



CURRICULUM

Bachelor of Secondary Education Major in Social Studies
 Academic Year 2021-2022

Reference CMOs: CMO No. 20, s. 2013, CMO No. 75, s. 2017 and CMO No. 4, s. 2018

Vision

A premier national university that develops leaders in the global knowledge economy.

Mission

A University committed to producing leaders by providing a 21st century learning environment through innovations in education, multidisciplinary research, and community and industry partnerships in order to nurture the spirit of nationhood, propel the national economy, and engage the world for sustainable development

Core Values

Patriotism

Integrity

Excellence

Service

Resilience

Faith

Philosophy or Rationale of the Program

The Bachelor of Secondary Education Major in Social Studies (BSEd – Social Studies) is an undergraduate teacher education degree program designed to prepare individuals intending to teach in the secondary level. It aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education. After successful completion of all academic requirements of the degree/program, graduates of BSEd-Social Studies should be able to practice the teaching profession in the secondary level.

Program Educational Objectives

PEO1: Specialist. Demonstrate comprehensive and up-to-date knowledge in a specific field of specialization in the secondary education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning.

PI: Knowledge Competence. Manifest advanced information on the prevailing trends in a field of specialization.

PI2: Intellectual Competence. Show readiness to validate and clarify information from facts and data sources.

PI3: Relevant information. Uphold relevant information to sustain the program’s goals and objectives

PEO2: Innovator. Provide meaningful learning experiences to secondary students by using emerging educational technologies for quality and effective teaching and by creating an environment that encourages positive social interaction, active engagement and self-motivation.

PI: Advanced Teaching Pedagogies. Provide timely and relevant teaching pedagogies.

PI2: Learning and Development. Ensure equal treatment and opportunity for students’ learning and development.

PI3: Creative experiences. Devise meaningful learning experiences for students.

PEO3: Proficient. Demonstrate competence in teaching and testing through the design, adoption and utilization of teaching methods, instructional materials, and assessment tools that are appropriate to the cognitive, affective and psychomotor development of secondary learners.

PI: Teaching Competence. Ensure appropriate teaching lessons and assessment tools for students.

PI2: Appropriate teaching-learning mechanism. Design teaching and learning strategies and assessment considering the students' level of intelligence and understanding.

PI3: Creativity. Show creativity and resourcefulness in the lesson presentation.

PEO4: Professional and Life-Long Learner. Observe the professional code of ethics for teachers and internalize the importance of continuous professional development, as well as the need to work cooperatively and harmoniously with all members of the academic community.

PI: Excellence. Sustain and uphold excellence in the teaching profession.

PI2: Qualification and Competence. Recognize the need to increase competence and qualification through pursuance of post-graduate degrees, attendance to trainings and seminars and research involvement.

PI3: Well-developed Linkages. Establish open relationship between and among stakeholders to ensure collegial support and undertakings.

PEO5: Extensionist. Establish sustainable partnerships and linkages with the professional community and provide assistance to the underserved, depressed, illiterate and less skilled members of society through extension activities and community service.

PI: Linkages and Membership. Establish linkages and membership to relevant professional organization.

PI2: Human Relations. Extend support to the needy individuals and reflect humanitarian consideration at all times.

PI3: Technical Skills. Share technical and manpower expertise to support the community.

Career Opportunities

After successful completion of all academic requirements of the degree/program, graduates of Bachelor of Secondary education Major in Social Studies (BSEd – Social Studies) should be able to practice teaching profession in the secondary level.

Allied Programs

The BSEd- Social Studies degree program draws from various allied disciplines like science, math, technology, languages, and humanities to ensure that the graduates have a multi-disciplinary preparation in content and pedagogy.

Graduate Attributes

The IGAs are the qualities, skills and knowledge that the BatStateU community agrees its students should develop during the duration of their studies in Batangas State University. These graduate attributes outline the key competencies that will be developed by students.

IGA1: Knowledge Competence. Demonstrate a mastery of the fundamental knowledge and skills required for functioning effectively as a professional in the discipline, and an ability to integrate and apply them effectively to practice in the workplace.

IGA2: Creativity and Innovation. Experiment with new approaches, challenge existing knowledge boundaries and design novel solutions to solve problems.

IGA3: Critical and Systems Thinking. Identify, define, and deal with complex problems pertinent to the future professional practice or daily life through logical, analytical and critical thinking.

IGA4: Communication. Communicate effectively (both orally and in writing) with a wide range of audiences, across a range of professional and personal contexts, in English and Pilipino.

IGA5: Lifelong Learning. Identify own learning needs for professional or personal development; demonstrate an eagerness to take up opportunities for learning new things as well as the ability to learn effectively on their own.

IGA6: Leadership, Teamwork, and Interpersonal Skills. Function effectively both as a leader and as a member of a team; motivate and lead a team to work towards goal; work collaboratively with other team members; as well as connect and interact socially and effectively with diverse culture.

IGA7: Global Outlook. Demonstrate an awareness and understanding of global issues and willingness to work, interact effectively and show sensitivity to cultural diversity.

