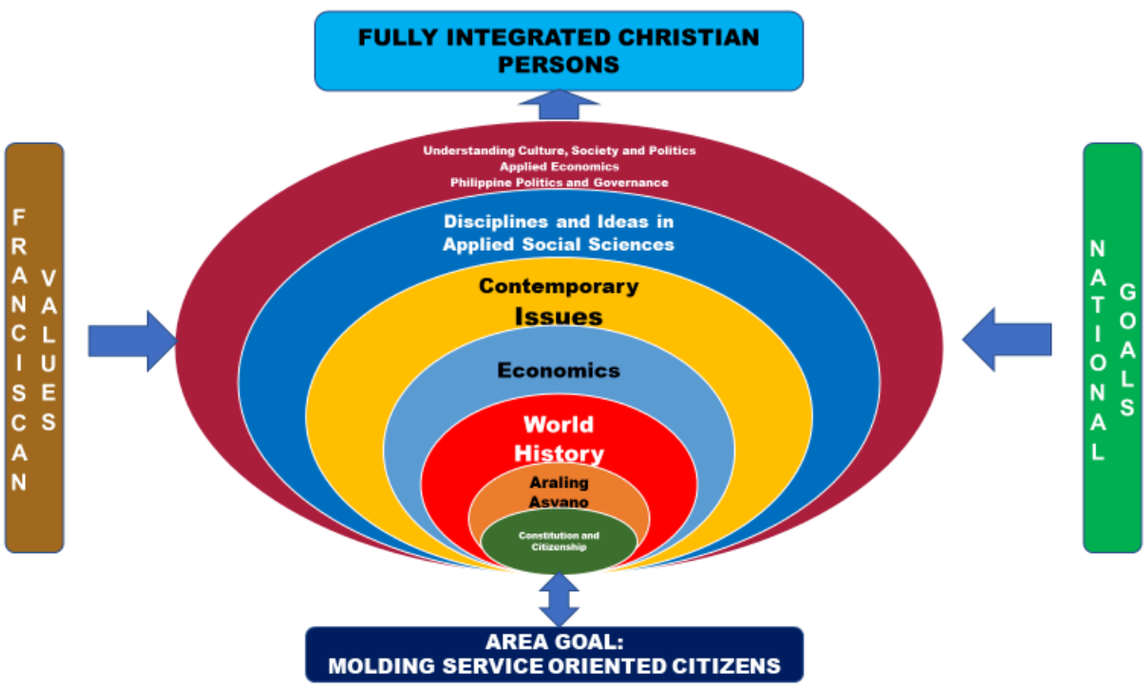
SOCIAL STUDIES AREA PROGRAM

I. RATIONALE

Social Studies instruction is designed to develop students to become SERVICE- ORIENTED CITIZENS. The program, likewise, equips the students with the functional knowledge, skills, values and personal and social behaviors necessary for Christian and democratic living. It adheres to the principle that students must be oriented and take active roles in the process of learning. Teachers, on the other hand, encourage students to use various sources, documents and listen and read varied opinions and viewpoints to make their classrooms a forum of democratic action where meaningful issues are addressed through various activities that entail self – expression and action. The Social Studies program supports the Vision-Mission statement of the school through various learning experiences. Students in the classroom develop a positive self – concept, sense of responsibility and a deep sense of nationalism. Furthermore, they are able to live the Franciscan ideals of service and generosity in the spirit of Gospel Brotherhood and Minority, thus, acquiring a sense of community, as fully integrated Christian Persons.

The program is in accordance with the learning competencies specified in the K to 12 Basic Education Curriculum of the Department of Education.

II. Theoretical Framework



The Araling Panlipunan Area integrates the National Goals of the Philippines and Franciscan Values in its teaching and learning process that molds learners to be Service Oriented-Citizens making them Fully Integrated Christian Persons who are committed and proactive to all national concerns and global needs.

A. TIME ALLOTMENT

Social Studies from Grade 7 to Grade 10 has a time allotment of one hundred eighty minutes each week equivalent to a sixty-minute contact time every meeting in all levels, for the mastery of basic skills and understanding of real – life experiences. It has 1 credit unit per year level.

