall only be allowed with the permission of the School Principal and the subject/person concerned;
6. anonymity of the respondents shall be preserved;
7. respondent/parent's consent shall be presented and be included in the questionnaire/survey form, and
8. this Office shall be furnished with a copy of the result/findings of the study in pdf file and hard copy, for future reference. A pdf file shall be sent to academysanjose@gmail.com, while a hard copy shall be forwarded to the Research office. **Failure to furnish this Office a copy of the completed study after it has been defended and revised, the Academy shall be informed for the non-compliance with term no. 8 of this indorsement.**

Thank you very much.


Mr. RAFAEL PATRICK M. PECJO
School Principal

CONFORME

Researcher's Signature over Printed Name

Date



San Jose Academy

PAASCU Accredited (Level II)
Navotas City

Research Code of Conduct and Integrity Form

I, _____, a student of Grade ____ - St. _____, hereby acknowledge and commit to upholding the principles of research ethics and integrity as outlined in this Research Code of Conduct. I understand that conducting research is a valuable educational experience, and it is essential to maintain the highest standards of honesty, transparency, and ethical behavior throughout the research process.

Research Code of Conduct and Integrity

1. I will conduct my research with honesty and integrity, ensuring that all data, information, and findings are accurate and truthful.
2. I will treat all participants, including human subjects and animals, with respect, dignity, and sensitivity to their rights and well-being. I will obtain informed consent when required.
3. I will respect the privacy and confidentiality of individuals and data sources involved in my research, following all relevant data protection laws and guidelines.
4. I will properly attribute all sources of information, ideas, and contributions in my research. I understand that plagiarism is a serious violation of academic integrity.
5. I will use technology, including artificial intelligence, responsibly and ethically in my research, ensuring that the use of AI aligns with ethical guidelines and does not perpetuate bias or harm.
6. I will maintain transparency in my research methods, procedures, and reporting. I will clearly document the steps taken in my research process.
7. I will comply with all applicable school policies, local, national, and international laws and regulations governing research.
8. I will respect intellectual property rights, including copyright, and seek appropriate permissions when using copyrighted materials.
9. If my research involves any form of experimentation or potentially hazardous activities, I will prioritize safety and follow safety protocols.
10. I will seek guidance and mentorship from my research advisor or teacher when necessary and will report any issues or concerns promptly.

I understand that any breach of this Research Code of Conduct and Integrity may result in academic consequences and disciplinary action. I pledge to conduct my research with the utmost professionalism and ethical behavior.

Student-Researcher's Signature

Parent/Guardian's Signature over Printed Name

San Jose Academy

**PARENTAL INVOLVEMENT IN A CATHOLIC SCHOOL IN
NAVOTAS CITY TOWARDS THE DEVELOPMENT OF A
HOME-SCHOOL PARTNERSHIP PROGRAM:
AN ACTION RESEARCH**

A Research Paper
Presented to the
Faculty of Senior High School Department
San Jose Academy

In partial fulfillment of the requirements for
Inquiries, Investigation, and Immersion
School Year 2022-2023

by

Complete Names of Researchers (First Name, Middle Initial, Last Name)

Mr. Rafael Patrick M. Pecjo
Research Adviser

Navotas City, Philippines
May 2023

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ACCEPTANCE PAGE

The Faculty of the Senior High School Department, San Jose Academy accepts the Research Paper entitled:

PARENTAL INVOLVEMENT IN A CATHOLIC SCHOOL IN NAVOTAS CITY TOWARDS THE DEVELOPMENT OF A HOME-SCHOOL PARTNERSHIP PROGRAM: AN ACTION RESEARCH

Submitted by Maria Clara Santiago, Crisostomo Ibarra, and Placido Penitente in partial fulfillment of the requirements for
Inquiries, Investigation, and Immersion for School Year 2022-2023.

Mr. Rafael Patrick M. Pecjo

Research Adviser

Juan dela Cruz

Research Panel Chair

Mr. Rafael Patrick M. Pecjo

School Principal and SHS Coordinator

Grade : _____

Date : May 2023

San Jose Academy

School Year 2022-2023

Research Format

TECHNICAL FORMAT

Font	-	Tahoma
Font Size	-	10
Margin	-	1.5 inch – left, 1 inch – other sides
Headings	-	Bold, Center-aligned
Body	-	Justified
Citation	-	Parenthetical citation, APA 7 Format
Spacing	-	Double-spaced
Pagination	-	letter for preliminary pages (placed on lower-right hand corner) number for body (placed on upper-right hand corner)

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- Statement of the Problem
- Research Hypothesis
- Theoretical/Conceptual Framework
- Significance of the Study
- Scope and Delimitation of the Study
- Definition of Terms

Chapter 2

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- Main Topic/Idea 1
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- Research Design
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Chapter 4

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Conclusion and Recommendation

- Summary
- Conclusion
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Appendices (letters, survey questionnaire, resume of researchers, etc.)