IGA8: Social and National Responsibility. Demonstrate an awareness of their social and national responsibility; engage in activities that contribute to the betterment of the society; and behave ethically and responsibly in social, professional and work environments.

Institutional Graduates Attributes are being assessed through the following tools: Major Requirements such as: Midterm Examination, Final Examination, Semestral Project, and Additional Requirements such as Chapter Tests, Assignments, Projects, Reports, Term Papers, Case Studies, Essays, Recitation, Attendance, Quizzes, Seatworks, and other assessment methods applicable to the course.

Student Outcomes

The graduates of the program have the ability to:

SO1: Applicability Skills. Ability to utilize appropriate various socio-cultural and historical materials in explaining current issues;

PI1: Relate current event with available historical data to help students develop critical perspectives towards social issues

PI2: Draw the connections between and among people, events, and places to analyze local and global social issues

SO2: Social Competence. Organize communities towards self-reliance and self-sufficiency;

PI1: Design community-based activities to help learners achieve an integrated view of social development.

PI2: Organize student clubs/activities for community outreach projects.

PI3: Conduct public assemblies to increase social awareness.

SO3: Leadership Competence. Demonstrate leadership skills that will help in teaching or training students who will empower their communities;

PI1: Train students to be involved in community-related activities

PI2: Establish linkages with government and non-government organizations to promote public welfare.

SO4: Quality Perspectives for Common Good. Integrate local and global perspectives in teaching and principle of the common good.

PI1: Access information from local and foreign media about social issues to enhance teaching.

PI2: Distinguish truthful from false presentation of information from social media.

SO5: Peace and Prosperity Education Competence. Employ principles of sustainable development in teaching and learning.

PI1: Initiate advocacy campaigns towards the attainment of sustainable development goals.

PI2: Organize initiatives for stewardship of natural resources.

PI3: Participate in activities that promote environmental consciousness.

PI4: Integrate the environmental principles in learning and teaching

SO6: Excellence in Research. Show scholarship in research and further learning.

PI1: Participate in research to improve the teaching and learning of social studies.

PI2: Join seminars, trainings, workshops, and related activities to improve the teaching and learning of social studies.

SO7: Personal and Professional Attributes. display the qualities of an innovative teacher who has mastery of the subject matter.

PI1: Design innovate strategies that heighten students' engagement in the social studies classroom.

PI2: Produce assessment materials to measure student's performance.

Teaching, Learning, and Assessment Strategies

With regard to teaching and learning strategies, the following are suggested for the program: synchronous and asynchronous method via online platforms, use of multi- media type of instruction, use of data science, online discussion, online debate, Socratic method and other strategies that maybe applicable both in F2F (Face to Face) or online class.

Student Outcomes are being assessed through the following tools: Major Requirements such as; Midterm Examination, Final Examination, Course Project, and additional three (3) activities from this enumeration of requirements such as chapter tests, assignments, reporting or presentation of topics, term papers, case studies, essays, recitation/recitation video, quizzes, seatwork, and other assessment methods applicable to the course.

Curriculum Structure

FIRST YEAR					
FIRST SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
NSTP 111	National Service Training Program 1	3	3	-	-
PE 101	Physical Fitness, Gymnastics and Aerobics	2	2	-	-
GE 101	Understanding the Self	3	3	-	-
GE 102	Mathematics in the Modern World	3	3	-	-
GE 103	Life and Works of Rizal	3	3	-	-
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	3	-	-

Ed 101	The Child and Adolescent Learners and Learning Principles	3	3	-	-
SSEd 111	Geography 1 (Human Geography)	3	3	-	-
SSEd 112	Asian Studies	3	3	-	-
SSEd 113	Foundation of Social Studies	3	3	-	-
TOTAL		29	29	29	

FIRST YEAR					
SECOND SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
NSTP 121	National Service Training Program 2	3	3	-	NSTP 111
PE 102	Rhythmic Activities	2	2	-	PE 101
GE 104	The Contemporary World	3	3	-	-
GE 105	Readings in Philippine History	3	3	-	-
GE 106	Purposive Communication	3	3	-	-
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	3	-	-
Ed 102	The Teaching Profession	3	3	-	-
SSEd 121	Geography 2 (Physical Geography)	3	3	-	-
SSEd 122	Micro Economics	3	3	-	-
SSEd 123	Socio-Cultural Anthropology	3	3	-	-
TOTAL		29	29	29	-

SECOND YEAR					
FIRST SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
PE 103	Individual and Dual Sports	2	2	-	PE 101
GE 107	Ethics	3	3	-	-
GE 108	Art Appreciation	3	3	-	-
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	3	-	Ed 102
Ed 104	Assessment in Learning 1	3	3	-	-
Ed 105	Facilitating Learner-Centered Teaching	3	3	-	Ed 101
SSEd 211	Macro Economics	3	3	-	SSEd 122
SSEd 212	Geography 3 (Urban Geography)	3	3	-	-
SSEd 213	Trends and Issues in Social Studies	3	3	-	SSEd 113
TOTAL		26	26	26	-

