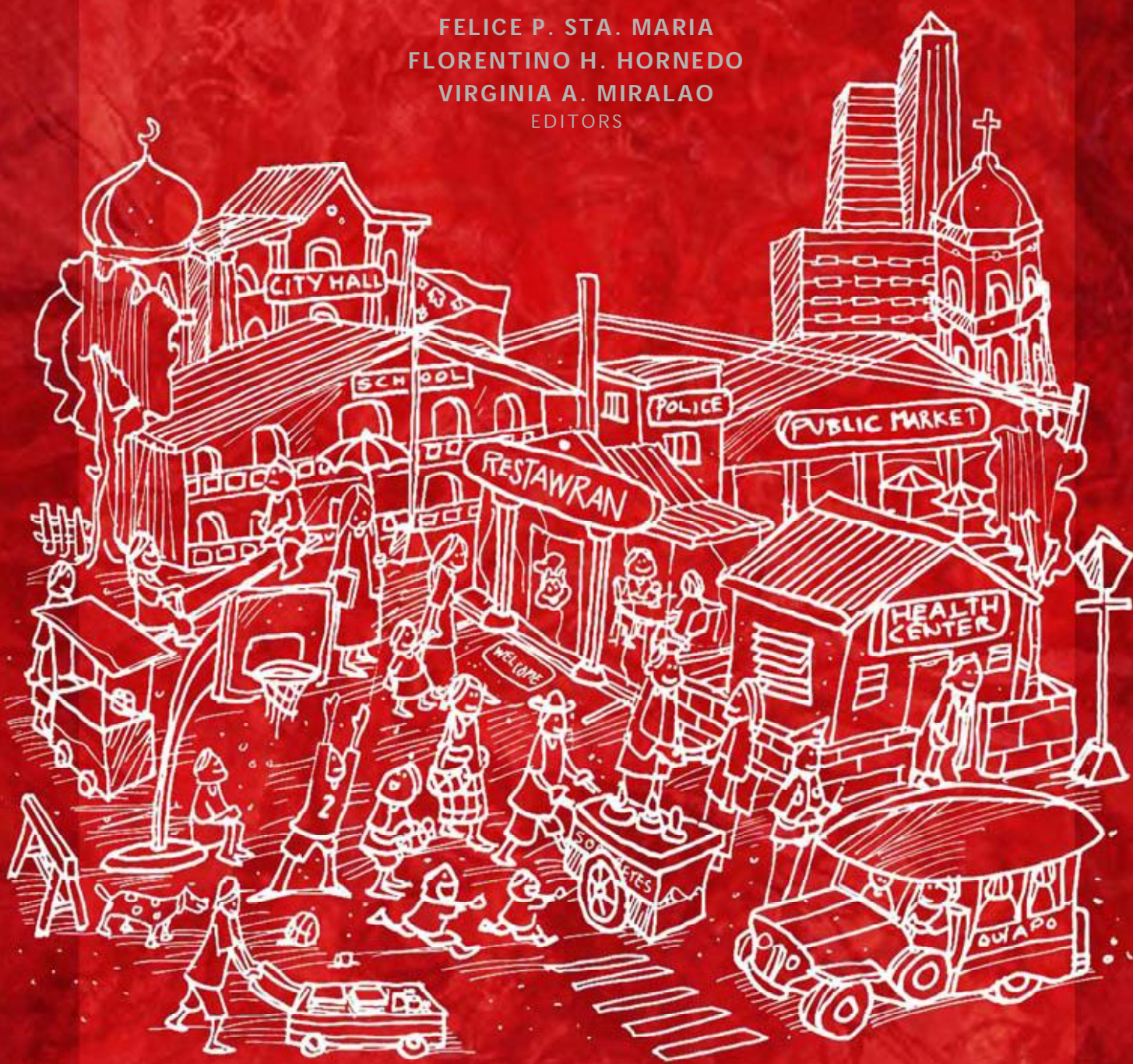


Using Important Concepts in SOCIAL
AND HUMAN SCIENCES to Improve
Learning Content and Processes in

SOCIAL STUDIES

FELICE P. STA. MARIA
FLORENTINO H. HORNEDO
VIRGINIA A. MIRALAO
EDITORS



A Study Prepared by the
Social and Human Sciences Committee of
UNESCO National Commission of the Philippines
and the
Philippine Social Science Council



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Contents

FOREWORD	i
<i>by Florentino H. Hornedo</i>	
INTRODUCTION	1
THREE NEEDED MAJOR IMPROVEMENTS	
Define culture beyond what is commonly considered to be only the humanities, or only the arts.	
Value social sciences with the other sciences, and strengthen the understanding that they are for humane application in everyday settings.	
Introduce mutual respect and shared responsibility for every person's human dignity (and not only one's individual human dignity) as central to attaining the peace prerequisite to progress.	
SOCIAL STUDIES TEXTBOOKS	
SOCIAL STUDIES CURRICULUM	
THE PROJECT	4
DESCRIPTION	
HISTORY	
OBJECTIVES	
METHODOLOGY	
THE IMPORTANT CONCEPTS	5
MUTUAL WELL-BEING	
LEARNING GOAL	
USING THE IMPORTANT CONCEPTS SYNTHESIS AND THE IMPORTANT CONCEPTS LISTS:	
A Conceptual Learning Goal and Framework	
Basis for Textbook Critique	
Aid in Selecting Thematic Divisions for Lessons	
POSITIONING SOCIAL STUDIES	
CONVERGENCES AMONG SOCIAL STUDIES CONCEPTS	

THE SYNTHESIS 15

SUBJECT AREA LISTS

Concepts from Geography and History and their Examples
by *Doracie B. Zoleta Nantes* and *Stephen Henry S. Totanes*

Concepts from Anthropology and Culture Studies and their Examples
by *Florentino H. Hornedo*

Concepts from Political Science and Law and their Examples
by *Bernard M. Karganilla*

Concepts from Sociology and Economics and their Examples
by *Lorna P. Makil*, *Manuel P. Diaz*, *Virginia A. Miralao*,
and *Benjamin A. Endrigo*

Concepts from UN/UNESCO Peace, Citizenship, and Human
Development Conventions and Global Research and their Examples
by *Felice Prudente Sta. Maria*

INTERDISCIPLINARY CONCEPTS

RELATED CULTURAL PROPERTIES 104

OBSERVATIONS

Cultural Literacy

The Disciplinary Listings

Using the Cultural Property Lists:

As Illustrations

As Subject Matter for Text, Field Trips, Analysis, Discussion

CULTURAL PROPERTIES RELATED TO PRIORITY CONCEPTS
and CULTURAL PROPERTIES LINKING PRIORITY CONCEPTS
TO HUMANITIES

Geography and History

Anthropology and Culture Studies

Political Science and Law

Sociology and Economic

UN/UNESCO Peace, Citizenship, and Human Development

Conventions and Global Research

RECOMMENDATIONS 176

Revise learning goals and pedagogic strategy towards a patriotic stewardship
that serves local and global peoples as well as their natural and cultural
environments.

Create a fully coordinated developmental content framework using the
important concepts, their examples and their related cultural properties.

Prepare a developmental social studies glossary for basic education in
Wikang Filipino that is augmented by other Philippine and foreign languages.

Prepare guidelines for the inclusion of heuristic devices and topics for discourse to encourage use of the scientific method and rational thought for solving social issues.

REFERENCES	168
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ANNEXES

Annex A	Excerpts from <i>A Draft Social Studies Curriculum for Basic Education</i>	176
A1	Suggested Development of Social Studies Textbook Units for Grade 1–6	
A2	Suggested Outlines in Filipino of Social Studies Subjects from Grades 1 to 10	
Annex B	Ten Specific Aims of Social Studies Education	201
Annex C	Social and Human Sciences: A Disciplinary Bridge of the Sciences to the Humanities	203

Foreword

THIS IS THE THIRD phase of a project that seeks to review the social studies subjects in basic education and their textbooks. Began in 1999, it aims to cooperate with the Department of Education (DepEd), formerly Department of Education, Culture and Sports (DECS), in its continuing commitment to and concern for enhancing and enriching the conceptualization and content of the basic curricula in education for effective citizenship.

The first phase was a review of content and method of the DECS-approved textbooks by a panel of experts representing the concerned disciplines. The multidisciplinary findings and reactions were presented and discussed in multidisciplinary and multisectoral roundtable and panel discussions, and dialogues with DECS officials.

In view of the findings and recommendations from phase one, a body of proposed curricula-enhancing and enriching topics, themes, and approaches was formulated by another multidisciplinary panel. The main focus this time was toward a curriculum which transcends the perceived instrumentalizing and somewhat narrow nationalistic bias of the social studies and civics textbooks.

This third phase attempts to provide more specific conceptual/thematic and topical items proposed to be included in reconceptualizing and writing the new enriched textbooks that will provide effectively interdisciplinary pedagogical convergence. The resulting textbooks, it is hoped, will contribute to the social and civic education of citizens, who are not only effective agents of national concerns, but are also primarily effective and **fulfilled human persons who are members of a national community and citizens of a country which aspires to a dynamic membership in a progressively interactive and convergent international, or global community.**

Serious and sincere as the intentions and vision of the proponents of this project are, this work claims no finality and exhaustive definitiveness. It is an invitation to enrichment as well as a call for sustained cooperation with the DepEd and all sectors concerned with the effective education of the nation's young citizens and future leaders. It affirms moreover, a very sincere and urgent desire to emphasize the historic importance, in social studies pedagogy in the Philippines, of knowing the self as an organic member of a larger local and global community—**a contributing** rather than a mere depending member; and if a person of power, **a statesperson** rather than a mere politician. This is what "individual and societal mutual well-being" is all about. We desire a truly liberating education—a liberation from the many prohibitive and oppressive circumstances and situations of contemporary national and international society. And not only to be free, but also **to be free for**; not merely to be citizen of, but also **empowered citizen for.**

FLORENTINO H. HORNEDO, Ph.D.
April 2002

INTRODUCTION

THE SOCIAL AND HUMAN Sciences Committee (the Committee) of UNESCO National Commission of the Philippines (UNACOM) has undertaken the task of improving Social Studies in the Basic Curriculum. Specifically, the UNACOM aims to align the content, pedagogy, and attitudinal formation of Araling Panlipunan with UNESCO conventions and programs to which the Philippines is a party. The Department of Education (DepEd) has been an active participant in UNESCO's Education for All program. In fact, the Committee's initiatives are a response to requests and observations made during the terms of Education Secretary Andrew Gonzalez and Education Undersecretary Isagani Cruz.

When in 2002, DECS transformed into DepEd, the task of cultural education for the nation transferred from DECS to National Commission for Culture and the Arts. NCCA defines its scope of work to include formal, nonformal and informal cultural education. DepEd, however, continues to enhance and mature its curriculum for social studies using its institutionalized in-house system and planners while NCCA is just addressing its recent mandate.

The Committee recognizes that DepEd and NCCA provide essential communication methods for disseminating a common understanding of culture as a dynamic process in which every person is both a creator and a participant. The concepts in this publication can aid all cultural agencies and cultural educators in using the social and human sciences to enrich basic education and cultural awareness.

Three Needed Major Improvements

There are three major improvements that need to be undertaken in social studies for basic education:

In order to intensify holism (showing how the pieces—subject areas—fit together in real life by using one overall learning goal for all the existing DepEd learning goals in Araling Panlipunan):

1. Define culture beyond what is commonly considered to be only the humanities or only the arts, based on the following principles:
 - a. Each individual participates in the dynamic process of creating culture.
 - b. Individual choice/responsibility in the process of creating culture determines what a culture will become.

In order to intensify application of critical thinking to the social reality (social relations, social issues, social organization, social development):

2. Value social sciences like the other sciences, and strengthen the understanding that they are for application in everyday settings.
 - a. Critical thinking and scientific methods can be applied to social relationships, social issues, civics, and the monitoring of community/national development.
 - b. Individual choice/responsibility is essential in harmonizing interpersonal affairs and social development.

In order to intensify character building (by showing how an individual's actions really do affect social relations, social environment, social development, social harmony):

3. Mutual respect and shared responsibility are important for every person's human dignity (and not only one's individual human dignity) as central to attaining the peace prerequisite to progress.
 - a. Tolerance can be a virtue because variety is intrinsic to life and democracy.
 - b. Peace-making and peace-keeping endeavors require physical, cognitive, and affective interventions from childhood, if they are to be institutionalized.

The need to identify important concepts and their application arose from the limits that exist in classroom hours, textbook pages, and time for inservice teacher training/retraining. There is evidence that in reacting to socioeconomic-political stress, Araling Panlipunan content may be leaving out fundamental/priority ideas and attitudes as well as vital connections of Araling Panlipunan to other subject areas.

The Committee has provided the following aids in social studies for use in preservice and inservice teacher training, as well as for briefing of writers, illustrators, publishers of textbooks, and makers of adjunct learning aids:

- Critique of textbooks approved by DECS in 1999–2000 noting areas in need of improvement, some of which have already been cited by DECS in-house;
- Suggested improvements that naturally flow from the 2000 curriculum;
- Examples of themes and how to use them in grade-school textbooks to implement the suggested improvements.

And now, the SHSC-UNACOM presents: disciplinary framework with examples for subject-area specialists, curriculum planners, and textbook makers to enable them to implement the earlier noted three major improvements.

This disciplinary framework identifies important concepts from subareas of the social sciences covered by Araling Panlipunan. Exemplifications of the concepts show a natural confluencing of subareas in everyday life, thereby aiding learners to value social studies as applicable to their individual decision making, their handling of life. The disciplinary framework also enumerates some cultural properties related to the important concepts, thereby aiding the partnering of sciences and humanities towards holistic learning.

Perhaps the framework's most important recommendation lies in the dominant positioning of culture—the making of culture and individual responsibility towards that process—towards attaining a mutually beneficial quality of life. Geography, history, civics, and related subdisciplines are tied together in the weaving of ways of life that can enslave or liberate learners as they seek positive, humane progress. The framework is respectful of disciplinary differences, but it likewise emphasizes where disciplines meet so that young learners can better understand the value of formal education to everyday changes and challenges that the future will certainly offer.

With the entrance of NCCA as lead agency in cultural education for the nation, the authors of this study anticipate that this work will be useful as the agency plans curriculum and initiates partnerships with DepEd, local governments, NGOs and cultural representation.

Social Studies Textbooks

The UNESCO National Commission of the Philippines' Social and Human Sciences Committee published *The Social and Human Sciences in Philippine Basic Education*, a review of all elementary and high school textbooks approved by DECS in 2000. For the first time in recent years social and human scientists unaffiliated with DepEd and its forerunner has undertaken such a task.

Its most crucial observation is the lack of a clear and definite theoretical framework that encompasses all subject areas—including Araling Panlipunan—within which the books' guidelines are conceived and phrased. The textbooks reviewed have been published privately and have attempted to follow DECS guidelines. In his synthesis of the review, Allan Bernardo enumerates, among major recommendations, that DECS "seriously study the desired learning competencies" because most reviewers note that specified topics and skills to be learned "do not cohere and that

there is no overarching theoretical and/or pedagogical framework to provide coherence. It is not sufficient that the DECS curriculum be simply a listing of topics to be covered and when" (Hornedo et al. 2000, 15). He adds that most reviewers note: "although the DECS curriculum explicitly articulates higher-level thinking objectives, it does not actually have a curriculum designed to develop such" (ibid.).

Of the social studies textbooks, reviewers found inaccuracies (ibid., 35), unfairly difficult questions (ibid., 39), decontextualization, stereotyped gender roles, generalizations without adequate supporting information (ibid., 37) or "opinion based on impression rather than a clear application of theoretical standards" (ibid., 60), and "lack of focus and sense of wholeness... because of what appears to be an absence of genuine attention to the truly disciplinary axiological criteria from philosophy" (ibid., 49). Culture is not defined in social studies, nor in any of the other subjects (ibid., 79).

Using Meyer Greene's list of pedagogical basics, the review further notes that current Araling Panlipunan textbooks for high school fail to make students acquire linguistic proficiency, factual discovery, and normative evaluation. Of serious concern is the deficiency in developing synoptic interpretation, the understanding of statistics and various data when taken together, "the skill of discerning patterns and understanding what such patterns mean and imply in terms of practice and life" (ibid., 66–67).

The review further recommends (1) expert review of textbooks, (2) integration of skills across the curriculum, (3) appropriate and authentic textbook content, (4) appropriate writing style, (5) learning exercises and assessment suited to cognitive challenges, (6) teachers' manuals that are not prescriptive and highly detailed but supportive of creative and effective use of textbooks, (7) appropriate supplementary learning resources, and (8) textbook-evaluation guidelines that are tailored to help publishers and their teams improve educational products (ibid., 16–19).

Social Studies Curriculum

In July 2001 the Committee followed up on its textbook review with the publication of *A Draft Social Studies Curriculum for Basic Education*. It provides specific content outlines and learning competencies to improve the social studies curriculum in elementary and high school, as well as provides a thematic progression that writers can use in developing textbooks for Grades 1 through 6 (see Annex A).

The *Draft* is the first systematic review of social studies over the last twenty years. It calls for a "shift in the orientation and goals of the existing curriculum" in social studies so as to enhance the "quality and relevance" of education (Hornedo et al. 2001, 2). It notes: "For the most part, updates in social studies have simplistically reinforced the traditional notion of education as a means to improve the economy and further the goals of nation-building" (ibid., 3). What the *Draft* proposes is a shift that is:

directed towards affording student-learners a sense of roots or moorings to give them the stability and ability to deal with change and continue playing their social roles in life (be this in their family, community, the workplace, the nation or the world at large). This view draws away somewhat from the focus placed on the macrosocial and economic functions of education, but is otherwise consistent with the notion of providing today's young learners with "sound basic education." (ibid., 4)

The *Draft* seeks no major change in the existing curriculum structure for basic education (ibid., 6), although a new course, Philippine Contemporary Society, is suggested to replace Economics in Fourth year (Grade 10). The introduction to "The Role of Social Studies in the Basic Education Curriculum" includes ten goals for the subject area when used to inspire civic-spiritedness (see Annex B). As it seeks to suggest approaches in teaching and learning social studies, the *Draft* concludes:

Additional work is needed to further streamline the content of social studies subjects and make the treatment of [them] more holistic. Attempts [by the *Draft*] were made to reduce the subject matter content for each grade

level and attain greater interdisciplinarity than what is contained in the existing curriculum. However, continuing work is needed to **identify the more useful concepts and themes around which to organize social studies subjects in a way that promotes complementation and integration, not only within social studies but across the core subjects of the curriculum.** (ibid., 22; emphasis provided)

Araling Panlipunan, as currently tackled in textbooks, does not teach children and teenagers to evaluate, rationalize, or otherwise use social science concepts when faced with social, political, or economic challenges in the real world. Even heritage conservation, a function of civics, is not tackled adequately. Such inadequacies hinder civil society's political maturation. A clear and rationalized list of the most basic and essential social science concepts needed for daily coping would be an important tool in improving the teaching of Araling Panlipunan.

THE PROJECT

Immediately after publishing the *Draft*, the Committee set about to work on a listing of important concepts from the social and human sciences that can form the basis of an updated developmental framework for the content and pedagogy of social studies in basic education.

Discussions with former DECS Secretary Andrew Gonzalez, after presentation of the textbook review, and with former DECS Undersecretary Isagani Cruz, after presentation of the *Draft*, confirmed the need for technical specialists independent of DECS to provide objective, rationalized suggestions for specific improvements in Araling Panlipunan. Undersecretary Cruz argued that DECS would benefit from a list of important concepts from select social sciences and UNESCO's citizenship paradigms in order to facilitate its agency's prioritization of content developmentally for the full duration of basic education.

The Committee has suggested that a listing of cultural properties and important personages related to the important concepts is necessary, particularly because social studies may be fused into one learning area with PEHM, the subject area covering physical education, health, and music as well as other arts. The properties and personages list could also aid the transdisciplinarity that DepEd is encouraging towards holistic, lifelong learning.

Social and human sciences are a disciplinary bridge between the studies of science and the studies of humanity. Aspects of social sciences with humanistic content and which employ humanistic methods are included in the humanities. The commonality of curricular subjects in the humanities is the interest in the moral values and cultural attainment of civilization, as noted by the National Endowment for the Humanities of the USA in 1965.

The Social and Human Sciences Committee's efforts aim at providing social studies textbook writers and DepEd curriculum developers the information and the attitudinal reorientation to make classroom time for social studies useful to learners as well as teachers.

Methodology

Independent social and human scientists were selected to prepare up to ten important concepts for particular social and human sciences represented in Araling Panlipunan. Every concept would be exemplified thrice, using Philippine setting at least twice.

For each concept the scientist would select up to ten cultural properties related to the concept, and up to ten cultural properties to relate the concept with learning areas other than Araling Panlipunan. The same has been done for United Nations peace, citizenship, and human development paradigms selected from UNESCO research, reports, and conventions to which the Philippines is signatory.

It was expected that the concepts would converge, interface and/or integrate, thereby aiding in interdisciplinarity, holistic learning, and promotion of an understanding that in the real world one requires viewpoints from many areas of the sciences (and humanities) in order to find solutions to issues inherent in social transformation. The repeated citing of particular cultural properties by several concepts likewise aids in understanding interdisciplinarity while linking Araling Panlipunan to PEHM, communication arts, and science/technology subjects.

Focused discussions followed the list making to consolidate concepts, review and finalize the synthesis, as well as share observations made by independent sources.

THE IMPORTANT CONCEPTS

There are 70 important concepts from five subject clusters, namely:

1. Geography and History
2. Anthropology and Culture Studies
3. Political Science and Law
4. Sociology and Economics
5. UN/UNESCO Peace, Citizenship and Human Development Conventions, and Global Research

In addition, there are ten interdisciplinary concepts determined by the working team when the initial synthesis was critiqued.

The 80 concepts converge into either of three groupings: Understanding what we all start out with; Important considerations as we create culture towards attaining mutual well-being; and Cultural constructs that affect attaining, improving, and sustaining mutual well-being. (See pages 15 to 19)

Mutual Well-being

Learning—while employing any disciplinary methodology—may result in well-being when applied. The United Nations Development Program (UNDP) aims for well-being, which it reckons as human development. The dimensions UNDP considers essential to achieving human development include a person's physical survival and health, level of knowledge, livelihood or income, and political freedom. Today, people concerned with development and process are tasked to rethink and retool human development so that it becomes broad-based, propeople, propoor, progrowth, projobs, prowomen and proculture. Economic growth does not automatically result in well-being. The UNDP's idea of human development is among this study's important concepts; it suggests a goal for studying society and ways to become a part of it.

UNESCO's Commission on Culture and Development explains in its report, *Our Creative Diversity* (1995, 15) "Development embraces not only access to goods and services, but also the opportunity to choose a full, satisfying, valuable, and valued way of living together, the flourishing of human existence in all its forms and as a whole."

In the new paradigm set by this study, well-being is positioned not only as individual or societal, but also a human development that is mutually beneficial to individuals as well as groups. The essence of mutuality supports peace building and emphasizes the interdependence of peoples and their cultures with the natural environment and vice versa. The importance of learning to live with others, as cited in the UNESCO Pillars of Learning, is complemented by *mutual* well-being towards peace, harmony, and equilibrium.

Illustration 1. Mapping the Goal for Studying Araling Panlipunan

Overall goal:

To help learners make **CULTURE** towards

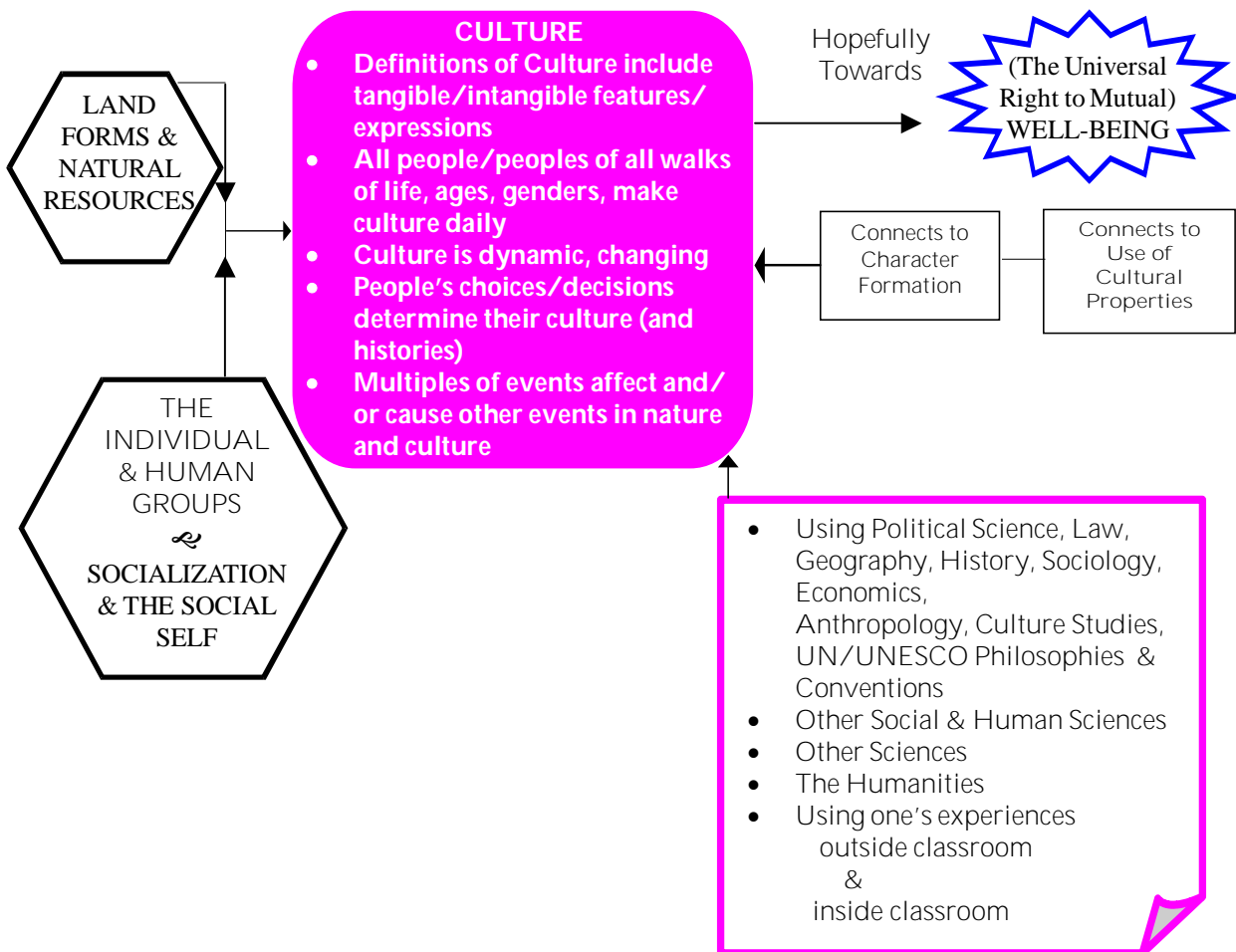
shared/mutual well-being

- SOCIAL TRANSFORMATION
- EMPOWERMENT
- ENLIGHTENMENT
- LIBERATION of the human spirit

What We Start With

How We Reach Our Goal Using What We Have

What We Aim For



Learning Goal

The synthesis points to one overarching goal for Araling Panlipunan throughout all grades in basic education, stated thus:

Upang matulungan ang mga mag-aaral na magtamo ng tamang pagtingin, saloobin, asal at pagkilos, at mga pagpapahalaga, pagkaunawa at kakayahan, na kanilang kakailanganin sa pagbalangkas at pagkamit ng mga kaparaanan sa pamumuhay at kanilang tanging kalinangan, na aakay at papatnubay patungo sa kagalingan, kabutihan at kagandahan ng kapakanan ng bawat Pilipino at ng buong lipunan at sambayanan.

To help learners acquire the appropriate attitudes, values, understandings, and abilities they need to evolve a way of life—their culture—that will lead towards the well-being of every Filipino, the whole society and nation.

Phrased another way, social studies aim to catalyze holistic, positive, sustainable, and equitable human development (mutual well-being) through people empowerment—with classrooms instilling habits that clearly apply formal and nonformal learning to everyday settings. The introduction of this overarching goal complements previous work done by the Committee for curriculum enrichment, as published in *A Draft Social Studies Curriculum for Basic Education*. It also complements current DepEd learning competencies, even as they have been revised over the years. By introducing full human development—albeit rephrased in simple words with their own nuances—social studies teachers and textbook writers are provided with a clear unifying message that can be repeated and reinforced over the full term of basic education. This study emphasizes the processes that construct culture, the processes that people undertake to create the standard of life and quality of being they seek.

Such a learning goal pairs traditional disciplinal focus with confrontations about national and global peace, conservation of natural and cultural environments, and poverty alleviation, particularly with the aid of people’s initiatives. Social studies are put to use for social transformation through liberation of the human spirit and empowered self-reform.

Illustration 2. The Learning Goal of Araling Panlipunan Using the Important-Concepts Synthesis

What We Start With	How We Reach Our Goal Using What We Have to Start With	What We Aim For
Land Forms Natural Resources + The Individual Human Groups	By constructing/creating CULTURE	Individual and Societal MUTUAL WELL-BEING

All the important concepts when taken together

1. Pertain to social transformation;
2. Can be linked to one another;
3. Indicate the human desire for inspired well-being;
4. Describe how human societies create culture (ways of life);
5. Imply the individual’s responsibility in creating culture;
6. Infer the importance of social studies and cultural education; and
7. Infer the role of government to mould character capable of creating culture for mutual well-being.

In March 2001 Undersecretary Cruz shared DECS’ proposed twenty-first century curriculum for elementary and secondary schools. Current debate continues to revise the proposals within DepEd and to refine the curricular improvements submitted during that presentation. As stakeholders in social transformation and proponents of

The UNESCO Pillars of Learning, the Committee, and the authors of this study emphasize the need for an academic framework that works towards clear disciplinal goals, with a pedagogy that makes the sciences useful and understandable to the general public. DepEd is moving in the same direction and it is envisioned that the important concepts and cultural properties noted in this study will provide the subtleties, sensitivities, and vocabulary required to adjust any new curriculum or improvements on what is currently widely used.

Although neither definitive nor afflicted with its own theoretical contradictions, this study offers a doorway by which social studies can be a tool for people-empowered well-being and independent thinking. The learning goal emanating from the important concept synthesis does not contradict DepEds' work. Instead it offers a missing link recognized by the Committee's review of textbooks in 2000: a strong positioning of culture with an emphasis on its construction/process by individuals and social groups. This study places culture in the disciplinal matrix of DepEd, offers a proactive learning goal that merges skills and ideas into useful action, and complements existing DECS/DepEd vision, mission, and subject area learning expectations.

Recently the Department of Education drafted goals for its SK/HS subject area in the new Makabayan curriculum. SK (*Sibika at Kultura*, Civics and Culture) enumerates *Heograpiya* (Geography), *Kasaysayan* (History) and *Sibika* (Civics) once again as its priority subareas. If the Makabayan version is refined, taught holistically for everyday application, and partnered with appropriate pedagogy, this list of concepts and their examples remain useful and complementary.

Although only three subareas are noted for inclusion in social studies, this listing incorporates concepts from other social and human science disciplines that when partnered with geography, history and civics strengthen a learner's understanding of how the three subareas of the Department's focus are applied in common situations.

Using the Important Concepts Synthesis and the Important Concepts Lists

The important concepts are useful for creating

1. A checklist of important/essential concepts, and their examples of application in daily life when preparing a content framework for classroom lessons and writing textbooks;
2. A checklist of cultural properties that learners need to know (meaning entries for inclusion in a cultural literacy baseline) through textbooks, field trips, classroom discussion, and supplementary learning aids;
3. A developmental and contextualized framework for all years of basic education that focuses on understanding life and participating in it using wisdom and knowledge gained from the social and human sciences;
4. An appropriate pedagogy updated to include findings in health and cognitive sciences, inclusive of the multiple-intelligence theory.

This study also offers DepEd, curriculum planners, pedagogues, textbook writers, and editors a simple (a) conceptual learning goal and framework that can be finalized for all years of basic education (currently ten years from Grade 1), (b) a basis for critiquing the content and treatment of social studies in prospective textbooks, and (c) ideas for learning themes.

A Conceptual Learning Goal and Framework. The Important-Concepts Synthesis offers an overarching framework for Araling Panlipunan that pulls together data from different disciplines within social studies, making the data a cohesive story that is meaningful and significant. It is envisioned that the following lists will aid DepEd in teaching textbook writers how to make Araling Panlipunan and its data useful and understandable to learners. It will also aid DepEd in explaining to writers how all the subjects come together in real-life applications. It is hoped that with a new developmental framework for content, and a pedagogy appropriate for each learning level, Filipino students will come to appreciate learning for the sake of learning and be able to sustain enthusiasm for self-

Illustration 3. Araling Panlipunan Goal Derived from the Synthesis of Important Concepts and DECS' 21st Century Curricular Goals

New Araling Panlipunan Overall Disciplinary Goal as Evolved from a Synthesis of Important Concepts	DECS 21st Century Elementary Level Proposed Learning Vision, Mission & Objectives	DECS 21st Century Secondary Level Proposed Learning Objectives
<p><i>Upang matulungan ang mga mag-aaral na magtamo ng tamang pagtingin, saloobin, asal at pagkilos, at mga pagpapahalaga, pagkaunawa at kakayahan, na kanilang kakailanganin sa pagbalangkas at pagkamit ng mga kaparaanan sa pamumuhay at kanilang tanging kalinangan, na aakay at papatnubay patungo sa kagalingan, kabutihan at kagandahan ng kapakanan ng bawat Pilipino at ng buong lipunan at sambayanan.</i></p> <p>To help learners acquire the attitudes, values, understandings, and abilities they need to evolve a way of life—their culture—towards individual and societal mutual well-being.</p>		<p>Vision for Araling Panlipunan: <i>Isang mapanagutang mamamayang may taglay na diwang malaya, may global na pananaw, produktibo, at mapagtaguyod ng kapayapaan.</i></p> <p>Goals for Araling Panlipunan: <i>Pagkatapos ng sampung taong pag-aaral ng Araling Panlipunan, ang mga mamamayang Pilipino ay taglay na ang sumusunod na katangian:</i></p> <ul style="list-style-type: none"> ▪ <i>Maka-Diyos, makabayan, makakalikahan at may diwang malaya;</i> ▪ <i>Produktibo, malikhain, maunlad, mapamaraan at kapakipakinabang;</i> ▪ <i>Makatao, makatarungan, mapag-taguyod ng kapayapaan at pagkakapatiran;</i> ▪ <i>May global na pananaw, kompetitive, makabago, at innovative;</i> ▪ <i>May pananagutan, mapanuring pag-iisip, at tamang pagpapasya; at</i> ▪ <i>Mulat at may paninindigan sa mga kaganapan sa loob at labas ng bansa.</i>

New Araling Panlipunan Overall Disciplinary Goal as Evolved from a Synthesis of Important Concepts	DECS 21st Century Elementary Level Proposed Learning Vision, Mission & Objectives (continued)	DECS 21st Century Secondary Level Proposed Learning Objectives
	<ul style="list-style-type: none"> ▪ Development of functional literacy in the vernacular, Filipino and English as basic tools for further learning; ▪ Acquisition of fundamental knowledge, attitudes, habits, and skills in science, civics, culture, history, geography, mathematics, home economics, and livelihood education and their intelligent application in appropriate life situations. 	

initiative and self-determination—all three qualities valuable to building a nation and maximizing individual potential.

As responsibility for education shifts increasingly towards local governments, a listing of important concepts becomes more and more essential. Local governments can provide situational examples appropriate for their needs, and emphasize their choice of issues over others in order to make education attuned to their environment. However, skills, attitudes, values, and concepts would require setting of priorities based on national goals, dominant academic requirements for higher education and vocational studies, as well as the predicted concerns and conditions that need global and national stewardship.

Annex A shows how the concepts are used in social studies themes around which learning revolves. The concepts are clustered into major and subordinate groupings that clearly relate to achieving the learning goal. Each concept, therefore, has a rationale, a meaning for inclusion in the total learning package: an essential and vital role in reaching mutual well-being. It is this running theme that textbook writers and pedagogues can emphasize, thereby facilitating individual action towards positive human development and social transformation.

For instance, when handling a concept like “convergence of humanities/sciences is natural and essential” (see “Set Three” listing), the lesson positions the concept as part of the knowledge/understanding needed in order to “use one’s rights” (page 17, section 1.2). Fathoming why and how to exercise one’s rights is required to grasp the more comprehensive concept of “human equality and the right to justice” (page 16, section 1). Human equality and the right to justice are explained as essential if people are to create a way of life that can achieve mutual well-being. Equilibrium, peace, and harmony are sustainable when people’s equality and right to justice are respected. The concept can be explained by telling a short story, discussing a work of art that depicts a working scene, debating or discoursing on a current issue related to a problem that needs expertise from both humanities and sciences.

Similarly when using the Set One listing: Awareness of what all people from every walk of life begin with when starting to create their way of life or culture includes “knowing the land forms and natural resources” proximate to one’s location (page 15, section 1). To know the land forms and natural resources, one needs to be aware of territoriality (as defined by community and national boundaries), location by longitude and latitude, as well as a sense of distance from one’s home/community to other land forms and natural resources. By knowing what one

starts out with, one can better create a way of life that attains mutual well-being. Again, the idea flow can be achieved by pedagogy appropriate to target learners.

In both examples the connection of a concept to the overall learning goal (which is also a concept) is to be made apparent to learners through suitable pedagogic strategies.

Basis for Textbook Critique. The concepts aid in analyzing/critiquing learning approaches, textbooks and other learning aids, as well as teacher orientation (preservice and inservice) towards Araling Panlipunan. If a story, essay, or teacher's interpretation of a theme runs counter to the sensitivities and sensibilities noted in the conceptual lists, then it cannot be used. In such cases, the material and interpretation would need to be reworked so that they align with the concepts.

The concepts and their clustering into major and submajor themes also serve as guides to synthesize/unify data and direct learners to understand why the data used in classroom discourse and experimentation are useful.

Following the Important Concept Synthesis, the totality of stories within a fixed period of time (for example, one learning year) needs to celebrate the fundamental human dignity common to peoples from varying walks of life: the financially poor, the socially marginalized, entrepreneurs, employees, middle-middle class, upper-middle class, upper class; the meagerly classroom educated, the educated with postgraduate experience. The different socioeconomic groups would need to be represented in the total roster of stories. The final selection of story characters and themes needs to be rationalized in order to catalyze social unity and basic human respect. For instance, the Spanish could recall, in a story about a heroic or compassionate farmer or storekeeper the saying, "As noble as the King, but not as rich." In times of calamity in the Philippines, there have been stories of heroism by people with economic means and those less fortunate. Nobility of character—the potential for goodness by helping others—is not limited by socioeconomic status. Such a theme could run through basic education thereby establishing unity despite social stratification. The synthesis calls for social science data that encourage conscious conviction to uphold every person's human dignity in all settings.

Following the conceptual priorities of this study, if an issue in natural environment is discussed, cultural dimensions related to the issue cannot be left out. Likewise, cultural value threatened by a loss of forest or mangrove and by the spread of desertification or other natural phenomena requires the discussion of both cultural and natural dimensions. Otherwise it will not match the concepts on the lists of this study.

When human equality and the right to justice are introduced—again following the conceptual priorities of this study—they are to be tackled showing civic rights and duties as well as how to prepare to exercise one's rights and fulfill one's duties through formal education, keen observation and critical analysis inside and outside classrooms, and sensitive and objective discernment. Stereotyping for or against any particular socioeconomic sector, gender or age group, whether through inclusion or omission, would have to be reviewed on a learning year basis.

