
BACHELOR OF SECONDARY EDUCATION

Major in Social Studies

Program Description

The Bachelor of Secondary Education major in Social Studies program is designed to equip learners with adequate and relevant competencies to teach Social Studies in the secondary level. It aims to develop highly motivated and competent Social Studies teachers specializing in the content and pedagogy for secondary education.

Program Educational Objectives:

Within three to five years after obtaining a bachelor's degree in secondary education Major in Social Studies graduates are expected to:

1. Demonstrate mastery of content and research-based knowledge and its application within and across curriculum areas along with a sound and critical understanding of the application of theories and principles of teaching and learning and the ability to translate curriculum content into relevant learning activities.
2. Display proficiency in Mother Tongue, Filipino and English in the teaching and learning process and needed skills in the use of communication strategies, teaching strategies, assessment tools and strategies, and ICT to promote high quality learning outcomes.
3. Establish learning environments that are safe, secure, fair, and supportive to engage learners in meaningful activities, and responsive to learner diversity.
4. Manifest life-long commitment to improve practice through active participation in professional networks, engagement in research and extension, and postgraduate studies.
5. Uphold professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, colleagues, superiors, and the wider community as well as manifest understanding and application of the Lasallian principles of education in their practice.

Program Outcomes

By the time of graduation, the students of the program shall have developed the ability to:

1. Display skills and abilities to be a reflective and research-oriented life-long learner capable of articulating and synthesizing new knowledge in the specific field of practice
2. Articulate thoughts and ideas effectively and responsibly, in English and in Filipino, in both spoken and written modes, for various purposes and audiences
3. Work effectively and collaboratively with colleagues in a multicultural environment by maintaining respect of individual differences to sustain a Christian working relationship, realizing the Lasallian mission
4. Act in recognition of professional, social, and ethical responsibility in a Lasallian way, through establishing smooth interpersonal relationships with others by taking responsibility and accountability for actions, a positive attitude towards learning, and the concern for the preservation and protection of the environment
5. Engage collaboratively to preserve and promote Filipino historical and cultural heritage and to respect cultural diversity to contribute in the transformation of the community's situation for the better

6. Articulate the rootedness of education in philosophical, so-cio-cultural, historical, psychological, political, and Lasallian context in order to gain deeper understanding and wider perspectives of educational issues that have implications to students, society, environment, and Church
7. Facilitate learning using a wide range of teaching methodologies including the responsible use of ICT in various delivery modes appropriate to specific learners and their environment
8. Manifest mastery of subject matter/discipline and continued discovery of new knowledge by applying appropriate and relevant multidisciplinary approaches to problem solving tasks through technology and innovative methods
9. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners done through investigative skills alongside self-reflection
10. Apply innovative skills in the development and utilization of ICT to promote quality, relevant, and sustainable Christian educational practices significant to the society
11. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes for the improvement of teaching-learning activities
12. Apply provisions of the Code of Ethics for Teachers vis-à-vis Lasallian Guiding Principles to come up with education-ally sound decisions and solutions that benefit the self, community, country and world
13. Pursue Continuing Professional Education (CPE) and deepen personal development to enrich the profession and make it useful to the church and society
14. Apply appropriate various socio-cultural and historical materials in explaining current issues to prepare learners for responsible participation in the community, country, and global arena
15. Collaborate with GOs, NGOs, and COs in organizing sustainable programs for self-reliance and self-sufficiency of communities
16. Initiate and facilitate leadership training and seminars to develop leadership skills that bring Christian perspective, fraternal, caring, and respect
17. Use contextualized, localized, and indigenized teaching-learning processes to address community needs and adopt socially just pedagogies in a global context
18. Adopt the principles of sustainable development in teaching and learning anchored to faith to God and imbibed the values of respect, responsibility, and accountability among teachers and learners
19. Advocate researches that address local, national, and global concerns and promote transformative education and societal change
20. Commit the teaching profession as a catalyst for bringing innovative, integrative, relevant and holistic teaching and learning that will challenge learners to realize their full potentials