SECOND YEAR					
SECOND SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
PE 104	Team Sports	2	2	-	PE 101
GE 109	Science, Technology and Society	3	3	-	-
Fili 102	Filipino sa Iba't-Ibang Disiplina	3	3	-	-
Ed 106	Foundation of Special and Inclusive Education	3	3	-	-
Ed 107	Technology for Teaching and Learning 1	3	3	-	-
Ed 108	The Teacher and the School Curriculum	3	3	-	-
SSEd 221	World History 1 (Ancient and Medieval Era)	3	3	-	-
SSEd 222	Places and Landscape in a Changing World	3	3	-	SSEd 111, SSEd 121, SSEd 212
SSEd 223	Teaching Approaches in Secondary Social Studies	3	3	-	Ed 105
TOTAL		26	26	26	-

THIRD YEAR					
FIRST SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
Fili 103	Retorika – Masining na Pagpapahayag	3	3	-	Fili 101, Fili 102
Ed 109	Assessment in Learning 2	3	3	-	Ed 104
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	3	-	-
SSEd 311	Law-Related Studies	3	3	-	-
SSEd 312	World History 2 (Modern and Contemporary Era)	3	3	-	SSEd 221
SSEd 313	Integrative Methods in Teaching Social Science Discipline in Basic Education	3	3	-	SSEd 223
SSEd 314	Comparative Economic Planning	3	3	-	SSEd 122, SSEd 211
SSEd 315	Research in Social Studies 1	3	3	-	-
TOTAL		24	24	24	-

THIRD YEAR					
SECOND SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
Litr 102	ASEAN Literature	3	3	-	-
SSEd 321	Technology Application in Social Studies Teaching	3	3	-	Ed 107
SSEd 322	Comparative Government and Politics	3	3	-	-
SSEd 323	Assessment and Evaluation in the Social Sciences	3	3	-	Ed 104, Ed 109
SSEd 324	Production of Social Studies Instructional Materials	3	3	-	Ed 107
SSEd 325	Basic of School Management and Administration	3	3	-	-
SSEd 326	Property and Resources Management for Educators	3	3	-	-
SSEd 327	Research in Social Studies 2	1	1	-	SSEd 315
TOTAL		22	22	-	

FOURTH YEAR					
FIRST SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
Ed 111	Field Study 1	3	3	-	Ed 101 to Ed 110, All SSEd courses
Ed 112	Field Study 2	3	3	-	Ed 101 to Ed 110, All SSEd courses
Ed 113	Management of Students' Behavior and Wellness	3	3	-	-
Ed 114	Special Topics in Education	3	3	-	-
TOTAL		12	12	12	-

FOURTH YEAR					
SECOND SEMESTER					
Code	Course Title	Units	Lec	Lab	Prerequisite
Ed 115	Teaching Internship	6	6	-	Ed 111, Ed 112
Ed 116	Comprehensive Examination	3	3	-	All Academic Courses
TOTAL		9	9	-	

Curriculum Mapping

COURSES			STUDENT OUTCOMES						
Code	Title		a	b	c	d	e	f	g
First Year First Semester									
NSTP 111	National Service Training Program 1	3	I			I/R	I/R		I
PE 101	Physical Fitness, Gymnastics and Aerobics	2	I			I/R	I/R	I	
GEEd 101	Understanding the Self	3		R	I/R				
GEEd 102	Mathematics in the Modern World	3	I	I/R		I/R	I/R		I
GEEd 103	Life and Works of Rizal	3	I		I/R				
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	I						
Ed 101	The Child and Adolescent Learners and Learning Principles	3	I	I		I/R			
SSEd 111	Geography 1 (Human Geography)	3	I/R				I/R		I
SSEd 112	Asian Studies	3	I			I/R			
SSEd 113	Foundation of Social Studies	3							
	Total	29	I/R			I/R		I	
First Year Second Semester									
NSTP 121	National Service Training Program 2	3	I			I			
PE 102	Rhythmic Activities	2		I					
GEEd 104	The Contemporary World	3	I/R	I/R	I/R				
GEEd 105	Readings in Philippine History	3	I/R			R	I		R
GEEd 106	Purposive Communication	3				I			I
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	I/R		R/D	R/D			
Ed 102	The Teaching Profession	3			I/R	R/D		I	R/D
SSEd 121	Geography 2 (Physical Geography)	3	I/R	I/R		R/D	R/D	R/D	I
SSEd 122	Micro Economics	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 123	Socio-Cultural Anthropology	3	I/R	I	I	R/D	I	I	I/R
	Total	29							
Second Year First Semester									
PE 103	Individual and Dual Sports	2	I	I	I/R				I
GEEd 107	Ethics	3	I/R		I/R	I/R	I		I
GEEd 108	Art Appreciation	3			I		I		
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	I	I	I/R	I	I/R	I	
Ed 104	Assessment in Learning 1	3	I	I	I/R	I/R	I		
Ed 105	Facilitating Learner-Centered Teaching	3	I	I	I/R	I/R	R	I	
SSEd 211	Macro Economics	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 212	Geography 3 (Urban Geography)	3	I/R	I/R	I	R/D	I/R	I	I/R
SSEd 213	Trends and Issues in Social Studies	3	I/R	I/R	I	R/D	I/R	I	I/R
	Total	26							
Second Year Second Semester									
PE 104	Team Sports	2	I	I	I/R				I

