



Content, Delivery and Assessment in the SHS Program

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Executive Director II
Teacher Education Council

?

WHO IS

YOUR CELEBRITY

LOOK-ALIKE

?



My Celebrity Look-alike



Piolo Pascual

50%

Celebrity Collage™ by MyHeritage.com

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Has anyone told you that you look just like **Diether Ocampo**? We bet you have heard that so many times! Share your result and ask your friends if they think it's true!

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General Academic Strand (GAS): Content, Delivery and Assessment in the SHS Program

Who Am I ?



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“I am already 48, I have been teaching for more than 28 years and each day I am learning something new...something I never knew before and from most unlikely places”



“I am already 75, I have been teaching for more than 50 years at least formally, and **each day I am learning something new...something I never knew before** and **from most unlikely places**”

Source: PDI/News Section Vol 31 / No. 274 / September 9, 2016



LEONOR M. BRIONES
SECRETARY
OF THE DEPARTMENT OF EDUCATION

General Academic Strand (GAS): Content, Delivery and Assessment in the SHS Program

Who ^{really} Am I ?

General Academic Strand (GAS): Content, Delivery and Assessment in the SHS Program



General Academic Strand (GAS): Content, Delivery and Assessment in the SHS Program



I am a teacher
not just a
teacher but a
unique teacher
who will forever
be a teacher”

General Academic Strand (GAS): Content, Delivery and Assessment in the SHS Program



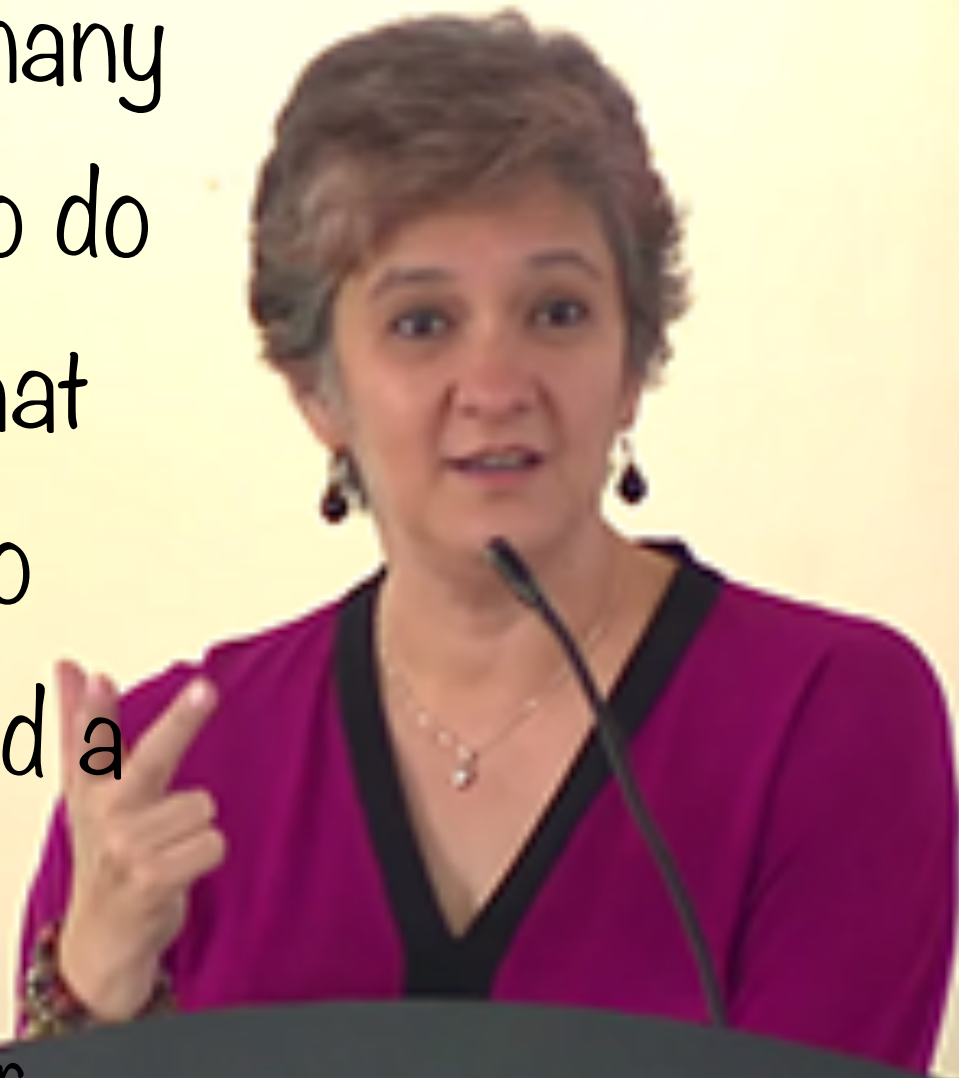
Discuss the General Academic Strand's content, delivery and Assessment



Draw insights on how the topic can be translated in their own respective practice

General Academic Strand (GAS): **Content**, Delivery and Assessment in the SHS Program

“There are many
students who do
not know what
they want, so
we’ve created a
strand taken
from all other

