



I'm not robot



Next

Grade Level	Learning Objectives	Assessment Methods
Grade 11	1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	1. Written tests 2. Oral presentations 3. Group projects
Grade 12	1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	1. Written tests 2. Oral presentations 3. Group projects



CONTENT	LEARNING OBJECTIVES	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	1. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 2. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 3. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	SCS11/12SP-1A-1 SCS11/12SP-1A-2 SCS11/12SP-1A-3
4. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 5. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 6. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	4. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 5. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 6. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	4. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 5. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 6. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	4. Analyze the value of disciplines of Anthropology, Sociology, and Political Science as social sciences 5. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. 6. Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences	SCS11/12SP-1A-4 SCS11/12SP-1A-5 SCS11/12SP-1A-6

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

b. However, this homogenizing process leads to the stifling of human individuality and turns graduates into uncritical robots that merely follow what is being told to them. Even in the cases when they perceive manifest injustice, these people maintain a culture of silence since their mis-education teaches them that the end justifies the means. As a result, people become complicit, whether directly or indirectly, in the perpetuation of an oppressive status quo (Freire, 1973).

c. The danger of this passivity brought about by the need for conformity or what is called ‘herd-mentality’ is that it can easily escalate towards crimes against humanity when it is harnessed by a charismatic and cunning leader. Arendt (1963) refers to this as the ‘Banality of Evil’ which simply refers to the radically questioning mindset that soldiers in Nazi Germany had as they blindly followed Adolf Hitler in the wholesale massacre of Jews in the concentration camps.

d. Thus, while there are certainly benefits to education and there is great pressure on the part of the individual to conform to the standards of society, such an over-emphasis on the economic returns poses a great danger. Education must therefore also serve another function that serves to balance out its homogenizing function that is part and parcel of creating a productive citizenry. Thus, education also has an individuating function whose goal is oriented towards the cultivation of ethical reasoning on the part of the individual.

e. Such ethical reasoning would provide the individual with a two-fold capacity: (a) perceive manifest injustices on a day-to-day basis, (b) perceive the internal contradictions that occur in society as a whole (Freire). This ethical reasoning would in turn be the basis for transformative action or praxis, without which, self-actualization would be impossible.

EVALUATION (60 MINUTES)

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

Option A: Diagram

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

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

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7. Show this image to the learners.

Source: <http://www.pictures-bbg.com/wp-content/uploads/2014/05/pictures-The-education-system.jpg>

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

Starting points for the understanding of culture, society, and politics 1. appreciates the value of disciplines of Anthropology, Sociology, and Political Science as social sciences The learners: 1. OBJECTIVES At the end of the session, learners are expected to: 1. Explore our membership in particular social groups, and brings us to the topic of social structure, or the organized aspects of social life. Preparatory Activities: Prayer < Greetings < Checking of Attendance < Review of Previous Lesson B. 5. Presentation: This lesson provides cultural, social, and political concepts that exist in the realm of ideas and thoughts. As such, they cannot be seen or touched and yet they influence the way we see and experience our individual and collective lives as social beings. The teacher will introduce the meaning of culture, society and politics and will give meaning of concept and or phenomena. Teacher will describe students as acting agents and social actors. Understanding Culture, Society and Politics 3. Projector 2. Introduce students to the realities of social stratification, or the hierarchical arrangement of the members of society, usually according to wealth, power, and prestige. 2. Look at how individuals learn culture and become competent members of society through enculturation or socialization. Regular teaching tools IV. References 1. Curriculum Guide-Core Subject 2. Understanding Culture, Society and Politics 2016 by Phoenix Publishing House, Inc. acknowledge human cultural variation, social differences, social change, and political identities 2. human cultural variation, social differences, social change, and political identities 2. Observations on social, political, and cultural change (examples: texting, transnational families, local public services, youth volunteerism) 4. Articulate observations on human cultural variation, social differences, social change, and political identities. LEARNING RESOURCES A. the significance of studying culture, society, and politics 3. 7-10 B. Development of the Lesson 1. Motivation: The teacher will facilitate an energizer called “ Double this, Double that” 2. analyze social, political, and cultural change Maloco National High School Maloco, Bajar, Aklan Daily Lesson Plan (DLP) Understanding Culture, Society and Politics Lesson 1 - I. 3. CONTENT A. Acknowledge social, cultural and political identities, demonstrate curiosity and an openness to explore the origins and dynamics of culture and society, and political identities 3. Learning Competency: Articulate observations on human cultural variation, social differences, social change, and political identities. View the world in terms of the intersection of private lives and the larger social and historical context. Value the social and cultural backgrounds of students as acting subjects or social actors. Laptop 3. pp. the rationale for studying anthropology, political science, and sociology The learners: 1. Objective 1. Activity: A. Observations about social, political, and cultural behavior and phenomena (examples: food taboos, istambay, political dynasties, elections) 3. PROCEDURES A. Definition of anthropology, political science, and sociology The learners demonstrate an understanding of: 1. K to 12 Grade 11, Grade 12 Understanding Culture, Society, and Politics Starting points for the understanding of culture, society, and politics from the perspectives of anthropology and sociology Looking back at Human Biocultural and Social Evolution Becoming a member of society How society is organized Social and political stratification Educators Yes Department of Education, Central Office Use, Copy. Print K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL - CORE SUBJECT K to 12 Senior High School Core Curriculum - Understanding Culture, Society and Politics December 2013 Page 1 of 8 Grade: 11 or 12 Core Subject Title: Understanding Culture, Society and Politics No. of hours/semester: 80 hours Course Description: This course uses insights from Anthropology, Political Science, and Sociology to develop students’ awareness of cultural, social and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society and politics work; and engage them in the examination of the country’s current human development goals. II. At the end of the course, students should acquire ideas about human cultures, human agency, society and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions. (UCSP11/12SPUIA-1) III. Sharing of social and cultural backgrounds of students as acting subjects or social actors, agents, persons; (examples: gender, socioeconomic class, ethnicity, religion, exceptional/non-exceptionality, nationality) 2. articulate observations on human cultural variation, social differences, social change, and political identities 2. Topic: Understanding Culture, Society, and Politics: Some Key Observations B. Teacher’s Guide | - | PDF Description A collection of articles from the disciplines of anthropology, political science, and sociology to shed light on Philippine and global cultural, social, and political realities. 4. adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection 3. Introduce the biological, genetic, geological, and geographical processes that powered human evolution through the birth of civilizations. Materials 1.

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