GEd 109	Science, Technology and Society	3		I			R/D	I/R	I/R
Fili 102	Filipino sa Iba't-Ibang Disiplina	3	I/R		R/D				I/R
Ed 106	Foundation of Special and Inclusive Education	3	I/R	I/R	I	I/R		I/R	
Ed 107	Technology for Teaching and Learning 1	3	I/R		R/D				I/R
Ed 108	The Teacher and the School Curriculum	3	I		I/R	R/D	I/R	I/R	I/R
SSEd 221	World History 1 (Ancient and Medieval Era)	3	R/D	I/R	I/R	I/R	I	I/R	I/R
SSEd 222	Places and Landscape in a Changing World	3	I/D	I/R	I/R	I/R	I	I/R	I/R
	Total	26							

Third Year First Semester									
Fili 103	Retorika – Masining na Pagpapahayag	3	I/R		R/D				I/R
Ed 109	Assessment in Learning 2	3	I	I	I/R	I/R	I		I/R
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	I		I/R	R/D	I/R	I/R	I/R
SSEd 311	Law-Related Studies	3	I/D	I/R	I/R	I/R	I	I/R	I/R
SSEd 312	World History 2 (Modern and Contemporary Era)	3	R/D	I/R	I/R	I/R	I	I/R	I/R
SSEd 313	Integrative Methods in Teaching Social Science Discipline in Basic Education	3	I/R	I/R	I	R/D	I/R	I	I/R
SSEd 314	Comparative Economic Planning	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 315	Research in Social Studies 1	3				I/R		R/D	I/R
	Total	24							

Third Year Second Semester									
Litr 102	ASEAN Literature	3				I		I/R	I/R
SSEd 321	Technology Application in Social Studies Teaching	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 322	Comparative Government and Politics	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 323	Assessment and Evaluation in the Social Sciences	3	I/D	I/R	I/R	I/R	I	I/R	I/R
SSEd 324	Production of Social Studies Instructional Materials	3	I/R		I/R	R/D	R/D	I	I/R
SSEd 325	Basic of School Management and Administration	3		I/R				I	I/R
SSEd 326	Property and Resources Management for Educators	3				I/R	I/R		R/D
SSEd 327	Research in Social Studies 2	1				I/R		R/D	I/R
	Total	22							

Fourth Year First Semester									
Ed 111	Field Study 1	3				I/R	I/R	R/D	R
Ed 112	Field Study 2	3				I/R	I/R	R/D	R
Ed 113	Management of Students' Behavior and Wellness	3	I	I	I/R				I
Ed 114	Special Topics in Education	3	I		I/R	I/R	I/R	I/R	I/R
	Total	12							

Fourth Year Second Semester									
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Ed 115	Teaching Internship	6	D	D	D	D	R	R	D
Ed 116	Comprehensive Examination	3	D	D	D	D	R	R	D
	Total	9							

Legend : I-Introduced Concepts/Principles
R-Reinforced
D-Demonstrated across different clinical setting with minimal supervision

The above Curriculum Map demonstrates the courses where students are expected to achieve all SOs upon graduation. **I**-introduced, **L**- facilitates Learning of the Competencies, and **D**-demonstrated across different clinical setting with minimal supervision. The foregoing curriculum map can be subjected to continuous quality improvement (CQI) by the program OBE committee based on the recommendations contained in the Annual Program Review Report to be implemented in the succeeding calendar year. This matrix will be used in the direct assessment of the program objectives and the student's individual SOs upon graduation.