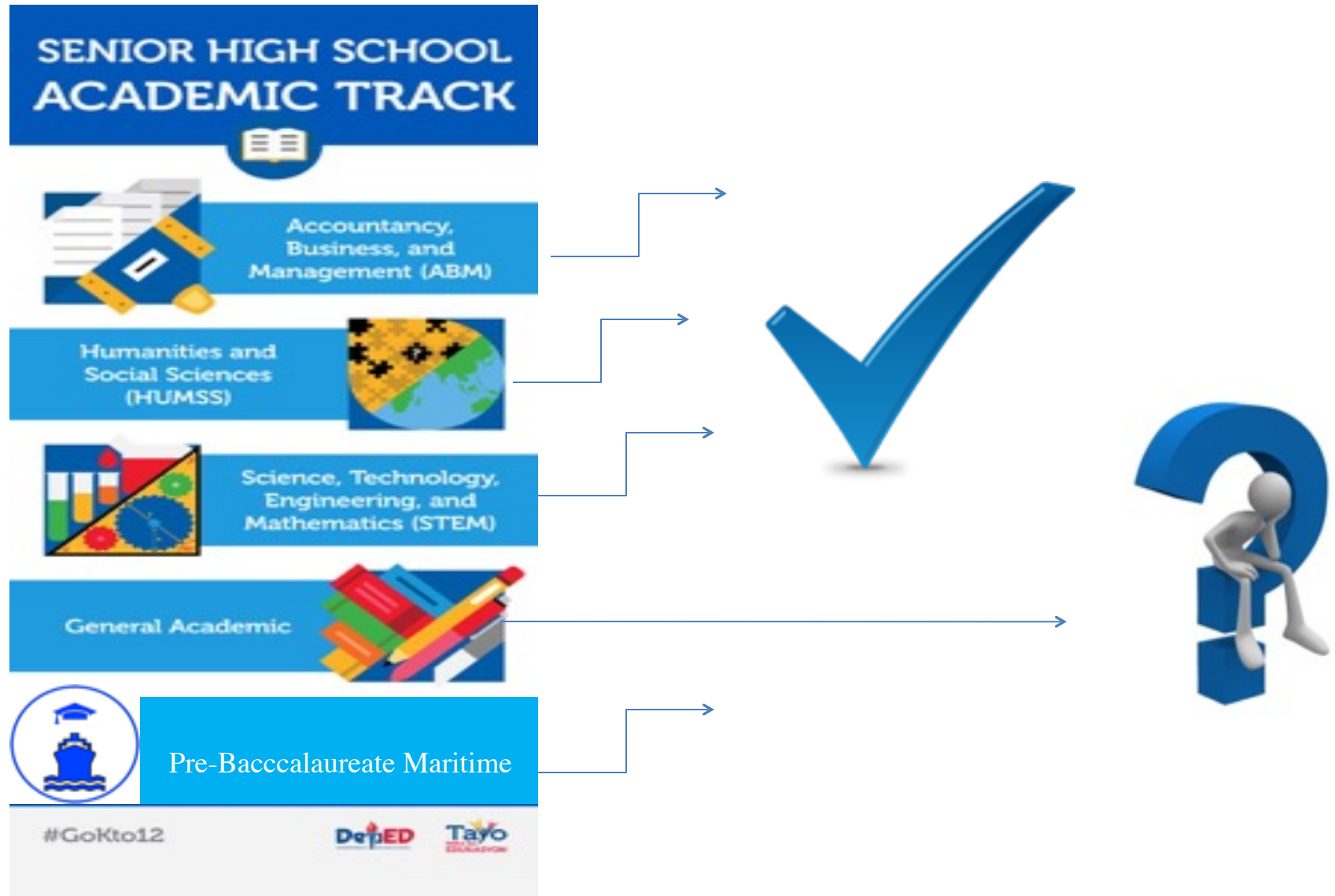




BAS

The Content in the SHS Program

General Academic Strand (GAS): **Content**, Delivery and Assessment in the SHS Program



The Grades 11 and 12 have 31
80-hour subjects, totalling 2,480 hours.

31 TOTAL SUBJECTS

15

Core Subjects

16

Track Subjects

7

***Applied Track
Subjects***

9

***Specialized Track
Subjects***

*Each subject has 80 hours per semester
P.E. and Health has 20 hours per semester for 4 semesters*

Core Subjects

Core Learning Areas and Subjects		hours per semester
Language	• Oral Communication	80
	• Reading & Writing	80
	• <i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>	80
	• <i>Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</i>	80
Humanities	• 21 st Century Literature from the Philippines and the World	80
	• Contemporary Philippine Arts from the Regions	80
Communication	• Media & Information Literacy	80
Mathematics	• General Mathematics	80
	• Statistics & Probability	80
Science	• Earth and Life Science (Lecture and Laboratory)	80
	• Physical Science (Lecture and Laboratory)	80
Social Science	• Personal Development / <i>Pansariling Kaunlaran</i>	80
	• Understanding Culture, Society and Politics	80
Philosophy	• Introduction to the Philosophy of the Human Person / <i>Pambungad sa Pilosopiya ng Tao</i>	80
PE and Health	• Physical Education and Health	20
CORE Total Number of Hours		1,200
TRACK Total Number of Hours		1,280
Total Number of Hours (CORE + TRACK)		2,480
Total Hours (CORE + TRACK) divided by Number of School Days in SHS (400) = average hours/day		6.2

Applied Track Subjects

Academic, Technical-Vocational-Livelihood, Sports, Arts & Design Tracks

- | | |
|---|--|
| 1 | English for Academic and Professional Purposes |
| 2 | Practical Research 1 |
| 3 | Practical Research 2 |
| 4 | <i>Filipino sa Piling Larangan (Akademik, Isports, Sining at Tech-Voc)</i> |
| 5 | Empowerment Technologies (for the Strand) |
| 6 | Entrepreneurship |
| 7 | Inquiries, Investigations and Immersion |

Each subject will have 80 hours per semester

Specialized Track Subjects

General Academic Strand		
8	Strand 1	Humanities 1
9	Strand 2	Humanities 2
10	Strand 3	Social Science 1
11	Strand 4	Applied Economics
12	Strand 5	Organization and Management
13	Strand 6	Disaster Readiness and Risk Reduction
14	Strand 7	Elective 1 (from any Track/Strand)
15	Strand 8	Elective 2 (from any Track/Strand)
16	Strand 9	Work Immersion/Research/Career Advocacy/Culminating Activity

Each subject will have 80 hours per semester

General Academic Strand (GAS): **Content**, Delivery and Assessment in the SHS Program

31 TOTAL SUBJECTS

15

Core Subjects

16

Track Subjects

7

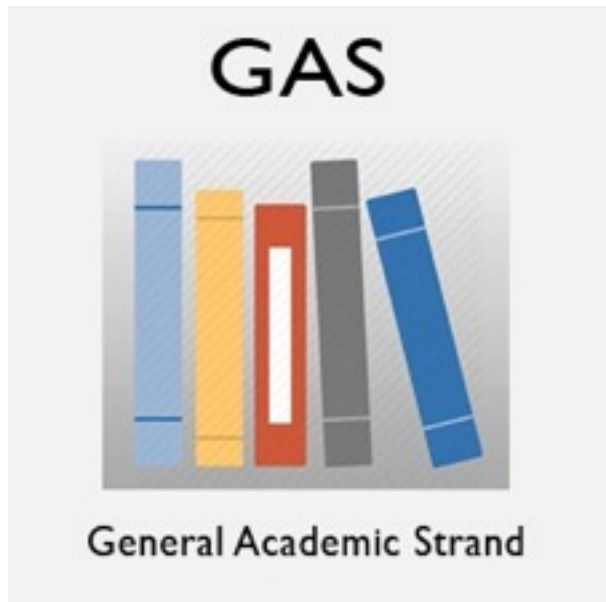
***Applied Track
Subjects***

9

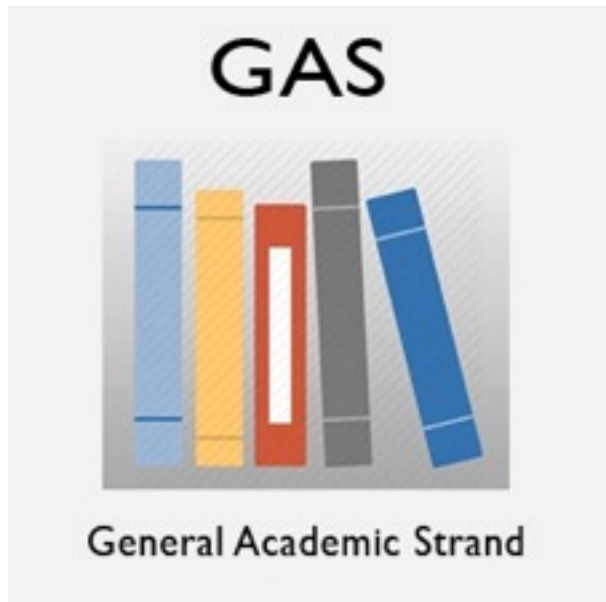
***Specialized Track
Subjects***

*Each subject has 80 hours per semester
P.E. and Health has 20 hours per semester for 4 semesters*

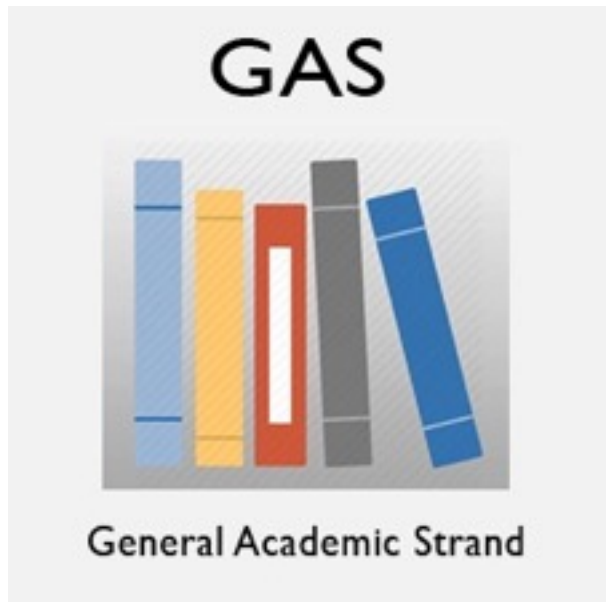
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The

GAS

Update

General Academic Strand (GAS): Update



7,179



General Academic Strand (GAS): Update

Enrolment - Senior High School

What is the enrolment figure of Senior High per track for School Year 2016-2017?

