



Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 9:

Bachelor of Secondary Education

Social Studies

Specialization Courses

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ACKNOWLEDGMENTS

The Project Team

Philippine National Research Center for Teacher Quality (RCTQ)

The Research Team

Jennie V. Jocson, PhD
Deputy Director and Project Leader

Ma. Izella D. Lampos
Senior Research Officer

Mariam Jayne M. Agonos
Research Officer

Academic Staff

Gina O. Gonong, PhD
Director

Allan S. Reyes, PhD
Senior Program Manager

Philip Jay N. Alcoberes, PhD
Senior Program Manager

PPST-based Prototype Syllabi Technical Working Group

Rosario I. Alonzo, PhD
Allen U. Bautista, PhD
Corazon B. Sigua, PhD
Twila G. Punsalan, PhD
Stella Marie M. Urbiztondo, PhD

University of New England - SiMERR National Research Center

John Pegg, PhD
Director

Joy Hardy, PhD
Deputy Director

Ken Vine, PhD
Principal Research Adviser

RCTQ Support Staff

Dyna Mariel B. Bade
Gerald P. Santos
Donnadette S. Belza
Part-time Research Officers

Beverly E. Estocapio
Executive Assistant

Pamela L. Lamparas
Executive Officer

Emille Christianne B. Magbanua
Nikki Boie B. Pino
Sarah Joy T. Alimboyong
Administrative Assistants

Ruby Ann G. Gantalao
Emil Marco A. Munar
Administrative Officers - Finance

Teacher Education Council

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Secretary, Department of Education

Allan B. De Guzman, PhD
Luzon Zonal Representative

Rita May P. Tagalog, PhD
Visayas Zonal Representative

Evelyn G. Chavez, PhD
Mindanao Zonal Representative

Lourdes R. Baetiong, PhD
Language Subject Representative

Myrna B. Libutaque, PhD
Mathematics Subject Representative

Lorina Y. Calingasan, PhD
Social Studies Subject Representative

Teacher Education Council Secretariat (TECS)

Runvi V. Manguerra, PhD
Executive Director II

Donnabel B. Bihasa
Senior Education Program Specialist

Jayson A. Peñafiel
Education Program Specialist II

Rosanna Marie B. Balbuena
Administrative Officer II

Maricel B. Flores
Rex Augus M. Fernandez
Administrative Assistants

Prototype Syllabi Writers

Professional Education

Lead Writer for Professional Education Courses

Byron B. Go Silk, PhD, Western Mindanao State University

Bukidnon State University

Ann Sheila C. Del Rosario, PhD
Ritchelle B. Alugar
Rachel Joan T. Toledo, PhD

Philippine Normal University-Manila

Celia M. Ilanan, PhD
Nancy S. Ramores, PhD

Western Mindanao State University

Bernardita G. Bacang, PhD

Early Childhood Education

Centro Escolar University

Maria Rita D. Lucas, PhD
Rose Aira Mae R. Tayag
Milagros L. Borabo, PhD

University of Asia and the Pacific

Angelito Z. Antonio, PhD

Elementary Education

Ateneo de Naga University

Paolo Jose R. Silang

Bicol University

Marcia Corazon P. Rico, PhD
Sixto O. Orzales, PhD

English

Cebu Normal University

Lelani C. Dapat, PhD
Remedios C. Bacus, PhD
Rivika C. Alda, PhD

University of San Jose - Recoletos

Helmae E. Tapanan, EdD
Ionell Jay R. Terogo

Filipino

Southern Leyte State University

Analiza M. Nares, PhD
Claire B. Goda, EdD
Norlyn L. Borong, PhD

Leyte Normal University

Gilbert C. Galit
Janet P. Espada, PhD
Rowena N. Ariaso, EdD

Mathematics

Ateneo de Zamboanga State University

Anita R. Tagadiad, PhD
Evelyn G. Chavez, PhD
Daisy M. Quisel
Marjorie S. Emmanuel, PhD

Xavier University-Ateneo de Cagayan

Melpe J. Cavales, PhD
Peje C. Santillan, PhD
Ronald M. Quileste

Physical Education

Angeles University Foundation

Jennifer P. Santillan, PhD
Jonar T. Martin, PhD
Joel G. Tubera, PhD

Philippine Normal University-Manila

Lordinio A. Vergara, PhD
Salve A. Favila, PhD

Science

De La Salle University - Manila

Voltaire C. Mistades, PhD

Saint Mary's University - Bayombong

Arlene L. Tabaquero, PhD
Gloria Vicky A. Antonio, PhD
Zayda S. Asuncion, PhD

Social Studies

Pangasinan State University

Belinda S. Velasquez, PhD
Cheryl C. Mendoza, PhD
Rudjane C. Tunac

University of the Cordilleras

David Y. Camiwet, PhD

Values Education

Benguet State University

Arnulfo C. Capili, PhD
Jingle P. Cuevas, PhD
Erlyn Honeylette C. Marquez

Saint Louis University - Baguio

Maureen Jane O. Bandoc, PhD
Carmelita B. Caramto, PhD
Geraldine S. Wakat, PhD

Partner Institution Administrators

Angeles University Foundation

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Dean, School of Education

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Vice President for Academic Affairs

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Dean, College of Teacher Education

Bicol University

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Helen M. Llenaresas, EdD

Vice President for Academic Affairs

Lorna M. Miña, PhD

Dean, College of Education

Bukidnon State University

Oscar B. Cabañelez, PhD
President

Estela C. Itaas, PhD

Vice President for Academic Affairs

Mercidita S. Villamayor, PhD

Dean, College of Teacher Education

Cebu Normal University

Filomena T. Dayagbil, PhD
President

Daisy R. Palompon, PhD

Vice President for Academic Affairs

Ethel L. Abao, PhD

Dean, College of Teacher Education

Centro Escolar University

Ma. Cristina D. Padolina, PhD
President

Teresa R. Perez, PhD
Vice President for Academic Affairs

Maria Rita D. Lucas, PhD
Dean, School of Education-Liberal Arts-Music-Social Work

De La Salle University – Manila

Br. Raymundo B. Suplido FSC,
President

Robert C. Roleda, PhD
Vice Chancellor for Academics

Raymund C. Sison, PhD
*Dean, Br. Andrew Gonzalez FSC
College of Education (BAGCED)*

Leyte Normal University

Jude A. Duarte, DPA
President

Evelyn B. Aguirre, DA
Vice President for Academic Affairs

Prof. Lina G. Fabian
Dean, College of Education

Pangasinan State University

Dexter R. Buted, DBA
President

Paulo V. Cenas, EdD
Former OIC-Office of the President

Manolito C. Manuel, EdD
Vice President for Academic Affairs

Roy C. Ferrer PhD
Dean, College of Education (Bayambang)

Rosario DL. Valencerina EdD
Dean, College of Education (Lingayen)

Philippine Normal University – Manila

Ma. Antoinette C. Montealegre, DA
OIC- Office of the President

Rosemarievic V. Diaz, PhD
*Vice President for Research, Planning and
Quality Assurance*

Rita B. Ruscoe, PhD
Dean, College of Teacher Development

Saint Louis University – Baguio

Rev. Fr. Gilbert B. Sales, CICM, PhD
President

Roberto M. Arguelles, PhD
Vice President for Academic Affairs

Felina P. Espique, PhD
*Dean, School of Teacher Education and
Liberal Arts*

Saint Mary's University – Bayombong

Rev. Fr. Fernold G. Denna, CICM
President

Moises Alexander T. Asuncion, PhD
Vice President for Academic Affairs

Dr. Ma. Teresa B. Tayaban
*Dean, School of Teacher Education and
Humanities*

Southern Leyte State University

Prose Ivy G. Yepes, EdD
President

Juanita M. Costillas, PhD
Vice President for Academic Affairs

Frederick C. Aniga, PhD
Dean, College of Teacher Education

University of Asia and the Pacific

Winston Conrad B. Padojinog, DBA
President

Amado P. Saquido, PhD
Vice President for Academic Affairs

Celerino C. Tiongco, EdD
*Dean, School of Education and Human
Development*

University of the Cordilleras

Ray Dean D. Salvosa, AB, MPH
President

Nancy M. Flores
Executive Vice President

Rhodora A. Ngolob, PhD
*Former OIC- Vice President for Academic
Affairs*

Ramir Austria, PhD
Dean, College of Teacher Education

University of San Jose – Recoletos

Rev. Fr. Christopher C. Maspara, OAR,
President

Rev. Fr. Leo G. Alaras, OAR
Vice President for Academics

Jestoni P. Babia, LPT, EdD
Dean, College of Education

Xavier University – Ateneo de Cagayan

Fr. Roberto C. Yap, SJ
President

Fr. Rene Tacastacas, SJ
Vice President of Higher Education

Jovelyn G Delosa, PhD
Dean, School of Education

Western Mindanao State University

Milabel Enriquez-Ho, RN, EdD
President

Ma. Carla A. Ochotorena, PhD
Vice President for Academic Affairs

Nolan S. Iglesia, EdD
Dean, College of Teacher Education

**Other Partners in Pre-service
Projects**

Adamson University
Central Luzon State University
Don Mariano Marcos Memorial State University
Far Eastern University
Negros Oriental State University
Palawan State University
Tarlac Agricultural University

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

"Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."

(Darling-Hammond, 2011)

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION



Benguet State University

Values Education



University of the Cordilleras

Social Studies



Saint Louis University

Values Education

REGION I



Pangasinan State University

Social Studies

REGION II



Saint Mary's University

Science

REGION III



Angeles University Foundation

Physical Education

REGION V



Ateneo De Naga University

Elementary Education



Bicol University

Elementary Education

REGION VIII



Leyte Normal University

Filipino



Southern Leyte State University

Filipino

REGION VII



University of San Jose-Recoletos

English



Cebu Normal University

English

REGION IX



Ateneo De Zamboanga University

Mathematics



Western Mindanao State University

Professional Education

REGION X



Bukidnon State University

Professional Education



Xavier University

Xavier University

Mathematics

NATIONAL CAPITAL REGION



Centro Escolar University

Early Childhood Education



De La Salle University - Manila

Science



Philippine Normal University

*Professional Education
Physical Education*



University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

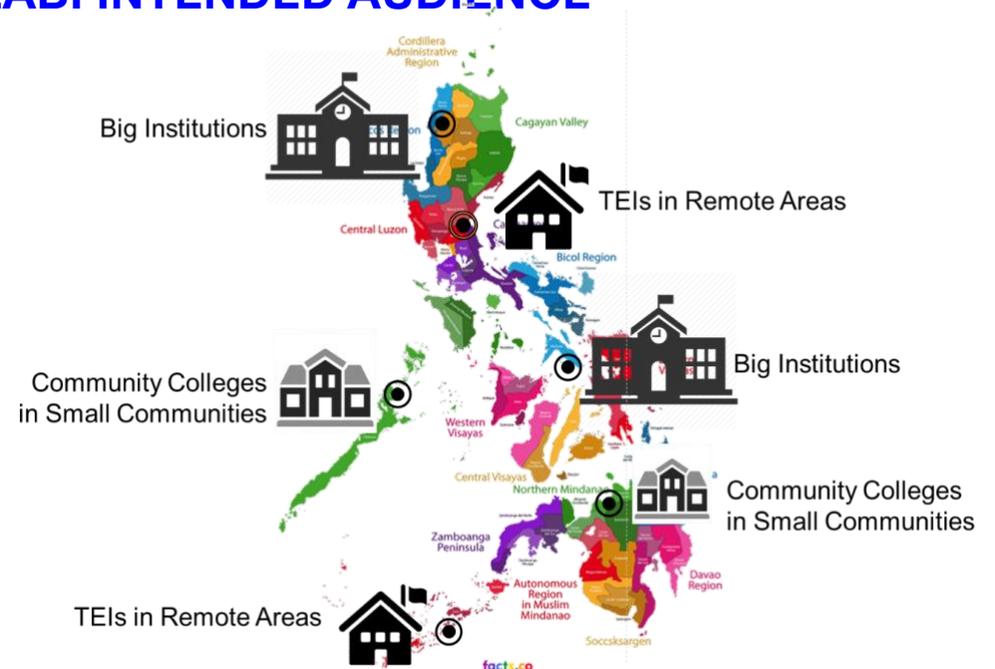
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

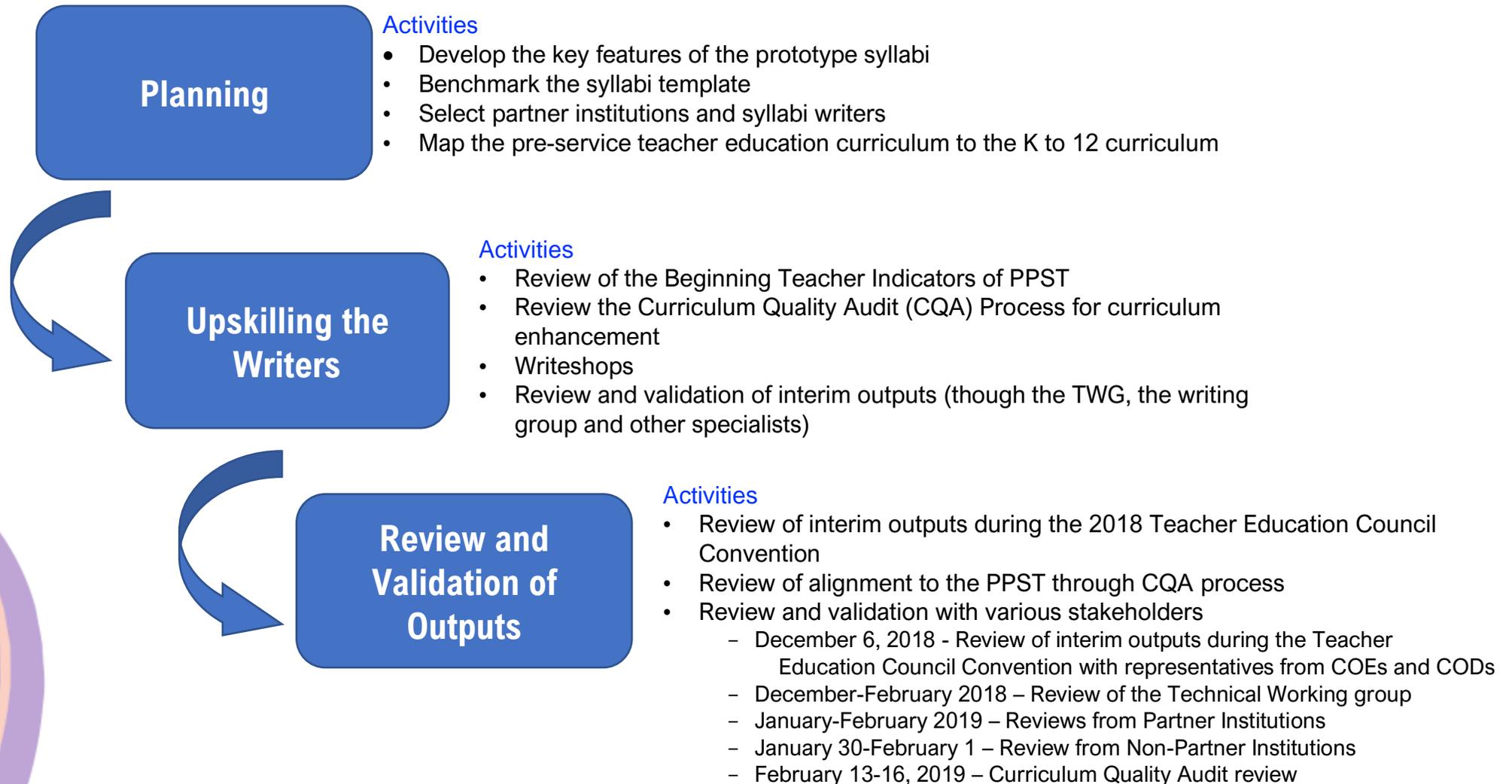
The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:



GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

Compendium 1: Professional Education Courses

Compendium 2: Early Childhood Education Specialization Courses

Compendium 3: Elementary Education Specialization Courses

Compendium 4: English Specialization Courses

Compendium 5: Filipino Specialization Courses

Compendium 6: Mathematics Specialization Courses

Compendium 7: Physical Education Specialization Courses

Compendium 8: Science Specialization Courses

Compendium 9: Social Studies Specialization Courses

Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
Program Outcomes		
Class Information		Instructor's Information
Section		Instructor's Name
Schedule		Office Designation
Time		Office Hours
Venue		Office Telephone
Term		E-mail Address

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
<ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			

Course Description	Course Description BTIs
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.	1.1.1; 5.1.1; 5.3.1, 5.5.1
Course Learning Outcomes	Course Learning Outcomes BTIs
At the end of the course, pre-service teachers should be able to:	1.1.1; 1.2.1
(1) demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	4.2.1
(2) identify learning outcomes that are aligned with learning competencies;	5.1.1
(3) demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.2.1
(4) demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.5.1
(5) demonstrate understanding of the role of assessment in making instructional decisions;	5.3.1
(6) demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.4.1
(7) demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.

Course Information	
Course Name	Assessment in Learning 1
Pre-requisite Subject	
Course Requirements	
Grading System	
Course Description	BTIs covered
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	1.1.1; 5.1.1; 5.3.1
Course Outcomes	BTIs covered
At the end of the course, the pre-service teachers can: [1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning; [2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [3] demonstrate understanding the role of assessment in making instructional decisions; [4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	1.1.1; 1.2.1 5.1.1 5.5.1 5.3.1 5.4.1

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment of outcomes, content and assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponding CLO/s, to ensure constructive alignment.

Example: 1.1.1 [A]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	Unit 1 – Basic Concepts A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Summative quizzes Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

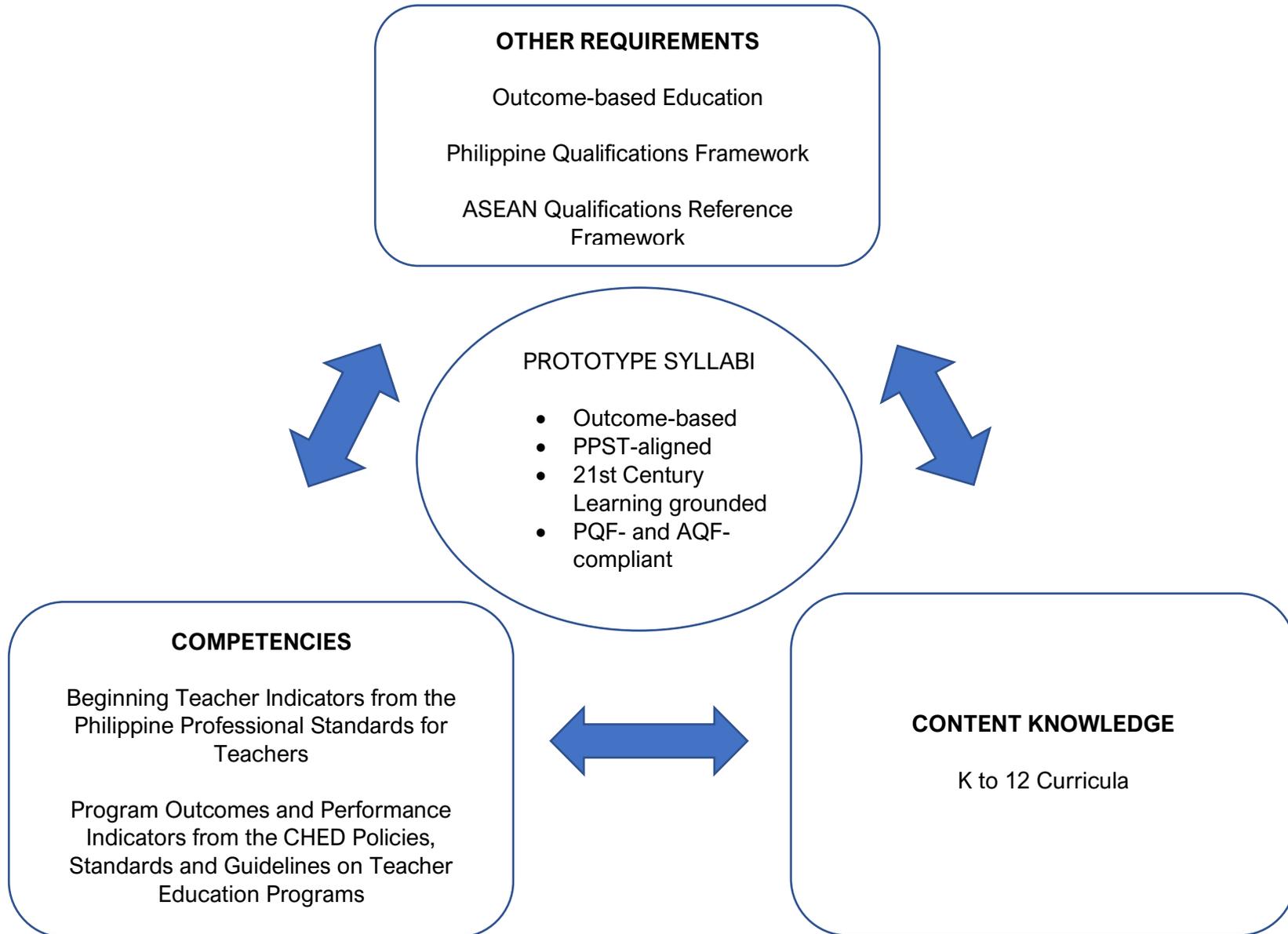
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED SOCIAL STUDIES SPECIALIZATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 75, s. 2017: Policies, Standards, and Guidelines for Bachelor of Secondary Education (BSEd)
K to 12 Curriculum Guide English (Grade 1 to Grade 10) [May 2016]
Philippine Professional Standards for Teachers (DO 42, s 2017)

Total Number of
Specialization Courses

21

Available Specialization
Course Outputs

21

Total Number of
Elective Courses

4

Available Elective Course
Outputs

0

Lead Writers:



Secondary Writers/ Reviewers:



Xavier University
ATEXO DE CAGAYAN

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Foundation of Social Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course guides the students to demonstrate knowledge on the nature, history, philosophical and theoretical perspectives in Social Studies/Science as a body of knowledge. It also deals with the comparative analyses and relationships of the various Social Science disciplines.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of the foundations of social science as a body of knowledge; B. demonstrate knowledge and understanding of the history of Social Studies in the Philippines; and C. apply critical and creative thinking in dealing with the comparative analyses and relationships of the various social science disciplines through a term paper. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe the meaning, nature, its kind, and concept of social studies; b. differentiate the concept and purpose of teaching social studies in school; c. examine the distinguishing features between social studies and various social sciences disciplines; and d. recognize the need and importance of teaching social sciences in Philippine school. 	[CLO A,B,C] 1.1.1 1.1.1 1.1.1 1.1.1	I. Introduction <ol style="list-style-type: none"> 1. What Kind of Science are the Social Sciences? 2. Scope of Social Sciences 3. Need and Importance of Teaching Social Sciences in Philippine School? 4. Meaning and Nature of Social Studies 5. Difference between Social Studies and Social Sciences 6. Justification for Using the Term Teaching/Pedagogy of Social Sciences in Place of Teaching/Pedagogy of Social Studies 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the nature of Social Studies and Social Sciences • Video clips on documentaries about social issues in the Philippine setting that relate to the importance of learning from the teaching of social sciences 	<ul style="list-style-type: none"> • Objective type of test/essay on the nature of Social Sciences and Social Studies 	5.1.1; 1.5.1; 4.5.1
Weeks 4-6	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. trace the historical background of social sciences in the United States, Great Britain, and Philippines; b. discuss the development of social studies in United States, Great Britain and Philippines; c. outline the important events in the growth of social studies in the United States, Great Britain, and Philippines; d. describe and explain how social studies evolved as a major for teachers in the primary and secondary schools; 	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	II. Historical Background of Social Sciences <ol style="list-style-type: none"> 1. Growth of Social Studies in the United States 2. Growth of Social Studies in Great Britain 3. Growth of Social Studies in the Philippines 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the historical background of social sciences • <i>Picture Prompt.</i> Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Do not give the answer until they have explored all options first. • <i>Pass the Chalk.</i> Provide chalk or a soft thing; whoever has it must 	<ul style="list-style-type: none"> • Objective type of test • Trace the historical backgrounds; output will be separate outlines of the timeline of events in the histories of social studies in the US, Great Britain, and Philippines • Movie Review. Output will be reflection paper on the movie 	5.1.1 1.5.1; 4.5.1 1.5.1; 4.5.1

	<p>e. name the pioneers who influenced and shaped social studies education in the Philippines; and</p> <p>f. identify the schools that significantly instituted social studies education in the Philippines.</p>	1.1.1		<p>answer the next question, and they pass it on to the student of their choice.</p> <ul style="list-style-type: none"> • <i>Storytelling Gaps.</i> One partner relay a story that summarizes learning in the historical backgrounds of social sciences, but leaves out crucial fine information (such as dates that should have been memorized). The partner listen and records dates silently on paper as the story progresses and then updates the first person • <i>Movie Application.</i> In groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way got it wrong. 		
Weeks 7-9	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. describe discuss the philosophical bases of social studies in the Philippines; and</p> <p>b. relate between philosophical background of social studies and the objectives of education under the American Colonial period, and under the New Philippine Republic.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>III. Philosophical Background of Social Studies in the Philippines</p> <ol style="list-style-type: none"> 1. Philosophical Background of Social Studies 2. Relationship between the Philosophical Background of Social Studies and the Objectives of Education under: <ul style="list-style-type: none"> • The American Colonial Period • The New Philippine Republic 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the philosophical background of social studies in the Philippines • Photo Analysis – 5Ws. <i>Students in groups are given photographs to analyze what it portrays. The students read the caption and then write a sentence for each of the 5Ws followed by a detailed sentence about the photograph. My group used photo number ___. The photo showed:</i> 	<ul style="list-style-type: none"> • Objective type of test on the philosophical background of social studies 	1.5.1; 5.1.1; 4.5.1

				<table border="1"> <tr> <td>WHO THEY ARE</td> <td>WHEN IT HAPPENED</td> </tr> <tr> <td>WHERE THEY CAME FROM</td> <td>WHERE THEY WENT TO</td> </tr> <tr> <td colspan="2">WHAT'S HAPPENING</td> </tr> </table> <ul style="list-style-type: none"> • Movie clips. <i>Show brief segments of movies to illustrate a point, start a conversation. Have student hunt for what the movie gets wrong, etc.</i> • Two Truths and a Lie. <i>Go around the room and ask students to relate two true statements and one falsehood about the American Colonial Period, or the New Philippine Republic, without giving away which is false.</i> 	WHO THEY ARE	WHEN IT HAPPENED	WHERE THEY CAME FROM	WHERE THEY WENT TO	WHAT'S HAPPENING			
WHO THEY ARE	WHEN IT HAPPENED											
WHERE THEY CAME FROM	WHERE THEY WENT TO											
WHAT'S HAPPENING												
Weeks 10-12	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. Identify and discuss the relationship of social studies with the social sciences, the arts and other disciplines. 	[A,B] 1.1.1	IV. Social Studies and other Disciplines <ol style="list-style-type: none"> 1. Social Studies and the Social Sciences 2. Social Studies and the Arts 3. Social Studies and some other disciplines 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the relationship of social studies to the other disciplines • Think-Pair-Share. <i>Students share and compare possible answers to a question with a partner before addressing the larger class</i> • Pair-Share-Repeat. <i>After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.</i> 	<ul style="list-style-type: none"> • Objective test/essay on the relationship of social studies to the other disciplines 	5.1.1						

Weeks 13-15	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the objectives of teaching social studies at the elementary, secondary and tertiary levels; b. discuss the multidisciplinary and integrated approach of teaching the different fields of social studies in the elementary, secondary and tertiary levels; c. discuss, with fairness and maturity, the values and advantages of social sciences teaching along social, cultural, moral, democratic, political and disciplinary values; and d. draw and tell, with fairness and honesty, the values of learning social studies.	[A,B] 1.1.1 1.1.1 1.1.1; 2.6.1 1.1.1; 2.5.1	V. Objectives of Learning Social Studies 1. Objectives of Teaching Social Studies at the Elementary Level 2. Objectives of Teaching Social Studies at the Secondary Level 3. Objectives of Teaching Social Studies at the Tertiary Level	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the values of learning social studies • Instructor Storytelling. <i>Instructor illustrates a concept, idea, or principle with real life application, model or case study</i> • Pop Culture. <i>Infuse the lectures, case studies, sample word problems for use during class with current events from the pop culture world. Rather than citing statistics for housing construction, for instance, illustrate the same statistical concept by inventing statistics about something students gossip about, like how often a certain pop star appears in public without make-up, etc.</i> • Make It Personal. <i>Design class activities (or even essays) to address the real lives of the individual students. Instead of asking for reflections on teenage pregnancy, drug addiction, school drop-outs, education, ask without judgement or bias for personal stories of neurological problems by a family member or anyone they have ever met, etc</i> • Provocative Picture. <i>Begin the lecture with a picture meant to provoke discussion of emotion (option: a cartoon)</i> 	<ul style="list-style-type: none"> • Objective test/essay on the values of teaching and learning social studies • Reflection paper on the advantages of learning social studies integrated with the other fields • Draw about the values of learning social studies and tell the meaning before the class. Rubrics will be provided 	5.1.1 1.5.1 4.5.1; 2.5.1
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				<p><i>resolution, or human rights. Spontaneity is encouraged.</i></p> <ul style="list-style-type: none"> • Pro and Con Grid. <i>Students list out the pros and cons for a given concept</i> • Think-Pair-Share. <i>Students share and compare possible answers to a question with a partner before addressing the larger class</i> • Pair-Share-Repeat. <i>After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.</i> 	
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Suggested References

Mangal, S. K. & Mangal, U. (2018). *Pedagogy of social sciences*. 2nd Edition. PHI Learning Private Limited, Delhi

Gordon, S. (1991). *The history and philosophy of social science*. Routledge.