SUMMARY OF REQUIRED COURSES IN SOCIAL STUDIES

| | No. of Courses | Unit Equivalent | Total Units |
|---|---------------------------|----------------------------|------------------------|
| General Education Courses | | | |
| Core Courses | | | |
| Understanding the Self | 1 | 3 | |
| Readings in Philippine History | 1 | 3 | |
| The Contemporary World | 1 | 3 | |
| Mathematics in the Modern World | 1 | 3 | |
| Purposive Communication | 1 | 3 | |
| Art Appreciation | 1 | 3 | |
| Science, Technology, and Society | 1 | 3 | |
| Ethics | 1 | 3 | 24 |
| Elective Courses | | | |
| Philippine Indigenous Communities | 1 | 3 | |
| Environmental Science | 1 | 3 | |
| Religions, Religious Experiences and Spirituality | 1 | 3 | 9 |
| Mandated Courses | | | |
| Life and Works of Rizal | 1 | 3 | |
| Physical Education | 4 | 8 | |
| National Service Training Program | 2 | 6 | 17 |
| Institutional Courses | | | |
| Religious Studies | 2 | 6 | |
| Group Guidance | 1 | 1.5 | |
| Public Speaking in the Discipline | 1 | 3 | |
| Logic | 1 | 3 | 13.5 |
| Added Course | | | |
| Kontekstwalisadong Komunikasyon sa Filipino | 1 | 3 | 3 |
| Professional Education Courses Foundation/Theories and Concepts | | | |
| The Child and Adolescent Learners and Learning Principles | 1 | 3 | |
| The Teaching Profession | 1 | 3 | |
| The Teacher and the Community, School Culture & Organizational Leadership | 1 | 3 | |
| Foundation of Special and Inclusive Education | 1 | 3 | 12 |
| Pedagogical Content Knowledge | | | |
| Facilitating Learner-Centered Teaching and Learning | 1 | 3 | |
| Assessment in Learning 1 | 1 | 3 | |
| Assessment in Learning 2 | 1 | 3 | |
| Technology for Teaching and Learning 1 | 1 | 3 | |
| The Teacher and the School Curriculum | 1 | 3 | |
| Building and Enhancing New Literacies Across the Curriculum | 1 | 3 | 18 |
| Experiential Learning | | | |
| Field Study 1 (Observations Teaching-Learning in Actual School Environment) | 1 | 3 | |
| Field Study 2 (Participation and Teaching Assistantship) | 1 | 3 | |
| Teaching Internship | 1 | 6 | 12 |
| LET Preparatory Courses | | | |
| Intensive LET Preparatory Course 1 (General Education & Professional Education Courses) | 1 | 3 | |
| Intensive LET Preparatory Course 2 (Specialization) | 1 | 3 | 6 |

Major Courses

| | | | |
|---|---|---|--------------|
| Foundation of Social Studies | 1 | 3 | |
| Research in Social Studies | 1 | 3 | |
| Trends and Issues in Social Studies | 1 | 3 | |
| Places and Landscape in a Changing World | 1 | 3 | |
| Geography 1 | 1 | 3 | |
| Geography 2 | 1 | 3 | |
| Geography 3 | 1 | 3 | |
| Micro Economics | 1 | 3 | |
| Macro Economics | 1 | 3 | |
| World History 1 | 1 | 3 | |
| World History 2 | 1 | 3 | |
| Asian Studies | 1 | 3 | |
| Socio-Cultural Anthropology | 1 | 3 | |
| Comparative Economic Planning | 1 | 3 | |
| Comparative Government and Politics | 1 | 3 | |
| Law-Related Studies | 1 | 3 | |
| Teaching Approaches in Secondary Social Studies | 1 | 3 | |
| Integrative Methods in Teaching Social Science Discipline in Basic education | 1 | 3 | |
| Production of Social Studies Instructional Materials | 1 | 3 | |
| Assessment and Evaluation in the Social Studies | 1 | 3 | |
| Technology for Teaching and Learning 2 | 1 | 3 | 63 |
| Elective Course | | | |
| Social networking for Social Integration | 1 | 3 | |
| Property and resources Management for Educators | 1 | 3 | 6 |
| Total Units | | | 183.5 |

