

# Trends, Issues, and Challenges in Science Curriculum Stretching Practices

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## ABSTRACT

The aim of this qualitative study is to explore the trends, issues, and challenges in curriculum stretching practices of the science teachers in Candelaria District, Quezon Province which was the basis in developing an instructional framework. It utilized the phenomenological research through the open-ended interview and focus group discussion guide. In vivo codes were used through the INVIVO version 12, yet manual coding and theming were still done to ensure accuracy of the themes. It was revealed that curriculum stretching addresses the contrasting perspectives on the K to 12 curriculum contents, the use of diverse instructional approaches and materials in teaching and learning, and complete assessment typologies. The trends, issues, and challenges of the curriculum stretching center on the needs of the present times, the curriculum clog itself, limited resources, and teachers' training. An instructional framework has been developed based from the results of the study. Hence, it was recommended that curriculum stretching may be extensively introduced in the schools in line with K to 12 curriculum implementation. This study has its unique contribution of improving teaching-learning process by the use of curriculum stretching practices suited to the needs of the students in order for them to optimally grasp the lessons in science classrooms.

*Keywords: challenges, curriculum stretching, issues, instructional delivery, instructional materials, trends*