When reviewing a textbook, critics recognize if the volume's coverage clearly emphasizes the role of each person in evolving a way of life that is mutually beneficial to himself/herself as well as the immediate community and the interdependent communities. Following the listing of priority concepts, the reviewer checks if sufficient learning experiences are generated within Araling Panlipunan to develop sensitive and critical discernment among students and teachers alike. No concept should be missing from the totality of concepts—and their examples—over the full span of basic education.

Aid in Selecting Thematic Divisions for Lessons. Data can focus around a theme (for a daily or weekly lesson) and thereby illustrate a concept in action. It can be presented as subject matter in a short story or as an issue to discuss/debate on. A theme, story, or issue that shows one or several major concepts would be given priority over an example that does not illustrate any of the priority concepts. With limited time and textbook pages, it is vital that curriculum planners, teachers, and textbook writers determine what must be taught in the classroom ahead of other concepts. Annex A offers ideas on how the concepts in this study can be used with themes for textbooks.

Should social studies be paired or merged with the arts in one classroom subject, then “ways of ordering the world” other than through a scientific method and western way of thinking can be imparted to students. It is important that students comprehend fully how their people have functioned in equilibrium using different constructs.

Positioning Social Studies

Social studies introduce some of the most important processes, methods, ideas and seemingly universal or highly repeated patterns that affect the way people create culture towards mutual well-being.

This study and the Committee’s *A Draft Social Studies Curriculum for Basic Education* position social studies as the classroom subject designed to help child/teenager-learners identify social issues, research on them, weigh action towards social transformation, and take creative concrete action to use social relations and societal frameworks.

This positioning identifies the usefulness of social studies and indicates that a pedagogy relating concepts to the learner’s family, community, and other societal constructs is essential. It also challenges pedagogues to examine contemporary strategies that can induce youngsters to examine and critique their interpersonal environment, noting its flaws and treasures. If the rights of children and a questioning, critical, discerning, or democratic frame of mind be vital to global and human development, as the United Nations apparently recommends, then children cannot be shielded from social challenge even as educators seek to provide them with many childhood joys and precious moments. The severity of reality likewise challenges educators to develop in students the curiosity, imagination, and creativity demanded by the need for multidimensional and multidisciplinary solutions.

Illustration 4. Social Studies as Processes/Methods of Academic Disciplines Used to Create Culture

As we construct/create culture to create/conservate mutual well-being,
the human mind/condition uses ideas/skills/feelings/opinions
generated by processes/methods of academic disciplines that
include:

Geography and History
Anthropology and Culture Studies
Political Science and Law, Sociology and Economics
UN/UNESCO Citizenship and Human Development Paradigm

In critiquing social studies textbooks for elementary school, Manuel P. Diaz cites guidelines from 1998 issued by DECS in its Third Textbook Call with which he takes issue:

A more serious concern relates to the texts’ avoidance of (1) “controversial and sensitive issues which may be difficult to discuss in a classroom or worrisome to parents, teachers, or students” and (2) “comparisons which may be divisive to social classes, cultural groups, or religious groups.” The text also omits discussions of “physical, sexual, and mental abuse of adults or children as well as violent sports and entertainment” and “crime, violence and vices” (DECS 1998, annex 4). These lead to a rather unrealistic picture of society. (Hornedo et al. 2000, 35)

Media and real-life settings confront students of all ages with conflicts and social problems that are the realm of social studies. A sensitive handling of reality’s constant change and challenge is required in the teaching of and writing about social studies.

In critiquing social studies textbooks for high school, Florentino Hornedo employs W. Wielemen’s list of significant human relations: between the person and nature, between the person and other persons, between the

person and himself/herself, between the person and transcendence (ibid., 49). Hornedo notes that current Filipino behavior and attitudes are “limiting” (ibid., 68). They do not define the dynamic “process of growth and development” (ibid., 69); that is life before, during, and after basic education.

Illustration 5. Filipino’s Relationship with Nature, Others, Self, and God (ibid., 68)

		Nature of Relationship	
		Now	Not Yet
Filipino	with Nature	Resource	System
	with Others	Patron/Resource	Organic system
	with Self	Artifact	Project
	with God	Patron	Horizon

The important concepts provide historical, relational, and normative perspectives so learners can seek and improve a self-managed existence. The concepts and their overall learning goal indicate how the curriculum can attain Hornedo’s “Not Yet” listing of recommended relationships, and thereby help Filipinos become better prepared than they have been to cope with demands for positive transformation.

Convergences Among Social Studies Concepts

The concepts converge in three ways:

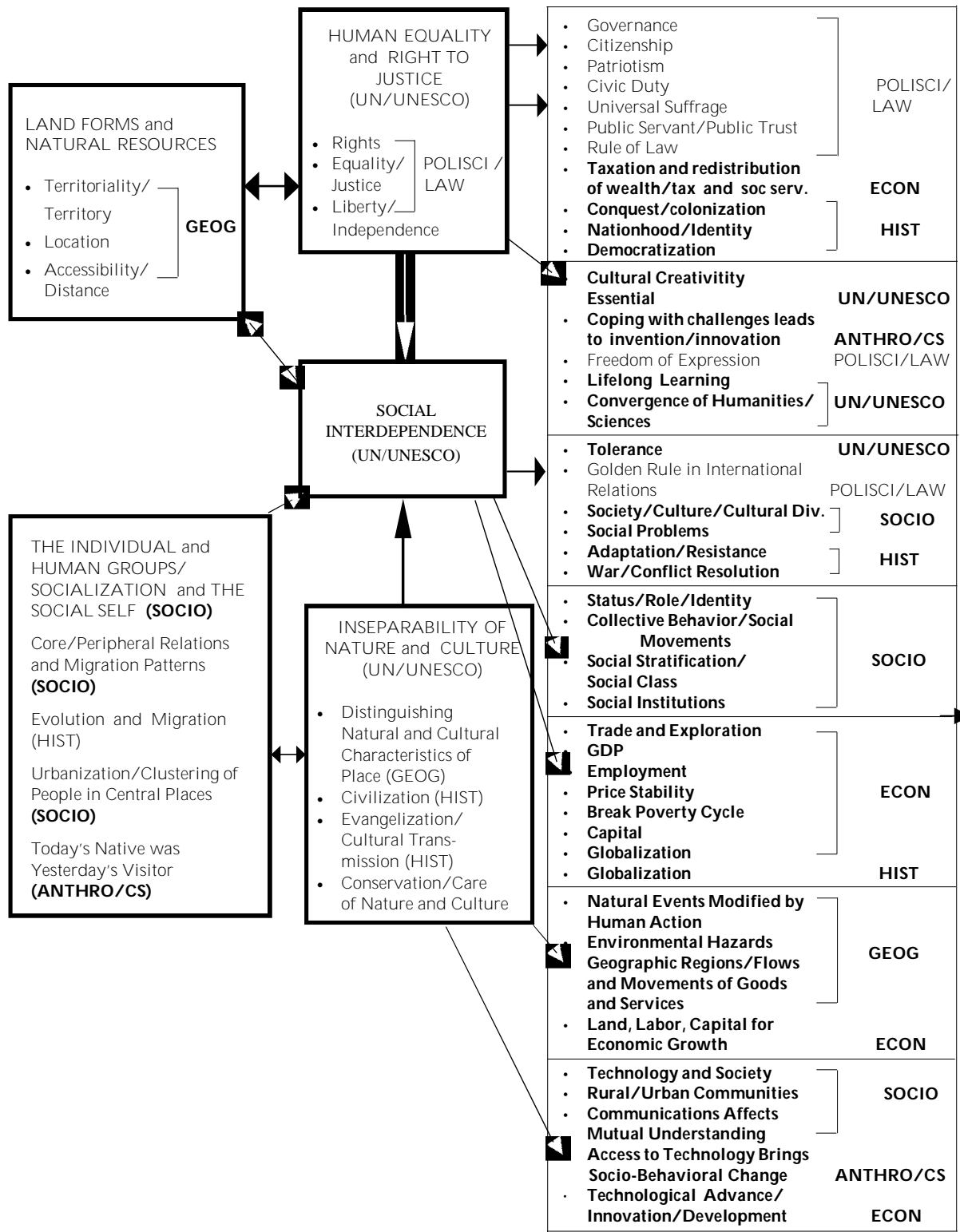
- Set 1: Understanding what we all start out with in the quest for individual and societal mutual well-being;
- Set 2: Considerations as we construct/create culture towards attaining individual and societal mutual well-being;
- Set 3: Cultural constructs towards attaining, improving, and sustaining mutual well-being.

The first set is concerned with describing what is inherent to all peoples in every era. They are concepts for early learners to understand. The latter two sets are concerned with the creation of culture by individuals and human groups. They indicate attitudes, skills, and understandings needed in order to create culture through mutually beneficial individual and group initiative. In some instances, concepts are repeated in several convergence-groupings so as to show their multiple functionalities. The following illustrates how the three sets of concepts converge towards the attainment, improvement, and sustenance of mutual well-being. It shows, further, that the first set of concepts are prerequisite to the second set, and that these two sets are necessary for a full comprehension of the last set. In other words, all three sets are necessary for understanding each set. Thus, the repetitions of concepts to reinforce the others.

Legend of Abbreviations:

Anthropology (Anthro)	Interdisciplinary Concepts (IC)
Culture Studies (CS)	Law (Law)
Economics (Econ)	Political Science (Poli Sci)
Geography (Geog)	Sociology (Socio)
History (Hist)	UN/UNESCO Paradigms (UN/UNESCO)

Illustration 6. Mapping how to use cultural constructs towards reaching, improving and sustaining Shared/Mutual Well-Being



THE SYNTHESIS

Set One. Understanding What We All Start Out With in the Quest for Individual and Societal Mutual Well-Being

As peoples shape cultures, they need to assess and understand what the inherent “building blocks” are:

1. Land Forms + Natural Resources and 2. The Individual + Human Groups.

1. Land Forms + Natural Resources

- Territoriality/territory (Geog)
- Location (Geog)
- Accessibility/distance (Geog)

2. The Individual + Human Groups

- Core/peripheral relations and migration patterns (Socio)
- Evolution and migration (Hist)
- Urbanization/clustering of people in central places (Socio)
- Today's native was yesterday's visitor (Anthro/CS)

Set Two. Considerations as We Construct Culture towards Attaining Individual and Societal Mutual Well-Being

As peoples shape cultures, they need to realize what influence the success or failure of a culture as it strives to attain individual and societal mutual well-being.

- Culture is the way of life a people create using natural resources, society and individual potential. (IC)
- Culture is dynamic, ever changing. (IC)
- Each person from all walks of life, ages, genders, nationalities makes/constructs culture daily. (IA)
- People's choices/decisions determine their culture, society and histories. (IC)
- Multiples of events affect and/or cause other events in nature and culture. (IC)
- Multiple cultures exist in different stages of development simultaneously. (IC)
- No culture is superior to another. (IC)
- Protection/conservation of nature are essential in sustaining well-being. (IC)
- Conservation of cultural expressions, both tangible and intangible, celebrates a people's sense of excellence and nobleness; some expressions rank as world heritage. (IC)
- Self-initiative coupled with self-assessment, self-expression and self-reform are vital to attaining individual and societal mutual well-being. (IC)
- Solutions may bring new problems unless intended consequences are recognized and handled/prevented. (Anthro/CS)
- Development (whether positive or hindering) involves the invention and multiplication of options. (Anthro/CS)
- Peace is a prerequisite and not only a goal for progress. (UN/UNESCO)
- Cultural generalizations are usually variable specific; beware of stereotyping. (Anthro/CS)
- People appreciate usefulness, convenience, refinement and elegance. (Anthro/CS)
- Resources and goods are scarce or not unlimited. (Econ)

Set Three. Cultural Constructs towards Reaching, Improving and Sustaining Mutual Well-Being

As peoples shape cultures, it is essential for mutual well-being that three major concepts become clear for their applicability in daily conduct: 1. Human Equality and the Right to Justice; 2. Social Interdependence; 3. Inseparability of Nature and Culture.

1. Human Equality and the Right to Justice

- Human Equality and the Right to Justice (UN/UNESCO)
- Human Rights (Poli Sci/Law)
- Equality/Justice (Poli Sci/Law)
- Liberty/Independence (Poli Sci/Law)

1.1. Civics

- Governance (Poli Sci/Law)
- Citizenship (Poli Sci/Law)
- Patriotism (Poli Sci/Law)
- Civic duty/ Public service is a public trust (Poli Sci/Law)
- Universal suffrage (Poli Sci/Law)
- Rule of law (Poli Sci/Law)
- Taxation and redistribution of wealth/taxes and social services as one form of redistribution (Econ)
- Conquest/colonization (Hist)
- Nationhood/identity (Hist)
- Democratization (Hist)
- Socialization, the Social Self, and Social Responsibility (Socio)

1.2. Lifelong Learning: Preparing to Use Rights

- Cultural creativity essential (UN/UNESCO)
- Coping with challenges leads to invention and innovation (Anthro/CS)
- Freedom of expression (Poli Sci/Law)
- Lifelong learning essential (UN/UNESCO)
- Convergence of humanities/sciences is natural and essential (UN/UNESCO)

2. Social Interdependence

- Social Interdependence (UN/UNESCO)
- Socialization, the Social Self and Social Responsibility (Socio)

2.1. Keeping Peace

- Tolerance a tool for peace (UN/UNESCO)
- Golden rule in international relations (Poli Sci/Law)
- Society/culture/cultural divisions (Socio)
- Social problems (Socio)
- Adoption/adaptation/resistance (Hist)
- Revolution/war/conflict resolution (Hist)
- Responses to trade, exploration, revolution/war are adoption/adaptation/resistance (Hist)

2.2. Social Groupings

- Status/role/identity (Socio)
- Collective behavior/social movements (Socio)
- Social stratification/social class (Socio)
- Social institutions (Socio)

2.3. Working Together for One's Self and Others

- Trade/exploration (Econ)
- Responses to trade, exploration, revolution/war are adoption/adaptation/resistance (Hist)
- GDP (Econ)
- Employment (Econ)
- Price Stability (Econ)
- Break poverty cycle (Econ)
- Capital (Econ)
- Globalization (Econ/Hist)

3. Inseparability of Nature and Culture

- Inseparability of Nature and Culture (UN/UNESCO)
- Distinguishing natural and cultural characteristics of a place (Geog)
- Civilization (Hist)

3.1. Society and Technology

- Technology and society (Socio)
- Rural/Urban communities ((Socio)
- Communications affects mutual understanding ((Socio)
- Access to technology brings socio-behavioral change (Anthro/CS)
- Technological advance/innovation/development (Econ)

3.2. Society, Nature and Culture

- Natural events modified by human action (Geog)
- Environmental hazards (Geog)
- Geographic regions/flows and movements of goods and services (Econ)
- Land, labor, capital for economic growth (Econ)
- Heritage (Anthro/CS)
- Universality of certain elements of culture (Anthro/CS)

By studying the examples given for each set of concepts, the multidisciplinary and interdisciplinary value of a concept becomes apparent. The foregoing clustering is aimed at simplifying where to introduce a concept and how to link it to the overall learning message that emphasizes the individual's and the community's role in constructing/creating culture towards mutual well-being.

The interdisciplinary team that put together the lists for this study is aware that some terms (like civilization, culture, colonialism, neocolonialism, revolution, democracy) are politically charged. There are certain nuances that need to be debated on. When the concepts are worked through in Wikang Filipino, however, linguistic-domain research is required to determine further how best to handle an objective interpretation of the concept and its associations. However, the value of having a list of important concepts is not diminished; neither is the work submitted here. It is a substantial starting point for addressing issues in Araling Panlipunan identified in the textbook review and other deliberations.

Illustration 7. Rationalizing Conservation of Culture and Nature for Individual and Societal Well-Being

- Culture is the way of life a people create using natural resources, society and individual potential. (IC)
- Culture is dynamic, ever changing. (IC)
- Each person from all walks of life, ages, genders, nationalities makes/constructs culture daily. (IC)
- People's choices/decisions determine their culture, society and histories. (IC)
- Multiples of events affect and/or cause other events in nature and culture. (IC)
- Multiple cultures exist in different stages of development simultaneously. (IC)
- No culture is superior to another. (IC)
- Protection/conservation of nature are essential in sustaining well-being. (IC)
- Conservation of cultural expressions, both tangible and intangible, celebrates a peoples' sense of excellence and nobleness; some expressions rank as world heritage. (IC)
- Self-initiative coupled with self-assessment, self-expression and self-reform are vital to attaining individual and societal mutual well-being. (IC)
- Solutions may bring new problems unless intended consequences are recognized and handled/prevented. (Anthro/CS)
- Development (whether positive or hindering) involves the invention and multiplication of options. (Anthro/CS)
- Peace is a prerequisite and not only a goal for progress. (UN/UNESCO)
- Cultural generalizations are usually variable specific; beware of stereotyping. (Anthro/CS)
- People appreciate usefulness, convenience, refinement and elegance. (Anthro/CS)
- Resources and goods are scarce or not unlimited. (Econ)



● ● NATURE AND CULTURE NEED PROTECTION/CONSERVATION TO SUSTAIN WELL-BEING. (Love, care, understanding)

Illustration 8. The Function of Social and Human Sciences in Creating Culture

As we make culture to create/conservate well-being the human mind/
condition uses ideas/skills/feelings/opinions generated by

**PROCESSES
METHODS
DISCIPLINES**

that in this framework include:

1. GEOGRAPHY/HISTORY
2. ANTHROPOLOGY/CULTURE STUDIES
3. POLITICAL SCIENCE/LAW
4. SOCIOLOGY/ECONOMICS
5. UN/UNESCO PEACE, CITIZENSHIP, AND HUMAN DEVELOPMENT CONVENTIONS AND GLOBAL RESEARCH

The examples for each concept clarify how interfacing, interdisciplinarity, convergence, and integration come about naturally as people face the challenges of change that includes social transformation. Undoubtedly, there are examples beyond those included in this listing. It is hoped, nevertheless, that those noted will help teachers, textbook writers, curriculum planners, and textbook critics better source ideas for classroom time, and also assess content flow, logical progression, pedagogy, and impact for the full span of social studies.

Weekly themes for classrooms (and therefore, textbook divisions) with daily subthemes provide anchors by which concepts can be explained, exemplified, and experienced. Annex A1 includes some concrete ideas for incorporating the priority concepts in textbook design for the elementary grades.

LIST OF IMPORTANT CONCEPTS FROM GEOGRAPHY AND THEIR EXAMPLES

UNA KONG NALAMAN ang proyektong ito nang tumawag si Mrs. Lorna Makil sa Departamento ng Geografia. Sinabi niyang kailangang may magsagawa ng listahan ng mga konsepto sa geografia na isasama sa mungkahing rebisyon ng mga basahin ukol sa social sciences at social studies sa lebel ng elementary at sekondaryang edukasyon. Pagkatapos kong basahin ang mga PSSC publications ukol dito, doon ko nakitang hindi pala madali ang gagawin sa proyektong ito. Malaking tulong ang dalawang PSSC publications na ipinadala sa akin sa pagbibigay-konteksto at kaalaman ukol sa proyekto. Malinaw ang layunin at gustong isakatuparan ng proyektong ito.

Malaking tulong din ang pagbibigay ni Isagani Lachica ng ehemplo ng listahang isinagawa ng ibang kasali sa proyektong ito. Gayundin ang pakikipag-diskusyon ko kay Dr. Henry Totanes ukol sa mga ginawa niyang lista para sa kasaysayan at ukol sa limitasyon, layunin, at expectations ukol sa proyekto.

Sinimulan ko ang pagko-conceptualize ng listahan sa pamamagitan ng pakikipag-usap ko sa aking anak na nasa University of the Philippines Integrated School (UPIS) kung ano ang pinag-aaralan nila sa social sciences, social studies at iba pang related subjects. Binasa ko rin ang mga librong ginagamit niya sa UPIS. Nagtungo rin ako sa National Bookstore at tiningnan at binasa ko rin ang mga nilalaman ng mga librong-geografia. Tiningnan ko ang binibigyang-pansin at prayoridad sa pagtuturo ng geografia sa lebel ng elementary at sekondarya. Napag-alaman ko na lubhang nakatuon ang nilalaman ng mga libro sa pagbigay definisyon at pagsasaad ng deskripsyon at kaalaman tungkol sa ating bansa at ibat-ibang nasyon sa Asya at ibang bahagi ng daigdig. Nabanggit ko sa aking sarili na kung ako ay muling mag-aaral sa lebel ng elementary at sekondarya, gusto kong may dagdag na pagtuon sa mga kahulugan ng mga konsepto ang mga kagamitan, at relasyon sa mga bagay-bagay at pangyayaring nagaganap sa ibang bahagi ng daigdig, sa aking pang-araw-araw na pamumuhay at pagtingin sa mga nangyayari sa aking kapaligiran at pamayanan.

Pamuli kong binalikan at binasa ang mga libro at journals sa geografia. Pamuli ko ring tiningnan ang mga nilalaman ng mga syllabi na ginagamit ko sa pagtuturo ng geografia sa Unibersidad ng Pilipinas. Tiningnan at binasa ko rin ang mga atlases na nalathala tungkol sa Pilipinas at sa buong mundo. Binalikan ko rin ang mga koleksyon ko ng mga popular na babasahin, kagaya ng mga magazine at pahayagan sa Pilipinas at ibang bansa.

Habang binabasa ko ang mga nilalaman ng apat na grupo ng mga sources na ito ay nagsasagawa ako ng listahan ng mga konseptong-geografia na lumulutang at malimit na banggitin sa mga babasahin. Inilista ko rin ang mga pangunahing batayan ng disiplina na nakasaad sa mga babasahing ito. Pareho ang pansing binigay ko sa pisikal na aspeto at makatao at panlipunang aspeto ng disiplina.

Nakabuo ako ng apat na listahan ng mga konsepto galing sa ibat-ibang grupo ng mga babasahin. Pinagkompara ko ang mga listahan. Pinagsama-sama ko ang mga konseptong may direktang pagkaka-konekta sa isat-isa at pinariyoridad ko ang kanilang kahalagahan hanggang makabuo ako ng isang listahan ng mga konseptong sa aking palagay ay dapat na maging pangunahing batayan sa pagsisimula ng pagdevelop ng kaalaman, kahalagahan at interes sa disiplina ng geografia. Pinili ko ang unang sampung konsepto sa listahan.

Gamit ang listahang nagawa ko, pamuli kong binalikan ang mga babasahing sinangguni at naglista ako ng mga diskusyon at mga halimbawang binigyang halaga sa mga babasahin. Gumawa ako ng mga listahan ng ehemplo at sitwasyong makikita ang kaibahan at relasyon ng mga nangyayari sa ating bansa at ibang nasyon at pamuli ay iniaangkop ko ito ayon sa konteksto at priyoridad ng gawaing ito.

Nagbalik-tanaw ako sa mga diskusyong naganap sa ilang taong pagtuturo ko ng geografia at ni-recall ko ang mga lumulutang na interes at mga laman ng mga pakikipag-diskusyon ko sa aking mga naging mag-aaral at kapwa mag-aaral. Dito ko ibinatay ang pangalawang susog na listahan ng mga ehemplo ukol sa mga konsepto.

Upang maihanay at maiugnay ko ito sa ibang disiplinang may connection sa geografia, nagbasa ako ng ilang libro sa mga disiplinang lumabas na may kaugnayan sa mga konsepto at ehemplong lumabas sa listahang lumabas sa proseso. Hinanap ko ang ilang konseptong kahanay at kaugnay ng mga konseptong nasa listahan at sila ay aking pinagsama.

Pagkatapos kong magawa ang mga ito, isinagawa ko ang preliminaryong listahan ng mga konsepto, halimbawa (sa lokal at internasyonal na konteksto) at kaugnayan sa ibang disiplina na kinakailangan para sa proyektong ito. Ipinabasa ko ang listahan sa ilang kasamahan ko sa disiplina ng geografia at pagkatapos nilang sabihing maari na itong pagsimulan ng mga batayan sa pag-debelop ng interes at kaalaman sa geografia ay tinapos ko na ang listahan at pinadala sa PSSC.

DORACIE ZOLETA-NANTES, Ph.D.
March 2002

Concepts	Philippine Examples	Other Examples
<p>1. TERRITORIALITY is a country's or local community's sense of property, or attachment, towards an area and is expressed by the citizenry's determination to keep the TERRITORY inviolable and strongly defended.</p>	<ul style="list-style-type: none"> ▪ The Philippines has sovereignty over its more than 7,150 islands and islets and its adjacent coastal waters and all territories that belong to the country by historic and legal titles. ▪ The archipelago is divided into three major island groups: the Luzon group in the north; the Visayas group in the center; and the Mindanao group in the south. The country's fragmented territorial morphology or geographical shape can have a decisive impact on its political viability. 	<ul style="list-style-type: none"> ▪ Russia is the world's largest state and its several million square kilometers of territory has a greater chance of having a wide range of natural resources than that of the eminent domain of a small state such as Liechtenstein. ▪ Bolivia, a landlocked country, is separated by the Andean highlands from ports along the Pacific coast and this has some economic implications.
<p>2. The rugged and diverse LANDFORMS and the variety of its NATURAL RESOURCES have contributed to a very rich biota of flora and fauna in the whole archipelago.</p>	<ul style="list-style-type: none"> ▪ The Philippine rainforests contain over 3,000 species of trees including <i>Shorea</i> species whose wood is popularly known as "Philippine mahogany." Except in high altitude areas like the Mountain Province, dipterocarp species, such as <i>lauan</i>, <i>yakal</i>, and <i>apitong</i>, thrive well in moist valleys and in hilly or mountainous regions of the country. ▪ There are about 240 species and subspecies of mammals. Some of the country's more notable mammals include the Philippine tarsier, different species of bats, wild boar, the Palawan dwarf mouse deer, and the tamaraw of Mindoro. Due to the widespread destruction of their habitats their population is thinning. 	<ul style="list-style-type: none"> ▪ Two great plateaus cover most of Ethiopia. They are separated by part of the Great Rift Valley. The Central or Ethiopian Plateau lies west of the Great Rift Valley. It is the most fertile part of the country and is most densely populated. The Somali Plateau lies east of the Great Rift Valley (EPP 1978). ▪ Ecuador takes its name from its position astride the equator on the Pacific Coast of South America. The Andes Mountains form the country's mountainous backbone and are densely forested. Its western coast shares the rich fishing grounds of the Southeast Pacific (EPP 1978).
<p>3. GEOGRAPHIC REGIONS are marked by certain degrees of homogeneity in terms of some physical, cultural, and economic phenomena. Their characteristics</p>	<ul style="list-style-type: none"> ▪ The indiscriminate conversions of rice paddies into commercial complexes and residential subdivisions threaten the agricultural productivity of the 	<ul style="list-style-type: none"> ▪ The Nile Valley is one of Egypt's five distinct physical regions. The farmlands of Egypt along the Nile Valley provide the natural break between the Nile River and the surrounding desert areas.

Concepts	Philippine Examples	Other Examples
affect the FLOWS AND MOVEMENTS OF GOODS AND SERVICES.	<p>Central Plains of Luzon. This is very evident in the town of Plaridel, Bulacan, wherein irrigated rice paddies that are covered by the land distribution program of the Philippines are being converted into residential subdivisions (Zoleta-Nantes 1999).</p> <ul style="list-style-type: none"> ▪ The CALABARZON growth corridor is the hub of industrial activities in the Southern Tagalog Region. This economic region consists of the provinces of Cavite, Laguna, Batangas, Rizal, and Quezon. 	<ul style="list-style-type: none"> ▪ The Rocky Mountains form the backbone of the western portion of North America. It runs from Alaska into Canada and through the United States and into North Mexico. It serves as a natural barrier to the dispersal and movements of many animal and plant populations.
4. ACCESSIBILITY is the opportunity for contact or for interaction from a given point or location in relation to other locations and it is very much influenced by the function of DISTANCE.	<ul style="list-style-type: none"> ▪ The Philippines may be seen as a country that stands at the eastern fringe of Southeast Asia or at the western end of the North Pacific. It straddles major trade routes from the USA, East Asia, and Southeast Asia and thus lies at the crossroads of East and West. ▪ Cebu and Manila, on the basis of their centrality in relation to the flows and exchange of goods between and among different parts of the country, are the hubs of interisland (domestic) shipping in the Philippines. 	<ul style="list-style-type: none"> ▪ The Arctic is the vast northern polar expanse of land and sea embracing the Arctic Ocean, innumerable islands and northern parts of Asia. The hub of the Arctic is its great ocean, most of which is covered with ice throughout the year (EPP 1978). ▪ The location pattern of steel plants in the USA reflects the high transport costs of raw materials associated with iron smelting (EPP 1978).
5. LOCATION can be an absolute (in terms of latitude and longitude coordinates) or a relative (in terms of site and situation) concept but it is often expressed by using the names of regions or places.	<ul style="list-style-type: none"> ▪ The Philippines is located between 4°9' north and 21°27' north latitude and 112°4' east and 127° east longitude. ▪ The Philippine Archipelago is located in the tropics. Its location defines some physical factors that influence its climatic characteristics. 	<ul style="list-style-type: none"> ▪ Japan, which consists of three arcs of island chains, lies on the eastern fringe of the Asian continent (Pannell 1983). ▪ The Hawaiian Islands in the Pacific Ocean are over two thousand miles off from the western coast of the United States (Winslow 1910).

Concepts	Philippine Examples	Other Examples
6. Some CORE-PERIPHERAL relationships affect the MIGRATION PATTERNS of human populations.	<ul style="list-style-type: none"> ▪ The development of several growth poles in Mindanao and in other parts of southern Philippines contributes to the decongestion of Metro Cebu and Metro Manila. ▪ Since the 1950s, the heavy influx of in-migrants from undeveloped hinterlands all over the country has greatly contributed to the congestion of Metro Manila. 	<ul style="list-style-type: none"> ▪ The United States of America and the Kingdom of Saudi Arabia are among the popular destinations of Filipino migrant workers. ▪ Sao Paolo, Brazil and Lima, Peru are examples of dominant megacities that continuously attract in-migrants from the less-developed rural hinterlands.
7. All PLACES on the surface of the earth have distinguishing cultural and natural characteristics that greatly influence how people behave, live their daily lives, and see themselves in relation to other groups of people in other areas.	<ul style="list-style-type: none"> ▪ A Filipino child growing up in an agricultural town in the province of Quezon, for example, learns from her family, neighbors, and friends that she is an integral part of the community and that she has to respect other town members, their ideas, and their properties. ▪ A Filipino child living in the industrial portion of Metro Manila may be more exposed to air and other forms of pollution but he or she may have a wider range of job opportunities and variety of social services and cultural opportunities. 	<ul style="list-style-type: none"> ▪ The outlying suburbs in the city of Miami in Florida is perceived by the elderly population in the eastern coast of the USA as a better place to retire because of its pleasant climate and accessibility to advanced medical facilities and other social services. ▪ Singapore's location, in relation to the shipping of goods between Asia and other parts of the globe, has greatly helped the city-state become one of the major distribution and financial centers of the world.
8. URBANIZATION involves the movement to and the clustering of people in CENTRAL PLACES and the expansion of the built-up space in the surrounding rural countryside.	<ul style="list-style-type: none"> ▪ One of the well-planned central business districts (CBD) in the national capital region is the Ayala Center in Makati City. The CBD is the central nucleus of commercial land uses in a city. A majority of the country's young and bright young professionals are concentrated in CBD. ▪ As of 1999, the nine million residents of Metro Manila has a per capita waste generation 	<ul style="list-style-type: none"> ▪ The Boston-New York-Baltimore- Washington, DC multimetropolitan urban agglomeration in the north-eastern United States is a good example of a megalopolis. ▪ The central business district of Sydney, Australia is built on a promontory that extends to the sheltered waters of Port Jackson. This district provides administrative, commercial and retail functions on sites of high value and consequently tall buildings.

Concepts	Philippine Examples	Other Examples
	<p>rate of 0.5 to 0.6 kilogram per day, of which, only 71 percent is collected and disposed of in numerous open dumpsites in the surrounding communities.</p>	
<p>9. The NATURAL ENVIRONMENT is being modified and stressed by HUMAN ACTIONS in many ways. Among the more obvious actions causing ENVIRONMENTAL STRESS are deforestation, release of pollutants in water bodies and in the atmosphere, and oil spills into the oceans. Some less obvious actions are the dumping of toxic wastes into the oceans and indiscriminate use of pesticides.</p>	<ul style="list-style-type: none"> ▪ The operations of eight mining corporations in the Baguio Mining District cause serious pollution and siltation of rivers and farmlands in the surrounding low-lying areas. They discharge approximately 54,000 tons of mine tailings containing acids, alkali, cyanide, salts, and other hazardous metals that are detrimental to agricultural production and aquatic fisheries (Lim and Guerrero 1985). ▪ An incident of oil spill in Laguna de Bay was caused by an unattended faulty drain valve from one of the oil storage tanks of the National Power Corporation at the Malaya Thermal Plant (Aviquivil, del Rosario, and Pe Benito 1995). The contamination of Laguna de Bay's aquatic and fishery areas due to oil spills leads to a major disruption of the recreational activities in the area such as swimming, boating, fishing, and diving. This has also caused a major setback in its hotel and tourism industry. 	<ul style="list-style-type: none"> ▪ Prevailing wind-flows from high-sulfur emission sources in the manufacturing districts of the United Kingdom, France, Germany, and Poland converge northward to Scandinavian countries and cause particularly destructive acid rains that contribute to increased acidity of many bodies of water and decimation of many aquatic fisheries and plants in the region. ▪ All over the world, cities from Cairo to Milan, Lima, or Djakarta suffer from health problems due to air pollutants caused by burning of domestic and industrial waste, coal, and hydrocarbon fuels by aircraft and motor vehicles.
<p>10. ENVIRONMENTAL HAZARDS are extreme geophysical events and major technological accidents. They are characterized by concentrated releases of energy or materials, which pose an unexpected threat to human life. These geographic hazards</p>	<ul style="list-style-type: none"> ▪ There are about 220 volcanoes scattered all throughout the archipelago. Of these roughly 20 percent are considered active (Daligdig, Besana, and Torres 1993). Some of the most active volcanoes are the Mayon 	<ul style="list-style-type: none"> ▪ The Shensi, China, earthquake in 1556 was one of the worst geophysical disasters ever recorded. It caused the deaths of more than 800,000 persons. Most of the victims were living in caves in unstable loess hillsides.

Concepts	Philippine Examples	Other Examples
<p>can cause significant damage to goods and the environment (Smith 1992).</p>	<p>Volcano in Albay, Taal Volcano in Batangas, Hibok-Hibok in Camiguin, Bulusan in Sorsogon and Canlaon in Negros Oriental.</p> <ul style="list-style-type: none"> ▪ The Philippines experiences 19 or more typhoons a year on average. Typhoons are most frequent in the national capital region during the months of July to November. They bring in heavy rains that cause extensive flooding events in many parts of the metropolis. Different levels of vulnerability are exhibited by sector groups in the megacity (Zoleta-Nantes 2000). 	<p>This illustrates the critical role that is played by housing in all earthquake disasters (Smith 1992).</p> <ul style="list-style-type: none"> ▪ Typhoon, or <i>bagyo</i>, comes from the Chinese words <i>tai fun</i>, meaning “big wind.” They occur in the greatest frequency, globally, in the northwest pacific basin. The term tropical cyclone is used in the Indian Ocean, Bay of Bengal, and Australian waters. The same storms are called hurricanes in the Caribbean, Gulf of Mexico, and the Atlantic Ocean.

LIST OF IMPORTANT CONCEPTS FROM HISTORY AND THEIR EXAMPLES

THE CONCEPTS IN HISTORY were drawn up after a deep reflection on the recurring themes and processes in Philippine and world history. A critical element in this reflection is time and periodization. Hence, the concepts are also arranged chronologically, and not necessarily in their order of priority. These themes can be drawn from the common experiences of peoples, and nations in various parts of the world and upon closer scrutiny, can be applied to the Philippine experience as well. Thus, in a certain sense, these themes comprise man's communal memory of common experiences and, therefore, makes them an essential part of any study in the discipline of history.

The difficulty, however, lies in the very nature of the discipline. When discussing concepts in history, the issue of what is history invariably crops up—an issue of historiography. For instance, the idea that “each generation writes its own history,” reinforces the belief that history is relative—it is a selective undertaking of memory pursued by men and women to make their lives meaningful in the present. Yet if one introduces this concept without elaboration, it may lead the student to believe that relativity is the order of history.

The concepts listed below have been constructed with a view that there is an objective historical experience that exists, regardless of whether man/woman chooses to remember it. That experience can be open to various interpretations and analyses, but the fact remains that it is an event which occurred at a point in historical time. The ten concepts found in the succeeding pages tries to capture, in a general way, mankind's historical experiences and presents them as themes and concepts in history.

STEPHEN HENRY S. TOTANES, Ph.D.
March 2002

Concepts	Philippine Examples	Other Examples
1. People's earliest communities were formed through a combined process of EVOLUTION and MIGRATION.	<ul style="list-style-type: none"> ▪ The remains of the Tabon man, excavated in Palawan in 1962, dates the presence of early inhabitants in what are now known as the Philippine Islands to about 21,000 to 22,000 years ago. ▪ The foundations of Islam in the Philippines were laid by Muslim preachers from Sumatra and Palembang, in what is now Indonesia, when they traveled to Sulu and Maguindanao and established their sultanates there in the late-14th and 15th centuries. 	<ul style="list-style-type: none"> ▪ Some of the earliest communities in Asia are found in India and China, from whence their peoples traveled to other parts of what is now Southeast Asia to extend their influences beyond their shores.
2. These early communities developed a CIVILIZATION, or the means and methods by which people make their environment productive and modify it to suit their community's needs.	<ul style="list-style-type: none"> ▪ Banawe rice terraces in the Cordilleras is an innovative and striking example of how the Ifugao and Igorot peoples carved rice fields from the mountains to provide for their sustenance. They utilized rainfall to irrigate their fields, hence, making the highlands productive. ▪ The early lowland Philippine communities were established in coastal areas, where its inhabitants could tend to their ricefields inland and at the same time, draw from the resources of the sea and have access to rivervine and water transportation. 	<ul style="list-style-type: none"> ▪ In China, a system of writing using characters and tonal language were developed while in isolation from Western influences—this system spread throughout the mainland of Asia and partially influenced the languages and writing of the other North Asian countries, such as Japan and Korea.
3. People developed systems of GOVERNANCE to maintain order and stability within their community and prescribe their conduct and relations with other communities.	<ul style="list-style-type: none"> ▪ The barangay was observed to be the smallest unit of government in Philippine lowland communities at the time of the arrival of the Spaniards in the 16th century. Leadership was exercised by the datu and a warrior class and succession was hereditary. 	<ul style="list-style-type: none"> ▪ Kingdoms and empires were established in other parts of Asia and the world, where all authority emanated from the royal leader, the king, or emperor and he was even believed to possess "divine status" (e.g., monarchy of England, imperial dynasties of China).