**BACHELOR OF SECONDARY EDUCATION
Major in Social Studies**
FIRST YEAR

| First Semester | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|-----------------------|---|----------------------|------------------------|----------------------|------------------------|-----------------------------------|-------------------------------------|
| RHIST | Readings in Philippine History | 3 | 3 | 0 | 0 | 3 | 3 |
| USELF | Understanding the Self | 3 | 3 | 0 | 0 | 3 | 3 |
| PCOM | Purposive Communication | 3 | 3 | 0 | 0 | 3 | 3 |
| IRS1 | Lasallian Spirituality | 3 | 3 | 0 | 0 | 3 | 3 |
| PED1 | Physical Education 1 (Wellness and Fitness) | 2 | 2 | 0 | 0 | 2 | 2 |
| NSTP1 | National Service Training Program 1 | 3 | 3 | 0 | 0 | 3 | 3 |
| ARTAP | Art Appreciation | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN101 | The Child and Adolescent Learner and Learning Principles | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN102 | Facilitating Learner-Centered Teaching | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 26 | 26 | 0 | 0 | 26 | 26 |

Second Semester

| Second Semester | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|------------------------|---|----------------------|------------------------|----------------------|------------------------|-----------------------------------|-------------------------------------|
| MATHMW | Mathematics in the Modern World | 3 | 3 | 0 | 0 | 3 | 3 |
| STS | Science, Technology, and Society | 3 | 3 | 0 | 0 | 3 | 3 |
| ENSCI | Environmental Science | 3 | 3 | 0 | 0 | 3 | 3 |
| RIZAL | Life and Works of Rizal | 3 | 3 | 0 | 0 | 3 | 3 |
| IRS2 | Lasallian Formation on Christian Morality | 3 | 3 | 0 | 0 | 3 | 3 |
| PED2 | Physical Education 2 (Team Sports and Rhythmic Activities) | 2 | 2 | 0 | 0 | 2 | 2 |
| IGG | Group Guidance | 1.5 | 1.5 | 0 | 0 | 1.5 | 1.5 |
| NSTP2 | National Service Training Program 2 | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN103 | The Teaching Profession | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN104 | Technology for Teaching and Learning 1 | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 27.5 | 27.5 | 0 | 0 | 27.5 | 27.5 |

SECOND YEAR

| First Semester | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|-----------------------|---|----------------------|------------------------|----------------------|------------------------|-----------------------------------|-------------------------------------|
| FILI1 | Kontekstwalisadong Komunikasyon sa Filipino | 3 | 3 | 0 | 0 | 3 | 3 |
| PICO | Philippine Indigenous Communities | 3 | 3 | 0 | 0 | 3 | 3 |
| PED3 | Physical Education 3 (Swimming and Recreation) | 2 | 2 | 0 | 0 | 2 | 2 |
| PSPEAK | Public Speaking in the Disciplines | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN105 | Assessment in Learning 1 | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN106 | The Teacher and the School Curriculum | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED201 | Foundation of Social Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED202 | Geography 1 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED203 | Microeconomics | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 26 | 26 | 0 | 0 | 26 | 26 |

Second Semester

| Second Semester | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|------------------------|--|----------------------|------------------------|----------------------|------------------------|-----------------------------------|-------------------------------------|
| IRS3E | Religions, Religious Experiences and Spirituality | 3 | 3 | 0 | 0 | 3 | 3 |
| CWRLD | The Contemporary World | 3 | 3 | 0 | 0 | 3 | 3 |
| ETHICS | Ethics | 3 | 3 | 0 | 0 | 3 | 3 |
| PED4 | Physical Education 4 (Individual and Dual Sports) | 2 | 2 | 0 | 0 | 2 | 2 |
| LOGIC | Logic | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN107 | Assessment in Learning 2 | 3 | 3 | 0 | 0 | 3 | 3 |

| | | | | | | | |
|----------|---|-----------|-----------|----------|----------|-----------|-----------|
| EDCN108 | The Teacher and the Community, School Culture & Organizational Leadership | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED204 | Geography 2 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED205 | Macroeconomics | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED206 | Asian Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 29 | 29 | 0 | 0 | 29 | 29 |