Course Description

Course Title	Course Description
A. General Education Courses	
Kontekstwalisadong Komunikasyon sa Filipino	Ang Fili 101 ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kontekstwalisadong komunikasyon sa wikang Filipino ng mga mamamayang Pilipino sa kani-kanilang mga komunidad sa partikular, at sa buong lipunang Pilipino sa pangkalahatan. Nakatuon ang kursong ito sa makro kasanayang pakikinig at pagsasalita, gayundin sa kasanayan sa paggamit ng iba'tibang tradisyonal at modernong midya na makabuluhan sa kontekstong Pilipino sa iba'tibang antas at larangan.
Filipino sa Iba't Ibang Disiplina	Ang FILDIS ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kasanayan sa malalim at mapanuring pagbasa, pagsulat, at pananaliksik sa wikang Filipino sa iba't ibang larangan, sa konteksto ng kontemporaryong sitwasyon at mga pangangailangan ng bansa at ng mga mamamayang Pilipino. Nakatuon ang kursong ito sa makrong kasanayang pagbasa at pagsulat, gamit ang mga makabuluhang pananaliksik sa wikang Filipino, bilang lunsaran ng pagsasagawa ng pananaliksik (mula sa pangangalap ng datos at pagsulat ng borador ng pananaliksik hanggang sa publikasyon at/o presentasyon nito) na nakaugat sa mga suliranin at realidad ng mga komunidad ng mga mamamayan sa bansa at maging sa komunidad ng mga Pilipino sa iba pang bansa. Saklaw rin ng kursong ito ang paglinang sa kasanayang pagsasalita, partikular sa presentasyon ng pananaliksik sa iba't ibang porma at venue.
Retorika – Masining na Pagpapahayag	Ang Filipino 103 ay pag-aaral ng mga prinsipyo at proseso ng masining na pagpapahayag sa Filipino. Ang asignaturang ito ay nakatuon sa malayang pagtuklas at pagpapakita ng sariling kakayahan at talino sa pasalita at pasulat na pagpapahayag at pagbabahagi ng mga ito sa komunidad, bansa at daigdig.
Understanding the Self	The course deals with the nature of identity, as well as the factors and forces that affect the development and

	<p>maintenance of personal identity. This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with the academic- contextualizing matters discussed in the classroom and in the everyday experiences of students-making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.</p>
Mathematics in the Modern World	<p>This course deals with the nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life.</p>
Life and Works of Rizal	<p>This course covers the life and works of the country's national hero, José Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels <i>Noli me tangere</i> and <i>El filibusterismo</i>, some of his essays, and various correspondences.</p>
The Contemporary World	<p>Ethics deals with principles of ethical behavior in modern society at the new level of the person, society, and in interaction with the environment and other shared resources (CMO 20 s 2013). Morality pertains to the standards of right and wrong that an individual originally picks up from the community. The course discusses the context and principles of ethical behavior in modern society at the level of individual, society, and in interaction with the environment and other shared resources. The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas. The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context-cultural, communal, and environmental; (b) the act, and (c) reason or framework (for the act). This course includes the mandatory topic on taxation.</p>
Readings in the Philippine History	<p>This course analyzes Phillipines history from multiple perspectives through the lens of selected primary sources. Students are expected to do content and context analysis such as author's background and main arguments, compare different point of view, identify biases and examine the evidences presented in the document. The discussion will tackle traditional topics in hisory and other interdisiplinary themes that will deepen and broaden the students understanding of Phillipine political, economic, cultural, social, scientific religious history.The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens.</p>
Purposive Communication	<p>Purposive Communication develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks. These provide them opportunities for communicating</p>

	<p>effectively and appropriately to a multicultural audience in a local or global context, in a physical or virtual environment. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.</p>
<p>Ethics</p>	<p>Ethics deals with principles of ethical behavior in modern society at the new level of the person, society, and in intercation with the environment and other shared resources (CMO 20 s 2013).</p> <p>Morality pertains to the standards of right and wrong that an individual originally picks up from the community. The course dicusses the context and principles of ethical behavior in modern society at the elevel of individual, society, and in intercation with the environment and other shared resurces. The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas.</p> <p>The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context-cultural, communal, and environmental; (b) the act, and (c) reason or framework (for the act).</p> <p>This course includes the mandatory topic on taxation.</p>
<p>Art Appreciation</p>	<p>The course aims to provide students the opportunity to observe, participate in, or otherwise experience works of art in order to appreciate their role and purpose in life. Students will be exposed to various works of art, ranging from the classical art forms to modern art installations, performance art, indie films, enhanced e-books and multimedia aesthetics. These works of art will be examined from an aesthetic point of view and also as reflections or critiques of the societies that produced them. The course will thus build upon and hone the skills of understanding, critical appreciation and expression of one's views. The course Art Appreciation (under the new GE Curriculum) is aimed at further strengthening the youth's awareness and deep appreciation for the arts. The course shall serve as a continuation of the Subject Contemporary Arts which was already taken in Senior High School. Apart from focusing on Philippine Arts, this course shall further try to situate the local arts in the global perspective and compare its status to standards of arts in the global arena.</p>