Concepts	Philippine Examples	Other Examples
	<ul style="list-style-type: none"> ▪ In southern Philippines, sultanates were established by the Muslim preachers and their scope and influence extended to various parts of Mindanao and the Sulu archipelago. Succession in sultanates was achieved by proving one's direct lineage or link to the early sultans. 	
<p>4. Because the communities' immediate environments did not always provide for all their needs, people engaged in TRADE and EXPLORATION, traveling to distant communities to exchange resources.</p>	<ul style="list-style-type: none"> ▪ The highland communities in the Philippines established trading centers where they would exchange/barter goods produced in the lowlands and vice-versa. These centers were areas of more or less even distance from the coastal communities and the access routes to the highlands. ▪ The coastal communities in Luzon show evidence of receiving traders from China and other parts of Asia, as evidenced by pieces of pottery and silk which were not produced here but were brought by foreigners. Likewise, in the southern Philippines, communities in Mindanao and Sulu had frequent contact with itinerant traders from other parts of island Southeast Asia. 	<ul style="list-style-type: none"> ▪ Western explorers from the Iberian kingdoms of Spain and Portugal embarked on voyages of discovery and exploration in the 15th and 16th centuries, in search of spices and other exotic products from the East to liven up the bland taste of their food and serve as preservatives during long winters. These voyages, which began as trade missions, opened up opportunities for expansion and opened the eyes of the European kingdoms to the existence of vast continents in the East.
<p>5. As people discovered the breadth and extent of the earth's land, people, and resources, some of them embarked on CONQUEST and COLONIZATION, where small communities were placed under the control and supervision of dominant communities which were often larger in size and population, and advanced technologically.</p>	<ul style="list-style-type: none"> ▪ The Kingdom of Spain financed and supported the expedition led by Miguel Lopez de Legazpi in 1564, whose main objective was to establish a foothold in what were then known as the "Islas del Poniente," or Islands of the West, and named Filipinas in honor of then Prince Philip II. ▪ For the rest of the 16th century, Spain would send rein- 	<ul style="list-style-type: none"> ▪ In the American continent, Spanish and Portuguese explorers vanquished the native Inca and Aztec communities throughout the 16th century and placed these communities and their adjoining territories under their respective kings. The area now known as Mexico was placed under a viceroy and was the jump-off point for the

Concepts	Philippine Examples	Other Examples
	<p>forcements to the newly established colony in the Philippines—among the first areas to be occupied were the islands of Cebu, Panay, and Luzon. From these strongholds, the Spaniards, with the help of native chieftains and their followers, were able to conquer the islands and make them subject to the rule of King Philip II.</p>	<p>Spanish colonization of the Philippines.</p>
<p>6. Responses to trade, exploration, conquest and colonization were ADOPTION, ADAPTATION, and RESISTANCE, as the smaller or subjugated communities assimilated and imbibed cultural practices from the dominant communities or resisted their influence.</p>	<ul style="list-style-type: none"> ▪ For over three centuries of Spanish rule in the Philippines, the natives either adapted Christianity or resisted it. In the lowland and coastal communities, the church became the dominant social and political institution and by adhering to its tenets, its followers were accommodating themselves into Spanish rule. ▪ In the highland communities, such as the Cordillera mountains, the natives continued to resist the encroachment on their culture by maintaining an effective distance from the colonization efforts and influence of the Spaniards. In southern Philippines, the dominant influence of Islam in Maguindanao and Sulu enabled them to resist the intrusions of Spanish and Christian influence. ▪ The Spaniards, initially through the efforts of the Augustinians, to be followed by other religious orders, such as the Dominicans, Franciscans, Jesuits, and Recollects, established a Roman Catholic Church in the Philippines and embarked on 	<ul style="list-style-type: none"> ▪ In northern America, native Indian communities continued to resist the spreading influence of the Western colonizers from England, who had begun to occupy their homelands and spread their influence to the western part of the American continent. ▪ In areas now known as Mexico, Brazil, Argentina, Peru and other Latin American countries, Spanish and Portuguese culture and religion were transmitted to the native population.

Concepts	Philippine Examples	Other Examples
	<p>missions of evangelization, converting the natives to Christianity. The archdiocese of Manila was established by the late-16th century with its suffragan dioceses in Nueva Segovia (north Luzon), Nueva Caceres (south Luzon) and Cebu (Visayas).</p> <ul style="list-style-type: none"> ▪ In southern Philippines and parts of Mindanao, the Sultanates of Sulu and Maguindanao also spread their Islamic religion and way of life among the native communities, thus establishing their stronghold in these areas despite the presence of the Spanish colonizers up north. 	
<p>7. In the process of resistance, communities engaged in REVOLUTION, WAR, and CONFLICT RESOLUTION. The first occurred when a group of people within a community sought to discard imposed and established systems of governance and to establish their own, new system of maintaining order and stability. The second occurred when communities or nations impinged on another community's or nation's resources and impeded the process of democratization or other changes in governance. The latter was developed by communities, nations and most notably by the institutionalized international community of nations to prevent peoples, communities and nations from imposing their will and power over weaker or protesting peoples and states who sought to</p>	<ul style="list-style-type: none"> ▪ The Philippines was embroiled in a war against Japan from 1941–1945 as the latter aspired to extend its territory throughout most of East and Southeast Asia. The Japanese directed their aggression towards the United States, which was the major power which impeded their conquest and colonization of these islands and the rest of Southeast Asia. ▪ The Philippines would be partially involved in the Vietnam war in the 1960s as the United States sought its support in defending a democratic government in southern Vietnam. But the communist state in northern Vietnam emerged victorious after a prolonged 11-year war. ▪ The Philippines became an active member of the United Nations, which was formed immediately after the second world war. Through the United Nations and 	<ul style="list-style-type: none"> ▪ The war in Europe was caused by Germany's ambition, under Adolf Hitler, to conquer lands it had lost in the post-World War I peace treaties. German armies invaded and occupied countries, such as Poland, France, and others, thus leading to a second world war as Allied Forces led by Britain, the United States, and Russia tried to stop this expansion. ▪ Through various treaties and postwar arrangements, the world's major superpowers have agreed to maintain peace and to respect each other's territorial integrity and system of government. However, the threat of a nuclear war always looms in the horizon as nations constantly struggle with the desire to outdo each other and exert their dominance over other nations.

Concepts	Philippine Examples	Other Examples
<p>preserve their own identity and territory.</p>	<p>its various agencies, the Philippines participates in efforts to maintain peace in the world and resolve conflicts among democratic nations.</p> <ul style="list-style-type: none"> ▪ Despite being an independent republic, the Philippines allowed the United States to retain various military bases and reservations in its territory, to aid us in preventing a repeat of its experience of being invaded by another aggressor country like Japan. 	
<p>8. In establishing their own systems of governance, communities aspired to NATIONHOOD and IDENTITY, imagining and constructing themselves into self-reliant and distinct entities, yet at the same time actively interacting with the multitude of diverse but distinct communities.</p>	<ul style="list-style-type: none"> ▪ The Philippine Revolution sparked by the Katipunan in 1896 was an effort by the native Filipinos to assert their independence and desire to be liberated from Spanish rule. Although lacking in arms and resources, the uprising effectively challenged the dominance of Spain after over three hundred years of colonial rule. ▪ The Revolution which began in 1896 would evolve into a war against a new colonizer, the United States, which had assisted the Filipinos in dislodging Spain, but also had its own intentions of making the Philippines a colony. The continued resistance against the Americans from 1899 to around 1902 by the Republic of Malolos and its followers was therefore an extension of the revolution earlier waged against Spain. ▪ Jose Rizal, in his writings and activities, helped define this concept of a Filipino Nation, by portraying the Philippines' historical experience under 	<ul style="list-style-type: none"> ▪ The succeeding generations of settlers in the north American continent waged their own revolution in the late-18th century, to assert their independence from the King of England as they sought to establish a united government of thirteen colonies, by drafting a document known as the Declaration of Independence. ▪ The founding fathers of the United States of America, led by Thomas Jefferson and George Washington, drafted the Declaration of Independence and asserted their independence from the Kingdom of England—this independence would be achieved through a revolution lasting several years.

Concepts	Philippine Examples	Other Examples
	<p>Spain and projecting a future for an independent Filipino nation. La Liga Filipina, which he organized in 1892, was to have been the entity to achieve this goal, but was dissolved upon Rizal's deportation to Dapitan.</p> <ul style="list-style-type: none"> ▪ The Katipunan was formed soon after the Liga's abolition by Andres Bonifacio and his colleagues. They also aspired to nationhood and formed this society to prepare for an armed struggle against Spain. 	
<p>9. Through the process of DEMOCRATIZATION, the members of these newly formed nations freely and actively participated in the process of NATION-BUILDING by exercising their rights and performing their duties and obligations as citizens of the nation to which they belong.</p>	<ul style="list-style-type: none"> ▪ The Philippines went through a second colonial experience, but this time under the American regime, which offered opportunities to the Filipinos to govern themselves and acquire education towards self-governance. More Filipinos were allowed to vote and took upon themselves the duties of citizenship of an emerging Philippine Commonwealth by 1935. ▪ In 1937, Filipino women acquired the right of suffrage and could now vote and run for public office. The Filipinas were thus officially recognized as active partners of the Filipino men in building the nation. 	<ul style="list-style-type: none"> ▪ After the World War II, much of what is now Southeast Asia, began to emerge as independent republics after undergoing long years of colonization under European countries. Among them were the Republic of Indonesia (from the Dutch), Republic of Malaysia (from the British), North and South Vietnam (from the French) and Burma (from the British).
<p>10. Increasingly, nations have emerged as being not only self-reliant, but heavily inter-dependent, thus, a process of GLOBALIZATION has occurred whereby the larger community of nations are developing a culture and systems of</p>	<ul style="list-style-type: none"> ▪ The Philippines has become an active player in regional groupings such as the ASEAN (Association of Southeast Asian Nations) and the APEC (Asia-Pacific Economic Cooperation) as it realizes that its economic future lies in constructive collaboration with its neighbors 	<ul style="list-style-type: none"> ▪ A common culture, aided by developments in information technology, such as the computer, the internet, and the cellular phone, and with the popularization of air travel, has transcended national boundaries and has brought increased communication and interaction

Concepts	Philippine Examples	Other Examples
cooperation that transcend the boundaries of separate nations.	<p>and dominant trading partners and opens itself to foreign investments.</p> <ul style="list-style-type: none"> ▪ More and more Filipinos are seeking employment in other countries as overseas contract workers, as they compete with workers from other nations for jobs, in various parts of the world. 	among citizens of various nations. This global culture is the trend of the 21st century, but will hopefully not erase or overshadow the distinct ethnic cultures of the various peoples of the world.

LIST OF IMPORTANT CONCEPTS FROM ANTHROPOLOGY AND CULTURE STUDIES AND THEIR EXAMPLES

THE CONCEPTS FROM anthropology and culture studies were selected by Dr. Florentino H. Hornedo, Ph.D. They are notable for their common absence in many learning situations, particularly those designed for formative years when values and attitudes are beginning to take root. Their inclusion in the framework for social studies in basic education would help learners grasp macroplanning and the need to anticipate future ramifications of contemporary action, particularly for socioeconomic development.

Concepts	Philippine Examples	Other Examples
<p>1. "Today's native is yesterday's visitor." Many native peoples, goods, ideas, and institutions derive their origin from immigrant ancestors and archetypes.</p>	<ul style="list-style-type: none"> ■ The peoples of the Philippines, in the long and recent past, came as immigrants from other parts of the world. ■ Many religions which have established per-manent roots in the Philippines like Islam and Christianity were introduced from outside long ago, and have since become part of native Filipino way of life. ■ The jeepney and the tricycle originated from foreign technologies and have since become modified so well that they are now regarded as native technological creations. ■ Many Filipino agricultural products were once introduced by foreigners from alien cultures. For instance, corns, pumpkins, peanuts, and others were introduced in the Philippines by the Spaniards. ■ Liberal democracy in the Philippines was first introduced under the influence of the French Revolution and then remodeled by the U.S.A. into today's constitutional democracy. ■ Higher education was introduced from Europe and has now become a native institution. 	<ul style="list-style-type: none"> ■ Most of today's American citizens are des-cendants of immigrants. The same is true of Canadians whose ancestors were British or French subjects. ■ The American Episcopal Church came from the Anglican Church of England. ■ English, the language of U.S.A., is a heritage from England.
<p>2. Communication increases and promotes mutual understanding and acculturation. Where communication was either limited or totally lacking, there is only a minimum of truly shared cultural characteristics.</p>	<ul style="list-style-type: none"> ■ Filipinos of the past and present who had/have access to one another by transport technology share cultural characteristics such as language. Thus, Cebuano unites the Boholanos, Leyteños, Negrenses. The same is true of the Ilongos in Iloilo and in Bacolod. And so are the 	<ul style="list-style-type: none"> ■ The Mediterranean lands and peoples enriched cultures and civilization through the ships that plied the Mediterranean Sea, from the ancient times to the present. ■ Tall ships which crossed the Atlantic brought European culture and civilization to the Americas.

Concepts	Philippine Examples	Other Examples
	<p>Ilocanos on the Ilocos Coast and those of Cagayan Valley.</p> <ul style="list-style-type: none"> ■ Through the mass media, Filipinos today have more margin of shared culture than their more isolated ancestors. ■ Roads and modern vehicles have almost erased the cultural boundaries of different peoples living in different villages, towns, and provinces. ■ Conversely, places in the Philippines which had no effective social and cultural contact with other places have become less homogeneous culturally such as the peoples of the Cordilleras and Central Mindanao. ■ Magellan's ship gave Filipinos their first taste of European culture. 	<ul style="list-style-type: none"> ■ The dromedary and bactrian camels made possible the trade and cultural relation of East and West through the "silk route."
<p>3. Access to technology brings about social behavioral change, Thus, when T.V., video, and movies became available, traditional theater and indigenous performing arts lost their audiences, and people became consumers of art, rather than producers of art.</p>	<ul style="list-style-type: none"> ■ Drama and theater used to give live performances and concerts in urban centers like Manila. Today, few remain and movie houses have increased in great numbers. ■ Grandparents used to entertain the grandchildren with traditional stories, today the youngsters spend their time watching television and traditional lore is dying. ■ Geographic mobility has increased in the Philippines with the advent of air transport. ■ Communication by letters has diminished with the coming of the telephone, cellphones, and tape and video recorders. ■ Mass media have greatly enhanced the acceptability and use of Filipino as national language. 	<ul style="list-style-type: none"> ■ With the coming of cinema houses in China, traditional theater and opera houses lost most of their patrons and audiences. ■ The bullet trains in Japan have made it possible for many Japanese urban employees to live far from the cities and enjoy less stressful lives.

Concepts	Philippine Examples	Other Examples
	<ul style="list-style-type: none"> ■ With motorized vehicles and better roads, people can now live far away from their places of work—holding city jobs while living in rural communities. ■ Availability of domestic appliances has allowed more wives to pursue professional careers. 	
<p>4. Development involves the invention and multiplication of options. Such options may be technological, or personal, or increased opportunities.</p>	<ul style="list-style-type: none"> ■ The introduction of corn and other agricultural products in the Philippines by the Spaniards increased the choices for cultivation and the variety of available food supplies. ■ The introduction of motorized and air transport has greatly developed the transport industry by giving people greater freedom to choose their manner of travel. ■ Wealth increases the range of possible choices of lifestyle. ■ Philippine cities, compared to average rural communities, have wider range of options for satisfying their needs. 	<ul style="list-style-type: none"> ■ The most developed countries of the world offer the greater number of opportunities for occupational and personal enhancement among citizens. ■ Developed countries offer more choices for human comforts, social security, and options for self-realization.
<p>5. Solutions may bring about new problems unless unintended consequences are properly recognized and satisfactorily handled/prevented.</p>	<ul style="list-style-type: none"> ■ Some people from rural areas seeking opportunities in cities have gotten trapped in urban ghettos and produced slums and breeding grounds for crime and diseases. ■ Government efforts to help develop local communities have damaged traditional self-help institutions and developed in people a dependency patron-client relationship which is in the long term unsustainable. ■ Efforts to maximize access to higher education by minimizing 	<ul style="list-style-type: none"> ■ Global competitiveness has led to great benefits and profits for the large and well-managed corporations, but has at the same time led to the noncompetitiveness of small ventures. ■ Singapore's success in encouraging entrepreneurial and professional aggressiveness among its citizens has made child-bearing age citizens to postpone marriage or to be childless—resulting in an aging population which can foreseeably be fatal to national long-term development.

Concepts	Philippine Examples	Other Examples
	<p>costs have led to mass mediocrity in Philippine higher education creating the so-called educated unemployables.</p> <ul style="list-style-type: none"> ■ Seeking jobs in foreign countries have produced economic benefits at the cost of social and human tragedies of broken homes and other damages to family and personal lives. 	<ul style="list-style-type: none"> ■ Socialism in the erstwhile socialist states like the U.S.S.R., China, and East Germany was supposed to lead to social justice, but led to economic disasters due to lack of incentives for growth.
<p>6. Coping with challenges can lead to inventiveness. Human needs have been the stimulus for the creation of tools and facilities which help produce convenience, efficiency, and comfort.</p>	<ul style="list-style-type: none"> ■ The need for cheap affordable mass transport inspired Filipino inventors to modify the Willy's jeep and the motorcycle into the jeepney and the tricycle. ■ The archipelagic nature of the Philippines was the stimulus for boat-building before the advent of airplanes, motorized automobiles, and boats. 	<ul style="list-style-type: none"> ■ The growing need to meet demands of mass and surplus production brought about by growing international and domestic trade stimulated technological invention, such as the steam engine for steamboats/ships and trains at the beginning of the industrial revolution. ■ Epidemics, such as malaria and tuberculosis, stimulated medical scientists to discover and invent mosquito-eliminating chemicals and anti-TB vaccines and antibiotics.
<p>7. Cultural generalizations are usually variable specific. Generalizations without referring to specific variables in a universe lead to unwarranted stereotypes.</p>	<ul style="list-style-type: none"> ■ Stereotypes, like "Ilocanos are thrifty" and "Batangueños are violent" lead to harmful prejudices. ■ Belief in the natural superiority of the male has produced undue bias against women in the Philippines (as elsewhere), thus depriving women of many opportunities for optimizing their contribution to society. 	<ul style="list-style-type: none"> ■ Racism in the U.S.A. has engendered violent and unjust treatment of colored peoples. ■ Antisemitism led Nazi Germany to attempt to exterminate Jews under Hitler. ■ Religious prejudices keep the Catholic and Protestants in Ireland fighting.
<p>8. Heritage is what people receive as benefice from their past. It consists broadly of the territory, sovereignty, government, and the people, and the tangible and</p>	<ul style="list-style-type: none"> ■ The national territory is defined by its archipelagic boundaries, the marine and air spaces, and all the naturally occurring resources and wealth they contain. 	<ul style="list-style-type: none"> ■ All countries that are members of the family of nations have territory, sovereignty, government, and people and all the institutions to maintain, protect,

Concepts	Philippine Examples	Other Examples
<p>intangible elements of their culture.</p> <p>The books usually present “national heritage” as merely the cultural and artistic production the country has inherited from the past. But heritage comes from the Latin word HERI — the past or yesterday. It refers to all of a people’s physical and spiritual inheritance from the past including the genetic aspects of the people, regardless of the geographic, demographic, or genetic origin of the inheritance.</p>	<ul style="list-style-type: none"> ■ The status of the nation-state as a free and independent political entity makes it a full-pledged member of the family of nations which are sovereign. ■ The power of self-rule by means of a duly constituted “government of laws and not of men,” and its structures of civil service governed by the constitutional branches of government—the executive, the legislative, and judicial. ■ The country’s racially and ethnically plural population, whose genetic origins are multinational but have, by tradition and law, become Filipinos. ■ The political, social, and cultural institutions and all the legitimate by-products of these, such as the arts and crafts, their traditions and customs, their beliefs and aspirations, and all the talents and skills which the people transmit down the generations of their progeny. ■ Institutions, such as the museums, galleries, archives, libraries, and other repositories, in which the tangible aspects and elements of national culture are stored and preserved. ■ The institutions such as schools and workshops, where the intangible heritage of the nation is preserved and enhanced by cultural transmission. ■ The potentials of all the citizens for creative and productive activity, which can be developed for the future benefit of the 	<p>defend and preserve these components of country heritage.</p> <ul style="list-style-type: none"> ■ States like Japan, Korea, and some African nations whose demographic population are in the vast majority, trace their heritage from a single or a limited number of origins of their heritage. ■ Countries like the U.S.A, Canada and Australia which are multicultural trace their heritage from many older civilizations and cultures—their heritage is a convergence of many heritages shared with other countries such as languages, customs and traditions.

Concepts	Philippine Examples	Other Examples
	<p>country—for which reason education and schools exist.</p> <ul style="list-style-type: none"> ■ To protect and preserve the national heritage, the institutions of national defense and the police exist. 	
<p>9. Certain elements of culture are universal and are found in all cultures but their forms and expressions vary. Culture and its elements can be taught and acquired.</p>	<ul style="list-style-type: none"> ■ All Filipinos communicate in language, but the country has a great variety of languages, and those spoken by the largest numbers of Filipinos are Tagalog, Cebuano, Ilocano, Pampango, Ilongo, and others. ■ Various ethnic groups in the country have distinct ways of preparing and serving food. ■ Livelihood activities and ethnosience and ethno-technology which facilitate these activities vary from people to people and from place to place. Peoples along the seas are rich in fishing and marine technology and lore; those in the fertile plains are expert horticulturists and agriculturists. ■ Peoples protect themselves against the elements with clothing and shelter; and our ethnic and cultural communities have different architecture and manner of dress. ■ Peoples along bodies of water or the sea have watercraft and boats for transport and travel; peoples of land locked regions have carts, animals (such as horses and carabaos), and in recent times motor vehicles for transport and travel. ■ The ideas and emotions varied peoples express are the same or similar, but the stories, songs, 	<ul style="list-style-type: none"> ■ The social organization of Great Britain, the U.S.A., and China are, in principle and in fact, different. Great Britain is a constitutional monarchy, the U.S.A. is a federal republic, and China is a socialist state. ■ Nations of the world speak different languages as a rule, but those with a shared heritage (such as England, U.S.A., Canada, and Australia, or the Latin American nations) share common languages like English and Spanish. ■ Countries that have had less cultural influxes in the long past like, Japan, Thailand and Korea, maintain a single dominant national language and cultural characteristic.

Concepts	Philippine Examples	Other Examples
	<p>and performing arts by which these are expressed differ from one ethnic group to another.</p> <ul style="list-style-type: none"> ■ Because of exposure, face-to-face contacts and other forms of exchange, cultural elements and traits have become diffused and are present in different host cultural communities—in the areas of language, arts, dress, architecture, cuisine, entertainment, and others. 	
<p>10. People appreciate usefulness, convenience, refinement, and elegance. Cultural expressions such as tools, furniture, dress, arts, ornaments, architecture, and cuisine appear to evolve from the useful to the elegant. (It is not a cultural law, but is observable in many instances, and leads to the production of masterpieces.)</p>	<ul style="list-style-type: none"> ■ Rice can be just plain boiled rice; but it can also be cooked with spices and meat or as colorful paella and served in china or silverware. ■ The clay pot is useful; the iron pot is useful, durable, and convenient, but gleaming silver and bronze pots are elegant. ■ A stool is useful; a chair is convenient; a heirloom sculpted sofa is elegant; speech is fine and useful, but singing the words give them force and elegance as well. ■ First the digging stick, then the pick and the hoe, followed by the cattle-drawn plow; and now the computer-run tractor. ■ There was the row boat; then the steamship; and now the liner. 	<ul style="list-style-type: none"> ■ There was the glide; then the airplane of the Wright brothers; then the early commercial transport planes; and now the luxury international transport airplanes. ■ In ancient Greece, drama started with a single storytelling actor; then it developed into plays with several actors in costume; then came elegant costume and polyphonic orchestral accompaniment, as in the operas of Europe. ■ Shelter started with the cave, then primitive shelters of perishable materials, then of durable materials but rough-hewn; then houses, to mansions, to palaces, in which converge the visual and plastic arts.

LIST OF IMPORTANT CONCEPTS FROM POLITICAL SCIENCE AND LAW AND THEIR EXAMPLES

MY TRAINING AND WORK in and exposure to the social sciences, particularly political science, economics, public administration, and history, as well as the military and the mass media have given me the unique opportunity to participate in this UNESCO project. Its objective is to draw up a list of essential political and legal concepts for use in Philippine textbooks on basic education.

Given the limited time, I was able to do the following:

1. Reread some of the classics of western liberal democracy.
2. Review my inputs for the Malolos National Shrine project, which involved the preparation of materials for the teaching of constitutional democracy.
3. Consult historical text like the *Kartilya* of the Katipunan, Andres Bonifacio's *Sampung Utos*, Mabini's *True Decalogue*, and others.
4. Partner with a graduate of the U.P. College of Law, Cynthia Molina, who had worked in the Cultural Center of the Philippines and holds a B. A. in Philippine Studies. She provided the summaries of abstracts of cases and scanned the *CCP Encyclopedia*.
5. Inspect some high school social studies textbooks.
6. Reflect on my experiences as a public high school student and as a teacher in a state university.
7. Invite college students majoring in the health and social sciences to come up with their own list of essential political and legal concepts.

A list of the sources that I used is also available (see References).

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Concepts	Annotation and Example	Related Cultural Properties
<p>1. Citizenship (Art. IV, 1987 Constitution of the Republic of the Philippines)</p>	<p>Every human being on this planet belongs to a greater body of human beings called society. His membership in society makes him a citizen. A citizen volunteers his allegiance to society and to the government that administers the affairs of society. A citizen is entitled to protection within and outside his society and to reciprocal treatment from his fellow citizens. (Luria v. United States, 231 U.S. 9)</p> <p>Citizens are loyal to their society and share their rights and abilities with their fellows in order to foster their joint development. They are awarded privileges by their society and they submit to the authority of their government in order to promote the welfare of all.</p> <p>Citizens give life to their membership in society by exercising their rights like the right to participate in elections. (Co v. House of Representatives Electoral Tribunal, 1999 SCRA 692). They give meaning to their status in the political community by obeying the laws of the land.</p> <p>Citizens embrace their membership in only one society and declare their faithfulness to the country without mental reservations or purpose of evasion. They cannot serve two masters. They cast their lot with one nation and that nation reserves privileges for them. Citizens are furnished with such privileges to enable them to fulfill their obligations, thus, they cannot accommodate two societies.</p>	<ul style="list-style-type: none"> ▪ Passport ▪ Cedula ▪ Bureau of Immigration and Deportation ▪ Philippine flag

Concepts	Annotation and Example	Related Cultural Properties
<p>2. Patriotism and Nationalism (Art. II, Sections 13 and 17; Art. XI, Sections 1, 2, and 18; Art. XII; Art. XIV, Sec. 3 (2); and Art. XVI, Sec. 5, 1987 Constitution)</p>	<p>Citizens love their country. They are willing and able to defend and promote the interests of their nation. These virtues are called patriotism and nationalism.</p> <p>Patriotism springs from the citizens' heartfelt link to the place of their birth. They are inclined to love their home and their homeland. They develop a taste for native products, habits of living, memories of the past, respect for ancestors and esteem for heroes, and a stake in the future of their motherland.</p> <p>Nationalism is the rational appraisal of the citizen that their personal interests comingles with the interests of their nation. They are impelled to the continuous endeavor of strengthening their country. Their defense of the welfare of their republic grows by the exercise of their rights and with the aid of laws. Their public spirit and national sentiment are engendered by education.</p> <p>The passion for the native land and the active advancement of the nation's power are inseparable from the exercise of rights, the enjoyment of privileges and the fulfillment of civic duties.</p>	<ul style="list-style-type: none"> ▪ Philippine national flag ▪ Philippine national anthem ▪ "Pangatang Makabayan" ▪ Jose Rizal monument in Luneta, Manila ▪ Flags of the Katipunan ▪ Andres Bonifacio monument in Kalookan ▪ Libingan ng mga Bayani ▪ "Bayan Ko," composed by Constancio de Guzman with lyrics by Jose Corazon de Jesus ▪ "Alerta Katipunan" ▪ Ang Tibay shoes ▪ National Archives ▪ National Museum ▪ <i>Noli me tangere</i> and <i>El filibusterismo</i> ▪ Manila Bay sunrise ▪ Banawe Rice Terraces ▪ map of the Philippines ▪ Rizal Reef and the Kalayaan island group ▪ Arnis and yo-yo ▪ Fernando Amorsolo's <i>The Maid of Bataan</i> ▪ The Hunters-ROTC Field, a.k.a. the Fort Andres Bonifacio Parade Grounds ▪ Hagdang Bato, Mandaluyong ▪ Bitukang Manok, Pasig ▪ Kaptan Barbel and Darna ▪ Juan de la Cruz, cartoon symbol of Pinoy, which was introduced in 1908 in the <i>Philippine Free Press</i> weekly

Concepts	Annotation and Example	Related Cultural Properties
3. Civic duty/ Public office is a public trust (Art. II, Sec. 4; and Art. XV, Sec. 4, 1987 Constitution)	<p>In his pursuit of life, liberty and happiness, the citizen must be orderly, temperate, moderate, careful, and self-controlled.</p> <p>As a member of society, citizens are obliged to perform a number of functions for their own good and the common good.</p> <p>One concrete manifestation of the individual's civic spirit is acceptance of a position in government. He/she is expected to discharge fully the functions of his/her office and at the same time account for his/her actions.</p> <p>In the Philippine context, this means that all holders of public office, elected or appointed, must at all times be held accountable to the people. This is an outgrowth of popular sovereignty.</p>	<ul style="list-style-type: none"> ▪ Pancho Villa, the first Filipino and Asian world boxing champion ▪ Severino Reyes, "Mga Kuwento ni Lola Basyang" in <i>Liwayway</i> magazine ▪ Teofilo Yldefonso, the "Ilocano Shark," who won the Filipinos' first Olympic medal (bronze) in swimming at Amsterdam in 1928 ▪ Eugene Torre, Asia's first chess grandmaster ▪ Paeng Nepomuceno, Bowling World Cup champion ▪ Philippine eagle ▪ Efren "Bata" Reyes, world's no. 1 billiards player ▪ Carlos "Botong" Francisco's <i>Filipino Struggles through History</i> mural at the Manila City Hall <hr/> <ul style="list-style-type: none"> ▪ Income tax return ▪ Bayanihan ▪ Cooperatives ▪ Nongovernmental organizations ▪ Alay Lakad ▪ Photo of volunteer donating blood ▪ U.P. Pahinungod ▪ Traffic light ▪ Taxi driver Emilio Advincula who returned two million pesos in cash to the woman balikbayan who left her valuables in his cab.

The officials of the state are simply representatives of the citizenry. They are, therefore, legally and ethically responsible for the welfare of all. As recipients of the nation's confidence, they have been given the ability to act with authority. They have been granted the capability to render moral and rational decisions in behalf of the collective.

The officials of the state are supposed to possess good judgement and sound thinking. They are presumed to be trustworthy and reliable. They are expected to be responsive to guidance, suggestions, appeals, and complaints.

The public officers are chosen to serve the needs of society. They have the moral and contractual commitment to finish their tenure to the best of their abilities. They are empowered to fulfill the obligations of their particular offices. They are, therefore, required to render an account of their stay in government and are subject to control and review.

The public officers in the Philippines are commanded to act with patriotism and justice, to serve the people with utmost responsibility, integrity, loyalty, and efficiency, and to lead modest lives.

The public officers in the Philippines are held liable for their official actions. They are answerable to the electorate. The highest officials of the land, namely, the President, the Vice President, the members of the Supreme Court, the members of the Constitutional Commissions, and the Ombudsman are to be removed from office through a democratic process called "impeachment" for the high

crimes of treason, culpable violation of the Constitution, bribery, graft and corruption, and betrayal of the public trust.

While in office, the officers and employees of the State are barred from junking their Philippine citizenship.

The servants of the public are amenable to both perks and penalties, privileges and sacrifices, power and guidance.

The law, due process, community standards, and the individual's delicadeza combine to propel the public servants to do their job properly and to relinquish their office once they lose the nation's confidence.

The citizens must:

- a. employ the power that reside in them and all their fellows as the sovereign
- b. defend their republic
- c. render personal military or civil service
- d. respect their fellow citizens
- e. respect the laws of their land
- f. exercise their rights
- g. take part in public affairs
- h. pledge allegiance and remain loyal to their country
- i. participate in elections
- j. care for the elders of their family and their society
- k. freely recognize every other citizen as an equal
- l. regulate and legitimize the necessary powers of government

Concepts	Annotation and Example	Related Cultural Properties
<p>4. Rights (Art. III, 1987 Constitution)</p>	<p>Humans are creatures of nature who are endowed with reason and conscience. They rule over this planet.</p> <p>They claim for themselves specific characteristics, abilities, and functions that inhere in their beings and that go with their status as stewards of the world. These moral claims are called rights.</p> <p>Human rights are, therefore, natural.</p> <p>Human beings are drawn to the other members of their own species. In bonding, they form societies. Societies recognize that humans are allowed to do things for themselves and others and are to be given things singly or in groups. The things that are permitted comprise civil and political rights. The things that are awarded constitute social and economic rights.</p> <p>Human rights are, therefore, man-made.</p> <p>Civil and political rights are a person's freedom to make a living, acquire property and be happy without undue interference from other people, the State and society itself. Social and economic rights are a person's moral claim to have work provided for him/her, to have basic human needs met.</p> <p>Human rights are located within an individual. Group rights are subsidiaries that are acknowledged by society or awarded by the state.</p> <p>In practice, rights are appreciated in publicly established rules, promises and agreements, compensation and reciprocation, and established modes of behavior.</p>	<ul style="list-style-type: none"> ▪ <i>La Solidaridad</i> ▪ EDSA People Power Shrine ▪ School building ▪ Nelson Mandela ▪ The United Nations Draft Convention on the Protection of All Persons from Enforced or Involuntary Disappearances ▪ Civil Liberties Union ▪ The United Nations International Covenant On Civil and Political Rights ▪ Jose Diokno

Concepts	Annotation and Example	Related Cultural Properties
	<p>Rights are recorded in such documents as the Magna Carta, the French Declaration of the Rights of Man, the American Declaration of Independence, the Constitution of the First Philippine Republic, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of all Forms of Discrimination against Women, and the Convention on the Rights of the Child.</p>	
<p>5. Universal suffrage (Art. V, 1987 Constitution)</p>	<p>Citizens put to use their authority as members of the sovereign by directly taking part in the governance of their society or through their freely chosen representatives. This power to select representatives is called suffrage.</p> <p>Through suffrage, citizens can summon the men and women worthy of public confidence to help direct the affairs of society. Through suffrage, the rivalries among the civic associations and the political parties can be moderated.</p> <p>Suffrage, however, does not guarantee the excellence of the chosen representatives. Further, it cannot prevent the outbreak of violence among competing interest groups before, during, or after the elections.</p> <p>Suffrage is both a privilege and an obligation. (Antonio B. Nachura, Outline/ Reviewer in Political Law, Election Laws, Chapter I, Sec. C, p. 284). It is a privilege because children (those below eighteen years old) and temporary residents are not eligible to vote. Those who have violated their allegiance to the republic, those who have been found guilty of crimes</p>	<ul style="list-style-type: none"> ▪ Ballot ▪ Ballot box ▪ Senate building ▪ Congress building

Concepts	Annotation and Example	Related Cultural Properties
6. Rule of law (The 1987 Constitution)	<p>against property or sentenced to at least one year of imprisonment, and the insane or feeble-minded are also not allowed to vote. It is an obligation because the government cannot exist without the mandate of the citizenry; thus, if people do not vote, then no one can claim authority to manage the affairs of society.</p> <p>Suffrage, however, does not guarantee the competence of the government. What it provides is the creation of a government that is legitimate, acceptable and accountable to all citizens.</p> <p>Through suffrage, the citizens can remove from office the highest officials of the nation and its subordinate divisions. Through suffrage, the citizens can replace the government even before its term is up. Through suffrage, the citizens can initiate, amend and decide upon the laws and the Constitution itself. (Art. VII, Section 4; Art. VI, Section 2; Art. VI, Section 5; Art. XI, Sections 2 and 3(2); Art. XVII, 1987 Constitution; and The Local Government Code)</p> <p>The citizens create the principles through which they pursue peacefully their lives, liberties, and happiness. These standards comprise the law.</p> <p>Since the citizenry or least the majority has a hand in its conception, then the law is respected. The law is obeyed by the people not only because it is their work but also because they can change it.</p> <p>The citizens submit to the rule of the law, which is a lesser evil or a greater good compared to the wielding of a power which they consider illegitimate such as the rule</p>	<ul style="list-style-type: none"> ▪ Barasoain Convent / Malolos National Shrine ▪ 1899 Constitution ▪ 1987 Constitution ▪ Supreme Court building ▪ Law books ▪ Apolinario Mabini ▪ Kartilya ng Katipunan

Concepts	Annotation and Example	Related Cultural Properties
	<p>of the gun, Executive privilege, parliamentary fiat, judicial dictatorship or religious dogma. The people will not follow a power which they think is usurped or oppressive. (Yick Wo v. Hopkins, 118 U.S. 356)</p> <p>The individual citizen prefers the majesty of the law to the tyranny of the few and the license of the many. Anarchy and despotism are equally to be feared and it is the law that leverages the needs and wants of one and all.</p> <p>The persons who are chosen to form and run the government are not allowed to operate on the basis of their whims. They must follow set procedures and mutually agreed processes. The public officials and the organs of the State cannot take away the citizen's life, liberty, rights, and property without first explaining the cause and without first hearing the side of the individual. This is the due process of the law. This democratic practice applies equally to private organizations. (Art. III, Section 1, Bill of Rights, 1987 Constitution and Smith Bell & Co. v. Natividad, 40 Phil.163)</p>	
<p>7. Equality and Justice (Art. II, Sec. 26; Art. III, Section 1, Bill of Rights; Art. XII, Sections 1, 6, 15 and 19; Art. XIII; and Art. XIV, Sections 1 and 18 [1]; Art. XVI, Sections 7 and 8, 1987 Constitution; and Calalang v. Williams, 70 Phil 726 [1940])</p>	<p>In a democratic society, equality is the real ability of each person in the crowd to receive daily a host of small enjoyments. Every citizen can have the same right to enjoy the same pleasures, to engage in the same professions, to meet in the same places, to live in the same manner and to seek wealth by the same means as his fellow. (Alexis De Tocqueville. <i>Democracy in America</i>)</p> <p>This ability inheres in every person regardless of race, color, creed, gender, age, ethnicity, class,</p>	<ul style="list-style-type: none"> ▪ GomBurZa marker ▪ Camp O'Donnell, Capas, Tarlac ▪ Lola Rosa Henson ▪ Administration building, National Bilibid Compound, Muntinlupa ▪ Flor Contemplacion who was hanged in Singapore ▪ Sarah Balabagan ▪ Macli-ing Dulag and the Chico River ▪ Bantayog ng mga Bayani

Concepts	Annotation and Example	Related Cultural Properties
	<p>material possession, and all other artificial classifications. In a democracy, the knots of race, rank, and all other arbitrary classifications are relaxed, drawing tighter instead the greater bond of man's humanity to man.</p> <p>This ability is made possible only by the fact that the citizen has his liberty as a human being. "Men cannot be absolutely equal without being entirely free." (Alexis De Tocqueville. <i>Democracy in America</i>)</p> <p>This ability is found in the totality of the circumstances in society, hence, it is called the equality of conditions. The extremes of "extraordinary prosperity and irremediable penury" are avoided in democracies.</p> <p>This ability is founded on the citizens' empathy for their fellows as their sibling, thinking of all as beings of equal worth and showing an equal regard for the part played by other people, though their individual fates are separate and distinct.</p> <p>This ability is strengthened by people's tolerance for differences and hospitality to strangers. They accept a very small number as their friends or guests, but they freely recognize every other citizen as peer.</p> <p>This ability is safeguarded by the state through the law, which requires that all persons or things similarly situated should be treated alike, both as to rights conferred and responsibilities imposed. (Ichong v. Hernandez, 101 Phil 1155) The law is to be enforced and applied equally by the government. (Isagani A. Cruz, Constitutional Law) The government is barred from exhibiting and undertaking any form of undue favoritism for or hostility against any</p>	<ul style="list-style-type: none"> ▪ Nuremberg Trials ▪ Tokyo Trials ▪ <i>Spoliarium</i> ▪ Jose Rizal's letter to the young women of Malolos ▪ Malakas and Maganda ▪ International Court of Justice ▪ Ladder ▪ Nobel Peace Prize winner Elie Wiesel, a survivor of the Holocaust who works to bring Nazis to justice ▪ Maggie dela Riva

individual or group. Any act that partakes of an unwarranted partiality or prejudice violates the right to equal protection of the law.