THIRD YEAR

First Semester

| | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|----------|--|--------------|----------------|--------------|----------------|--------------------------|----------------------------|
| EDCN109 | Foundation of Special and Inclusive Education | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN110 | Building and Enhancing New Literacies Across the Curriculum | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED207 | Socio-Cultural Anthropology | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED208 | Geography 3 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED209 | World History 1 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED210 | Comparative Economic Planning | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED211 | Comparative Government and Politics | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED212 | Law-Related Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED213 | Places and Landscape in a Changing World | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 27 | 27 | 0 | 0 | 27 | 27 |

Second Semester

| | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|------------|--|--------------|----------------|--------------|----------------|--------------------------|----------------------------|
| SOCED214 | Trends and Issues in Social Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED215 | World History 2 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED216 | Teaching Approaches in Secondary Social Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED217 | Integrative Methods in Social Science Discipline in Basic Education | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED218 | Production of Social Studies Instructional Materials | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED219 | Assessment and Evaluation in the Social Sciences | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED220 | Technology for Teaching and Learning 2 | 3 | 3 | 0 | 0 | 3 | 3 |
| SOCED221 | Research in Social Studies | 3 | 3 | 0 | 0 | 3 | 3 |
| SSELECT201 | Social Networking for Social Integration | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 27 | 27 | 0 | 0 | 27 | 27 |

FOURTH YEAR

First Semester

| | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|------------|---|--------------|----------------|--------------|----------------|--------------------------|----------------------------|
| EDCN111 | Field Study 1 (Observations Teaching -Learning in Actual School Environment) | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN112 | Field Study 2 (Participation and Teaching Assistantship) | 3 | 3 | 0 | 0 | 3 | 3 |
| EDCN114 | Intensive LET Preparatory Course 1 (General Education & Professional Education Courses) | 3 | 14 | 0 | 0 | 3 | 3 |
| SSELECT202 | Property and Resources Management for Educators | 3 | 3 | 0 | 0 | 3 | 3 |
| | Total | 12 | 23 | 0 | 0 | 12 | 12 |

Second Semester

| | | Lec Units | # of hrs/wk | Lab Units | # of hrs/wk | Total Credit Units | Total Assessed Units |
|---------|--|--------------|----------------|--------------|----------------|--------------------------|----------------------------|
| EDCN113 | Teaching Internship | 6 | 30 | 0 | 0 | 6 | 6 |
| EDCN115 | Intensive LET Preparatory Course 2 (Specialization) | 3 | 7 | 0 | 0 | 3 | 3 |
| | Total | 9 | 37 | 0 | 0 | 9 | 9 |

COURSE DESCRIPTIONS
Bachelor of Secondary Education
Major in Social Studies**SOCED201** **3 units**
FOUNDATION OF SOCIAL STUDIES

The course focuses on the study of the nature, history, philosophical and theoretical perspective in Social Studies/Science as a body of knowledge. It also deals with the comparative analyses and relationships of the various Social Science disciplines. Students will design teaching exemplars in the various Social Science disciplines; History, Philosophy, Geography, Logics and Ethics, Economics. Psychology, Political Science, Sociology, Anthropology, and Laws and Jurisprudence.

These teaching exemplars must be based from the K-12 Curriculum Guide for Araling Panlipunan. Teaching exemplars will include innovative pedagogies recommended for each Social Science discipline.

SOCED202 **3 units**
GEOGRAPHY 1 (HUMAN GEOGRAPHY)

The course studies the world, its people, communities, and culture 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. This will help students develop understanding of their physical and human surroundings and examine the changing interrelationships between the physical and human worlds thereby developing geographical skills that will help them make informed judgments about issues at local, national, and international levels in order to understand the opportunities for, and challenges of, global interdependence.

Students will be encouraged to promote the conservation and sustained management of the earth's resources for the welfare and happiness of its inhabitants and for the future generations. Part of the output of the class is an exhibit that will highlight the geographical concerns of the Philippines.

