

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

**Grade:**12

**Subject Title:** Trends, Networks, and Critical Thinking in the 21<sup>st</sup> Century

**Semester:**2<sup>nd</sup>

**No. of Hours/ Semester:** 80 hours/ semester

**Pre-requisite:** Pilosopiya Ng Tao  
**Understanding Culture, Society, and Politics**

**Subject Description:** The course provides opportunities for students to discover patterns and extract meanings from emerging trends. It aids in developing their critical and creative thinking skills-- essential tools for decision making and understanding “ethics of care”. Global trends in the 21<sup>st</sup> century are examined and are either accepted or rejected on a sound set of criteria. Students will be asked to create and analyze scenarios that will challenge them to (1) formulate their stances on issues or concerns; (2) propose interventions and; (3) formulate alternative futures. The students will realize the interconnections between their neural connections and social realities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>QUARTER 1</b>				
1. Definition of a trend 1.1 The process of identifying a trend 1.2 Differentiating a trend from a fad 1.3 Elements of a trend 1.4 The characteristics of a trend	The learner understands the emergence of trends and patterns.	The learner will be able to derive an idea from instances and present this idea through a 100-word essay, artwork, and other graphic representations.	1. Define a trend	<b>HUMSS_MCT12-Ia-b-1</b>
			2. Explain the process on how to spot a trend	<b>HUMSS_MCT12-Ia-b-2</b>
			3. Differentiate a trend from a fad	<b>HUMSS_MCT12-Ia-b-3</b>
			4. Point out the elements that make up a trend	<b>HUMSS_MCT12-Ia-b-4</b>
			5. Describe the different characteristics of a trend	<b>HUMSS_MCT12-Ia-b-5</b>
			6. Identify parts of a whole.	<b>HUMSS_MCT12-Ia-b-6</b>
			7. Identify emerging patterns	<b>HUMSS_MCT12-Ia-b-7</b>
			8. See, discover and differentiate relationships between causes and consequences	<b>HUMSS_MCT12-Ia-b-8</b>
			9. Present the derived ideas through a 100-word essay or other graphic representation	<b>HUMSS_MCT12-Ia-b-9</b>
2. Understanding Local Networks 2.1 Strategic analysis 2.2 Intuitive thinking	The learner understands strategic analysis and intuitive thinking.	The learner draws a color-coded map of the networks of power relations (political, economic, cultural, and kinship ties) within a particular community.	1. Define strategic analysis and intuitive thinking	<b>HUMSS_MCT12-Ic-e-1</b>
			2. Explain strategic analysis and intuitive thinking	<b>HUMSS_MCT12-Ic-e-2</b>
			3. Attain facility in strategic analysis	<b>HUMSS_MCT12-Ic-e-3</b>

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			4. Use intuitive thinking in dealing with varied activities	<b>HUMSS_MCT12-Ic-e-4</b>
			5. Differentiate key components in strategic analysis and intuitive thinking	<b>HUMSS_MCT12-Ic-e-5</b>
			6. Examine how the map of social networks can be used to introduce creative solutions to a particular problem in a community using intuitive thinking	<b>HUMSS_MCT12-Ic-e-6</b>
3. Global Networks 3.1 Labor 3.2 Migration	The learner understands the components, operations, effects, and networks of globalization in his/her daily life.	The learner locates on a map the different geographical origins of the various components/elements of an industrial/technological/agricultural product and writes a reflection essay on the insights gathered from the exercise.  The learner locates on a map the workplaces of the OFWs in their community and writes a reflection paper on the effects of labor migration to their community.	1. Give examples of various activities in one's daily life that show the concrete effects of globalization	<b>HUMSS_MCT12-If-g-1</b>
			2. Explain the comprehensive effects of globalization	<b>HUMSS_MCT12-If-g-2</b>
			3. Show the interconnectedness of peoples and nations	<b>HUMSS_MCT12-If-g-3</b>
			4. Explain and demonstrate the benefits of collaboration and cooperation	<b>HUMSS_MCT12-If-g-4</b>
			5. Identify and discuss the different contributions of the parts to a whole	<b>HUMSS_MCT12-If-g-5</b>
			6. Stress the important role of the creative imagination in putting together the various parts of a whole	<b>HUMSS_MCT12-If-g-6</b>
			7. Create a map to show the origins of the different components of a gadget, business enterprise, industrial/technological/agricultural product, etc.	<b>HUMSS_MCT12-If-g-7</b>
			8. Write a reflection essay on the insights generated from the map.	<b>HUMSS_MCT12-If-g-8</b>
4. Planetary Networks: Climate Change 4.1 The effects of consumption and production patterns to climate change	The learner understands the consequences of personal and local action to global and	The learner  1) analyzes how production and consumption habits contribute to the problem of climate change and explain	1. List activities that exemplify care for the environment	<b>HUMSS_MCT12-Ih-i-1</b>
			2. Explain the effects of consumption and production patterns that contribute to the problem of climate change	<b>HUMSS_MCT12-Ih-i-2</b>