<p>Science, Technology and the Society</p>	<p>The course deals with interactions between science and technology and social, cultural, political, and economic contexts that shape and are shaped by them.</p> <p>This interdisciplinary course engages students to confront the realities brought about by science and technology in society. Such realities pervade the personal, the public, and the global aspects of our living and are integral to human development. Scientific knowledge and technological development happen in the context of society with all its socio-political, cultural, economic, and philosophical underpinnings at play. This course seeks to instill reflective knowledge in the students that they are able to live the good life and display ethical decision making in the face of scientific and technological advancement.</p> <p>This course includes mandatory topics on climate change and environmental awareness.</p>
<p>Sosyedad at Literatura/Panitikang Panlipunan</p>	<p>Ang kursong ito ay gagamit ng pagtatasang pamamaraan tulad ng pagsusuri sa mga akda gamit ang iba't ibang pagdulog, pagsulat ng reaksyong papel, pagtatalakayan o pagbibigay ng opinyon at saloobin sa mga napapanahong isyung panlipunan, borador ng planong akademikong papel, patalatang buod ng mga pangyayari at/o mahahalagangkaisipan mula sa akdang binasa, at pagsulat ng maikling sanaysay hinggil sa mga binasang akda. Ang lahat ng mga ito ay ia-upload sa Classwork ng Google Classroom na mamarkahan batay sa ibinigay na Rubrik. Eksaminasyon</p> <p>Mayroong dalawang pangunahing pagsusulit sa isang semestre (midterms at finals) na maaaring nakalagay sa Google Forms o Uploaded file na Eksaminasyong Papel. Ito rin ay maaaring gawain na ibibigay ng guro para sa higit na pagkatuto ng mga estudyante. Lahat ng eksaminasyong ito ay ibibigay sa itinakdang petsa at oras na ibibigay ng kolehiyo maliban na lamang kung may ibang paalala. Hindi limitado sa napag-aralan lamang ang maaaring isama sa eksaminasyon sa halip maaari ring isama ang mga araling may kaugnayan sa paksa na napagtalakayan.</p>
<p>ASEAN Literature</p>	<p>This course introduces students to fundamental prose and poetry from across Asia. These literary works shape awareness and viewpoints among people in ASEAN. It orients the learners on the diverse culture the members states have which nurture and build their identities as states and identity as a region as the learners find commonality in the diversity. More so, this course opens awareness of being part of a region to embrace the ASEAN identity through literature.</p>
<p>B. Professional Education Courses</p>	
<p>The Child and Adolescent Learners and Learning Principles</p>	<p>The course focuses on the current research and theory on the biological, linguistic, cognitive, social and</p>

	<p>emotional dimensions of development and the factors that affect the process of development.</p> <p>The course is structured to cover the key dimensions of the development of children and adolescents with emphasis on factors that have positive or negative effects on the natural course of development processes. It also prove the future teachers with a broad yet fairly detailed understanding of the development process that students undergo.</p>
The Teaching Profession	<p>This course deals with the teacher as a person and as a professional within the context of national and global teachers’ standards and educational philosophies. It will include professional ethics, core values, and awareness of professional rights, privileges and responsibilities as well as the teachers’ roles in the society as a transformative agent of change.</p> <p>The course will prepare students to become professional teachers who manifest global competitiveness, in-depth knowledge of multiculturalism, and profound understanding of the significant laws that are consequential to the ethical practice of the teaching profession.</p>
The Teacher and the Community, School Culture and Organizational Leadership	<p>This course focuses on society as a context upon which the schools have been established. Educational Philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.</p> <p>The course will prepare the students to become professionals who manifest an in-depth knowledge of the relationship between and among teachers, the parents and the community that support the school. It will also provide a strong foundation for understanding the relationship between organizational leadership and school culture that are necessary for building positive school-community partnership.</p>
Foundation of Special and Inclusive Education	<p>This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/ moving, learners with difficulty remembering and focusing learners, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.</p> <p>Likewise, the course will orient the pre-service teachers with the different terminologies used in special education which they can later use in the proper identification and description of their students.</p>

	<p>Additionally, they will also be equipped with knowledge in basic assessment procedures which they can utilize before making the necessary referrals. Knowledge in different approaches on how to deal with learners with special needs, especially in a classroom setting are also expected to be developed to the students who will be taking the course</p>
Assessment in Learning 1	<p>This course introduces pre-service teachers to 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, in measuring knowledge, comprehension and other higher thinking skills in the cognitive, psychomotor or affective domains. It allows pre-service teachers to go through the standard steps in test construction and development and the application in grading system. It also provides them training in scoring, organizing, analyzing, interpreting, and communicating assessment results and how they are used in improving teaching and learning.</p> <p>The course provides engaging and varied learning opportunities with integration of technology that will allow them to meet the program outcomes and standards of a beginning teacher; develop the 21st century skills of collaboration, communication, critical thinking and problem solving, and creative thinking; and be healthy, safe, engaged, supported, and challenged.</p>
Facilitating Learner-Centered Teaching	<p>This course explores the fundamental principles, processes and practices anchored on learner-centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.</p> <p>The course will prepare the students to become professionals who manifest an in-depth knowledge in the concepts and application of Learner Centered Psychological Principles, Metacognition, Cognitive Learning Theories, Behaviorism, Constructivism, Psychosocial, Psychoanalytic, and Humanism Theories and Students' Diversity.</p>
Technology for Teaching and Learning 1	<p>This course is designed for prospective teachers to develop and use digital and non-digital teaching-learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice.</p>
The Teacher and the School Curriculum	<p>This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-a-vis various context of teaching-learning and curricular reforms shall be given emphasis.</p>

