



Cordillera Career Development College  
Buyagan, Poblacion, La Trinidad, Benguet  
Tel. No.: (074) 422-2221/Email: ccdc@ccdc.edu.ph  
**COLLEGE OF TEACHER EDUCATION**



**COURSE GUIDE FOR SOC SCI 1: CONTEMPORARY WORLD**

CTE Form No.: 01

Version No.: 02

Approval Date: June 2021

Effective date: August 2021

**CCDC VISION**

The center of global 21st century education for all.

**CCDC MISSION**

Deliver quality education through holistic, accessible and inclusive learning ( HAIL ) experiences to build socially and environmentally responsible global citizens and leader.

**GOALS**

Leverage our key strengths (programs, people, partnerships, products, policies and physical plant) for effective delivery of quality education.

**VALUES**

Competence, Commitment, Global Citizenship and Synergy.

CCDC advocates competence relevant to the 21st century world, steadfast commitment to our shared goals and to our families and immediate communities, while advancing global citizenship and exhibiting synergy in daily activities.

**CTE PROGRAM OBJECTIVES**

To develop globally competitive, empowered, and morally upright educators who will be the instigator of development in the 21<sup>st</sup> century. Specifically,

1. To produce graduates with wide range of pedagogical theories and innovative teaching skills for an outstanding performance in their own fields of specialization.
2. To instill values, leadership traits, professionalism, cultural rootedness and digital citizenship among its graduates which are necessary as significant global citizens.
3. To develop the research competence among students to contribute in the discovery of knowledge needed for professional growth and improvement of the teaching and learning process.
4. To sustain engagements involving students, faculty and stakeholders through internship and linkages to meet the emerging demands of the 21<sup>st</sup> century education.

## COURSE CONTENT AND LEARNING PLAN

<b>COURSE CODE:</b>	Soc Sci 1	<b>Units:</b>	3 units (50-54hours)	<b>Prerequisite(s):</b>	None
<b>COURSE TITLE:</b>	Contemporary World				
<b>COURSE DESCRIPTION:</b>	This course introduces to students the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of Social Sciences, it examines the economic, social, political, technological and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship and global ethical responsibility.				
<b>COURSE LEARNING OUTCOMES (CLOs):</b>	<p>Upon successfully taking the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a good understanding of the process through which the contemporary world came into being and of the current debates in global history by critically evaluating and synthesizing available material; contribute effectively to debate and discussions; present findings and arguments effectively in oral and written form.</li> <li>2. Recognize the manifestation of globalization and international interactions and devise means of equipping themselves with competitiveness and life skills.</li> <li>3. Discuss the advantages and disadvantages of globalization's impact in politics and economy; and recognize international laws/treaties that propels peace in globalization.</li> <li>4. Appreciate the importance and value of applying SWOT (Strength-Weaknesses-Opportunities-Threats) in all human activities.</li> <li>5. Possess responsibility in sharing contribution to the sustainability of resources and stability of international peace and good relations.</li> <li>6. Identify and evaluate global problems and propose/suggest and innovate solutions to problems encountered in the society such as racism, discrimination, environmental issues etc.</li> </ol>				
<b>Learning Outcome</b>	<b>Content</b>	<b>Teaching and Learning Activity</b>	<b>Reference Material</b>	<b>Learning Schedule</b>	<b>Assessment Method</b>
Adopt awareness of course and context of the learning	Orientation Getting to Know	Reviewing the List of Lessons in the Course guides	(Refer to pages in learning packages) SocSci 1 Course Guide	April 19-21, 2021	Posting a reflection on what are the students expect to learn in the Facebook group chat or learning management system or Google classroom.
-Define globalization on their own words and identify its classification	<b>CHAPTER 1:</b> Globalization <b>Lesson 1:</b> Introduction to Globalization	- Answering the diagnostic activity  - Reading the lecture	Refer to module Pages 1-8	April 21-22021	<b>Lesson 2:</b> <i>Assessment 1:</i> Exercise 1: Globalization Actual