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4.2 The effects of climate change 4.3 Steps to address the problems of climate change	planetary climate change.	why.  2) writes a resolution that you can share with your friends about how you can personally contribute towards solving the problem of climate change.	3. Explain and illustrate personal contributions that can actually solve the problem of climate change	<b>HUMSS_MCT12-Ih-i-3</b>
			4. Make a stand on how the consequences of one’s action affect the lives of others and the environment	<b>HUMSS_MCT12-Ih-i-4</b>
<b>Culminating Activity or Exam – 1 week</b> <b>Discuss demonstrate and examine the relationship between network and trends and how it affects you.</b>				
<b>QUARTER 2</b>				
5. Democratic Interventions	The learner understands the meaning and dimensions of democracy.	using any form of oral presentation The learner explains creatively the ill effects of undemocratic practices related to factors such as gender biases, poverty, political marginalization, racial inequality, cultural domination, crisis of representation and politics of recognition.	1. Identify preferred democratic practices	<b>HUMSS_MCT12-IIa-c-1</b>
			2. Explain and analyze the reason for their preferences	<b>HUMSS_MCT12-IIa-c-2</b>
			3. Illustrate the benefits of democratic participation	<b>HUMSS_MCT12-IIa-c-3</b>
			4. Explain the importance of participation in democracy	<b>HUMSS_MCT12-IIa-c-4</b>
			5. Distinguish/differentiate participatory from representative democracy	<b>HUMSS_MCT12-IIa-c-5</b>
			6. Generate the criteria to assess prevailing political and social institutions	<b>HUMSS_MCT12-IIa-c-6</b>
			7. Conceptualize /formulate what can be a viable alternative to undemocratic practices.	<b>HUMSS_MCT12-IIa-c-7</b>
6. Information Communication Technology (ICT)	The learner understands how ICT enslaves, emancipates, and empowers individuals.	The learner organizes and mobilizes an event that deals with a significant global issue, using ICT.	1. Identify dimensions of technology that are enabling and not inhibiting	<b>HUMSS_MCT12-IId-f-1</b>
			2. Discuss the benefits of technology	<b>HUMSS_MCT12-IId-f-2</b>
			3. Utilize technology effectively rather than be enslaved by it	<b>HUMSS_MCT12-IId-f-3</b>

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			4. Identify the weakest link in a system using strategic and intuitive thinking	HUMSS_MCT12-IIId-f-4
			5. Explain how information communication technology can facilitate social relationships and political movements (occupy movements)	HUMSS_MCT12-IIId-f-5
			6. Make or propose a creative intervention to improve human life	HUMSS_MCT12-IIId-f-6
7. Neural and Social Networks 7.1 Connections, Relationships, and Networks 7.2 The Neural and Social Networks	The learner understands the parallelism between neural and social networks.	The learner creates a social map that traces the various roles that students play in the community (family members, community leader, etc.) and rank the significance of the roles played within the community.	1. Identify connections, relationship, and networks	HUMSS_MCT12-IIg-i-1
			2. Illustrate how the brain or neural network works	HUMSS_MCT12-IIg-i-2
			3. Compare the neural networks with social networks	HUMSS_MCT12-IIg-i-3
			4. Establish linkage between self and the social network one belongs to	HUMSS_MCT12-IIg-i-4
			5. Demonstrate how thinking processes are shaped by social relationships	HUMSS_MCT12-IIg-i-5
			6. Identify the significant social roles students play within the community by creating a social map of their relationships	HUMSS_MCT12-IIg-i-6
			7. Rank the roles in the community in terms of significance and explain why	HUMSS_MCT12-IIg-i-7
<b>Culminating Activity or Exam – 1 week</b> <b>On the basis of the different outputs per quarter, propose the kind of future you want, explain why you want that future, and illustrate how will you get there.</b>				

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**CODE BOOK LEGEND**

**SAMPLE CODE: HUMSS\_MCT12-Ia-b-2**

LEGEND		SAMPLE	
<b>First Entry</b>	Track/ Strand	Humanities and Social Sciences Strand	<b>HUMSS</b>
	underscore_		
	Track/Strand Subject	Trends, Networks and Critical Thinking in the 21 <sup>st</sup> Century	<b>MCT</b>
	Grade Level	12	<b>12</b>
			-
<b>Roman Numeral</b> *Zero if no specific quarter	Quarter	1	<b>I</b>
<b>Lowercase Letter</b> *Put a hyphen (-) in between letters to indicate more than a specific week	Week	2 weeks	<b>a-b</b>
			-
<b>Arabic Number</b>	Competency	Explain the process on how to spot a trend.	<b>2</b>