B. MEDIUM OF INSTRUCTION

The Araling Panlipunan uses English as the medium of instruction for Asian History, Constitution and Citizenship, World History, Economics, Contemporary Issues and Senior High School offerings.

II. CURRENT CONDITIONS

A. Faculty

The Social Studies area is composed of the following teachers assigned to prepare the following tasks:

NAME OF THE TEACHER	TEACHING EXPERIENCE		ACADEMIC PREPARATION	SPECIAL ASSIGNMENT	TEACHING LOAD AND PREPARATION
	IN LSM	OUTSIDE LSM			
Mr Leo Jachin S. Labadnoy	27	0	Bachelor of Secondary Education Major in History (Rizal Technological University-1995)	Adviser- Grade 7 St Joseph of Leonessa	Araling Asyano Constitution and Citizenship
Mr. Angelo Ma. Roman V. Gonzales	6	0	Bachelor of Secondary Education Major in Social Science Philippine Normal University 2018	Adviser - Grade 8 Blessed James of Ghazir	JHS: World History SHS: First Semester: Understanding Culture, Society and Politics Second Semester: Disciplines and Ideas in Social Sciences

Mr Agerico V. Abejo III	**3**	**0**	**Bachelor of Secondary Education** **University of Santo Tomas** **2019**	**Adviser- Grade 9 Blessed Apolinartis of Posat**	**JHS:** **Economics** **SHS:** **First Semester: Understanding Culture, Society and Politics** **Second Semester - Philippine Politics and Governance**
Mr Rainier Dominic Lagman	**3**	**1**	**AB Foreign Service Major in Diplomacy** **Lyceum of the Philippines**		**JHS** **Contemporary Issues** **SHS** **First Semester: Disciplines and Ideas in Applied Social Sciences**
Ms. Aresna P. De Luna	**13**	**14**	**Bachelor of Secondary Education Major in Social Science (National Teachers College- 1997)** **12 Units – Master of Arts in Teaching History (National Teachers College)** **24 Units- Master of Arts in Educational Management (Polytechnic University of the Philippines)**		**SHS** **Second Semester: Applied Economics**

All teachers in the department have the necessary academic preparations to teach Social Studies and pass the Licensure Examinations for Teachers. One teacher is a graduate of Bachelor of Arts but has acquired 18 units of professional education. 3 of the 5 teachers in the department are tenured while two are still in the probationary status 3.

III. COURSE OFFERINGS

A. SOCIAL STUDIES 7: Asian History

Course Goal: Shaping Young Filipinos to Become Proactive Citizens of Asia

By the end of the school year, students are expected to have demonstrated a deep understanding and appreciation of the geographical, historical, cultural, social, economic, and political awareness of the countries in the different regions in Asia. These understandings are all geared towards the appreciation of their identity as Asians that aims to help them to become proactive citizens of Asia. Furthermore, the instructions, activities, assessments, and performance tasks of the course are all designed to mold the learners to become proactive citizens of Asia where mutual understanding, camaraderie is evident.

A.1. Constitution and Citizenship – 21st Century Skills: Enrichment Subject

By the end of the semester, students are expected to have demonstrated a deep understanding of the role of government and citizens in promoting good governance and responsible citizenship towards the protection of the people's welfare and the advancement of the national interest.

B. SOCIAL STUDIES 8: World History

Course Goal: Promoting Understanding in a Culturally Diverse Community

Araling Panlipunan 8 is a study of important events that have shaped the history of mankind. It traces the development of man’s civilization from the prehistory to the contemporary period. The course focuses on the cultural, political, economic and social patterns that have woven a colorful tapestry of civilization. The course also highlights the integration of Franciscan values of Gospel brotherhood and minority into the different lessons.