TRACKS	PUBLIC	PRIVATE	SUCs	TOTAL
A. ACADEMIC	419,963	475,562	29,494	925,019
1. ABM	67,179	145,659	6,618	219,456
2. HUMMS	71,069	67,717	5,943	144,729
3. STEM	54,581	159,325	14,024	227,930
4. GAS	227,061	100,198	2,909	330,159
5. Pre-Baccalaureate Maritime	73	2,672	-	2,745
B. TECHNICAL-VOCATIONAL-LIVELIHOOD	392,808	199,089	11,054	602,951
C. SPORTS	1,693	1,239	243	3,175
D. ARTS AND DESIGN	2,602	2,978	321	5,901
TOTAL	817,066	678,868	41,112	1,537,046

Source: LIS Senior High School
as of August 31, 2016

GRADE 11 to 12

Senior High School





BAS

The Delivery in the SHS Program

COMMON LEARNING DELIVERY

Integrated Teaching - Three-Level Strategy

- **Instructional Planning**

Brain-Compatible Teaching Strategies

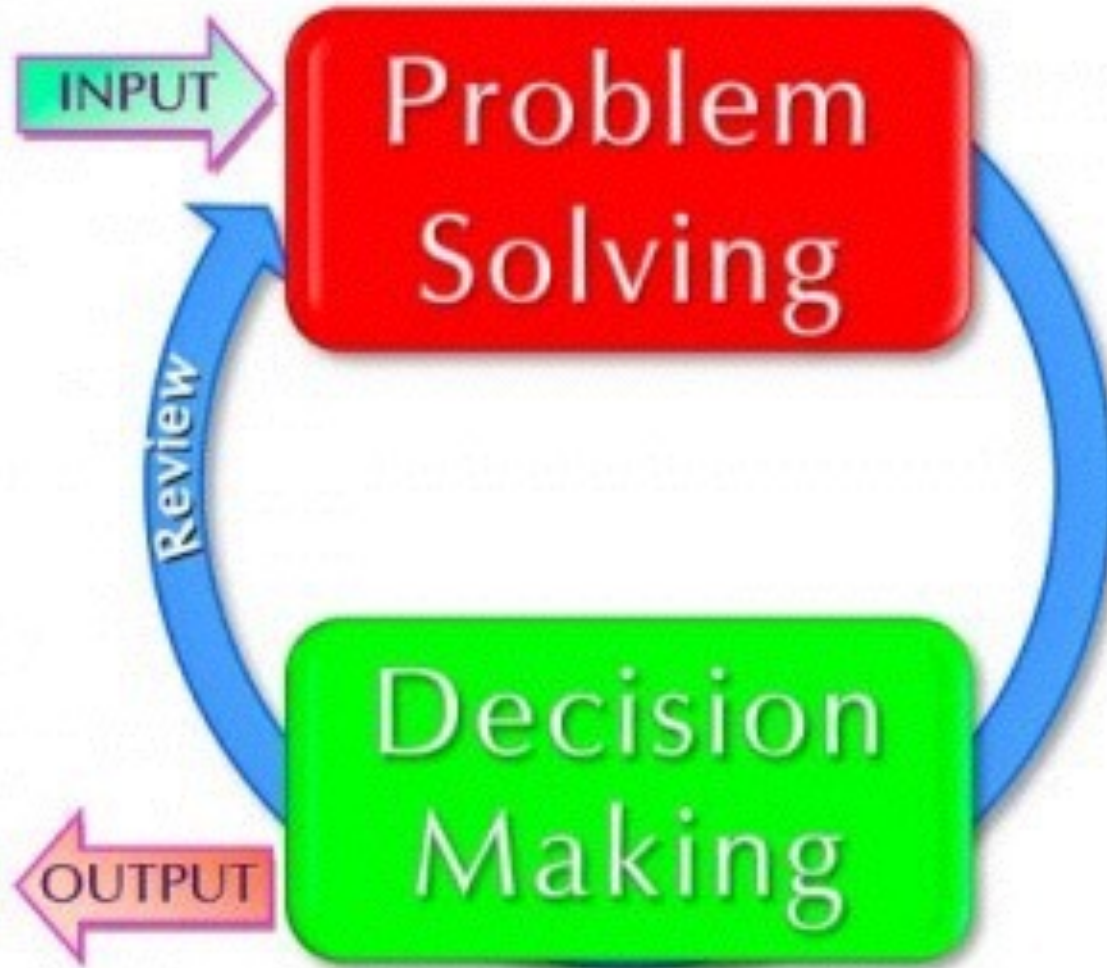
- **TEACHING STRATEGIES**

Individualized Teaching Strategies

- **Art of Questioning**

Source: Corpus, B. & Salandanan, G. (2003). Principles and Strategies of Teaching. Lorimar Publishing