In a democracy, the government protects the welfare of the greatest number of citizens, but it cannot guarantee the interests of all. Society in general may strive energetically to make all the citizens equal but not alike. "No social system and no laws can ever make men so similar that education, fortune, and tastes can put no differences between them." (Alexis De Tocqueville. *Democracy in America*)

John F. Kennedy once said, "All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents." If this equality of opportunity is absent, then justice is not served.

Justice is a situation in which "each person has an equal claim to carry out his/her plan of life," and each person stands an equal chance of winning the grand prize in the lottery of life.

Justice is a condition in which all the intrinsic needs of the members of society are satisfied and once the basic needs have been met, the surpluses are distributed according to each person's due.

Justice is served when people refrain from seizing the goods of others, and the government ensures that wrongly appropriated goods are returned to their rightful owners.

Justice is present when citizens are not prevented from enjoying their rights.

Justice is a state wherein each man is treated according to their peculiar needs, wants, and deeds.

Concepts	Annotation and Example	Related Cultural Properties
<p>8. Freedom of Expression (Art. III, Section 4, Bill of Rights; Art. XIV, Section 5 [2]; and Art. XVI, Sections 10 and 11, 1987 Constitution)</p>	<p>Every citizen has the power, the right and the duty to express clearly ideas, opinions, prejudices, emotions, interests, and even passions in the daily conduct of life and no other individual, group, or institution and society itself should place lasting obstacles to this expression. And it makes no difference if the expression is made publicly or in private.</p> <p>The citizen's power of thought is multiplied when it is carried by mass media. The multiplier effect can influence all the views of other people and modify laws as well as mores. Thus, the channels of mass communication make every aspect of life, be it economic, political or cultural, circulate in every corner of the republic.</p> <p>The circulation of information, beliefs, and feelings ensures the rest of the citizen's personal freedoms and civil liberties in general because the people can act or be motivated to act on the basis of their knowledge. Moreover, the mass media can "bare the secret shifts of politics, forcing public figures in turn to appear before the tribunal of opinion." (Alexis De Toqueville. <i>Democracy in America</i>)</p> <p>The sovereignty of the people is manifested through the freedom of the press in much the same way as the will of the nation is counted through universal suffrage. In lawless territories, this will is prevented from being displayed and society cannot progress.</p> <p>Besides press freedom, the freedom of expression includes free speech, artistic freedom, freedom to receive and distribute information, and academic freedom.</p>	<ul style="list-style-type: none"> ▪ Oblation ▪ Newspaper (<i>Kalayaan</i>) ▪ Photo of mass action ▪ Hyde Park ▪ Plaza Miranda ▪ Hollywood ▪ National Press Club ▪ Cultural Center of the Philippines ▪ Liwasang Bonifacio ▪ Personal computer ▪ Tian'anmen Square, Beijing, China ▪ Balagtas and Huseng Batute ▪ Lino Brocka ▪ Bookstore ▪ National Library ▪ Jeepney ▪ Karaoke ▪ Laboratory ▪ Fiesta ▪ Grand Opera House on Plaza Cervantes in Manila ▪ Sarswela star Maria Carpena, the first Filipino recording artist ▪ <i>Dalagang Bukid</i>, first full-length Filipino film produced by Jose Nepomuceno ▪ Aurelio Tolentino's <i>Kahapon, Ngayon at Bukas</i> ▪ "Kenkoy," first Filipino comics character, born in <i>Liwayway</i> magazine in 1929 ▪ Araneta Coliseum ▪ Trivia master Bong Barrameda ▪ Amado V. Hernandez

This is the citizen's liberty to discuss publicly and truthfully any matter of public concern without censorship or punishment. There is to be no previous restraint in the form of libel suits, prosecution for sedition, or action for damages, or contempt proceedings unless there is a "clear and present danger of a substantive evil that the state has a right to prevent." (J.B.L. Reyes v. Bagatsing, 125 SCRA 553 [1983])

In addition to government, monopolies in the commercial mass media and in the telecommunications sector and the advertising industry itself are monitored because of their power to frustrate and to exploit the sentiments of the citizenry.

In the interest of both public safety and the citizen's personal liberty, the freedom of expression is coupled with the right of association and the freedom of assembly.

The freedom of expression is also a co-requisite of public education. On their own or with their fellows, citizens learn their rights and duties in school. The quality of their learning is contingent upon their ability to express their thoughts, opinions, and sentiments. Learners "cannot be expelled for exercising their constitutional right of free speech and peaceable assembly. As Justice Fortas said, students do not shed their constitutional rights at the school gate." (Villar v. TIP, 135 SCRA 706 [1985]) Hence, the need for academic freedom.

Academic freedom includes not only the freedom of professionally qualified persons to inquire, discover, publish, and teach the truth

Concepts	Annotation and Example	Related Cultural Properties
	<p>as they see it in the field of their competence, subject to no control or authority except of rational methods by which truths and conclusions are sought and established in these disciplines, but also the right of the school or college to decide for itself how best to attain them—the grant being to institutions of higher learning—free from outside coercion or interference save possibly when the overriding public welfare calls for some restraint. It has a wide sphere of autonomy certainly extending to the choice of students. Said constitutional provision should not be construed in a niggardly manner or in a grudging fashion. That would be to frustrate its purpose and nullify its intent. (Tangonan v. Cruz Pano, 137 SCRA 245 [1985])</p>	
<p>9. Liberty and independence (Preamble; Art. I; Art. II, Sections 3, 5, 7, 9, 17 and 19; Art. III, Section 1, Bill of Rights; Art. XII; Art. XIV, Sec. 4 [2]; and Art. XVI, Sec. 11, 1987 Constitution)</p>	<p>A person is born free and never loses his freedom though he/she surrenders some of his/her rights to the State when forming society with his/her fellow men. And when individuals constitute themselves into a State, no other power may exercise dominion in the territory of their society.</p> <p>A person's liberty includes the following:</p> <ol style="list-style-type: none"> a. "the right to exist and the right to be free from arbitrary personal restraint or servitude" (Rubi v. Provincial Board, 39 Phil. 660) b. the right to enjoy his God-given faculties c. the right to be left alone d. the freedom to use his/her God-given faculties in peaceful and lawful manner 	<ul style="list-style-type: none"> ▪ 1521 Battle of Mactan marker ▪ Bernardo Carpio Caves at Pamitinan ▪ Cry of Pugad-Lawin marker ▪ Pinaglabanan ▪ 1898 Kawit Proclamation ▪ Tirad Pass ▪ Mount Samat/Bataan and Corregidor/Eternal Flame of Freedom ▪ Statue of Liberty ▪ Delacroix painting of Lady Liberty ▪ Luke Skywalker/Obi-wan Kanobi ▪ Philippine peso ▪ Josefa Llanes Escoda ▪ Statues of anti-Japanese guerrillas and Filipino freedom

Concepts	Annotation and Example	Related Cultural Properties
	<p>e. the freedom to grow, to pursue any avocation, to enlarge opportunity</p> <p>f. the “freedom to do right and never wrong...guided by reason and the upright and honorable conscience of the individual” (Apolinario Mabini)</p> <p>g. the freedom to live and to die</p> <p>h. the freedom to relate to other humans</p> <p>A person is free on his/her own, in the state of nature and as part of society.</p> <p>When a person joins society and that society has put up a State to protect and promote its interests, the State is obliged to control all persons and things within the territory of the society. The State is also obliged to defend its jurisdiction from interference by other states. This is sovereignty and independence.</p> <p>The age-old maxim, “Do not do unto others what you do not want others to do unto you,” applies to individuals as well as to countries.</p>	<p>fighters</p> <ul style="list-style-type: none"> ▪ Bolo and kris ▪ Flagship of Philippine Navy ▪ Balangiga
<p>10. Golden rule in international relations (Art. II, Sections 2, 7, and 8, 1987 Constitution)</p>	<p>Some 200 states comprise citizens on this planet today. A few are big and powerful, many are small and weak. All of them have the right to exist as independent entities. This is called the right to self-determination.</p> <p>Often, there are conflicts among the states over resources, living space, travel and trade routes, and ways of life. Throughout history, these conflicts have been resolved by war. With wars, many states have been maimed, impoverished, dehumanized and wiped out. A third</p>	<ul style="list-style-type: none"> ▪ San Juan Bridge ▪ Christ of the Andes ▪ Holy Bible ▪ United Nations building in New York City ▪ Pearl Harbor ▪ Marco Polo Bridge, Beijing, China ▪ World Trade Center in New York City ▪ Hiroshima and Nagasaki ▪ The San Francisco Peace Treaty of 1951

Concepts	Annotation and Example	Related Cultural Properties
	<p>world war will atomize every living thing on Earth. Hence, the states have been exploring arrangements that limit the destructiveness of their conflicts.</p> <p>So far, the global agreements include the Charter of the United Nations, the Nuclear Non-Proliferation Treaty, the Comprehensive Nuclear Test Ban Treaty, the United Nations Convention on the Law of the Sea, and the July 8, 1996 declaration of the World Court that the threat to use or the actual use of nuclear weapons is a violation of international law.</p> <p>If the peaceful resolution of conflicts is to replace war, then all the states must follow the rule of law. Unilateral action by a superpower not only sets a bad example but is counter-productive in the long run because no empire can exist forever.</p> <p>Might is not right. No country may presume the authority to pass judgement on the fate of another country. It is up to the community of nations to deal with rogue states that misbehave.</p> <p>International law is the foundation of international relations. International law is the instrument to ensure that no state is in a position to commit acts of aggression against a neighbor or a far-flung rival anywhere in the world.</p>	<ul style="list-style-type: none"> ▪ The United Nations World Racism Conference of 2001 ▪ Felipe Padilla De Leon's <i>Payapang Daigdig</i> ▪ James Lovelock's <i>Gaia: A New Look at Life on Earth</i> ▪ World Environment Day sponsored by the United Nations Environmental Programme

LIST OF IMPORTANT CONCEPTS FROM SOCIOLOGY AND THEIR EXAMPLES

OUR PREVIOUS EXPERIENCES as teachers and practitioners of Sociology guided us in the choice of the concepts which are included in this section.

We live in a social and cultural world which take many diverse forms. Our adjustment to this diversity is attained largely through informed and integrated efforts to understand our own particular social and cultural environments as well as those of others.

We believe that the goal of social studies in basic education is the understanding of the nature of man and society. Specifically, its aim is to develop in elementary and high school students an appreciation of their being born human and Filipino as well as the many other ways of being human. The study of sociology, which deals with human groups, social relationships and social interaction, will help them attain this goal. We therefore chose sociological terms and concepts that will serve as tools for teachers and their young students to comprehend that they are both similar to and different from other peoples in the world. The concepts included here then will help them to organize their observations of social reality—what they personally see, hear, and do—as well as provide them with frameworks for interpreting and understanding it.

Although the concepts that we chose are those that are closely identified with the discipline of Sociology, they can be used in lessons that overlap disciplines. The concept, for example, of social stratification draw many examples from history (the social structure of preSpanish Philippine society), economics (privilege and property ownership), and political science (the absence of basic rights among some segments of society). This demonstrates unobtrusively the linkages of certain disciplines which can help towards the integration of social studies lessons in the new Makabayan curriculum.

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Concepts	Philippine Examples	Other Examples
<p>1. <i>Society and Culture</i></p> <p>Society consists of the life of human beings in groups; it refers to the basic fact of human association. Society is that group within which men and women live a total common life.</p> <p>Each society possesses a way of life, a culture, that defines appropriate modes of thinking, acting, and feeling. It provides the knowledge and techniques that enable men and women to survive, physically and socially as well. Society cannot exist without culture, and culture exists only within human society.</p> <p>Culture involves at least three components: what people think, what they do, and the material objects they produce. Thus, mental processes and rules that guide behavior, beliefs, knowledge, and values are all part of culture. Culture has several properties: it is shared, learned, symbolic, transmitted across generations, adaptive, integrated, and ever changing.</p> <p>The study of culture helps us to understand ourselves both as individuals and as members of various groups as the cultures of different groups and societies exhibit similarities and differences. All, for example, have systems of beliefs, knowledge, values, and traditions. Each system is also unique. In a democratic and multiethnic society, students need to understand multiple perspectives that derive from</p>	<ul style="list-style-type: none"> ▪ <i>Philippine Society</i> <p>It can be said that Philippine society is the totality of groups of Filipinos living within the boundaries of the Philippine nation-state. Filipinos live together, sharing common values, beliefs and customs, continually interacting and responding to one another and shaping their behavior in relation to the behavior and expectation of others. Philippine society is the web of social relationships of Filipinos.</p> <p>Within Philippine society are subsocieties or subgroupings of Filipinos based on regional location and ethnic traditions. Thus, we speak, for example, of Muslim society within Philippine society when we refer to Muslims living in Mindanao.</p> <ul style="list-style-type: none"> ▪ <i>Rice Culture</i> <p>Rice is the staple food of most Filipinos. Its importance in Philippine society is seen from the way life in rice-farming communities is organized around the various stages of preparing the rice fields for planting, with the help of a carabao and a plow, preparing the rice seedlings for planting, caring for the rice plants as they grow, harvesting the rice, and postharvest activities. The preparation of rice into various kinds of foods has a culture of its own and provides part of the uniqueness of Philippine cuisine.</p>	<ul style="list-style-type: none"> ▪ <i>American society</i> and culture marked by a strong belief in democratic ideals where individual liberty and opportunity are upheld as the core values, and Americans can live the "American dream." Technological advances, economic progress, and individual success make up the "American dream," which give Americans a life of relative wealth and comfort. Owning a house furnished with appliances, a car, money in the bank, and provided with opportunities for vacation and travel form part of the attractiveness of life in the USA.

Concepts	Philippine Examples	Other Examples
<p>different cultural vantage points. This understanding will allow them to relate to people in their own nation and country and others throughout the world.</p> <p>The study of culture prepares students to ask and answer questions, such as: What are the different components of culture? What are the common characteristics of different cultures? How do belief systems, such as religion or ideology, influence the other parts of culture? How does culture change to accommodate different ideas and beliefs?</p> <p>In understanding the cultural diversity that exists among groups of people, the students recognize the distinctiveness, dignity, and value of cultures other than his/her own.</p>	<ul style="list-style-type: none"> ▪ <i>Cultural Values, Beliefs, and Practices Related to Death</i> <p>A strong belief in the afterlife forms part of the Filipino’s worldview. Life on Earth involves living with spirits, ghosts, and other unseen beings under the power of a Supreme Being (God, Dios, <i>Bathala</i>). Care is taken not to anger or upset these spirits who can cause bad luck or unfortunate events to happen. Respect and reverence for the dead are shown by carefully prepared and often elaborate funeral rituals and the yearly observation of All Souls Day when a holiday from work is declared to allow families to flock to the cemeteries to visit the dead.</p>	
<p>2. <i>Human Groups</i></p> <p>Students will explore the impacts of social groups on individual behavior. It is expected that they will learn the importance of groups which are comprised of people who share some common characteristics—such as interests, beliefs, behavior, feelings, thoughts—and maintain contact with each other.</p> <p>Students may begin their study of human groups by identifying groups they are familiar with and describing their major characteristics. They describe how, as individuals, they are affected by the different groups to which they belong and</p>	<ul style="list-style-type: none"> ▪ <i>Family</i> <p>As in all societies, a Filipino is born into a family, making the family his/her first social group. The family meets the basic needs of the individual—food, shelter, clothing, and emotional nurturance. For most people, the family remains the individual’s most important group and is marked by close interpersonal relations among its members. Loyalty to his/her family is developed by warm interaction and affection. Family gatherings with relatives are regularly held, like birthdays and anniversary celebrations, and these are occasions for reinforcing family ties. Christmas is a celebration that calls for family togetherness;</p>	<ul style="list-style-type: none"> ▪ To the Japanese, the <i>ie</i> (household) is the most important group. They remain faithful to the <i>ie</i> and often pattern their decisions according to the wishes of the <i>ie</i>, such as marriage and occupational choices. They avoid bringing shame to the <i>ie</i> through behavior that is deemed proper for a Japanese.

Concepts	Philippine Examples	Other Examples
<p>examine these groups' structure (roles, interactions, leadership). They identify various norms that groups employ, explore the importance of these norms to groups, and analyze the consequences when the rules of behavior prescribed by groups (social control) are broken or when members behave in unacceptable ways (deviance).</p> <p>Finally, students learn that groups may be classified in various ways: simple/complex, small-scale/large-scale; formal/informal, primary/secondary.</p> <p>Primary groups are characterized by intimacy, inclusive and intrinsically valued relationships, and shared experiences within the group. Family, play group, and neighborhood are "primary" groups because they play a significant role in forming the social nature and ideas of the individual.</p>	<p>the Christmas season is incomplete unless the Filipino is in the bosom of his/her family.</p> <ul style="list-style-type: none"> <li data-bbox="597 428 748 455">▪ <i>Barkada</i> <p>The barkada (clique) consists of a child's friends and of the few friends with whom he/she is most congenial and holds similar likes and dislikes. The barkada is an exclusive group, and outside the family will be the child's main contact in day-to-day activities.</p> <p>When the child grows to adolescence, he/she may form another barkada, and this primary group may take precedence over family and compete with the family for the adolescent's time and loyalty. The barkada satisfies the emerging needs of the adolescent for more freedom and independence. At the extreme, the barkada may embark in antisocial behavior and cause problems to the individual, such as encouraging him/her to skip classes, or getting involved in delinquent acts such as taking drugs. In general, however, the barkada provides the growing individual with personal support and acceptance, making it a significant primary group in the course of his/her life.</p> <li data-bbox="597 1608 935 1635">▪ <i>San Miguel Corporation</i> <p>A business corporation, like San Miguel Corporation, is an organization of employers and employees who interact with each other more formally based on formal rules of conduct and contract. They are together during</p> 	

office hours for the production and distribution of food and beverages to the Philippine population and abroad. Some of their own needs, but not all, are satisfied by the corporation. For example, employees of San Miguel are paid salaries and they may derive a psychic satisfaction from being connected with the firm. They will not know everyone working in the firm personally and intimately.

3. *Socialization, the Social Self, and Social Responsibility*

A person becomes a social being as he/she absorbs a culture that enables him/her to survive and to live in society, that guides his/her actions and gives meaning to his/her existence. The process of socialization transforms the raw human material into a social being. It prepares the individual for the roles he/she is to play, directing his/her biological impulses into culturally approved behavior, providing him/her with habits, beliefs, and values, the appropriate patterns of emotional response and the required skills and knowledge. It is also through the process of socialization that the contents of culture are passed on from one generation to the next, providing for its continuity. The individual learns all this through the medium of language, forming a personality or a psychological structure of his/her own.

The chief agency of socialization is the family or kinship group, but there are also other persons and groups that participate in the

▪ *Child Rearing*

The socialization process or child rearing, comprised of different methods and practices. Children are rewarded for "good" behavior through praise, words of approval, and tokens of affection from adults. "Bad" behavior is dealt with through corporal discipline as spanking or pinching and angry words, or words of guidance and advice. The children learn the desirable norms of behavior, as showing respect to their elders through "mano po" or "bless" (touching the elder's hand to the children's forehead). Informal ways of child rearing are also used, such as teasing children and giving them a nickname that they would want to avoid by behaving better (for example, being called "Boy Duwag" will make Boy resolve to show less cowardice).

Sociable traits are developed in children by introducing them to the wider group of relatives and clan and involving the children in family gatherings and rituals, in community festivals and celebrations. Stories are told of

▪ Culture shock plagues many mail-order brides and their husbands, preventing them from achieving smooth relations and putting their marriages at risk, even though their earlier exchange of letters and other messages may have contained the most endearing messages for each other. Socialized into different cultures, the Australian husband and his migrant wife, for example, have learned different attitudes, values, and ways of doing things when they were younger. Unless such differences are resolved, these may become major irritants in their marriage and may lead to desertion or divorce.

Concepts	Philippine Examples	Other Examples
<p>social process. The family alone cannot adequately train children for adult roles in a complex modern society, and other agencies, particularly the school, contribute to prepare the child for adult life. In contemporary society, the mass media contribute to the socialization of children and the continuing socialization of adult.</p>	<p>family "greats" and community heroes not only for entertainment but also to present positive role models for the child to emulate.</p> <ul style="list-style-type: none"> ▪ <i>Formal Schooling</i> <p>The Filipino child is introduced early, at the age of three, to early childhood education which is seen to complement child rearing by parents and family. The early childhood curriculum starts with informal play activities and gradually introduces the child to other skills such as learning the alphabet, naming and recognizing colors, counting, and learning to sing and reciting songs and poems. Attention is directed at making the child relate well with classmates, playing together, and observing the values of respect and congeniality.</p> <p>At the age of seven, the child enters First Grade, and if lucky, he/she will spend the next 10 years in formal basic education. Children of poor families, however, will tend to drop out of formal schooling because their parents cannot afford to continue sending them to school. Socialization through formal education is considered important for the individual to live successfully in a modern world with complex requirements, starting with functional literacy and the acquisition of basic knowledge about oneself and of the environment.</p> <p>Tertiary, or college, education is highly valued, and many parents will incur personal sacrifices to</p>	

Concepts	Philippine Examples	Other Examples
	<p>allow their children to finish college. College is seen as a preparation for good jobs and as a qualification for opportunities in a complex society. Getting a college diploma is reason for the family to celebrate and is seen as a means to a good, if not better, life.</p> <ul style="list-style-type: none"> ▪ <i>Deviant Behavior as a Result of Failure in Socialization</i> <p>Unsuccessful socialization results in deviant behavior or nonconforming behavior. Several factors may be involved in causing socialization to be ineffective, but the deviant always causes some amount of disorganization in his/her family and other social groups. A person who does not learn to respect his/her parents or elders, for example, will bring shame and sadness to them by his/her disobedience of the norms of conduct. The Filipino family, however, will tend to close ranks and help the person who is showing deviant behavior to change his/her ways for the better. An uncle, an aunt, or a grandparent, for example, will reach out to a rebellious teenager and will try to sort out the problem, maybe even bringing in another agent of socialization, such as a favorite teacher, who is more acceptable to the individual.</p>	
<p>4. <i>Status, Role, and Identity</i></p> <p>Individuals occupy positions (status) within a social system which are defined by age, gender, kinship relationships, or</p>	<ul style="list-style-type: none"> ▪ <i>Changing Male-Female Roles</i> <p>Traditionally an agricultural society, Philippine social life evolved clear-cut roles for males and females which were complementary to each</p>	<ul style="list-style-type: none"> ▪ Members of the royal family of Great Britain are born to privileged status and corresponding roles that they should uphold and which differ from

Concepts**Philippine Examples****Other Examples**

other cultural criteria. Such statuses involve specific behavioral expectations (role). An individual develops a personal identity as he/she acts out (agency) these behavioral expectations (structure) that can sometimes be contradictory and thus lead to role conflict.

The social studies program should provide for the study of individual development and identity. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. The following are examples of questions that are central to the study of how individuals develop (from infancy to old age): How do individuals learn their statuses and roles (socialization)? Why do they behave as they do? What factors influence how they learn, perceive, and develop? How do they meet their basic needs in a variety of contexts?

Students need to be aware of the processes of learning, growth, and development at all levels of their basic educational experience, taking into account the nature of individual development and the social and cultural context within which they are located. In the earlier grades, for example, through such activities as observing family members, viewing family photo albums, remembering achievements, and

other. Men had authority and jurisdiction in family affairs, farming matters, and community (political) concerns; women took care of the children and the home, and helped the men in farming activities. These were the accepted norms, and men and women assumed these as bases for their identity.

The coming of the Spaniards opened Philippine society to industrialization and commerce, and this brought about changes in the roles of men and women. While authority was still vested on the men, women's roles began to diversify beyond the home. The coming of the Americans with their policy of education for all resulted in profound changes in women's roles. They could now assume positions of importance in the community as professionals (teachers, doctors, nurses) alongside the men. A growing dissatisfaction with the unequal status between the sexes developed. Women, for example, lobbied for—and won—the right to participate in the electoral process of choosing local and national political leaders. The democratic ideals of equality in human rights and opportunities for men and women continue to be aspired to and have become institutionalized in government policy such as those promoted by the National Commission on the Role of Filipino Women (NCRFW) and Women's Desks which take care of female concerns, including domestic violence.

the roles of ordinary citizens. Princess Margaret, for example, was not free to marry the man she loved because he was divorced from his first wife, and his divorced status was not acceptable to royalty. In deference to their wishes, she gave up the man she loved and later married someone else who was more acceptable to them. In contrast to Princess Margaret who was socialized from the start to her status and role as nobility, the woman Prince Andrew married was a commoner, and she found it difficult to observe the roles called for by her new status as member of royalty. Her behavior, considered normal to her previous commoner status, was considered scandalous by many, and led to her divorce from Prince Andrew.

Concepts	Philippine Examples	Other Examples
<p>projecting oneself into the future, students learn to develop their personal identities in the context of families, peer groups, and institutions, such as school and community. Central to this development are the exploration, identification, and analysis of how individuals relate to one another. In later grades, issues of personal identity are refocused as the individual begins to explain self in relation to others, to the culture, and the society to which he/she belongs.</p>	<ul style="list-style-type: none"> <li data-bbox="597 310 1026 373">▪ <i>Changes in the Role of the Elderly</i> <p data-bbox="643 394 1026 1073">The life-expectancy rate of traditional Philippine society was lower than it is today and only a relatively few people lived to old age. Those who enjoyed a long life had important roles in the family and community. Old men occupied positions of leadership and were consulted by younger men for advice and guidance. In the home, they were also respected and were much involved in making family decisions. Old women were similarly treated, their time spent in productive work in the home and their advice sought by younger women on many concerns. They were useful members of society.</p> <p data-bbox="643 1094 1026 1472">As society changed from agrarian to commercial-industrialized mode of production, life expectancy increased, but old people also lost some of their important roles. Leadership became the domain of younger men and women. Retirement at age 60/65 became arbitrary for the employed.</p> <p data-bbox="643 1493 1026 1896">Although they still receive symbolic gestures and acts of respect in their old age, the elderly today are becoming marginalized members of the family and society, especially in urban areas. In poor families struggling to make a living and meeting the needs of the young, the presence of elderly grandparents may be seen at times as a burden, more so when</p>	

the elderly experience health problems and need to be cared for. In general, however, children look after the needs of their aged parents and continue to show their concern and affection based on a sense of moral and filial obligation to them.

- *Overseas Contract Work and Changes in Family Roles*

The phenomenon of Filipino men and women seeking work in foreign countries like Japan, Hong Kong, and the Middle East is recent and is the result of economic dislocations in the country. Fathers and/or mothers leave their children for long periods, wives their husbands, or vice-versa, to earn money, returning once every two years only for brief vacations with the family. Grandparents or other relatives are called upon to play surrogate father/mother to the children while the biological parent is away. Interaction between spouses is accomplished through letters and voice tapes. Some of these marital unions may end in separation when the marital bonds weaken because of the physical and social separation. Some children, experiencing some forms of affluence from the benefits of foreign employment of their parent(s) and lacking their guidance, may fall into bad company and display non-conforming behavior.

Concepts	Philippine Examples	Other Examples
<p>5. <i>Collective Behavior and Social Movements</i></p> <p>Collective behavior includes crowd behavior and may be associated with social movements (which are organized attempts to promote or resist change), and also with behavior labeled as fad or fashion and public opinion.</p> <p>Social movements arise when social conditions produce people who are willing to work collectively for change or prevent change from happening. These social conditions include changes in social relationships, relative deprivation, or people perceiving their status to be lower in relation to their reference groups, and feeling an ideological sense of injustice.</p> <p>Students in social studies will learn about the nature of crowd behavior and analyze why some crowds are harmless while others are violent and destructive. They will learn how social factors shape public opinion.</p>	<ul style="list-style-type: none"> ▪ <i>Conventional Crowds at EDSA 1 and EDSA II and the May 2001 Mob</i> <p>The spontaneous gathering of people in Manila and surrounding areas at EDSA in 1986 and 2001, each time to drive away a president from Malacañang whom they no longer wanted, is an example of conventional crowd behavior. Those who went there did not know each other but they interacted with each other, offering food and drink to each other, giving or listening to speeches and singing songs of entertainment, dispersing only after their collective behavior helped convince Ferdinand Marcos and Joseph Estrada to leave Malacañang Palace.</p> <p>Four months after EDSA II, people gathered again at the EDSA Shrine, but this crowd was different from the previous ones. They listened to speakers who fed their anger over the arrest of Joseph Estrada. No organization took charge of the crowd. Many were hungry and thirsty and consisted mainly of the urban poor. Goaded by the speakers to take action and march to Malacañang Palace and drive Gloria Macapagal-Arroyo from the seat of government, they were transformed into an angry mob, intent on destruction and the forceful entry of the Palace gates. They did not succeed in ousting the President because of the intervention of soldiers and policemen, but their violent behavior caused injury to many people and damage to property.</p>	<ul style="list-style-type: none"> ▪ Modern medicine, as practised today, involves science and its astonishing discoveries and inventions. There is a growing belief, however, in the use of alternative medicine which places emphasis in "premodern" notions and practices of healing, such as massage, acupuncture, hypnosis, and herbal medication. The movement gained credence in China when its communistic ideology led to an earlier rejection of capitalistic or modern ways of thinking and doing things. The Chinese demonstrated that their system of medicine works and may even be more efficacious in some cases than modern medicine. As China opened its doors and allowed the world to witness this, a global movement in support of alternative medicine developed, partly encouraged by a corresponding movement of "back to nature." Today, many people comfortably combine modern medicine with various aspects of alternative medicine (for example, pediatricians in a hospital may call for a well-known <i>hilot</i> in the community to give an ailing child a massage).

- *Muslim Secessionist Movement in Mindanao*

Muslim efforts to withdraw formally from the Philippine nation-state are led by the Moro National Liberation Front (MNLF) and the Moro Islamic Liberation Front (MILF). Their desire to administer their own laws and exercise authority over their own people remains a dream, and the MNLF and MILF have both forged a Peace Treaty with the Philippine government to cease hostile military action against each other.

The Muslims feel that their interests have not been the concern of the government, and that Mindanao has remained undeveloped and neglected. In its Peace Treaty with the MNLF, the main secessionist group, the government approved the granting of autonomy to several areas in Mindanao, jointly known as the Autonomous Region in Muslim Mindanao (ARMM). The ARMM holds its own elections for official leaders and ventures into plans and projects that will bring about the kind of development that they desire for themselves.

- *Public Opinion Polls by Social Weather Stations (SWS) and Pulse Asia*

The public includes all of those who are interested in an issue; thus, depending on the issue, the public may be very large or small. The Filipino voting public, for example, consists of voters who are interested in the issue

of choosing candidates for leadership position.

Attempts to scientifically measure public opinion on issues other than elections have become popular in the country. Public opinion organizations like the Social Weather Stations (SWS) and Pulse Asia regularly publish and discuss the results of their latest opinion poll surveys. Since it will be difficult to poll the opinion of everyone, a sample of respondents is drawn that will represent everyone, and the sample is taken from both rural and urban areas of the country. Interviewers from SWS and Pulse Asia go around to ask respondents face to face for their opinions on the issues chosen for the survey or respondents are called by phone about their opinions. One of the favorite issues today is the extent to which the public approve of or trust their elected leaders, starting with the President to elected members of Congress. Trust or approval ratings are then derived, and these are released to the public together with the various opinions expressed by the respondents.

SWS and Pulse Asia also conduct surveys on how Filipinos think about their present situation as compared to their situation, say, a year ago, making this known to their elected leaders who can do something to improve their situation.

Concepts	Philippine Examples	Other Examples
<p>6. <i>Social Stratification and Social Class</i></p> <p>Social stratification is defined as the distribution of society into different socioeconomic levels or strata usually known as social classes.</p> <p>The complexity of social class structure varies with the nature of society. A modern industrialized society will have numerous class formations, while a strictly agricultural society is simpler in structure.</p> <p>Social class is usually judged by income, occupational prestige, education, and general life style.</p> <p>Students will learn that certain attitudes are linked to social class and influence behavior, such as school attendance, the use of leisure time, and perceptions of the future. They will also learn about the prevailing class structure in Philippine society, and hopefully adopt a clearer awareness of social justice.</p>	<ul style="list-style-type: none"> ▪ <i>Masters and Slaves</i> <p>PreSpanish Philippine society was divided into different classes, with a ruling class of nobles, a middle class of freemen, and a lower class of slaves, or <i>alipin</i>. They differed in rights and privileges, with slaves having no property and individual rights. They were owned by their masters and could be sold to others. So absolute was the master's power over his slaves that this relationship prevailed from generation to generation, making the slave's children and grandchildren and great-grandchildren serve the master's children and grandchildren and great-grandchildren. The coming of the Spaniards abolished slavery.</p> ▪ <i>Landowners and Tenants</i> <p>The socially stratified nature of Philippine society is seen in the relationship of landlords and tenants. Agricultural land is consolidated in a few landed families, while tenant families who own very little land or none at all attach themselves to the farms, providing labor and other tasks to the landlords. Patriarchal-like ties may define many of these relationships, and tenants are treated kindly by their landlords, but many other tenant families live under difficult economic and social circumstances.</p> <p>Government has put in place a program of land reform to redistribute agricultural land and bring social benefits to</p> 	<ul style="list-style-type: none"> ▪ The social organization of traditional Indian communities was characterized by the <i>caste system</i> which divided the populace into exclusive hierarchical social groupings, called castes. These hierarchical groupings, with population outside these four classes categorized as "Untouchables." Besides limiting social interaction between castes, these groupings differed in material and spiritual privileges due them. In modern-day India castes are not as organized, although there have been attempts to unite the people of one caste for political purposes.

Concepts	Philippine Examples	Other Examples
	<p>tenants. Two large government agencies—the Department of Agriculture and the Department of Agrarian Reform—look after the needs of small farmers and landless agricultural workers. It is the hope of many Filipinos that through these programs, the benefits of democracy and equality will also reach the poor and disadvantaged-tenant class of society.</p> <ul style="list-style-type: none"> <li data-bbox="597 737 1040 1503"> <p>▪ <i>Urban Rich and Urban Poor</i></p> <p>Vast differences in status and power characterize rich and poor families in large urban centers. Metro Manila, for example, has communities such as Forbes Park and Ayala Alabang where only the rich live, and slum areas like Tondo and Payatas which are crowded with the shanties of poor families, many without toilet and water supply. The lifestyles of the rich and the poor vary. Some churches, commercial establishments, and schools cater mainly to the rich. Government efforts exist to close the gap between the rich and poor such as mass housing, mass transit, educational scholarships, credit schemes, and other social welfare projects.</p> 	
<p>7. <i>Social Institutions</i></p> <p>Institutions such as schools, churches, families, government agencies, and the courts of justice all play an integral role in people's lives. These and many other institutions exert enormous influence over us, yet they are no more than organizational embodiments that advance the</p>	<ul style="list-style-type: none"> <li data-bbox="597 1535 1040 1871"> <p>▪ <i>Government</i></p> <p>Philippine government exists to govern—to meet the social service needs of Filipinos, administer the laws, supervise and provide direction for matters affecting the nation-state, such as issues of territoriality and diplomatic exchange.</p> 	<ul style="list-style-type: none"> <li data-bbox="1040 1535 1482 1904"> <p>▪ The social institution of <i>marriage</i> and the family takes different forms. The individual choice of a mate as compared to arranged marriage by parents and kinsmen is an example of such differences.</p> <p>Marriage is the institutionalized practice that forms an individual's family of</p>

Concepts**Philippine Examples****Other Examples**

core values of those who comprise them. It is important, therefore, that students know how institutions are formed, what controls and influences them, how they control and influence individuals and the larger society, and how they are maintained or changed.

The study of institutions prepares students to ask and answer questions such as the following: What are the major and basic social institutions (e.g., familial, educational, religious, economic, political) in this and other societies? What is the role of institutions in society? How do institutions contribute to the transmission of society's values? How do institutions influence individuals? How do institutions change? What is the individual's role in institutional change?

Social studies programs should provide students with opportunities to critically examine various institutions that affect their lives and influence their thinking; to recognize the tensions that occur when the goals, values, and principles of two or more institutions conflict; to explore the ways by which institutions are created to respond to changing individual and societal needs; to examine the ways by which institutions change over time, promote social conformity, and influence society; and to use this understanding to suggest ways to work through institutional change for the common good.

Government agencies, offices, bureaus, departments, and firms form part of the institutions of government. They function according to established rules and policies, such as the city government of Quezon City which is headed by the mayor and which looks after the needs and concerns of the people living in Quezon City. Quezon City Hall is where the mayor holds office and where other offices are located. Thousands of Quezon City government employees discharge the various functions of governance. When they fail to deliver what is expected of them, the citizens have the right to complain and demand better service from them. The institution of government is expected to serve their needs and deliver adequate protection so that Quezon City as a place and a community of inhabitants will have continuity and adjust to the demands of life in the 21st century.

▪ *Churches*

Churches exist for religious worship. The church is an institution that guarantees members a place where they can gather for spiritual and religious activities and which may serve other social benefits such as help in times of family crises and other direct assistance when needed.

Children are socialized into the tenets of their faith by the parish priest and other church workers, starting with baptism and classes in catechism. Adults continue their spiritual socialization

procreation (as compared to the family of orientation, the family into which an individual is born). In societies which place value on the individual, the institutional family of procreation consists of the married couple and their dependent children (nuclear family), and marriage is entered into by a man and a woman who have chosen each other because of love and affection or some other reason that has made them decide that they will be a compatible couple while retaining their individual nature. American marriages are made on this basis, often revolving around the notion of romantic love which is depicted in Hollywood movies, novels, songs, and other such elements in the culture. The American nuclear family will normally be smaller, set up its own home and make its own decisions on domestic matters, such as when children will come and how many they will be.

In contrast, the larger extended family in most Asian societies will be based on a decision of marriage that involves the couple (or in extreme cases, may not even involve them) as well as their parents and other members of the kin group. Their collective decision reflects the group orientation rather than individualistic values of Asian social institutions.