	<p>This course is designed to examine the principles underlying the development of a K-12 school curriculum. Emphasis will be placed on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns. The roles of state and local government, as well as diversity issues, will be examined. Application of curriculum, instruction, and assessment issues will be studied. An understanding of how curriculum design facilitates student-learning opportunities will be scrutinized. Included is an examination of standards and benchmarks, state and national influence, and curriculum assessments.</p> <p>The course also prepares the teacher candidate to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. In addition, this course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective.</p>
<p>Assessment in Learning 2</p>	<p>Assessment is an essential component of the teaching and learning process. Classroom teachers employ informal and formal assessments on an ongoing basis to make decisions about their students, evaluate the success of their instruction, and to monitor classroom climate. The role of assessment in the instructional process and the learning of students makes it necessary for pre-service teachers to gain skills and competencies about assessment and help them to become competent professional teachers.</p> <p>This focuses on the principles, development, and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process-and product-oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics for performance-and product-based assessment through learning opportunities that will allow them to meet the program outcomes and standards of a beginning teacher; develop the 21st century skills of collaboration, communication, critical thinking and problem solving, and creative thinking; and be healthy, safe, engaged, supported and challenged.</p>
<p>Building and Enhancing New Literacies Across the Curriculum</p>	<p>This course introduces the concepts of new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy, and (g) arts and creativity literacy. Course content is informed by relevant concepts, theories, research, and practice pertaining to the 21st literacies.</p> <p>This course aims to expand pre-service teacher's knowledge relative to new 21st literacies to enable them</p>

	to apply knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum.
Field Study 1	This is the first experiential course which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Field Study 2	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the intership.
Teaching Internship	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through a) observation and b) participation and will progress to c) teaching assistantship and d) guided/mentored classroom teaching.
C. Major Courses	
Geography 1 (Human Geography)	The course studies the world, it's people, communities and cultures with an emphasis on relations of and across space and place. It analyzes the geo-politics and its principles, cultures of the world and its relation to the environment. It focuses on how culture is shaped by the environment and vice-versa
Asian Studies	The course examines the development perspectives in Asian countries and values as well as issues and challenges, historical roots and Asian responses. The course is designed to enable students to make comparative study of Asian societies.
Foundation of Social Studies	This course focuses on the study of 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.
Geography 2 (Physical Geography)	The course provides students with basic geographic units and tools utilized in understanding the geography of the Philippines and the world. The subject explains the spatial characteristics of the various natural phenomena associated with the Earth's hydrosphere, biosphere, atmosphere and lithosphere.
Micro Economics	The course focuses on analyzing the market system, means of production, consumption exchange, determinants of the supply and demand, theories of

	consumer behavior, basic economic theories and history of economics.
Socio- Cultural Anthropology	The course deals with kinship, political economy and other social dimension of human societies. It aims to familiarize the basic ideas, issues, concept and principles of anthropology.
Macro Economics	The course is designed to understand the cause and effects of inflation, unemployment, fiscal and monetary policies, modes of taxation, international trade national income. Gross National Policy, Gross Domestic Policy, and consumer development index.
Geography 3 (Urban Geography)	The subject aims to analyze the essential processes shaping socio-cultural geography of contemporary cities. It will discuss different issues affecting cities such as economy, culture, health, planning human mobility and transportation. It also includes topics on sustainability and future of cities.
Trends and Issues in Social Studies	This course will explore the trends and issues in social studies within the context of a rapidly changing world and will employ multidisciplinary and interdisciplinary approaches in discussing and exploring various trends and issues in social studies/ Science. It covers various challenge (e.g. geographical, political, economic, cultural, social, and technological landscapes) affecting the social science curriculum.
World History I (Ancient Medieval Era)	World History I provides the basic concept theories and historical developments like emergence of societies and civilization, rise of kingdom—empire states, formation of states age of exploration, expedition and colonization, and age of commercialization from pre-history up to 8 th century C. E.
Places and Landscape in a Changing World	The course explores the concepts and dynamics of people and activities from various locations, describing the locations and patterns of human activity, exploring process and patterns with historical lens, and understanding the relationship of the natural environment to the other aspects of human behavior.
Teaching Approaches in Secondary Social Studies	The course provides a comprehensive overview of evidence-based strategies and approaches for planning, implementing, managing and for assessing effective learning experiences for students with emphasis on the relationship of educational theory and development of practical teaching techniques and strategies for teaching techniques and strategies for teaching Social Studies effectively in Secondary Classroom.
Law Related Studies	The course helps the student to understand the basic laws relevant to enabling oneself in dealing with issues from birth to death. It also includes practical law and para-legal skills.
World History 2 (Modern and Contemporary Era)	The World History II provides a global overview to various human experiences, patterns of development and connections among peoples, societies and nations. It focuses on topics related to industrial revolution, scientific and commercial revolution, world wars and issue in modern world to contemporary periods.
Integrative Methods in Teaching Social Studies Discipline in Basic Education	The course provides the student the basic concepts and practices of integrative teaching which is grounded in disciplines that values questions, investigations and a