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Decision Making Skills

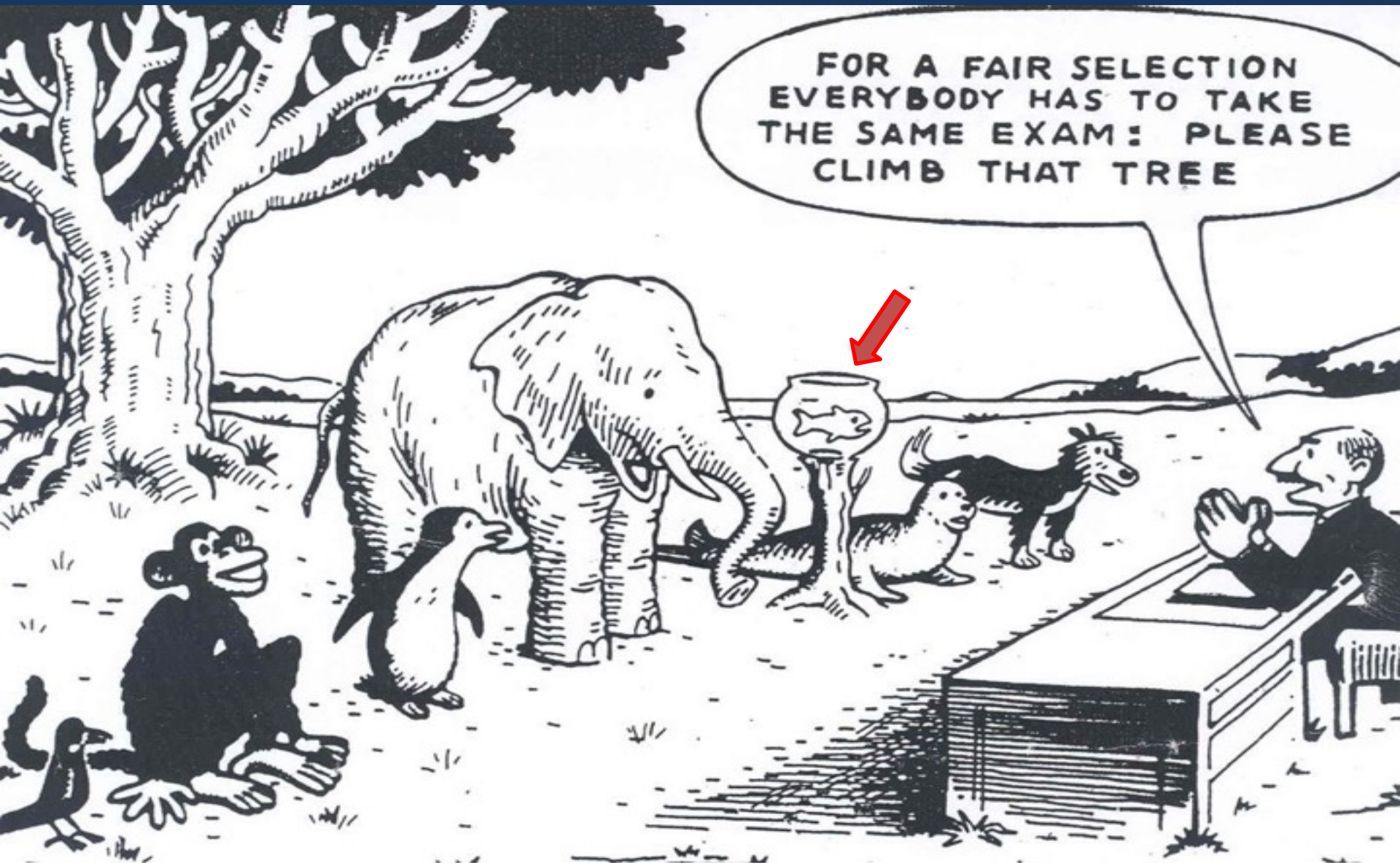
The Career Decision Pyramid





The *Assessment* in the SHS Program

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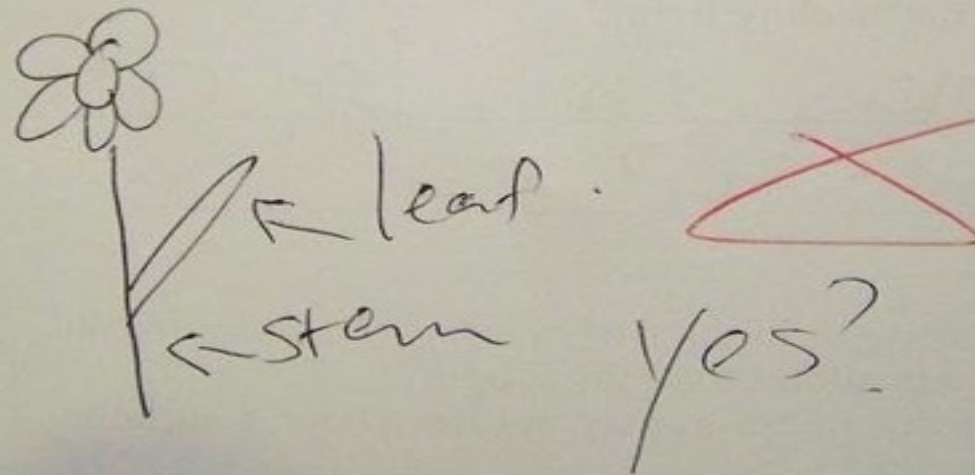
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- 4 The heights, in cm, of 11 children in a nursery class were:

81 86 90 97 88 79 83 91 93 85 88

Illustrate this using a stem and leaf diagram.

[3]



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PETER

1.21

4c) Expand

$$(a+b)^n$$

$$= (a + b)^n$$

$$= (a + b)^n$$

$$= (a$$



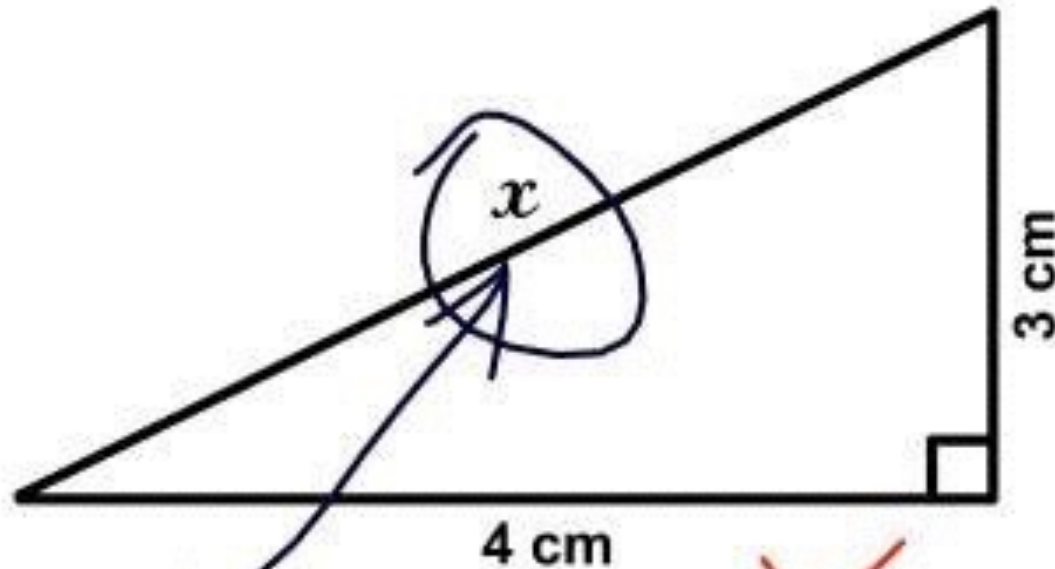
$$b)^n$$

Very funny, Peter.

seen on 9GAG.COM

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3. Find x .