<ul style="list-style-type: none"> <li>- Identify the underlying philosophies of the varying definition of globalization</li> <li>- Give examples of visible impacts of globalization</li> </ul>	<p><b>Lesson 2:</b> Three Theories of Globalization</p> <p><b>Lesson 3:</b> Metaphors of Globalization</p>	<p>notes</p> <ul style="list-style-type: none"> <li>- Answering questions on concept learned</li> <li>- Reading the mechanics and instruction of the news report critique activity</li> </ul>		<p>April 23-26, 2021</p>	<p>Activity</p> <p><b>Lesson 3:</b></p> <p><b><u>Assignment 1:</u></b> NEWS REPORT CRITIQUE</p>
<ul style="list-style-type: none"> <li>- Analyze the actors that facilitate economic globalization</li> <li>- Explain the role of international financial institutions in creation of a global economy</li> <li>- Differentiate internationalism from globalism</li> <li>- Describe the challenges of global governance in the</li> </ul>	<p><b>CHAPTER 2:</b> The Structures of Globalization</p> <p><b>Lesson 1:</b> The Global Economy</p> <p><b>Lesson 2:</b> Market Integration</p> <p><b>Lesson 3:</b> The Global Interstate System</p> <p><b>Lesson 4:</b> Contemporary</p>	<ul style="list-style-type: none"> <li>- Answering the diagnostic activity</li> <li>- Reading the concept notes</li> <li>- Answering the exercise prepared in the module</li> <li>- Responding to the “agree or disagree” activity</li> <li>- Reading the concept notes</li> <li>- Essay Writing</li> <li>- Answering the diagnostic activity</li> <li>- Reading the concept notes</li> <li>- Answering the exercise prepared in the module</li> <li>- Responding to the “agree or disagree”</li> </ul>	<p>Refer to module Pages: 8- 26</p>	<p>April 27-30, 2021</p> <p>May 3, 2021</p> <p>May 4, 2021</p>	<p><b>Lesson 1:</b></p> <p><b><u>Assessment:</u></b></p> <p>Exercise 2: Economic Globalization: Unity or Division?</p> <p><b>Lesson 2:</b></p> <p><b><u>Assignment2:</u></b></p> <p>Essay Writing: Local Becoming Global</p> <p><b>Lesson 3:</b></p> <p><b><u>Assessment:</u></b></p> <p>Exercise: Am I part of IGO?</p>

<p>21<sup>st</sup> century</p> <p>-discuss the advantages and disadvantages of regionalism</p> <p>- Integrate honesty and self- discipline in answering the test.</p>	<p>Global Governance</p> <p><b>Lesson 5: World of Regions</b></p> <p><b>MID- TERM EXAM</b></p>	<ul style="list-style-type: none"> <li>- Reading the concept notes</li> <li>- Answering the exercise prepared in the module</li> <li>- Vocabulary Building</li> <li>- Reading concept notes</li> <li>- Processing questions from the module</li> <li>- Identify the concepts asked in the question.</li> <li>- Student will be given reminders in answering the summative test</li> </ul>		<p>May 5-6, 2021</p> <p>May 7 &amp; 8, 2021</p>	<p><b>Lesson 5:</b> <i>Assessment:</i> Process Questions <b><u>Assignment 3:</u></b> Poster/Slogan making about the effect of regionalism to Globalization</p> <p>Answering summative test questions to be sent via Google form</p>
<p>-explain and discuss the role of religion in globalization</p> <p>- explain and discuss the role of media in globalization; and its role in cultural imperialism</p>	<p><b>CHAPTER 3: A World of Ideas</b></p> <p><b>Lesson 1: The Globalization of Religion</b> 1.1 Realities 1.2 Religion for and Against Globalization</p> <p><b>Lesson 2: Media and Globalization</b> 2.1 Media and Its Functions 2.2 The Global Village and Cultural Imperialism 2.3 Critiques of Cultural</p>	<p>-Question and Answer</p> <p>-Sharing prior knowledge and experience</p> <p>-Summarizing main points and important concepts</p> <p>-Watch Video Clip</p> <p>-Question and Answer</p> <p>-Sharing prior knowledge and experience</p>	<p>Refer to module USB Folder: <b>Chapter 3</b></p> <p>Sub Folder: Chapter 3 Lesson 1 ➤ Globalization and religion (<a href="https://www.slideshare.net/efendievaz/globalization-and-religion?from_action=save">https://www.slideshare.net/efendievaz/globalization-and-religion?from_action=save</a>)</p> <p>Sub Folder: Chapter 3 Lesson 2 ➤ The Media Industry and Globalization</p>	<p>May 10-11, 2021</p> <p>May 12-15,</p>	<p><b>Lesson 1:</b> ASSESSMENT ACTIVITY: Using a Venn Diagram, compare and contrast Religion and Globalization on its characteristics and the role they play with each other</p> <p><b>Lesson 2:</b> ASSESSMENT ACTIVITY: a) Using a Venn</p>