<http://www.bdu.edu.et/fss/sites/bdu.edu.et.fss/files/The%20History%20and%20Philosophy%20of%20Social%20Scienceeee.pdf>

Backhouse, R. & Fontaine, P. (2010). *The history of the social sciences since 1945*. Cambridge University Press

http://shodhganga.inflibnet.ac.in/bitstream/10603/40587/8/10_chapter1.pdf

Bautista, M. B., (2001). Philippine review of economics. Vol.38, No. 1. *The Social Sciences in the Philippines: Reflections on Trends and Developments*.

http://lynchlibrary.pssc.org.ph:8081/bitstream/handle/0/863/The_Social_Sciences_in_the_Philippines_Reflections_on_Trends%20_and_Developments.pdf?sequence=1

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.f. Show scholarship research and further learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Research in Social Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>The course guides the students in demonstrating an understanding of the basic research processes. It emphasizes on how to properly write the parts of the research paper (Introduction, Review of Related Literature and Studies, Methodology, Findings, Conclusions and Recommendations), the questionnaire, and bibliography. It will equip the students with skills to conduct research, and to defend successfully the study, to be able to help solve relevant problems/issues in social sciences or in teaching and learning Social Studies.</p>	<p>BTIs covered</p> <p>1.1.1; 1.2.1; 1.3.1;1.4.1;1.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of the basic research processes; B. write a research paper on various social issues; and C. defend the research results before panel of evaluators. 	<p>BTIs covered</p> <p>1.1.1 1.1.1; 1.5.1 1.2.1; 1.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: a. define research in general and specific perspectives; b. explain the importance and purposes of research; and c. discuss the types of educational research and provide examples for each type.	[CLO A] 1.1.1 1.1.1 1.1.1	A. Introduction 1. Definition of Research 2. Purpose of Research 3. Characteristics of Good Research 4. Elements and Types of Research 5. 5. The Research Process	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation Group Activity 	<ul style="list-style-type: none"> Graded recitation on the discussion of the types of research 	1.6.1; 1.7.1; 5.5.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the sources of possible research topics; b. formulate own research titles; c. compose own significance, scope and delimitation of the study; and d. define the terms that will be used in their study.	[A,B] 1.2.1; 1.5.1 1.2.1; 1.5.1 1.2.1; 1.5.1 1.5.1	B. Writing Chapter One 1. Sources of Research Topics 2. Guidelines in the Selection of a Research Problem 3. Types of research problem 4. Significance of the Study 5. Scope and Delimitation of the Study 6. Definition of Terms	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation of sample works on Chapter one Group Reading Writing and critiquing of chapter one of their research paper 	<ul style="list-style-type: none"> Writing research paper on a chosen social issue. The output is a presentation of chapter one of their research paper. 	1.5.1; 5.2.1
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) should be able to: a. differentiate between scholarly and non-scholarly articles; b. review the related literatures and related studies that fit their research work;	[A,B] 1.5.1 1.5.1	C. Review of Related Literatures and Studies 1. Differences between literature and studies 2. Foreign literature and local literature 3. Synthesis of the literature and studies reviewed	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation of sample works on Chapter Two (Review of Related Literature and Studies) 	<ul style="list-style-type: none"> Chapter two of their research paper on a chosen social issue. The output is a presentation of chapter two of their research paper. 	1.5.1; 5.2.1

	<p>c. synthesize the studies of their research paper; and</p> <p>d. construct the framework and paradigm of their study.</p>	<p>1.5.1</p> <p>1.5.1</p>	<p>4. Theoretical Framework</p> <p>5. Conceptual Framework</p> <p>6. Research Paradigm</p>	<ul style="list-style-type: none"> Group Reading Writing and critiquing of chapter two of their research paper 		
Weeks 6-8	<p>At the end of these weeks, the pre service teacher (PST) should be able to:</p> <p>a. determine the appropriate sampling technique for their study</p> <p>b. describe the data gathering instruments for research</p> <p>c. describe the procedures in data gathering for their research</p> <p>d. apply appropriate statistical treatment for their research</p>	<p>[A,B]</p> <p>1.5.1</p> <p>1.5.1</p> <p>1.5.1</p> <p>1.5.1</p>	<p>D. Methodology</p> <ol style="list-style-type: none"> Different methods of research Subjects of the study and sampling design Instrument and validation Data gathering procedure Treatment of data 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on sample works of chapter three (Methodology) Exercises on the computation of sample, frequency, mean, weighted average mean, etc. Writing and critiquing of chapter three of their research paper 	<ul style="list-style-type: none"> Chapter three of their research paper on a chosen social issue. The output is a presentation of chapter three of their research paper. 	<p>1.2.1;</p> <p>1.3.1;</p> <p>1.5.1;</p> <p>5.2.1</p>
Week 9	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. present before a panel of evaluators the proposed title, and Chapters one, two and three of their research.</p>	<p>[C]</p> <p>1.1.1;</p> <p>1.2.1;</p> <p>1.3.1;</p> <p>1.5.1;</p> <p>1.6.1</p>	<p>Presentation of Research Title, Chapters One, Two, and Three</p>	<ul style="list-style-type: none"> Presentation of chapters one to three 	<ul style="list-style-type: none"> Output is chapters one to three of their research 	<p>1.1.1;</p> <p>1.2.1;</p> <p>1.3.1'</p> <p>1.7.1;</p> <p>5.2.1</p>
Weeks 10-12	<p>At the end of these weeks, the pre service teacher (PST) should be able to:</p> <p>a. present data in the form of graphs, diagrams and tables; and</p>	<p>[A,B,C]</p> <p>1.3.1;</p> <p>1.5.1</p>	<p>E. Presentation, Interpretation of Data and Findings</p> <ol style="list-style-type: none"> Data Processing and Tabulation Presentation of Data Interpretation of Data 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on sample works of chapter four 	<ul style="list-style-type: none"> Writing chapter four of their research paper on a chosen social issue. The output is a presentation of chapter four. 	<p>1.2.1;</p> <p>1.3.1;</p> <p>1.5.1;</p> <p>5.2.1</p>

	b. interpret given data and findings.	1.5.1	4. Presentation of Findings	(Presentation, Interpretation of Data and Findings) <ul style="list-style-type: none"> Writing and critiquing of chapter four of their research paper 		
Weeks 13-15	At the end of these weeks, the pre service teacher (PST) should be able to: a. apply the guidelines in writing the summary of findings, conclusions and recommendations; and b. write summary of findings, conclusion and recommendations.	[A,B] 1.1.1; 1.5.1 1.5.1	F. Summary, Conclusions and Recommendations 1. Guidelines in Writing the Summary of Findings 2. Guidelines in Writing Conclusions 3. Guidelines in Writing Recommendations	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on sample works of chapter five (Summary, Conclusions and Recommendations) Writing and critiquing of chapter five of their research paper 	<ul style="list-style-type: none"> Writing chapter five of their research paper on a chosen social issue. The output is a presentation of chapter five of their research paper. 	1.2.1; 1.3.1; 1.5.1; 5.2.1
Weeks 16-17	At the end of the week, the pre service teacher (PST) should be able to: a. identify the sources of references and documents to be included in the appendices; and b. write appropriately the bibliography and appendices of their research study.	[A,B] 1.1.1; 1.2.1 1.1.1; 1.2.1	G. Bibliography and Appendices 1. Format in Writing the Bibliography 2. What to Include in the Bibliography	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on sample Bibliography and Appendices Exercises on different styles of referencing 	<ul style="list-style-type: none"> Organizing the bibliography and appendices of their research paper. The output is a presentation of their Bibliography and Appendices 	1.1.1; 1.2.1; 1.5.1; 1.3.1; 5.2.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: a. present before a panel of evaluators the result of their research work.	[C] 1.1.1; 1.2.1; 1.3.1; 1.5.1; 1.6.1	H. Presentation of the Research Output	<ul style="list-style-type: none"> Presentation of research work before a panel using rubrics 	<ul style="list-style-type: none"> Output is the final copy of the research paper 	1.1.1; 1.2.1; 1.3.1; 1.7.1; 5.3.1

Suggested References

Acero, V. & Leuterio, F. (2006). *Methods of research*. Rex Book Store, Inc.

Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2014). *Introduction to research in education*. Cengage Learning

Black, T. R. (2002). *Understanding social science research*. SAGE Publications Ltd

Calmorin, L. & Calmorin, M. (2007). *Research methods and thesis writing*. Rex Book Store, Inc.

Pajo, B. (2018). *Introduction to research methods: A hands-on approach*. SAGE Publications, Inc.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <ul style="list-style-type: none"> 6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues 6.3.5.b. Organize communities towards self-reliance and self-sufficiency 6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities 6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good 6.3.5.e. Employ principles of sustainable development in teaching and learning 6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter 	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	

Term		E-mail Address	
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Course Information			
Course Name	Trends and Issues in Social Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate knowledge on the trends and issues within the context of a changing rapidly world, and will employ multidisciplinary and interdisciplinary approaches. It covers the various challenges (e.g. geographical, political, economic, cultural, social and technological landscapes) affecting the social science curriculum. It also includes identification of solutions to the problems and issues in the learning environment which will contribute in attaining better quality of life responsive to community contexts.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the trends and issues in Social Studies; and B. apply skills in identifying solutions to the problems and issues in the learning environment. 	<p>BTIs covered</p> <p>1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss the importance of the study of values; b. identify the different values operative in a society; and c. explain the Philippine Value System.	[CLO A] 1.1.1 1.1.1 1.1.1	A. Social Values and Social Conscience 1. What are Values? 2. Importance of the Study? 3. Classification of Values 4. Identification of Values Operative in a Society 5. Re-examining the Philippine Value System	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Active Class Participation/Role Play about social values and social conscience Peer Teaching Scenario Analysis buzz group 	<ul style="list-style-type: none"> Recitation Written Quiz Group Output Presentation (role play in some famous value system of the Philippines) 	5.1.1 1.5.1 2.2.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. distinguish social problem from social issue; and b. discuss the different approaches to social problem.	[A] 1.1.1 1.1.1	B. Social Problems and Current Issues 1. What is a Social Problem? 2. What is a Current Issue? 3. Approaches to Social Problem	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Concept Mapping Venn Diagram of Social Problem from Social Issue 	<ul style="list-style-type: none"> Recitation Written Quiz Group Output Presentation (Venn Diagram) 	5.1.1 1.5.1 2.2.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the determinants of demographic trends; b. describe population changes and structure; c. discuss the implications of rapid population growth; and d. list priority measures of population control.	[A] 1.1.1 1.1.1 1.1.1 1.1.1	C. Population and Related Issues 1. Determinants of demographic Trends 2. Population Changes 3. Population Structure 4. Population Distribution 5. Implications of Rapid Population Growth 6. Measures of Population Control	<ul style="list-style-type: none"> Lecture & Discussion: The determinants of Demographic Trends Web-Based Research: Find some records of the population of some Newly Industrialized Countries (NICs) and compare it to the population of Developing countries. And discuss in detail how it has transformed over time 	<ul style="list-style-type: none"> Recitation Written Quiz Group Output Presentation (Web based research about population in different countries and how it has transformed over time) 	5.1.1 1.3.1 4.5.1

Weeks 7-8	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the types and components of human rights; b. discuss the history and human rights violations; and c. explain the importance of human rights.	[A] 1.1.1 1.1.1 1.1.1	D. The Concept of Human Rights 1. Definition of Human Rights 2. History of Human Rights 3. Types of Human Rights 4. Human Rights Violation and Abuse 5. Legal Documents and Peace Alternatives	<ul style="list-style-type: none"> Lecture & Discussion Clippings of human rights violation Fil viewing: Dekada 70 Interview with human rights victims 	<ul style="list-style-type: none"> Recitation Written Quiz Reflection paper about the Case Study Presentation of group output (song/jingle/rap) 	5.1.1 1.5.1 3.3.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: a. compare the theories of poverty; and b. identify its causes and effects.	[A] 1.1.1 1.1.1	E. Poverty 1. Definition of Poverty 2. Theories of Poverty 3. Causes of Poverty 4. Solutions and Programs	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Active Class Participation/Role Play Poverty issues in the Philippines Position Paper Assess the different programs of the government to alleviate poverty 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of group output Position Paper on Poverty Alleviation Role play on poverty issues in the Philippines 	5.1.1 1.5.1 2.2.1
Weeks 10-11	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe global concerns on environment; b. discuss the effects of greenhouse warning; and c. illustrate the causes of La Nina and El Nino Phenomena.	[A,B] 1.1.1 1.1.1 1.1.1	F. Environment Issues 1. Global Concern Over the Environment 2. Price of Prosperity 3. Greenhouse Gases and its Effects 4. Climate Change	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Movie Review "2012" Blog making 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of group output -Movie critique of the movie "2012" Blog about environmental awareness. 	5.1.1 5.1.1 4.5.1 2.5.1

				To create their own respective blogs to show and increase environmental awareness.		
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss ways in order to support the UN Conference on Environment.	[A,B] 1.1.1	G. Philippine Environmental Law	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Web-Based Research: Find ways in order to support the UN Conference on Environment and present a position paper 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of group output -Position Paper in order to support UN Conference on Environment 	5.1.1 1.3.1; 4.5.1 2.5.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss the issues affecting peace; b. identify the difference of MILF from MNLF in terms of their objectives; and c. explain the Bangsamoro Law.	[A] 1.1.1 1.1.1 1.1.1	H. Peace and Terrorism 1. Basic issues affecting peace 2. The MILF an MNLF 3. Legal Documents and Peace Alternatives 4. The Bangsamoro Law 5. Terrorists Groups	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Movie Review "The Rise of ISIS" or "Turkey and the Rise of Isis." 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of group output -Position Paper on how to stop terrorism and how spread peace 	5.1.1 1.3.1 4.5.1 2.6.1
Weeks 14-15	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify ways to incorporate drug abuse prevention/education in the curriculum; b. discuss the causes and effects of drug abuse; and c. explain the most effective solution/measure to control and prevent drug abuse.	[A,B] 1.1.1 1.1.1 1.1.1	I. Drug Abuse: Education, Prevention and Control 1. Integration of Drug Education in the Curriculum 2. Types of Drug Abuse 3. Causes and Effects 4. Measures to Prevent and Control Drug Abuse	<ul style="list-style-type: none"> AV Presentation Lecture-Discussion KWL (Know, Want to Know, Learned) /Buzz Group Role Play Web-Based Research: Find some documentary of drug abused related incidents and discuss it in class. Emphasize the bad or negative effects of drug abuse. And create an advocacy proposal on helping the victims of drug related cases 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of group output Advocacy Project: How to help victims of drug related cases 	5.1.1 1.5.1 1.3.1 4.5.1 2.1.1

Week 16	At the end of the week, the pre-service teacher (PST) should be able to: a. identify the causes and effects of alcoholism and prostitution; and b. explain measures to solve or minimize these problems.	[A,B] 1.1.1 1.1.1	J. Other Social Problems/Issues 1. Alcoholism 2. Prostitution and Sexually Transmitted Infections 3. Human Trafficking	<ul style="list-style-type: none"> • AV Presentation Lecture-Discussion • KWL (Know, Want to Know, Learned) /Buzz Group • Role Play (on Alcoholism and STD) • Blog making To create their own respective blogs to increase awareness and show the negative effects of alcohol abuse and awareness on sexually transmitted diseases. 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output -Role Play on Alcoholism and STD • Blog about the negative effects of alcohol abuse and awareness on sexually transmitted diseases. 	5.1.1 1.5.1 1.3.1; 4.5.1; 2.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: a. identify the discuss on the concept and nature of ecology; and b. explain measures to solve or minimize the problems on malnutrition.	[A,B] 1.1.1 1.1.1	K. Other Social Problems/Issues 1. Concept and Nature of Ecology 2. Malnutrition	<ul style="list-style-type: none"> • AV Presentation Lecture-Discussion • KWL (Know, Want to Know, Learned) /Buzz Group • Role Play • Documentary Making To create their own documentary on the cases of malnutrition in their won respective community 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output -Role play on nature of ecology • Documentary of cases of malnutrition in their community 	5.1.1 1.5.1 2.5.1 1.5.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: a. identify the discuss on the concept of squatting, abortion and juvenile delinquency; and b. explain measures to solve or minimize these problems.	[A,B] 1.1.1 1.1.1	L. Other Social Problems/Issues 1. Squatting 2. Abortion 3. Crimes and juvenile delinquency	<ul style="list-style-type: none"> • AV Presentation Lecture-Discussion • KWL (Know, Want to Know, Learned) /Buzz Group • Role Play • Position paper • Invitation of resource speakers 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output -Role play on squatting, abortion and juvenile delinquency • Position Paper on the possible solutions on squatting, abortion and juvenile delinquency. 	5.1.1 1.3.1 4.5.1 2.2.1

Suggested References

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Zulueta, F. M. (2005). *Sociology*. Mandaluyong City: National Book Store, Inc.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Places and Landscapes in a Changing World	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>The course guides the students in understanding the concepts and dynamics of people and activities from various parts of the world, describing the locations and patterns of human activity, identifying process and patterns with historical lens, and describing the relationship of the natural environment to the other aspects of human behavior.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge of the places and landscapes in the various parts of the world; B. demonstrate an understanding of the process, patterns and relationships of the natural environment to the other aspects of human behavior; and C. demonstrate an understanding of the concepts, dynamics and activities of people. 	<p>BTIs covered</p> <p>1.1.1 1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss why the need to study places and landscapes; b. explain why people value landscapes and places; and c. identify reasons for knowing the different places and landscapes in the world.	[CLO A] 1.1.1 1.1.1 1.1.1	I. Places and Landscapes 1. the study of places and landscapes; 2. the value of landscapes and places; 3. the famous Places and Landscapes; 4. the reasons for knowing the different places and landscapes in the world.	<ul style="list-style-type: none"> Lecture/Discussion Using Maps, Philosophical Options, Geographic Concepts Create a panoramic view of global village Comparative analysis <ul style="list-style-type: none"> Analyze the impact of geographical and cultural diversities on the lives of the people 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of output <ol style="list-style-type: none"> Global Village Comparative Analysis 	5.1.1 1.5.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the significant role of agriculture in the early realization of social and economic development; and b. discuss the different significant agricultural practices in the different parts of the world.	[A,B] 1.1.1 1.1.1	II. Landscapes of Primary Activities-Agriculture 1. How agriculture help people; 2. Significant agricultural practices from different parts of the world.	<ul style="list-style-type: none"> Lecture/Discussion Timeline Making Create a timeline as to different significant agricultural practices in the different parts of the world 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of output <ol style="list-style-type: none"> Agricultural Timeline 	5.1.1 1.5.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the definition of Industrial Revolution; and b. discuss the evolution and the significant contributions during the Industrial Revolution.	[A,C] 1.1.1 1.1.1	III. Landscapes of Secondary Activities- Industrial Revolution; Industrial Location 1. Definition of Industrial Revolution; 2. Evolution of Industrial Revolution	<ul style="list-style-type: none"> Lecture/Discussion Role Play: The factory workers whose job is to make sure that the products are being manufactured quickly. Summary of Industrial Revolution 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of output <ol style="list-style-type: none"> Role Play (create rubrics) Summary 	5.1.1 1.5.1

Weeks 7-8	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the definition significance of the different cultures, landscapes, identities and places; and b. discuss and emphasize the role of the diversity of interconnections in a highly globalizing world.	[A,B, C] 1.1.1 1.1.1	IV. Cultures, Landscapes, Identities and Places 1. Meaning and significance of the different cultures, landscapes, identities and places; 2. Diversity and Interconnections in a globalized world.	<ul style="list-style-type: none"> Lecture/Discussion Video: How Many People Can Live on Planet Earth? 	<ul style="list-style-type: none"> Recitation Written Quiz Utilization of debate based on the video Debate Question: How Many People Can Live on Planet Earth 	5.1.1 1.5.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) should be able to: a. compare and contrast the different countries in Asia, North and South America in terms of: population, economy and resources, political geography and cultural life.	[A,B, C] 1.1.1	V. Asia, North and South America: Physical and cultural perspectives 1. countries and regions 2. population contrast 3. economy and resources 4. political geography 5. cultural life	<ul style="list-style-type: none"> Lecture/Discussion Audio-visual and film presentation "Nine Excellent Documentaries About Asia" https://asiasociety.org/blog Web based research The students are to write historical/famous places and landmarks to be found in Asia, North and South America. Make a Venn Diagram 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of output 1- Critic paper of the documentary 2- Venn Diagram 	5.1.1 1.5.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the different countries in Europe, Africa, and Australia/Oceania in terms of: population, economy and resources, political geography and cultural life.	[A,B, C] 1.1.1	VI. Europe, Africa, and Australia/Oceania: Physical and cultural perspectives 1. countries and regions 2. population contrast 3. economy and resources 4. political geography 5. cultural life	<ul style="list-style-type: none"> Lecture/Discussion Audio-visual and film presentation "Nine Excellent Documentaries About Europe" https://asiasociety.org/blog Web based research The students are to write historical/famous places and landmarks to be found in Europe, Africa and Australia/Oceania. Make a Venn Diagram 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of output 1-Critic paper of the documentary 2-Venn Diagram 	5.1.1 1.5.1

<p>Weeks 13-14</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify and analyze the different factors that cause the changes on the landscape; and</p> <p>b. explain the settings of various contemporary international affairs that affect their lives.</p>	<p>[A,B, C]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VII. Factors that Cause the Changes on the Landscapes</p> <ol style="list-style-type: none"> 1. Causes of Changes 2. Contemporary International Affairs 	<ul style="list-style-type: none"> • Lecture/Discussion • Web based research <p>Factors that cause the changes on the landscapes. Make a summary and present a position paper on the different factors of change that affect the lives of people</p>	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of output <p>Position paper</p>	<p>5.1.1</p> <p>1.5.1</p> <p>4.5.1</p>
<p>Weeks 15-16</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the different factors that cause threats to nature; and</p> <p>b. discuss the seriousness of the different threats to nature.</p>	<p>[B,C]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VIII. Different Threats to Nature</p> <ol style="list-style-type: none"> 1. Kinds of Threats to Nature 2. Factors of Threats to nature 3. Seriousness of Threats to nature 	<ul style="list-style-type: none"> • Lecture/Discussion • Web based research <p>Enumerate the different tackling threats that impact the world. Prepare a PowerPoint and present this in class</p> <ul style="list-style-type: none"> • Audio-visual and film presentation <p>Environmental Threats WWF- World Wildlife Fund https://www.worldwildlife.org/threats</p>	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of output <ol style="list-style-type: none"> 1. Powerpoint Presentation 2. Movie Critique: Environmental Threats 	<p>5.1.1</p> <p>1.5.1</p> <p>4.5.1</p>
<p>Weeks 17-18</p>	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. identify the different landscapes in the world; and</p> <p>b. discuss the different ways of preserving the endangered landscapes.</p>	<p>[A,B, C]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>IX. Ways of Preserving the Endangered Natural Landscapes and Places</p> <ol style="list-style-type: none"> 1. Different Natural Landscapes and Places in the World 2. Preservation of Endangered Landscapes and Places 	<ul style="list-style-type: none"> • Lecture/Discussion • Interactive Book <p>To create a simple interactive book containing the different natural landscapes and places and to discuss the preservation of endangered natural places and landscapes.</p>	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of output • Gallery Walk <p>Interactive Book</p>	<p>5.1.1</p> <p>1.5.1</p> <p>4.5.1</p>

Suggested References

Armitage, S. (2017). *Approaches to teaching and learning geography*. Cambridge University Press Education.

Gammon, S., & Elkington, S. (2015). *Landscapes of leisure: Space, place and identities*. PALGRAVE MACMILLAN

Karson, R. (2007). *A genius for place: American landscapes of the country place era*. Carol Betsch. China.

Krannich, R. S., Luloff, A. E., & Field, D. People, Places and Landscapes. Social Change in High Amenity Rural Areas. Springer.

Norton, W. (2013). *Human geography*. 8th Edition.

Peck, A., Stroud, C., & Williams, Q. (2018). *Making sense of people, place and linguistic landscapes*.