	desire to better understand the world and its people. The course will focus on connecting skills and knowledge from multiple sources and experiences; understanding issues and utilizing diverse and even opposing perspectives.
Comparative Economic Planning	The course explores 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.
Research in Social Studies 1	The course guides the student in going through the basic research processes. It will equip the students with research skills to solve relevant problems/ issues social science or in teaching and learning Social Studies.
Technology Application in Social Studies Teaching	The course focuses on the application, design, production, utilization and evaluation of Information and Communications Technology (ICT) materials for teaching and learning in Social Studies education programs. The major requirement for this course is an ICT-integrated and Project-based Learning Plan aligned to the K to 12 curricula. All the learning activities and course requirements will revolve around the student-teacher developed learning plan.
Comparative Government and Politics	The course enables the students to compare countries, compare regional blocs, and the state system in terms of the current politico-economic conditions as shaped by socio-cultural and historical factors.
Assessment and evaluation in Social Sciences	The course provides principles, theories and different methods of assessment procedures in education. It will equip students to gain knowledge, skill and competencies in developing and utilizing appropriate and effective traditional and authentic assessment tools for formative and summative assessment/ evaluation of learners' performances. The students will also learn about the current and global trends in assessment and evaluation.
Production of Social Studies Instructional Materials	The course provides the students theoretical, philosophical and empirical bases for the design, development and implementation of the Social Studies Curriculum. Focus will be given on understanding the philosophy, design, content and process of the present social studies curriculum is being used. Students will be exposed to the different perspectives and models of curriculum in social studies. They are also expected to review, implement and evaluate the existing social studies curriculum.
Basic of School Management and Administration	This course intends the learners to understand the basic management principles applying to individual small and large organizations and grasps the basics of school management functions leading to better interactions between student, teachers and the management.
Property and Resources Management for Educators	This subject aims to provide a range of basic skills, procedures and guidelines to facilitate the property and resource management. This intends to appreciate the varying problem-solving techniques and processes as applied to situations in managing properties and resources of an institution.

Research in Social Studies 2	This course is designed to provide students the concepts, methods and strategies of writing research paper particularly the presentation, analysis and interpretation of data and writing the summary, findings, conclusions and recommendations. The course also covers the preparation of the students' research output, and other information attached in the manuscript such as bibliography, letters, questionnaire and curriculum vitae.
D. Electives	
Teaching Multi-grade Classes	<p>There are so many reasons why multi-grade classes are still existing in our country. First there are still remote barangays where the number of children enrolled could not meet the required number to a organize a single class. Another is the distance of the barrio is too far or maybe there is a shortage of funds for teachers and school facilities. And with these reasons the future teachers in the elementary level should be well oriented and be prepared on this classroom set-up so they can continue our goal to educate all children in our country.</p> <p>This course is designed for prospective elementary teachers in the implementation of multi-grade course that deals with the theories, principles and concepts of multi-grade learners and classes. It includes pedagogical approaches and contextualized learning environments for the different grade and age levels grouped for instructions in different school situations.</p>
E. Mandated Courses	
National Service Training Program 1	
National Service Training Program 2	
Physical Fitness, Gymnastics and Aerobics	This builds upon the understanding of the meaning, components, benefits and scientific bases of physical fitness, as well as the administration of physical fitness tests. It also includes locomotors, non-locomotors, gymnastics, and aerobic activities intended to develop the fitness of the students. It is believe that this subject will help the students adopt positive attitudes towards lifetime participation in physical activities and improvement of one's health.
Rhythmic Activities	<p>This course deals with folk dances, modern and interpretative dancing, theatrical and creative dancing. It highlights the application of the rhythmic bodily movements which emphasis on fundamental rhythm, basic dance steps.</p> <p>It also deals a thorough understanding of the concept of rhythm, time, space and movement in order to appreciate and perform the basic of rhythm and dance. Rhythmic Activities, dance and fitness emphasis on those activities respond physically and emotionally to music or any rhythmic accompaniment.</p>
Individual and Dual Sports	The purpose of this course is to provide learning experiences that will lead to the development of basic skills in individual and dual sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and

	application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.
Team Sports	<p>This course introduces the art of team sports which are practiced between opposing teams, where the players generally interact directly and simultaneously between them to achieve an objective. The objective often involves teammates facilitating the movement of a ball or similar object in accordance with a set of rules, in order to score points.</p> <p>Students will improve and demonstrate their cardiovascular, flexibility and strength fitness levels by participating in the class activities. They will develop new insights and understanding about the physical body and the importance of fitness in their daily activities. They will also demonstrate knowledge of rules and officiating the various activities.</p>
F. Institutional Prerogative Courses	
Management of Students' Behavior and Wellness	This course is designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. This will also focus on strategies available for management, communication, and discipline at the introductory level. Furthermore, this emphasizes knowledge of wellness necessary to develop healthy lifestyle.
Special Topics in Education	This course will enable students to examine critically issues affecting the Philippine educational system and their implications in providing quality and accessible education and in preparing prospective teachers. Specifically, students will gain knowledge, concepts and context on issues that will help them to be innovative, effective and efficient future teachers.
Comprehensive Examination	

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