The course offers topics on the development of civilization in relation to the physical and social features of the world that have evolved through time. Also, the subject tackles a comprehensive analysis on the economic, political and social dimensions of man. It enables the students to fully understand the development of humanity and a keen sense of nationalism and global interdependence. The knowledge of early civilizations provides the necessary tools needed to understand issues surrounding the world. Furthermore, students develop the necessary skills of critical thinking and decision making to be able to deal effectively with the concerns of the modern times. World History aims to endow students to see connections between causes and effects; between continuity and change; and between inquiry and interpretations. The knowledge gained from the subject will help the students understand man in his quest for sustainable development, global cooperation and world peace.

C. SOCIAL STUDIES 9: Economics

Course Goal: Actualizing Citizenship Roles in Building a Service-Oriented Society

Araling Panlipunan 9 is a course that deals with the understanding of basic economic principles which are essential in identifying existing economic problems and finding solutions on issues such as scarcity, production, allocation and consumption of goods. Furthermore, the course focuses on a critical analysis of various economic situations using various tools in the microeconomic and macroeconomic levels. It helps to develop social consciousness, to become better and participative members of society; aiming towards the attainment of economic development.

The course offers Economics as an introductory course that emphasizes the study of different economic systems and theories which are important in understanding the nation's economic growth and development. The course also covers the different tools in Economics to gain competence in in-depth analysis of economic situations. Topics on microeconomics such as price and the laws of supply and demand are given focus as well as macroeconomic topics such as inflation, national income analysis, market structures, fiscal, monetary, industrialization and global interdependence. The importance and need for sustainable economic development in the future is also included.

D. SOCIAL STUDIES 10: Contemporary Issues

Course Goal: Responding Proactively to the Challenges of the 21st Century

Contemporary Issues focuses on the analysis of local and international issues that are evident in the present time. This course aims to show that students exhibit deep understanding of environmental, political, educational, and civic and citizenship issues as well as the challenges and persistent problems regarding human rights. The students are expected to investigate and examine data gathered from various sources, conduct research, analyze concepts, communicate effectively, give fair judgments, and make rational decisions to solve these current issues that are evident in the country and in the world.

Contemporary Issues also synthesizes students' knowledge and understanding of the Social Sciences offered to them from Gr. 7 to 9. Equipping students to be proactive to the different problems and challenges that are emerging in the present time and become responsible citizens of the world thus making them involved in formulating solutions to these issues and problems.

IV. GENERAL OBJECTIVES

Exposure to the four-year secondary program of Social Studies should equip the students with knowledge in Asian Studies, World History, Economics and Contemporary Issues and in the process enhance the moral, social and cultural values necessary for human development. These values and content lead to a sense of solidarity for the students personally and socially

responsible in bringing about changes for the betterment of the society. The program aims at developing in the students the following:

1. Demonstrating knowledge on the basic concepts needed in understanding Asian Studies, World History and Economics, Contemporary Issues and other related disciplines,
2. Using primary and secondary sources in making opinions and judgments on certain historical, social or cultural issues and concerns,
3. Developing 21st Century skills that will help students to be globally competitive but locally grounded,
4. Using historical skills such as understanding chronologies, identifying patterns of cause and effect and analyzing historical interpretations and perspectives,
5. Considering and reacting intelligently to the personal and social issues that affect daily living,
6. Developing moral and value systems that promote a deeper appreciation for and preservation of Filipino culture and identity,
7. Practicing and manifesting the Franciscan spirit of brotherhood and minority in the context of personal life and standard of living,
8. Increasing understanding regarding their role as global citizens,
9. Developing skills and predispositions associated with Christian and democratic living,
10. Deepening understanding and appreciation of Filipino heritage and develop a deep sense of nationalism,
11. Manifesting sense of respect on the dignity of a human person,

In addition, a teacher in Social Studies is therefore expected to:

1. Perform his/ her instructional duties and responsibilities in accordance with the philosophy and goals of the school,
2. Be accountable for the efficient and effective attainment of specific learning objectives within the limits of available resources,
3. Update himself/ herself in current issues and explore in-depth investigation of issues that will better equip students to deal with societal conditions,
4. Employ ample, varied and appropriate teaching techniques that would best supplement the value placed on the subject,
5. Develop reflective thinkers who wish to participate and influence society through active involvement;
6. Inspire students to be agents and catalysts of total social transformation thus making the world a better place to live in.