Theroux, P. (2018). *Figure in a landscape: People and places*. Houghton Mifflin Harcourt. Boston, New York

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Geography 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>The course leads the students to demonstrate an understanding of the world, its people, communities, and cultures with emphasis on relations of and across space and place. It also guides the students in analyzing the geo- politics and its principles, and how culture is shaped by the environment and vice versa.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate an understanding of the world and its people, communities, and culture with emphasis on relations of and across space and place; and</p> <p>B. demonstrate an understanding on how culture is shaped by the environment and vice versa.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> summarize the history of human geography; explore responses to the questions that human geographers ask about where activities and events happen and why they happen where they do; define the basic geographic concepts used; and apply the methods of geographic analysis. 	<p>[CLO A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. Orientation of the Course</p> <ol style="list-style-type: none"> The Historical Evolution of Geographical Thought Ancient Geography Modern Geography Approaches to Geography Today 	<ul style="list-style-type: none"> Mini-workshops on using a globe and map to locate places Creating a special-purpose map showing the various parts/elements Go to About Geography Web site (http://geography.about.com) Web Quest If a student has Internet access, he/she may complete the activity rather than answering the assignment 	<ul style="list-style-type: none"> Written Quizzes Facilitation of Assigned Topics Group presentation -special purpose map Web Quest Must answer the following questions: Which definition of geography makes the most sense to you? In what ways can geography be useful to you in your current field of study or occupation? 	<p>5.1.1</p> <p>5.1.1</p> <p>4.5.1</p>
Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> explain how the earth's population is distributed; describe the dynamics of population growth and its basic measurements; critically discuss the ramifications of population pressure and the availability of resources; and discuss the issue of population growth. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>II. Population Geography</p> <ol style="list-style-type: none"> The Measurement and Implications of Growth <ol style="list-style-type: none"> Population Distribution Population Dynamics Demographic Transition 	<ul style="list-style-type: none"> Lecture/Discussion Group Activity Creation of Population Pyramids Draw a population pyramid for a typical MDC and a population pyramid for a typical LDC. Explain how each pyramid reflects the society and its level of development Individual Activity Read the international brief "World Population at a Glance: 1998 and Beyond". 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output population pyramids Facilitation of Assigned Topics Answer the following questions: <ol style="list-style-type: none"> What is the world's population projected to be in 2050? What is the driving force behind the increase? In what ways can this be reduced? 	<p>1.1.1;</p> <p>5.1.1</p> <p>1.1.1;</p> <p>5.1.1</p> <p>4.5.1</p> <p>4.5.1</p>

				http://landview.census.gov/ipc/prod/wp98/ib98-4.pdf . And answer the questions.		
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss migration push and pull factors; b. explain the migration transition and how it relates to the demographic transition; and c. discuss the issue of undocumented immigration and the scope of refugee problem.	[A,B] 1.1.1 1.1.1 1.1.1	III. The Geography of Migration 1. Migration and Population 2. Migration Push and Pull Factors 3. Internal Migration 4. International Migration 5. Refugees 6. f. Immigration Policies	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Go to the Global IDP Project Web site: http://www.idpproject.org/. And answer the questions. ▪ Group Activity Web-based Research: Briefly summarize the history of immigration to the United States. Include time periods, specific places migrants were coming from, and U.S. immigration policies for the different time periods 	<ul style="list-style-type: none"> • Written Quiz • Recitation • Facilitation of Assigned Topics Answer the following questions: What is an internally displaced person (IDP)? How does this person differ from a refugee? How many IDPs are there globally? In what places are IDPs returning to their homes? • Group presentation History of Immigration to the U.S. 	5.1.1 4.5.1 4.5.1
Weeks 7-8	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss how cultures are changing through globalization; b. identify the roots of the world's major language types and religions; c. describe how languages and religions disperse throughout the world; and d. identify religious conflicts and their core causes.	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1	IV. The Geography of Culture, Language and Religion 1. Folk and Popular Culture 2. Geography of Language 3. Geography of Religion	<ul style="list-style-type: none"> • Lecture/Discussion • Individual Activity How Globalized is Your Home? Do an inventory of everything you have in your possession, those that are made in the Philippines and those that are foreign. • Group Activity Web-based Research: Go to the Web site (http://www.globalization101.org/issue/culture/) and explore in more detail the influences of American culture and the rest of the world and the influences it has on Philippine 	<ul style="list-style-type: none"> • Written Quiz • Recitation • Presentation of Output -inventory -video presentation 	5.1.1 4.5.1 4.5.1

				culture. Make a summary through a video presentation		
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) should be able to: a. differentiate between the concepts of ethnicity and race; b. explain the difference between states and nations; c. describe the processes of colonization and imperialism and how they have affected the many parts of the world; d. explain the principles and significance of boundaries; and e. identify the advantages and disadvantages of international cooperation among governments.	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	V. Ethnic and Political Geography 1. Ethnicity and Race 2. Political Geography	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Make a reaction paper about colonization and imperialism that have fundamentally altered the histories and futures of many countries in the world. ▪ Group Activity Web-based Research: Look on ethnic groups and discuss the positive and negative aspects of ethnicity. Prepare a PowerPoint presentation. 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Recitation ▪ Presentation of Output -reaction paper - PowerPoint presentation 	1.1.1 1.1.1 5.1.1 4.5.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the fundamental distinctions between regions that are considered to have different levels of development; b. identify the indicators of development; c. discuss the geographical distribution of development around the world; d. describe several ways to improve levels of development; and e. discuss the international debt crisis.	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	VI. The Geography of Development 1. Defining Development 2. Economic Indicators 3. Social Indicators 4. Demographic Indicators 5. Global Distribution of Development	<ul style="list-style-type: none"> • Lecture/Discussion • Individual Activity Make a reaction paper about colonization and imperialism that have fundamentally altered the histories and futures of many countries in the world. 	<ul style="list-style-type: none"> • Written Quiz • Recitation • Presentation of Output -reaction paper 	5.1.1 4.5.1 5.1.1

Weeks 13-15	At the end of these weeks, the pre-service teacher (PST) should be able to: a. summarize the history of agricultural production; b. describe the different methods of agricultural production in LDCs and MDCs; and c. discuss on the positive and negative aspects of the green revolution.	[A,B] 1.1.1 1.1.1 1.1.1	VII. Agricultural Geography 1. Origins of Agriculture 2. Agriculture in Less Developed Countries 3. Agriculture in More Developed Countries 4. The Green Revolution	<ul style="list-style-type: none"> Lecture/Discussion Individual Activity Go to the Web site (http://www.geopie.cornell.edu//gmo.html). Make a reaction paper on the growing controversy about what are called genetically modified organisms (GMOs) or genetically engineered (GE) foods in agriculture. Debate Do the benefits of GE foods outweigh the risk 	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output -reaction paper Debate (Prepare a Rubrics) 	5.1.1 4.5.1 1.5.1 5.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: a. describe the dynamics of the Industrial Revolution; b. compare industrial activity in LDCs with industrial activity in MDCs and explain the differences; c. discuss the principle of supply and demand for global industry; and d. explain the concept of central place theory and how it relates to market-area analysis.	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1	VIII. Economic Geography 1. Industrial Revolution 2. Diffusion of the Industrial Revolution 3. The Global Industrial Market	<ul style="list-style-type: none"> Lecture/Discussion Individual Activity Prepare a comparative analysis of the top five (5) economic activities based on the number of paid employees. Which of these activities did you expect to be prominent and which one surprised you? 	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output -comparative analysis 	5.1.1 4.5.1 1.5.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe the spatial distribution of energy resources; b. discuss the differential energy consumption;	[A,B] 1.1.1 1.1.1	IX. The Geography of Resources and Environmental Impacts 1. The Life of Our Resources 2. The Spatial Distribution of Resources	<ul style="list-style-type: none"> Lecture/Discussion Individual Activity Prepare a position paper. Choose one among the different topics. 	<ul style="list-style-type: none"> Written Quiz Recitation 	5.1.1 1.5.1

	<ul style="list-style-type: none"> c. describe alternative energy resources; d. discuss the issue of global warming; and e. identify ways to alleviate pollution. 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<ul style="list-style-type: none"> 3. The Consumption of Resources 4. Alternative Energy Resources 5. Global Resources and Pollution 	<ul style="list-style-type: none"> - Air Pollution - Global Warming - Alternative Energy Resources • Debate The stop of the use of fossil fuels will stop global warming? 	<ul style="list-style-type: none"> • Presentation of Output -position paper • Debate (Prepare a Rubrics) 	<p>1.5.1</p> <p>1.5.1</p>
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Suggested References

Jones, A. (2012). *Human geography. The basic*. Routledge. Taylor and Francis Group. London and New York

Marsh, M. & Alagona, P. S. (2008). *Barron's AP human geography*.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Geography 2	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate knowledge of basic geographical skills and tools utilized in understanding the geography of the Philippines and the world. It also leads them to demonstrate knowledge on the spatial characteristics of the various natural phenomena associated with the Earth's hydrosphere, biosphere, atmosphere, and lithosphere.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of the geography of the Philippines and the world applying the basic geographic skills and tools; and B. demonstrate and understanding on the spatial characteristics of the various phenomena associated with the spheres of the Earth. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the Concepts of Environmental Geography; b. identify the Gross Features of the Earth; 	<p>[CLO A,B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. Introduction and Orientation of the Course</p> <ol style="list-style-type: none"> 1. Concept of Environmental Geography 2. Gross Features of the earth 	<ul style="list-style-type: none"> • AV Presentation Lecture-Discussion • KWL (Know, Want to Know, Learned) /Buzz Group 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Group Output Presentation 	<p>5.3.1</p> <p>5.1.1</p> <p>5.3.1</p>

	<p>c. •define and explain the relations of Environment and the Social Sciences;</p> <p>d. explain the effects of Environmental Problems to Human Life; and</p> <p>e. discuss the Objectives of Environmental Geography.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>3. Environment and the Social Sciences</p> <p>4. Environmental Problems</p> <p>5. Objectives of Environmental Geography</p>	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) /Buzz Group • Active Class Participation/Role Play the effects of Environmental Problems to Human Life • Peer Teaching 	<p>(The effects of Environmental Problems to Human Life)</p>	
<p>Weeks 3-5</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define the Different Spheres of the Earth;</p> <p>b. illustrate and discuss the Layers of the Atmosphere;</p> <p>c. analyze the significance of Balance Ecosystem;</p> <p>d. explain the significance of Human Sphere and its Implication to Population Growth; and</p> <p>e. identify and explain the factors that shaped the country's socio-cultural and economic development.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>II. Spheres of the Earth</p> <p>1. The Atmosphere</p> <p>2. The Hydrosphere</p> <p>3. The Lithosphere and the Earth's Processes</p> <p>4. The Biosphere, Ecology and Ecosystem</p> <p>5. The Human Sphere and Population Growth</p>	<ul style="list-style-type: none"> • AV Presentation • Lecture-Discussion • Group activity/Buzz Group • AV Presentation • Lecture-Discussion • Peer Teaching 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output • Essay Writing/Reflection Paper (Man's Impact on the Spheres of the Earth) 	<p>1.1.1; 5.2.1; 1.1.1</p> <p>5.1.1; 1.7.1</p> <p>1.5.1 5.1.1</p>
<p>Weeks 6-8</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the size and shape of the Philippines and its location on the world map;</p> <p>b. explain the meaning of climate and weather;</p> <p>c. explain the significance of natural resources to human life; and</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>III. The Philippines, Its Geography, Physical and Natural Resources</p> <p>1. Geographic Resources</p> <p>a. Location, Size and Shape</p> <p>b. Climate and Weather</p> <p>c. Landforms and Resources</p> <p>d. Water forms and Resources</p>	<ul style="list-style-type: none"> • AV Presentation • Lecture-Discussion (Location, Size and shape of the Philippines) • Buzz Group (Climate and Weather) • Composition of Song/Jingle/Rap (Land, Water, Forest, Mineral, etc. Resources) • Preparing an economic map 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of the composed song/ jingle/rap about Land, Water, Forest, Mineral, etc. Resources • Comic strip related to the topic 	<p>5.1.1</p> <p>5.1.1</p> <p>5.3.1 1.1.1</p> <p>3.3.1 5.1.1</p>

	d. discuss the importance of agricultural resources on the way of living of the Filipinos.		e. Forest and Mineral Resources f. Agricultural Resources and Industrial Development	<ul style="list-style-type: none"> • Essay Writing (Implication of Industrial Development to Human life) 	<ul style="list-style-type: none"> • Reading of the Essay about the Implication of Industrial Development to Human life • Presentation of economic map 	3.3.1 5.1.1 1.1.1 3.3.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify regions/provinces of the Philippines and the distinct resources in each region; b. present an economic map which depicts the diverse resources, crops, products and industries of each region/province; and c. discuss the importance of identifying the different resources in each region/province of the Philippines. 	[A,B] 1.1.1 1.1.1 1.1.1	2. Regionalization and Resources <ul style="list-style-type: none"> a. Northern and Central Luzon b. NCR and Southern Luzon c. The Visayan Island d. Mindanao e. Sulu Island 	<ul style="list-style-type: none"> • Composition of Song/Jingle/Rap (Regionalization and Resources) • Group activity (Regional Resources Chart/Economic Map) • Peer Teaching • Illustration of Regional maps • Preparing an economic map 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of economic map and regional maps • Presentation of the composed song/ jingle/rap about the awareness and appreciation of the natural environment 	5.3.1 5.1.1 1.1.1 5.1.1 1.6.1 3.3.1 1.5.1 1.6.1 5.1.1 1.1.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the implication of the rapid growth of population; and b. distinguish the cause and effects of the different types of pollution. 	[A,B] 1.1.1 1.5.1 1.1.1 1.5.1	IV. A Major Environmental Problems: Some Possible Solutions <ul style="list-style-type: none"> 1. Population Explosion 2. Pollution of Air, Water and Land 	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) /Buzz Group/ Peer Teaching • AV Presentation • Lecture-Discussion • Active Group Participation/Buzz Group • Reflection Paper on issues of rapid growth of population • Active Group Participation/Games(Charade) 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output Reflection Paper on issues of rapid growth of population • Role Play/Position Paper about Air, Water and Land Pollution 	5.3.1 5.1.1 1.1.1 5.3.1 1.5.1 1.6.1 1.6.1 1.7.1

				/Role Play (Pantomime) about Air, Water and Land Pollution		
Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain with gathered evidences proving that man has caused the degradation of the natural environment in the midst of his effort to improve his habitat.	[A,B] 1.1.1 1.5.1	IV. B. Major Environmental Problems: Some Possible Solutions 1. Depletion of Natural Resources 2. Agricultural Production	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) /Buzz Group/ Peer Teaching • AV Presentation • Lecture-Discussion • Group Activity (Debate)/ Position Paper: The Positive and Negative Effects of Urbanization • Poster and Slogan Making (About Preservation of Resources) 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of group output • Position Paper: The Positive and Negative Effects of Urbanization • Presentation of Poster and Slogan (Preservation of Resources) 	5.3.1 5.1.1 1.1.1 5.3.1 1.5.1 1.6.1 1.1.1 3.3.1 5.3.1
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss on the positive and negative effects of Industrialization and Urbanization; and b. explain the significance of proper waste segregation and solid waste disposal.	[A,B] 1.1.1 1.5.1 1.1.1 1.5.1	IV. C. Major Environmental Problems: Some Possible Solutions 1. Industrialization and Urbanization 2. Solid Waste Disposal	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) /Buzz Group/ Peer Teaching • AV Presentation • Lecture-Discussion • Poster and Slogan Making (About Solid Waste Disposal) 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of Poster and Slogan (Solid Waste Disposal) 	5.3.1 5.1.1 1.1.1 3.3.1 5.3.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to:	[A,B] 1.1.1	V. Basic Laws on Environment and Natural Resources in the Philippines 1. Air 2. Land 3. Water	<ul style="list-style-type: none"> • AV Presentation • Lecture-Discussion 	<ul style="list-style-type: none"> • Recitation 	5.3.1

	a. explain the Basic Laws on Environment and Natural Resources in the Philippines;	1.1.1		<ul style="list-style-type: none"> Group activity (Debate)/ Talk Show/Buzz Group 	<ul style="list-style-type: none"> Written Quiz 	5.1.1
	b. discuss possible ways on how Philippine government implement the Basic Laws on Environment and Natural Resources.	1.1.1		<ul style="list-style-type: none"> Composition of Song/Jingle/Rap (about the Natural Resources) 	<ul style="list-style-type: none"> Presentation of the composed song/ jingle/rap about the Natural Resources 	3.3.1 1.5.1 1.6.1
	c. discuss on the issues concerning the implementation the Basic Laws on Environment and Natural Resources			<ul style="list-style-type: none"> Peer Teaching 		5.1.1 1.1.1

Suggested References

Ditan, C. D. (2012). *Earth sciences*. Mandaluyong City. National Bookstore

Duka, C. D. (2008). *World geography*. Manila. Rex Bookstore

Maguigad, R. B. & Ponciano, P. D. (2012). *Fundamentals of world geography with geography and natural resources of the philippines*. Manila. Libro Filipino Enterprises

Mostiero, A. P. (2012). *Environmental science-protect our planet*. Manila. Educational Publishing House

Marshall, T. (2016). *Prisoners of geography: Ten maps that explain everything about the world (Politics of Place)*

Ordonez, J. A. (2003). *Environmental biology*. Mandaluyong City, National Book Store

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Geography 3	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

<p>Course Description</p> <p>The subject guides the students to demonstrate an understanding of the essential processes shaping socio-cultural geographies of contemporary cities. It also leads them to demonstrate knowledge on the different issues affecting cities such as economy, culture, health, planning, human mobility, transportation, including topics on sustainability and the future of cities.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the essential processes shaping socio-cultural geographies of contemporary cities; and B. demonstrate knowledge on the different issues affecting contemporary cities and topics on sustainability and the future of the cities. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the meaning of urban geography; and</p> <p>b. explain the role of urban geography in understanding cities.</p>	<p>[CLO A]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. Introduction</p> <p>1. Thinking about cities relationally</p> <p>2. Unsettling Cities, Cities of Connection and Disconnection</p>	<ul style="list-style-type: none"> • Informal small group discussion: Why urban geography? • Lecture & Discussion: <ul style="list-style-type: none"> ○ What does it mean to think about a city relationally? ○ What are some of the ambivalent tension about cities that you have noted in your everyday life? • Web-based research: Choose a city and bring in some basic demographics and information that you can share in class about the city you chose. • Create a Virtual Tour for an educational trip to a Global City 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Individual Output Presentation (Web based research about a city) • Graded Group Report: Students will form groups of 3-5. Each group will be assigned a global city to discuss and research on. Their reports should answer the following questions: <ul style="list-style-type: none"> - How would you describe your city? - What is your city known for? - What makes your city a global city? 	<p>5.1.1</p> <p>5.1.1</p> <p>1.3.1</p> <p>5.1.1</p>

Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe the effects of having diversity in cities; b. explain the development of city life; and c. identify the different events and incidents that altered cities.	[A,B] 1.1.1 1.1.1 1.1.1	II. Negotiating Diversity in the City 1. Negotiating Differences in the City 2. City Life and Informal Settlers	<ul style="list-style-type: none"> Lecture & Discussion: A history of the production of suburbs and informal settlers Web-Based Research: Find some historical records that show how spaces in your city have become altered by social relations extending beyond the city, and discuss in detail how it has transformed over time. 	<ul style="list-style-type: none"> Recitation Written Quiz Group Output Presentation (Web based research about historical records of a city and how it has transformed over time) 	5.1.1 5.1.1 5.1.1 1.3.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: a. define urban poverty and disorder; b. discuss on heterogeneity of cities; and c. define and responding to urban dis(order).	[A,B] 1.1.1 1.1.1 1.1.1	III. Urban Poverty and dis (Order) 1. Unruly Cities, The Heterogeneity of Cities 2. Defining and Responding to Urban (dis) Order	<ul style="list-style-type: none"> Class Lecture/Discussion: The discourses around urban poverty and dis(Order) Film Viewing: Mexico City: Whose City 	<ul style="list-style-type: none"> Recitation Written Quiz Individual Output Presentation (movie review) 	5.1.1 5.1.1 5.1.1; 1.3.1
Weeks 7-8	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the diversity and spatial differentiation in the City; and b. analyze the political, economic, cultural, and social factors underlying the city movements of people.	[A,B] 1.1.1 1.1.1	IV. Diversity and Spatial Differentiation in the City 1. Movement and Settlement in the City 2. Political, economic, cultural and social factors of city movements and settlement	<ul style="list-style-type: none"> Class Lecture/Discussion: How are identities and space connected? Term Paper: Locate information on the ways in which immigrants have spatially located and the reasons behind the transfer in the city. Specifically look into the correlation of economic factors` and migration from provinces into the cities. 	<ul style="list-style-type: none"> Recitation Written Quiz Individual Output Presentation (term paper about immigrants transfer in the city) 	5.1.1 5.1.1 5.1.1

Week 9	At the end of the week, the pre-service teacher (PST) should be able to: a. define spatial pattern and segregation; b. illustrate how groups separate and distance themselves from each other; and c. discuss what is a city and urban sprawl.	[A,B] 1.1.1 1.1.1 1.1.1	V. Spatial Pattern and Segregation 1. A The City, and Urban Sprawl 2. Observing Spatial Patterns	<ul style="list-style-type: none"> Class Lecture/Discussion What ways do different groups separate and distance themselves from each other? Debate: Whether or not social relations constituted, in part, by the built environment? 	<ul style="list-style-type: none"> Recitation Written Quiz Debate A rubric will be given for the Debate on the presented issue 	5.1.1 5.1.1 5.3.1
Weeks 10-11	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify and explain the factors that shaped the cities socio-cultural and economic development; b. discuss in which urban environmental issues are constructed; and c. illustrate on how cities addressed issues and on how they are becoming sustainable.	[A,B] 1.1.1 1.1.1 1.1.1	VI. Cities and Social Environmental Issues 1. Sustainable Cities and Urban Governance 2. How are cities becoming sustainable	<ul style="list-style-type: none"> Class Lecture/Discussion How are cities becoming sustainable? Web-Based Research: Find cities that have web page that shows ways in which urban environmental issues are being addressed. Composition of Song/Jingle/Rap about environmental sustainability 	<ul style="list-style-type: none"> Recitation Written Quiz Output Presentation: Provide an overview of the main components of the web page projects of the different cities and how the urban environmental issues are addressed. Presentation of group output (song/jingle/rap) 	5.1.1 5.1.1 5.1.1 1.3.1 5.2.1 3.3.1
Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain what is city politics; b. discuss the different issues attached to urban development; c. present an economic map which depicts the diverse city politics governance in the 20 th as compared to the 21 st century; and	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1	VII. The Scale of Urban Governance 1. City Politics and the Environment 2. City Politics and governance in the 20 th and 21 st Century	<ul style="list-style-type: none"> Class Lecture/Discussion <ul style="list-style-type: none"> Environmental Politics and issues of Urban Development; Theories of Urban Politics Class Activity 1: 	<ul style="list-style-type: none"> Recitation Written Quiz Output 1: To come up with a comparative analysis of the different cities' 	5.1.1 5.1.1 5.1.1 1.5.1

	d. explain how politics shaped the progress of the city and the challenges they face.			<p>What initiatives have your city taken to be socially and environmentally sensitive</p> <ul style="list-style-type: none"> Class Activity 2: Look up information on the type of governance structure(s) that are in place in your city Class Activity 3: List down known politicians in the city and their contributions to the progress of the city. 	<p>initiatives to be socially and environmentally sensitive</p> <ul style="list-style-type: none"> Output 2: Comparative Analysis of different types of governance structure(s) to determine institutionalized channels through which decisions are made Output 3: Compilation of different autobiography of politicians and their contributions to the city 	<p>5.1.1 1.5.1</p> <p>5.1.1 1.5.1</p>
Week 14	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. identify the different stakeholders in urban governance; and</p> <p>b. explain the scale of global governance.</p>	<p>[B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VIII. Administered Cities</p> <p>1. The Stakeholders in Urban Governance</p>	<ul style="list-style-type: none"> Class Lecture/Discussion Who is a stakeholder in urban governance; Examining the scale of urban governance Class Activity Discuss the stakeholders who are involved in urban politics. Do these groups reside in the city or outside of the city? 	<ul style="list-style-type: none"> Recitation Written Quiz Output Compare and Contrast the listed stakeholders of the students and make analyze their similarities and differences 	<p>5.1.1</p> <p>5.1.1</p> <p>5.1.1 1.5.1</p>
Week 15	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss how the sizes of cities affects their visions for globalization; and</p>	<p>[B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>IX. Cities of all sizes</p> <p>1. Visions of the City</p> <p>2. Geographical imaginaries for the city</p> <p>3. Cities with economic, political and cultural globalization</p>	<ul style="list-style-type: none"> Class Lecture/Discussion <ul style="list-style-type: none"> How do cities intersect with economic, political, and cultural globalization Film Viewing: Cities in a Hurry 	<ul style="list-style-type: none"> Recitation Written Quiz Output Movie Critic 	<p>5.1.1</p> <p>5.1.1</p> <p>1.5.1</p>

	b. explain how cities intersect with economic, political and cultural globalization.			<ul style="list-style-type: none"> Using Social Media, download the recent trends (ex. music, movies, fashion, etc.) and students will form a group of 3-5 and present it to the class. 	<ul style="list-style-type: none"> Each group will be asked about the recent trends that became internationally famous and discuss it's influence in cities' globalization 	5.1.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explain how different cities around the world experience development; and b. discuss some of the ways on which cities in less affluent countries experience monetary policy set by organizations operating globally. 	[B] 1.1.1 1.1.1	X. Urban Revitalization around the World <ol style="list-style-type: none"> Mid-size cities and global ambition Global Governance Transnational Urban Experiences 	<ul style="list-style-type: none"> Class Lecture/Discussion What strategies are different cities using to be networked in flows of capital, people, knowledge, and culture Class Activity Through the use of Skype or other mode of communication, interview an OFW and let her relay his/her experiences of globalization and global governance 	<ul style="list-style-type: none"> Recitation Written Quiz Output Consolidate all the interviews and create a documentary of OFW experiences of globalization and global governance 	5.1.1 5.1.1 1.5.1 5.1.1
Weeks 17-18	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explain the meaning of neoliberalism; b. discuss the components of neoliberalist discourse; and c. present an economic map on how the cities actually played a role in constituting such 	[B] 1.1.1 1.1.1 1.1.1	X. Neoliberalism and its Limits <ol style="list-style-type: none"> Neoliberalism and the City Components of Neoliberalism Cities and Economic Change 	<ul style="list-style-type: none"> Class Lecture/Discussion <ul style="list-style-type: none"> What are the existing policies and programs that are affecting and have affected the cities? What are the components of neoliberalist discourse 	<ul style="list-style-type: none"> Recitation Written Quiz 	5.1.1 5.1.1

	programs and policies as well as altering them.			<p>and activities, and how pervasive is this political-economic strategy?</p> <ul style="list-style-type: none"> • Debate: Neoliberalism and the City: There is an alternative • Term Paper Talk about your cities and the ways they are being neo-liberalized or not 	<ul style="list-style-type: none"> • A rubric will be given for the Debate on the presented issue • Presentation of output (submission of the term paper) 	<p>5.1.1 1.6.1</p> <p>1.5.1 5.1.1</p>
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Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.b. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.f. Show scholarship research and further learning.</p>			
Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Microeconomics	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course leads the students to demonstrate knowledge in analyzing the market system, means of production, consumption, exchange, determinants of supply and demand, theories of consumer behavior, basic economic theories and history of economics.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge of the market system, means of production, consumption, exchange, determinants of supply and demand; B. demonstrate understanding on the theories of consumer behavior, basic economic theories and history of economics; and C. apply critical and creative thinking through a survey of small-scale business/entrepreneurs on the challenges encountered. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. define Economics and explain the field as a social science; b. describe the nature of Economics; c. explain the different approaches, methods and tools used in Economics; and d. differentiate between Microeconomics and Macroeconomics. 	[CLO A,B] 1.1.1 1.1.1 1.1.1 1.1.1	I. Introduction and General Orientation 1. Understanding Economics <ul style="list-style-type: none"> a. Economics defined b. Nature of Economics c. Approaches, Methods and Tools of Economics d. Microeconomics defined e. Microeconomics vs Macroeconomics f. Characteristics of Microeconomics 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the nature of economics, approaches, methods and tools used in economics, definition of microeconomics, and the characteristics of microeconomics 	<ul style="list-style-type: none"> • Written objective test on the nature of economics, approaches, methods, and tools in Economics 	5.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify the different steps in the construction of a theory; and b. explain the functions of an economic theory. 	[A,B] 1.1.1 1.1.1	II. Economic Theory <ul style="list-style-type: none"> 1. The Construction of Economic Theory 2. Functions of Economic Theory 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the construction and functions of Economic Theory 	<ul style="list-style-type: none"> • Written objective test on the construction and functions of Economic Theory 	5.1.1
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. enumerate and explain the fundamental economic problems, types of economic system; and b. make a diagram that will show the different sectors involved in the circular flow of economic activity. 	[A,B] 1.1.1 1.1.1	III. An Overview of the Economy <ul style="list-style-type: none"> 1. The three Fundamental and Interdependent Economic Problems 2. Types of Economic System 3. The Circular Flow of Economic Activity 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the three fundamental and interdependent economic problems, types of economic systems, and the circular flow of economic activity • Students will scavenge the Internet to find examples of each actor and market to illustrate their maps. The Internet will aid them in 	<ul style="list-style-type: none"> • Written objective test on the overview of the economy • Students draw and explain their own maps of the flow of money and resources from households, businesses, and government to the product and factor markets with specific examples of each. Rubrics shall be provided for fair scoring 	5.1.1 4.5.1

				finding information to determine whether the examples actually do illustrate the markets and actors. If running out of time after doing the research or if Internet access is limited, students could use old magazines to illustrate their maps.		
Weeks 6-10	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. enumerate and explain the non-price determinants of demand and supply; b. explain clearly the operation of the Laws of Demand and Supply; c. differentiate between change in demand and change in quantity demanded; and d. explain the concept of elasticity, and the meaning and economic significance of Ceteris Paribus. 	[A,B,C] 1.1.1 1.1.1 1.1.1 1.1.1	IV. An Introduction to Demand and Supply <p>A. Demand</p> <ol style="list-style-type: none"> 1. Demand Schedule and Demand Curve 2. Law of Demand 3. Changes in Quantity Demand and Movements along the Demand Curve 4. Ceteris Paribus Assumption 5. Changes in Demand and Shifts in the Demand Curve <p>B. Supply</p> <ol style="list-style-type: none"> 1. Supply Schedule and Supply Curve 2. Law of Supply 3. Changes in Quantity Supply and Movements along the Supply Curve 4. Change in Supply and Shifts of the Supply Curve <p>C. Elasticity of Demand and Supply</p> <ol style="list-style-type: none"> 1. Elasticity of Demand <ul style="list-style-type: none"> - Types of Demand Elasticity - Determinants of Demand Elasticity 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation and video clips on the demand, supply and elasticity of demand and supply • Misconception Check. <i>Discover class' preconceptions. Useful for starting lessons in economics.</i> • Worksheets for calculations • Punctuated Lectures. <i>Ask students to perform 5 steps: listen, stop, reflect, write, and give feedback. Students become self-monitoring listeners.</i> • Word of the Day. <i>Select an important term and highlight it throughout the class session, working on it as many concepts as possible. Challenge students to do the same in their interactive activities.</i> 	<ul style="list-style-type: none"> • Written objective test/essay on demand, supply, and elasticity of demand and supply 	5.1.1 1.5.1