<p>-discuss and describe what is a global city; and identify failures in urban planning; evaluate local and national efforts in suppressing the challenges of global cities</p>	<p>Imperialism 2.4 Social Media and the Creation of Cyber Ghettoes</p> <p><b>Lesson 3: The Global City</b> 3.1 Why study Global studies? 3.2 Defining the Global City 3.3. Indicators for Globality 3.4 The Challenges of Global Cities 3.5 The Global City and the Poor 3.6 Urban Planning</p>	<p>-Summarizing main points and important concepts</p> <p>-Picture Analysis -Question and Answer -Sharing prior knowledge and experience -Summarizing main points and important concepts</p>	<p>(<a href="https://www.youtube.com/watch?v=amzcVwKE3Oc">https://www.youtube.com/watch?v=amzcVwKE3Oc</a>)</p> <p>Sub Folder: Chapter 3 Lesson 3 ➤ Contemporary World Chapter 8 Introduction Global City (<a href="https://www.slideshare.net/irishsumido/contemporary-world-chapter-8-introduction-global-city">https://www.slideshare.net/irishsumido/contemporary-world-chapter-8-introduction-global-city</a>)</p> <p>➤ 8 Millennium Development Goals: What We Met And Missed (<a href="https://www.youtube.com/watch?v=A5giOGjj5X8">https://www.youtube.com/watch?v=A5giOGjj5X8</a>)</p>	<p>2021</p> <p>May 16-17,2021</p>	<p>Diagram, compare and contrast Media and Globalization on its characteristics and the role they play with each other b) Essay: Do you believe that Global Media has the capacity to homogenize culture?</p> <p><b>Lesson 3:</b> <b>ASSIGNMENT 4:</b> Photo Essay on the indicators of Globality; poor urban planning and local and national efforts in suppressing the challenges of global cities.</p>
<p>-explain the effects of overpopulation; and present personal thoughts regarding gender equality status; evaluate local and international efforts for food security.</p>	<p><b>CHAPTER 4: Movement and Sustainability</b></p> <p><b>Lesson 1: Global Demography</b> 1.1 The Perils of Overpopulation 1.2 It's the Economy, Not the Babies! 1.3 Women and Reproductive Rights 1.4 The Feminist Perspective</p>	<p>-Watch Video Clip -Case Analysis -Question and Answer -Sharing prior knowledge and experience -Summarizing main points and important concepts</p>	<p>Refer to module USB Folder: <b>Chapter 4</b></p> <p>Sub Folder: Chapter 4 Lesson 1</p> <p>Sub Folder: Chapter 4 Lesson 2 ➤ All the reasons why Canada needs immigration</p>	<p>May 18, 2021</p> <p>March May 19,</p>	<p><b>Lesson 1:</b> <b>ASSESSMENT ACTIVITY:</b> a) Make a SWOT analysis on the: PGMA launches veggie-enriched noodles as part of 'Pagkain sa Bawat Mesa' program</p> <p><b>Lesson 2:</b></p>