Concepts	Philippine Examples	Other Examples
	<p>through attendance at church masses and church programs.</p> <ul style="list-style-type: none"> ▪ <i>Mass Media</i> Communication has become complex in modern society, and mass media—radio, television, print—exercise a strong influence on the behavior of people. Radio brings entertainment, education, and instant news to far-flung areas of the country. Television viewing dominates domestic life, and newspaper/magazine circulation reaches thousands of readers. Information is easily accessible, breaching barriers of time and space. Teenagers, for example, in a village in Southern Cotabato know the latest dance steps that their counterparts in Metro Manila are familiar with because of TV. Mass communication provides the institutional means for people to interact with each other across territorial boundaries. 	
<p>8. <i>Rural and Urban Communities</i> A community may be sociologically considered rural when the population is small yet enough to promote primary group interaction and its economy is characterized by such occupations as agriculture, fishing, and forestry. The characteristics which distinguish rural from urban communities is the extent to which rural communities have developed patterns of intimacy and mutual helpfulness. Every individual is bound to his/her neighbors; his/</p>	<ul style="list-style-type: none"> ▪ <i>Barrio</i> Life in the barrio is characterized by a dominant fishing and agricultural economy, animistic beliefs such as beliefs in spirits and in magic and witchcraft (<i>barang</i> or black magic) and magico-religious practices. The barrio fiesta is an important institution that promotes interpersonal communication, renewal of old ties, and news from the outside world. Modern scientific medicine and folk medicine that employs the services of the herbolario and hilot are both resorted to by 	<ul style="list-style-type: none"> ▪ While most American communities are urbanized today, some communities still remain rural. In the state of Pennsylvania, some rural communities for instance, have deliberately been planned to retain their rural character by the Amish families who inhabit them. The Amish are a conservative people whose lifestyle is best described as pre-modern. Their economy is based on farming, and families help each other in such activities as the construction of houses and barns. Their children are

Concepts	Philippine Examples	Other Examples
<p>her contacts are intimate, personal, and meaningful.</p> <p>An urban community is large and more complex, with a high population density of at least 1,000 persons per square kilometer in the Philippines and an economy characterized mainly by manufacturing and service occupations. The urban social situation is characterized by impersonality and secondary relationships, such as that between customer-seller, policeman-citizen, bureaucrat-client, and employer-employee. The number of primary ties may remain the same for the urban dweller as with the rural dweller, but the number of secondary relationships for the urban dweller will increase.</p>	<p>barrio residents in times of illness. Neighborliness is manifested in exchange of work and mutual helpfulness, such as during harvest and the planting of rice, and in building a house.</p> <ul style="list-style-type: none"> <li data-bbox="597 531 1000 558">▪ <i>Poblacion or Municipal Town</i> <p>A municipality, which consists of several barangays, is the next level of community organization in the Philippines. The poblacion is the center of municipal life and is the place where majority of the townfolk reside. The Spaniards were responsible for the early development of towns through the policy of reduction (<i>reduccion</i>), or the clustering of people scattered across the countryside into larger centers “within the sound of the church bells” to facilitate their socialization into Roman Catholicism. These early poblaciones were planned following the “plaza complex,” namely, the laying out of a center plaza around which the church building, the priest’s residence, the parish school, the commercial stores, and homes of the town elite were constructed. The plaza complex of present-day poblaciones is recognizable by the presence of a statue, usually of the national hero, Jose Rizal, in the center.</p> <p>The higher population density in poblacions create more formal secondary group-type relationships. Occupations are more varied and people engage in specializations. Some poblacions may retain their rural</p>	<p>educated in school for the Amish, and many traditional customs such as cooking and weddings are observed the Amish way. The Amish, however, visit the more urbanized centers around them for shopping and other service needs, traveling in a horse-drawn buggy instead of the more modern automobile. Mingling with their own counterparts, they present an interesting contrast in dress style and other modes of behavior.</p>

Concepts	Philippine Examples	Other Examples
	<p>character, but most towns evolve an urban character that differentiate townspeople from barrio folk.</p> <ul style="list-style-type: none"> <li data-bbox="597 457 1052 779"> <p>▪ <i>Metropolitan Manila</i></p> <p>Metropolitan Manila (MM), is the primate center of the country; it is the dominant urban community of the nation. It consists of 13 cities and 4 municipalities. The latest census has 9.93 million people residing in Metro Manila.</p> <p>The development of MM has yielded both positive and negative results of urbanization. Provincial migrants by the hundreds are attracted to Manila, swelling the already overpopulated squatter communities, making higher demands on urban services such as public transportation, garbage collection, piped water, electricity, schools, health facilities, and for more employment opportunities. On the other hand, MM offers the amenities of modernization such as expanded cultural exposure, the presence of commercial and industrial establishments, schools, and opportunities for improving one's status in life.</p> 	
<p>9. <i>Social Problems</i></p> <p>Social problems result from imbalances within the social system affecting a large number of people. Students in basic education should be able to begin analyzing a range of social problems affecting their society and today's world.</p>	<ul style="list-style-type: none"> <li data-bbox="597 1562 1052 1892"> <p>▪ <i>Dysfunctional Families</i></p> <p>Marital conflicts are common among couples, but conflict may escalate when there is personality incompatibility between the spouses (early marriage, for example, does not allow them adequate time to know each other), infidelity (usually on the</p> 	<ul style="list-style-type: none"> <li data-bbox="1052 1562 1481 1877"> <p>▪ The fate of Argentina today is a sad commentary on how leaders of a country can choose wrong socioeconomic development policies and cause widespread social problems and ruin. Argentina used to be a model of prosperity in South America. It patterned its institutions after the</p>

Concepts	Philippine Examples	Other Examples
<p>Students should be able to identify the social problems (such forms of inequality as gender, economic, ethnic, racial, rural/urban, crime, etc.) affecting their and other societies; distinguish between “social” as opposed to “individual” problems; describe how social problems have changed over time; discuss the implications of social problems for society; evaluate existing and possible solutions to resolve social problems and the consequences that might result from these solutions.</p>	<p>part of the husband), and in-law problems (usually between wife and mother-in-law). Unresolved conflicts may lead to separation, although Filipino wives have been found to reject separation, preferring to invest more of themselves emotionally and completely in the relationship and providing the stabilizing element in the marriage. Some churches may have programs to help couples adjust better to married life, such as the Couples for Christ movement.</p>	<p>European model and set in place a welfare system that generously benefited its citizens. But Argentina did not have a solid economic base to support its welfare state. Its continued dependence on agriculture put serious limits to its ability to deliver goods and services to its constituents. Unemployment rose, with a host of social problems and widespread despair. In December 2001, the populace erupted in unbridled rage and looting and brought down the government. A new government is in place, but a program of reforms has to be implemented for Argentina to survive.</p>
	<p>Although the Filipino family is seen ideally as a closely knit group providing nurturance and security to its members, more and more families today are being torn apart by the forces of modernization, poverty, and a general breakdown of law and order. Separation and abandonment take their toll on the remaining spouse and children.</p>	
	<ul style="list-style-type: none"> ▪ <i>Street Children</i> <p>The phenomenon of street children in large cities of the Philippines like Cebu, Davao and Manila, is a recent one. Abandoned by parents or run-aways from an unstable family life marked by poverty, violence, and unhappiness, these children band together and spend their time in the streets begging or selling garlands and bottled water to pedestrians and passengers of vehicles. Many of them are introduced to drugs while young girls learn to sell their bodies. Government and civil society are exerting efforts</p> 	

Concepts	Philippine Examples	Other Examples
	<p>to help these children through the programs of the Department of Social Welfare and Development and private initiatives, such as Caritas. They take children off the streets and teach them certain skills, or find ways of returning them to their parents. A few soup kitchens, or feeding stations, have been set up to feed them.</p> <ul style="list-style-type: none"> <li data-bbox="597 701 1026 1690"> <p>▪ <i>Crime</i></p> <p>Life used to be safer and property more adequately protected before society became complex, and when they occurred, crime such as robbery and assault were also more easily solved. The complexity of modern life, however, is marked by an increase in the crime rate. A recent survey sponsored by UNICEF, for example, revealed that 27 percent of Filipino youth aged 9 to 17 have been victims of robbery, 13 percent of assault, 50 percent of fighting and 25 percent of threats. Modern technology, such as computers and cell phones, has introduced new forms of criminal activities such as cybercrime and cell-phone snatching. The manufacture of drugs and the activity of smugglers in the drug trade represent another social problem with far-reaching effects on people and their institutions.</p> 	
<p>10. <i>Technology and Society</i></p> <p>Technology is as old as the first crude tool invented by prehistoric humans. Today's</p>	<ul style="list-style-type: none"> <li data-bbox="597 1724 1026 1904"> <p>▪ <i>Introduction of Motor Vehicles in the Barrio</i></p> <p>The impact of introducing motor vehicles such as buses and trucks is clearly seen in the countryside.</p> 	<ul style="list-style-type: none"> <li data-bbox="1058 1724 1481 1904"> <p>▪ Communication through the internet has revolutionized the world; information updates are facilitated and the exchange of data is promoted between data</p>

Concepts**Philippine Examples****Other Examples**

technology, however, forms the basis of one of our most difficult choices. Modern life as we know it would be impossible without technology and the science that supports it. Technology, however, brings with it many questions. Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader **social change**, some of which are unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?

Students learn how technologies form systems and how their daily lives are intertwined with a host of technologies. They study how basic technologies—ships, automobiles, airplanes—have evolved and how we have employed technology—irrigation, dams, air-conditioning—to modify our physical environment. From their own and other society's history, they construct examples of how technologies—the wheel, the stirrup, the transistor radio—altered the course of history. They explore the complex relationships among technology, human values, and behavior. They discover that science and technology bring changes that

Travel is facilitated, enabling people to move easily from barrio to city/municipality and bringing back with them new ideas, new ways of doing things, and new relationships. Goods and products are moved, creating economic opportunities for vegetable growers, for example, who can earn cash with which they can purchase other products they need. Roads are built, creating earning opportunities for workers and opening up areas, for example, for new schools for the children. The social isolation of the barrio is thus broken down.

- *Electricity*

The availability of electricity to supply power and light provides tremendous opportunities and improvement in the life of a community. Human activity can continue after nightfall, radios and tape recorders will run more efficiently, television is possible, food is preserved better, and some trades and businesses can open, to mention a few. The technological uses of electricity are many, and the Philippine government is carrying out an electrification program targeted at bringing electricity to every barrio in the country. Many communities still lack the benefits of electricity since it takes time to prepare the electric posts needed, to install the wires, and to set up a system of managing the local distribution of electricity.

- *Modern Farm Machinery*

The use of farm machinery has revolutionized Philippine agriculture. The tractor, for

producers and data users. For example, social science researchers in Australia wishing to know what their counterparts in the Philippines have been studying about children and nutrition have the luxury of downloading at the least possible time and in comfort of their homes the information that they desire. This cuts down on the time allotted for literature review and allows them to devote more time to other activities related to their research and teaching.

Concepts**Philippine Examples****Other Examples**

surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to the universe, the genetic basis of life, atomic physics, and others. They begin to think more critically about how we can manage technology so that we control it rather than the other way around. They are provided opportunities to confront such issues as the consequences of using robots to produce goods, the protection of privacy in the age of computers and electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious beliefs.

example, maximizes the area to be planted to a crop and the labor needed to prepare said area. A farmer can work with a minimum of help and may not even need a carabao that continually has to be pastured and watered. The rice thresher cuts the time needed to separate the rice grains from the stalk, and the rice mill produces grains for selling and for cooking. These improvements sometimes have unintended results, such as polishing rice too efficiently and in the process removing much of its nutritional value.

LIST OF IMPORTANT CONCEPTS FROM ECONOMICS AND THEIR EXAMPLES

MY SELECTION OF CONCEPTS for Economics (Economy and Society in *A Draft Social Studies Curriculum*) was based on criteria that were previously identified: a set of important and well-integrated principles relevant to society, current events, and one's personal experience and culture. These concepts are also meant to promote a sense of civic consciousness and moral responsibility in the individual. The important principles originate from core economic concepts that will be accessible to the secondary school student, and selected to cover one quarter in fourth-year high school under the subject "Philippine Contemporary Society."

I began with the question "What is Economics?" and "Why study Economics?" The answer has been readily apparent from many economics textbooks: It is the study of scarcity, of limited resources and insatiable human wants. And since resources are limited choices have to be made in allocating resources to their best uses. This I felt was the overriding concept for others that would follow. I then began to think about the two main branches of economics, micro- and macroeconomics.

Introductory microeconomics covers key concepts that illustrate the decision-making process of the consumer and the business firm. It discusses the consumer's goal as maximizing "utility" or satisfaction from among different goods to be purchased subject to a limited budget. It includes the firm's goal of profit maximization by maximizing the difference between revenues and costs, which involves maximizing production subject to a cost outlay or to minimize cost of a given production level. Because firms have limited budgets, for instance, they should utilize more labor if capital inputs become more costly (given that the two are substitutable for a given production activity). On the whole the approach of microeconomics is rather technical, putting in formalistic terms how consumers maximize satisfaction and how firms maximize profits. I felt that it was sufficient for students to know these simple ideas and not bother with the theoretical details. Although important in economics, this approach is too analytical and theoretical, and from which little could be said about Philippine contemporary society.

I felt it would be more productive to include concepts that relate directly to issues in society and one's individual experience. Focusing on the macroeconomic side of the economy would be more appropriate. Inflation, unemployment, how nations strive to increase wealth and improve the living standards of its citizens, why we pay taxes, etc., are concepts that a secondary student can easily comprehend. Why do prices rise (inflation)? Why do many Filipinos travel overseas to work (employment)? These concepts have microeconomic foundations but the connection is not easily seen and hence disregarded. Thus, I chose to emphasize the macroeconomic side of economy and society. The logic is that from limited resources follows the challenge of decision making to achieve economic growth and development. I decided, therefore, to focus on the (macroeconomic) goals of the economy: high GDP growth and employment, price stability, and equity. And related to these goals are the broad elements of achieving development: human resources development, natural resources, capital formation, and technology and innovation. The ten concepts selected for this section revolve around these ideas.

After selecting the broad topics the next step is to extract the top ten concepts from them. My approach is simple: I have chosen concepts that are broad enough to cover each topic and from which other smaller ideas could follow, which I thought would give the potential textbook writer enough flexibility on what to write about. I described concepts that were representative of each topic.

BENJAMIN A. ENDRIGA
March 2002

Concepts	Philippine Examples	Other Examples
<p>1. Resources and goods are scarce, or not unlimited; as a result society and individuals must make choices in allocating them to their best uses.</p>	<ul style="list-style-type: none"> ▪ In the home, families decide how to allocate their budget for food, education, health, recreation, and other needs. ▪ Given its limited budget, the Philippine government decides on how much to spend on modernizing the military vs. making allocations to civilian use: education, health, and other social services. The Philippine constitution requires that education receive the largest allocation. ▪ Like other countries, the Philippines faces difficult choices in further exploiting its natural resources to generate jobs and raise incomes as against protecting its forests, spending more on pollution control and protecting the environment. Some have argued for a selective ban on logging for sustainable forest use; others have made a case for a total logging ban for easier monitoring and on grounds that Philippine forests are depleted beyond sustainable levels. 	<ul style="list-style-type: none"> ▪ The United States also faces a similar dilemma between developing space exploration and missile defense as against improving the educational system and providing universal health care.
<p>2. Raising GDP or achieving economic growth is perhaps the foremost objective of the national economy to raise incomes, reduce poverty, and improve the lives of its citizens. Attaining growth is crucial to meeting the basic needs of food, clothing, shelter, education, health, etc. to a country's citizens. By making efficient use of available resources and technology a nation is able to produce more goods for its citizens and improve their quality of life.</p>	<ul style="list-style-type: none"> ▪ The Philippines has many agriculture-based industries. Rice is abundantly produced in Central Luzon and Mindanao. Sugar is produced mostly in Negros province, while coconut is plentiful in Bicol. Abaca is predominantly produced in Catanduanes; and banana in Davao. ▪ The Philippines has lagged behind its neighbors in moving from an agriculture-based to an industrial-based economy. Industry's share in GDP has 	<ul style="list-style-type: none"> ▪ In advanced countries like the US and Japan much of the economy is composed of industry and services. Agriculture in these countries comprises the smallest portion of GDP.

Concepts	Philippine Examples	Other Examples
<p>GDP is a measure of the economy's output and comprises different types of industry in the economy.</p>	<p>contracted rather than increased in the last twenty years.</p> <ul style="list-style-type: none"> ▪ The Philippines exports agricultural and manufactured goods. Recently its number one export has been electronics manufactures, mostly a result of the global IT boom. 	
<p>3. Generating employment is also a major goal of the national economy, to create livelihood and incomes for its citizens.</p>	<ul style="list-style-type: none"> ▪ A major challenge for the Philippines is to generate jobs for the hundreds of thousands that enter the labor force every year. Some experts have suggested encouraging employment in labor-intensive, rather than capital-intensive, industries. It is less costly to create jobs in the former for a labor-abundant country like the Philippines. ▪ Many Filipinos from various professions seek better employment opportunities by working abroad. Labeled as Overseas Filipino Workers, OFWs work as doctors, nurses, teachers, maids, engineers, etc. ▪ Many Filipinos are self-employed as part of the informal sector. They work as cigarette vendors, street hawkers selling fruits and vegetables. They also set up <i>sari-sari</i> stores in their local neighborhoods or establish backyard piggery, etc. to augment their incomes. On the other hand, others obtain further schooling or training to get better opportunities. "Entrepreneurship" and taking "initiative" are considered virtues to improve one's lot, especially in the face of inadequate opportunities. 	<ul style="list-style-type: none"> ▪ In many advanced countries like the EU, Japan, and the US there is an increasing shortage of labor for which people from labor-abundant countries are hired to fill in the vacancies. ▪ In advanced countries most of the employed are in industry and services. The smallest portion of the working population are employed in agriculture.

Concepts	Philippine Examples	Other Examples
<p>4. Price stability is another major objective of the national economy. It contributes to an environment conducive to economic growth by lessening uncertainty. It promotes a smooth running of economic activity and social harmony.</p>	<ul style="list-style-type: none"> ▪ In recent years the Philippines has managed to maintain single-digit levels of inflation. A continuing dilemma is whether to grant huge wage increases to labor. Labor demands higher wages to improve their living standards; the Philippine government usually responds conservatively to keep a lid on inflation. Raising worker productivity, or output per worker, is a major challenge in the Philippines to raise real incomes and living standards. ▪ Inflation in the Philippines is highly related to food prices; food comprises a large portion of household spending. Rising food prices eat up a large portion of the incomes of many Filipinos. 	<ul style="list-style-type: none"> ▪ Many countries in Latin America in the 1980s suffered long periods of very high inflation, or “hyperinflation.” This was manifested in triple- or quadruple-digit annual inflation rates, reaching 3,000 percent in the case of Argentina. This created widespread uncertainty and social unrest. Inflation has since been brought down through financial and currency reforms.
<p>5. The outstanding trait of a developing country is its low per capita income. Many of its citizens also have poor health, short life expectancy, low levels of literacy, and malnutrition (Samuelson 2001). The challenge for developing countries is to break the cycle of poverty of low incomes, which implies low savings, low capital growth, and low productivity growth, which in turn leads to low incomes.</p>	<ul style="list-style-type: none"> ▪ The Human Development Index is an indicator of development that takes into account life expectancy, functional literacy, primary and high-school enrollment, and real per capita income. In 1999 the Philippines was ranked 77 among 174 countries considered; the Philippines was measured as “medium human development.” ▪ Some of the poorest regions in the Philippines include Eastern Visayas, Western Mindanao, Bicol, and the Autonomous Region of Muslim Mindanao. In 1997 Sulu had the highest incidence of poverty; 88 percent of the population were considered poor (Balisacan 1999). 	<ul style="list-style-type: none"> ▪ Many countries in Africa score the lowest in the human development index. Such countries as Rwanda, Ethiopia, Nigeria, and Sierra Leone are considered of “low human development” in the development scale.

Concepts	Philippine Examples	Other Examples
<p>6. Taxation is one way by which poverty and inequality are addressed by redistributing wealth from the rich to the poor. On the whole, taxation is also used to fund essential social services that everyone uses.</p>	<ul style="list-style-type: none"> ▪ The Philippine government spends tax revenues to fund programs to help the poor. These may include promoting low-cost housing and financing, public schooling, and immunization programs. ▪ Taxes are also used to fund essential social services such as health and education, including road building and maintenance, garbage collection, traffic management. ▪ The government has difficulty in efficiently collecting taxes from the rich. Many economic activities are easily hidden; incomes are not detected by government and tax revenues are lost. Some sectors consider it "immoral" or "unjust" that many who are most able to pay do not contribute their fair share of taxes, and yet benefit from using social services and public goods funded by taxes. 	<ul style="list-style-type: none"> ▪ Rich countries have a more progressive system of taxation. That is, the income of the rich are imposed a higher tax rate, or a greater portion of their income is taxed compared to those of the lower income groups.
<p>7. Promoting economic growth and development involves many aspects of policy. On the whole these may relate to developing the country's factors of production: land, labor, capital. One crucial aspect relates to labor, or development of the human resource base of the economy.</p>	<ul style="list-style-type: none"> ▪ There are various agencies in the Philippine government that attend to different concerns. The Department of Health promotes programs to control disease and improve nutrition. The Department of Education promotes universal primary and secondary education as well as vocational and technical schools to improve education, reduce illiteracy, and train workers. ▪ Many professionals and skilled Filipinos leave the country to seek better opportunities overseas. Some say that the problem of "brain drain" is serious in that it retards the 	<ul style="list-style-type: none"> ▪ In many advanced countries, like the EU, Japan, and the US, there is an increasing shortage of labor for which people from labor-abundant countries are hired to fill in the vacancies and take advantage of the opportunities. Besides promoting health and education, developing human resources is also achieved by migration.

Concepts	Philippine Examples	Other Examples
	<p>country's development; others say more thorough study is needed.</p> <ul style="list-style-type: none"> ▪ Schooling and good nutrition are encouraged at an early age to help individuals upon reaching maturity to attain personal development, civic consciousness, and make their contribution to society. Good health also contributes to greater productivity and less absenteeism in the work place. 	
<p>8. Capital in economics consists of produced goods that are in turn used for further production (e.g. machinery, plant, and equipment). A nation also strives to accumulate capital to increase production of goods and services, generate employment, and promote growth.</p>	<ul style="list-style-type: none"> ▪ Like most developing countries, the Philippines has relatively more labor than capital. Labor also needs some capital to work with to be productive. With domestic capital lacking, the Philippine government actively promotes foreign investment so that Philippine industries can acquire capital and generate more employment as well. 	<ul style="list-style-type: none"> ▪ Firms from capital-abundant countries, such as the US, Japan, and countries in the EU seek out developing countries in which to invest and take advantage of the much cheaper labor costs. In recent years China has been a favorite destination of foreign direct investments.
<p>9. Technological advance and innovation is another important aspect of growth and development. These days developing countries attempt to learn from already existing advanced technologies from the west and try to adopt them in their societies.</p>	<ul style="list-style-type: none"> ▪ Japan and the US are the major foreign investors in the Philippines. They invest in such industries as automobiles, semiconductors, garments, software, household detergents, etc. ▪ The Philippine government tries to make a climate suitable for a spirit of entrepreneurship to thrive by streamlining procedures, promoting a stable political and economic climate. This encourages taking risks, opening of new businesses, and adopting new technologies and new ways of doing business. 	<ul style="list-style-type: none"> ▪ Towards the end of the nineteenth century Japan sent students abroad to study Western technology. The Japanese government also took an active role in stimulating the pace of development. Japan has since been regarded as successful in adopting foreign technologies, rising to become the second-largest industrial economy (Samuelson 2001).

Concepts	Philippine Examples	Other Examples
<p>10. Policies towards greater openness, or “globalization,” gathered momentum in the 1990s and has now spread in much of the world. It is believed that greater openness allows a country to develop faster by exploiting its “comparative advantage” or areas of expertise.</p>	<ul style="list-style-type: none"> ▪ The Philippines has taken part in opening its many industries to foreign trade and competition. Foreign goods like apples and chocolates had entered the country in very limited quantities; this was due to high taxes or quantity restrictions on imported goods. Now many foreign goods can freely enter. Where before buying and selling dollars in banks was very limited and required lots of paperwork, these can now be transacted over the counter. Old monopolies in telecommunications and airlines have given way to more players. 	

LIST OF IMPORTANT CONCEPTS FROM UN/UNESCO PEACE, CITIZENSHIP, AND HUMAN DEVELOPMENT CONVENTIONS AND GLOBAL RESEARCH

THE MULTITUDE OF CONVENTIONS and international strategies designed by the United Nations and UNESCO since their foundation in the post-World-War II epoch is staggering. Close study reveals the maturation of international understanding as it seeks to address challenges to fundamental human dignity, illiteracy, poverty, violence and injustice if world peace is to be reached and sustained.

The concepts began to take new form as the international body assessed the world when the last millennium was coming to a close. It was apparent that new paradigms for well-being—positive human development — were needed to cope with social transformations of a global population in the billions and one challenged by technology, cultural diversity, finite and threatened natural resources, and power structures confronted by concerns over equity.

The ten important concepts on this list are taken from what may be the most essential conventions and the latest global reviews reflecting projected issues and concerns. They are essential for peoples anywhere in the world. By incorporating their ideas into Philippine basic education, DepEd would be aiding international efforts in building peace and in reaching mutually beneficial human development. The concepts also propel learners into the mindset likely needed to cope with challenges during the first decades of the new millennium. A linguistic domain survey, and research into the sociological and psychological understandings of Philippine synonyms for the English-language concepts are essential to minimize introducing negatively charged terms into Araling Panlipunan. If handled well by textbook writers and teachers, the international concepts will not contradict patriotic goals.

FELICE PRUDENTE STA. MARIA

March 2002

Concepts	Philippine Examples	Other Examples
<p>1. HUMAN EQUALITY: Every person is born free and equal to others in dignity; and RIGHT TO JUSTICE: Every person has the right to be protected from exploitation and legal injustice.</p>	<ul style="list-style-type: none"> ▪ The Philippine Constitution of 1899 (Title IV: The Filipinos and Their National and Individual Rights) protects every Filipino in order to sustain their human dignity. The concept has been sustained and developed in all subsequent Philippine Constitutions. ▪ When La Liga Filipina and the Katipunan were formed in 1892, both underground organizations demanded respect and rights for Filipinos equal to those of colonialists. ▪ Philippine Constitution of 1899 and others that follow, cite civil and political rights of citizens and residents. ▪ Burning of Calamba—An example of injustice incurred during colonial times; it affected families like that of Jose Rizal. ▪ Burning of Jolo—An example of injustice during authoritarian/psuedo democratic times. 	<ul style="list-style-type: none"> ▪ South Africans officially rejected apartheid as a state policy when they created their independent Republic of South Africa. ▪ Emancipation of Russian serfs. ▪ USA and UN negation of slavery. ▪ Nazi World War II crimes that were brought to court. ▪ Japanese comfort women cases that were brought to court.
<p>2. RIGHT TO WELL-BEING: Every person has the right to well-being and therefore basic human needs; and societies have the responsibility to nurture that right.</p> <p>The basic human needs advocated by the UN Development Program are (1) physical survival and health in a safe and peaceful environment; (2) level of knowledge and understanding of their natural, social, and cultural environment; (3) livelihood and income, including the capacity to be productive and contribute meaningfully to</p>	<ul style="list-style-type: none"> ▪ Taxation wherein every taxpayer contributes to the creation of a public system of social services and infrastructure that must benefit every citizen, especially those in critical need, and be open and accountable to its constituencies. ▪ Democracy's system of free and fair elections using votation—wherein people's representatives are supposed to understand the people's needs and provide for them while dialoguing in order to likewise aid people's initiatives and self-determination. 	<ul style="list-style-type: none"> ▪ The United Nations now recognizes that there is true and full human-centered development only if all nations and peoples work towards stemming poverty and uplifting the standard of living and quality of being around the world. ▪ American pursuit of equal opportunity for black and Asian Americans that started in the late 1970s.

Concepts	Philippine Examples	Other Examples
<p>society; (4) political freedom and the right to participate in social decisions. Some humanists say that a fifth requisite to human development is spiritual well-being.</p>		
<p>3. EQUALITY BEFORE THE LAW: Every person has the right to recognition everywhere as a person before the law; all are equal before the law and are entitled without any discrimination to equal protection before the law.</p>	<ul style="list-style-type: none"> ▪ Philippine Constitution of 1899 and the current one of 1987 make these statements. ▪ Child and Welfare Code of the Philippines further ensures equal protection for the youth. ▪ Laws to protect women further ensure equal protection. ▪ Family Code likewise further ensures protection of youth and women following this concept in the Philippines. 	
<p>4. PEACE AS A PREREQUISITE FOR PROGRESS: Development for human well-being is possible only if there is peace. Individuals and societies should work for peace, rather than violence.</p>	<ul style="list-style-type: none"> ▪ World War II made Manila the most devastated city in the world after Warsaw, according to Gen. Dwight Eisenhower. Reconstruction could only begin after re-establishment of peace. ▪ In the early 1980s the Philippine economy suffered from the effects of authoritarianism and martial law (1972)—that included civil disturbances in the countryside. Many farmers could not maximize their fields because of the civil strife between the government forces and the different groups supporting either anti-authoritarianism, communism, or autonomy/separatism. 	<ul style="list-style-type: none"> ▪ When the IRA (Irish Republican Army) terrorism was at its height, the ordinary people and businesses in Ireland could not progress, and people lived in fear and could not work or maximize their talents for progress/development.
<p>5. THE ESSENTIALITY OF CULTURAL CREATIVITY: Cultural creativity is the source of human progress; and cultural</p>	<ul style="list-style-type: none"> ▪ Food, clothing, and shelter provision around the world shows how people use their creativity to find, make, and store 	

Concepts	Philippine Examples	Other Examples
<p>diversity, being a treasure of human kind, is an essential factor needed to catalyze and sustain that development.</p> <p>Culture is the way of life a society follows. According to the 1982 World Conference on Cultural Policies hosted by UNESCO: "Culture comprises the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions, and beliefs."</p> <p>Creativity is (a) problem solving in every endeavor and (b) production of a new artistic creation.</p>	<p>food—food being an essential to life. In the Philippines there are many forms of food, clothing, and shelter that indicate Filipino creativity. Different forms are needed to suit the different environments within the archipelago.</p> <ul style="list-style-type: none"> ▪ The family is a cultural construct. It is a social unit—varying from clanship to immediate family—from which emanate different customs, traditions, beliefs as well as other social hierarchies. Filipinos still recognize the "extended family" even if urbanization and industrialization are shifting focus to the immediate family. The family offers a unifying force as development continues. ▪ The computer is now used for office, home, academe, security, entertainment and many diverse applications. It is an invention of culture and it continues to provide different uses such as to help farmers know the weather through satellite transmissions, to help doctors identify tumors otherwise unseen, to aid students in accessing information unavailable in libraries or if there are no libraries in their areas, to help movie makers and cartoon makers enhance their products. 	
<p>6 SOCIAL INTERDEPENDENCY: All societies are interdependent and share an inescapable responsibility for the well-being of the entire planet.</p>	<ul style="list-style-type: none"> ▪ All communities living around Bae Lake, along Pasig River, Rio Grande de Pampanga, and the Bulacan River contribute to the health of communities living around Manila Bay. ▪ The white sand of Boracay depends on the cleanliness of the 	<ul style="list-style-type: none"> ▪ Carcinogens—Elimination or control of carcinogens requires international sharing of information and cooperation of enforcement. Foods, technologies, etc. that may be causes or catalysts of cancer cross geographical boundaries.

Concepts	Philippine Examples	Other Examples
	<p>route through which the new sand passes—meaning all communities where the currents pass. Thus, the success of tourism on Aklan’s little island depends on what happens to the waters around Aklan and other parts of the Visayas and southern Luzon.</p> <ul style="list-style-type: none"> ▪ Turtle Islands in southernmost Mindanao depends on the cooperation of Malaysia and the Philippines. It is a rare hatching ground for the endangered sea turtle. ▪ Greenhouse effect—Its solution depends on what each country does to decrease CO2 emissions and other harmful activities. ▪ Potable water and fishing water—both depend on how careful communities around the world are with their fresh and saline waters. One oil spill can affect many peoples. 	<ul style="list-style-type: none"> ▪ Drug trade and substance abuse—They are the causes of mental imbalance, many losses, and much harm. Again, international cooperation and national law enforcement side by side with education are needed. ▪ AIDS and the spread of communicable diseases—With the increase in the number of people traveling, and goods being moved around the world... and the speed of travel, the world’s health (physical, mental, spiritual) depends on global interaction.
<p>7. INSEPARABILITY OF NATURE AND CULTURE: Nature and culture are complementary and inseparable, the cultural identities of peoples are forged in the environment in which they live.</p>	<ul style="list-style-type: none"> ▪ Batanes architecture and other elements of the people’s ways of life have evolved to suit the natural island setting with its unique harsh weather and currents. ▪ Cordilleran culture—from architecture to diet to planting—evolved because of the mountainous terrain. <p>In all three examples (including the other one in the next column), if the geography and weather changed, so would the architecture, clothing, ways of doing things, and even the outlook towards life and lifestyles.</p>	<ul style="list-style-type: none"> ▪ Eskimo culture is shaped by its environment.

Concepts	Philippine Examples	Other Examples
<p>8. TOLERANCE, A TOOL FOR PEACE: Tolerance is respect, acceptance and appreciation of diversity in culture, expression and ways of being human; it is not coercion, condescension or indulgence, nor does it allow for social injustice or the abandonment or weakening of one's convictions.</p>	<ul style="list-style-type: none"> ▪ Although Filipino is the national language of the Philippines, inhabitants are free to communicate in their regional or community languages as well as in foreign languages too. ▪ In the Philippines, there is freedom of religion and that includes the right not to have a religion as well. No one can be persecuted for having or not having a religion as long as he/she lives within legal norms. ▪ There is freedom of expression in the Philippines although laws prescribe norms whereby people are protected from slander, pornography, and other cultural constructs considered negative or harmful by the society. 	
<p>9. CONVERGENCE OF SCIENCES AND HUMANITIES: Sciences and humanities are interdependent and of equal importance to human well-being, development, and peace.</p>	<ul style="list-style-type: none"> ▪ Every ethnolinguistic group in the Philippines—as in other parts of the world—has cultural elements that are of the sciences (even in prescientific-age form) and the humanities. Having properties from both areas of study is common to all peoples although the properties themselves may vary from culture to culture. ▪ Jose Rizal's community work in Dapitan while he was in exile put into action what he knew from the sciences and humanities. He was involved in medicine, literature, anthropology, education, architecture and interior design, fishing, farming, and all the aspects needed to uplift the quality of life for the common people. ▪ The computer is an invention that applies aspects of sciences 	

Concepts	Philippine Examples	Other Examples
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and humanities. It involves electronics and design (graphic, ergonomic), and programs created as an aid to the different requirements of humanities and sciences.

10. LIFELONG LEARNING: Never-ending experiences in and out of classrooms help us learn to do, to know, to be, and to live with others.

- As we learn new things the brain increases its synapses. When synapses atrophy and die out our brain begins to decrease its ability to function completely. If we keep learning new things as we grow older, our brain keeps itself healthy.
- As we grow older we learn new words, new ways of using words. Language skills can continue improving as we mature.
- As we grow older we become emotionally more mature. Babies cry out and often insist on their desires being fulfilled, but as they grow older they think through what they must insist on and what they can change in order to create harmony rather than discord.

LIST OF IMPORTANT INTERDISCIPLINARY CONCEPTS AND THEIR EXAMPLES

THE TEAM OF SCIENTISTS putting together this study’s list of important concepts discussed the initial synthesis. They then pinpointed concepts not yet on the list but that are required to aid learners in understanding how important the cultural viewpoint is in understanding the interfacing between nature, people and society. The additional concepts—most of which originate in anthropology, culture studies and interdisciplinary studies—are ideas appreciated by the different social sciences as well as the humanities.

Concepts	Examples
<p>1. Culture is the way of life a people create using natural resources, society and individual potential.</p>	<ul style="list-style-type: none"> ▪ Cordilleran culture is celebrated for its unique adaptation to steep mountainsides. The terrain and its weather influence the creation of the world-lauded rice terraces as well as the people’s singular mythology, clothing, diet, festivals, social organization, and performing arts. ▪ Batanes culture is celebrated for its unique adaptation to an island environment that is intensely ravaged by typhoons. The people cope ingeniously with their weather as they shape their unique architecture, diet, frugality and work ethic, kinship, and values of honesty and mutual aid. ▪ Metro Manila’s contemporary culture is affected by its accessibility to sufficient sources of potable water, food, clean air, green space. When the natural resources are insufficient for the area’s swelling population the culture adjusts and seeks diverse solutions to provide what people need to live. Bottled drinking water, food not grown within MM, air-conditioned public spaces and indoor gardens are now part of the urbanscape.
<p>2. Culture is dynamic, ever changing.</p>	<ul style="list-style-type: none"> ▪ People usually seek to chronicle events, ideas, feelings. Documents, records and correspondence used to be handwritten. Then they were made on typewriters using carbon paper. Today they are made by computers. ▪ Ways of life usually include the exchange of important documents or symbols that carry shared meaning. When Filipinas was part of the Spanish Empire, official documents had to cross two oceans. A one-way trip could take as long as one year because boats had to wait for seasonal winds. Today official documents can be moved around the world by e-mail and courier service using airplanes. ▪ Every people seeks to understand its natural surroundings and the human body. Science used to

Concepts

Examples

conclude that each body had an intelligence that could be measured by an IQ test. Since the 1980s when the Multiple Intelligence Theory was accepted by scientists, it is now known that each person has at least seven separate intelligences that mix in different proportions per person. The mix of intelligences influences the way a person learns. Pedagogy must match the person's unique Profile of Intelligences (how the intelligences mix).

3. Each person from all walks of life, ages, genders, nationalities constructs/creates culture daily.
- After World War II (1941–1945) Manila was Asia's most devastated city according to Gen. Dwight Eisenhower. It was second only to Warsaw in devastation among the world's cities. Rebuilding took the combined efforts of everyone regardless of socioeconomic class, gender, age, and place of birth or citizenship. Everyone living and working in Manila adapted to the ruined environment and rebuilt the city's infrastructure, human spirit, and other cultural aspects.
 - In a farming community, people work together. Without cooperating, they cannot harvest, transport their produce, celebrate fiestas, perform marriages, produce arts, or carry out socially acceptable solutions that make up their way of life. Farmers and their families help their neighbors.
 - Companies have distinct corporate cultures. In Petron Corporation volunteerism is important; it is a unique characteristic of the company's way of life. Everyone on the staff up to the officers donates services and even money and goods for the company's social development programs.
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4. People's choices/decisions determine their culture, society, and histories.
- In 1896 it took the decision of the Katipunan to wage a revolution against Spanish imperial governance and its supporters. Filipinos who believed that imperialism was the cause of their social inferiority and marginalization sided with the Katipunan. That decision moved the course of Philippine history towards democracy instead of authoritarianism.
 - In 1986 Filipinos tired of President Marcos's governance and its injustices and illegalities took to the streets and sided with Corazon Aquino. People Power was born and with it the nation reached a turning point that moved it back on the road to democracy.