			<ul style="list-style-type: none"> - Measuring Price Elasticity of Demand <p>2. Elasticity of Supply</p> <ul style="list-style-type: none"> - Types of Supply Elasticity - Determinants of Supply Elasticity - Measuring Price Elasticity of Supply 			
Weeks 10-11	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. identify and explain the factors affecting consumer behavior, the Theory of Utility, the Equi-Marginal Principle, the Theory of Production and meaning of production function; b. cite specific examples to explain the concept of income and substitution effects to consumers; and c. discuss the application of the Law of Diminishing Returns in production. 	<p>[A,B,C]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>V. Consumer Behavior and the Theory of Production</p> <ol style="list-style-type: none"> 1. Determinants of Consumer Behavior 2. Theory of Utility 3. Other Concepts of Consumption <ul style="list-style-type: none"> - Equi-Marginal Principle - Income and Substitution Effects 4. Production Function 5. The Law of Diminishing Returns 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation and video clips on the demand, supply and elasticity of demand and supply • Misconception Check. <i>Discover class' preconceptions. Useful for starting lessons in economics.</i> 	<ul style="list-style-type: none"> • Written objective test/essay on consumer behavior and the theory of production 	<p>5.1.1</p> <p>1.5.1</p>
Weeks 12-15	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. numerate the features/characteristics of the different types of market organizations; b. discuss the different determinants of market structure; c. graphically illustrate and discuss price and output determination under a 	<p>[A,C]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VI. Market Structures and Price-Output Determination</p> <ol style="list-style-type: none"> 1. Market Structures <ul style="list-style-type: none"> - Pure Competition - Monopoly - Monopolistic Competition - Oligopoly 2. Determinants of Market Structure 3. Price and Output Determination 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation and video clips on the demand, supply and elasticity of demand and supply • Three-minute Video Blogging or VLOGging, three times a week, at the public market for pure 	<ul style="list-style-type: none"> • Written objective test/essay on market structures and price-output determination • Vlogging. Output will be a reflection paper on the condition of public market stall owners and vendors 	<p>5.1.1</p> <p>1.3.1</p> <p>4.5.1</p>

	<p>purely competitive firm, and under a pure monopoly;</p> <p>d. graphically illustrate and discuss price and output determination under a pure monopoly; and</p> <p>e. discuss the concept of profit maximization and cost minimization.</p>	<p>1.1.1</p> <p>1.1.1</p>	<p>4. Graphical depiction of market behavior</p> <p>5. Profit maximization and cost minimization in a competitive market</p> <p>6. cost and revenue functions in profit maximization and minimization of losses</p>	<p>competition based on an approved interview schedule</p>		
<p>Weeks 16-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the essential role played by labor unions in the productive process;</p> <p>b. identify the types of wages and differentiate each;</p> <p>c. enumerate the determinants of wages;</p> <p>d. explain the different theories on wages; and</p> <p>e. graphically illustrate the Lorenz curve and explain its meaning.</p>	<p>[A,B,C]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VII. Labor Organizations and Wages</p> <p>1. Unionism and the contributions of labor unions</p> <p>2. Unfair labor practices</p> <p>3. Collective bargaining: Goals and Purposes</p> <p>4. Types and determinants of Wages</p> <p>5. Theories of Wages</p> <p>6. Some current thoughts on wages</p> <p>7. Lorenz Curve</p>	<ul style="list-style-type: none"> • PowerPoint Presentation and video clips on labor organizations and wages • Misconception Check. <i>Discover class' preconceptions. Useful for starting new lessons in economics.</i> • Media Searching. <i>News from the broad sheets, tabloids, and online news on the role played by labor unions in the productive process or unfair labor practices.</i> • Worksheets for graphing a Lorenz Curve 	<ul style="list-style-type: none"> • Written objective test/essay on labor organizations and wages • Media Searching. Output will be reflection paper 	<p>5.1.1</p> <p>1.5.1</p> <p>1.3.1</p> <p>4.5.1</p>

Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.b. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Macroeconomics	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate an understanding of the cause and effects of inflation, unemployment, fiscal and monetary policies, modes of taxation, international trade, Gross National Policy, Gross Domestic Policy, and consumer development index.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate understanding of the cause and effects of inflation, unemployment, fiscal and monetary policies, modes of taxation, international trade, Gross National Product, Gross Domestic Product, and consumer development index; B. demonstrate understanding on the theories of consumer behavior, basic economic theories and history of economics; and C. apply critical and creative thinking through a survey of small-scale business/entrepreneurs on the challenges encountered. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define and discuss Economics and its two major divisions;</p> <p>b. describe the nature of Economics;</p> <p>c. enumerate and differentiate the different methods and tools used in the study of economics; and</p> <p>d. discuss the methodology of Macroeconomics.</p>	<p>[CLO B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>A. Understanding Economics</p> <p>a. Economics defined</p> <p>b. Nature of Economics</p> <p>c. Methods and Tools of Economics</p> <p>d. Divisions of Economics</p> <p>e. The Methodology of Economics</p>	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on understanding economics 	<ul style="list-style-type: none"> Written objective test/essay on understanding economics 	<p>1.1.1</p> <p>1.5.1</p> <p>5.1.1</p>
Weeks 2-3	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the circular flow of output and income;</p> <p>b. explain the relationship of the multiplier effect and the circular flow; and</p> <p>c. discuss the inflows and outflows of wealth in the circular flow of output and income.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>B. The Circular Flow of Economic Activities</p> <p>a. The Circular Flow of Output and Income</p> <p>b. The Multiplier Effect and the Circular Flow</p> <p>c. Inflows and Outflows</p>	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the circular flow of economic activities <p><i>Simulation. Divide the class into four groups: Households, Firms, Government and Foreign Sector. Note how many students are in each group. Make as many bundles of money and resources as the number of students. Print out play money (using genuine Philippine bills) and print out resource certificates as Land, Labor or Capital. Divide the money equally into four envelopes (but with different denominations, some with more money than others) and divide the resources into six envelopes (with a different combination of land, labor, capital and entrepreneur). Do not worry that some Households will have</i></p>	<ul style="list-style-type: none"> Written objective test/essay on the circular flow of economic activities <p>Determine how many resources were unsold or unused. Do the same for goods and services. Discuss the two-sector circular flow model, assuming the Households own all resources, selling these to the Firms, earning rent on land, wages for labor, interest for capital and profit for the entrepreneur. The Firms then use the resources to produce goods and services, which the households buy. Output will be reflection paper on the two-sector circular flow model</p>	<p>1.1.1</p> <p>5.1.1</p> <p>1.5.1</p> <p>1.1.1</p>

				<p><i>more or less resources, or Firms have more or less money than others. That is how it is in real life.</i></p> <p><i>Explain to the Firms that they want to start a business to produce a good or service, so they need to get land, capital and labor. Explain that they want to maximize profits in the Product Market by minimizing costs in the Resource Market. Therefore, they must get land, labor and capital at the lowest cost possible and sell their goods and services for the highest price possible.</i></p> <p><i>Households seek to optimize incomes in the Resource Market to maximize their consumption of goods and services in the Product Market. So households should try to sell their resources for the highest price possible and buy products at the lowest price possible.</i></p> <p><i>Distribute different amounts of money to the Firms. Each Firm should know how much it had at the start so it will be able to tell if it profits or losses at the end.</i></p>		
Weeks 4-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define and discuss demand, demand schedule and demand</p>	<p>[A]</p> <p>1.1.1</p>	<p>C. An Introduction to Demand and Supply</p> <p>Demand</p> <p>1. Demand Schedule and Demand Curve</p> <p>2. Law of Demand</p>	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on demand and supply 	<ul style="list-style-type: none"> Written objective test/essay on demand and supply 	<p>1.1.1</p> <p>1.4.1</p>

	<p>curve as well as supply, supply schedule and supply curve;</p> <p>b. analyze the market dynamics using the law of demand and law of supply;</p> <p>c. discuss aggregate demand and its determinants, as well as aggregate supply and its determinants; and</p> <p>d. compute the coefficient of elasticity of demand and supply.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.4.1</p>	<p>3. Changes in Quantity Demanded and Movements Along the Demand Curve</p> <p>4. Ceteris Paribus Assumption</p> <p>5. Changes in Demand and Shifts in the Demand Curve</p> <p>6. Aggregate Demand</p> <p>7. Determinants of Aggregate Demand</p> <p>8. Elasticity of Demand</p> <p>Supply</p> <p>1. Supply Schedule and Supply Curve</p> <p>2. Law of Supply</p> <p>3. Changes in Quantity Supplied and Movements Along the Supply Curve</p> <p>4. Changes in Supply and Shifts in the Supply Curve</p> <p>5. Aggregate Supply</p> <p>6. Determinants of Aggregate Supply</p> <p>7. Elasticity of Supply</p>	<ul style="list-style-type: none"> • Have students conduct surveys and generate their own demand schedules (tables) for a commonly purchased lunch item – slices of pizza or <i>kanin at ulam</i>, for example. Associate the law of demand with students' own behavior, as represented in their demand schedules. • Make a hypothetical situation in constructing a supply schedule for a particular product (Ex. corn, onion, shirt, <i>ukay-ukay</i>) • Provide practice problems in which students plot demand and supply curves from schedules or charts. • Conduct a classroom simulation in which students experience the emergence of equilibrium price and quantity from the un-orchestrated interaction of buyers and sellers. • Provide practice problems – both graphic and narrative – in which students identify the market impacts of changes in the determinants of demand and/or supply. • Provide practice problems – both graphic and narrative – in which students must distinguish between changes in demand and quantity demanded, and changes in supply and quantity supplied. 	<ul style="list-style-type: none"> • Oral recitation on their insights from the activities. 	<p>1.1.1</p> <p>1.7.1</p>
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				<ul style="list-style-type: none"> Provide practice problems in which students compose narrative explanations based on graphic models, and graphs based on narratives. 		
Weeks 7-8	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> discuss and identify the different approaches to national income accounting; discuss the nature, purpose and limitations of GNP accounting; distinguish GNP from GDP, Money GNP from Real GNP; compute money GNP and real GNP; and interpret GNP as a measure for economic growth. 	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.4.1</p> <p>1.1.1</p>	<p>D. National Income Accounting</p> <ol style="list-style-type: none"> Approaches to National Income Accounting <ol style="list-style-type: none"> Income Approach Expenditure approach Industrial Origin Approach GNP Accounting: Meaning, Purpose and Limitations GNP vs. GDP Money GNP vs. Real GNP 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation and video clips on national income accounting Misconception Check. <i>Discover class' preconceptions. Useful for starting lessons in economics.</i> Worksheets for calculations Media Searching. <i>Obtain the latest data from broadsheet, tabloid, online news, or websites, which compare GNP with other factors in industrialized and developing countries.</i> 	<ul style="list-style-type: none"> Written objective test/essay on demand, supply, and elasticity of demand and supply Oral recitation on their insight from media search 	<p>1.1.1</p> <p>5.1.1</p> <p>1.1.1</p> <p>4.5.1</p> <p>1.7.1</p>
Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> discuss and identify the different factors of consumption; discuss the consumption function; identify and distinguish the different concepts of consumption; discuss savings, investments, and their determinants; and discuss multiplier and accelerator explain the paradox of thrift. 	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>E. CONSUMPTION, SAVINGS AND INVESTMENT</p> <ol style="list-style-type: none"> Factors of Consumption Consumption Function Other Concepts of Consumption <ol style="list-style-type: none"> Equi-Marginal Principle Income and Substitution Effects Investment, Its Determinants Savings and Investment Multiplier and Accelerator The Paradox of Thrift 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation and video clips on consumption, savings and investment Misconception Check. <i>Discover class' preconceptions. Useful for starting lessons in economics.</i> Real World. <i>Have students discuss in class how a concept on consumption, savings, and</i> 	<ul style="list-style-type: none"> Written objective test/essay consumption, savings and investment 	<p>1.1.1</p> <p>5.1.1</p>

				<p>interview with officials of Bangko Sentral ng Pilipinas (BSP) on inflation issues, and others</p> <ul style="list-style-type: none"> • Video clips on Industrial and Labor Management Conflict in the Philippine setting • Case analysis of settling industrial disputes • Interview with grandparents/elders and younger generation regarding the past and present situations of different products and prices. Approved guide questions will be used. Compare the results of different times from the interview form. <table border="1"> <thead> <tr> <th colspan="3">Grandparents/elders</th> </tr> <tr> <th>Year</th> <th>Product</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Younger Generation</th> </tr> <tr> <th>Year</th> <th>Product</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> </tbody> </table>	Grandparents/elders			Year	Product	Price	1.			Younger Generation			Year	Product	Price	1.				
Grandparents/elders																								
Year	Product	Price																						
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Younger Generation																								
Year	Product	Price																						
1.																								
Weeks 14-15	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the functions of money, money supply, the Central Bank; and</p> <p>b. explain the monetary policies and their limitations.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>G. MONEY, BANKING AND MONETARY POLICY</p> <p>1. Functions of Money and Money Supply</p> <p>2. Money and the Central Bank</p> <p>3. Functions of a Central Bank</p> <p>4. Monetary Policies and their Limitations</p>	<ul style="list-style-type: none"> • Misconception Check. <i>Discover class' preconceptions. Useful for starting new lessons in economics.</i> • PowerPoint Presentation and video on money, banking and monetary policy 	<ul style="list-style-type: none"> • Written objective test/essay on money, banking and monetary policy • Media Searching. Output will be reflection paper 	<p>1.1.1</p> <p>5.1.1</p> <p>4.5.1</p> <p>1.1.1</p> <p>1.3.1</p>																		

Weeks 16-17	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. define fiscal policy;</p> <p>b. explain the sources and uses of public funds;</p> <p>c. explain the principles of taxation; and</p> <p>d. explain the objectives as well as shortcoming of fiscal policies.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>H. FISCAL POLICY</p> <p>1. Fiscal Functions</p> <p>2. Sources and Uses of Public Funds</p> <p>3. Principles of Taxation</p> <p>4. Approaches to Equitable Taxation</p> <p>5. Uses and Objectives of Fiscal Policy</p> <p>6. Shortcomings of Fiscal Policies</p>	<ul style="list-style-type: none"> • Misconception Check. <i>Discover class' preconceptions. Useful for starting the lesson in fiscal policy</i> • PowerPoint Presentation and video clips on fiscal policy • Reality Check. <i>Observing and reporting to the class the sources of government/public structures, etc.</i> • Media Check. <i>Search for the content of official websites of DBM, and other government agency websites for updates on budget of expenditures and sources of financing</i> • Debate about the Tax Reform for Acceleration and Inclusion (TRAIN) Law • Survey on the effects of TRAIN Law on different sectors in their municipality/city 	<ul style="list-style-type: none"> • Written objective test/essay on fiscal policy • Survey Results. Output will be reflection paper on the effects of TRAIN Law in the Philippines 	<p>1.1.1</p> <p>5.1.1</p> <p>4.5.1</p> <p>1.1.1</p> <p>1.2.1</p> <p>6.1.1</p>
Week 18	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. define trade, international trade;</p> <p>b. explain the bases of international trade;</p> <p>c. differentiate between Balance of Trade and Balance of Payments;</p>	<p>[A,C]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. INTERNATIONAL TRADE PRACTICES AND POLICIES</p> <p>1. Bases of International Trade</p> <p>2. Balance of Trade/Payments</p> <p>3. Trade Barriers</p> <p>4. Other Arguments for Trade Barriers</p>	<ul style="list-style-type: none"> • PowerPoint Presentation and video clips on international trade practices and policies 	<ul style="list-style-type: none"> • Written objective test/essay on international trade practices and policies 	<p>1.1.1</p> <p>5.1.1</p> <p>1.5.1</p> <p>1.2.1</p>

	<p>d. identify and explain the different trade barriers; and</p> <p>e. conduct a survey of small-scale business/entrepreneurs on the challenges encountered.</p>	<p>1.1.1</p> <p>1.1.1;</p> <p>1.2.1;</p> <p>1.5.1</p>		<ul style="list-style-type: none"> • The Trade Game. <ul style="list-style-type: none"> - <i>Divide the class into five groups and assign each group one of the following countries: United Kingdom, China, Colombia, Saudi Arabia, and Ghana. List the following exports and their values on the board for reference during trading: Gold—5 points per unit; Oil—4 points per unit; Lumber—3 points per unit; Electronics—2 points per unit; Coffee—1 point per unit.</i> - <i>Tell students that the objective is for each student to get the most points by trading their country's goods for products from another country. Each team will start with a set of trading cards that represents their country's worth. The game allows for "free trade," meaning any country can trade with another country, and any item and/or amount of product can be traded for another. Explain to students that they can creatively market their products or combine products to end up with something more desirable.</i> - <i>Allow for ten minutes of open trading. Then announce the following: WORLD SITUATION: The world is running out of oil, making oil extremely rare and much more expensive. OUTCOME: The worth of oil increases by two points. Update the point system on the board to reflect the increase in points per unit for oil.</i> 	<ul style="list-style-type: none"> • Oral recitation on the bases of international trade, difference between Balance of Trade and Balance of Payments, and different trade barriers 	<p>1.1.1</p> <p>1.2.1</p> <p>1.7.1</p>
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				<ul style="list-style-type: none"> - Offer the following world situation and outcome to see how it impacts the final results: <ul style="list-style-type: none"> - <i>WORLD SITUATION:</i> Ghana learns to make counterfeit electronics, making its electronics cheaper. - <i>OUTCOME:</i> Ghana takes one electronic unit from each country. <p>Re-tally the points and figure out who got the most points. Ask insight questions, and proceed with the discussion.</p> <ul style="list-style-type: none"> • Conduct a survey of small-scale business/entrepreneurs on the challenges encountered on trade practices and policies in the Philippines 	<ul style="list-style-type: none"> • Survey Result. Output will be a reflection paper on the challenges encountered by small-scale business/ entrepreneurs on trade practices and policies in the Philippines. 	<p>1.1.1 1.2.1 6.1.1</p>
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Suggested References

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Fajardo, F. R. (1995). *Economic development*. Manila: National Bookstore.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.f. Show scholarship research and further learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	World History 1 (Ancient and Medieval Era)	Course Code	
Pre-requisite Subject		Course Credit	3 Units
Course Requirements			
Grading System			

<p>Course Description</p> <p>The subject guides the students to demonstrate an understanding on the basic concepts, theories, and historical developments like emergence of societies and civilization, rise of kingdoms – empire states, formation of states, age of exploration, expedition and colonization, and age of commercialization from pre-history up to 8th century C.E.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of the basic concepts, theories, and historical developments like emergence of societies, civilization and rise of kingdoms; and B. apply critical and creative thinking through comparative analysis on the historical development of societies from pre-history up to 8th century C.E. 	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss on the meaning of history and civilization; and b. explain the relevance of studying history.	[CLO A] 1.1.1 1.1.1; 1.5.1	I. INTRODUCTION A. Definition of Concepts 1. History in the Different Perspectives 2. Civilizations, progress and conflicts 3. Relevance of Studying History	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Audio-visual and film presentation on civilization, progress and conflicts 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz 	1.1.1 1.1.1
Weeks 2-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe how civilization began; b. discuss how human lived during the Stone Age; c. explain the development of tools; d. identify the contributions of Neolithic Revolution; e. examine the emergence of civilization in Asia and Africa.	[A] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	II. THE BEGINNINGS OF CIVILIZATION A. The Stone Age Background 1. Stone Age Hunters and Gatherers 2. The Development of Tools 3. Neanderthals Develop Beliefs B. The Neolithic Revolution 1. The Origins of Food Production 2. Emergence of Villages 3. Development of New Technology C. Emergence of Civilizations in Asia and Africa 1. Birthplaces of Civilizations 2. Features of Early Civilizations	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Gallery Walk <ul style="list-style-type: none"> - On the Beginnings of Civilization - Data Retrieval Charts / Timeline - Audio-Visual 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Worksheets 	1.1.1 1.1.1 1.1.1
Weeks 5-7	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe the emergence of Mesopotamia and Primary Civilization; b. discuss how Egyptians civilization ruled in the world;	[A] 1.1.1 1.1.1 1.1.1	III. THE ANCIENT NEAR EAST A. Mesopotamia: The Emergence of First Cities and Primary Civilizations 1. City-States Develop in Sumer 2. Artisans Use New Methods 3. Development of Writing 4. Religion of the Sumerians 5. Science, Technology and Trade	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Audio-visual and film presentation <ul style="list-style-type: none"> • "Ancient Egypt The Greatest Empire" - HISTORY Documentary Movies 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Presentation of Output -Movie Review 	1.1.1 1.1.1

	<p>c. distinguish the contributions of the Aryans, Hitties, Lydians, Phoenicians, and Hebrews; and</p> <p>d. • describe the dominations of Assyrian Empire, Babylonian Empire, Chaldeans, and Persians.</p>	1.1.1	<p>B. Egyptians Civilizations Last 3,000 Years</p> <ol style="list-style-type: none"> 1. Pre Dynastic Egypt 2. The Unification of Egypt: The Archaic Period 3. Egyptian Religion and World View 4. Language and Writing 5. Status of Women 6. Science and Technology 7. Decline of the Old Kingdom 8. The Rule of the Middle Kingdom 9. Decline of Egyptian Civilization <p>C. Other Near Eastern People Make Contribution</p> <ol style="list-style-type: none"> 1. The Aryans 2. The Hittites 3. The Lydians 4. The Phoenicians 5. The Hebrews <p>D. Domination of Near East by Later Empires</p> <ol style="list-style-type: none"> 1. The Assyrian Empire 2. Rise of the Babylonian Empire 3. Chaldeans Took Over the Assyrians <ol style="list-style-type: none"> a. The Rule of Nebuchadnezzar 4. Turn of the Persians <ol style="list-style-type: none"> a. The Origins of the Persian Empires b. Persian Kings Unite their Empire c. Religious Beliefs of the Persians 	<p>https://www.youtube.com/watch?v=LWFvSz-1XO0</p> <ul style="list-style-type: none"> ▪ Biography writing The students are to write the biography of different personalities in Mesopotamia, Egypt, Persia and other leaders in the ancient empires and present it to class • Data Retrieval Charts / Timeline • Audio-Visual 	- Biography Writing	1.1.1
Week 8	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain the beginnings, development and fall of Greek City-States;</p>	<p>[B]</p> <p>1.1.1</p>	<p>IV. THE RISE AND FALL OF GREEK CITY-STATES</p> <ol style="list-style-type: none"> A. Beginnings of the Greek Civilization B. Development of the Greek City-States 	<ul style="list-style-type: none"> ▪ Lecture /Discussion 		

	b. discuss the contributions of the Greek civilization to human interaction	1.1.1 1.5.1	C. Fall City-States	<ul style="list-style-type: none"> Utilization of debate Debate Questions: 1. Was Athenian democracy effective? 2. Was Sparta's political structure (oligarchy) more stable than Athens (democracy) 	<ul style="list-style-type: none"> Position Paper 	1.5.1 1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: a. describe the route Greek Art and Literature; b. describe the expansion to the Hellenistic Age; and c. • compare the culture of Greek compared to other cultures.	[B] 1.1.1 1.1.1 1.1.1; 1.5.1	V. GREEK CULTURE A. Greek Art and Literature B. Development of Scientific Thought and Philosophy C. Hellenistic Age	<ul style="list-style-type: none"> Lecture /Discussion Greek Influences Mapping Through the use of internet, download a moviemaker/powerpoint presentation which shows cities/countries all over the world that shows Greek influence in their arts, architecture and literature Timeline Making create a timeline of the development of scientific thought and philosophy; 	<ul style="list-style-type: none"> Presentation of Outputs 	1.5.1 1.1.1
Weeks 10-11	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe how the decline of the Roman world occurred; b. identify the factors that cause the decline of the Roman world and its impact in today's society; c. analyze the spread of Christianity throughout Europe; and d. • discuss the contributions of the Romans ideals in the world.	[B] 1.1.1 1.1.1 1.1.1; 1.5.1 1.1.1; 1.5.1	VI. THE RISE AND THE DECLINE OF THE ROMAN EMPIRE A. The Roman Empire Crumbles B. Christianity Spreads Throughout Europe	<ul style="list-style-type: none"> Lecture /Discussion Film Viewing <ul style="list-style-type: none"> Roman Empire. Reign of Blood. https://www.google.com/search?q=movies+about+roman+history&tbm=isch&source=iu&ictx=1&fir=H2qngivzp2k1cM%253A%252CSe1ameiFnPjp 	<ul style="list-style-type: none"> Presentation of Outputs Movie Critique Paper 	1.1.1 1.5.1