Chapter 1

THE PROBLEM AND ITS BACKGROUND

A. Introduction

This part includes the background information about the problem at hand. The introduction of a research paper should show that the author is familiar with the literature by developing a comprehensive background of the study. The researcher may start with the historical background of the problem or may enumerate pressing situations that prompted him to work on the topic. The researcher can use either a macro or a micro approach in the presentation to bridge the gap between the phenomenon under study and the primary purpose for undertaking the study.

The researcher may quote information from books, newspapers or magazines. He also includes the name of the author, the year the book was published, and the page where the information was found. He should follow rules in the use of quotations. There should be no breaking of word at the end of the line. The margin should be justified. He follows double-spacing between lines all throughout the presentation.

Introducing quotation should vary in accordance to its novel effects to the manuscript. There should be a smooth transition between sentences and paragraph. Each quotation should be combined logically and grammatically. Each quotation selected should indicate accurately the content and context of the source.

B. Research Questions

In this part, the research indicated the major problem stated in declarative form. This usually bears the title of the research paper or repeats the main objective in conducting the study. The second part will enumerate the specific problems which are stated in question form.

C. Research Hypothesis

The non-directional or null hypothesis should be used.

D. Theoretical/Conceptual Framework

The researcher explains the theory (if using the theoretical framework) or concept (if using the conceptual framework) that guided the study. Concepts from authorities and theories of notable educators/philosophers are used in the discussion.

This part also includes the figure that represents the paradigm or model of the study.

After the presentation of the paradigm, there is a need for the researcher to discuss or explain the figure clearly and completely. The researcher clarifies the relationship existing between or among the dependent and independent variables in the study.

E. Significance of the Study

In this part, the researcher will enumerate the person/s or sector/s that will benefit from the result of the study. He/she should follow it up with a brief account of the benefits that they can derive from the results of the study.

F. Scope and Delimitation

The researcher discussed in this section the setting of the study, the time frame, the number of respondents who will be involved and the focus of the research. Moreover, this part of the study identifies the variable of the study which the researcher wishes to control or limit to delimit the broad coverage of the study, thereby permitting a thorough and a more in-depth investigation or discussion of the problem. Thus, delimitation could be used as a springboard for recommendations.

G. Definition of Terms

Here, the researcher defines new and different terms used in the study using conceptual and operational definitions written in complete sentences and arranged alphabetically. In defining terms, the conceptual definition (the meaning of the term as defined by authors or experts in the field) and operational definition (the way the term is used or referred to in the study) can both be used.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter contain information gathered from books, journals, other periodicals, online sources and varied unpublished materials that provided the researcher with the exhaustive review of the topic and the necessary background knowledge to pursue the study.

All related literatures, conceptual and research studies, are discussed together by topic related to the variables investigated, conceptual or theoretical framework, statement of the problem, assumption of the study, its significance and methodology. This topic should be discussed clearly and comprehensively.

Synthesis

It discussed in narrative form the similarities and difference of the research from the related studies cited. It critically analyzes the similarities/differences considering the use of variables and objectives in the related studies; or if not similar, then the researcher points out how the related studies are indirectly related to the study. This portion of the study shows clearly how the present study compares with or differs from the past studies done.

Chapter 3

METHODOLOGY

A. Research Design

B. Research Population and Sampling

The population refers to the complete enumeration of the individuals that possess the characteristics which are of interest to the researcher for inferential purposes. Sampling, meanwhile, is a proportion of the population chosen for the study which represents the entire population of interest.

In this part, the researcher should explain very well the characteristics of the respondents and the reasons why they are chosen as respondents. After a thorough discussion of the number of respondents stated as frequency and the equivalent percentage, a tabular presentation of the distribution of respondents is presented.

Simple random and stratified random sampling are generally suggested for the selection of respondents.

C. Research Instrument

The research discussed the instrument used to gather the necessary data to answer the specific problems posed in the study. In this part, the researcher indicates if the instrument is a self-made instrument, copyrighted or an adapted one. He clarifies in the mode of responses and the scale to be used as part of the assessment tool and provides a name to the instrument or scale to be used.

D. Data-gathering Procedure

This section contains the procedure followed by the researcher from the time of the distribution of the instrument/questionnaire up to the time of retrieval. He gives a precise narration of the procedure. He discussed the details of every step/procedure undertaken in the course of gathering data.

E. Method of Data Analysis

The researcher enumerates the statistical tools used in treating the data. He indicates here the definitions of the statistical measures and the names of the authors. He does not need to write the formula. He indicated the title of the statistical tool used and its significance in processing the data.

Chapter 4

Presentation, Analysis and Interpretation of Data

This part of the research work contains the major contributions of the researcher to the wealth of knowledge; hence, he needs to give a thorough interpretation of results and findings. The research places here the answer to the specific problem based on the table/graph depending on the type of information the presentation would require.

A table/graph presents the data or information gathered in the study.