SOCED203 **3 units**
MICROECONOMICS

The course focuses in analyzing the market system, means of production, consumption, exchange, determinants of supply and demand, theories of consumer behavior, basic economic theories and history of economics. It aims to make the study of economics interesting and realistic-this provide the right avenue for the learners to analyze the law of supply and demand of our local products, examine the different market structures existing in the local and national community and conduct a research study to widen their economic perspectives and proved the existing economic theories.

SOCED204 **3 units**
GEOGRAPHY 2 (PHYSICAL GEOGRAPHY)

The course provides students with basic geographic skills 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. This will help students develop an understanding of their physical and human surroundings and examine the changing interrelationships between the physical and human worlds thereby developing geographical skills that will help them make informed judgments about issues at local, national, and international levels in order to understand the opportunities for, and challenges of, global interdependence.

Students will be encouraged to promote the conservation and sustained management of the earth's resources for the welfare and happiness of its inhabitants and for future generations. part of the output of the class is an exhibit that will highlight the geographical concerns of the Philippines.

Prerequisite: SOCED202-Geography 1

SOCED205 **3 units**
MACROECONOMICS

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. It aims the study of economics interesting and realistic-this provide the right avenue for the learners to analyze the law of supply and demand of our local products, examine the different market structures existing in the local and national community and a conduct research study to widen their economic perspectives and proved the existing economic theories.

Prerequisite: SOCED203-Microeconomics

SOCED206 **3 units**
ASIAN STUDIES

The course examines the development perspectives in Asian countries, cultures, 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 Asia societies. The course requires students to make critique paper on emerging issues confronting Asian countries especially on the issues of human rights, politics, economics, and international relationships. In this way they will develop advocacies on concerns of human rights. They will also produce lesson plan that will showcase the contemporary issues in those Asian countries.

SOCED207 **3 units**

SOCIO-CULTURAL ANTHROPOLOGY

The course deals with kinship, political economy and other social dimensions of human societies. It aims to familiarize the basic ideas, issues, concepts, and principles of anthropology. The deeper understanding on human culture aims to develop cultural sensitivity and cultural relativism to one's culture and other cultures that will forge global unity. The development of critical thinking and sound social and moral judgment on cultural issues not only in the country but also in the other countries is achieved through the different anthropological activities like map the block, private language, breaching experiment, and good attitude and skills towards anthropological work by doing ethnographic work and ethnographic research.

SOCED208 **3 units**

GEOGRAPHY 3 (URBAN GEOGRAPHY)

The subject aims to analyze the essential processes shaping socio-cultural geographies 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 the future of cities.

Students are required to make a comparative study on the political, economic and socio-cultural practices in urban and rural communities. The result of the comparative study will yield to a legislative advocacy where they will recommend projects and programs to address the concerns of both areas.
Prerequisite: SOCED202-Geography 1, SOCED204-Geography 2

SOCED209 **3 units**

WORLD HISTORY 1 (ANCIENT AND MEDIEVAL ERA)

The World History 1 provides the basic concepts, 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 8th century C.E.

The course will also train students of skills in presenting, analyzing and understanding historical readings; produce effective pedagogies of presenting history lesson in class; and explore Negros and Iloilo through educational and historical field trips to find out the concrete influences of Western Civilizations, Asian influences and issues in contemporary world. They will submit a historical journal that will highlight their learnings in these exposures.

SOCED210 **3 units**

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.

The students will produce their own economic models addressing local economic issues and concerns.

Prerequisite: SOCED203-Microeconomics

SOCED211 **3 units**

COMPARATIVE GOVERNMENT AND POLITICS

The course enables the students to compare countries, compare regional blocs, and the state system in terms of their current politico-economic conditions as shaped by socio-cultural and historical factors.

Students will adhere to correct or rectify government and practices; hold right judgment in the analysis of the international/global politics; and join worldwide effort in denouncing corruption in government and preserving democracy, protection of human rights, and promotion of peace and sovereignty of every nation.

SOCED212 **3 units**

LAW-RELATED STUDIES

The course helps students to understand basic laws relevant to enabling oneself in dealing with issues from birth to death. It also includes practical law, and para-legal skills. Students will help on how to interpret these laws correctly and apply them with the observance of responsible freedom and social responsibilities and to develop in them the conviction to promote, protect and respect of human rights at all times.