Concepts	Examples
	<ul style="list-style-type: none"> ▪ During the Vietnam Civil War Americans sent troops to fight the North Vietnamese army which supported communism for its philosophy and method of governance. Some Americans began to feel it was wrong for their country to get involved in a civil war where the Vietnamese seemed to want the North Vietnamese to win. Americans defied the draft and found other ways to convince the US government not to send in troops which were defeated by the guerrilla tactics of their foe.
<p>5. Multiples of events affect and/or cause other events in nature and culture.</p>	<ul style="list-style-type: none"> ▪ The El Niño weather phenomenon coupled with poverty, deforestation, and the conversion of former fields into cemented spaces combined to lower dam levels, river levels and thus sources of irrigation and potable water for people living in Metro Manila, Pampanga, Bulacan, and Cavite during the 1980s. ▪ Burgeoning population in Metro Manila side by side with its waste disposal requirements, increasing carbon dioxide emissions, the thinning ozone layer and its hole point to the need for an efficient garbage and waste disposal/conversion system. The resulting litter, clogged drains, polluted beaches and fishing grounds as well as spawning areas have caused fish to be ill, people to be sick, and a host of other social and natural problems. ▪ The rattan furniture business was flourishing in Cebu. Markets were local and foreign. Overharvesting of rattan, however, without systematic replanting depleted the local source of cane. Rattan was imported from Malaysia; but the import caused prices of finished products to increase thus, harming Cebu's source of income. Solutions to continue designing, manufacturing, and selling are being discovered.
<p>6. Multiple cultures exist simultaneously in different stages of development.</p>	<ul style="list-style-type: none"> ▪ In the Philippines there are different ways of understanding time. Some constructs of time are prehistorical, others are dependent on archaeological finds and/or written documents. Ifugaos today proudly reckon their ancestry through the ancient hudhud into divine time and plant according to lunar and seasonal regularity; but they also use archival data, the Gregorian calendar, and digital clocks to plan their activities.

Concepts	Examples
	<ul style="list-style-type: none"> ▪ Food gathering and farming by digging stick are done in some parts of the country inhabited by the Agtas. In other parts of the country, food comes from planting in irrigated fields and orchards as well as fishing in cultivated ponds. Other areas do not grow, cultivate, or catch their food; instead they buy food from wet markets and supermarkets. ▪ In a university setting, students may come from an upper- or middle-class socioeconomic background with several generations of college graduates. The same school has students who will be the first graduates in their family, their parents being marginally literate and cash-strapped; some may live in slum areas. ▪ While some people are aware of spacecraft, theories of evolution, computer-chip technology and biogenetics, there are others in the same country who are unaware and live the way their ancestors did in centuries past.
<p>7. No culture is superior to another.</p>	<ul style="list-style-type: none"> ▪ Christian-hellenic culture is appreciated for its high art, philosophy, technology and humanism. At one time anything else was considered pagan and substandard. But now academics and cultural leaders marvel at the art, philosophy, technology, and sensitivities of the ways of life shaped by Buddhists (Japanese, Chinese, Thai, etc.), Hindi (India), Moslems (Persia, Pakistan, etc.), animists and peoples who worship their ancestors. ▪ While today's Filipinos appreciate contemporary culture with its computers, cellphones, fast transport, vast libraries and sources of information, and machine-made goods they still marvel at the fineness, intricacy, and excellence of antique embroidery, beadwork, goldwork, sculpture, and textile made by ancestors who lived a different way of life in the 12th through 19th centuries. ▪ Despite the miracles of contemporary science and technology, people still marvel at Egypt's pyramids, Mexico's ruins, the ancient mountaintop cities of Peru, Greco-Roman ruins, China's Great Wall, Cambodia's Ankor Wat, Indonesia's Burobudor and other ancient architecture. The Philippines' Rice Terraces stand out not only because of their vastness but also because they were built without forced labor and any one authoritarian figure—whether a monarch or religious chief.

Concepts	Examples
8. Protection/conservation of nature is essential in sustaining well-being.	<ul style="list-style-type: none"> <li data-bbox="815 260 1484 464">▪ If Philippine beaches are polluted, fishing areas as well as mangroves and corals where fry hide will suffer. So will workers who depend on beaches and fishing for a living. Everyone in a community as well as visitors to the area need to work together to sustain healthy beaches. <li data-bbox="815 472 1484 751">▪ If forests are overlogged, erosion occurs and rain clouds are not attracted into an area. Leyte suffered flooding and losses of lives because of illegal logging. People living near forests must conserve their forests. Entrepreneuers needing timber must respect the long-term needs for forests instead of resorting to political pressure and illegal means to log. <li data-bbox="815 760 1484 1251">▪ Malabon is a seaside community. It is in a low area affected by tides. Because many fishponds were turned into subdivisions, the area lost its natural drainage. As a result, flooding during high tide and storms occurs even in places once above the flood level. Urban planners and real estate developers must keep in mind long-term and widespread effects of their projects. The flooding depreciates the worth of real estate, harms trade and commerce, harms fishpond income, worsens ill-health resulting from the wet environment, and therefore decreases tax revenue potential while at the same time increasing the need for government-funded social services and infrastructure repair.
9. Conservation of cultural expressions, both tangible and intangible, celebrates a people's sense of excellence and nobility; some expressions of culture rank as world heritage.	<ul style="list-style-type: none"> <li data-bbox="815 1297 1484 1545">▪ The Philippines honors its artists by bestowing two awards: National Artists Award for those practicing a western-influenced metier; Manlilikha ng Bayan for those practicing an Asian/indigenous metier. Both awards are given to Filipinos whose creations remind people of how excellent our imagination and skill can be. <li data-bbox="815 1554 1484 1900">▪ The Philippines has several entries on the UNESCO World Heritage Site roster. Being on the roster means that what a local area's people created for themselves as part of their local culture is significant to world culture, to show how people cope with nature and create the highest expressions of human potential. Through cultural education, sensitively developed cultural tourism, and classroom instruction Filipinos can conserve recognized cultural treasures for future generations. Well-

conserved heritage encourages people to take pride in their ancestry and themselves.

- Japan and Korea are just two of several countries that honor their Living Treasures. These are people with unique and excellent skills that need to be learned by new generations so that these skills do not die out. If the skills die out, then the countries will lose elements vital to sustaining their national identity. Among the skills celebrated are skills in pottery, metal relief, sword blade, and even foods done according to age-old methods that cultural advocates wish to preserve in their original form.

10. Self-initiative coupled with self-assessment, self-expression and self-reform are vital to attaining individual and societal mutual well-being.

- The famous bamboo organ is found in Las Piñas. The organ had deteriorated; so had the century-old church where it was housed. Concerned residents set up a group to source funds, and restoration expertise. On weekends men from all walks of life stood shoulder to shoulder laying bricks to fix the church and its walls. Women from all walks of life brought food for them. And the town band played to keep everyone enthusiastic and entertained. The concerned group also arranged for assistance from foreign governments and cultural organizations. They even selected young residents to learn how to repair antique organs and play them. An annual concert is hosted to maintain the church, the organ, and scholars for organ playing and conservation.
- Divers in Batangas and Mindoro set up groups to clean up beaches and coral reefs. They were joined by concerned residents and corporate sponsors seeking to improve world environment, especially the waters. Similar efforts have occurred in Bataan and Cavite.
- Vigan is an historic area. For years its unique architecture was threatened by abandonment and a brisk trade in antiques—accoutrements and architectural sections. Concerned residents, former Vigan residents, architects, and cultural workers established “Kaivigan” to save the area. Working with local government, UNESCO, National Commission for Culture and the Arts, National Historical Institute and many other private and public organizations as well as media, Kaivigan and the community it sought to help began sourcing

Concepts	Examples
	expertise for heritage development. Now Vigan is on the UNESCO World Heritage Site roster. The local community must now improve its quality of restoration and conservation, its local laws to protect heritage, and its education of tourists and students from within and outside the town.

The foregoing lists of important social science concepts offer examples to help teachers and textbook writers improve the data and its logical presentation for elementary and secondary level students.

RELATED CULTURAL PROPERTIES

Observations

Cultural Literacy. The cultural literacy component of Philippine basic education still requires an holistic, coherent framework and an engaging developmental pedagogy. The current selection of data and its presentation through Araling Panlipunan and other subject areas are ineffective in catalyzing patriotic stewardship and international understanding towards full human development—mutual well-being—and sustained peace. They may not be aiding reading skills which is a major intention of cultural literacy. Without the establishment of a cultural literacy baseline shared by the general citizenry, a people hinder their abilities to communicate with one another, understand social issues, determine what is culturally valuable for conservation, and grasp a unity of the past with the future.

Cultural literacy is a people's "broadly shared background knowledge" (op. cit.,:xiii). It serves as their baseline for lifelong learning. Cultural literacy includes knowledge often taken for granted but which serves as foundation for public discourse. The bulk of that knowledge has lasting significance, having remained unchanged in the national consciousness since the nation's beginning although the body of information is inherently dynamic.

Cultural literacy is a core knowledge needed to understand what one reads. It includes phrases, ideas, events, individuals, entities, and the context in which they are significant. Familiarity with literate culture improves general reading and communication skills and, therefore, one's ability to learn something new. High literacy is crucial to effective education.

The first cultural literacy dictionary was released by E. D. Hirsch, Jr., Joseph F. Kett, and James Trefil in 1988. *The Dictionary of Cultural Literacy: What Every American Needs to Know* set a new standard by which an American could gauge his or her grasp of cultural heritage. The University of the Philippines released *Cultural Dictionary for Filipinos* by Thelma Kintanar and her associates in 1996. Jose Abueva writes in the foreword that the book hopes to contribute towards "moral literacy and effective citizenship" (Kintanar 1996, ix).

Out of its twenty-three categories, the original Hirsch dictionary includes the following for social and human sciences: World History to 1550; World History since 1550; American History to 1865; American History since 1865; World Politics; American Politics; World Geography; American Geography; Anthropology, Psychology, and Sociology; Business and Economics.

The Kintanar dictionary has 31 categories including: World History; Philippine History; World Politics; Philippine Government and Politics; Law and Legal Institutions; World Geography; Philippine Geography; Philippine Ethnolinguistic Groups; Anthropology, Demography, Psychology and Sociology; Business and Economics.

Cultural properties both tangible and intangible are among the cultural literacy entries.

The Disciplinary Listings. A perusal of the cultural properties featured in this report show they are often the same or related although they are listed as important to different concepts. Some clearly share importance with the natural and physical sciences or technology; others are common to the arts. They include tangible and intangible properties among which are National Treasures, historical sites and historical documents (as well as quotations from them). Some of the properties are held by private and public collections.

The entries can be reviewed in tandem with the Kintanar dictionary, *Cultural Center of the Philippines Encyclopedia of Philippine Art*, *UNESCO World Heritage Sites*, *Philippine Tourism Major Destinations*, Department of Environment and Natural Resources' *Protected Areas and Natural Wonders*, National Commission of Culture and the Arts' *National Treasures*, *National Artists and Manlilikha ng Bayan* rosters, and other sources of prioritized cultural properties to determine a practical cultural literacy baseline for basic education. The cultural literacy baseline is one tool to unite a citizenry with its multicultural diversity, ancestry, and historical quest for human development.

Previously noted examples for each concept also reveal cultural properties, many of which are not indicated in the following listings.

Using the Cultural Property Lists. A cultural property that appears consistently in many listings of important/significant properties demands inclusion in basic education as illustrations as well as subject matter for text, field trips, analysis, and discussion. It requires sustained care and promotions in a language level that can reach the general public and stimulate their empathy with the property. A cultural property of such merit must be prioritized for immediate conservation by local and national teams when threatened and prioritized before others which are without multiple or high significance.

How well a nation cares for its heritage reveals how highly it values the national image crafted over time by its peoples.

Related Cultural Properties and Personages of Important Concepts from Geography

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. TERRITORIALITY is a country's or local community's sense of property, or attachment, towards an area and is expressed by the citizenry's determination to keep the TERRITORY inviolable and strongly defended.</p>	<ul style="list-style-type: none"> ▪ The Philippine archipelago consists of 7,150 islands, islets, and rocks above water. It is a fragmented state and the friction of distance caused by this fragmentation has implications on the nation's governance. ▪ The Philippine archipelago is a middle-sized state and is roughly triangular in shape, with its apex in the north and its base to the east of Borneo. It has a combined land area of 301,000 square kilometers. ▪ The Philippine archipelago's coastline is approximately 32,000 kilometers long and is one of the longest in the world. It provides extensive fishing banks with a very rich variety of fishes and mollusks and a good number of ports and harbors. ▪ The Philippines can control the fishing activities, mineral explorations, and other economic ventures of other countries in its Exclusive Economic Zone (EEZ) which extends up to 200 nautical miles from the shoreline. ▪ The Palawan archipelago is the western-most island group of the Philippines. It is a collection of 1,780 islands and islets, with a coastline that is 1,956 kilometers long. ▪ The vanishing species of the talking mynah, <i>pilandok</i> (mouse deer), peacock, and peregrine falcon are found in the forests of Palawan. 	<ul style="list-style-type: none"> ▪ Although there are many local languages that belong to the Malayo-Polynesian family, Filipino, Visayan, Ilokano and English are the most spoken and widely used languages in the archipelago. ▪ Constant earthquake tremors take place as the Philippine Sea Plate subducts along the Philippine Trench and East Luzon Trough. The mountainous islands of the Philippines are of volcanic origin. ▪ Coral reef formations fringe most of the islands. The fringing coral reefs protect the coasts from wave erosion. Thousands of marine animals live, breed, spawn and nurse their young in the coral reefs. ▪ Fishing is a basic industry in many parts of the country. The conservation and protection of its vast fishery resources is a matter of great concern for the government and other concerned environmental organizations such as the Haribon Foundation and the International Marine Life Alliance-Philippines. ▪ The government maintains cyanide detection test laboratories for aquarium fishes that will be flown at the Ninoy Aquino International Airport and in Puerto Princesa, Palawan. It aims to deter the exportation of aquarium fishes that are caught using this illegal fishing method.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ South China Sea bounds the Philippine territory on the west and the Northwest Pacific Ocean on the east. The Philippines has a remarkably complex culture containing elements of both of the east and west. ▪ The Philippine Constitution clearly states the boundaries of the country's territory. ▪ The Archipelago Doctrine defines the baselines from which the territorial sea of the archipelago is to be determined (Salita and Rosell 1980). ▪ <i>Muro-ami</i> was banned in the Philippine territorial waters in 1986. This fishing method is destructive to the country's coral reefs. The practice proves to be dangerous to the divers or swimmers, who are mostly young adults and children. 	<ul style="list-style-type: none"> ▪ The construction of dams and establishment of hydroelectric projects are seen as by the government as a development stimulator in many parts of country. In many instances, however, the constructions of large-scale dams have displaced several ethno-linguistic communities in the project sites and intensified the flooding patterns in the low-lying areas. This was exhibited during the construction and completion of the Binga and Ambuklao Dams in the Agno River Basin. ▪ Market-oriented local manufacturing and information related technologies are some of the fast-growing industries in the country. The Texas Instruments maintain a large manufacturing complex in Baguio City. ▪ Many of the country's agricultural farms are suffering from soil depletion, soil erosion and indiscriminate use of commercial pesticides and application of fertilizers, the intrusion of salt water, and the deposition and accumulation of mine tailings. ▪ A good number of women enjoy equal rights in many parts of the Philippine territory. However, a lot of things still need to be done to improve the welfare of the female members of the country. ▪ Thousands of street-children roam in the alleys of many cities in the archipelago. There are not many coordinated programs that are directed towards improving their lot.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>2. The rugged and diverse LANDFORMS and the variety of its NATURAL RESOURCES have contributed to a very rich biota of flora and fauna in the whole archipelago.</p>	<ul style="list-style-type: none"> ▪ The mountain ranges of the country lie near the coasts and run parallel to each other. The Western Cordillera, or the Zambales-Bataan Mountain systems, extend from the northwestern part of Pangasinan to Bataan Peninsula in the south. Mount Pinatubo belongs to this mountain range. ▪ Mindanao is the second largest island in the archipelago. The island's landforms consist of towering mountains, active volcanic peaks, high rolling plateaus, and broad level swampy plains. Mount Apo is the highest point in the country, with an elevation of 2,954 meters. This natural park has one of the most diverse plant populations in the country. It is located in the provinces of Davao del Sur and North Cotabato. ▪ The <i>nipa</i> palm tree (<i>Nipa fruticans</i>) is second only in importance to coconut. The <i>nipa</i> grows on narrow belts along riverbanks and occupies the inner portions of most tidal swamp areas, behind the coastal mangrove swamps where the water is brackish. The leaf of the <i>nipa</i> palm tree is a common roofing material in many rural areas of the country. The <i>nipasap</i> is collected and fermented into beverages and vinegar. ▪ Basing from the commonalities in diversity and distribution of terrestrial life in the Philippines and Southeast Asia, small islands and land bridges are believed to have once connected the islands 	<ul style="list-style-type: none"> ▪ The Metropolitan Waterworks and Sewerage System (MWSS) undertakes water resource development. Though two private concessionaires, it distributes water to 6 million people in Metro Manila. ▪ Some portions of the Agno River system have become higher than the surrounding agricultural areas along its banks due to heavy siltation and sedimentation. ▪ The National Development Corporation (NDC) controls a vast area of unclassified public lands and forests. It leases out lands to the private sector for various types of exploration, development and exploitation activities (Bautista, 1990). ▪ The state seems to lack the capacity to strictly enforce the terms of many of the Timber License Agreements such as selective cutting, sustained-yield practices, and forest tree replanting. It also seems to not fully have the capacity to undertake a massive reforestation or tree plantation program. This predicament intensifies some ecological, economic and socio-political crises in the country (Bautista, 1990). ▪ According to the Forest Management Bureau, the Philippines had 400,290 hectares of mangrove forests in the 1920s. As of 1993, it has dwindled to only 123,400 hectares. Many mangrove swamps were converted into fishponds.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>of Palawan, Balabac, Cuyo, and the Calamianes to the neighboring island of Borneo.</p> <ul style="list-style-type: none"> ▪ The Philippines has 15 biogeographic zones. These are: Batanes, Cordillera, Sierra Madre, northern and southern Luzon, Zambales, Mindoro, western Visayas, eastern Visayas, central Visayas, Calamian, Palawan, Sulu and Tawi-tawi, Zamboanga, central Mindanao, and Linguasan (ECPF 1998). ▪ The Bureau of Fisheries and Aquatic Resources (BFAR) formulates plans for the proper management, accelerated development, and proper utilization of the country's fishery and aquatic resources. The BFAR undertakes various research and extension programs on fishery resource conservation and crop diversification. ▪ The seagrass transplantation-restoration project is being implemented in Bataan, Manila Bay, Marinduque, Ilocos Norte, Zambales, Puerto Galera, Albay, and Cebu to remedy the rapid degradation of our marine resources. ▪ The Department of Environment and Natural Resources (DENR) is the government agency primarily responsible for pollution control regulations; preservation of watershed areas; and conservation, rational management, efficient development, and proper use of the country's forest, mineral, and water resources. 	<ul style="list-style-type: none"> ▪ Dynamite or blast fishing, the use of cyanide in catching aquarium fishes, and other illegal fishing methods such as the <i>muro-ami</i> have continuously degraded and threatened the extinction of a number of our coral and fishery resources. ▪ Approximately 327 tons of pollutants from domestic and industrial sources are dumped into the Pasig River everyday. It is now one of the most polluted rivers in Asia. In cooperation with some business corporations and non-governmental organizations, the Pasig River is now being rehabilitated. ▪ The Philippine forests host about 8,120 species of flowering plants, 3,500 species of indigenous trees and 640 species of mosses. More importantly, the Philippine forests harbor millions of indigenous Filipinos (Ibon Foundation 1997). ▪ Twenty-two provinces of the country are heavily affected by the problem of soil erosion. In Cebu, some 699,000,000 tons of soil have been lost from its badly denuded forests and degraded farmlands. Also, the groundwater that comes out of many artesian wells in Cebu's lowland areas is brackish water. To rebuild Cebu's ecological system would take centuries and the cost would be prohibitive. ▪ The American colonial period is characterized to have caused the rapid denudation of our forested lands. The Philippine

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ High species diversity and endemism characterize the country's 12 centers of floral diversity. These diversity centers are the Batanes Island, Mount Makiling, and Mount Banahaw, Mount Apo, Mount Baloy, Mount Isarog, Mount Kitanglad, Mount Pulog, Mount Talines and Lake Balinsasayao, Palanan Wilderness Area, Palawan, Sibuyan, and southern Samar (ECPF 1998). ▪ There are over 750 species of birds all throughout the country. The Birdlife International (BI) has identified the Luzon mountains, the Luzon lowlands and foothills, Mindoro, Negros and Panay, Cebu, Palawan, Samar, Leyte, Bohol and Mindanao lowlands, Mindanao mountains, and the Sulu archipelago as endemic bird areas. 	<p>hardwoods found their way into the American markets in the 1920s to the 1930s. Lumber exports continued emphatically till the 1950s.</p>
<p>3. GEOGRAPHIC REGIONS are marked by certain degrees of homogeneity in terms of some physical, cultural, and economic phenomena. Their characteristics affect the FLOWS AND MOVEMENTS OF GOODS AND SERVICES.</p>	<ul style="list-style-type: none"> ▪ The Cagayan Valley, or Region II, had the most extensive remaining forest cover in the Philippines in 1987. In 1990, Region II had only 450,000 hectares of virgin forest left and is fast disappearing as a haven of wildlife. The Philippine government has to stop the thinning of forest stand in this region. ▪ The highest elevation in the Sierra Madre Mountains, or the Eastern Cordillera Region, extends up to 2,000 meters. This mountain range influences the local climatic conditions in the region. It causes orographic precipitation in its windward side. 	<ul style="list-style-type: none"> ▪ Geographical information gathered during the Age of Discovery was instrumental to the expansion of the European economic and political hold in the Asia-Pacific Region. ▪ Knowledge of the spatial characteristics of the Southern Tagalog Region is crucial for the economic development of the area. ▪ Flores reported in 1986 that trucks carrying logs from the Cagayan Valley in northeast Luzon pay a conservative estimate of 7.5 million pesos a month to corrupt politicians, government officials, policemen and soldiers at military checkpoints and government offices between Cagayan and Manila.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ Forty rivers of the country, including all the rivers of Metro Manila, are biologically dead. The Pasig, Tenejeros, and Tullahan Rivers are almost incapable of supporting many forms of aquatic life. ▪ Many corrupt government officials maintain huge bank accounts in offshore financial centers in the Caribbean region. Some of these island states have become specialized nodes in the geography of global monetary flows. ▪ The Manila Bay receives most of the domestic and industrial wastes of Cavite, Metro Manila, Bulacan, and Pampanga. The effluents contribute to the rapid multiplication of <i>dinoflagellates</i> and the recurrence of red tide in Manila Bay. ▪ The seasonal occurrence of red tide has become more frequent and unpredictable, resulting in fish poisoning and shellfish contamination. The Philippine coastlines should be free from possible sources of nutrients that cause the rapid multiplication of <i>dinoflagellates</i>. ▪ According to the Environmental Management Bureau (EMB), the Philippine forests are badly denuded. The estimated rate of tree removal from a forested area without adequate replanting in the Philippines is 200,000 hectares per year. The Visayas region has had the highest rate of deforestation since 1950, followed by Mindanao and Luzon. 	<ul style="list-style-type: none"> ▪ Three major river systems drain the Baguio Mining District. The Agno River flows in the southeast, the Bued River in the southwest and Amburayan in the north. ▪ The eight operating mines in the Baguio Mining District produce approximately 54,000 metric tons of mine tailings daily. Whenever heavy rains fall in the Baguio Mining District, the farmers in the lowlands claim that the heavily silted floodwaters and irrigation waters reduce their agricultural yield by at least 20% (Lim and Guerrero 1985). ▪ Regional planners and human geographers are not only interested in the patterns of agriculture in the Bicol Region but also with the relationships and interdependencies that are both cause and effect of such agricultural patterns in other adjacent provinces. ▪ The ecology of AIDS in the country's tourism and recreation destinations is one of the joint concerns of the Department of Health and the Department of Tourism. ▪ A small-scale map of the Visayas Region will cover a large part of the central portion of the country. A large-scale map of the street patterns of Mandaue would be useful for studying the traffic flows in the city. ▪ The Gulf War in 1991 threatened the lives and properties of thousands of Filipino overseas workers who at the time were

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
4. ACCESSIBILITY is the opportunity for contact or for interaction from a given point or location in relation to other locations and it is very much influenced by the function of DISTANCE.	<ul style="list-style-type: none"> ▪ Large business corporations and the military were greatly involved in the social forestry programs that were implemented in different regions of Mindanao in the mid-1970s and in the 1980s. ▪ According to Professor Tadem, peasant families in Mindanao were “hamletted” not only for anti-insurgency purposes. The farmers and their families were also trained to grow <i>ipil-ipil</i> and rubber trees. The politics of deforestation and reforestation is a complex system. ▪ The Bicol River Basin Development Program (BRDP) relies on the idea of an integrated area development plan for the Bicol Region of the Philippines. The success of the BRBDP depends on the coordinated provision of interdependent projects and the strengthening of institutional capabilities to ensure sustained development (Abracosa and Ortolano 1987). 	<p>widely distributed all over the Middle East.</p> <ul style="list-style-type: none"> ▪ Railroads provided the principal means of spatial reorganization in the sugar plantations of Central Luzon and the Visayas Regions.
	<ul style="list-style-type: none"> ▪ Water transport is very important in the Philippines. Thousands of small interisland shipping vessels transport great volumes of cargo and passengers into various ports in different parts of the country. ▪ The Maritime Industry Authority (MARINA) undertakes programs on the areas of domestic shipping, overseas shipping, shipbuilding and ship repair, and maritime manpower, such as early replacement of 	<ul style="list-style-type: none"> ▪ The introduction of the railroad in the Philippines had contributed to time-space convergence, to the reorganization of industry into larger market areas, to an increase in inter-regional and international trade, and to the interconnectedness of urban systems. ▪ Other important space-adjusting developments in the Philippines include air travel and air cargo, satellite communication systems, facsimile machines and electronic-mail software.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>obsolescent and uneconomic vessels; modernization and expansion of the Philippine merchant maintenance; and development of a reservoir of trained manpower.</p> <ul style="list-style-type: none"> ▪ In spite of the Anti-Smoke Belching Project of the Department of Environment and Natural Resources, it is reported that 50 percent, or more than half a million vehicles in Metro Manila are still violating the antismoke belching directives. ▪ The rate of AIDS-infected population diminishes with increasing distance from the cities of Olongapo, Angeles, and Manila. There are only a few health centers in the country that can deal effectively with AIDS. ▪ The Department of Health supports the deployment of thousands of Barangay Health Workers in the outlying areas of the country because distance has deterrent effects on people's attendance at public health clinics. ▪ The cities of Cebu, Davao, Legazpi, and Oroquieta are more accessible and more preferred destinations among entrepreneurs and domestic and international tourists because of the presence of well-maintained airport hubs and hotel complexes in those areas. ▪ The heavy flows of vacation travelers from Metro Manila and other lowland areas to the City of Pines, Baguio, are dependent on the conditions and accessibility of the Kennon and 	<ul style="list-style-type: none"> ▪ The transferability of bananas and other fruit crops from Davao to other islands in the Philippines and in Southeast Asia depends on the availability and speed of transportation and the availability of refrigeration so that these perishable products stay fresh. ▪ The installation of Globe and Smart communication towers in many parts of the country make it possible for people with cellular phones in urban centers to communicate with their friends and families with similar communication devices in the most far-flung areas of the archipelago. ▪ A facility for drug rehabilitation is only accessible to the end-users if they can afford the cost of getting there. Also, the programs for fighting drug abuse should center on prevention and policing of drug pushers and corrupt police and government authorities. ▪ It is much cheaper to move heavy and large furniture from the province of Aurora to the city of Zamboanga by barge or ship than by using a hauling land vehicle. ▪ The diffusion of the 'golden rice' from the International Rice Research Institute (IRRI) in Bay, Laguna is a function of the probability of information flowing between members of farming communities in different parts of the country.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>Naguilian Roads, and the Marcos Highway.</p> <ul style="list-style-type: none"> ▪ The markets of Divisoria, Q-Mart and Balintawak are among the more accessible distribution centers for vegetable, meat, textile, and other perishable and nonperishable products that originate from various parts of the country. ▪ The Department of Public Works and Highways is primarily responsible for planning and for the construction and maintenance of highways, roads and bridges that connect one place to other areas in the Philippines. ▪ Overland travel from the province of Quezon to the province of Rizal has been reduced from two days (at the turn of the century) to 3.5 hours (in the 1990s) as the gasoline-powered motor vehicles replaced the horse-driven <i>calesa</i>. 	<ul style="list-style-type: none"> ▪ The wide acceptance and viewership of the MTV Show among the young Filipinos makes it easier for American-made products to infiltrate and saturate our trading centers and retail markets. ▪ Traffic management in Metro Manila is an important component in the facilitation of smooth economic exchanges between the different sections of the metropolis. ▪ The spread of cellular phones from Metro Manila to other parts of the country maybe explained by the three spatial processes of diffusion: expansion diffusion, relocation diffusion and hierarchical diffusion.
<p>5. LOCATION can be an absolute (in terms of latitude and longitude coordinates) or a relative (in terms of site and situation) concept but it is often expressed by using the names of regions or places.</p>	<ul style="list-style-type: none"> ▪ The northernmost part of the Philippines is approximately 240 kilometers south of Taiwan while the southernmost islands of the archipelago is approximately 24 kilometers off the coast of Borneo. ▪ The greatest length from the northernmost to southernmost part of the archipelago is 1,851 kilometers while the greatest breadth from the east to the westernmost part of the country is 1,107 kilometers. ▪ Bashi Channel bounds the Philippines on the north; Pacific Ocean in the east; the Sulu and 	<ul style="list-style-type: none"> ▪ Uniformly high temperatures and humidity characterize the country's climate. Nevertheless, there are seven climatic types in the country (Huke 1973). ▪ The bases for climate classification in the country are temperature variations, the yearly distribution of rainfall and the presence or absence of dry season and period of maximum rainfall. ▪ The differences in the country's climatic conditions depend mainly on the local air currents, the position of the islands and the most usual storm tracks and the existence of mountains and

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p data-bbox="638 352 1024 415">Celebes Seas in the South and the South China Sea, on the west.</p> <ul style="list-style-type: none"> <li data-bbox="597 436 1024 636">▪ The small island-states nearest to the Phi-lippines in the Pacific Ocean are the US Commonwealth of Guam, the Yap Islands and other Micronesian Territories. <li data-bbox="597 657 1024 1136">▪ Every local government unit has to prepare a Comprehensive Land Use Plan (CLUP). Several thematic maps such as land cover and land-use maps, soil classification, and erosion susceptibility maps, would be very useful in facilitating the efficient planning, allocation and development of the community's limited resources. Maps are usually two-dimensional and are graphical representations of the world. <li data-bbox="597 1157 1024 1528">▪ Dot maps are particularly useful in small-scale thematic maps, such as in the presentation of the spatial distribution of particular phenomena (such as the changing distribution of industries in the Philippines) by means of simple, located symbols (usually dots, small circles, squares, or any shapes). <li data-bbox="597 1549 1024 1717">▪ The Philippines is situated near the center of the western Pacific warm pool, where sea surface temperatures are routinely above 26°C. <li data-bbox="597 1738 1024 1902">▪ The rugged interiors of major islands, such as the Sierra Madre mountains, modify local weather and climate patterns by forcing air to rise along their windward 	<p data-bbox="1097 352 1492 415">plateaus in various parts of the archipelago.</p> <ul style="list-style-type: none"> <li data-bbox="1049 436 1492 1056">▪ Philippine air currents are divided into three groups. The first one is the northeast monsoon that streams along the easterly and southeasterly side of the great Asiatic high-pressure area. The second group consists of the trade winds that reach the islands from a generally easterly direction. They come from the tropical high pressure area of the Pacific. The third group consists of the southwest monsoon or equatorial air, which pushes its way across the equator from the strong high pressure areas of the southern hemisphere (NSO 1990). <li data-bbox="1049 1077 1492 1581">▪ The Inter-tropical Convergence Zone (ITCZ) is the region where the northern-hemisphere trades meet the southern-hemisphere trades. This region of convergence may at times, well defined or it may be diffused. Towering clouds accompanied by light to heavy showers and widespread thunderstorms characterize the ITCZ. The axis of the convergence does not remain stationary at the equator but it migrates north or south of the equator following the sun. <li data-bbox="1049 1602 1492 1875">▪ The El Niño – Southern Oscillation (ENSO) affects the Philippines. It usually is manifested by a delayed onset of the rainy season, early onset of the dry season, below-average precipitation, weak monsoons, and fewer typhoons.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>slopes (orographic uplift) and by promoting convection when slopes become warmer than the surrounding air (Huke 1976).</p> <ul style="list-style-type: none"> ▪ The National Mapping and Resource Information Authority (NAMRIA) is the central mapping agency which serve the needs of the DENR and other government offices with regard to the production and maintenance of maps, charts and similar photogrammetry and cartography materials. ▪ The Philippine Standard Time (120 East Meridian Time) is eight hours in advance of Greenwich Mean Time. 	<ul style="list-style-type: none"> ▪ The Geographic Information Systems (GIS) is an integrated computer tool for the handling, processing and analyzing of geographical data. At present, it is widely used in marketing and undertaking location analysis in many parts of the Philippines. ▪ Filipinos have cognitive images (mental maps) or psychological representations of locations that spring from their own experiences in the region. ▪ The International Rice Research Institute (IRRI) and the University of the Philippines at Los Baños (UPLB) are centers of major agricultural innovations in Asia and the Pacific. They also hold a repository of plant genes that were gathered from various croplands of the country. ▪ The principal gold districts of the country are found in the Mountain Province. Strip-mining or surface mining is conducted in areas where the valuable mineral is near the surface. The overburden or rock and soil overlying the mineral deposit will be first removed, and then the gold is removed. If no reforestation activities will be undertaken after the mining operations, the whole area will be exposed to wind and rainwater and soil erosion will be greatly accelerated.
<p>6. Some CORE-PERIPHERAL relationships affect the MIGRATION PATTERNS of human populations.</p>	<ul style="list-style-type: none"> ▪ The NCR (National Capital Region) and Metropolitan Cebu are regions that dominate trade and control the most advanced 	<ul style="list-style-type: none"> ▪ Spatial segregation or the spatial separation of specific population subgroups within a wider population is very evident in the

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>technologies in the country. These metropolitan centers have high levels of productivity.</p> <ul style="list-style-type: none"> ▪ The coastal municipalities of Aurora and Quezon Provinces are part of the country's peripheral regions. These areas have underdeveloped or narrowly specialized economies with low levels of productivity. ▪ The CALABARZON Region will be a major growth pole in the Southern Tagalog Region. Various economic activities that are deliberately organized around high-growth industries will be established to uphold the centrality of area in this part of the country. ▪ According to the National Statistics Office (NSO), males comprise a majority of the in-migrants in the urban and employment centers of Mindanao while there are more female in-migrants in Metro Manila. ▪ In the 1970s, majority of the registered Filipino emigrants was of the younger age groups and the most favored destinations are the United States of America, Australia and Canada. ▪ The National Statistics Office prepares, constructs, updates and maintains a complete file of maps for use by the enumerators in periodic statistical surveys and censuses. The maps serve as reference materials for the field officers of the NSO and the officials at local government 	<p>heart of Metro Manila. Guarded gates, wider roads, and towering walls and fences separate squatter settlements and slum neighborhoods from richer neighborhoods.</p> <ul style="list-style-type: none"> ▪ The Filipino Diaspora is very evident in the European and American continents. Germany, the United Kingdom, Canada and the United States of America are the most popular destinations of Filipinos looking for better opportunities in life. ▪ The Filipino's sense of place consists of the feelings evoked among us as a result of the experiences and memories that we associate with a place and to the symbolism that we attach to it. ▪ There is a need for the Philippine government to emphasize cultural nationalism to protect the regional and national cultures from the homogenizing impacts of globalization, especially the penetrating influence of the US culture. ▪ Geopolitics in the Philippines is exhibited by the state's power to control its space or territory and shape its foreign policy and international political relations. ▪ The Bataan Export Processing Zone is an industrial enclave within which especially favorable investment and trading conditions are created by governments in order to attract export-oriented industries ▪ The Manila Declaration of 1980 is the most comprehensive

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>units. It also publishes various kinds of statistical charts and graphic materials.</p> <ul style="list-style-type: none"> ▪ Dams and irrigation projects in the Mountain Province and in Pangasinan countryside aim to provide the energy requirements of industries and manufacturing plants in many export processing zones (EPZs) in the provinces of Bataan, Cavite and Batangas. ▪ Procter and Gamble, Inc., is an example of a transnational corporation with investments and activities that span international boundaries. The corporation maintains subsidiary companies, factories, offices, and other production and marketing facilities in several countries. ▪ Flor Contemplacion was a tragic example of an industrious overseas contract worker who was wrongly accused of a crime that was accidentally committed by a Singapore national. The level of poverty that is experienced in various parts of the country forces many young and adult women to accept any kind of jobs that are offered in other countries (Stasiulis and Bakan 1999). ▪ The Philippines is one of the southern states in the North-South Divide. This classification of nations differentiates the colonizing states of the Northern Hemisphere and the formerly colonized states of the Southern Hemisphere. 	<p>international statement adopted on the goals of modern tourism. The declaration emphasizes the importance of both natural and cultural resources in tourism and the need to conserve these resources for the benefit of both tourism and residents of the tourism area.</p> <ul style="list-style-type: none"> ▪ In many parts of the Philippines population displacements that take place due to man-made factors come in two forms: forced evacuation and strategic hamletting. Human communities are displaced in the name of development and because of national security interests of the nation. ▪ Displacement involves the forced transfer of people from their villages or areas of residence due to factors or conditions existing in the former which make it very difficult or even dangerous for the people to stay there. The displaced individuals, families or communities came to be called internal refugees for they take on the status of refugees, not in other countries, but in their own lands (ECDFC 1990). ▪ Technology transfer is one of the by-products of young academics being sent for further education and training to economically advanced countries. When they come home to work after their training, they bring with them some knowledge on how to replicate the technological advances that they have been exposed to in other more developed areas.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>7. All PLACES on the surface of the earth have distinguishing cultural and natural characteristics that greatly influence how people behave, live their daily lives, and see themselves in relation to other groups of people in other areas.</p>	<ul style="list-style-type: none"> ▪ Some young members of the Agta communities in Region III see themselves as somehow different from the general population of the Central Plains of Luzon. This often leads to the young Agta's rejection of some of their indigenous cultural practices. ▪ The National Commission on Indigenous Peoples was created through the Republic Act no. 8371, also known as the Indigenous Peoples' Rights Act of 1997. The commission supervises the granting of Certificates of Ancestral Domains Title (CADT) to lands that are in the possession of several ethno-linguistic groups since time immemorial. ▪ The Integrated Social Forestry Program (ISFP) aims to uplift the socio-economic conditions of many <i>kaingenero</i> (slash and burn farmers) and other forest occupants and upland communities that are dependent on forest lands for their livelihood. The program also pushes for the protection and improvement of the quality of the upland environment. The ISFP is also known as the Program for Forest Ecosystem Management (PROFEM II). ▪ The increasing demand for fish in the country's fishery banks has been brought about by three factors: rapid population growth, greater disposable income, and, a greater preference for fish over other foods. This often leads to overfishing in some regions. As a 	<ul style="list-style-type: none"> ▪ Topophilia or love of place is the set of emotions and meanings that are associated with particular places that have become significant to most individuals. ▪ More Filipinos in the urban centers of the country are becoming more sensitive of gender issues. Many Filipinos now recognize the social differences between men and women rather than the anatomical differences that are related to sex. ▪ Under the Comprehensive Agrarian Reform Program, the DAR delivers to agrarian reform beneficiaries a package of services such as credit support, infrastructure, farm extension, legal assistance, electrification, skills training and the development of rural institutions. The program covers all private and public agricultural lands as provided by Executive Order No. 229, including public lands, regardless of tenure arrangement and crops produced. ▪ The 10-volume <i>Encyclopedia of the Philippine Art</i> is a publication of the Cultural Center of the Philippines. It has devoted two volumes to the ethnography of peoples of the Philippines. ▪ The Philippines is a country with a predominantly Christian population with Muslim communities in the south. The country also has a growing membership on locally based church groups such as the <i>Iglesia Ni Kristo</i> and the Philippine Independent Church.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>result, the daily catch of fisher folks has decreased to an average of four kilograms a day. Overfishing also has detrimental effects in several places. In Laguna de Bay, the number of fish species has decreased to 10 to 15 species from the original 25 (CEC 1990).</p> <ul style="list-style-type: none"> ▪ The Epifanio De los Santos Avenue (EDSA) Shrine has become an example of a sacred space. It is an area recognized by Christian Filipinos as worthy of special attention because it has repeatedly become a site of special religious experiences or events. ▪ The name Philippines by which the country was known today, was given by the Spanish navigator, Ruy Lopez de Villalobos. This was made in honor of Prince Philip of Asturias, who later became Philip II of Spain. The first Europeans to set foot on the Islands christened it <i>La Aguada De Las Buenas Senales</i> (The Watering Place of Good Omens) (NSO 1989). ▪ Long before the coming of the Spaniards, the Philippines was known among ancient geographers as <i>Ophir</i> or the land that supplied King Solomon with gold. The place-name of <i>Maniolas</i> appeared in Magini's edition of the geographical works of Claudius Ptolemy in 105 AD. Ancient Chinese records referred to the Philippine islands as <i>Ma-I</i> (Land of the Barbarians), <i>Chin-San</i> (Mountain of Gold), <i>Liu-Sung</i> (Land Adjacent to the 	<ul style="list-style-type: none"> ▪ Bombings of places like the World Trade Center Complex in New York, and the Plaza Miranda and the Land Rail Transit in Metro Manila are examples of violent attacks on places that have been supportive of human communities drive for improving their daily lives. The World Trade Center, the Plaza Miranda, and the Light Rail Transit in Manila have become places that remind us of the horror and inhumanity of terrorism. ▪ Palawan's Tubbataha Reef National Marine Park is a Natural World heritage Site. It lies in the middle of the Sulu Sea and has a very rich and diverse marine life. This has become a place where one can appreciate the marvel of nature and other forms of life on earth. ▪ Some forms of tourism activities lead to the commodification of nature, culture and peoples of different places in the Philippines. Places like the Mines View Park, Pagsanjan Falls and the Boracay Island are some reminders of this experience. ▪ The influx of people in sacred spaces in Mount Banahaw or in the church of Pakil, Laguna is an example of a pilgrimage. ▪ Cosmopolitanism is an important geographic phenomenon because it fosters a curiosity about all places, peoples and cultures (Knox and Marston 1998).