<p>-discuss personal insight about human movement; and evaluate local or international laws on human trafficking</p> <p>-Discuss personal insights about local and national efforts on sustainable development; propose possible means of combatting global warming</p>	<p>1.5 Population Growth and Food Security</p> <p><b>Lesson 2: Global Migration</b></p> <p>2.1 What is migration?</p> <p>2.2. Benefits and Detriments for the Sending Countries</p> <p>2.3 The Problem of Human Trafficking</p> <p>2.4 Integration</p> <p><b>Lesson 3: Environmental Crisis and Sustainable Development</b></p> <p>3.1 The World’s Leading Environmental Problems</p> <p>3.2 Man-made Pollution</p> <p>3.3. “Catching-up”</p> <p>3.4 Combatting Global Warming</p> <p><b>3.5. Sustainable Development Goals</b></p>	<p>-Sharing prior knowledge and experience</p> <p>-Read article / lecture notes</p> <p>-Summarizing main points and important concepts</p> <p>-Watch Video Clip</p> <p>-Question and Answer</p> <p>-Sharing prior knowledge and experience</p> <p>-Summarizing main points and important concepts</p>	<p>– and more of it (<a href="https://financialpost.com/news/economy/all-the-reasons-why-canada-needs-immigration-and-more-of-it">https://financialpost.com/news/economy/all-the-reasons-why-canada-needs-immigration-and-more-of-it</a>)</p> <p>Sub Folder: Chapter 4 Lesson 3</p> <p>➤ UN Sustainable Development Goals (SDGs): What They Are &amp; Why They're Important (<a href="https://www.youtube.com/watch?v=qAIolKgDPrA">https://www.youtube.com/watch?v=qAIolKgDPrA</a>)</p> <p>➤ The Devastating Effects Of The World's Palm Oil Addiction (<a href="https://www.youtube.com/watch?v=qO9EqtOc6Zg&amp;t=1149s">https://www.youtube.com/watch?v=qO9EqtOc6Zg&amp;t=1149s</a>)</p> <p>➤ Causes and Effects of Climate Change   National Geographic (<a href="https://www.youtube.com/watch?v=G4H1N_yXBiA&amp;t=72s">https://www.youtube.com/watch?v=G4H1N_yXBiA&amp;t=72s</a>)</p> <p>➤ Drought and floods — the climate exodus   DW Documentary (<a href="https://www.youtube.com/watch?v=PjyX5dnhaMw&amp;t=2771s">https://www.youtube.com/watch?v=PjyX5dnhaMw&amp;t=2771s</a>)</p>	<p>2021</p> <p>May 20-23, 2021</p> <p>May 24-25, 2021</p> <p>May 26-27, 2021</p> <p>2021</p>	<p>ASSESSMENT ACTIVITY:</p> <p>a) Make a SWOT analysis on the massive migration of Filipinos to other countries.</p> <p><b>Lesson 3: ASSESSMENT ACTIVITY:</b></p> <p><b>ASSIGNMENT 5:</b> 1-minute Advocacy Video showing ways of saving the natural resources and promote sustainable development (Video Recorded and be sent on Fb GC)</p>
<p>-review, complete and compile course requirements</p> <p>-summarize their learnings</p>	<p><b>Requirement Completion Day</b></p> <p><b>Final Summative</b></p>	<p>-</p> <p>-recalling key concepts learned; showing skills developed through the course</p>	<p>USB Folder: <b>Summative</b></p>	<p>May 28-29, 2021</p>	<p>-submit all given course requirements in the provided medium</p> <p>Answering Summative</p>



from the course -suggest possible recommendations for the improvement of the course	<b>Assessment</b>	-writing recommendations or suggestions for the improvement of the course content and course delivery	<b>Assessment</b>		Test Questions
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**COURSE REQUIREMENTS AND DEADLINES:**

**A. Assignments:** Below are the list of your assignments, be mindful of the due dates and follow given directions/instructions. Always ask guidance if needed.

**ASSIGNMENT 1:** News- Report Critique

**DUE DATE: April 25, 2021**

**INSTRUCTIONS:** Read three newspaper op-ed (local or international) discussing globalization. Choose 1 article and extract the underlying concept of globalization explained in the article. (Format and guide question will be uploaded in Messenger)

**Critical paper format is as follows:**

1. MS Word type-written.
2. Minimum of 600 words
3. 1.5 line and paragraph spacing
4. 0" spacing before and after
5. Font Style: Times New Roman
6. Font Size: 12
7. Paper size: 8.5" x 11" (short bond paper)
8. Number of sources: 5 (main article/text plus selected texts, and supplementary reading materials of your choice to corroborate and/or engage/challenge the main text. CITE YOUR SOURCES PROPERLY! )
9. Electronic mail submission:  
File Name Format: SOC\_SCI\_1\_\_ASSIGNMENT1\_FAMILY NAME  
[blissbacacao@gmail.com](mailto:blissbacacao@gmail.com) for classes under Ms. BLISS BACACAO

**RUBRICS:**

<b>Rubrics</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Needs Improvement</b>
<b>Substance (40pts)</b>	<b>(40pts)</b> The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident. -Guide questions were answered and displays robust	<b>(30pts)</b> The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident. -Guide questions were answered but displays a shallow	<b>(15pts)</b> The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited. -The statements reflect very poor understanding of the topic.	<b>(5)</b> The author's purpose of writing is unclear but has attempted to. -Statements displays no understanding of the topic.



	understanding of the topic	understanding of the topic.		
<b>Syntax (20pts)</b>	<b>(20pts)</b> All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	<b>(15pts)</b> Most sentences are well-constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	<b>(10)</b> Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	<b>(5pts)</b> Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
<b>Organization of thoughts (20pts)</b>	<b>(20pts)</b> The introduction is inviting, states the main topic, and provides an overview of the paper. -Information is Relevant and presented in a logical order. -The conclusion is strong.	<b>(15pts)</b> The introduction states the main topic and provides an overview of the paper. -A conclusion is included.	<b>(10)</b> The introduction states the main topic. -A conclusion is included.	<b>(5pts)</b> There is no clear introduction, structure, or conclusion.
<b>Scholarship (20pts)</b>	<b>(20pts)</b> References were cited correctly and thoughts are backed with facts & figures.	<b>(15pts)</b> Citation of references were made but few errors were observed but are essential in supporting personal thoughts.	<b>(10)</b> Citation of references were done but are in an incorrect way but are slightly helpful in supporting personal thoughts.	<b>(5pts)</b> No citation of references were done and all thoughts are purely opinionated.