Here it is



Ocular Trauma - by Wade Clarke ©2005

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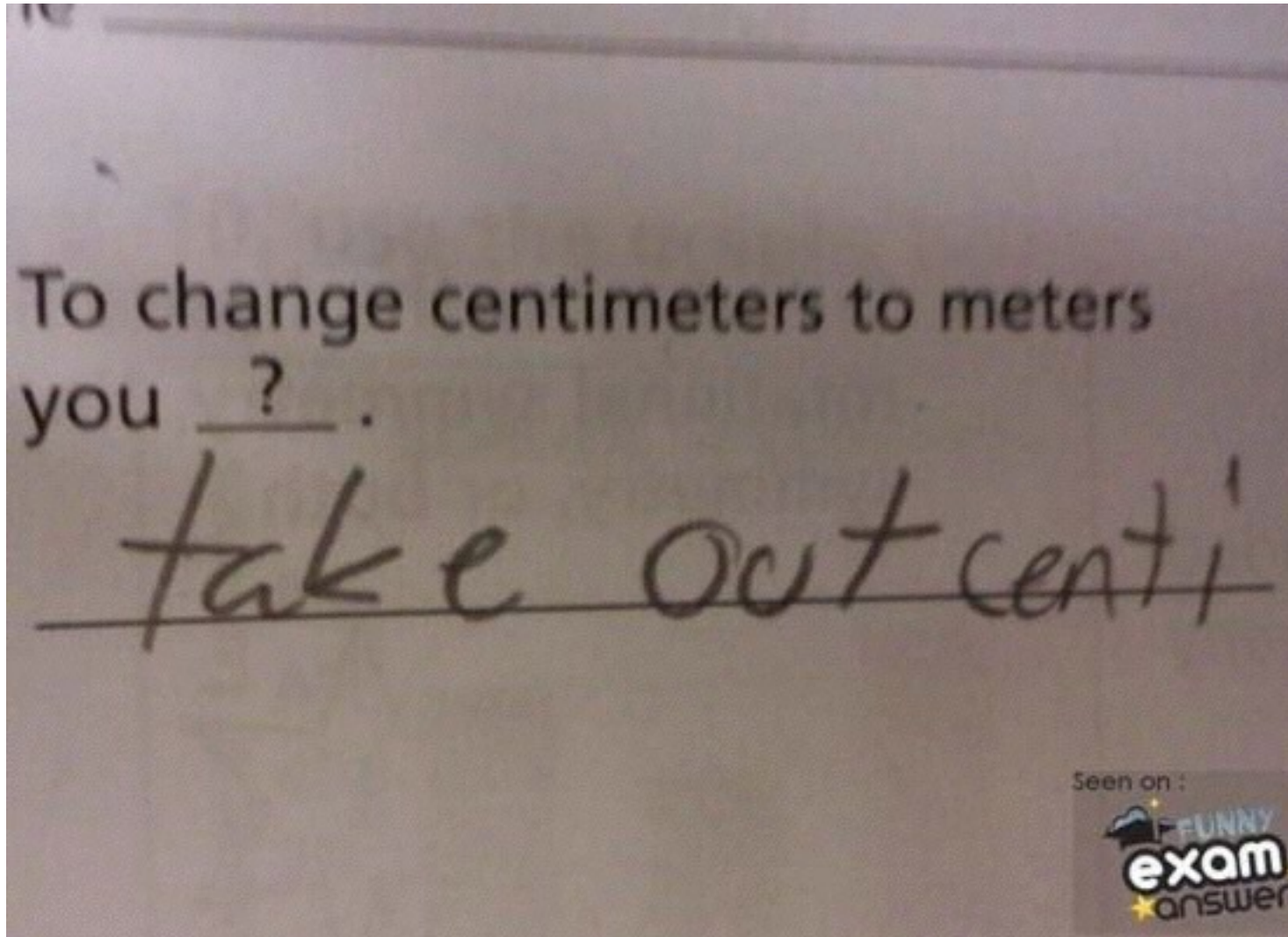
Transparency Worksheet 23 Hard and Soft Water

1. Briefly explain what hard water is.

ice

2. Note that calcium is one of the solids dissolved in ocean water. Describe two ways by

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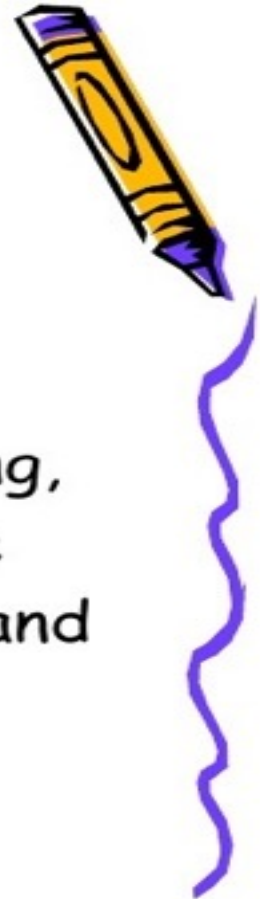


"What do you expect? My edition of the math book doesn't have the answers in it like yours does."

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What is Differentiated Assessment?

- Differentiated assessment is an ongoing process through which teachers gather data before, during, and after instruction from multiple sources to identify learner's need and strengths.