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>Mainland), and <i>San-Tao</i> (Three Islands) (NSO 1989).</p> <ul style="list-style-type: none"> ▪ The globalization of the Philippine economy has some negative and positive consequences among local industries in various parts of the country. Globalization is the increasing interconnectedness of different parts of the world through common processes of economic, environmental, political and cultural change (Knox and Marston 1998). ▪ A very highly specialized pattern of production of fruits and vegetables such as strawberry, cabbage, carrots, cauliflower and celery has emerged in the La Trinidad Valley in Benguet. This leads to the recognition of the place as the leading vegetable producer of Luzon. ▪ Republic Act No. 6657 or the Comprehensive Agrarian Reform Law of 1988 aims to promote social justice and industrialization in agricultural communities in the Philippine countryside. The agrarian reform program is being implemented by the Department of Agrarian Reform. Among other features, the program sets a retention limit of five hectares plus three hectares for every direct heir and tiller who is 15 years of age and above. 	
<p>8. URBANIZATION involves the movement to and the clustering of people in CENTRAL PLACES and the expansion of the built-up</p>	<ul style="list-style-type: none"> ▪ The National Capital Region of the Philippines is in the island of Luzon. It has traditionally been the country's center of quality 	<ul style="list-style-type: none"> ▪ The encroachment of capital, industrialization and other urban-related activities in the forested lands of the Philippines

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
space in the surrounding rural countryside.	<p>education. Young high school and college students flock into the metropolis every time the school year opens.</p> <ul style="list-style-type: none"> ▪ Growth of population along the fringes of Metro Manila is an indication of the widespread suburbanization that is taking place on its peripheries. ▪ Filipinos who cannot afford to rent or buy lands in the country's employment and urban centers live on squatter settlements that are found along the railroad tracks and riverbanks of different cities. Squatter settlements are residential developments that take place on land that is neither owned nor rented by the occupants. ▪ The city of Parañaque is an example of a zone in transition. The zone in transition is an area of mixed commercial and residential land area surrounding the Central Business District. ▪ The problem of overurbanization in Metro Manila becomes more evident as the number of jobs and housing availability lag behind the number of its permanent residents. Some people who cannot get a regular job collects recyclable materials and live on top of dumpsites. ▪ Metro Manila, due to its primacy and centrality is one of the world's fastest growing megacities. This has serious implications on the capability of the local governments to provide basic services in various parts of the metropolis. 	<p>has led to the degradation of many watersheds, destruction of wildlife and their habitats, and thinning of biodiversity.</p> <ul style="list-style-type: none"> ▪ Metro Manila with an estimated population of over 10 million relies mainly on surface water contained in the Angat and Ipo dams. They get their other water requirements by extracting water from the ground. The extraction of groundwater has led to land subsidence and other problematic issues in many areas in Muntinlupa and Paranaque. ▪ The depletion of groundwater in Cebu for domestic and industrial consumption is nearing critical levels. If the local communities and the local and national governments would undertake no comprehensive program for water development and conservation, this could become catastrophic for many Cebuano. ▪ Gentrification has taken place in some portions of the Malate area in the city of Manila. Gentrification is the invasion of older, centrally located working class neighborhoods by higher income households seeking the character and convenience of less expensive and well-located residences. ▪ The Metropolitan Environmental Improvement Programme in Manila has cited and emphasized the pressing need for community involvement in the management and preservation of the urban environment.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ The Spanish colonizers deliberately established the city of Manila in the 16th century as an administrative center to further their imperialist concerns in this part of the globe. The country's wealth was concentrated in this urban center and a big chunk of it was siphoned to Spain. ▪ The urban center inside the fortress of Intramuros was the seat of the Spanish empire' political, cultural, and economic activities in Asia for three centuries. This crude form of urban planning led to the segregation of the Spaniards from Filipinos and the Chinese throughout the colonial period. ▪ The National Housing Authority is the government arm in providing housing assistance to urban households. It undertakes this mandate through slum upgrading, sites and services development, and squatter relocation. ▪ As the rate of urban growth in Metro Manila, Metro Cebu and in other cities has slowed, public spending on infrastructures such as roads, water mains, sewers and drains has declined. In the same manner, much of the original infrastructure, put in place almost a century ago by the Americans, has deteriorated and is overused. 	<ul style="list-style-type: none"> ▪ Filipinos who have been exposed to the conditions in other countries become cosmopolitans. Cosmopolitanism is an intellectual and esthetic openness toward different experiences, images and products from different cultures. ▪ Metro Manila is a primate city. Primacy is a condition in which the population of the largest city in an urban system is disproportionately large in relation to the second and third largest cities in that system. ▪ The informal sector in Metro Manila provides a strong backbone to the formal economy of the region and in other outlying areas. It provides income to thousands of people that cannot be employed in government offices and in private business corporations. ▪ The Philippine government through the NHA has undertaken programs to upgrade the infrastructure in slum communities in Metro Manila. Slum upgrading involves the introduction of basic infrastructure and sanitation services. ▪ Metro Cebu exhibits some functional dominance over other cities and urban communities in the central region of the Philippines. The National Capital Region is the country's most dominant place.
<p>9. The NATURAL ENVIRONMENT is being modified and stressed by HUMAN ACTIONS</p>	<ul style="list-style-type: none"> ▪ The Philippine Tarsier is a mammal that can be prevented from becoming extinct if 	<ul style="list-style-type: none"> ▪ There are 17 critical watersheds in the country. They are as follows: Santo Tomas, Busol,

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<p>in many ways. Among the more obvious actions causing ENVIRONMENTAL STRESS are deforestation, release of pollutants in water bodies and in the atmosphere, and oil spills into the oceans. Some less obvious actions are the dumping of toxic wastes into the oceans and indiscriminate use of pesticides.</p>	<p>its habitats will be properly conserved. Conservation is the view that natural resources should be used wisely and that the society's effects on the natural world should represent stewardship and not exploitation.</p> <ul style="list-style-type: none"> ▪ The Mangyans in Mindoro practice sound shifting cultivation practices. Shifting cultivation is a system in which farmers try to maintain soil fertility by rotating the fields within which cultivation occurs. ▪ The death of most of our rivers and lakes can be attributed to the direct dumping of various pollutants from industrial, domestic and agricultural sources. For example, it is estimated that 160,000 tons of poisonous mine tailings find their ways into our lakes, rivers and streams everyday. ▪ The El Niño event and other global climatic variations can explain the erratic seasonal changes that are being experienced in various parts of the country. The onset of El Nino has led to the occurrence of drought in many areas. However, extreme deforestation has contributed to the extent of drought conditions in many places. ▪ The collective efforts of concerned private individuals and the researchers and scholars in the University of the Philippines at Los Banos and Ateneo de Davao were responsible for reintroducing the 	<p>Lonoy, Angat, Marikina, Kaliwa, Umiray, Maasin, Mananga, Kotkot-Lusaran, Binahaan, Pasongnanga, Ambog, Mahoganao, Maalagos, Koronadal, and Lake Lanao. A critical watershed is a river system that supports an existing or a proposed major power generation or irrigation project (ECPF 1998).</p> <ul style="list-style-type: none"> ▪ The uncertainty of some tenure relations throughout the various agricultural regions in the country has also greatly contributed to the adoption of cropping practices that contribute to accelerated soil erosion. Accelerated soil erosion is not simply a physical process. It is affected by the social, economic and political contexts that the tillers have to consider in their daily existence. ▪ <i>Bakawan, tangal</i> and <i>busain</i> are among the most dominant species in the country's thinning mangrove swamp forests. The mangrove swamps thrive in tidal mud-flat areas at the mouths of rivers, estuaries, and lagoons where the water is brackish. <i>Api-api</i> and <i>pagatpat</i> species survive in the airless waterlogged mud by means of special breathing roots which grow upright, sticking out like a bed of nails at low tide and absorbing oxygen from the air. ▪ The special anchoring roots of the mangrove trees that grow outward from the trunk for several feet and arch into the tidal mud-flat areas act as props or stilts that allow the tree

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p data-bbox="646 352 1027 520"><i>waling-waling</i> (Vanda Philippenzia) in the wilderness of Davao and Cotabato in Mindanao and in other places in the country.</p> <ul data-bbox="597 541 1027 1908" style="list-style-type: none"> <li data-bbox="597 541 1027 1024">▪ The Philippines Environmental Impact Statement (EIS) system requires that all individuals, government and private corporations, and other business entities that will undertake a project that will significantly alter the quality of the environment shall prepare an environmental impact assessment. The EIA will be reviewed and approved by the EIS specialists of the Environmental Management Bureau. <li data-bbox="597 1045 1027 1654">▪ The implementation of the Philippine EIS is affected by four sets of problems. First, there is a tendency among business firms to see the EIS as a mere bureaucratic requirement. Second, some scrupulous politicians interfere in the review of the EIA to facilitate the issuance of the Environmental Compliance Certificate. Third, some public servants engage in questionable practices that are crucial to the preparation of the EIS. Fourth, most of the projects are implemented in an unsatisfactory manner (Ross 1994). <li data-bbox="597 1675 1027 1908">▪ The Philippine Mining Act of 1995 in March 1995 opens up the Philippine mining regions and mining operations to 100 percent foreign ownership. Republic Act 7942 offers a ten-year tax holiday, capital tax exemption, 	<p data-bbox="1096 352 1484 625">to withstand considerable pounding from the open sea waves. The clearing of mangrove trees and the conversion of mangrove forest stands to fish ponds have accelerated coastal erosion in many parts of the country.</p> <ul data-bbox="1047 646 1484 1908" style="list-style-type: none"> <li data-bbox="1047 646 1484 961">▪ The Philippine Eagle was once declared as one of our heritage species that is on the verge of extinction. Collective efforts from private individuals, private corporations and government and non-government institutions have prevented this from happening. <li data-bbox="1047 982 1484 1413">▪ The Philippine environmental situation is not isolated from the pressures that are caused by the country's economic and political crises. Population pressures, habitat destruction and environmental mismanagement, and the uncaring attitude and greed of a number of politicians are among the most influential factors in defining the extent of the present crisis in the Philippine environment. <li data-bbox="1047 1434 1484 1801">▪ The National Power Corporation is the main agency responsible for planning and managing electric power generation projects in the Philippines. It is often criticized to be insensitive to the socio-economic consequences and implications of their large-scale power development projects in the surrounding human communities. <li data-bbox="1047 1822 1484 1908">▪ The San Roque Multi-Purpose project involves the construction

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p data-bbox="643 359 1027 659">100% repatriation of profit and capital in foreign currency, right to evict communities within the mining area, and priority in the use of timber and water resources within the mining site among corporations that will venture into mining activities.</p> <p data-bbox="142 1738 571 1904">10. ENVIRONMENTAL HAZARDS are extreme geophysical events and major technological accidents. They are characterized by concentrated releases</p>	<ul style="list-style-type: none"> <li data-bbox="597 684 1027 1052">▪ Mangroves are vital to all inhabitants of coastal areas. They provide fuel wood and building materials for the human population. People can also collect tanbark for tanning and preservation of fishnets. Mangrove areas are also home and spawning and breeding places for fish, shrimp, crabs, clams and other marine animals. <li data-bbox="597 1077 1027 1688">▪ The destruction of many natural habitats in various parts of the country has led to the declaration of 18 out of the 1,075 birds and other animal forms as endangered species. They are the Butuan Monitor, the Mindoro Crocodile, and the Rufous Hornbill. Other nearly extinct ones are the Philippine Tarsier, the Palawan Pangolin, the Calamian Hog Deer and the Tamaraw. The Green Sea Turtle, Easter Sarius Crane, Philippine Eagle, Mindoro Imperial Pigeon, Flying Lemur, Philippine Sambar Deer, and the Balabac Mouse Deer complete the list. <li data-bbox="597 1738 1027 1904">▪ The Philippines lies on the Pacific Ring of Fire; this makes the country prone to earthquakes and volcanic hazards. Numerous earthquakes have 	<p data-bbox="1096 359 1485 764">of a multi-purpose dam on the low-lying portion of the Agno River System. It has an estimated cost of 1.2 billion US dollars. Water quality problems—arising from the possible sedimentation of the San Roque reservoir by mine tailings from the mining districts in the upper portion of the watershed—were of great concern to the Japan Overseas Economic Cooperation Fund.</p> <ul style="list-style-type: none"> <li data-bbox="1050 789 1485 1089">▪ Industrial impoundment such as storage lagoons and tailing ponds are important sources of groundwater pollutants. There is not much regular monitoring done on the way many of the industrial impoundment are managed and maintained on a daily basis. <li data-bbox="1050 1115 1485 1583">▪ Municipal dumpsites all over the country are used to dispose of nearly all kinds of wastes. Much of the wastes are relatively harmless but some of it quite dangerous. The collection and treatment of leachate or the liquid seeping out at the base of a dumpsite or a landfill may percolate down to an important aquifer and contaminate the drinking water of nearby communities in the down-lying areas. <li data-bbox="1050 1738 1485 1904">▪ The Department of Health recognizes the need to review its emergency capabilities, medical facilities and the structural resistance of its affiliated

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>of energy or materials, which pose an unexpected threat to human life. These geographic hazards can cause significant damage to goods and the environment (Smith 1992).</p>	<p>devastated the country. For example, the infamous quake that caused the Ruby Tower to collapse caused millions of pesos worth of damages and hundreds of deaths in Metro Manila alone.</p> <ul style="list-style-type: none"> ▪ The Philippine Institute of Volcanology and Seismology monitors seismic and volcanic activities in different parts of the country. They establish the necessary facilities to predict volcanic eruptions and provide information that are crucial to disaster planning and mitigation. ▪ Taal Volcano is an island nestled near the center of Taal Lake in Batangas Province. It is the most violent volcano in the Philippines even if its height is only 311 meters above sea level. ▪ The voluminous amount of volcanic debris that results from periodic eruptions of Mount Mayon, Taal and other volcanoes is mobilized by rainfall during the southwest monsoon and the resulting mudflow or <i>lahar</i> devastates communities and croplands around the volcanoes. This event can be observed in communities that are located around Mount Pinatubo and Mount Mayon. ▪ Typhoon Yoling was the most severe of typhoons that have crossed the Philippine Area of Responsibility. With a wind speed of 200 kph, it brought 24-hour of rainfall in the metropolis. It seriously damaged many residential areas, power infrastructures and other utility 	<p>hospitals and facilities. The DOH has also identified the importance of disaster public awareness. It has distributed brochures on how to handle trauma and stress in the event of disaster.</p> <ul style="list-style-type: none"> ▪ The National Building Code, Fire Code of the Philippines, Rules on Occupational Safety and Health Standards, and the Local Government Code bear some provisions relevant to disaster management. For example, the newly revised Structural and Building Codes require higher design standards for newly engineered structures that will make them more resistant to any untoward event. ▪ Remote sensing is the collection of information about parts of earth's surface by means of aerial photography or satellite imagery designed to record data on visible, infrared and microwave sensor system. ▪ The Philippine Fault is an active left-lateral strike-slip fault that stretches for more than 1,300 km from northern Luzon to Southern Mindanao. The Philippine Fault is always in motion moving at an average rate of 2 to 2.5 cm per year. The island of Leyte, for example, is bisected from its northern tip its southern end by the Philippine Fault. ▪ The Philippine Sea Plate is one of the Earth's sixteen lithosphere plates that move over a less rigid layer called the asthenosphere (Coch 1995). This movement is

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	<p>installations. It caused widespread flooding in many parts of the country.</p> <ul style="list-style-type: none"> ▪ The 15 June 1991 Mt. Pinatubo eruption showered Metro Manila and adjacent areas with a few mm-thick ashfalls and had deposited considerable amount of volcanic debris on the mountain slopes and river systems within its vicinity. Massive piles of volcanic debris are mobilized by the onset of heavy rains on a yearly basis. The resultant <i>lahar</i> or mudflows are changing the landscape of low-lying areas in Tarlac, Pampanga and Zambales ▪ The government's traditional approach to flood mitigation is by the construction of flood control infrastructure by the Department of Public Works and highways. The vulnerability of different sector groups to flooding hazard is not simply a function of flood control availability. One has to look at the influences that are being played by other socio-economic and governance or political representation factors. ▪ To prepare for an impending disaster, the National Disaster Coordinating Council has codified seven sets of crucial activities. They are bent on improving the communities' capabilities on planning, and community organization. The NDCC emphasizes the need for training and drills that may be helpful during disaster events. The salience of information 	<p>explained by the theory of plate tectonics that explicates the movement and deformation of parts of the outer earth.</p> <ul style="list-style-type: none"> ▪ Earthquakes from any of the five major seismic source zones could generate ground shaking in Metro Manila but those from the Marikina Valley Fault System and the Phi-lippine Fault Zone will most likely generate the strongest levels of ground shaking in the metropolis (Punongbayan, Coburn and Tayag 1993). ▪ All regions over the country are exposed to typhoons, since the divisions are mainly longitudinal in character. However, the frequency of typhoon occurrence is latitudinal in type. The southern part of the archipelago up to 8-degree N latitude is nearly free from typhoons. This geographic location makes the croplands of Mindanao very valuable. The whole island of Luzon, or the northern parts of the archipelago are most vulnerable to typhoons. ▪ The recent changes in the land cover of the Marikina watershed influence the flooding patterns in the metropolis. Deforestation of the Marikina watershed, for example, contributes to accelerated soil erosion in the area. The eroded topsoil has silted most of the river systems in the area, most particularly the Marikina and Pasig river system. This has reduced the capacity of the rivers to hold floodwaters during the rainy season. It has

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	<p>dissemination, stockpiling of goods and other resources, and facilitation of warning and communications are also very important disaster prevention activities.</p> <ul style="list-style-type: none"> ▪ Presidential Decree No. 78 established the Philippine Atmospheric, Geophysical and Astronomical Services Administration to take over the functions and responsibilities of the abolished Weather Bureau. ▪ The Philippine Atmospheric, Geophysical and Astronomical Services Administration was mandated to assist in the provision of scientifically based weather predictions that are crucial for the everyday decision-making of most Filipinos. The warnings that will be issued by PAGASA will serve as effective instruments to ensure the populace's safety, well being and economic security. In the end this will support the country's drive for economic growth and progress. 	<p>led to a faster over banking during periods of high water level (Zoleta-Nantes 2000).</p> <ul style="list-style-type: none"> ▪ For an effective disaster mitigation program, public education and awareness programs are very crucial activities. Hazard research and disaster studies should be incorporated into the Philippine elementary and secondary education curricula. Education on hazards in general should be promoted in all parts of the country. Educational materials on hazards should be prepared using an area's vernacular language and made available to a greater number of people. ▪ Vulnerability to environmental hazards is not really a simple function of being caught on the way of the disastrous event. It is not also a simple function of financial resource scarcity among the affected population. The lack of entitlements to hazard mitigation resources as a result of lack of ample chances to participate in political decision making greatly defines the degree of one's vulnerability to hazardous events (Zoleta-Nantes 2000).

Related Cultural Properties and Personages of Concepts from History

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. People's earliest communities were formed through a combined process of EVOLUTION and MIGRATION.</p>	<ul style="list-style-type: none"> ▪ Tabon Man skull cap ▪ The <i>balanghais</i> ▪ Early stone tools ▪ Muslim <i>vinta</i> ▪ Fossilized animals ▪ The gorillas/monkeys/apes ▪ Maps of sites of "land bridges" ▪ Caves used as dwellings ▪ Burial sites ▪ Islands and bodies of water around them 	<ul style="list-style-type: none"> ▪ With links to sociology, anthropology, archaeology, philosophy, and the natural sciences.
<p>2. These early communities developed a CIVILIZATION, or the means and methods by which people make their environment productive and modify it to suit their community's needs.</p>	<ul style="list-style-type: none"> ▪ Banawe Rice Terraces ▪ Water buffalo (Carabao) ▪ Nipa hut ▪ Irrigated rice fields ▪ The "alibata" (early alphabet) ▪ Anitos (wooden sculptures) ▪ Early Muslim mosques ▪ Houses on stilts ▪ Treehouses ▪ Ornaments (worn on the person) 	<ul style="list-style-type: none"> ▪ With links to culture studies, anthropology, and philosophy.
<p>3. People developed systems of GOVERNANCE to maintain order and stability within their community and prescribe their conduct and relations with other communities.</p>	<ul style="list-style-type: none"> ▪ Barangay ▪ Early weapons ▪ Sultans and <i>datus</i> ▪ Wooden forts in Manila ▪ Lapu-lapu in Mactan ▪ Rajah Sulayman in Manila ▪ Rajah Lakandula in Tondo 	<ul style="list-style-type: none"> ▪ With links to political science, public administration, economics.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ Rajah Humabon in Cebu ▪ Abu Bakar in Sulu ▪ Serif Kabungsuan in Maguindanao 	
<p>4. Because the communities' immediate environments did not always provide for all their needs, people engaged in TRADE and EXPLORATION, traveling to distant communities to exchange resources.</p>	<ul style="list-style-type: none"> ▪ Chinese junks ▪ Chinese porcelain and jars ▪ Spanish galleons ▪ The Badjaos ▪ Muslim <i>proas</i> ▪ Chinese silk ▪ Spices ▪ Mexican silver coins ▪ Muskets and early weapons ▪ Trinkets: mirrors, bells, and other trading items 	<ul style="list-style-type: none"> ▪ With links to economics, sociology, political science.
<p>5. As people discovered the breadth and extent of the earth's land, people, and resources, some of them embarked on CONQUEST and COLONIZATION, where small communities were placed under the control and supervision of dominant communities which were often larger in size and population, and advanced technologically.</p>	<ul style="list-style-type: none"> ▪ Fernando Magallanes (Ferdinand Magellan) ▪ King Philip II ▪ Miguel Lopez de Legazpi ▪ Andres de Urdaneta ▪ Christopher Columbus ▪ Amerigo Vespucci (America) ▪ The Cross of Magellan (Cebu) ▪ Spanish sword and muskets ▪ Sto. Niño 	<ul style="list-style-type: none"> ▪ With links to political science, area studies.
<p>6. Responses to trade, exploration, conquest and colonization were ADOPTION, ADAPTATION and RESISTANCE, as the smaller or subjugated communities assimilated and imbibed cultural practices from the dominant communities or resisted their influence.</p>	<ul style="list-style-type: none"> ▪ Spanish cannon mounted on ships ▪ Gobernadorcillo ▪ Cabeza de barangay ▪ The Barong tagalog ▪ Inquilino 	<ul style="list-style-type: none"> ▪ With links to sociology, economics, anthropology, political science.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ Friar estates ▪ Haciendas ▪ Christian churches ▪ Spanish forts ▪ Diego Silang/Gabriela Silang ▪ Francisco Dagohoy ▪ Apolinario de la Cruz (Hermano Pule) ▪ Juan Palaris ▪ Cavite Mutiny ▪ University of Sto. Tomas 	▪
<p>7. In the process of resistance, communities engaged in REVOLUTION, WAR and CONFLICT RESOLUTION. The first occurred when a group of people within a community sought to discard imposed and established systems of governance and to establish their own, new system of maintaining order and stability. The second occurred when communities or nations impinged on another community's or nation's resources and impeded the process of democratization or other changes in governance. The latter was developed by communities, nations and most notably by the institutionalized international community of nations to prevent peoples, communities and nations from imposing their will and power over weaker or protesting peoples and states who sought to preserve their own identity and territory.</p>	<ul style="list-style-type: none"> ▪ Father Gomez, Burgos and Zamora ▪ Andres Bonifacio ▪ Emilio Jacinto ▪ The Katipunan ▪ Jose Rizal ▪ Noli Me Tangere/ El Filibusterismo ▪ La Liga Filipina ▪ Biak-na-Bato Republic ▪ Truce of Biak-na-Bato ▪ Marcelo H. del Pilar ▪ Philippine-American War 1899-1902 ▪ Battle of Manila Bay ▪ "Benevolent Assimilation" Proclamation ▪ Balangiga Massacre ▪ Moro "Juramentado" ▪ Bombing of Pearl Harbor and Pearl Harbor Shrine ▪ Bataan and Corregidor 	<ul style="list-style-type: none"> ▪ With links to political science, economics, international law.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ The Death March ▪ Leyte Landings ▪ "Liberation" of Manila ▪ United Nations ▪ Greenpeace 	
<p>8. In establishing their own systems of governance, communities aspired to NATIONHOOD and IDENTITY, imagining and constructing themselves into self-reliant and distinct entities, yet at the same time actively interacting with the multitude of diverse but distinct communities.</p>	<ul style="list-style-type: none"> ▪ First Philippine Republic ▪ 1896 ▪ Centennial of Philippine Independence ▪ Post-WW II government 	<ul style="list-style-type: none"> ▪ With links to political science, sociology, Philippine studies.
<p>9. Through the process of DEMOCRATIZATION, the members of these newly formed nations freely and actively participated in the process of NATION-BUILDING by exercising their rights and performing their duties and obligations as citizens of the nation to which they belong.</p>	<ul style="list-style-type: none"> ▪ Apolinario Mabini ▪ Emilio Aguinaldo ▪ Declaration of independence in Kawit ▪ Malolos Congress in Barasoain ▪ Malolos Constitution ▪ University of the Philippines-Manila ▪ Manila Hotel ▪ Philippine General Hospital ▪ Philippine Normal University ▪ Manila Railroad Company (now PNR) 	<ul style="list-style-type: none"> ▪ With links to political science, public administration, law. ▪ World Trade Organization
<p>10. Increasingly, nations have emerged as being not only self-reliant, but heavily interdependent, thus, a process of GLOBALIZATION has occurred whereby the larger community of nations are developing a culture and systems of</p>	<ul style="list-style-type: none"> ▪ The ASEAN ▪ The Southeast Asian Games ▪ Asia-Pacific Economic Cooperation (APEC) ▪ The Internet ▪ Cellular phones 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
cooperation that transcend the boundaries of separate nations.	<ul style="list-style-type: none"> ▪ McDonalds ▪ Electronic Mail ▪ Shopping Malls ▪ Electronic Banking/Shopping ▪ Credit Cards 	<ul style="list-style-type: none"> ▪ Satellite communication facilities ▪ With links to economics, political science, sociology, communication.

Related Cultural Properties and Personages of Concepts from Anthropology and Culture Studies

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. Today's native is yesterday's visitor. Many native peoples, goods, ideas and institutions derive their origin from immigrant ancestors and archetypes.</p>	<ul style="list-style-type: none"> ▪ Spanish, Sanskrit, English, and Chinese words as first and last names ▪ Wikang Filipino dictionary showing etymology of entries ▪ Jeepney, tricycle ▪ Corn, <i>sili</i>, peanut from New World ▪ University of Santo Tomas for university and formal academic system ▪ Banca with outrigger ▪ Veil and cord in wedding ceremony ▪ Superstitions about numbers 4, 7, 13 ▪ <i>Pan de sal</i>, <i>kare-kare</i>, <i>pansit</i> ▪ Sarimanok and naga motifs ▪ <i>Parol</i> ▪ <i>Terno</i>, <i>maria clara</i> ▪ National Anthem ▪ Philippine flag 	<p>Same as in left column.</p>
<p>2. Communication increases and promotes mutual understanding and acculturation. Where communication was either limited or totally lacking, there is only a minimum of truly shared cultural characteristics</p>	<ul style="list-style-type: none"> ▪ Wikang Filipino uniting Filipinos within the archipelago; ▪ English, Spanish, French, Nipongo, Mandarin uniting Filipinos with learning written in those international languages; ▪ Computer; ▪ Trimedia; ▪ Chabacano; ▪ Camera, videocam ▪ National Library system ▪ National Museum system 	<p>Same as in left column.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>3. Access to technology brings about social behavioral change. Thus when TV, video, and movies became available, traditional theater and indigenous performing arts lost their audiences and people became consumers of art, rather than producers of art.</p>	<ul style="list-style-type: none"> ▪ Printing, radio, CD, TV, cinema, VHS, DVD ▪ Boat, train, airplane, motorcar ▪ Telephone, cellphone ▪ Computer ▪ Stove, cooking range, canned goods, tetra-packaging, freezer, refrigerator ▪ Plastic bags and styropore ▪ Dry ice and coolers ▪ Horologue, wristwatch, bundy clock, and derivatives 	<p>Same as in left column. Some relate the concept to cooking/nutrition and home arts as well.</p>
<p>4. Development involves the invention and multiplication of options. Such options may be technological, or personal, or opportunities.</p>	<ul style="list-style-type: none"> ▪ Technical inventions such as those in (3) ▪ Public education ▪ Career paths through vocational schools, ateliers, nonformal programs ▪ Distance education ▪ Comparisons between careers paths available 100 years ago, 10 years ago, and today; ▪ Increase in and geographical spread of facilities for education, health, information over the last 50 years ▪ Public-owned/operated cemeteries, baptismal registries, hospitals, marriage offices (Note burial problems in <i>Noli me tangere</i> because church and state were not separated) ▪ Open markets, groceries, <i>sari-sari</i> stores, restaurants (showing variety of raw and prepared foods available) 	<p>Same as in left column.</p>
<p>5. Solutions may bring about new problems unless unintended consequences are properly</p>	<ul style="list-style-type: none"> ▪ Fluorescent bulb ▪ Jeepney 	<p>Same as in left column.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
recognized and satisfactorily handled/prevented.	<ul style="list-style-type: none"> ▪ Farm lands (comparison of lands farmed and prices of produce with growth of residential space) ▪ Minimum wage, dollar:peso exchange, cost of living index, GNP (comparison over last 50 years) ▪ Homeless, street children, orphans ▪ Lumber, corrugated roofing, cement ▪ Plastic bags and styropore ▪ Knives, guns, cannons, tanks, and other weapons ▪ Medicines, drug abuse, and chemical warfare 	
6. Coping with challenges can lead to inventiveness. Human needs have been the stimulus for the creation of tools and facilities that help produce convenience, efficiency, and comfort.	<ul style="list-style-type: none"> ▪ Stone tools ▪ Astrolab and satnav ▪ Outrigger ▪ Writing system (note pottery and silver in National Museum showing precolonial script) ▪ Pottery and metal smithing ▪ <i>Daing</i> and other salted foods ▪ <i>Atsara ng papaya</i> and other pickled foods ▪ Processed sugar: muscovado, refined, etc. ▪ Shoes and sandals including <i>bakya</i> and sneakers ▪ Digging stick, plow, motorized farm equipment ▪ Water dam and power plants ▪ Rizal's life in Dapitan and Europe where he adapted to the settings, developed himself as an individual, and aided others/ causes ▪ Philippine National Scientists 	Same as in left column.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>7. Cultural generalizations are usually variable and specific. Generalizations without referring to specific variables in a universe lead to unwarranted stereotypes.</p>	<ul style="list-style-type: none"> ▪ The tourist ▪ The newly arrived resident ▪ Beatnik, hippie, <i>jeproxs</i>, preppy, nerd, beauty queen, prom queen ▪ Don, donya ▪ <i>Swardspeak</i> ▪ Tatoos and make-up ▪ Vegetarians ▪ Jose Rizal exemplifying a Filipino who broke down stereotyping that was anti-Protestant, antiscience, antiliberalism 	<p>Same as in left column.</p>
<p>8. Heritage is what people receive as benefice from their past. It consists broadly of the territory, sovereignty, government, and the people, and the tangible and intangible elements of their culture.</p> <p>The books usually present “national heritage” as merely the cultural and artistic production the country has inherited from the past. But heritage comes from the Latin word <i>HERI</i>—the past or yesterday. It refers to all of a people’s physical and spiritual inheritance from the past including the genetic aspects of the people, regardless of the geographic, demographic, or genetic origin of the inheritance.</p>	<ul style="list-style-type: none"> ▪ Philippine map ▪ Philippine flag ▪ Philippine Constitutions of 1899 and 1987 ▪ National Museum ▪ National Library ▪ Malacañang Palace and city halls ▪ Schools ▪ Congressional Hall ▪ Proclamation of Philippine Independence Shrine (Kawit) ▪ Inaugural Site of Asia’s First Constitutional Republic (Barasoain) 	<p>Same as in left column.</p>
<p>9. Certain elements of culture are universal and are found in all cultures, but their forms and expressions vary. Culture and its elements can be taught and acquired.</p>	<ul style="list-style-type: none"> ▪ Wikang Filipino and other Philippine languages; ▪ Adobo, sinigang, suman, inihaw, dinaing, bagoong ▪ Banca, <i>balanghai</i>, and other boats from different parts of the country 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ <i>Habi</i> (the word) and various types of weavings ▪ Epics, myths, legends, and sayings ▪ Customs and community laws or rules of conduct 	
<p>10. People appreciate usefulness, convenience, refinement, and elegance. Cultural expressions such as tools, furniture, dress, arts, ornaments, architecture, and cuisine appear to evolve from the useful to the elegant. (It is not a cultural low, but is observable in many instances, and leads to the production of masterpieces.</p>	<ul style="list-style-type: none"> ▪ Rice, <i>palayok</i>, <i>sarten</i>, digging stick, plow ▪ Manunggul Jar ▪ Native musical instruments like the <i>hagelong</i> of the T'boli or <i>kulintang</i> of the Maranao ▪ <i>Bulul</i> and Samal grave markers; ▪ Manlilikha ng Bayan ▪ Gold sashes and jewelry in the Central Bank Collection; ▪ Delicate mincing dance steps in places like Palawan and Pampanga (among ethnic minorities); ▪ Ethnic weavings; ▪ Antique embroidery and beadwork; ▪ Spanish colonial goldwork and marquetry. 	<p>Same as in left column.</p>

Related Cultural Properties and Personages of Important Concepts From Sociology

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. <i>Society and Culture</i></p> <p>Society consists of the life of human beings in groups; it refers to the basic fact of human association. Society is that group within which men and women live a total common life.</p> <p>Each society possesses a way of life, a culture, that defines appropriate modes of thinking, acting, and feeling. It provides the knowledge and techniques that enable men and women to survive, physically and socially as well. Society cannot exist without culture, and culture exists only within human society.</p> <p>Culture involves at least three components: what people think, what they do, and the material objects they produce. Thus, mental processes and rules that guide behavior, beliefs, knowledge, and values are all part of culture. Culture has several properties: it is shared, learned, symbolic, transmitted across generations, adaptive, integrated, and ever changing.</p> <p>The study of culture helps us to understand ourselves both as individuals and as members of various groups as the cultures of different groups and societies exhibit similarities and differences. All, for example, have systems of beliefs, knowledge, values, and traditions. Each system is also unique. In a democratic and multiethnic society, students need to understand multiple</p>	<ul style="list-style-type: none"> ▪ Balangay or barangay ▪ Early stone tools ▪ Cave paintings and drawings ▪ Pigafetta's accounts of early Philippine communities ▪ Different indigenous peoples from various locations, such as those in the Mountain Province in the north and the <i>Iumads</i> in the south ▪ Flower generation ▪ MTV Generation ▪ Rizalistas in Quezon Province and other millenarian movements ▪ The Quakers in the U.S.A. ▪ Filipino soap operas ▪ <i>Aswang</i>, <i>manananggal</i>, and other creatures ▪ Herbolario, <i>mambabarang</i> ▪ Jeepney and tricycle, logo of Sarao and Armak Motors 	<ul style="list-style-type: none"> ▪ With links to anthropology, archaeology, social psychology, culture studies.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in their own nation and country and others throughout the world.</p> <p>The study of culture prepares students to ask and answer questions, such as: What are the different components of culture? What are the common characteristics of different cultures? How do belief systems, such as religion or ideology, influence the other parts of culture? How does culture change to accommodate different ideas and beliefs?</p> <p>In understanding the cultural diversity that exists among groups of people, the students recognize the distinctiveness, dignity, and value of cultures other than his/her own.</p>	<ul style="list-style-type: none"> ▪ El Shaddai group and other charismatic organizations ▪ Millenarian groups ▪ Religious cults ▪ Celebrity fan groups ▪ Middle-class family vis-à-vis upper- class family ▪ Loyal Erap supporters comprised mostly of the urban poor, who stormed Malacañang in May 2001 	<ul style="list-style-type: none"> ▪ With links to psychology, anthropology.
<p>2. <i>Human Groups</i></p>	<p>Students will explore the impacts of social groups on individual behavior. It is expected that they will learn the importance of groups which are comprised of people who share some common characteristics—such as interests, beliefs, behavior, feelings, thoughts—and maintain contact with each other.</p> <p>Students may begin their study of human groups by identifying groups they are familiar with and describing their major characteristics. They describe how, as individuals, they are affected by the different groups to which they</p>	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>belong and examine these groups' structure (roles, interactions, leadership). They identify various norms that groups employ, explore the importance of these norms to groups, and analyze the consequences when the rules of behavior prescribed by groups (social control) are broken or when members behave in unacceptable ways (deviance).</p> <p>Finally, students learn that groups may be classified in various ways: simple/complex, small-scale/large-scale; formal/informal, primary/secondary.</p> <p>Primary groups are characterized by intimacy, inclusive and intrinsically valued relationships, and shared experiences within the group. Family, play group, and neighborhood are "primary" groups because they play a significant role in forming the social nature and ideas of the individual.</p>	<ul style="list-style-type: none"> ▪ The belief by parents and other adults that certain toys should be played only by boys or by girls. Examples are <i>baril-barilan</i>, <i>lutu-lutuan</i>, dolls such as Barbie, jackstone, marbles, etc. ▪ <i>Pagmamano</i> or taking the hand of an elder and touching it on one's forehead. 	<ul style="list-style-type: none"> ▪ With links to psychology, anthropology and culture studies, history.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>values, the appropriate patterns of emotional response and the required skills and knowledge. It is also through the process of socialization that the contents of culture are passed on from one generation to the next, providing for its continuity. The individual learns all this through the medium of language, forming a personality or a psychological structure of his/her own.</p> <p>The chief agency of socialization is the family or kinship group, but there are also other persons and groups that participate in the social process. The family alone cannot adequately train children for adult roles in a complex modern society, and other agencies, particularly the school, contribute to prepare the child for adult life. In contemporary society, the mass media contribute to the socialization of children and the continuing socialization of adult.</p>	<ul style="list-style-type: none"> ▪ Circumcision for boys ▪ Women's liberation movement in the 1960s ▪ <i>Si Malakas at si Maganda</i> ▪ Maria Clara ▪ Filipino soap operas ▪ The Kinsey Report 	<ul style="list-style-type: none"> ▪ With links to psychology, history, anthropology.
<p>4. <i>Status, Role, and Identity</i></p> <p>Individuals occupy positions (status) within a social system which are defined by age, gender, kinship relationships, or other cultural criteria. Such statuses involve specific behavioral expectations (role). An individual develops a personal identity as he/she acts out (agency) these behavioral expectations (structure) that can sometimes be contradictory and thus lead to role conflict.</p> <p>The social studies program should provide for the study of</p>		

Concepts**Related Cultural Properties
and Personages****Related Cultural Properties
Linking the Concepts with
Other Disciplines**

individual development and identity. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. The following are examples of questions that are central to the study of how individuals develop (from infancy to old age): How do individuals learn their statuses and roles (socialization)? Why do they behave as they do? What factors influence how they learn, perceive, and develop? How do they meet their basic needs in a variety of contexts?