				<p>M%252C_&usg=AI4_kSbX0vj-_lb6L8KU0_oQAHG88y5Rw&sa=X</p> <p>or</p> <ul style="list-style-type: none"> • Augustus/Julius Caesar https://en.wikipedia.org/wiki/ <ul style="list-style-type: none"> ▪ Timeline Making Create a timeline on the establishment and spread of Christianity throughout Europe 		
Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe how economic and social inequalities in the Middle Ages helped in the Early Middle Ages, and Medieval Europe; and b. identify the forces of change which brought about the West in the Middle Ages. 	<p>[B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VII. THE WEST IN THE MIDDLE AGES</p> <p>A. The Early Middle Ages</p> <ol style="list-style-type: none"> 1. Medieval Civilization Develops in Europe 2. Feudalism Takes Root <p>B. Medieval Europe in its Zenith</p> <ol style="list-style-type: none"> 1. Economic Growth 2. European Nation Take Shape 3. The Church's Authority Grows 4. Christian Europe Expands <p>C. The Culture of Medieval Europe</p> <ol style="list-style-type: none"> 1. Interest in Learning Revives 2. New Styles in Art 3. End of the Middle Ages 4. Dark Ages 	<ul style="list-style-type: none"> ▪ Lecture /Discussion ▪ Role Playing (suggested topics) <ol style="list-style-type: none"> 1.The life of the people during the Middle Ages 2. Feudalism 3. Chivalry ▪ Activity about manifestation of Medieval Culture that is retained up to the present 	<ul style="list-style-type: none"> ▪ Presentation of Outputs ▪ Movie Critique Paper 	<p>1.1.1</p> <p>1.5.1</p>
Weeks 14-15	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the development of the Byzantine Civilizations; b. describe the spread of Islam in Asia and Africa; c. compare and contrast how the new empires dominated in Asia and Africa; 	<p>[B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>VIII. BYZANTINE AND ISLAMIC CIVILIZATIONS</p> <p>A. Development of Rich Byzantine Civilization</p> <p>B. Spread of Islam in Asia and Africa</p> <p>C. New Empires Dominate Asia and Africa</p>	<ul style="list-style-type: none"> ▪ Lecture /Discussion ▪ Watching of Documentary BBC Documentary Inside Islam The Untold Story Of Islam https://www.youtube.com/watch?v=MItbLaINbiY 	<ul style="list-style-type: none"> ▪ Summary of the documentary that will demonstrate the intended learning outcomes of the unit 	<p>1.1.1</p>

	d. • identify the main results of the revolutions in Islamic Civilization	1.1.1; 1.5.1				
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: • discuss the civilization in India; • enumerate the main inventions in Indian civilization; • explain how religious thought shaped Indian shapes society; • create a timeline on the development of Muslim rule in India; and • explain the reforms in economy, politics and society brought about by the Indian civilization.	[B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	IX. CIVILIZATION IN INDIA A. Development of Indian Civilization B. Religious Thought Shapes Indian Shapes Society C. Muslim Rule	<ul style="list-style-type: none"> ▪ Lecture /Discussion ▪ Creation of Venn Diagram Compare and contrast Buddhism and Hinduism 	<ul style="list-style-type: none"> ▪ Presentation of Outputs ▪ Interactive Quiz (About Five (5) Themes of Ancient India Geography) 	5.1.1 1.5.1
Weeks 17-18	At the end of the week, the pre-service teacher (PST) should be able to: a. explain the development of civilization in China and Japan; b. discuss how Chinese established lasting traditions; c. discuss how Chinese empire dominated in Asia; d. describe Japanese Feudal Society; e. examine the causes and the effects of Japanese unification under Tokugawa Shoguns; and f. analyze the economy of China and Japan.	[B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	X. CIVILIZATION IN CHINA AND JAPAN A. The Chinese Establish Lasting Traditions B. Chinese Empire and its Domination of Asia C. Japanese Feudal Society D. Japanese Unification Under Tokugawa Shoguns	<ul style="list-style-type: none"> ▪ Lecture /Discussion ▪ Reading of an Article and Making of Summary <p>1.“Shang Dynasty civilization”</p> <p>(https://www.khanacademy.org/humanities/world-history/world-history-beginnings/shang-dynasty-china/a/shang-dynasty-article)</p> <p>2. The Spread Of Chinese Civilization To Japan</p>	<ul style="list-style-type: none"> ▪ Presentation of Outputs ▪ Interactive Quiz <p>1.Different Dynasties in China 2. Different Contributions of Japan to the World</p>	1.1.1 1.1.1

				<p>Author: Stearns, Peter N. Date: 2000 http://history-world.org/Chinese%20Civilization%20To%20Japan.htm</p> <ul style="list-style-type: none"> ▪ Making of Timeline of the Different Dynasties in China 	
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Suggested References

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National Geographic Almanac 2019: Hot New Science - Incredible Photographs - Maps, Facts, Infographics & More

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	World History 2 (Modern and Contemporary Era)	Course Code	
Pre-requisite Subject	(Suggestion) World History 1	Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate an understanding of the global overview to various human experiences, patterns of development and connections among peoples, societies and nations. It also leads the students to demonstrate an understanding on topics related to industrial revolution, scientific and commercial revolution, world wars, and issues in modern world to contemporary periods.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate knowledge and understanding of the global overview to various human experiences, patterns of development and connections among peoples, societies and nations;</p> <p>B. demonstrate knowledge and understanding on topics related to industrial revolution, scientific and commercial revolution, world wars, and issues in modern world to contemporary periods; and</p> <p>C. apply critical and creative thinking on the issues in modern world to contemporary period.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. describe how Italy became the birthplace of the Renaissance and how the humanism became the central theme of the Renaissance;</p> <p>b. •explain how the Renaissance revolutionize the arts;</p> <p>c. •recognize the works of great Renaissance artists and identify the contributions of the Northern Renaissance movement;</p> <p>d. •examine the causes of the Reformation;</p> <p>e. •describe how Martin Luther led the Reformation and how the Catholic Church responded to the Protestant movement; and</p> <p>f. explain how England became a Protestant nation and how the Reformation and Counterreformation led to holy wars in Europe.</p>	<p>[CLO A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p>	<p>I. Introduction</p> <p>A. Connecting Hemispheres</p> <p>1. European Renaissance and Reformation</p> <p>a. Italy: Birthplace of the Renaissance</p> <p>b. Humanism</p> <p>c. Martin Luther and the Reformation</p> <p>2. The Catholic Counterreformation</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Brainstorming ▪ Simulated discussion <ul style="list-style-type: none"> -Downloading from the internet of the famous personalities during the Renaissance period and their works ▪ Debate "Was the Reformation a Mistake" 	<ul style="list-style-type: none"> ▪ Recitation Through a Debate ("Was the Reformation a Mistake?") ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p>
Week 3	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. •describe the expansion of Islam using a map or globe; how the Turks established the Ottoman Empire; how powerful Islamic sultans spurred the dramatic expansion of Islam and the different cultural elements which</p>	<p>[A]</p> <p>1.1.1</p>	<p>B. The Expansion of the Muslim World</p> <p>a. The Ottomans Build a Vast Empire</p> <p>b. Cultural Blending in the Ottoman</p> <p>c. The Mughal Empire in India</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Brainstorming ▪ Panel discussion ▪ Reading Primary sources ▪ Reporting 	<ul style="list-style-type: none"> ▪ Recitation By tracing the expansion of different empires in India using map or globe ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>

	<p>blended in the Ottoman Empire; and</p> <p>b. explain how conquests and cultural interaction fueled the development of the Safavid empire; the emergence of the Mughal Empire in India and how the Mughal emperors unified a vast empire with different nationalities.</p>	<p>1.1.1</p> <p>1.5.1</p>		<ul style="list-style-type: none"> ▪ Map interpretation Tracing the different Empires 		
Weeks 4-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the main reasons why Europeans catapulted themselves in the forefront of the Age of Exploration and how advancements in science and technology enabled Europeans to explore other parts of the world;</p> <p>b. trace the routes of European navigators during the early stage of the Age of Exploration by drawing maps;</p> <p>c. discuss the emergence of the trading empires in the Indian Ocean;</p> <p>d. explain the contributions of the Age of Exploration to human interaction and the life of the Japanese during the Tokugawa period; and</p> <p>e. point out the advantages and disadvantages of feudal Japan's closed door policy.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>B. Age of Exploration</p> <p>a. Europeans Explore the East</p> <p>b. China Limits European Contacts</p> <p>c. Japan Returns to Isolation</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Brainstorming ▪ Panel discussion ▪ Reading Primary sources ▪ Reporting ▪ Map Tracing Tracing how the Europeans reached the East 	<ul style="list-style-type: none"> ▪ Recitation By tracing and explaining the routes of the European navigation and that enabled them to explore other parts of the world ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>

Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. •trace the route of Christopher Columbus in his discovery of the Americas in the map;</p> <p>b. •discuss the timeline of the Spanish conquests of Mexico and other American nations;</p> <p>c. •describe the expansion of Spanish and Portuguese territories in the New World;</p> <p>d. •differentiate the competing claims of European powers in North America;</p> <p>e. •describe the arrival and establishment of settlements of the English in North America;</p> <p>f. •discuss how the Native Americans responded to the encroachment of their lands by the Europeans and the causes of African slavery;</p> <p>g. •describe the struggles of Africans in their voyage to the Americas as slaves; and</p> <p>h. •explain how slavery became a pillar of the economy of the New World and the impact of the slave trade to the New World.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>D. The Atlantic World</p> <p>a. Spain Builds an American Empire</p> <p>b. European Nations Settle in North America</p> <p>c. The Atlantic Slave Trade</p> <p>d. The Columbian Exchange and Global Trade</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Brainstorming ▪ Panel discussion ▪ Reading Primary sources ▪ Map interpretation <p>Trace the route of Christopher Columbus in his discovery of America</p>	<ul style="list-style-type: none"> ▪ Recitation <p>By tracing and discussing route of Christopher Columbus in his discovery of America</p> <ul style="list-style-type: none"> ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>
Week 9	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain critically how Europe became a hotbed of absolutist monarchical rule;</p>	<p>[A]</p> <p>1.1.1</p>	<p>E. ABSOLUTISM TO REVOLUTION</p> <p>1. Absolute Monarchs in Europe</p> <p>a. Spain’s Empire and European Absolutism</p> <p>b. The Reign of Louis XIV</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Reading Primary sources ▪ Group Activity <p>Creating a timeline showcasing the English civil war, restoration and revolution</p>	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>

	<ul style="list-style-type: none"> b. compare and contrast the styles of governance of the absolute monarchs of Europe; c. describe the benefits and drawbacks of having an absolute ruler; d. describe Spain under absolute monarchy; e. explain how religious wars and power struggles led to the emergence of absolute monarchy in France; f. discuss the political philosophies of the French writers Montaigne and Descartes; and g. examine the policies and lifestyle of Louis XIV of France. 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<ul style="list-style-type: none"> c. Central European Monarchs Clash d. Absolute Rulers of Russia e. Parliament Limits the Power of the English Monarch 		<ul style="list-style-type: none"> ▪ Presentation of the created timeline showcasing the English civil war, restoration and revolution 	<p>1.1.1</p>
<p>Weeks 10-11</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> a. explain how the Scientific Revolution became the foundation of modern science; b. discuss the great discoveries and inventions during the Scientific Revolution which still have an impact in today's society; c. differentiate the two views of government by Hobbes and Locke; d. describe the five core beliefs of the French <i>philosophes</i>; e. discuss the role of women during the Enlightenment; 	<p>[B]</p> <p>1.1.1;</p> <p>1.5.1</p> <p>1.1.1;</p> <p>1.5.1</p> <p>1.1.1;</p> <p>1.5.1</p> <p>1.1.1;</p> <p>1.5.1</p>	<p>2. Enlightenment and Revolution</p> <ul style="list-style-type: none"> a. The Scientific Revolution b. The Enlightenment in Europe c. The Enlightenment Spreads d. The American Revolution 	<ul style="list-style-type: none"> ▪ Debate "Has Scientific Revolution Ended?" ▪ Lecture/Discussion ▪ Group Activity Create a timeline on the establishment of the United States of America 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Debate (Provide Rubrics) ▪ Presentation of the created timeline on the establishment of the United States of America 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p> <p>1.1.1</p>

	<p>f. explain how Enlightenment spread throughout the world and how Enlightenment made an impact on governments; and</p> <p>g. discuss the rule of Britain in the American colonies.</p>	<p>1.1.1; 1.5.1</p> <p>1.1.1</p>				
Weeks 12-13	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. describe how economic and social inequalities in the Old Regime helped cause the French Revolution, the forces of change which brought about the French Revolution and how the French Revolution brought both reform and terror to the nation;</p> <p>b. explain the policies of Napoleon as the first French emperor, the events which led to the fall of Napoleon's empire and his own downfall; and</p> <p>c. discuss the plans of Matternich for Europe after Napoleon's fall and the political changes brought about by the convening of the Congress of Vienna.</p>	<p>[B]</p> <p>1.1.1; 1.5.1</p> <p>1.1.1; 1.5.1</p> <p>1.1.1; 1.5.1</p>	<p>3. The French Revolution and Napoleon</p> <p>a. The French Revolution Begins b. Revolution Brings Reform and Terror c. Napoleon Forges an Empire d. The Collapse of Napoleon's Empire e. The Congress of Vienna</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Writing a critique on the Old Order of France ▪ Group Activity Tracing the emergence of Napoleon Bonaparte as ruler of France through a timeline • Chart of Leadership Traits of Napoleon Bonaparte • Venn Diagram: American Revolution from French Revolution 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Presentation of the Output -critique on the old order of France -the timeline of Napoleon Bonaparte 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1 1.5.1</p>
Week 14	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss how Latin American nations fought colonial rule;</p> <p>b. the colonial society in Latin America, and the reasons why the</p>	<p>[B,C]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>4. Nationalist Revolutions Sweep the West</p> <p>a. Latin American Wins Independence b. Europe Faces Revolutions c. The Emergence of European Revolution</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Brainstorming ▪ Panel discussion ▪ Reading Primary sources 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Reflection Paper 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

	peoples of the Americas revolted against their colonial rulers; and c. explain how liberal and nationalist uprisings challenged the old conservative order of Europe.	1.1.1			(on America's revolts against colonial rulers)	
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss why the Industrial Revolution started in Britain; b. identify the main inventions which revolutionized the industrial age; c. explain how inventions spurred industrialization; d. discuss the advantages and disadvantages brought about by the Industrial Revolution; and e. describe how the Industrial Revolution spread.	[B,C] 1.1.1 1.1.1 1.1.1; 1.5.1 1.1.1; 1.5.1 1.1.1	F. INDUSTRIALISM AND THE RACE FOR EMPIRE 1. The Industrial Revolution a. The Beginnings of Industrialization b. Industrialization in Europe c. Industrialization Spreads d. Reforming the Industrial World	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ News Reporting The different inventions during the Industrial Revolution ▪ Individual Activity Creating a timeline on the development of transportation and communication 	<ul style="list-style-type: none"> ▪ Recitation ▪ Interactive Quiz ▪ Presentation of the created timeline on the development of transportation and communication (outputs will be evaluated through a Rubric) 	1.1.1 1.1.1 1.1.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain how military built up, nationalistic feelings and rival alliances set the stage for the First World War; b. discuss the victories and failures of the League of Nations; c. describe the results of Hitler's blitzkrieg in his invasion of European nations; and d. discuss the chilling effects of the Holocaust to civilization.	[A, B,C] 1.1.1 1.1.1 1.1.1 1.1.1	G. THE WORLD AT WAR 1. The First World War a. Marching Towards War b. Europe Plunges into War c. The League of Nations 2. World War II a. Hitler's Lightning War b. The Holocaust	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Make a timeline showing the start of the War to its end ▪ Film Viewing The Schindler's List or The Pianist or other similar movies related to world war ▪ Watching of Documentary 	<ul style="list-style-type: none"> ▪ Recitation/Sharing of opinion on the viewed documentary ▪ Interactive Quiz ▪ Movie Critique (on the movie "The Schindler's List" or "The Pianist" or other similar movies related to world war) 	1.1.1 1.1.1

				https://www.quora.com/What-are-the-best-documentaries-about-Hitler •Additional Reading The Diary of a Young Girl by Anne Frank, Eleanor Roosevelt	▪ Book Review (The Diary of a Young Girl)	1.1.1
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Suggested References

Bentley, J. & Zeigler, H. (2003). *Traditions and encounters*. New York; McGraw-Hill, Co.

Coffin, J. (2002). *Western Civilization, Their History and Their Culture*. New York: W.W. Norton & Co., Inc.

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Philip P. (2017). *World history: From the ancient world to the information age*. Hardcover.

Usborne Books. 2018. "Timelines of World History. From Stone age to the Millennium".

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.b. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.f. Show scholarship research and further learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	
Course Information			

Course Name	Asian Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate an understanding on the development perspectives in Asian countries, cultures, and values as well as issues and challenges, historical roots, and Asian responses. It also leads them to demonstrate knowledge of Asia societies by preparing comparative study.</p>	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the development perspectives in Asian countries, cultures, and values as well as issues and challenges, historical roots, and Asian responses; and B. demonstrate an understanding of Asia societies by preparing a comparative study. 	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the location of Asia in the world and its significance in the world stage;</p> <p>b. understand the role of the various physical characteristics of Asia in shaping the socio-cultural, political and economic status of the various regions in the continent;</p> <p>c. differentiate Creationism with Evolutionism;</p> <p>d. identify the factors why Asia is believed to home the earliest man; and</p> <p>e. critically analyze the differences of the Palaeolithic and Neolithic age.</p>	<p>[CLO A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>A. Geographical Features</p> <ol style="list-style-type: none"> 1. Landforms 2. Bodies of Water <p>B. Evolution of Early Man in Asia</p> <ol style="list-style-type: none"> 1. Creationism vs. Evolutionism 2. Asia as home of the earliest man in Asia 3. Palaeolithic Age 4. Neolithic Age 	<ul style="list-style-type: none"> • Question-generation strategies • Facilitated Discussion • Map Reading/ Interpretation • (identify the location of Asia through the creation of their own map of Asia and locating landmarks) • Gallery Walk • On the Evolution of Man 	<ul style="list-style-type: none"> • Written Quizzes • Question and Answer Method • Presentation of output <ul style="list-style-type: none"> -The Gallery Walk on the Evolution of Man -Own Map • Debate on Creationism vs. Evolutionism (Student's performance will be evaluated using rubrics) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the various civilizations that emerged in Southwest Asia;</p> <p>b. discuss the factors that brought about the various civilizations; and</p> <p>c. distinguish the unique features of each civilization.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>C. Civilizations in Southwest Asia</p> <ol style="list-style-type: none"> 1. Ancient Period <ol style="list-style-type: none"> a. Major Contributors b. Kingship and Administration c. Social stratification d. Religious beliefs 2. Classical Age <ol style="list-style-type: none"> a. Achaemenian Empire b. Hellenistic World c. Persian and Roman Empire in Asia 3. Islamic Age <ol style="list-style-type: none"> a. Political Administration b. Socio-Economic Conditions 	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Audio-visual and film presentation "Nine Excellent Documentaries About Asia" https://asiasociety.org/blog ▪ Biography writing The students are to write the biography of different personalities in Southwest Asia in the ancient period and present it to class 	<ul style="list-style-type: none"> ▪ Exercises ▪ Recitation ▪ Written Quiz ▪ Presentation of output <ul style="list-style-type: none"> • Critique on the movie film "Nine Excellent Documentaries About Asia" • Biography of different personalities in Southwest Asia 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the various civilizations that arose in East Asia;</p> <p>b. explain the different philosophies that shaped the characteristics of each civilization; and</p> <p>c. distinguish the influence of philosophy in the development of socio-political structures that arose in East Asia.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p>	<p>D. Civilizations in East Asia</p> <p>1. China</p> <p>a. Philosophies</p> <p>a.1. Confucianism</p> <p>a.2. Taoism</p> <p>b. Political Institutions</p> <p>b.1. Imperial Government</p> <p>b.2. Four Classes</p> <p>2. Japan</p> <p>a. Philosophies</p> <p>a.1. Buddhism</p> <p>a.2. Shintoism</p> <p>b. Social Stratification</p> <p>b.1. Samurai</p> <p>b.2. Farmer</p> <p>b.3. Artisan</p> <p>b.4. Merchant</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Audio-visual and film presentation Japan: The Birth of Sake By Erik Shirai (2016) https://asiasociety.org/blog ▪ Group Activity: Web-Based Research: Compare and contrast the different philosophies in China and Japan that shaped the characteristics of each civilization 	<ul style="list-style-type: none"> ▪ Presentation of output <ul style="list-style-type: none"> - Critique on the viewed film Japan: The Birth of Sake - Group Output Presentation (Web based research) • A comparison and contrast the different philosophies in China and Japan that shaped the characteristics of each civilization ▪ Recitation ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p> <p>1.1.1</p>
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the various civilizations that arose in North Asia;</p> <p>b. explain the different cultures of each civilization;</p> <p>c. discuss the different factors that made each civilization unique; and</p> <p>d. explain the role played by geography in shaping the socio-political and cultural landscapes of different North Asian civilizations.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>	<p>E. Civilizations in North Asia</p> <p>1. Emergence of Warrior Organizations</p> <p>a. Home and Culture of Steppe and Desert People</p> <p>b. Military Advantages of the Steppe People</p> <p>2. The Huns or Hsiung Nus</p> <p>3. The Mongols</p> <p>a. The Military Career of Genghis Khan</p> <p>b. Expansion of the Mongol Empire</p> <p>c. Impact of Mongol Invasion</p> <p>4. The Ottoman Turks</p> <p>a. Tamerlane and his achievements</p> <p>5. Russia</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Timeline Making Create a timeline as to military career of Genghis Khan and the expansion of his empire ▪ Group Activity: Web-Based Research: Compare and contrast the various civilizations that arose in North Asia alongside the cultures of each civilization 	<ul style="list-style-type: none"> • Presentation of outputs <ul style="list-style-type: none"> - Timeline of Genghis Khan career and expansion of his empire - Web-Based Research ▪ Written Quiz ▪ A comparison and contrast the various civilizations that arose in North Asia 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

Week 9	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. identify the various civilizations that emerged out of South Asia;</p> <p>b. explain the philosophies that helped shape the socio-cultural and political institutions of the various civilizations; and</p> <p>c. compare and contrast the characteristics of each civilization.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>F. Civilizations in South Asia</p> <p>1. Religio-Philosophical Beliefs</p> <p>a. Brahmanism</p> <p>a. Hinduism</p> <p>b. Buddhism</p> <p>2. Political Institutions</p> <p>3. Role of Village Administrators</p> <p>4. Social Stratification</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Role Play on Social Stratification ▪ Utilization of debate Question 1. Should social stratification continue? 	<ul style="list-style-type: none"> ▪ Presentation of output 1. Role playing on Social Stratification 2. Debate Question: Should social stratification continue? <p>(students' performance will be evaluated using Rubrics)</p> <ul style="list-style-type: none"> ▪ Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>
Weeks 10-11	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the various civilizations that emerged out of South Asia;</p> <p>b. discuss the philosophies that helped shape the socio-cultural and political institutions of the various civilizations;</p> <p>c. compare and contrast the characteristics of each civilization; and</p> <p>d. explain the influence of religion in the region.</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>G. Civilizations in Southeast Asia</p> <p>1. Religion</p> <p>2. Islam</p> <p>3. Christianity</p> <p>4. Forms of Government</p> <p>5. Monarchy</p> <p>6. Sultanates and Chiefdoms</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Using Social Media, download the various civilization that emerged in South Asia (ex. Religion, forms of government, etc.) and students will form a group of 3-5 and present it to the class. 	<ul style="list-style-type: none"> ▪ Output Presentation: <p>Each group will be asked about the various civilization that emerged in South Asia</p> <ul style="list-style-type: none"> ▪ Interactive Quiz About various civilization that emerged in South Asia 	<p>1.1.1</p> <p>1.1.1</p>
Week 12	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. state the different trade complexes that arose in the Asia;</p> <p>b. illustrate the significance of the different trade routes in the</p>	<p>[A]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>H. Development of Nodal Points (200A.D.-1500 A.D.)</p> <p>1. Mediterranean-West Asian Complex Trade</p> <p>2. Central Asia Trade Complex</p> <p>3. Strait of Malacca-Indochina Trade Complex</p> <p>4. Indian Ocean Trade Complex</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Map interpretation Trace the different trade routes in the different regions in Asia that made an impact on economies 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Output Presentation: Trade routes maps 	<p>1.1.1</p> <p>1.1.1</p>

	development of the different regions in Asia; and c. identify the impact of the trade complexes in the development of economies of the different regions in Asia.	1.1.1				
Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the various stages of colonization of Asia by western powers; b. recognize the factors that led to the colonization of Asia; c. state the factors that led to the decline of Spain and Portugal and the rise of other western powers; d. explain the reactions of Asians in the colonization of the region; and e. discuss the factors that brought about the rise of imperialism.	[A] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	I. Western Expansionism in Asia 1. Factors that led to the First Wave of Western Expansionism a. Portuguese b. Dutch 2. Second Stage of Western Expansionism a. Decline of Spain and Portugal b. The rise of Britain, Holland, France and US 3. Total subjugation of Asia by the West a. China b. India c. Southeast Asia d. West Asia 4. The Forward Movement of Imperialism	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Writing a critique on the expansionism in Asia and the factors that led to it ▪ Group Activity Making of a reaction paper tracing the emergence expansionism and imperialism reactions of Asians in the colonization of the region 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Output Presentation -critic paper -reaction paper 	1.1.1 1.1.1
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss the actions taken by the colonized regions in Asia to western imperialism; and b. express the factors which brought about the rise of nationalism in Asia.	[A] 1.1.1 1.1.1	J. The awakening of Asia 1. Rising Tide of Nationalism a. India b. Japan c. China d. Southeast Asia d.1. Philippines d.2. Indonesia d.3. Malaysia	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Biography writing: The students are to write the biography of different personalities in Asia that help ignite the sense of nationalism among its people and present it to class 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Output Presentation -biography 	1.1.1 1.1.1

Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. outline the current status of the different Asian countries in lieu of the ongoing problems besetting it; b. discuss ways on how the different regions in Asia are coping with the changing socio-political, economic and cultural landscapes brought about by forces such as globalization.	1.1.1 1.1.1	K. Evaluation and Prospects of Asian Survival and Adaptation Amidst Globalization 1. Globalization in Asia 2. Problems faced by Asians	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Web-Based Research: Create an outline the current status of the different Asian countries in lieu of the ongoing problems besetting it. ▪ Group Activity Web-Based Research: Through the use of media, show the ways on how the different regions in Asia are coping with the changing socio-political, economic and cultural landscapes brought about by forces such as globalization. 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Output Presentation -outline of status -media presentation 	1.1.1 1.1.1
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Suggested References

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Coronado, M., Foe J., Parco, C. (2001). *Making sense of world history*. Makati City: The Bookmark, Inc.