Team-teaching demonstration will showcase the integration of the different laws they have learned to their subject matter to inform their students of human rights laws and other laws that affect them. The course will be culminated by a presentation of an investigative report focusing on the assessment of the implementation of the different laws, ordinances, or school policies to be used as bases in recommending solutions to the ineffectual implementation and initiating new advocacies.

SOCED213 **3 units**

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.

Through studying geography 2, it will develop students' geographical skills in locating places and countries in a map or globe using absolute and relative locations. Likewise, this will guide the students to look at the world from a geographic perspective and use geographic inquiry in gathering information about the unending geographical transformations of the Earth. Exploring and understanding geography in these process will direct the students to become earth-friendly Christians and eventually design an environmental stewardship program for their own community.

SOCED214 3 units 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 the various trends and issues in the Social Studies/Science. It covers the various challenges (e.g. geographical, political, economic, cultural, social and technological landscapes) affecting the social science curriculum.

The students will be provided varied contexts in the real scenario, they will be oriented of the different issues and eventually they will be able to prepare and equip themselves politically, professionally, socially and spiritually.

SOCED215 3 units WORLD HISTORY 2 (MODERN AND CONTEMPORARY ERA)

The World History 2 course 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 issues in modern world to contemporary periods.

The course will also train students of skills in presenting, analyzing and understanding historical readings; produce effective pedagogies of presenting history lesson in class; and explore Negros and Iloilo through educational and historical field trips to find out the concrete influences of Western Civilizations, effects of wars and issues in contemporary world. They will submit lesson plans and conduct teaching demonstration that will integrate topics prescribed under the Grade 7 and 8 Araling Panlipunan subject matter.

Prerequisite: SOCED209-World History 1

SOCED216 3 units TEACHING APPROACHES IN SECONDARY SOCIAL STUDIES

The course provides a comprehensive overview of evidence based strategies and approaches for planning, implementing, managing and assessing effective learning experiences for students with emphasis on the relationship of educational theory and the development of practical teaching techniques and strategies for teaching Social Studies effectively in secondary classroom.

Students will be required to compile into a booklet the varied approaches identifies to be effective and appropriate to a particular Social Studies subject into a booklet.

SOCED217 3 units INTEGRATIVE METHODS IN TEACHING SOCIAL SCIENCE DISCIPLINE IN BASIC EDUCATION

The course provides the students the basic concepts and practice of integrative teaching which is grounded in disciplines that value 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. The course will produce a curriculum ma that will show the integration of different fields of Social Sciences to the different learning content under the K-12 Araling Panlipunan curriculum.

SOCED218 3 units PRODUCTION OF SOCIAL STUDIES INSTRUCTIONAL MATERIALS

The course provides students the 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 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. It provides an avenue for the students to show their resourcefulness, creativity, being flexible, and effective future facilitator of learning and socially responsible Christians in the teaching ministry. Students will be required to produce their own designed instructional materials that will be effectively used for History, geography and Contemporary issues subjects.

SOCED219 3 units ASSESSMENT AND EVALUATION IN THE SOCIAL STUDIES

The course provides principles, theories and different methods of assessment procedures in education. It will equip students to gain knowledge, skills and competencies in developing and utilizing appropriate and effective traditional and authentic assessment tools for formative and summative assessment/evaluation of learners' performances. The students will also learn about the current and global trends in assessment and evaluation.

Students will produce a Social Studies evaluation portfolio which will showcase test samples and evaluation activities (including rubrics) appropriate for a particular Social Studies discipline with emphasis on fair and just assessment of students' performances.

SOCED220 3 units TECHNOLOGY FOR TEACHING AND LEARNING 2

This course focuses on the application, design, production, utilization, and evaluation of information and Communications Technology (ICT) materials for teaching and learning in Secondary Social Studies and other related programs aligned to the K to 12 curriculum.

The major requirement for this course is an ICT-integrated and Project-based Learning Plan aligned to the K to 12 curriculum. All the learning activities and course requirements will revolve around the students-teacher developed Learning Plan.
Prerequisite: EDCN104-Technology for Teaching and Learning 1