**ASSIGNMENT 2:** Thought Paper (QAQC)

**DUE DATE:** April 28, 2021

**INSTRUCTIONS:** (Read the instructions below before starting your work) Talking about modern colonial tactics make your essay with this triggering questions:

- What can you say about the practice of modern day colonialism?
- What can you say about the responses of our country towards other dominating countries?

**Critical paper format is as follows:**

- MS Word type-written.
- Minimum of 300 words
- 1.5 line and paragraph spacing
- 0" spacing before and after
- Font Style: Times New Roman
- Font Size: 12
- Paper size: 8.5" x 11" (short bond paper)
- Number of sources: 5 (main article/text plus selected texts, and supplementary reading materials of your choice to corroborate and/or engage/challenge the main text. CITE YOUR SOURCES PROPERLY! )

- Electronic mail submission:  
File Name Format: SOC\_SCI\_1\_\_ASSIGNMENT3\_FAMILY NAME  
: [blissbacacao@gmail.com](mailto:blissbacacao@gmail.com) for classes under Ms. BLISS BACACAO

**Rationale**

Thought papers are essay requirements about certain selected issue which is based and related to the discussed subjects. In your critical papers, students are encouraged to express their thoughts, analysis, and commentaries, or to ask questions as much as possible. Expressing one’s views are very much welcome, BUT these should be articulated and supported by facts, data, and further studies in order to strengthen one’s arguments. Since this is an academic work, facts are important in establishing and articulating viewpoints. This exercise further enhances your research and learning endeavors which is a valuable training for continued academic undertakings. Without reliable and competent sources to serve as supporting evidences, your commentary is but baseless and malicious views which will be taken against your line of arguments. While the main text/material is given in class, students are encouraged to check other reading materials regarding particular lessons and issues. Consulting other sources will help you widen your horizon in understanding and reflecting on a certain issue. Remember the main text/material given on a particular selected issue doesn’t contain all knowledge and analysis pertaining to it or even the topic which it is based and related, thus the importance of referring to other sources that might explain issues in a multitude of perspectives. Other sources maybe use to support or contradict the main text/material given depending on the articulation of your arguments. This may also be utilized in expressing your questions and inquiry regarding the discussion.

**Thought paper (QAQC) guidelines are as follow:**

1. **(Q – Question/Quotation)** The paper should start with minimum of 2 critical questions or Quotations based on the ideas contained in the assigned article/text/issue. These questions or quoted statements maybe be lifted from the article/text/issue but should reflect queries that emerge from the learner’s thinking as the reading is done; this will serve as *introductory line/statement*.
2. The paper then *condenses/summarize* the content (background/context, main points and arguments) of the articles/texts/issue; (NOT EXCEEDING 6 SENTENCES)
3. **(A – Analysis/Arguments)** The paper then should state its *arguments and analyses* about the articles/texts/issues. Your own analyses, insights, and interpretation should be articulated and guided by various concepts, ideas and theoretical perspective/s in particular cluster, and are supported by facts, data, and sources; (any argument/claim shall be supported by 3 either facts or theories) On this part you are going to express your thoughts (*ex: agree or disagree, etc and always answer how and why*) over this issue and support it with the theories we discussed and you may further support it with current issues.
4. **(Q – Question)** The paper then proceeds to *answer the questions* asked (or expand on the significance of the question, if no answer is possible). Utilizing theoretical perspectives may also be helpful in guiding the learner/s to answer the stated questions or to expand on its significance;
5. **(C – Conclusion/Closing the argument)** The paper ends with the reflection of the learner/s (discussing your realizations about the significance and applicability of the particular topic to you, and your experiences while undertaking the said activity) and/or a connection of thoughts to other articles done (hopefully outside of the assigned article/text).