After the table, the researcher discussed the highlights of the tabular data. He must support statistical results with critical analysis. His findings must be able to draw the link of the research study to other areas, specifically to the research literature included in the study. He must state clearly the key ideas and how these salient ideas/findings relate to other areas or field of studies. He must draw inferences based on findings and stress how such result/s shed light to the intended significant contributions of the research work at hand.

A table or a tabular presentation should not be presented in two separate pages.

Granting that the output of the study is a functional program, a development plan, action plan, others, as a recommended output such is contained in this chapter.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In this part, the researcher states the major problem and the specific problems raised in the study. He follows this up with the hypothesis/es tested or assumptions refuted or confirmed in the study. He includes also the research design and base theory used, the research instrument/s, the respondents of the study, and the statistical tools employed in the analysis, and interpretation of data.

Findings

The researcher places the summary of answers to the specific problems as discussed in Chapter 4. This section contains significant numbers/percentages and also the statistical values used in testing the hypotheses of the study. He also states/justifies the hypotheses were accepted or rejected.

Conclusions

After a careful analysis of the findings, the researcher enumerates here the conclusions drawn. These are usually general statements made based on the findings. This part does not contain number/percentages or statistical values.

Recommendations

After drawing the conclusions, the researcher enumerates the recommendations or suggestions offered by the study. Remember that the researcher bases his/her recommendations from the findings and conclusions drawn from the study. There should be continuity as well as consistency of findings, conclusions and recommendations. It is also important for the researcher to see to it that the study is guided/anchored from the start to the end by the theoretical/conceptual framework used in the study.

REFERENCES

The citation of references at the end of the paper follows APA 7th edition style. The references are arranged alphabetically regardless of their respective types of reference material. They are no longer classified as books, journals, periodicals, thesis or online sources. Format is still Tahoma 10. It follows hanging indention style as presented in the example below.

Other Technical Format

- For preliminary pages, template will be sent.
- Table numbering should be continuous regardless of their placement in the paper. All table numbers and labels should be center-aligned, bold and in all caps. Contents of the table must be single-spaced. Please refer to this sample:

Guidelines on the Conduct of Research Day

Research Day is designed to give students dedicated time to focus on their academic research requirements. It aims to promote independence, collaboration, and resourcefulness, while ensuring that proper guidelines are observed for safety, order, and accountability. Research Day begins during the Second Quarter for students in Grades 6, 10, and 12. While it will begin during the Third Quarter for Grades 5 and 9. Research Day is conducted once a month.

To guide students in the proper use of their time and access to school facilities, the following protocols shall be strictly observed.

1. Research teachers are expected to orient the students on the task/s they need to accomplish during the research day.
2. Students are expected to accomplish their research tasks or activities independently at home. However, if they wish to collaborate with their groupmates, they may do so through online meetings.
3. **Use of the Science Laboratory.** Laboratory research activities are permitted provided that students secure the necessary permits and materials, equipment, or apparatuses form has been filled out and submitted to the laboratory assistant at least one week before the scheduled activity. A supervising teacher must always be present during the laboratory work. Students are required to wear any SnJA shirt, maong pants, rubber shoes, and their school ID. Gadgets may be brought only if prior approval has been obtained and permits have been issued. Furthermore, students must strictly adhere to the approved schedule and are not allowed to stay in the laboratory or on the school premises beyond the designated time. The cleanliness and orderliness of the science laboratory must be maintained at all times, all wastes must be disposed of properly, and in case specimens are left in the laboratory, make sure that the subject teacher and the laboratory assistant are well informed for safekeeping.
4. **Use of the Library.** Library research activities are also permitted, provided that students secure the necessary permits at least one week before the scheduled activity. Students must wear any SnJA shirt, maong pants, rubber shoes, and their school ID. Gadgets may only be brought if they have the required permits. Students are likewise expected to follow the approved schedule and are not allowed to stay in the library beyond the designated time.
5. **Data Gathering.** In case students need to go out for data gathering or conduct laboratory activities outside their homes, they are required to inform their research teacher beforehand. This is to secure parental consent and to accomplish other necessary steps to ensure their safety during the activity.
6. **Monitoring.** The research teachers will check the expected output either in the succeeding meeting or on the day of the Research Day to ensure that tasks or activities were accomplished.

All students are expected to comply with these protocols to ensure that Research Day is productive, orderly, and aligned with school policies. Failure to follow the guidelines may result in restrictions on the use of school facilities and possible disciplinary action.

Parental Consent Form for Data Gathering Outside School

Name of Student:	
Grade & Section:	

I hereby give my consent for my child to participate in the following research-related activities (put a check):

- ☐ Interview/Survey
☐ Research in off-campus Library
☐ Laboratory Testing in off-campus laboratory

Details of the Activity:

Date:	
Time:	
Venue/Location:	

I understand that this activity is necessary for my child to complete his/her research paper. I will also remind my child that all safety measures shall be observed, and I will allow my child to:

- ☐ conduct the activity on his/her own following the school safety protocols
☐ be accompanied by a designated guardian who will supervise their research group:
 Name of Chaperone: _____
 Contact Number: _____

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____