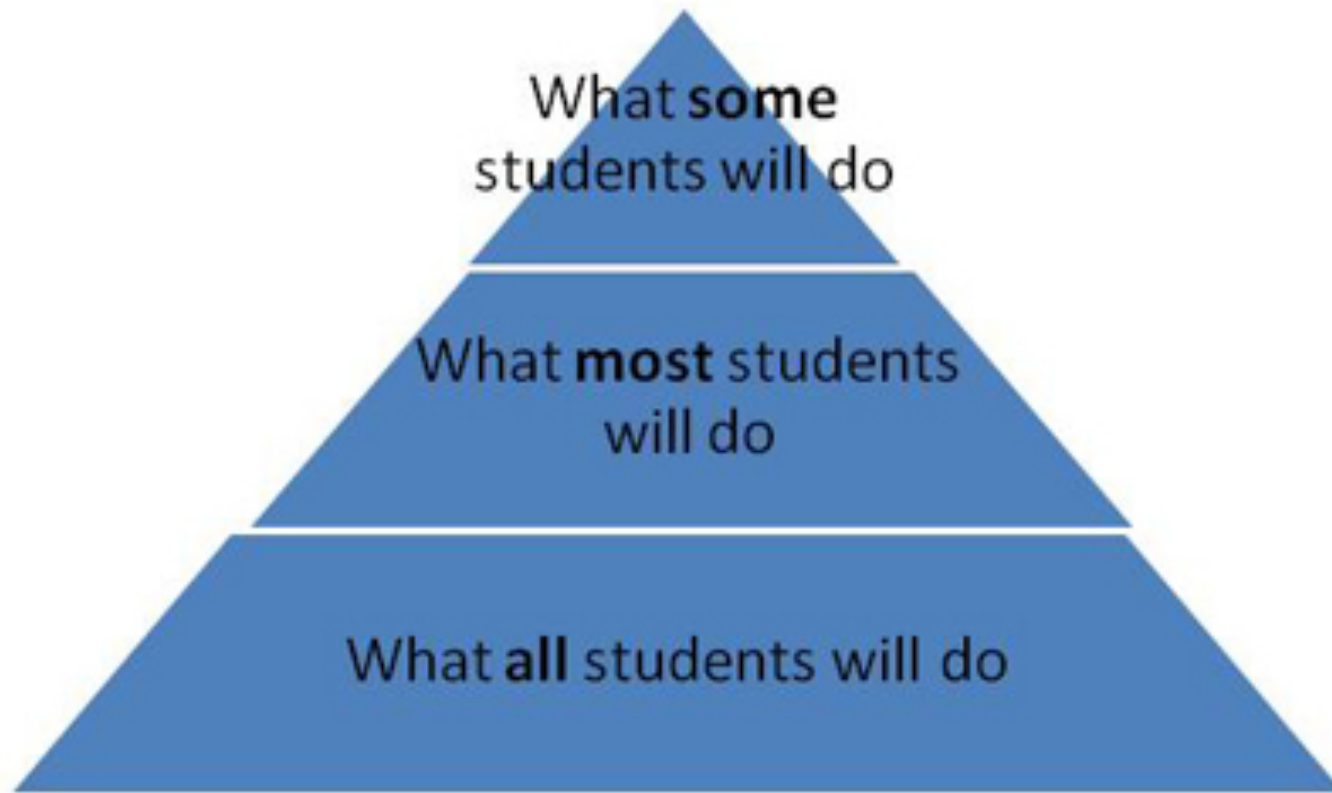


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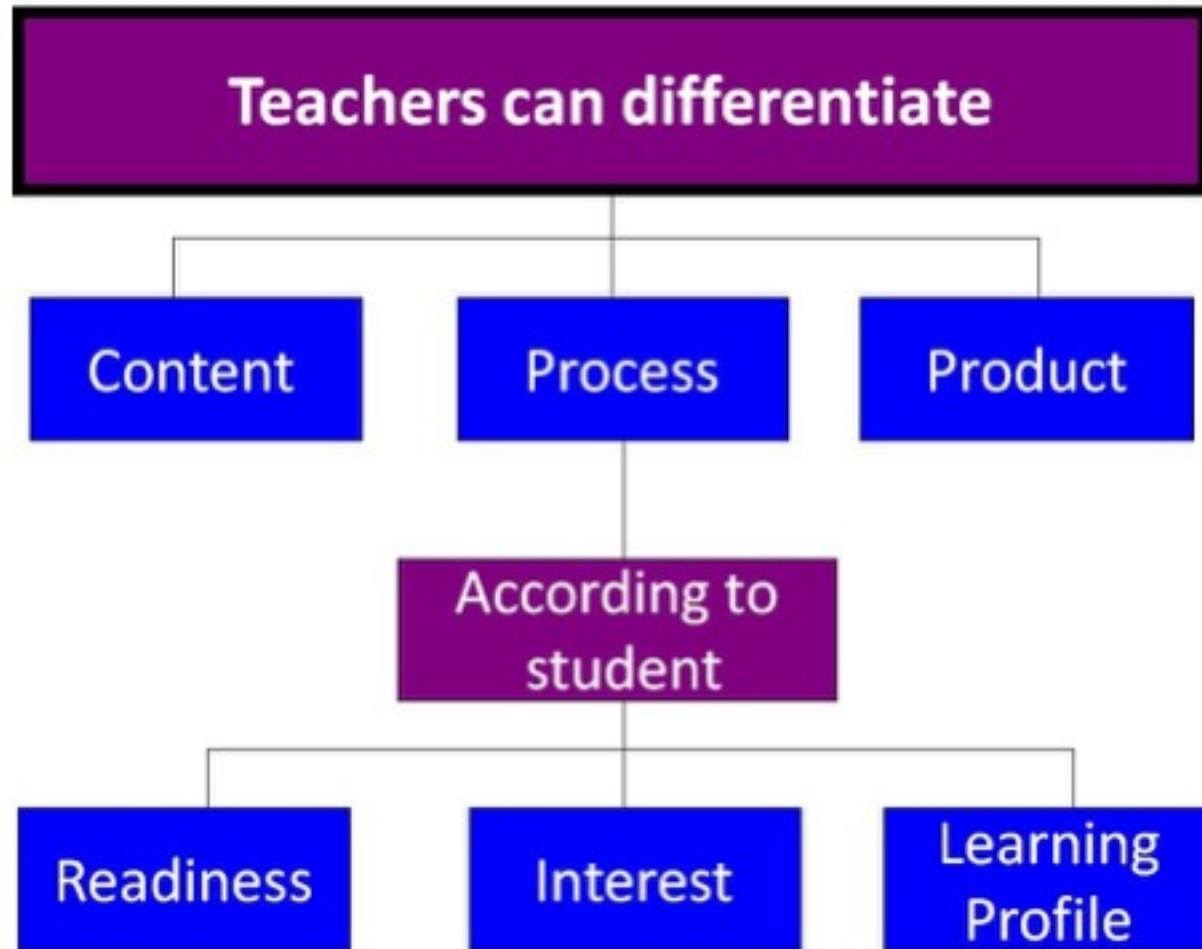
SCHOOL RESUMES TODAY AROUND THE COUNTRY.
TEACHERS TRANSITION CHILDREN SLOWLY.

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Source: Dieker (2012)

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Source: <http://www.torontoradford.ca/teachers/ttac/resources/articles/consultcollaborate/assessflexgroup/index.php>



BAS

**How is a lesson translated
in the classroom?**

LEARNING CONTENT

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

Grade: 11 or 12

Core Subject Title: Understanding Culture, Society and Politics

No. of hours/semester: 80 hours

Course Description:

This course uses insights from Anthropology, Political Science, and Sociology to develop students' awareness of cultural, social and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society and politics work; and engage them in the examination of the country's current human development goals. At the end of the course, students should acquire ideas about human cultures, human agency, society and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
A. Starting points for the understanding of culture, society, and politics	<i>The learners demonstrate an understanding of:</i>	<i>The learners:</i>	<i>The learners:</i>	
1. Sharing of social and cultural backgrounds of students as acting subjects or social actors, agents, persons; (examples: gender, socioeconomic class, ethnicity, religion, exceptionality/non-exceptionality, nationality)	1. human cultural variation, social differences, social change, and political identities	1. acknowledge human cultural variation, social differences, and political identities	1. articulate observations on human cultural variation, social differences, social change, and political identities	UCSP11/12SPU-Ia-1
2. Observations about social, political, and cultural behavior and phenomena (examples: food taboos, <i>istambay</i> , political dynasties, elections)	2. the significance of studying culture, society, and politics	2. adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection	2. demonstrate curiosity and an openness to explore the origins and dynamics of culture and society, and political identities	UCSP11/12SPU-Ia-2
3. Observations on social, political, and cultural change (examples: <i>txting</i> , transnational families, local public services, youth volunteerism)	3. the rationale for studying anthropology, political science, and sociology	3. appreciates the value of disciplines of Anthropology, Sociology, and Political Science as social sciences		
4. Definition of anthropology, political science, and sociology			3. analyze social, political, and cultural change	UCSP11/12SPU-Ib-3

LEARNING STANDARDS

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LEARNING STANDARDS

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
	2. how individuals should behave as part of a political community	3. recognize the value of human rights and promote the common good	3. Identifies the social goals and the socially acceptable means of achieving these goals	UCSP11/12BMS-Ih-17
			4. advocate inclusive citizenship	UCSP11/12BMS-Ih-18
			5. promote protection of human dignity, rights, and the common good	UCSP11/12BMS-Ih-19
E. How society is organized 1. Groups within society: Primary and Secondary 2. In-groups and out-groups 3. Reference groups 4. Networks	1. cultural, social, and political institutions as sets of norms and patterns of behavior that relate to major social interests	1. analyze aspects of social organization 2. identify one's role in social groups and institutions 3. recognize other forms of economic transaction such as sharing, gift exchange, and redistribution in his/her own society	1. traces kinship ties and social networks	UCSP11/12HSO-III-20
F. Cultural, social and political institutions 1. Kinship, marriage, and the household a. Kinship by blood Descent and marriage (unilineal, matrilineal, patrilineal, bilateral) b. Kinship by marriage Marriage rules cross-culturally (monogamy vs. polygamy, post-marital residency rules, referred marriage	2. social stratification as the ranking of individuals according to wealth, power, and prestige		2. describe the organized nature of social life and rules governing behavior	UCSP11/12HSO-III-21

LEARNING STANDARDS

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> partners) c. Kinship by ritual (Compadrazgo) d. Family and the household Nuclear, extended, and reconstituted families (separated, transnational) e. Politics of kinship (political dynasty, alliances) 	3. social and political inequalities as features of societies and the global community		3. compare different social forms of social organization according to their manifest and latent functions	UCSP11/12HSO-IIj-22
2. Political and leadership structures <ul style="list-style-type: none"> a. Political organization <ul style="list-style-type: none"> i. Bands ii. Tribes iii. Chiefdoms iv. States and nations b. Authority and legitimacy <ul style="list-style-type: none"> i. Traditional ii. Charismatic iii. Rational 			4. analyze social and political structures	UCSP11/12HSO-IIj-23
3. Economic Institutions <ul style="list-style-type: none"> a. Reciprocity b. Transfers c. Redistribution d. Market transactions e. Markets and state 			5. analyze economic organization and its impacts on the lives of people in the society	UCSP11/12HSO-IIa-24
4. Nonstate institutions <ul style="list-style-type: none"> a. Banks and corporations b. Cooperatives and trade unions c. Transnational advocacy groups d. Development agencies e. International organizations 			6. differentiate functions of nonstate institutions in society	UCSP11/12HSO-IIb-25
5. Education <ul style="list-style-type: none"> a. Functions of education in society (formal and nonformal) 			7. evaluate how functions of education affect the lives of people in society	UCSP11/12HSO-IIIf-26