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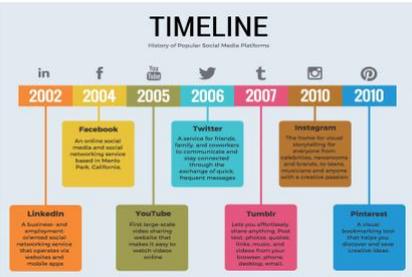
Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.b. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Socio-Cultural Anthropology	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course leads the students to demonstrate understanding of kinship, political economy and other social dimensions of human societies across time. It also leads them to demonstrate an understanding of the basic ideas, issues, concepts and principles of anthropology.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of kinship, political economy and other social dimensions of human societies across time; B. demonstrate knowledge and understanding of the basic ideas, issues, concepts and principles of anthropology and applied anthropology; C. demonstrate an understanding of culture and language and their relationship; D. demonstrate an understanding of the development of production, human sexuality, economic organization, and marriage and family; and E. demonstrate an understanding of the origins and anatomy of state, social stratification, gender hierarchies, religion, and arts. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> define and discuss Anthropology and its basic concerns its different subfields; explain the relations of Anthropology, with other Social Science disciplines and its importance in personal and professional lives; and identify methods used in Anthropology. 	<p>[CLO B]</p> <p>1.1.1</p> <p>1.1.1;</p> <p>1.5.1</p> <p>1.1.1</p>	<p>A. Orientation of the Course</p> <ol style="list-style-type: none"> Definition and historical background of Anthropology Subfields of Anthropology Relations of Anthropology to other Social Science disciplines Uses of Anthropology Anthropological methods 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the definition and subfields of Anthropology, and on the relations of Anthropology and other Social Science disciplines Viewing of video clip on the historical background of Anthropology, incorporated with the uses and methods of Anthropology. 	<ul style="list-style-type: none"> Designing a timeline of the history of Anthropology, including its history in the Philippines. Submission of the accomplished timeline <p><i>Example:</i></p> 	<p>1.1.1</p> <p>1.1.1</p>
Weeks 2-3	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> define and discuss culture, the significance of enculturation, cultural relativism and diffusion; and explain mental and behavioral aspects of culture and the universal characteristics of culture. 	<p>[B]</p> <p>1.1.1</p> <p>1.1.1;</p> <p>1.5.1</p>	<p>B. Nature of Culture</p> <ol style="list-style-type: none"> Definition of Culture Role of enculturation and relativism in understanding cultures Mental and behavioral aspects of culture Universal patterns of culture 	<ul style="list-style-type: none"> Viewing of video on various cultures of the world Small group discussions on the scenes in the video that manifest enculturation, relativism, and universal patterns of culture Lecture-Discussion on the nature of culture 	<ul style="list-style-type: none"> Individual viewing of TV or YouTube advertisement Output is a reflection paper on cultural relativism 	<p>1.1.1</p> <p>1.1.1</p>

Week 4	At the end of the week, the pre-service teacher (PST) should be able to: a. identify universal features of language; b. explain the biological and cultural aspects of language; and c. describe the relationship between language and culture.	[C] 1.1.1 1.1.1; 1.5.1 1.1.1; 1.5.1	C. Language and Culture 1. Universal features of language 2. Biological and cultural aspects of culture 3. Relationship between language and culture	<ul style="list-style-type: none"> • Question-generation strategies 	<ul style="list-style-type: none"> • Recitation on the relationship between language and culture 	1.1.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain how energy production have developed through time; b. identify some of the food hunting and gathering techniques of early people; and c. discuss the different types of agriculture.	[D] 1.1.1 1.5.1 1.1.1 1.1.1 1.5.1	D. Development of Production 1. Evolution of Energy Production 2. Food Hunting and Gathering Stage 3. Agriculture	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on the evolution of energy production • Viewing of video on food hunting and gathering stage, and agriculture. 	<ul style="list-style-type: none"> • Written objective test on identifying food hunting and gathering techniques, and different types of agriculture 	1.1.1
Weeks 6-7	At the end of these weeks, the pre-service teacher (PST) should be able to: a. differentiate between sex and gender; and b. describe human sexuality and explain its differences in different cultures.	[D] 1.1.1 1.1.1; 1.5.1	E. Human Sexuality 1. Definition of Sex and Gender 2. Differentiation between sex and gender 3. Definition of Human sexuality 4. Human sexuality in different cultural set ups	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on human sexuality • Think, pair and share on students' view of sexuality 	<ul style="list-style-type: none"> • Written objective essay on explaining the differences of human sexuality in different cultures 	1.1.1 1.1.1

Week 7	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain economic organization and its different forms; and</p> <p>b. discuss how reciprocity and redistribution function in pre-industrial societies and the forces that drives a price market exchange.</p>	<p>[E]</p> <p>1.1.1</p> <p>1.1.1;</p> <p>1.5.1</p>	<p>F. Economic Organization</p> <ol style="list-style-type: none"> 1. Definition of economic organization 2. Different forms of economic organization 3. Differentiate reciprocity and redistribution 4. What is a price market exchange? 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on the definition and forms of economic organization, reciprocity and redistribution, and price market exchange 	<ul style="list-style-type: none"> • Wet market/dry market/ sari-sari store/ talipapa/ carindaria survey on forces that drive price market exchange. Output is group reflection paper on the survey 	1.1.1
Weeks 8-9	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the factors of the uneven world population distribution, causes and effects of human movement, overpopulation and urbanization, and the impact of man on culture.</p>	<p>[E]</p> <p>1.1.1;</p> <p>1.5.1</p>	<p>G. Marriage and Family</p> <ol style="list-style-type: none"> 1. Definition of marriage 2. Economic aspects of marriage 3. Restrictions on marriage 4. Different family groups <ol style="list-style-type: none"> a. Nuclear family b. Polygamous c. Extended Family d. One-parent domestic groups 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on definition, economic aspects, and restrictions on marriage. • Video clip viewing on overpopulation (preferably the 6-minute link, https://www.youtube.com/watch?v=QsBT5EQt348). • Cumulative Brainstorming from the video clip. (<i>Cumulative brainstorming in a group: each student in the group jots down an idea pertaining to a different problem or issue. Each student then hands their sheet of paper to the student on the left (clockwise), who adds an idea or comment to the sheet of paper they have just received. This continues until all the students have commented on all the sheets.</i>) 	<ul style="list-style-type: none"> • Written objective test on the different family groups 	1.1.1

<p>Weeks 9-10</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain descent, kinship and marital residence, the determinants of bilateral descent and lineages and clans, and the causes of patrilocality, matrilocality and avunculocality.</p>	<p>[A]</p> <p>1.1.1; 1.5.1</p>	<p>H. Marital Residence, Kinship and Descent</p> <ol style="list-style-type: none"> 1. Define Kinship, Descent and marital residence 2. What are the determinants of bilateral descent groups 3. Determinants of lineages and clans 4. Causes of Patrilocality, matrilocality and avunculocality 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on the definition of kinship, descent and marital residence, the determinants of bilateral descent groups, lineages and clans, including causes of patrilocality, matrilocality, and avunculocality. • Retelling the lineage of Dr. Jose P. Rizal using his family tree. 	<ul style="list-style-type: none"> • Creating student's own family tree, with explanation. Rubrics shall be provided. <p>Output is an illustration of the family tree.</p>	<p>1.1.1</p>
<p>Week 11</p>	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the role of order and war in band and village societies, non-kin societies and the role they play, ways how hunters and gatherers settled their differences, and the role of the Big Man.</p>	<p>[A]</p> <p>1.1.1; 1.5.1</p>	<p>I. Law, Order and War in Non-State Societies</p> <ol style="list-style-type: none"> 1. Law and Order in Band and Village Societies 2. Non-Kin Associations 3. Warfare among hunters and Gatherers 4. Warfare and the Big Man System 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on law and order in band and village societies, non-kin associations • Video on warfare among hunter and gatherers, and the Big Man System 	<ul style="list-style-type: none"> • Written objective test on the role of order and war in band and village societies, non-kin societies, warfare, and the Big Man System 	<p>1.1.1</p>

Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain how the Big Man system have evolved into chiefdoms, the origins of the state, and the role of the state and physical coercion.	[E] 1.1.1; 1.5.1	J. Origins and Anatomy of the State 1. Evolution of the Big Man System into Chiefdoms 2. The Origins of the State 3. The State and Physical Coercion	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on the evolution of the Big Man System into Chiefdoms, origins of the State, and Physical Coercion 	<ul style="list-style-type: none"> Role-play on the role of the state and physical coercion, based on a movie/teleserye/video clip the students watched. Rubrics shall be provided during the orientation of the task, and before the presentation proper. 	1.1.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss the characteristics of egalitarian, rank and class societies and the differences between the three pre industrial societies.	[A] 1.1.1; 1.5.1	K. Social Stratification 1. Egalitarian societies 2. Rank societies 3. Class societies	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on egalitarian societies, rank societies, class societies Sticky-Note Clustering (<i>The instructor provides the students with symbols/indicators, e.g. cell phone brands, shoe brand logo, canned goods brand, etc, and then gives each of them one sticky note. On each of their sticky note, students write down one idea why they stick their notes onto a wall or whiteboard under one of the different categories of social rank/class</i>) 	<ul style="list-style-type: none"> Fact Chart (<i>As of 20__; provide proper citation of the reference – website, social media sites, books, magazines, etc</i>) on the population, language, land area, tourist spots, employment status, educational status of household, etc. Groupings are based on students' residences (by barangay, town, city, or province). Output will be oral presentation. <p>Rubrics shall be provided during the orientation, and before the presentation.</p>	1.1.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: a. explain the differences in gender and its hierarchies, variations,	[E] 1.1.1; 1.5.1	L. Gender Hierarchies 1. Gender differences and hierarchies 2. Variations in Gender Hierarchies 3. Causes of variation in gender hierarchies	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint presentation on gender differences and 	<ul style="list-style-type: none"> Formulation of own development plan from the present stage of life span, up to old age. 	1.1.1

	and causes of variations in gender hierarchies.			hierarchies, its variations and causes. • Reevaluation of men and women's roles today	Output will be a commitment form to be signed by the student.	
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: a. explain why religion is universal, its variations and rituals in different societies, and its role as an adaptation in different life situations.	[E] 1.1.1; 1.5.1	M. Religion 1. Universality of religion 2. Variations in religion and rituals 3. Religion and adaptation	• Lecture-discussion using PowerPoint presentation on universality of religion, variations in religion and rituals, and adaptation. • Video clips on different views of world religions, and rituals	• Writing a 200-word essay on the status of different religions today. Rubrics shall be presented to students. Output is a hardcopy of the essay.	1.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: a. explain the functions of body decorations and adornments, the reasons for the variations in the arts, and why different cultures have different expressions of art.	[E] 1.1.1; 1.5.1	N. Arts 1. Body decorations and adornments 2. Variations in the arts 3. Viewing the art of other cultures	• Lecture-discussion using PowerPoint presentation on body decoration and adornments, and variations in the arts. • Video clip on the arts of other cultures	• Cloth dying, body painting, or jar, paper, wood painting with cultural significance. • Output is a mini exhibit in the classroom, with pictures uploaded in social media (Facebook, Instagram) with appropriate captions. Rubrics shall be provided.	1.1.1

Week 18	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain what is applied anthropology, the relation of anthropology and societal development, and some examples of applied anthropology.</p>	<p>[A]</p> <p>1.1.1; 1.5.1</p>	<p>O. Applied Anthropology</p> <ol style="list-style-type: none"> 1. Define what is applied anthropology 2. Relation of anthropology and development 3. Examples of applied anthropology <ol style="list-style-type: none"> a. medical anthropology b. forensics 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint presentation on applied anthropology and its examples, and anthropology and its development • Video clips on how different anthropologists work. 	<ul style="list-style-type: none"> • Writing a 200-word essay on why anthropology is or is not underrated in the Philippines. Output is a hardcopy of the essay. 	1.1.1
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Suggested References

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- Dennison, N. (1998). *A little anthropology*. Prentice Hall
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p style="margin-left: 40px;">6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues</p> <p style="margin-left: 40px;">6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good</p> <p style="margin-left: 40px;">6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	
Course Information			

Course Name	Comparative Economic Planning	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on a general survey of the development strategies of developed economies i.e., U.S.A., Japan, China and developing countries i.e., Philippines, Thailand and Malaysia in search for a model economy to solve the problem of poverty, resource degradation, lack of urban planning, unemployment, deficit fiscal policies, economic dependency and other related issues. It investigates the nuances of the economic development in the First World economy in the end that the same may benefit the developing economies of the world.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the contemporary field of comparative economic planning that has evolved from the traditional to modern economics encompassing transition from a purely quantitative to mixed and behavioral economics; B. demonstrate an understanding of research-based knowledge exploring the economic conditions of the Philippines as compared to other countries. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
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Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> define Economics and explain the field as a social science; explain the nature and meaning of Economics; cite the importance of the study of Economics; explain the different views/connotations on development; cite examples explaining the real meaning of development; and define economic planning and explain its nature. 	<p>[CLO A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. Review of Important Concepts</p> <p>A. Economics: Its Meaning, Nature and Importance</p> <p>B. Other Important Concepts</p> <ol style="list-style-type: none"> The concept of Development Economics and Development studies The Real Meaning of Development 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on understanding economics 	<ul style="list-style-type: none"> Written objective test/essay on understanding economics 	1.1.1
Week 3	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> differentiate between the First, Second and Third World countries; explain the basic criteria for distinguishing the most important structural differences among developing nations; discuss each of the common characteristics of Developing Countries; and cite examples of how each of the characteristic of Developing Countries is manifested in the Philippines, a Third World country. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>II. Classifying Countries of the World</p> <p>A. First World</p> <p>B. Second World</p> <p>C. Third World</p>	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation the classifying countries of the World Have students conduct surveys on the knowledge of the students as to the classification of the different countries of the world Provide practice problems – both graphic and narrative – in which students identify the different impacts of being a member of a First World, Second and Third World. Provide practice problems in which students compose narrative explanations based on graphic 	<ul style="list-style-type: none"> Written objective test/essay on classifying countries of the World Oral recitation on their insights from the activities. 	1.1.1 1.1.1

				models, and graphs based on narratives on problems encountered as members of First World, Second and Third World.		
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the historical, political and economic background of countries with emphasis on diversity among Nations.	[A,B] 1.1.1 1.2.1	III. Diversity Among Nations 1. Historical background 2. Size and income level 3. Resources 4. Ethnicity and religion 5. Industrial Structure 6. Importance of private and public sector 7. External dependency	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Web based research The students are to write historical/famous places and landmarks to be found in Europe, Africa and Australia/Oceania. Make a Venn Diagram on the Diversity of Nations 	<ul style="list-style-type: none"> • Oral recitation • Quiz • Students will be asked to present a brief historical, political, economic background of a country to be assigned to each. • Venn Diagram 	1.1.1 1.1.1 1.1.1 1.2.1 1.1.1
Weeks 6-7	At the end of these weeks, the pre-service teacher (PST) should be able to: a. explain the distinction between low levels of living and low per capita incomes; b. discuss on the reasons of high and rising levels of unemployment/underemployment; and c. explain the consequences of dominance, dependence and vulnerability in international relations.	[A,B] 1.1.1 1.2.1 1.1.1 1.1.1	IV-A. Common Characteristics of Developing Countries 1. Low levels of living 2. Low productivity 3. High population growth and dependency burden 4. High and rising levels of unemployment/underemployment 5. Dependence on agriculture and export of primary products 6. Imperfect markets 7. Dominance, dependence and vulnerability in international relations	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Web based research Factors that characterize the Developing Countries. Make a summary and present a position paper on the different factors of change that affect the lives of people 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Presentation of output Position paper 	1.1.1 1.1.1 1.1.1 1.2.1

Weeks 8-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define the term poverty, absolute poverty;</p> <p>b. demonstrate how the Lorenz Curve can be used to illustrate the distribution of income;</p> <p>c. compare and contrast the rate of population growth in LDCs and that of modern Developed nations;</p> <p>d. discuss the various manifestations of the underutilization of labor;</p> <p>e. identify government policies which will promote a better balance between urban and rural economic and social opportunities;</p> <p>f. explain what is meant by "integrated" rural development; and</p> <p>g. explain what is meant by "economics of education".</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>IV-B. Domestic Problems and Policies</p> <p>A. Poverty, Growth and Income Distribution</p> <p>B. Population Growth</p> <p>C. Unemployment</p> <p>D. Rural- Urban Migration</p> <p>E. Education and Development</p> <p>F. Agricultural Transformation and Rural Development</p> <p>G. Environment and Development</p>	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on Domestic Problems and Policies • Cooperative learning • Experiential learning • Case Studies • Group Activity • Group Presentation 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz <p>•After the lesson students are to form pairs and must then write two questions regarding the topic. All the questions from the different groups will be collected and then each pair will randomly pick two questions and answer and discuss them in front of the class. The teacher will rate their responses based on a rubric</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
Weeks 11-13	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. compare and contrast the different theories of development; and</p> <p>b. identify some strengths as well as weaknesses of each of the different theories.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p> <p>1.2.1</p>	<p>V. Comparison of Development Theories</p> <p>A. Evolutionary Theory</p> <p>B. Folk-Urban Continuum</p> <p>C. Linear-Stages Theory</p> <p>D. Structural Functionalism Theory</p> <p>E. Conflict Theory</p> <p>F. International-Dependence Revolution</p> <p>G. Neo Classical Counter Revolution</p> <p>H. New Growth Theory</p>	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the Different Development Theories • Case Studies of Countries which uses Different Development Theories • After discussion of the different theories, students will be asked to 	<ul style="list-style-type: none"> ▪ Recitation ▪ Written Quiz ▪ Presentation of output <ul style="list-style-type: none"> - Case Studies - Venn Diagram 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

			<ul style="list-style-type: none"> a. Plan deficiencies and their implementation b. Insufficient and unreliable data c. Unanticipated internal and external economic disturbance d. Lack of political will 	<ul style="list-style-type: none"> • Interview with grandparents/elders and younger generation regarding the past and present situations of different products and prices. Approved guide questions will be used. Compare the results of different times from the interview form. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Grandparents/elders</th> </tr> <tr> <th>Year</th> <th>Product</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <th colspan="3">Younger Generation</th> </tr> <tr> <th>Year</th> <th>Product</th> <th>Price</th> </tr> <tr> <td>1.</td> <td></td> <td></td> </tr> </tbody> </table>	Grandparents/elders			Year	Product	Price	1.			Younger Generation			Year	Product	Price	1.				
Grandparents/elders																								
Year	Product	Price																						
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Younger Generation																								
Year	Product	Price																						
1.																								
Week 17	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> a. differentiate the competing conceptions of globalization; b. identify the underlying philosophies of the varying definitions of globalization; and c. explain the shift from Industrial Age to Computer. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p>	<p>VII. Globalization and Technological Advancements</p> <p>A. The Advent of Mass Production</p> <p>B. Machination of Progress</p> <p>C. Globalizing Trade</p> <p>D. The Shift from Industrial Age to Computer Revolution</p>	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation and video clips on Globalization and Technological Advancements • News report critique: Students will find and read three newspaper op-eds (local or international) discussing globalization. Before class, they will write 50-word summaries of each op-ed, identifying what the underlying definitions of globalization the op-ed writers use. • Class Discussion about the Students' "Globalization Experience" 	<ul style="list-style-type: none"> • Written objective test/essay • Output will be a reflection paper on the causes of globalization • Oral recitation on the content of the speech/dialogue or insights on the issue on globalization 	<p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p> <p>1.2.1</p>																		

Week 18	At the end of the week, the pre-service teacher (PST) should be able to: a. explain the effects of globalization; and b. identify the institutions that govern international relations.	[A,B] 1.1.1 1.1.1	VIII. Routes to Globalization A. The Challenge B. The Struggle C. The Response D. A Call for International Cooperation	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation and video clips on Routes to Globalization • To make a position paper/critique on how Asian states confront the challenges of globalization • Web based Research Each group of students will present common day scenarios/proofs about the complexities of modern life focusing on systems of transportation, communication, business, education, economy, etc.) • List down and explain the various reasons why technology is said to be the sine qua non for globalization. 	<ul style="list-style-type: none"> • Written objective test/essay • Output will be a reflection paper on how Asian states confront the challenges of globalization • Oral recitation on the content on the complexities of modern life focusing on systems of transportation, communication, business, education, economy, etc.) 	1.1.1 1.1.1 1.1.1
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Suggested References

- Albrecht, M. (2010). *Supply chain coordination mechanisms*. Berlin: Springer-Verlag
- Aligica, P. D. and Boettke, P. J. (2018). *Comparative economic systems*. Cheltenham: Edward Elgar Publishing
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- Clifford, P. G. (2017). *The China paradox*. Boston: Walter de Gruyter Inc.
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- Sherman, R. (2008). *Market regulation*. London: Pearson
- Wolff, R. D. and Resnick, S. (2012). *Contending economic theories: Neoclassical, keynesian, and marxian*. Cambridge: MIT Press
- Zhou, Z. (2013). *Study on globalizing cities: A theoretical frameworks and China's modes*. Singapore: World Century Publishing

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017, p. 5):			
<p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Comparative Government and Politics	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course enables the students to demonstrate an understanding in comparing countries, regional blocks, and the state system in terms of their current politico-economic conditions as shaped by socio-cultural and historical factors.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of the politico-economic conditions of the different countries, regional blocks and the state systems; and B. demonstrate an understanding of the politico-economic conditions of the Philippines as compared to other countries by conducting a symposium/forum. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1 1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss the study of Comparative Government and Politics including its birth and development, goals and importance, scope and concepts; b. explain the meaning of State, Nation, Sovereignty, and Government; c. identify and discuss the elements and inherent powers of the state; and d. explain the kinds of sovereignty and membership in the community of Nations.	[CLO A,B] 1.1.1 1.1.1 1.1.1 1.1.1	A. Nature and Scope of Comparative Government and Politics 1.The study of Comparative Government and Politics 2. Meaning of State, Nation, Sovereignty; 3. Elements of State 4. Inherent Powers of State 5. Scope of Comparative Government and Politics 6. Principles of Philippine Government.	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on Comparative Government and Politics Debate: "Can a State survive without a Government?" 	<ul style="list-style-type: none"> Written Quiz Recitation Debate: Rubrics PowerPoint presentation about the different elements of State 	1.1.1 1.1.1 1.1.1 1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: a. enumerate the forms of government; b. identify the different forms of government; and c. explain and distinguish the different forms of government.	[A,B] 1.1.1 1.1.1 1.1.1	B. Forms of Government 1. Monarchy 2. Aristocracy 3. Democracy 4. Republican Government 5. Parliamentary Government 6. Presidential Government 7. Communist Government 8. Totalitarian Government 9. Authoritarian Government	<p>Misconception Check. <i>Discover class' preconceptions</i></p> <p>Lecture/Discussion using PowerPoint Presentation on Forms of Government</p> <p>Writing Exposition Write an article. "Which among the forms of government is best suited in the Philippines?"</p>	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output -article of the best form of government 	1.1.1 1.1.1 5.1.1 4.5.1
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: a. distinguish between Parliamentary and Presidential forms of government;	[A,B] 1.1.1	C. Comparisons of Systems 1. Advantages and Disadvantages of Parliamentary System 2. Advantages and Disadvantages of Presidential System 3. Bicameralism vs. Unicameralism	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> 	<ul style="list-style-type: none"> Written Quiz Recitation 	1.1.1 1.1.1

	<p>b. distinguish between Democratic and Republican forms of government; and</p> <p>c. explain bicameralism and unicameralism.</p>	<p>1.1.1</p> <p>1.2.1</p> <p>1.1.1</p>		<ul style="list-style-type: none"> Lecture/Discussion using PowerPoint Presentation on Different Systems Writing Exposition Write an article. "Which among the countries in the world exercise the best form of system?" 	<ul style="list-style-type: none"> Presentation of Output -article of the countries that exercise the best form of system? 	<p>1.1.1</p> <p>1.2.1</p>
Week 5	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain the changes in the different political institutions and how does it affect governance.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.2.1</p>	<p>C. Institutions</p> <ol style="list-style-type: none"> Constitutions Electoral Systems Executives & Bureaucracies Legislatives Federalism and Decentralization Judicial Systems 	<ul style="list-style-type: none"> Lecture/Discussion Individual Activity Make a reaction paper about Institutions that fundamentally affected the different forms of government of the world. 	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output -reaction paper 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>
Week 6	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. define and explain the various political behaviors.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.2.1</p>	<p>D. Personalities</p> <ol style="list-style-type: none"> Political & Party Systems Interest Groups & Social Movements Political Culture Political Activism Political Communication 	<ul style="list-style-type: none"> Lecture/Discussion Group Activity Web-based Research: Look on Political and Party Systems and discuss the positive and negative effects. Prepare a PowerPoint presentation. 	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output -reaction paper - PowerPoint presentation 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

Week 7	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain the mechanics of policy making;</p> <p>b. enumerate the essential policy making process; and</p> <p>c. state basic governance performance.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>E. Policies</p> <p>1. Policy Making Process</p> <p>a. The 5 Stages of Policy Making Process</p> <p>b. Making of Policies</p> <p>c. The Policy Making System</p> <p>d. Process of Policy Formation</p> <p>2. Governance Performance:</p> <p>Economic Growth and Welfare</p> <p>a. Relationship Between Good Governance and Economic Growth</p> <p>b. Governance and Economic Performance</p> <p>c. Effect of Welfare and Economic Performance on Good Governance Outcomes</p> <p>d. Corporate Governance, Firm Performance and Economic Growth – Theoretical Analysis</p>	<ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Individual Activity Make a reaction on policy making process of the different countries in the world. 	<ul style="list-style-type: none"> ▪ Written Quiz ▪ Recitation ▪ Presentation of Output -reaction paper - PowerPoint presentation 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
Weeks 8-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the meaning, object, value and changes of the Preamble;</p> <p>b. identify the Principles and State Policies embodied in the 1987 Constitution;</p> <p>c. explain the concept of Bill of Rights; and</p> <p>d. enumerate the basic human rights embodied in the constitution and explain its meaning, purpose and limitation.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>	<p>F. Constitutional Provisions</p> <p>1. Meaning and value of Preamble</p> <p>2. Article II Declaration of Principles and State Policies</p> <p>3. Article III Bill of Rights</p>	<ul style="list-style-type: none"> • Misconception Check. <i>Discover class' preconceptions</i> • Lecture/Discussion using PowerPoint Presentation on the Article II and Article III of the 1987 Constitution • Make a Case Digest on selected topics: <ul style="list-style-type: none"> 1. Doctrine of Parens Patriae Cabañas v. Pilapil 58 SCRA 94 Government of the Philippine Islands v. Monte de Piedad 35 Phil. 728 	<p>Recitation</p> <p>Written Quiz</p> <p>Presentation of Output -submission of consolidated case digest -reaction paper about due process of law and equal protection of the law</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

				<p>2. Due Process of Law Marcos v. Garchitorena G. R. Nos. 90110-43, Feb. 22, 1990</p> <p>3. Equal Protection International School Alliance of Educators v. Quisumbing G.R. No. 128845, prom. June 1, 2000</p>		
Weeks 11-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the composition of the Executive Department;</p> <p>b. enumerate the qualifications of the President and Vice President; and</p> <p>c. differentiate the term of office and their respective functions.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>G. Article VII Executive Department</p> <p>1. Composition</p> <p>2. Qualifications of the President and the Vice President</p> <p>3. Term of Office</p> <p>4. Functions</p>	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on the Executive Department Make a Case Digest on selected topics: <ul style="list-style-type: none"> Powers of the President Pelobello v. Palatino 72 Phil. 441 Sarmiento v. Mison 156 SCRA 549 Marcos v. Manglapus 177 SCRA 668 Web-based Research: Download on the recently concluded SONA and make a summary highlighting the different exercise of the powers of the President 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output -submission of consolidated case digest -reaction paper about SONA 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>

Weeks 13-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain the composition of the Legislative Department;</p> <p>b. enumerate the qualifications of the Members of Congress; and</p> <p>c. differentiate the term of office and their respective functions.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>H. Article VI Legislative Department</p> <p>1. Composition</p> <p>2. Qualifications for the members of the Congress</p> <p>3. Term of Office</p> <p>4. Functions</p>	<ul style="list-style-type: none"> • Misconception Check. <i>Discover class' preconceptions</i> • Lecture/Discussion using PowerPoint Presentation on the Legislative Department • Make a Case Digest on selected topics: <ul style="list-style-type: none"> 1. Membership in Congress Macias v. Commission on Elections 3 SCRA 1 Brillante v. Reyes House Electoral Tribunal Case No. 31 Coffin v. Coffin 17 SCRA 876 • Web-based Research: Identify all the Members of Congress. Make a PowerPoint presentation stating all their respective qualifications and occupations before they were elected. 	<ul style="list-style-type: none"> • Recitation • Written Quiz • Presentation of Output <ul style="list-style-type: none"> -submission of consolidated case digest -presentation of PowerPoint and making a brief reaction paper/summary 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.2.1</p>
Week 15	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. explain the composition of the Judicial Department;</p> <p>b. enumerate the qualifications of the members of the Judiciary; and</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>I. Article VIII Judicial Department</p> <p>1. Composition</p> <p>2. Qualifications for the members of the Judiciary</p> <p>3. Term of Office</p> <p>4. Functions</p>	<ul style="list-style-type: none"> • Misconception Check. <i>Discover class' preconceptions</i> • Lecture/Discussion using PowerPoint Presentation on Judicial Department 	<ul style="list-style-type: none"> • Recitation • Written Quiz 	<p>1.1.1</p> <p>1.1.1</p>

	c. differentiate the term of office and their respective functions.	1.1.1		<ul style="list-style-type: none"> Make a Case Digest on selected topics: <ol style="list-style-type: none"> Judicial Power <ul style="list-style-type: none"> Vargas v. Rilloraza 80 Phil 297 Bengzon v. Drilon 208 SCRA 133 PHILCONSA v. Villareal 52 SCRA 477 Web-based Research: Research on Cases of Impeachment. Identify the reasons why the members of the Judiciary were subjected to Impeachment or the functions of the Chief Justice in cases of impeachment proceedings. 	<ul style="list-style-type: none"> Presentation of Output <ul style="list-style-type: none"> - submission of consolidated case digest - reaction paper cases of impeachment 	1.1.1 1.2.1
Weeks 16-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> define and explain the major political/government structures practiced among nations of the world, particularly the hereto selected states; differentiate the different forms of government and political systems of the several countries in the international system; and identify the number of global issues facing societies around the world. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>J. Selected States/Countries</p> <ol style="list-style-type: none"> England (Monarchy/Parliamentary) Kuwait (Constitutional Monarchy) India (Federal Republic) China (Communist Republic) Japan (Republic Parliamentary) Brunei (Sultanate) North Korea (Communist/Communism) South Korea (Democracy) 	<ul style="list-style-type: none"> Lecture/Discussion Selected States/Countries Individual Activity Make a reaction paper on what would be the best form of government a country should use. Group Activity Web-based Research: Look on different political leaders of all the identified selected states/countries. Make a summary of their accomplishment. 	<ul style="list-style-type: none"> Written Quiz Recitation Presentation of Output <ul style="list-style-type: none"> -reaction paper -summary of accomplishments - PowerPoint presentation 	1.1.1 1.1.1 1.1.1

Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.c. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Law Related Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course helps students to demonstrate an understanding of the basic laws relevant to enable oneself in dealing with issues from birth to death. It will also give the students the opportunity to be oriented about practical law and para-legal skills.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the basic laws relevant to enabling oneself in dealing with issues from birth to death; and B. demonstrate understanding of research-based knowledge on practical law, and para-legal skills. 	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p> <p align="center">1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: a. explain the background and importance of Katarungang Pambarangay Law .	[A,B] 1.1.1 1.2.1	I. Katarungang Pambarangay Law a. Rationale	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation Interview with the members of Katarungang Pambarangay Brgy Case update Presentation of Data Analysis (no of cases submitted in their respective barangays availing the Katarungang Pambarangay) Term Paper as to the advantages and disadvantages of settling cases in the Katarungang Pambarangay 	<ul style="list-style-type: none"> Written/Oral Report on the Brgy. Case Update Presentation of Output -Data Analysis (no of cases submitted in their respective barangays availing the Katarungang Pambarangay) - Term Paper as to the advantages and disadvantages of settling cases in the Katarungang Pambarangay 	1.1.1 1.1.1 1.2.1
Weeks 2-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. define and explain the legal definition of marriage; b. enumerate the essential and formal requisites of marriage; c. differentiate void and voidable marriages; d. point out grounds for annulment, and legal separation; e. explain rights and obligations between husband and wife; and f. state basic human rights.	[A,B] 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1	II. THE FAMILY CODE OF THE PHILIPPINES 1.Introduction—Family Code 2.Marriage, defined 3.Essential and Formal requisites of Marriage 4.Marriages of Exceptional Character 5.Void and Voidable Marriages 6.Authority to solemnize marriage 7.Annulment versus legal separation 8.Grounds for Annulment versus Grounds for Legal Separation	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on the Family Code of the Philippines Make a Case Digest on selected topics: 1. Essential and Formal requisites of Marriage Navarro v. Domogtoy 259 SCRA 129 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output -submission of consolidated case digest -reaction paper about psychological incapacity 	1.1.1 1.1.1 1.1.1

			<p>9.Rights and obligations between husband and wife</p> <p>10.Property relations between husband and wife</p> <p>11.The family home</p> <p>12.Paternity and Filiation</p>	<p>Republic v. CA 236 SCRA 257</p> <p>Republic v. CA and Castro 236 SCRA 257</p> <p>2. Annulment versus legal separation</p> <p>Sara v. Guevarra, CA 40 O.G (1st Supra) 236</p> <p>Bucgat v. Mangahas 72 Phil. 19</p> <p>Ginez v. Bugayong 100 Phil. 616</p> <p>Contreras v. Macaraig</p> <ul style="list-style-type: none"> Article Reading: <ul style="list-style-type: none"> "Guides to Interpretation of the term "Psychological Incapacity" by Dr. Gerardo Ty Veloso Presiding of Branch 1 of the Metropolitan Tribunal of the Catholic Archdiocese of Manila. 		
Weeks 5-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify the other common offenses and explain its applicability, enforceability and its coverage;</p> <p>b. Identify who are liable for acts committed, and explain whether such act is justifiable, mitigating and exempting;</p> <p>c. discuss the different crimes and the penalties attached to its commission;</p> <p>d. explain rape and its elements; and</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>III. COMMON OFFENSES</p> <p>1. <i>Crimes Against Persons</i></p> <p>a. Destruction of life</p> <p>a.1.Parricide, murder, homicide</p> <p>a.2.Infanticide and Abortion</p> <p>b. Physical Injuries</p> <p>c. RAPE (R.A. No. 8353, October 22, 1997) in relation to Article 266-A and Article 266-B of the Revised Penal Code.</p> <p>2. <i>Crimes Against Personal Liberty and Security</i></p> <p>a. Illegal detention</p> <p>b. Kidnapping</p> <p>c. Trespass to dwelling</p> <p>d. Threats and Coercion</p> <p>3. <i>Crimes Against Property</i></p>	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on common offenses Make a Case Digest on selected topics: <ol style="list-style-type: none"> People v. Guillermo 302 SCRA 257 People v. Romeo G. Jalosjos G.R. No. 182875-76, Nov. 16, 2001 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output <ul style="list-style-type: none"> - submission of consolidated case digest - reaction paper about Kidnapping - movie critique about the movie "North Country" 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

	e. define sexual harassment.	1.1.1	a. Robbery in general b. Theft c. Swindling/Estafa d. Arson e. Malicious Mischief 4. <i>Crimes Against Chastity</i> a. Adultery and Concubinage b. Acts of lasciviousness c. Abduction d. Seduction, Corruption of minors e. Republic Act No. 7877 (Anti-sexual Harassment Act of 1995)	Ynares-Santiago (En Banc) 3. People v. Dela Cuesta 304 SCRA 83 4. Ramos v. CA 203 SCRA 657 • Article Reading: Article 267 on the Code of Kidnapping and Serious Illegal detention which has been amended by RA No. 7659 • Film Viewing about Sexual Harassment: North Country (2005) By Charlize Theron		
Weeks 9-11	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss labor law including its applicability, enforceability and its coverage; and b. differentiate labor relations from post-employment conditions.	[A,B] 1.1.1 1.1.1	IV. Labor Code of the Philippines (P.D.No. 442 as amended) 1.Introduction, Rationale, Social Justice 2.Pre-employment 2.1.Recruitment and Placement of workers 2.2.Employment non-resident aliens 3. Conditions of Employment 3.1.Working Conditions and rest periods 3.2.Wages 3.3.Special groups of Employees 3.3.1.Employment of women 3.3.2.Employment of minors 3.3.3.Employment of House Helpers 3.3.4.Employment of home-workers 4.Labor Relations	• Misconception Check. <i>Discover class' preconceptions</i> • Lecture/Discussion using PowerPoint Presentation on Labor Code of the Philippines • Web based Research – Find records on instances of illegal recruitment in the Philippines from 2015-2019. – Make a data analysis as to whether there is an increase or decrease in numbers	• Recitation • Written Quiz • Presentation of Output -submission of data -movie critique of the movie: Bukas... May Pangarap -Role Play on Strike and lock out incidents	1.1.1 1.1.1 1.1.1

			<p>4.1. Definition 4.2. National Labor Relations Commission (NLRC) 4.3. Unfair Labor Practices 4.4. Collective Bargaining Agreements 4.5. Strikes and Lockouts 5. Post-employment 5.1. Termination of Employment 5.2. Retirement from the Service</p>	<ul style="list-style-type: none"> Film Viewing about Illegal Recruitment in the Philippines: Bukas... May Pangarap (1984) Role Play on Strike and lock out incidents 		
Weeks 12-13	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. state the meaning of impeachment;</p> <p>b. identify the officials that can be removed by impeachment;</p> <p>c. give the grounds for impeachment;</p> <p>d. identify who has the power to initiate and try impeachment cases;</p> <p>e. describe the judgment in impeachment cases;</p> <p>f. identify the different provisions on protecting our environment;</p> <p>g. identify the composition of each branch of government that was given powers to promote protection;</p> <p>h. identify human rights in the Philippines and a number of global issues facing societies pertaining to human rights around the world;</p> <p>i. discuss the basic coverage and concepts pertaining to Consumer law; and</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>V. Other Laws</p> <p>A. Accountability of Public Officers (Secs. 1-18, Art. XI Constitution)</p> <p>B. Environmental Law</p> <p>1. Philippine Environment Policy (P.D. 1151)</p> <p>2. Constitutional Provisions on Environmental Law (1987)</p> <p>3. Philippine Clean Air Act of 1999</p> <p>C. Human Rights</p> <p>1. Nature and Scope</p> <p>2. Constitutional Bases</p> <p>3. Commission on Human Rights</p> <p>D. Consumer Law</p> <p>1. Concepts</p> <p>2. Coverage</p> <p>E. Human Relations (Republic Act No. 386, Civil Code of the Philippines)</p>	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on Secs. 1-18, Art. XI Constitution, P.D. 1151, 1987 Constitution, Human Rights, Consumer Law, and Human Relations Web Based Research Compilation of Public Officers In the Philippines and the grounds of Impeachment filed against them 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output -Consolidated data of public officers charged with impeachment cases 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

	j. explain the nature of human relations under the Civil Code.	1.1.1				
Weeks 14-16	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the basic parts of the format of some legal forms; and b. write legal forms.	[A,B] 1.1.1 1.1.1	VI. Legal Writings a. Complaints b. Affidavit c. Information d. Other legal forms	<ul style="list-style-type: none"> Misconception Check. <i>Discover class' preconceptions</i> Lecture/Discussion using PowerPoint Presentation on Legal Writings Writing of Legal Forms <ol style="list-style-type: none"> Complaints Affidavits Information Other Legal forms 	<ul style="list-style-type: none"> Recitation Written Quiz Presentation of Output -Consolidated Legal Forms 	1.1.1 1.1.1 1.1.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. show skills by participating in paralegal skills and practice court.	[A,B] 1.1.1	VII. Practice Court	<ul style="list-style-type: none"> Court hearing simulation (moot court). 	<ul style="list-style-type: none"> Presentation of the moot court 	1.1.1

Suggested References

Azucena, C. A., Jr. (2006) *Everyone's labor*. Quezon City: Rex Printing Company, Inc.

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The Revised Penal Code of the Philippines. RBSI Editorial Staff. Quezon City: Rex Printing Company, Inc.

Newspapers, websites, movies, and articles/ research papers

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching Approaches in Teaching Secondary Social Studies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The subject is intended primarily for “would-be-teachers” in Social Studies that need to have strong foundation and thorough grasp of the teaching-learning situation in the field of Social Studies. It is also intended to prove their competency at the same time update themselves on current trends, approaches, methods and techniques of teaching Secondary Social Studies under the Basic Education Curriculum.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge on the foundation and the teaching-learning situation in the field of Social Studies; and B. demonstrate an understanding on the current trends, approaches, methods, and techniques of teaching Secondary Social Studies. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: a. differentiate social science and social studies; and b. enumerate the salient feature of the new social studies.	[CLO A] 1.1.1 1.1.1	UNIT I. WHAT IS SOCIAL SCIENCE? 1. Definition/Distinction between Social Science and Social Studies 2. The 'New' Social Studies: its salient features 3. Rationale of the New Social Studies	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the difference of social and science and social studies, and on salient features of the new social studies. 	<ul style="list-style-type: none"> Written objective test on the difference of social science and social studies, and salient features of the new social studies 	1.1.1
Weeks 2-5	At the end of these weeks, the pre-service teacher (PST) should be able to: a. enumerate and discuss what the "New" Social Studies hopes to achieve; b. describe the cognitive, affective and psychomotor taxonomies; and c. explain the behavioral objectives in the social sciences.	[A] 1.1.1 1.1.1 1.1.1	UNIT II. WHAT THE "NEW" SOCIAL STUDIES HOPE TO ACHIEVE? 1. National Objective of Education (Elementary and Secondary Level) 2. The Philippine Constitution and PD No. 6-A Basis of Objectives 3. Social Studies Instruction 4. Taxonomy a. Cognitive b. Affective c. Psychomotor d. Behavioral Objectives in the Social Sciences a. Description of Behavioral Objectives b. Guidelines on how to prepare Behavioral Objectives c. Practicum	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the national objective of education, on the Philippine Constitution and PD No. 6-A, and on the taxonomies of educational objectives. Think, pair and share on students' view of PD No. 6-A. Question-generated strategies on taxonomy, and behavioral objectives in the social sciences. 	<ul style="list-style-type: none"> Written objective test on the national objective of education, on the Philippine Constitution and PD No. 6-A, and on the taxonomies of educational objectives. 	1.1.1

Weeks 5-7	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the innovations in and approach to content, the salient features of SEDP, and the Basic Education Curriculum.</p>	<p>[A,B]</p> <p>1.1.1</p>	<p>UNIT III. WHAT IS “NEW” SOCIAL STUDIES?</p> <p>A. Innovations in Content</p> <ol style="list-style-type: none"> 1. The Conceptual Approach <ol style="list-style-type: none"> a. Why the Conceptual Approach b. Structure of the Content <ol style="list-style-type: none"> b.1. Facts b.2. Concepts b.3. Generalization 2. Approach to Content <ol style="list-style-type: none"> a. Selection of Multi-disciplinary and Inter-disciplinary <p>B. The Secondary Education Development Program (SEDP): Its salient Features</p> <p>C. The Basic Education Curriculum focus on “MAKABAYAN”</p>	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the innovations in and approach to content • Note Comparison/Sharing (students take notes and occasionally compare notes. The instructor stops lecturing immediately after covering a crucial concept and have students read each other’s notes, filling in the gaps in their own note-taking. 	<ul style="list-style-type: none"> • Written objective test/essay on the innovations in and approach to content, the salient features of SEDP, and the Basic Education Curriculum 	1.1.1
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. categorize learning experiences into three modes;</p> <p>b. describe the uses of maps, globes, textbooks, charts, graphs, etc.; and</p> <p>c. name topics in Araling Panlipunan Grades 7-10 which can be used of maps, globes, textbooks, charts, graphs, etc.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>UNIT IV. INSTRUCTIONAL MATERIALS IN SOCIAL STUDIES</p> <ol style="list-style-type: none"> a. Using the Cone Experience as a Guide b. Using maps, globes, textbooks, charts, graphs, etc. 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the instructional materials in social studies • The “One Minute Paper” – Students are asked to take out a blank sheet of paper, pose a question on the Cone Experience, and give them one or more minute/s to respond. 	<ul style="list-style-type: none"> • Written objective test/essay on instructional materials in Social Studies • Oral presentation of the student summary of another student’s answer (in order to promote active listening after the class had done the “one minute paper) 	1.1.1 1.1.1

Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. describe the uses, and explain the advantages and disadvantages of the different approaches in teaching social studies; and</p> <p>b. summarize the uses of the different approaches.</p>	<p>1.1.1</p> <p>1.1.1</p>	<p>UNIT V. METHODOLOGY IN TEACHING SOCIAL STUDIES</p> <p>A. Approaches in Teaching Social Studies</p> <ol style="list-style-type: none"> 1. discovery approach 2. process approach 3. inquiry approach 4. multimedia approach 5. value clarification approach 6. mastery learning 7. eclectic approach 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the approaches in teaching social studies • Matrix on the uses, advantages and disadvantages of the different approach • Concept mapping that illustrates the connections among the strategies. 	<ul style="list-style-type: none"> • Written objective test/essay on the different approaches in teaching social studies • Oral presentation of the summary of the different approaches 	<p>1.1.1</p> <p>1.1.1</p>
Weeks 11-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the different teaching strategies; and</p> <p>b. express themselves about one strategy through oral presentation.</p>	<p>[B]</p> <p>1.1.1</p> <p>1.4.1</p>	<p>B. Teaching Strategies</p> <ol style="list-style-type: none"> 1. What is teaching? What is Strategy? 2. How to select a Strategy? 3. Classification of Strategies <ol style="list-style-type: none"> 3.1.Expository Strategies 3.2.Enabling Strategy <ol style="list-style-type: none"> a. unit method b. fieldtrip c. deductive/inductive method d. lecture method e. project method f. tri-question method g. role playing and socio-drama h. moral dilemma method i. debate j. modular k. reporting l. discussion m. demonstration n. semantic web spider web/fact storm web/strand we 	<ul style="list-style-type: none"> • Matrix on the descriptions, uses, advantages and disadvantages of the different strategies • Student Think-Aloud. The goal is for students to uncover their own thinking processes as they learn and understand a concept. As he/she performs a task, the student pauses to explain thinking. • Individual topic reporting. Student chooses a strategy in teaching social studies, plan his/her method, teach, and instructor gives feedback on the presentation 	<ul style="list-style-type: none"> • Written objective test on the descriptions, uses, advantages and disadvantages of the different strategies • Graded recitation • Oral presentation on the topic chosen. Rubrics shall be provided. 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p>

Week 13	At the end of these weeks, the pre-service teacher (PST) should be able to: a. discuss the major typology of social study skills.	[B] 1.1.1	C. Major Typology of Social Study Skills a. interaction skills b. information processing skills c. conceptualizing skills d. problem-solving skills e. critical thinking f. decision-making g. special creative skill	Lecture-discussion using PowerPoint Presentation on the approaches in teaching major typology of social study skills	Written objective test/essay on the approaches in teaching major typology of social study skills	1.1.1
Weeks 14-15	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify and examine the three types of evaluation; and b. analyze the types of evaluation.	[B] 1.1.1 1.1.1	UNIT VI. EVALUATION ASSESSMENT IN THE SOCIAL STUDIES A. Three Types of Evaluation 1. diagnostic 2. formative 3. summative	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the evaluation assessment in the social studies Graphic organizer on the types of evaluation Analysis of sample of evaluation materials for social studies 	<ul style="list-style-type: none"> Written objective test/essay on the types of evaluation the social sciences Oral presentation on analysis of samples of evaluation materials for social studies 	1.1.1 1.1.1
Weeks 16-17	At the end of these weeks, the pre-service teacher (PST) should be able to: a. write an outline of lesson plan; and b. develop and utilize creative and appropriate instructional plan.	[A,B] 1.1.1 1.5.1	UNIT VII. PLANNING TO TEACH A. Lesson Planning B. Types of Lesson Plan 1. daily lesson plan 2. unit plan 3. prototype daily C. Kinds of Lesson Plan 1. detailed 2. semi-detailed 3. brief	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on lesson planning, types and kinds of lesson plan. Choosing a topic from the area of specialization; write a lesson plan according to type/kind. <p>Integration of creative and appropriate instructional plan to the topic selected.</p>	<ul style="list-style-type: none"> Written objective test/essay on lesson planning, types and kinds of lesson plan. Submission of an approved lesson plan Oral presentation of the lesson plan 	1.1.1 1.5.1

Week 18	At the end of the week, the pre-service teacher (PST) should be able to:	[A,B]	UNIT VIII. THE SOCIAL STUDIES TEACHER A. Qualities and Responsibilities			
	<ul style="list-style-type: none"> identify the qualities and responsibilities of a social studies teacher; distinguish the distinct qualities possessed by Filipino teachers compared to the others; and apply the qualities of a teacher that uses teaching strategies responsive to the diversity of students in the class, through coached practice. 	1.1.1 1.5.1 3.1.1 3.2.1		Lecture-discussion using PowerPoint Presentation on the qualities and responsibilities of a social studies teacher Debate on what makes up a Filipino or a foreign social studies teacher Coached Practice on the application of different strategies to diversified students. Strategies are based on the appropriateness to the lesson plan.	Written objective test/essay on the qualities and responsibilities of a social studies teacher Recitation of the distinct qualities as presented in the debate Demonstration teaching with rubrics	1.1.1 1.1.1 5.3.1 5.4.1 5.5.1

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.b. Organize communities towards self-reliance and self-sufficiency.</p> <p>6.3.5.d. Integrate local and global perspectives in teaching the principle of the common good.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Integrative Methods in Teaching Social Science Discipline in Basic Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students in demonstrating understanding on the basic concepts and practices of integrative teaching which is grounded in disciplines that value questions, investigations, and a desire to better understand the world and its people. It also leads them to apply connecting skills and knowledge from multiple sources and experiences and demonstrate understanding issues and utilizing diverse and opposing perspectives.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of research-based knowledge, basic concepts and practice of integrative teaching; B. demonstrate connecting skills and knowledge from multiple sources and experiences; understanding issues and utilizing diverse and even opposing perspectives towards differentiated teaching to suit diverse learners; needs and backgrounds; and C. prepare developmentally sequenced teaching and learning processes in teaching Social Science. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1 1.1.1 3.1.1 3.2.1 4.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. demonstrate the ability to integrate two or more core learning areas; b. operate as collaborating teachers working on a common theme; c. employ theories supporting curriculum integration; d. appraise principles in integrating Big Ideas and Strategies; and e. apply common elements of an integrated curriculum responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds..	[CLO A,B] 1.1.1 1.1.1 1.2.1 1.1.1 3.2.1	I. Curriculum Integration A. What is an Integrated Curriculum? B. Spectrum of Integrated Curriculum 1. The Traditional organization of classroom instruction 2. The Theme is one discipline 3. The study of two or more core learning areas 4. Teachers collaborating on a common theme 5. Common theme chosen by a team of teachers C. Theories Supporting Curriculum Integration • Experimental Learning • Multiple Intelligence • Constructivism D. Principles in Integrating Big Ideas and Strategies	<ul style="list-style-type: none"> • Lecture-discussion • Cooperative learning • Brainstorming • Library Research 	<ul style="list-style-type: none"> • Students are to form groups and brainstorm and discuss their given topics then later present their findings to the class. They will be graded using a checklist, a rubric and feedback and questions from the teacher. 	1.1.1 1.2.1 3.2.1

			<p>E. Common Elements of an Integrated Curriculum</p> <p>F. Planning Integrated Instruction</p>			
Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. use the principles of integration in MAKABAYAN; and</p> <p>b. practice the modes of integrative teaching.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>3.1.1</p>	<p>II. Curriculum Integration in Makabayan</p> <p>A. Elementary MAKABAYAN</p> <p>B. Secondary MAKABAYAN</p> <p>C. Modes of Integrative Teaching</p> <ul style="list-style-type: none"> • Content Based Instruction • Focusing Inquiry • Generic Competency Model • Thematic Teaching 	<ul style="list-style-type: none"> • Lecture-discussion • Experiential learning 	<ul style="list-style-type: none"> • The students are to create a lesson plan applying integrative teaching in their MAKABAYAN lessons. A format will be given to the students and will be checked using a checklist and rubric. 	<p>1.1.1</p> <p>3.1.1</p>
Weeks 7-9	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. design a plan of instruction; and</p> <p>b. explain Multidisciplinary Thematic Unit.</p>	<p>[A,C]</p> <p>1.1.1</p> <p>4.1.1</p> <p>1.1.1</p>	<p>III. Thematic Teaching in Basic Education</p> <ul style="list-style-type: none"> • Planning Instruction • Integrated Multidisciplinary Thematic Unit • Integrated Interdisciplinary Thematic Unit • Interdisciplinary Teaching Teams 	<ul style="list-style-type: none"> • Simulation • Cooperative Learning 	<ul style="list-style-type: none"> • The students are to be paired in groups and conduct a demonstrative teaching applying Thematic teaching. They are to be evaluated using a rubric. 	<p>1.1.1</p> <p>4.1.1</p>

Weeks 10-11	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. formulate the instructional objectives; and</p> <p>b. identify teaching approaches to suit learners' gender, needs, strengths, interests and experiences.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>3.1.1</p>	<p>IV. Components in Designing Integrated Thematic Units</p> <p>A. Classification of Instructional Objectives</p> <p>B. Preparing Instructional Objectives</p> <p>C. Choosing Themes</p> <p>D. Organizing Bodies of Knowledge</p> <p>E. Teaching Approaches</p> <p>F. Graphic Organizers</p> <p>G. Study Skills</p> <p>H. Integrating Values</p>	<ul style="list-style-type: none"> • Cooperative learning • Library Research • Lecture-discussion 	<ul style="list-style-type: none"> • Students are to form groups and brainstorm and discuss their given topics then later present their findings to the class. They will be graded using a checklist, a rubric and feedback and questions from the teacher. 	<p>1.1.1</p> <p>3.1.1</p>
Weeks 12-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. choose and apply the appropriate teaching model for a given task according to the needs and background of students; and</p> <p>b. categorize the instructional strategies.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>3.1.1</p> <p>3.2.1</p> <p>1.1.1</p>	<p>V. Teaching Models, Instructional Strategies and Graphic Organizers</p> <p>A. Teaching Models</p> <ul style="list-style-type: none"> • Discovery Learning • Inquiry Learning • Problem Based Learning • Cooperative Learning • Decision Making • ACES Teaching Approach <p>B. Instructional Strategies/ Presentation Techniques</p> <ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Experiential Learning • Brainstorming • Simulation • Workshop 	<ul style="list-style-type: none"> • The students are to create a lesson plan using one of the various teaching models and have a demonstration in class. The teacher will evaluate their performance based on a checklist and rubric. 	<p>1.1.1</p> <p>3.1.1</p> <p>3.2.1</p>

			<ul style="list-style-type: none"> • Round Table Discussion • Panel Discussion • Brainstorming • Role Playing • Social Drama Strategy <p>C. Designing Graphic Organizers</p> <ul style="list-style-type: none"> • Concept Map • Concept Cluster • Wheel Map • Cycle Graph • Fact Starring • Discussion Web • Bubble Tree • Ladder Web 			
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. categorize the activities in interdisciplinary teaching; and b. prepare developmentally sequenced activities 	[A,C] 1.1.1 4.1.1	VI. Activities in Interdisciplinary Teaching <ul style="list-style-type: none"> A. Quick and Easy <ul style="list-style-type: none"> 1. News Analysis 2. Historical Pen Pal 3. Math Gym B. Class Long Exercises <ul style="list-style-type: none"> 4. World Traveler 5. Leaning Tower 6. Incentives C. Interdisciplinary Unit Examples <ul style="list-style-type: none"> 7. Field Study 	<ul style="list-style-type: none"> • Cooperative learning • Experiential Learning 	The students will conduct a demonstration on how they would integrate activities into their teaching. The teacher will evaluate their performance based on a checklist and rubric.	1.1.1 4.1.1

			8. All About Weather 9. More Than a "Just" Book 10. Study Free Test Preparation			
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ol style="list-style-type: none"> explain the different approaches in teaching; prepare developmentally-sequenced activities; implement teaching strategies/approaches responsive to learners' diverse needs and backgrounds 	[A,B,C] 1.1.1 4.1.1 3.1.1 3.2.1	VII. Strategies/Approaches <ul style="list-style-type: none"> Active Learning Strategies Experiential Learning Activities Project Based Learning Inquiry Based Learning Adaptive Learning 	Lecture-discussion Experiential Learning	The students will conduct a demonstration on how they would integrate activities into their teaching. The teacher will evaluate their performance based on a checklist and rubric.	1.1.1 3.1.1 3.2.1 4.1.1

Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	
Course Information			

Course Name	Production of Social Studies Instructional Materials	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate an understanding of varied opportunities to engage in reviewing, planning, constructing and utilizing instructional materials in the social studies K to 12 curriculum in consideration with the models for facilitation of learning. It also explores new and updated IMs which are viable and of necessity to the discipline.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of the concepts of teaching, learning, instructional materials, and models of facilitation of learning; B. demonstrate an understanding of varied opportunities to engage in reviewing, planning, constructing and utilizing instructional materials for the different lessons Araling Panlipunan Grades 7 to 10 in consideration with the appropriate models for facilitation of learning; and C. apply teaching strategies that develop critical and creative thinking and higher-order thinking skills; D. show skills in the selection, development and use of variety of traditional and innovative instructional materials in teaching Social Studies. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p> <p>4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. determine the nature of teaching in terms of its definition, functions and acts; b. compare and differentiate teaching and instruction; c. identify the different instructional processes, and strategies in teaching; d. discuss and compare the instructional methods, techniques and systems; and e. expound the concept of instructional media. 	<p>[CLO A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>A. Introductory Concepts</p> <p>1. What is teaching?</p> <ul style="list-style-type: none"> ▪ Functions of Teaching ▪ Acts of Teaching ▪ Teaching and Instruction ▪ Instructional Processes ▪ Teaching Strategies ▪ Instructional System ▪ Instructional Methods ▪ Instructional Technique ▪ Instructional Media 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on teaching and learning, its functions and acts, the teaching strategies, instructional system, methods, techniques and media. • Video clip on teaching and instruction; discuss the scenes that manifest teaching or instruction • Creating a chart of similarities and differences of teaching strategies, instructional system, methods and technique • Small group discussion of their idea of instructional media 	<ul style="list-style-type: none"> • Written objective test on the introductory concepts of teaching • Graded oral recitation on the introductory concepts 	<p>1.1.1</p> <p>1.1.1</p>
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe instructional materials, its roles, basic principles and benefits; b. recognize the different categories of instructional materials; c. discuss the factors affecting materials preparation; and d. explain the framework of materials and methods. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>B. What is Instructional Material?</p> <ul style="list-style-type: none"> ▪ Roles of Instructional Materials ▪ Basic Principles in Materials Development ▪ Uses and Importance of Instructional Materials ▪ Benefits of Instructional Materials ▪ Categories of Instructional Materials ▪ Factors Affecting Materials Preparation ▪ Frameworks of Materials and Methods 	<ul style="list-style-type: none"> • Facilitated discussion (<i>volunteer will search references from the library or "google" about the roles, benefits, categories of instructional materials, the basic principles, factors affecting the preparation, and framework of materials and methods; they will present the results; discussions will be open among students while instructor gives comments and supplements</i>) 	<ul style="list-style-type: none"> • Written objective test/essay on the roles, benefits, categories of instructional materials, the basic principles, factors affecting the preparation, and framework of materials and methods 	<p>1.1.1</p>

Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> critique the components of an educational system in the K to 12 curriculum; formulate the appropriate learning objectives in teaching Social Studies; determine the different learning objectives in the revised Bloom's Taxonomy of Learning; and design and utilize learning activities in teaching Social Studies. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<p>C. Overview of the Models for Facilitation of Learning</p> <ol style="list-style-type: none"> Components of an Educational System (Instructional System) Meaning of Educational Model Model for Facilitating Pupil Learning <ul style="list-style-type: none"> Establishing Learning Objectives ~ Bloom's Taxonomy of Objectives Designing-selecting-implementing Learning Activities 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the components of Philippine educational system in the K to 12 curriculum, and the meaning of educational model. Group Brainstorming on formulating learning objectives of lessons in Araling Panlipunan Grade 7 to 10, using Bloom's Revised Taxonomy of Learning 	<ul style="list-style-type: none"> Group output is a compilation of varied possible learning activities for an assigned topic on Araling Panlipunan. 	1.1.1
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> critique instructional models associated with varied disciplines and subject matters; assess the different models (Instructional Systems Design, Programmed Instruction, Practice and Drill) associated with specific competencies; and determine the pros and cons of role-playing, dramatization and simulation in teaching Social Studies. 	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>	<ol style="list-style-type: none"> Models Associated with Subject Matter/Discipline <ul style="list-style-type: none"> Lecture Discussion-Questioning Viewing –Listening Inquiry Method Models Associated with Specific Competencies <ul style="list-style-type: none"> Instructional System Designs Programmed Instruction Practice and Drill Models Associated with Human Traits/Processes <ul style="list-style-type: none"> Role Playing/Dramatization Simulation 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on the models associated with subject matter/discipline, with specific competencies, and with human traits/processes Videos about junior high school/college classes in a lecture session, or discussion-questioning, inquiry, programmed instruction, practice and drill, or role playing/dramatization and simulation. Class will critique on the instructional models, and will determine the advantages and disadvantages of these 	<ul style="list-style-type: none"> Written objective test/essay on the models associated with subject matter/discipline, specific competencies, and human traits/processes 	1.1.1

Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. expound why and when to use Community Activities, Group Investigation and Jurisprudential in teaching Social Studies; and</p> <p>b. state the advantages and disadvantages of Independent Learning, Self-Instruction and Synectics Models in teaching Social Studies.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>7. Models Associated with Social Functions/Activities</p> <ul style="list-style-type: none"> ▪ Community Activities ▪ Group Investigation ▪ Jurisprudential <p>8. Models Associated with Interests and Needs/Activities</p> <ul style="list-style-type: none"> ▪ Independent Learning and Self Instruction ▪ Synectics 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the models associated with social functions/activities, and with interests and needs 	<ul style="list-style-type: none"> • Graded oral recitation expounding and stating the advantages and disadvantages of models associated with social functions/activities, and with interests and needs 	1.1.1
Weeks 11-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. create an instructional design in teaching Social Studies; and</p> <p>b. integrate Robert Gagne’s Nine Steps of Learning, John Keller’s ARCS Model, Reigelutth’s Elaboration Theory, Constructivism as a tools in Social Studies and Project-based Learning in Social Studies in developing instructional designs.</p>	<p>[A,B]</p> <p>1.1.1</p> <p>1.1.1</p>	<p>D. Planning, Development, Production and Evaluation of Instructional Designs in Social Studies</p> <p>1. Developing Instructional Designs in Social Studies</p> <ul style="list-style-type: none"> ▪ Robert Gagne’s Nine Steps of Learning ▪ John Keller’s ARCS Model ▪ Reigelutth’s Elaboration Theory ▪ Constructivism as a Tool in Social Studies ▪ Project-based Learning in Social Studies 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on developing instructional designs in Social Studies • Distribution of Araling Panlipunan Grades 7 to 10 lessons to groups; group members will propose instructional designs that integrate Robert Gagne’s Nine Steps of Learning, John Keller’s ARCS Model, Reigelutth’s Elaboration Theory, Constructivism or Project-based Learning appropriate to the lesson assigned to the group 	<ul style="list-style-type: none"> • Written objective test/essay on the instructional designs in social studies • Group output will be the proposed instructional design for the lesson 	1.1.1

Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) should be able to: a. choose and create the appropriate instructional materials that develop critical and creative thinking and higher-order thinking skills based on the lesson assigned from Grades 7 to 10 Araling Panlipunan.	[B,C] 1.1.1 1.5.1	2. Selecting and Choosing Relevant Instructional Materials <ul style="list-style-type: none">▪ Traditional Instructional Materials (books, boards, pictorial media and 3D Materials)▪ Innovative Materials/Media (pantomime, tableau, role playing, puppetry & diorama)	<ul style="list-style-type: none">• Lecture-discussion using PowerPoint Presentation on selecting and choosing the appropriate traditional and innovative instructional materials	<ul style="list-style-type: none">• Written objective test/essay on selecting and choosing relevant instructional materials	1.1.1
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the parts of a lesson plan; b. expound the steps in planning an instruction; c. compare lesson plans in the traditional and backward curriculum; and d. construct a lesson plan based on Grades 7 to 10 lessons in Araling Panlipunan.	[A,B,C] 1.1.1 1.1.1 1.1.1 1.1.1 4.1.1	3. Designing and Planning Teaching-learning Process <ul style="list-style-type: none">▪ Parts of a Lesson Plan▪ Seven Steps in Planning an Instruction▪ Comparison of Lesson Plans in Traditional Curriculum and Backward Curriculum▪ Constructing a Lesson Plan	<ul style="list-style-type: none">• Lecture-discussion using PowerPoint Presentation on the parts of a lesson plan approved and used in DepEd junior high school.• Sample lesson plans in traditional and backward curriculums, which will be compared by the groups• Construction of lesson plan based on the assigned lesson in Araling Panlipunan	<ul style="list-style-type: none">• Checking of lesson plan using rubrics Output will be an approved lesson plan incorporating the proposed instructional designs and materials.	1.1.1 4.1.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. conduct group demonstration teaching based on the lesson plan with focus on the display of traditional and innovative instructional materials that develop critical and creative	[A,B,C] 1.1.1; 4.5.1; 1.5.1	E. Practical Application of Production of Instructional Design	Demonstration teaching by group, based on the approved lesson plan	Evaluation of demonstration teaching using rubrics, with focus on the display of traditional and innovative instructional materials	1.1.1 1.5.1 4.5.1

	thinking and higher-order thinking skills.					
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017, p. 5):			
<p>6.3.5.e. Employ principles of sustainable development in teaching and learning</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject area</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Assessment and Evaluation in the Social Sciences	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course guides the students to demonstrate understanding on the principles, theories and different methods of assessment procedures in education. It will equip students to gain knowledge, skills and competencies in developing and utilizing appropriate and effective traditional and authentic assessment tools for formative and summative assessment/evaluation of learners' performances. It will also guide the students apply current and global trends in assessment and evaluation.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1; 5.1.1; 5.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of the different principles, theories and methods of assessment procedures in education and the role of assessment data in teaching and learning practices; B. demonstrate knowledge of the skills and competencies in designing, selection, organization and use of appropriate assessment tools; and C. demonstrate an understanding of effective traditional and authentic assessment tools for evaluating learners' performance. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 5.5.1 5.1.1 5.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. compare the difference among measurement, assessment and evaluation; b. discuss the principles of assessment; c. explain the need and purpose of evaluation; and d. discuss the characteristics of modern educational assessment, students' progress and performance. 	[CLO A] 1.1.1 1.1.1 1.1.1 1.1.1	A. Introduction: The Nature of Educational Assessment <ol style="list-style-type: none"> 1. Definition of Terms: <ul style="list-style-type: none"> ▪ assessment ▪ evaluation ▪ measurement ▪ competency evaluation ▪ course evaluation ▪ educational evaluation ▪ performance evaluation ▪ program evaluation 2. Distinction Among Measurement, Assessment & Evaluation 3. Principles of Assessment 4. Characteristics of Modern Educational Assessment 5. The Need and Purpose of Evaluation 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the nature of educational assessment • Domino (<i>a strategy where concepts are written following the domino concepts</i>), on the distinction among measurement, assessment and evaluation • Recitation Log (<i>enable the students to be motivated and to actively participate in class discussion</i>) • Reciprocal Questioning (<i>promotes the development of HOTS and oral proficiency</i>) 	<ul style="list-style-type: none"> • Written objective test on the definition of terms, principles and characteristics of assessment, and need and purpose of evaluation 	1.1.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify the roles of assessment in the teaching of social sciences; b. provide evidences of the use of assessment in the K to 12 grade school classrooms; c. discuss validity, reliability, fairness, practicality and efficiency; 	[A] 5.5.1 1.1.1 1.1.1	B. Roles of Assessment in the Teaching of Social Sciences <ol style="list-style-type: none"> 1. The Role of Assessment in the Teaching of Social Sciences 2. Recent Trends in Classroom Assessment 3. Assessment Standards for Teachers 4. Properties of Assessment Methods 5. Ethics in Assessment 	<ul style="list-style-type: none"> • Lecture-discussion using PowerPoint Presentation on the nature of educational assessment • Recitation Log (<i>enable the students to be motivated and to actively participate in class discussion</i>) 	<ul style="list-style-type: none"> • Written objective test/essay(with rubrics) on the roles of assessment in the teaching of social sciences 	1.1.1 5.5.1

	<p>d. manifest professional roles and responsibilities in the assessment of students; and</p> <p>e. explain the ethics in assessment.</p>	<p>7.2.1; 6.3.1</p> <p>1.1.1</p>		<ul style="list-style-type: none"> Reciprocal Questioning (<i>promotes the development of HOTS and oral proficiency</i>) Video clips related to ethics in assessment, and to identify the roles and responsibilities of the teachers 		
Weeks 5-7	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify appropriate informative evaluation of learning in social science;</p> <p>b. identify the domains to be incorporated in the development of lesson;</p> <p>c. identify assessment tools necessary in the teaching of social studies; and</p> <p>d. evaluate student learning in social science in the different domains.</p>	<p>[A,C]</p> <p>5.2.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>5.2.1</p>	<p>C. Assessment and Evaluation of Social Science Learning</p> <p>1. Informative Evaluation of Learning in Social Science</p> <ul style="list-style-type: none"> Assessment in the Cognitive Domain <ul style="list-style-type: none"> ~ Fixed-Response Instruments ~ Free-Response Instruments ~ Performance Tests Assessment in the Affective Domain <ul style="list-style-type: none"> ~ Rating Scales ~ Checklists ~ Observation Instruments ~ Creativity Tests ~ Attitude Inventory Assessment in the Psychomotor Domain <ul style="list-style-type: none"> ~ Performance Tests ~ Records of Observations Assessment of Individual Student <ul style="list-style-type: none"> ~ Assessing Intellectual Maturity ~ Assessing Student Behavior 	<ul style="list-style-type: none"> Lecture-discussion using PowerPoint Presentation on assessment in the cognitive, affective, psychomotor and psychomotor domains. Group work and presentation on the identification of domains based on Bloom's Revised Taxonomy Group work on evaluating sample evaluations on cognitive, affective and psychomotor domains Recitation Log. Sample topics from <i>Araling Panlipunan Grades 7-10</i>; <i>explain why the tool will be used as assessment or evaluation.</i> 	<ul style="list-style-type: none"> Written objective test/essay (with rubrics) on assessments and/or evaluation in the cognitive, affective, psychomotor domains. Graded oral recitation 	<p>1.1.1</p> <p>5.2.1</p> <p>1.1.1</p>

2 Evaluating Student Learning in Social Science

- Evaluating the Cognitive Domain
- ~ Essay Tests: Restricted or Non-Restricted
- ~ Completion-Types Test
- ~~Filling-in-the-Blanks
- ~~Defining term or Concept
- ~~Answering a Question
- ~~Simple Recall
- ~~Enumeration
 - ~ Selection-Type Test

- ~~True and False Test
- ~~Matching Type
- ~~Multiple Choice
 - Evaluating the Affective Domain
 - ~ Sample Checklist for Evaluating Attitudes
 - ~ Semantic Differential Scales
 - ~ Thurstone and Likert Type Scales
 - Evaluating the Psychomotor Domain
 - ~ Elements to be Considered in Student Performance
 - ~ Common Tools Used in Evaluating Psychomotor Domain
- ~~Observation
- ~~Checklist
- ~~Rating Scale
- ~~Performance Test

<p>Weeks 8-9</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> • identify the factors in constructing evaluative instruments. 	<p>[B] 5.1.1</p>	<p>D. Factors in Constructing Evaluative Instruments</p> <ol style="list-style-type: none"> 1. Type of measuring instrument to use 2. Length of Instrument 3. Range of Difficulty 4. Time Limits 5. Objectives to be Assessed 6. Arrangement of Items 7. Scoring Procedure 8. Method of Recording and Reporting Assessment Results 	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) • Lecture-discussion using PowerPoint Presentation on the factors in constructing evaluative instruments • Group work on analysis of sample evaluative instruments; presentation of output why the instruments are failure or success 	<ul style="list-style-type: none"> • Written objective test on the factors in constructing evaluative instruments 	<p>5.1.1</p>
<p>Weeks 9-13</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. identify the different types of objective tests; b. discuss and present different types of tests; c. develop skills in item analysis and validation; and d. discuss effectively about item analysis and validation. 	<p>[B,C] 5.1.1 1.1.1 5.2.1 5.1.1</p>	<p>E. Development of Assessment Tools</p> <ol style="list-style-type: none"> 1. Knowledge and Reasoning <ul style="list-style-type: none"> ~ Types of Objective Tests ~ Planning a Test and Construction of Table of Specification ~ Constructing True-False Tests ~ Multiple Choice Tests ~ Matching Type and Supply Type Items ~ Essays 2. Item Analysis and Validation <ul style="list-style-type: none"> ~ Item Analysis ~ Validation 	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) • Lecture-discussion using PowerPoint Presentation different assessment tools • Group work on planning, and construction of Table of Specification, and Quarterly Assessment based from <i>Araling Panlipunan</i> lessons in DepEd Grades 7, 8, 9 and 10, Quarters 1, 2, 3 and 4 (<i>Example: Group 1 will work on Grade 7, Quarter 1 lesson/topic; Group 2 = Grade 8, Quarter 2 lesson/topic; Group 3 = Grade 9, Quarter 3 lesson/topic; and Group 4 = Grade 10, Quarter 4 lesson/topic</i>) 	<ul style="list-style-type: none"> • Construction of Table of Specification, and Quarterly Assessment by group. Output will be an item-analyzed and validated Quarterly Assessment with TOS and oral presentation on the process of test finalization. 	<p>5.1.1 5.2.1</p>

<p>Weeks 14-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify portfolio assessment methods;</p> <p>b. discuss rubrics, grading and reporting system using the updated DepEd K to 12 memoranda; and</p> <p>c. prepare localized, differentiated instruction-based, and authentic assessment methods.</p>	<p>[B,C]</p> <p>5.1.1</p> <p>5.2.1</p> <p>5.1.1</p>	<p>F. Authentic and Alternative Assessment Methods</p> <p>1. Portfolio Assessment Methods</p> <ul style="list-style-type: none"> ~ Features and Principles of Portfolio Assessment ~ Purposes of Portfolio Assessment ~ Essential Elements of Portfolio ~ Stages in Implementing Portfolio Assessment ~ Types of Portfolio ~ Assessing and Evaluating Portfolio Assessment ~ Implications of Portfolios on Some Elements of Social Sciences <p>2. Process and Product Oriented Performance-Based Assessment</p> <ul style="list-style-type: none"> ~ Rubrics and Exemplar ~ Creating Rubrics ~ Tips on Designing Rubrics ~ Scoring Rubrics <p>3. Grading and Reporting System</p> <ul style="list-style-type: none"> ~ Functions of Grading and Reporting System ~ Types of Grading and Reporting System ~ Development of a Grading and Reporting System ~ Norm and Criterion-Referenced Grading 	<ul style="list-style-type: none"> • KWL (Know, Want to Know, Learned) • Lecture-discussion using PowerPoint Presentation authentic and alternative assessment methods • Lecture-discussion using PowerPoint Presentation on grading and reporting system in the DepEd K to 12 curriculum • Group work on assessment of sample portfolio, and performance tasks 	<ul style="list-style-type: none"> • Development of rubrics based on sample portfolios and performance tasks. Output will be a Rubrics compilation from different product-oriented and performance-oriented tasks in Grade 7 to 10 Araling Panlipunan 	<p>5.1.1</p> <p>5.2.1</p>
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Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017, p. 5):</p> <p>6.3.5.a. Utilize appropriate various sociocultural and historical materials in explaining current issues.</p> <p>6.3.5.e. Employ principles of sustainable development in teaching and learning.</p> <p>6.3.5.g. Display the qualities of an innovative teacher who has mastery of the subject matter.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technology for Teaching and Learning 2	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course will guide the students to demonstrate an understanding on the application, design, production, utilization, and evaluation of Information and Communications Technology (ICT) materials for teaching and learning in Secondary Social Studies and other related programs.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate an understanding on the application, design, production, utilization, and evaluation of Information and Communications Technology (ICT) materials for teaching and learning in Secondary Social Studies and other related programs; B. show skills in the positive use of ICT to facilitate the teaching and learning process; C. develop critical and creative thinking by preparing an ICT-integrated and Project-based Learning Plan; and D. demonstrate knowledge of the selection and use of assessment strategy consistent with the technology-supported learning environment. 	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.3.1</p> <p align="center">4.5.1</p> <p align="center">5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss the disparity in educational technology advancement in schools of Industrialized First World countries and the developing countries. b. formulate and summarize learning objectives of Educational Technology 1.	[CLO A] 1.1.1 1.1.1	A. A Review of Technology for Teaching and Learning 1 B. An Overview of Educational Technology 2	<ul style="list-style-type: none"> Small group work using graphic organizer Lecture-discussion using PowerPoint Presentation on the overview of Educational Technology 2 	<ul style="list-style-type: none"> Accomplishing a Learning Bank 	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: a. describe the technology learners; b. discuss the positive and negative effects of technology to the learners/students; and c. analyze the possible reasons why learners/students are addicted in technology use.	[A,B] 1.1.1 1.1.1 1.1.1	C. Understanding Technology Learners	<ul style="list-style-type: none"> Small group discussion on how to understand the new era of learners adept to technology 	<ul style="list-style-type: none"> Compare and contrast learners of yesterday, present and future Output is a 300-word essay 	1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: a. develop new technology teaching skills to bridge generation gap. b. identify the preferences of the new Technology Generation; and c. explain how education can remain relevant and engaging	[A,B] 1.3.1; 4.5.1 1.1.1 1.1.1	D. Bridging the Generation Gap E. Preferences of the Technology Generation	<ul style="list-style-type: none"> Group work and reporting using multimedia presentation. Video viewing on the emerging technology generation and teacher's coping skills on this new generation 	<ul style="list-style-type: none"> Creating a grid chart differentiating the past 30 years old generation and the new digital generation 	1.1.1 1.3.1 4.5.1

	with pupils who are potentially more able than their teachers with digital technology.					
Week 4	At the end of the week, the pre-service teacher (PST) should be able to: a. develop positive use of basic digital skills.	[A,B] 1.1.1; 1.3.1	F. Developing Basic Digital Skills	<ul style="list-style-type: none"> Self-assessment on students Basic Digital Skills through a Computer Laboratory work 	<ul style="list-style-type: none"> K-W-L Sheet (Know-Want to Know-Learned) Output is a summary of the K-W-L Sheet 	1.1.1 1.3.1
Week 5	At the end of the week, the pre-service teacher (PST) should be able to: a. evaluate a personal technology skill.	[C] 4.5.1	G. Evaluation of Technology Learning	<ul style="list-style-type: none"> Observation and application of technology in teaching small group of students Organizing directory of email addresses for the whole class 	<ul style="list-style-type: none"> Accomplishing a Learning Log Output is a confirmation of a successful log in 	1.1.1 4.5.1
Week 6	At the end of the week, the pre-service teacher (PST) should be able to: a. develop higher thinking skills through IT-Based Projects.	1.1.1 1.3.1; 4.5.1	H. Higher Thinking Skills through IT-Based Projects	<ul style="list-style-type: none"> Computer laboratory hands-on, minds-on and hearts-on activities 	<ul style="list-style-type: none"> Visit, evaluate and link up the WebQuest developed by San Diego SU @ http://edweb.sdsu.edu/wenquest/webquest/webquest.html 	1.1.1 1.3.1 4.5.1
Week 7	At the end of the week, the pre-service teacher (PST) should be able to: a. explain and assess computers as information and communication technology agent.	1.1.1	I. Computers as Information and Communication Technology	<ul style="list-style-type: none"> Guided hypermedia projects 	<ul style="list-style-type: none"> Discussing the capabilities of the PC on e-commerce, e-finance, entertainment, IPR, pornography, etc. Output is a 200-word essay 	5.1.1; 1.5.1

Week 8	At the end of the week, the pre-service teacher (PST) should be able to: a. use CAI to facilitate better teaching and learning. b. apply constructivist way of using technology in teaching.	[A,B,C] 1.3.1; 4.5.1 1.3.1	J. The Computer as a Tutor K. The Computer as a Teacher's Tool	<ul style="list-style-type: none"> • Visiting the web and practicum • Learning a software on education 	<ul style="list-style-type: none"> • Using a drill and practice educational software • Practicum performance rating is recorded • Relating/sharing direct experiences to the class 	1.3.1 4.5.1
Week 9	At the end of the week, the pre-service teacher (PST) should be able to: a. use IT in support of student-centered learning.	[B,C] 1.3.1; 4.5.1	L. Information Technology in Support of Student-Centered Learning	<ul style="list-style-type: none"> • Demo-TEACHology 	<ul style="list-style-type: none"> • Create an educational game • Evaluation of demo-TEACHnology 	1.3.1 4.5.1
Week 10	At the end of the week, the pre-service teacher (PST) should be able to: a. apply and use cooperative learning with the computer.	[B,C] 1.3.1; 4.5.1	M. Cooperative Learning with the Computer	<ul style="list-style-type: none"> • Share and Learn / Teach and Apply Activity 	<ul style="list-style-type: none"> • Creating a TEACHnology group and inviting other students to teach and learn using FB or yahoo groups or Google share 	1.3.1 4.5.1
Week 11	At the end of the week, the pre-service teacher (PST) should be able to: a. manipulate a software as an educational resource.	[A,B,C] 1.1.1; 1.3.1 4.5.1	N. The Software as an Educational Resource	<ul style="list-style-type: none"> • Computer laboratory hands-on, minds-on and hearts-on activities 	<ul style="list-style-type: none"> • Evaluating and using Geo Gebra, SPSS and other educational software 	1.1.1; 1.3.1 4.5.1
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: a. apply hypermedia in teaching and learning.	[A,B,C] 1.1.1; 1.3.1; 4.5.1	O. Understanding Hypermedia	<ul style="list-style-type: none"> • Exploring WinEcon a tutorial database material 	<ul style="list-style-type: none"> • Evaluate learnings using a Rubrics with WinEcon 	1.1.1; 1.3.1; 4.5.1

Week 13	At the end of the week, the pre-service teacher (PST) should be able to: a. integrate the facets of the internet and education for better learning.	[A,B] 1.1.1; 1.3.1	P. The Internet and Education	<ul style="list-style-type: none"> • Practicum and sharing 	<ul style="list-style-type: none"> • Quick tutorial on Internet basics "Surf School" @ http://www.znet.com/vil/content/surfschool 	1.1.1 1.3.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: a. apply basic MS Word, PowerPoint, Publisher, Flash Animation and Internet.	[A,B,C] 1 1.1.1; 1.3.1; 4.5.1	Q. Educational Technology Practicum	<ul style="list-style-type: none"> • Students' personal multimedia resources presentation 	<ul style="list-style-type: none"> • Rubrics and score sheet • Practicum rating is recorded 	1.1.1; 1.3.1; 4.5.1
Week 15	At the end of the week, the pre-service teacher (PST) should be able to: a. use tablets, smart phones and other new gadgets to facilitate teaching and learning.	[A,B,C] 1 1.1.1; 1.3.1; 4.5.1	R. Tablets for Textbooks in Schools	<ul style="list-style-type: none"> • Facilitated discussion and gadget learning presentation 	<ul style="list-style-type: none"> • Learning Log and multimedia/gadget operation 	1.1.1; 1.3.1; 4.5.1
Week 16	At the end of the week, the pre-service teacher (PST) should be able to: a. apply the steps involved in the use of Project-Based Learning Multimedia as a teaching-learning strategy.	[A,B,C] 1 1.1.1; 1.3.1; 4.5.1	S. Using the Project-Based Learning Multimedia as a Teaching-Learning Strategy	<ul style="list-style-type: none"> • Project-Based Learning Multimedia partner learning • Video presentation • Inquiry-elaborative learning • Reflections (sharing of experiences/observations) 	<ul style="list-style-type: none"> • Personalized multimedia presentation 	1.1.1; 1.3.1; 4.5.1

Week 17	At the end of the week, the pre-service teacher (PST) should be able to: a. use a form of assessment that fits a constructivist technology-supported learning environment.	[B,C,D 1 5.1.1; 1.3.1; 4.5.1	T. Assessment in a Constructivist, Technology-Supported Learning	<ul style="list-style-type: none"> Brainstorming 	<ul style="list-style-type: none"> Taking it to the Net 	5.1.1; 1.3.1; 4.5.1
Week 18	At the end of the week, the pre-service teacher (PST) should be able to: a. enumerate and apply the roles and functions of an Educational Media Center for Social Studies.	[A] 1.1.1	U. Roles and Functions of an Educational Media Center for Social Studies	<ul style="list-style-type: none"> Film viewing 	<ul style="list-style-type: none"> Making a metaphor/simile on the roles of EMC Making a brochure of an EMC 	1.1.1 1.1.1 1.3.1

Suggested References

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- Braun, J. A., Jr., Fernlund, P., & White, C. S. (2010). *Technology tools in social studies*. Pearson.
- Corpuz, B.B., Lucido, P.I. (2008). *Educational technology 1*. Quezon City: Lorimar Publishing Inc.
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- Newby, T. J., Stepich, D. A., Lehman, J. D. *Educational technology for teaching and learning*.

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