**NOTE: NO COPYING OF WHOLE PARAGRAPHS FROM OTHER WORKS!!! RUBRIC:**

	<b>Exemplary 10 points</b>	<b>Sufficient 8 points</b>	<b>Minimal 6 points</b>	<b>Beginning 3 points</b>
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<b>Self- disclosure/ Depth of reflection</b>	Student demonstrates an in-depth reflection on, and personalization of the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well- supported. Clear, detailed examples from personal experiences are provided, as applicable.	Student demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided from personal experiences, as applicable.	Student demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples are not provided or re irrelevant to the assignment.	Student demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.
<b>Connection to outside experiences</b>	Student makes in-depth synthesis of thoughtfully selected aspects of experiences related to the topic and makes clear connections between what is learned from outside experiences and the topic.	Student goes into some detail explaining some specific ideas or issues from outside experiences related to the topic and makes general connections between what is learned from outside experiences and the topic.	Student goes into little detail explaining some specific ideas or issues from outside experiences related to the topic andb very few connections between what is learned from outside experiences and the topic.	Student merely identifies some general ideas or issues from outside experiences related to the topic.
<b>Connection to readings</b>	Student makes in-depth synthesis of thoughtfully selected aspects of readings related to the topic and makes clear connections between what is learned from readings and the topic. Includes reference to at least two readings other than those assigned for class.	Student goes into more detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class	Student goes into little detail explaining some specific ideas or issues from readings related to the topic and makes general connections between what is learned from readings and the topic.	Student identifies some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic
<b>Connection to class discussions &amp; unit objectives</b>	Student synthesizes, analyses and evaluates thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic	Student synthesizes clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student attempts to synthesize some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Student has difficulty restating some general ideas or issues from the class discussion as they relate to this topic.

### **ASSIGNMENT 3: Poster/Slogan making**

**DUE DATE:** May 5, 2021

**INSTRUCTIONS:** Make a poster or slogan to show what are the implications of Regionalism in the aspects of: Economy, health, government or in any way. The making shall be video recorded and the output shall be photographed and be sent to:

➤ Electronic mail submission:

File Name Format: SOC\_SCI\_1\_\_ASSIGNMENT3\_FAMILY NAME

Send to: [jrey5567@gmail.com](mailto:jrey5567@gmail.com) for classes under Mr. JOHN REY QUINES : [blissbacacao@gmail.cm](mailto:blissbacacao@gmail.cm) for classes under Ms. BLISS BACACAO

**RUBRICS:**

	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Needs Improvement</b>
	<b>10pts</b>	<b>8pts</b>	<b>5pts</b>	<b>2pts</b>
<b>Images – Relevance to the Theme/Topic</b>	All images are related to the topic and make it easier to understand.	All images are related to the topic and most make it easier to understand with few irrelevant elements but not distractive to the subject.	Images are essential to deliver the content but also contains distractive elements.	Images do not relate to the topic or are of no use to deliver content.
	<b>5pts</b>	<b>4pts</b>	<b>3pts</b>	<b>2pts</b>
<b>Images - Originality</b>	Several of the images used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the images used on the poster reflect student creativity in their creation and/or display.	The images are made by the student, but most are based on the designs or ideas of others.	No original images made by the student are included.
<b>Required Elements</b>	The output includes all required elements as well as additional information.	All required elements are included on the output.	All but 1 of the required elements are included on the output.	Several required elements were missing.
<b>Attractiveness</b>	The output is exceptionally attractive in terms of design, layout, and neatness.	The output is attractive in terms of design, layout and neatness.	The output is acceptably attractive though it may be a bit messy.	The output is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar &amp; Content</b>	-There are no grammatical mistakes on the description. -Contents are well explained on the description.	-There is 1 grammatical mistake on the description. -Content descriptions may have errors but are acceptable.	-There are 2 grammatical mistakes on the description. -The description has many obvious errors.	-There are more than 2 grammatical mistakes on the description. -The description causes confusion.
<b>Total Score:</b>				

**ASSIGNMENT 4: Photo Essay**

**DUE DATE:** May 14, 2021

**INSTRUCTIONS:**

- a) Find in your locality or in the nearest city in your area any manifestation of any indicator of Globality. Grab a photo of it (you may download a very recent photo from the internet) and provide brief description on what is being shown on the photo and why you consider it as one of the indicators.
- b) In relation to globality, look for any manifestation of challenges of global cities take a photo of it and make a little research about it. Identify any government effort to settle such challenge and give your insights about the effort. (Is the effort effective? Is it excellent plan?)

- c) Find in your locality or in the nearest city in your area any manifestation of poor urban planning. Grab a photo of it (you may download a very recent photo from the internet) and provide brief description on what is being shown on the photo and why you consider it as an example of poor urban planning.