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

TOPIC / LESSON NAME	Functions of education in society (formal) 1. Productive citizenry 2. Self-actualization
CONTENT STANDARDS	Cultural, social, and political institutions as sets of norms and patterns of behavior that relate to major social interests
PERFORMANCE STANDARDS	1. Analyze aspects of social organization 2. Identify one's role in social groups and institutions 3. Recognize other forms of economic transaction such as sharing, gift exchange, and redistribution in his/her own society
LEARNING COMPETENCIES	Evaluate how functions of education affect the lives of people in society (UCSP11/12HSO-- IIf-26)
SPECIFIC LEARNING OUTCOMES	1. Explain, through a reflection paper, the importance of education as understood by oneself and by society in general; and 2. Describe, in writing, the dynamics of the two different functions of education in society and the need to have a balance of both in order to promote just and peaceful living.
TIME ALLOTMENT	180 Minutes

LESSON OUTLINE:

1. **Introduction/Motivation:** Concept Mapping – Why is Education Important? (30 Minutes)
2. **Instruction/Delivery:** Class discussion and group discussion (90 Minutes)
3. **Enrichment/Evaluation:** Essay writing on the importance of education and its functions (60 Minutes)

MATERIALS	School supplies
RESOURCES	Books, references, learning resources

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS PROCEDURE

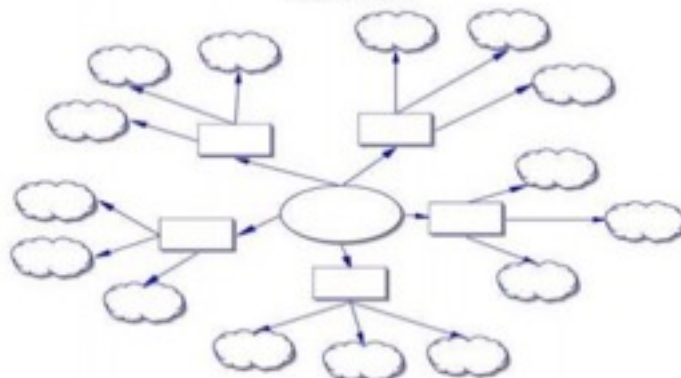
MEETING THE LEARNERS' NEEDS

INTRODUCTION/MOTIVATION (30 MINUTES)

1. Ask the learners to answer the following question by filling-out the following concept map:

Why is education important?

CONCEPT MAP



Source: <https://s-media-cache-ak0.pinimg.com/736x/3b/42/f3/3b42f322cf14b4c4fb1643b7d725e1f3.jpg>

2. Instruct the learners to draw the following logo beside the box and/or cloud:

X – If this answer is your own response

/ – If this answer is something you heard from your family members

↑ – If this answer is something you heard from society either from your teachers, media, politicians, religious leaders, etc.

3. Ask the learners the following questions:

a. Which of your answers have two or more logos? Why do you think so?

b. Which of your answers have only one logo? Why do you think this response is not shared by others?

Teacher Tip:

Using a concept map:

Learners may use other icons or colors to differentiate where they got the answer – self, parents, society.

Distinguishing personal from societal:

Scaffold the learning in such a way that the learners will be able to reflect on the similarities and differences between what other people say from what they personally believe regarding the value of education.

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

INSTRUCTION/DELIVERY (90 MINUTES)

1. Introduce the different theories on Understanding Human Needs. Discuss that one approach for figuring out the function of education in society is to look at the needs of human beings on an individual level. In order to understand these needs, we may refer to two (2) of the most popular theories in the field of psychology that attempts to explain human motivation.
 - a. The first is Abraham Maslow's Hierarchy of Needs and the second is Clayton Alderfer's Existence-Relatedness-Growth (ERG) Theory of Motivation. The two (2) approaches may be understood as follows:

Figure 1: Comparison of Maslow's Hierarchy of Needs and Alderfer's ERG Theory



Source: https://www.mindtools.com/pages/article/newTMM_78.htm

- b. **Existence** refers to needs pertaining to the continuation of biological life. These refers primarily to having access to the basic necessities of human life. Thus, it means not only eating and having a roof to sleep under but being able to eat and sleep in such a manner that is becoming of human dignity.
 - c. **Relatedness**, on the other hand, refers to the needs that pertain to being able to live in harmony with other people. These include having a healthy relationship with others whether at home, school, work as well as having opportunities for recreational activities. It also includes being able to engage in relationships of reciprocity and acknowledgement where people are free from discrimination and marginalization by their peers and by society at large.

Teacher Tip:

Difference between Maslow's Hierarchy of Needs and Alderfer's ERG Theory: If the need arises, you may discuss that the difference between the two theories. Maslow follows a strict hierarchy (the lower levels must be fulfilled before the others can be fulfilled), Alderfer's theory gives space to change the order of priorities according to the situation at hand.

Achieving Self-Actualization: Among the three (3) needs, self-actualization is the most difficult to describe in so far as it has to do with something integral to the individual development of the person while the other two are more readily seen in day-to-day life encounters.

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

d. **Growth** refers to the internal need of all individuals to achieve the utmost of their potentials and to flourish creatively, regardless of the field that they belong to. This includes, but is not limited to, being able to engage in a form of labor which transcends merely working in order to perpetuate a hand-to-mouth existence. Rather, this form of “humane labor” entails a creative transformation of nature and the application of one’s skills and knowledge towards creating according to the standards of beauty (i.e., a masterpiece).

2. Ask the following questions to your learners:

- Which among the three (3) aspects of Alderfer’s ERG Theory do you think pertains to the highest level of human needs?
- Are there cases when the other two needs would take priority over what you consider to be the “highest” need? What are those?
- Based on your current situation, how would you prioritize the three (3) needs?

3. Conduct a discussion on Education in the Philippines. Ask the learners this question – In our country, how do Filipinos view Education? *Paano pinahahalagahan ng mga Filipino ang edukasyon?*

4. Emphasize the following points:

- In a developing country such as the Philippines, one common view on education is that it is “an investment that affords (Filipinos) a way out of poverty” (Valenzuela and Mendoza, 2009). In our schema of needs, poverty remains the primary barrier from being able to have secure access to the basic necessities of life such as food, clean water, and shelter. It is also the source of grave feelings of insecurity for a lot of people who have no access to safe and just livelihood opportunities. Simply put, poverty prevents people from having the capability to live the kinds of life they reasonably value (Sen, 1999).

In order to overcome poverty, or at the very least ensure that their children do not become poor, a lot of parents send their children to school with the hopes that their education would enable them to be gainfully employed or to start their own businesses.

From an economic perspective, a higher degree of education tends, on the average, to lead to higher incomes as can be seen in the following table:

Misconception:

The phrase “according to the standards of beauty” does not necessarily mean the way “beauty” is commonly understood. It is used with the intention of differentiating it from a merely “animal” way of work where functionality takes full priority without consideration for aesthetics.