V. TEACHING STRATEGIES/APPROACHES

Early adolescents should be allowed to learn beyond memorized facts. Since exclusive use of textbooks does not provide students opportunities to look into important issues, teachers are encouraged to use a wide variety of supplemental resources. This practice allows for interactive, hands-on instruction. There is more inquiry teaching and experienced based discussion and exchange of ideas where students process the information they receive and read. This approach proves more challenging than the usual large group, teacher – controlled recitation and lecture which produce information – oriented students. Since effective objectives are an explicit part of the curriculum, experiences are used to allow the students to better acquire the behavior necessary for a more Christian and democratic living. Involvement in community – oriented and social action projects is included in the Social Studies program.

The following are the lists of strategies utilized by the Araling Panlipunan teachers in order to further improve instruction:

1. Flipped Classroom Strategies
2. Enhanced NEWS Sharing / Balitaan as part of the daily routines of the subject that focuses on the following:
    a. Grade 7 and Grade 8 NEWS sharing is focused on environmental, regional,, economic and socio-political issues of Asia and of the world.
    b. Grade 9 NEWS sharing is focused on the Philippine economy and how the world economy affects its performance.
    c. Grade 10 is Contemporary Issue Sharing where a specific issue related to the Philippine society is given focus and it allows the learner to identify a specific law, policy relevant to the issue.
    d. Know Thy Law for Constitution and Citizenship is focused on the Laws that are enacted here in the Philippines.
3. Utilization of Learning Activity Sheets to aid teaching and learning
4. Discussion, Think Pair Share, Gallery Walks, Panel Discussions. Interactive discussions
5. Challenge Question
6. Class Debates
7. Collecting and Analyzing Data
8. Case Analysis of Historical and Contemporary events and issues
9. Group Presentations/ Reporting/
10. Inviting Resource Speakers to enrich the lessons

VI. LEARNING ACTIVITIES/TASKS

Social studies teaching is focused on three important components:

A. Skill Development

Sharer (1979) implied that tests typically emphasize textbook knowledge, rather than skill objectives. The program targets active and responsible citizenship and building skills are important. Skills such as decision making, problem solving, critical thinking, location, gathering and evaluating information are used which coincide with various student activities. In addition, cooperative learning experiences and community activities are given emphasis to ensure a conducive teaching–learning process. Furthermore, information in textbooks is examined critically, discussed and connected to past and current realities.

B. Concept Development

This can be attained more effectively by incorporating related personal life experiences in class discussions and other forms of interaction. Lessons provide opportunities to compare and contrast, analyze and evaluate patterns and principles. The activities include journal writing, news presentations, case studies, using different forms of literature and providing ample experiences for addressing student's idealism by studying human history.

C. Attitude Development

Dealing with the affective domain in education is a crucial responsibility of the Social Studies area. It is rich in opportunities for values development. As early adolescents, they are beginning to understand different emotions, question decisions and reason for events and actions. It is therefore necessary that they are given due assistance to obtain a broader or a better understanding of critical value – related issues. Exposure to such values and issues can be obtained through literature, films, community involvement and other activities that deal with these developing adults. Open minded discussions can also help students increase self-understanding regarding their role as active and responsible global citizens.

VII. LEARNING MATERIALS/ INSTRUCTIONAL RESOURCES

The area is considerably extensive in terms of using materials to support its goals and development of instruction at each year level. A textbook is used for each level and both teachers and students are encouraged to use different references and materials to enrich learning such as primary and secondary sources, charts and graphs, maps and illustrations. Moreover, learning resource materials in audio and video format are used in aiding instruction. It can be readily made or teacher made materials. Also, the advent of modern technology is a great assistance in supporting instruction in the area by accessing electronic sources for added information. However, teachers are encouraged to critically assess the validity and credibility of these sources for instruction.

VIII. EVALUATION SCHEME

The program is evaluated based on the following evaluation schemes:

A. Components:

Junior High School (Gr. 7-10)		
Written Work	-	30%
Performance Task	-	50%
Periodical Examinations	-	20%
TOTAL	-	100%