Electronic mail submission:

File Name Format: SOC\_SCI\_1\_\_ASSIGNMENT4\_FAMILY NAME

Send to: [jrey5567@gmail.com](mailto:jrey5567@gmail.com) for classes under Mr. JOHN REY QUINES : [blissbacacao@gmail.com](mailto:blissbacacao@gmail.com) for classes under Ms. BLISS BACACAO

**RUBRICS:**

	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Needs Improvement</b>
	<b>10pts</b>	<b>8pts</b>	<b>5pts</b>	<b>2pts</b>
<b>Images – Relevance to the Theme/Topic</b>	All images are related to the topic and make it easier to understand.	All images are related to the topic and most make it easier to understand with few irrelevant elements but not distracting to the subject.	Images are essential to deliver the content but also contains distracting elements.	Images do not relate to the topic or are of no use to deliver content.
	-Guidelines was properly met. -Essays properly utilizes concepts/ideas mentioned in the discussion which implies robust understanding of the lesson.	-There was a good attempt in meeting the guidelines but few errors were observed. -Essays properly utilizes concepts/ideas mentioned in the discussion which implies robust understanding of the lesson.		-The statements reflect very poor understanding of the topic. -Guideline were to failed to be met.
	<b>5pts</b>	<b>4pts</b>	<b>3pts</b>	<b>2pts</b>
<b>Images - Originality</b>	Several of the images used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the images used on the poster reflect student creativity in their creation and/or display.	The images are made by the student, but most are based on the designs or ideas of others.	No original images made by the student are included.
<b>Required Elements</b>	The output includes all required elements as well as additional information.	All required elements are included on the output.	All but 1 of the required elements are included on the output.	Several required elements were missing.
<b>Attractiveness</b>	The output is exceptionally attractive in terms of design, layout, and neatness.	The output is attractive in terms of design, layout and neatness.	The output is acceptably attractive though it may be a bit messy.	The output is distractingly messy or very poorly designed. It is not attractive.

<b>Grammar &amp; Content</b>	-There are no grammatical mistakes on the description. -Contents are well explained on the description.	-There is 1 grammatical mistake on the description. -Content descriptions may have errors but are acceptable.	-There are 2 grammatical mistakes on the description. -The description has many obvious errors.	-There are more than 2 grammatical mistakes on the description. -The description causes confusion.
<b>Total Score:</b>				

**ASSIGNMENT 5: 1-minute Advocacy Video**

**DUE DATE:** May 21, 2021

**INSTRUCTIONS:** Create a vlog showing ways of saving the natural resources and promote sustainable development.

➤ Electronic mail submission:

File Name Format: SOC\_SCI\_1\_\_ASSIGNMENT5\_FAMILY NAME

Send to: [jrey5567@gmail.com](mailto:jrey5567@gmail.com) for classes under Mr. JOHN REY QUINES : [blissbacacao@gmail.com](mailto:blissbacacao@gmail.com) for classes under Ms. BLISS BACACAO

**RUBRIC:**

	<b>Very Good (5)</b>	<b>Good (3)</b>	<b>Needs Improvement (1)</b>
<b>Video Content</b>	<p>_____The purpose is clear and captures the viewers' attention and perfectly convincing.</p> <p>_____The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.</p> <p>_____Important details add to the interest and depth of the presentation; details work to connect the listener to the video</p>	<p>_____The purpose is apparent and somehow convincing.</p> <p>_____The organization of the content is congruent; transitions are evident.</p> <p>_____The speaker provides the basic details necessary for the listener to understand the premise of the presentation.</p>	<p>_____The purpose is not evident and not convincing.</p> <p>_____The content lacks organization; transitions are abrupt and distracting.</p> <p>_____The majority of ideas are unsupported by additional information or explanation.</p>
<b>Voice-Over Delivery</b>	<p>_____The choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic.</p> <p>_____The vocabulary is descriptive and accurate, engaging the listener through imagery.</p> <p>_____The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.</p>	<p>_____The speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.</p> <p>_____The vocabulary provides clarity and avoids confusion.</p> <p>_____The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.</p>	<p>_____The presentation is uninteresting.</p> <p>_____The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.</p> <p>_____Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.</p>
<b>Technicality</b>	<p>_____Video contents are essential to deliver the topic.</p>	<p>_____Video contents contain distractive elements but most are essential to the delivery</p>	<p>_____Videos are irrelevant in delivering the topic content.</p>

	____ Video and audio is clear enough and uses appropriate effects.	of topic. ____ Video and audio is not so clear enough and uses very few inappropriate effects.	____ Both audio and video are unclear and distractive.
	<b>10pts</b>	<b>8pts</b>	<b>2pts</b>
<b>Objectivity</b>	____ Guide questions were answered and displays robust understanding of the topic ____ Generally main points of the topic utilized in the video.	____ Guide questions were answered but displays a shallow understanding of the topic. ____ Some main points were not utilized in the video.	____ The statements reflect very poor understanding of the topic. ____ Guide questions were missed.