A masterpiece does not necessarily mean something that will be recognized as a work of art that would exist for generations to come. It may also refer to the best output or activity, regardless of the medium or genre, that is within the capacity of the individual.

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

Table 1: Highest Educational Household vs. Average Income

Highest Educational of Household Head	Average Income, 2009
No Schooling	Php 79,185.00
Elementary Undergraduate	Php 111,120.00
Elementary Graduate	Php 142,368.00
High School Undergraduate	Php 153,725.00
High School Graduate	Php 203,441.00
College Undergraduate	Php 274,388
College Graduate	Php 505,688

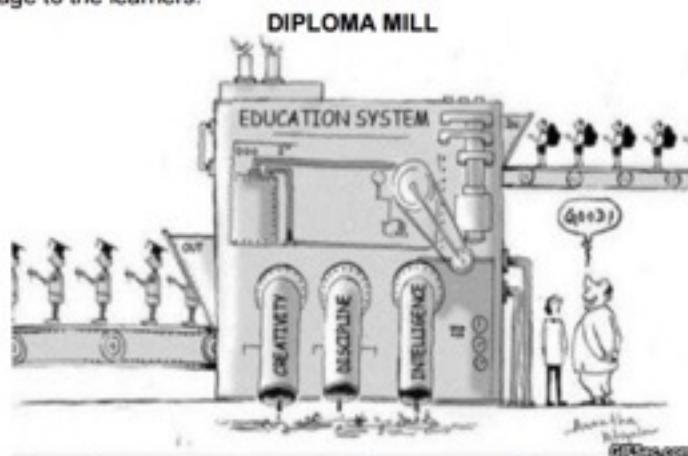
Source: (Monsod, 2013) <http://www.synergieis.org.ph/attachments/article/221/Poverty%20and%20Education%20-%20Prof.%20Monsod.pdf>

- b. This empirical evidence therefore supports and in a way validates the common understanding of education as an investment out of poverty. With that said, we have therefore identified the first function of education in society, namely, that it **serves towards the formation of a productive citizenry**.
5. Proceed to discuss the second function of education by challenging the students with this question – Does education merely serve towards enabling individuals to become productive citizens? Is this the only function of education? If now, what do you think is education's other function?
6. After the learners' have shared their answers, emphasize that more than a good investment in the development of "human capital" in a knowledge-based economy, education has another equally important role which tends to be easily disregarded due to various reasons. In order to explore this function, it would be easier to describe some problems that result from an over-emphasis on the economic returns of education that result in the application of pressure on students to conform to certain standards of behavior (homogenization)

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

7. Show this image to the learners.



Source: <http://funny-pictures-blog.com/wp-content/uploads/funny-pictures/The-education-system.jpg>

8. Ask the following guide questions to the learners:
 - a. What do you think is the image trying to say about education in general?
 - b. Do you think it is happening in your particular area?
 - c. Do you agree or disagree with it? Why or why not?
9. Instruct the learners to form groups of 5 members. Give them time to discuss their answers with their group.
10. After the group activity, emphasize the following points:
 - a. Because most people are convinced of the positive effects of education, it is often the case that people readily conform towards standards that are imposed on them for fear of not being able to graduate which in turn would prevent them from landing good jobs. As a result, educational institutions become transformed into diploma mills whose function is to ensure that everyone who comes in will conform to societal standards as these standards are the only ones recognized as socially acceptable. In this process where students become compliant to the dictates of others, it becomes easier to go along with the status quo and in so doing, be able to earn higher wages.

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

- b. However, this homogenizing process leads to the stifling of human individuality and turns graduates into uncritical robots that merely follow what is being told to them. Even in the cases when they perceive manifest injustice, these people maintain a culture of silence since their mis-education teaches them that the end justifies the means. As a result, people become complicit, whether directly or indirectly, in the perpetuation of an oppressive status quo (Freire, 1973).
- c. The danger of this passivity brought about by the need for conformity or what is called "herd-mentality" is that it can easily escalate towards crimes against humanity when it is harnessed by a charismatic and cunning leader. Arendt (1963) refers to this as the "Banality of Evil" which simply refers to the radically unquestioning mindset that soldiers in Nazi Germany had as they blindly followed Adolf Hitler in the wholesale massacre of Jews in the concentration camps.
- d. Thus, while there are certainly benefits to education and there is great pressure on the part of the individual to conform to the standards of society, such an over-emphasis on the economic returns poses a great danger. Education must therefore also serve another function that serves to balance out its homogenizing function that is part and parcel of creating a productive citizenry. Thus, education also has an individuating function whose goal is oriented towards the cultivation of ethical reasoning on the part of the individual.
- e. Such ethical reasoning would provide the individual with a two-fold capacity: (a) perceive manifest injustices on a day-to-day basis, (b) perceive the internal contradictions that occur in society as a whole (Freire). This ethical reasoning would in turn be the basis for transformative action or *praxis*, without which, self-actualization would be impossible.

Terminology:

Conform, compliant and recognized as socially acceptable are used in order to emphasize the tendency for people to give in to peer and/or societal pressure to gain acceptance by peers or superiors such as teachers or employers.

The fear of not conforming leads to pressure on how one should act and when done on a day-to-day basis, individuals tend to stop asking why they do the things they do and just blindly follow orders regardless if they know whether the act is right or wrong. In a real, some people behave like animals in a herd following the instructions of the leader.

EVALUATION (60 MINUTES)

1. Instruct the learners to choose between the diagram or the quote based on our previous discussion.
2. Instruct the learners to write a reflection paper about their chosen material.

Option A: Diagram

**Homogenizing Function
(Productive Citizenry)**



**Individuating Function
(Ethical Reasoning)**

LEARNING PLAN

SENIOR HIGH SCHOOL CORE SUBJECT QUARTER TWO – UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

Option B: Quote

Jiddu Krishnamurti (1996): Education and the Significance of Life.

"If we are being educated merely to achieve distinction, to get a better job, to be more efficient, to have wider domination over others, then our lives will be shallow and empty. If we are being educated only to be scientists, to be scholars wedded to books, or specialists addicted to knowledge, then we shall be contributing to the destruction and misery of the world.

We may be highly educated, but if we are without deep integration of thought and feeling, our lives are incomplete, contradictory, and torn with many fears; and as long as education does not cultivate an integrated outlook on life, it has very little significance."

EVALUATION (For the Reflection Paper)				
	1 (NOT VISIBLE)	2 (NEEDS IMPROVEMENT)	3 (MEETS EXPECTATIONS)	4 (EXCEEDS EXPECTATIONS)
Depth of Reflection (Content)	Learners demonstrate a lack of reflection and internalization of the given material.	Learners demonstrate a minimal level of reflection and internalization of the given material.	Learners demonstrate a sufficient level of reflection and internalization of the given material.	Learners provided new and creative insights resulting from a profound reflection and internalization of the given material.
Grammar, Spelling (Syntax)	The learners made more than five spelling and grammar errors.	The learners made no more than five spelling and grammar errors.	The learners made more than two spelling and grammar errors.	The learners made no more than two spelling and grammar errors.

IDEAL GAS LEARNING PLAN

Clearly defined
objectives

Consistently
Differentiated
classes
for

Active
engagement of
learners

students'
strengths,
abilities

Enjoy learning
applications

How to recognize a teacher?



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Maraming Salamat Po!