**B. Participation in E-Discussion Forum:**

Students shall join prepared LMS where reinforcement activities, additional guidelines and instructions and discussion will be done. Students should always maintain engagement with the class by any means of communication. Queries and clarifications should also be done in the prepared LMS and provided data therein shall be treated with proper confidentiality. Practice proper netiquette, avoid using offensive words, FULL UPPER CASE (Caps Lock) and inserting irrelevant subjects, and using jargons, shortcuts (jejemon words) other forms of distractive actions that may hamper smooth flow of online discussion.

**C. Learning Assessments:**

- Considering that this course will be delivered in Distance Learning Modality, most assessments shall be submitted through online media. There will two types of assessments which includes: **(a) Witten Assessment** – which includes the answering of short response questions, essays, expository papers and data organizers where answer sheets and templates are included on the module. And the other type is the **(b) Performance Based and Product Based Assessments** – instructions in theses assessments are also indicated on the module. These assessments are encouraged to be video recorded, audio recorded or photographed which shall be submitted on the prepared LMS or directly to the email of the course facilitator.

**EVALUATION AND GRADING SYSTEM:**

**Midterm Grade: raw score transmuted, 60% cut off**

**Final Grade: 30% (Midterm Grade) + 70% Tentative Final Grade**

**Range: 99 (Highest grade) 75 (Lowest passing grade)**

**74 and below (Failing grade)**

**COURSE POLICIES:**

1. Students must complete the required readings and all the activities indicated above for the semester.
2. All students must coordinate or consult the course facilitator for assistance and guidance of the activities/tasks. Each student should work on the tasks independently.
3. Assistance from family members and friends at home is encouraged but not to complete the activities or tasks in place of the student.
4. Late submission of requirements without valid reason will have an automatic deduction of 5 points for each days or may even result to NG or failed.
5. Students will be evaluated/assessed based on the desired learning outcomes through the assessment methods indicated above.

6. Formality shall be observed in all forms of correspondence, LMS communications and in written outputs. Avoid using offensive words, FULL UPPER CASE (Caps Lock) and inserting irrelevant subjects, and using jargons, shortcuts (jejemon words) other forms of distractive actions that may hamper smooth flow of online discussion.
7. Follow the schedule of course activities and always remind yourself of deadlines.
7. Read in advance and try to anticipate possible conflicts between your personal schedule and the course schedule, and make the appropriate adjustments.
9. Interaction and participation in the online discussions is highly encouraged as it is one of the basis for the tracking of your learning progress. In doing so, let us observe “netiquette” and respect the opinions of others. Expect for several and or sudden changes of our online interaction schedules.

## CONSULTATION WITH COURSE INSTRUCTOR/FACILITATOR

Online Consultation – via our LMS, inquiries will be best entertained within provided schedules for the course weekdays only.  
Please remember to apply online communication etiquette.

## REFERENCES IN LEARNING PACKS

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- Joliver, L L., Melvin, N.A., Nino, P. M., & Michael, M. M., (2019) *The Contemporary World*. Books Atbp Publishing Corp.  
 Prince Kennex, R. A., (2018) *The Contemporary World*, REX Book Store  
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### Website:

- AJ+ (2014, September 24) 8 Millennium Development Goals: What We Met And Missed  
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Un.org/en/ (*n.d.*) Creuza Oliveira, a domestic worker in Brazil  
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#### **ABOUT THE COURSE INSTRUCTOR/FACILITATOR**

**John Rey D. Quines** – He is a course facilitator from the College of Teacher Education. He teaches Social Sciences subjects to college students enrolled in the different college departments. He has been a Social Sciences course facilitator for Senior High School and College Students for a year and also; has been a Social Studies teacher in Junior High School. His practice of his profession in different institutions made him believe that: “Education is perfectly seen on what you can do, and not on what you know.”

**Bliss T. Bacacao** – She is a facilitator from the College of Teacher Education. She teaches English and Social Sciences subjects to college students enrolled in the different departments. She believes that students are eager to learn and to discover their own skills and capabilities. And, despite of this current situation, she also believes that this new normal education system may lead doors for more equitable and quality education to young people.

Prepared and submitted by:

Approved:

**(SGD) JOHN REY D. QUINES**  
Course Instructor/Facilitator

**(SGD)BLISS T. BACACAO**  
Course Instructor/Facilitator

**(SGD) CORAZON L. OCDEN, PhD**  
Dean, College of Teacher Education