Students need to be aware of the processes of learning, growth, and development at all levels of their basic educational experience, taking into account the nature of individual development and the social and cultural context within which they are located. In the earlier grades, for example, through such activities as observing family members, viewing family photo albums, remembering achievements, and projecting oneself into the future, students learn to develop their personal identities in the context of families, peer groups, and institutions, such as school and community. Central to this development are the exploration, identification, and analysis of how individuals relate to one another. In later

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>grades, issues of personal identity are refocused as the individual begins to explain self in relation to others, to the culture, and the society to which he/she belongs.</p>		
<p>5. <i>Collective Behavior and Social Movements</i></p> <p>Collective behavior includes crowd behavior and may be associated with social movements (which are organized attempts to promote or resist change), and also with behavior labeled as fad or fashion and public opinion.</p> <p>Social movements arise when social conditions produce people who are willing to work collectively for change or prevent change from happening. These social conditions include changes in social relationships, relative deprivation, or people perceiving their status to be lower in relation to their reference groups, and feeling an ideological sense of injustice.</p> <p>Students in social studies will learn about the nature of crowd behavior and analyze why some crowds are harmless while others are violent and destructive. They will learn how social factors shape public opinion.</p>	<ul style="list-style-type: none"> ▪ People Power I, II and the May 2001 Mob ▪ Katipunan social class ▪ 1899 Constitution ▪ 1987 Constitution ▪ Philippine flag 	
<p>6. <i>Social Stratification and Social Class</i></p> <p>Social stratification is defined as the distribution of society into different socioeconomic levels or strata usually known as social classes.</p>	<ul style="list-style-type: none"> ▪ Mang Pandoy ▪ Payatas ▪ R.A. 7279 or the Urban Development and Housing Act of 1992 ▪ Forbes Park 	<ul style="list-style-type: none"> ▪ With links to history, economics, political science.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>The complexity of social class structure varies with the nature of society. A modern industrialized society will have numerous class formations, while a strictly agricultural society is simpler in structure.</p> <p>Social class is usually judged by income, occupational prestige, education, and general life style.</p> <p>Students will learn that certain attitudes are linked to social class and influence behavior, such as school attendance, the use of leisure time, and perceptions of the future. They will also learn about the prevailing class structure in Philippine society, and hopefully adopt a clearer awareness of social justice.</p>	<ul style="list-style-type: none"> ▪ The term nouveau rich and all the connotations attached to it ▪ Comprehensive Agrarian Reform Program ▪ Philippine General Hospital for the general public and the St. Lukes Medical Center for the more affluent patients 	
<p>7. <i>Social Institutions</i></p> <p>Institutions such as schools, churches, families, government agencies, and the courts of justice all play an integral role in people's lives. These and many other institutions exert enormous influence over us, yet they are no more than organizational embodiments that advance the core values of those who comprise them. It is important, therefore, that students know how institutions are formed, what controls and influences them, how they control and influence individuals and the larger society, and how they are maintained or changed.</p> <p>The study of institutions prepares students to ask and answer</p>	<ul style="list-style-type: none"> ▪ Catholic Church ▪ Logo of the Senate and House of Representatives ▪ Supreme Court seal ▪ Philippine political parties, e.g. PDP-Laban, Liberal Party, Lakas-NUCD, Partido ng Masang Pilipino ▪ Seal of the Office of the President; Malacañang Palace ▪ University of the Philippines ▪ Ulirang Ina Award ▪ Ten Outstanding Young Men ▪ TOWN (Ten Outstanding Women in Nation Service) ▪ Media: television, radio, and newspapers 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>questions such as the following: What are the major and basic social institutions (e.g., familial, educational, religious, economic, political) in this and other societies? What is the role of institutions in society? How do institutions contribute to the transmission of society's values? How do institutions influence individuals? How do institutions change? What is the individual's role in institutional change?</p> <p>Social studies programs should provide students with opportunities to critically examine various institutions that affect their lives and influence their thinking; to recognize the tensions that occur when the goals, values, and principles of two or more institutions conflict; to explore the ways by which institutions are created to respond to changing individual and societal needs; to examine the ways by which institutions change over time, promote social conformity, and influence society; and to use this understanding to suggest ways to work through institutional change for the common good.</p>	<ul style="list-style-type: none"> ▪ Logos of ABS-CBN, GMA-7, and RPN 9 ▪ Court judge's gavel ▪ Cedula ▪ Income tax return 	
<p>8. <i>Rural and Urban Communities</i></p> <p>A community may be sociologically considered rural when the population is small yet enough to promote primary group interaction and its economy is characterized by such occupations as agriculture, fishing, and forestry. The characteristics which distinguish</p>	<ul style="list-style-type: none"> ▪ The Old Manila as opposed to the Manila at present ▪ Makati skyscrapers ▪ Metro Rail Transit and the Light Rail Transit ▪ Flyover, underpass and overpass ▪ Amorsolo paintings depicting barrio life 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>rural from urban communities is the extent to which rural communities have developed patterns of intimacy and mutual helpfulness. Every individual is bound to his/her neighbors; his/her contacts are intimate, personal, and meaningful.</p> <p>An urban community is large and more complex, with a high population density of at least 1,000 persons per square kilometer in the Philippines and an economy characterized mainly by manufacturing and service occupations. The urban social situation is characterized by impersonality and secondary relationships, such as that between customer-seller, policeman-citizen, bureaucrat-client, and employer-employee. The number of primary ties may remain the same for the urban dweller as with the rural dweller, but the number of secondary relationships for the urban dweller will increase.</p>	<ul style="list-style-type: none"> ▪ Video footages in video karaoke or videoke showing different sites in the Philippines ▪ Kidnapping and kidnapping syndicates 	
<p>9. <i>Social Problems</i></p> <p>Social problems result from imbalances within the social system affecting a large number of people. Students in basic education should be able to begin analyzing a range of social problems affecting their society and today's world.</p> <p>Students should be able to identify the social problems (such forms of inequality as gender, economic, ethnic, racial,</p>	<ul style="list-style-type: none"> ▪ Tabloids with nude pictures of women ▪ Vigilantes ▪ Children becoming more attuned to visuals than texts in reading materials ▪ Cult and fanatical groups ▪ The trash slide that killed many residents in Payatas, Quezon City ▪ International environmental reports that judge Metro Manila 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>rural/urban, crime, etc.) affecting their and other societies; distinguish between “social” as opposed to “individual” problems; describe how social problems have changed over time; discuss the implications of social problems for society; evaluate existing and possible solutions to resolve social problems and the consequences that might result from these solutions.</p>	<p>as one of the most polluted place in the world.</p> <ul style="list-style-type: none"> ▪ Light rail transit and Metro rail transit 	
<p>10. <i>Technology and Society</i></p> <p>Technology is as old as the first crude tool invented by prehistoric humans. Today's technology, however, forms the basis of one of our most difficult choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions. Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?</p>	<ul style="list-style-type: none"> ▪ Early stone tools ▪ Microwave oven ▪ Instant food packages as instant mami, instant pancit canton, instant arroz caldo, and so on ▪ Cellular phones ▪ Cable TV 	

Concepts**Related Cultural Properties
and Personages****Related Cultural Properties
Linking the Concepts with
Other Disciplines**

Students learn how technologies form systems and how their daily lives are intertwined with a host of technologies. They study how basic technologies—ships, automobiles, airplanes—have evolved and how we have employed technology—irrigation, dams, air-conditioning—to modify our physical environment. From their own and others' society's history, they construct examples of how technologies—the wheel, the stirrup, the transistor radio—altered the course of history. They explore the complex relationships among technology, human values, and behavior. They will discover that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to the universe, the genetic basis of life, atomic physics, and others. They begin to think more critically about how we can manage technology so that we control it rather than the other way around. They are provided opportunities to confront such issues as the consequences of using robots to produce goods, the protection of privacy in the age of computers and electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious beliefs.

Related Cultural Properties and Personages of Important Concepts from Economics

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. Resources and goods are scarce, or not unlimited; as a result society and individuals must make choices in allocating them to their best uses.</p>	<ul style="list-style-type: none"> ▪ The National Economic and Development Authority heads the development of the country's medium-term development plan; this maps out the country's broad goals and resources needed to fulfill these national objectives towards growth, employment, education, health, governance, etc. 	<ul style="list-style-type: none"> ▪ The yearly General Appropriations Act which outlines the government's priorities in terms of programs and projects. ▪ Links concepts to public administration, political science, law.
<p>2. Raising GDP or achieving economic growth is perhaps the foremost objective of the national economy to raise incomes, reduce poverty, and improve the lives of its citizens. Attaining growth is crucial to meeting the basic needs of food, clothing, shelter, education, health, etc. to a country's citizens. By making efficient use of available resources and technology a nation is able to produce more goods for its citizens and improve their quality of life. GDP is a measure of the economy's output and comprises different types of industry in the economy.</p>	<ul style="list-style-type: none"> ▪ The Philippines has many agriculture-based industries. Rice is abundantly produced in Central Luzon and Mindanao. Sugar is produced mostly in Negros province, while coconut is plentiful in Bicol. Abaca is mainly produced in Catanduanes, and bananas in Davao. ▪ The National Statistical Coordination Board is the sole institution responsible for the national income accounts, or computation of the country's GDP and its components. 	
<p>3. Generating employment is also a major goal of the national economy, to create livelihood and incomes for its citizens.</p>	<ul style="list-style-type: none"> ▪ The Department of Labor and Employment is the main government institution that establishes and administers policies towards labor in the Philippines. <p style="margin-left: 20px;">Other relevant agencies on labor include: National Labor Relations Commission, Bureau of Labor Relations; Social</p>	<ul style="list-style-type: none"> ▪ With links to law, management.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>4. Price stability is another major objective of the national economy. It contributes to an environment conducive to economic growth by lessening uncertainty. It promotes the smooth running of economic activity and social harmony.</p>	<p>Security System, Government Service Insurance System; International Labor Organization</p>	
<p>5. The outstanding trait of a developing country is its low per capita income. Many of its citizens also have poor health, short life expectancy, low levels of literacy, and malnutrition (Samuelson 2001). The challenge for developing countries is to break the cycle of poverty of low incomes, which implies low savings, low capital growth, and low productivity</p>	<ul style="list-style-type: none"> ▪ In a period of high inflation, one can readily observe prices rising fast in department stores, <i>sari-sari</i> stores, <i>cafeterias</i>, <i>palengke</i>, even among street vendors, etc. ▪ The Bangko Sentral ng Pilipinas is the main government institution concerned with managing inflation through its influence on the money supply. Other agencies involved include the Department of Finance; also includes the government as a whole in managing its finances. ▪ Internationally, the International Monetary Fund monitors inflation and promotes policies on macroeconomic stability in countries, including the Philippines. ▪ A natural calamity that destroys crops in the country may adversely raise prices of food. This most often happens with rice, and the government resorts to importing to mitigate price increases. 	<ul style="list-style-type: none"> ▪ With links to public administration and governance, political science, sociology, business.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>growth, which in turn leads to low incomes.</p>	<ul style="list-style-type: none"> ▪ Some of the poorest regions in the Philippines are Sulu, Masbate, Romblon, Eastern and Northern Samar, Leyte, and many more. The more affluent sections of the population are located mainly in urban centers: Metro Manila, Cebu, Davao, Iloilo, Bacolod, etc. ▪ The World Bank lends to countries like the Philippines to fund programs to alleviate poverty. The Asian Development Bank also gives loans and grants to countries in Asia to fight poverty. 	
<p>6. Taxation is one way by which poverty and inequality are addressed by redistributing wealth from the rich to the poor. On the whole, taxation is also used to fund essential social services that everyone uses.</p>	<ul style="list-style-type: none"> ▪ The Department of Finance is mainly responsible for collecting taxes and generating revenues for the government. More particularly, its agencies include the Bureau of Internal Revenue, Bureau of Customs, Bureau of Treasury. The government's revenues are then distributed to other agencies to fund their programs and operations. ▪ A sense of civic consciousness and responsibility influences one to pay taxes properly. One's sense of nationhood, "bayanihan," or a strong affiliation to a community reminds him/her moral obligation to pay taxes. 	<ul style="list-style-type: none"> ▪ With links to business management, public administration, political science.
<p>7. Promoting economic growth and development involves many aspects of policy. On the whole these may relate to developing the country's factors of production: land, labor, capital. One crucial aspect relates to</p>	<ul style="list-style-type: none"> ▪ The Department of Health promotes programs to control disease and improve nutrition. The Department of Education promotes universal primary and secondary education as well as vocational and technical schools to 	<ul style="list-style-type: none"> ▪ With links to public administration, development studies, labor studies, business management, psychology, sociology.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
Labor, or development of the human resource base of the economy.	<p>improve education, reduce illiteracy, and train workers.</p> <ul style="list-style-type: none"> ▪ The Technical Education and Skills Development Authority (TESDA) promotes technical education and skills development in the Philippines. TESDA was created to mobilize participation of industry, labor, technical and vocational institutions, local government, and civil society for skilled manpower-development programs. 	
8. Capital in economics consists of produced goods that in turn are used for further production (e.g. machinery, plant, and equipment). A nation also strives to accumulate capital to increase production of goods and services, generate employment, and promote growth.	<ul style="list-style-type: none"> ▪ Areas with substantial concentrations of foreign investment and industrial activity include CALABARZON, Subic, Socsargen. Companies may include Procter and Gamble, Toyota, Nissan, Fujitsu, Acer, among others. 	<ul style="list-style-type: none"> ▪ With links to business management, business economics, sociology.
9. Technological advance and innovation is another important aspect of growth and development. These days developing countries attempt to learn from already existing advanced technologies from the west and try to adopt them in their societies.	<ul style="list-style-type: none"> ▪ NEC in Cebu, ACER in Subic and Fujitsu in Canlubang are some landmarks of computer technology in the Philippines. 	<ul style="list-style-type: none"> ▪ With links to sociology, engineering, computer science, industrial engineering, the natural sciences.
10. Policies towards greater openness, or "globalization," gathered momentum in the 1990s and has now spread in much of the world. It is believed that greater openness allows a country to develop faster by exploiting its "comparative advantage" or areas of expertise.	<ul style="list-style-type: none"> ▪ The telecommunications industry was formerly monopolized by PLDT. Now new firms have entered the market and the quality of service has improved: faster installation, lower prices, greater accessibility. These new firms include 	<ul style="list-style-type: none"> ▪ With links to public administration and governance, political science, international relations, area studies, business administration, sociology, among others.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>Globe, Bayantel, Smart, and others.</p> <ul style="list-style-type: none"> ▪ In the domestic airline industry, the monopoly once held by PAL for 22 years has given way to entry by Asian Spirit, Cebu Pacific, Air Philippines, and others. ▪ The World Bank and the International Monetary Fund have led the wave of globalization policies through much of the world. ▪ Relevant government agencies may include Civil Aeronautics Board, National Telecommunications Commission, Bangko Sentral ng Pilipinas (on banking liberalization), Department of Trade and Industry, National Economic and Development Authority, other economic agencies of government. 	

Related Cultural Properties and Personages of Concepts from United Nations/UNESCO Peace, Citizenship, and Human Development Conventions and Global Research

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>1. HUMAN EQUALITY: Every person is born free and equal to others in dignity; and RIGHT TO JUSTICE: Every person has the right to be protected from exploitation and legal injustice.</p>	<ul style="list-style-type: none"> ▪ The Proclamation of Philippine Independence of 1898, noting that having proclaimed independence for the nation—thereby protecting the freedom and dignity of its citizens—the founders mutually bound themselves to support the proclamation with “our lives, our fortunes, and with our most sacred possession, our Honor.” ▪ Philippine Constitution of 1899 and the current Constitution (1987)—the actual documents. ▪ Philippine flag. ▪ Jose Rizal’s mausoleum at Luneta. ▪ Emilio Jacinto wrote: “All people are equal because the humanity of all is but one. It is the real truth: it is the truth that created all; it is the light of hope that exasperation will terminate and the tears from peoples’ eyes will stop flowing.” ▪ French Republic’s <i>Rights of Man</i> (They were translated into Tagalog, published and smuggled into the Philippines by Jose Rizal and Jose Ma. San Agustin Basa from Hong Kong around 1892). ▪ Independence House and General Emilio Aguinaldo Shrine, Kawit. (Note that the shrine is a National Treasure.) ▪ Birthplace of Jose Rizal, Calamba, Laguna 	<ul style="list-style-type: none"> ▪ The Philippine Constitution of 1899—links concept to history, political science, law, ethics, civics. ▪ The current Philippine Constitution—links to history, political science (civics), law, ethics. ▪ Cry of Pugad Lawin Shrine – links to history, political science (civics), law, ethics. ▪ Philippine flag—links to history, political science (civics), ethics. ▪ Jose Rizal’s mausoleum at Luneta – links to architecture, sculpture, urban planning and environmental studies (esp. conservation of greenspace and public monuments), history, political science (civics), ethics. ▪ <i>Noli me tangere</i> by Jose Rizal—links to literature, history, political science (civics), ethics, preservation of historical documents. ▪ Independence House and Gen. Emilio Aguinaldo Shrine—links to architecture, sculpture, painting, environmental studies (esp. conservation of riverways and public monuments), history, political science (civics), ethics, literature (historical narrative), preservation of historical documents. ▪ International Court of Justice (Da Hague)—links to history, political science, law, economics. ▪ <i>Florante at Laura</i> poem by Balagtas—links to literature,

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>2. RIGHT TO WELL-BEING: Every person has the right to human well-being and therefore basic human needs, and societies have the responsibility to nurture that right.</p> <p>The basic human needs advocated by the UN Development Program are (1) physical survival and health in a safe and peaceful environment; (2) level of knowledge and understanding of their natural, social, and cultural environment; (3)</p>	<ul style="list-style-type: none"> ▪ Site of Rizal’s last incarceration, Fort Santiago, Intramuros, Manila ▪ Supreme Court Building and chambers as well as buildings housing all levels of courts ▪ Site honoring start of Philippine Revolution, Pugad Lawin, Quezon City ▪ Mausoleum of Jose Rizal, Luneta, Manila City ▪ Monuments to mark bravery of people during burning of Jolo ▪ Inaugural site of Asia’s first democracy and where the First Philippine Congress met, Barasoain Church, Malolos, Bulacan ▪ <i>Aves de Rapina</i> publication – symbolizing trial of a writer/activist during US colonial times. ▪ <i>Noli me tangere</i> and <i>El filibusterismo</i> – symbolizing persecution of a writer/activist during Spanish colonial times. ▪ <i>Bayanihan</i> spirit in which people show compassion and community spirit. ▪ Apolinario Mabini’s statement: “Freedom is the right to do only good.” In addition he also wrote “Only he is truly a patriot who, whatever his post, high or low, tries to do the greatest possible good for his countrymen. A little good done 	<p>political science, law, spirituality, religion, sociology.</p> <ul style="list-style-type: none"> ▪ Francisco Dagohoy—links to history, sociology. ▪ Site of Rizal’s last incarceration, Fort Santiago, Intramuros, Manila—links to architecture, cultural conservation and urban planning, history, law. ▪ Supreme Court Building and chambers as well as buildings housing all levels of the courts (including lumad and Islamic systems of justice)—links to law, history, architecture. ▪ <i>Merchant of Venice</i> by Shakespeare, “The quality of mercy” appeal by Portia—links to literature, law. ▪ Emile Zola’s writings on the Dreyfus case—links to law and literature. ▪ Miguel de Morayta: His case for freedom in the classroom while Rizal was in Spain—links to law, history. ▪ Site of the inauguration of Asia’s first democracy (Constitutional Republic) and where the First Philippine Congress met, Barasoain Church, Malolos, Bulacan—this national treasure connects this concept to political science, law, history, economics, values education, natural and physical sciences for the use of community service and improved well-being, architecture, cultural/heritage preservation, community planning, visual arts.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>livelihood and income, including the capacity to be productive and contribute meaningfully to society; (4) political freedom and the right to participate in social decisions. Some humanists say that a fifth requisite to human development is spiritual well-being.</p>	<p>in a humble position is a title to honor and glory, while it is a sign of negligence or incompetence when done in high office.”</p> <ul style="list-style-type: none"> ▪ La Liga Filipina charter emphasizing that members help each other in social, economic, political, and ethical challenges and crises. ▪ Common expectations during the Philippine Revolution that started in 1896 are expressed in periodicals like <i>Ang Kaibigan</i> (1901): <p style="margin-left: 40px;"><i>Ang bunga ng pagbabaca ay itong sumusunod: Nababa-uasan ang capalaluang ng marurunong; Nababauasan ang calupitan ng malacas; Dumudunong ang mang-mang; At nadadagdagan ang diquit ng mundo, Palibhasa’y nabubucsan ang isip ng caramihan.</i></p> <p>(The fruits of the struggle are the following: Lessened is the arrogance of the educated; lessened is the cruelty of the strong; Learned will be the ignorant; And increased is the beautiful radiance of the world because the minds of the majority are open.)</p> ▪ “The Indolence of the Filipinos,” an essay by Jose Rizal: “Among men as well as among nations, there exists not only aptitude, but also tendencies toward good and evil. To foster the good ones and aid them, as well as to correct the bad ones and express them, would be the duty of society or the government, if less noble thoughts did not occupy their attention.” 	<ul style="list-style-type: none"> ▪ Women of Malolos citations and documentation at the museum inside Barasoain Church’s convent as well as at other areas around Malolos—connects this concept to need for reading/literacy, THE/HELE because of family responsibilities and women’s responsibilities, political science, law, history, and literature (as there are essays, plays, letters about the Women of Malolos petition). ▪ Site Honoring the Start of the Philippine Revolution, Pugad Lawin, Quezon City—connects this concept to history, political science, law, sculpture and other visual arts, heritage conservation, THE/HELE and community service, health and science. ▪ Malacañang Palace—connects this symbol of the nation and its representation of hope through the political framework to political science, law, history, architecture, heritage conservation, urban planning, environmental care. ▪ Ballot—links to all subject areas because school provides standards by which public accountability, human rights, and the principles of democratic legitimacy are understood. ▪ Philippine General Hospital—first structure built as public care system for the country; pioneer in public general hospitals that have since been copied for provinces and regions.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ The University of the Philippines and other public schools (formal, nonformal, informal; academic, vocational, technical, and so on.) ▪ Public hospitals and health care centers ▪ Public libraries and reading rooms, museums and cultural centers or arts venues (traditional and contemporary) ▪ Philippine Congress building and halls for municipal and barangay councils ▪ Jose Rizal's shrine in Dapitan where he was a model volunteer community worker. 	<ul style="list-style-type: none"> ▪ University of the Philippines Diliman campus with its Oblation sculpture—first public infrastructure built in the country for tertiary instruction (note: there was earlier Philippine government tertiary school, Literary University of 1898, but it did not have its own specially built campus)—links this concept to need for developing reading/literacy, architecture, urban planning, heritage conservation, history, sculpture. ▪ Jose Rizal's shrine in Dapitan—emphasizes the convergence of all subjects of study to benefit community development that is human centered and humane. ▪ <i>La Independencia</i> newspapers—actual copies of the paper: link to literature and communication arts, history, political science, law.
<p>3. EQUALITY BEFORE THE LAW: Every person has the right to recognition everywhere as a person before the law; all are equal before the law and are entitled without any discrimination to equal protection before the law.</p>	<ul style="list-style-type: none"> ▪ Each person's name ▪ Birth certificate—every Filipino has a birth certificate attesting to one's recognition as a person. ▪ Cedula, or residence certificate—recognizing that the resident is a person. ▪ Philippine Constitution 1899 document ▪ Supreme Court ▪ Other courts of law ▪ Traditional courts for <i>Iumads</i> and Islamic communities ▪ Jose Rizal mausoleum at Luneta, Manila 	<ul style="list-style-type: none"> ▪ Each person's name—links to literature, language, sociology, law, history, culture studies, ▪ Birth certificate—links to history, sociology, biology, language. ▪ Cedula, or residence certificate—links to history, sociology, law, political science. ▪ Pugad Lawin site—links history, political science, sociology, sculpture, community/urban planning, heritage conservation. ▪ Supreme Court—links to sculpture, architecture, political science, law.

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>4. PEACE AS A PREREQUISITE FOR PROGRESS: Development for human well-being is possible only if there is peace. Individuals and societies should work for peace, rather than violence.</p>	<ul style="list-style-type: none"> ▪ All local statues of Jose Rizal 1899 ▪ Universal Declaration of Human Rights and other elements of the International Bill of Human Rights ▪ Corregidor Island Peace Shrine ▪ People Power 1986 monument by E. Castrillo on EDSA ▪ Islamic prayer position where the heart is above the head ▪ Islamic greeting wishes peace ▪ Philippine flag in peace time position ▪ APEC as a regional effort towards economic progress that requires peace in the region ▪ ASEAN as a regional effort that works for peace in the region ▪ United Nations and its family of institution that work to foster world peace ▪ Hiroshima Monument for Peace condemns war and the improper use of science ▪ Nobel Peace Prize advocates for peace and the use of science for humanity's advancement, not for war or political supremacy 	<ul style="list-style-type: none"> ▪ Corregidor Peace Shrine—links to historical conservation, geography, marine conservation, political science, history. ▪ People Power monument—visual arts, economic history, political science, law. ▪ APEC—all disciplines of humanities and sciences. ▪ ASEAN—ditto ▪ UN—ditto ▪ Hiroshima Monument—ditto ▪ Nobel Peace Prize—ditto
<p>5. THE ESSENTIALITY OF CULTURAL CREATIVITY: Cultural creativity is the source of human progress; and cultural diversity, being a treasure of human kind, is an essential factor needed to catalyse and sustain that development.</p> <p>Culture is the way of life a society follows. According to the 1982 World Conference on Cultural</p>	<ul style="list-style-type: none"> ▪ Cordilleran Rice Terraces, lowland rice paddies, upland wild rice growth—three different systems of providing the staple of Philippine life... each appropriate for the terrain and weather pattern ▪ Philippine National Museum—its varied exhibits aim to show the nation's cultural creativity throughout different stages of development 	<p>All the examples cited in the left column show the interfacing of humanities and sciences. They can be used by textbook writers and teachers as take-off points for an understanding of interdisciplinary convergence towards holistic learning and application in real life.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>Policies hosted by UNESCO: “Culture comprises the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions, and beliefs.”</p> <p>Creativity is (a) problem solving in every endeavor and (b) production of a new artistic creation.</p>	<ul style="list-style-type: none"> ▪ Hudhud—the oral story unites northern people, provides genealogy, establishes a mythological connection between the divine and the earthly. Similarly other regions have their own myths and epics. So do peoples in other parts of the world. ▪ Ursa Major constellation—it is called the Big Bear following Greco-Hellenic tradition. In Tagalog areas it was called <i>daung-daungan</i> (the big ship sailing in heaven) and in Ilocos, <i>barangay</i>. It shows that all peoples who evolved from food gathering into farming and who had to wander or travel use the stars as guides whether day or night. ▪ Leaf, shell, bamboo, clay, and later metal cooking vessels indicate how around the world a people discover how to use their environment as they acquire a sense of science and art. ▪ Language—the language one speaks and writes (numbers as well as letters, etc.) is a vast collection of expressions of cultural diversity. Some ideas and tangibles are unique to a language and thus the people who invented the words in that language. Other words in a language are borrowed fully or influenced by other languages. ▪ Rice varieties—natural and laboratory made to suit different environments and population requirements 	

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<ul style="list-style-type: none"> ▪ Pineapple varieties—from ornamental to edible; the edible are natural and laboratory made to suit not only different environments but the needs of canning factories (thus the small pineapple perfect for the size of a can) ▪ Irrigation and potable water sources—how to provide clean potable water is one of humanity’s biggest challenges; there are many ways around the globe from the past to the present—including desalination. ▪ Wheel—how an invention leads to myriad uses and other inventions in different parts of the world and in different times. The wheel of ancient times and the wheel of the current century are kindred... but who would have envisioned the four-wheel drive off-road vehicles, wheels inside appliances, wheels on airplanes, etc. 	
<p>6. SOCIAL INTERDEPENDENCY: All societies are interdependent and share an inescapable responsibility for the well-being of the entire planet.</p>	<ul style="list-style-type: none"> ▪ Manila Bay ▪ Pasig River ▪ Mount Pinatubo and lahar sites ▪ Boracay Island and its white sands ▪ Turtle Islands ▪ Tubbataha Reef ▪ Rice plant—dependent on healthy environment to grow and on healthy people for its cultivation and use as food. ▪ Overseas workers at all levels of the corporate ladder, diplomatic 	<p>All properties in the left column show the need to use the convergence of humanities and sciences to conserve all the properties for the sake of all the peoples in all the countries that depend on the properties for food, security, beauty, health, among others.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
	<p>corps, and enterprise as well as those involved in home management and health care depend on their home countries and host countries for employment, security, respect, etc.</p> <ul style="list-style-type: none"> ▪ Iguazu Falls is on boundaries common to Brazil, Argentina. ▪ China Sea is shared by Philippines, China, Vietnam, Cambodia, Thailand, Malaysia, Singapore, Brunei, and Indonesia. 	
<p>7. INSEPARABILITY OF NATURE AND CULTURE: Nature and culture are complementary and inseparable, the cultural identities of peoples are forged in the environment in which they live.</p>	<ul style="list-style-type: none"> ▪ Batanes homes are a response to the weather and terrain. ▪ Bagoong requires fish or, shellfish and salt. ▪ Earthquake-proof baroque church architecture in Ilocos and Intramuros is a response to environment. ▪ Miag-ao Church relief on pediment shows local plants. ▪ Tampingco's art nouveau patterns in the Philippines use Philippine plants, but in the curving, florid international art style. ▪ Lumber—without forests one cannot build with lumber; with the disappearance of forests new building materials are being invented. ▪ 10 Plagues of Egypt recorded in the Bible—New research implies that the plagues were all interrelated and caused by environmental imbalances; the research was done by epidemicist-physicians. 	<p>All items on the left show convergence of sciences and humanities.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>8. TOLERANCE, A TOOL FOR PEACE: Tolerance is respect, acceptance and appreciation of diversity in culture, expression and ways of being human; it is not coercion, condescension or indulgence, nor does it allow for social injustice or the abandonment or weakening of one's convictions.</p>	<ul style="list-style-type: none"> ▪ Tarsier—the endangered animal, like all endangered species, are disappearing because of their changing environments. The animals are sometimes power figures, religious/spiritual figures, food sources, icons of beauty, or other symbolism in a people's culture. ▪ Philippine flag is the symbol of all Filipinos whatever their socioeconomic background and status ▪ Philippine Constitution—protects diversity of peoples and their cultures because respect for the person is fundamental to the law ▪ Ecumenical services—showing that there can be religious tolerance ▪ National Anthem—for all Filipinos whatever their background ▪ United Nations and its institutions—come to provide aid for all ▪ Red Cross—come to provide aid for all ▪ Doctor—the Hippocratic Oath promises that they will cure people whatever their background 	<p>All items in the left column show convergence of sciences and humanities.</p>
<p>9. CONVERGENCE OF SCIENCES AND HUMANITIES: Sciences and humanities are inter-dependent and of equal importance to human well-being, development, and peace.</p>	<p>Note properties of concepts 6, 7, and 8.</p>	<p>Note properties of concepts 6, 7, and 8.</p>

Concepts	Related Cultural Properties and Personages	Related Cultural Properties Linking the Concepts with Other Disciplines
<p>10. LIFELONG LEARNING: Never-ending experiences in and out of classrooms help us learn to do, to know, to be, and to live with others.</p>	<ul style="list-style-type: none"> ▪ Rizal's Dapitan Shrine—Where he put to use learning from inside and outside the classrooms for people's/communities' benefit. ▪ Encyclopedias—entries are for ideas that come from inside and outside classrooms. ▪ Dictionaries—same as above ▪ Rice farming—traditional and laboratory knowledge are put to use; continuous improvements are being made to increase rice yield. ▪ Fishing—same as above ▪ Town plaza—around the plaza are many important institutions of a community. They include social institutions representing diverse sectors that contribute to a person's knowledge. ▪ National Library and community reading spaces. ▪ National Museum and its branches as well as community museums. 	<p>All items on the left column are connected to humanities.</p>

RECOMMENDATIONS

THE SYNTHESIS OF IMPORTANT CONCEPTS positions the learner and the school as important participants in the social process that creates and is part of culture. It seeks a pedagogy that enables self-assessment, self-expression, self-determination, and self-reform. It requires a curriculum that can be assessed by how it affects the social and cultural reality, by how it moves individuals and society towards mutual well-being. It encourages assertive community effort in childhood and not just rote memory and written examinations.

The synthesis in this study indicates a new and long-lasting reason for teaching and learning about social studies: *to prepare each person to better create ways of life that are responsive not only to individual concerns but also to those of society at large.* Perhaps this new orientation, one that is respectful of the individual but also considerate of and sensitive about others and the total environment, will generate the equity and justice due the spirit and the dignity of humanity. Social prejudice coupled with widespread poverty and social injustice are issues for Araling Panlipunan to address.

The findings of this study indicate that the three major improvements stated in the Introduction be undertaken for social studies.

1. Define culture beyond what is commonly considered to be only the humanities or only the arts.
2. Value social sciences like the other sciences, and strengthen the understanding that they are for application in everyday settings.
3. Mutual respect and shared responsibility are important for every person's human dignity (and not only one's individual human dignity) as central to attaining the peace prerequisite to progress.

In addition, there are five major recommendations for the Department of Education to review and consider seriously as it refines its curriculum further.

1. Revise learning goals and pedagogic strategy towards a patriotic stewardship that serves local and global peoples as well as their environments.
 - ❑ Relate learning to everyday life, its relationships, traditions, current issues and desired future using examples and cultural properties cited in this Study.
 - ❑ Provide affective, cognitive and motor stimuli appropriate to the maturation of learners' multiple intelligences and emotional state.
 - ❑ Habitualize pro-active participation in positive human development: individual and societal mutual well-being.
 - ❑ Encourage rational assessment, empowered expression, and creative/innovative problem-solving in coping with change—both the ordinary/usual/common and the extraordinary/unusual/uncommon.
 - ❑ Provide teachers, textbook writers and graphic artists with pre-service and in-service reorientation about interdisciplinarity towards holistic understanding.
2. Create a fully coordinated developmental content framework using the priority concepts, their examples and their related cultural properties.
 - ❑ Encourage regular synthesis by students and teachers of ideas they encountered and learned during the week or fortnight.
 - ❑ Encourage the use of themes or examples of individual and community action as anchor points by which to understand and apply concepts in everyday life.
 - ❑ Encourage the use of cultural properties as links between social studies and other subject and sub-subject areas.

- ❑ Encourage transdisciplinary and intrascientific projects to awaken learners and teachers to new critical thinking in social studies and the useful implementation of concepts to real-life situations.
3. Prepare a developmental social studies glossary for basic education in Wikang Filipino that is augmented by other Philippine and foreign languages.
 - ❑ Review research about indigenous communities in order to determine and understand words for locally evolved social institutions/relationships that impact on the understanding of introduced social constructs as well as communal harmony/individual and societal mutual well-being.
 - ❑ Encourage pre-service training for social studies teaching in the language/s that the subject will be taught in.
 - ❑ Incorporate entries from the glossary and this Study into a cultural literacy baseline for developmental exposure to primary, intermediate and secondary grades using entries from all the sciences and all the humanities.
 4. Prepare guidelines for the inclusion of heuristic devices and topics of discourse to encourage use of the scientific method and rational thought in solving social issues.
 - ❑ Require textbooks to include some charts, maps, statistical summaries to help learners familiarize themselves and feel comfortable using such scientific learning aids.
 - ❑ Encourage experiments, field trips, exercises that require keen observation and the scientific method in assessing and critiquing the social environment.
 5. Team social and human scientists (including cognitive scientists and behavioral psychologists), pedagogues, graphic artists, humanists and writers to improve textbooks and learning aids for basic education.
 - ❑ Incorporate artistic works from literary canons, National Treasure roster and other lists of significant cultural properties as themes for settings, stories or visual aids.
 - ❑ Create teams to provide the widest sourcing of information and pedagogic opportunities in order to select the most appropriate and effective data and presentation.

These three major improvements and five recommendations, coupled with other findings in the Committee of Social and Human Sciences' two earlier studies, can prevent students and their parents from disliking Araling Panlipunan. It is hoped that as the new learning paradigm with its revised learning goal are implemented by the Department of Education parents will learn from their children and thereby rethink their own ideas about values such as compassion, justice, fairness, honesty, self-initiative, public service as a public trust, and mutual well-being.

A nation can bootstrap only by securing its people's commitment to a shared dream for individual and societal mutual well-being. Araling Panlipunan can create the dream, propagate it, and prepare people to make their dream and its vision a reality.

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Department of Labor and Employment: www.dole.gov.ph
National Statistical Coordination Board: www.nscb.gov.ph
Technical Education and Skills Development Authority: www.tesda.org

- E. Ang Pinagmulan ng Pilipinas at ng Sinaunang mga Pilipino

Yunit II. Ang Pilipinas Bilang Kolonya ng Espanya

- A. Ang Pananakop at Pagpapasailalim sa Espanya ng Kapuluan ng Pilipinas
- B. Ang Pagpapalaganap ng Pananampalatayang Kristiyano at Pamahalaang Kastila
- C. Ang Tugon ng mga Pilipino: Pakikipagtulungan at Paghihimagsik
- D. Ang Kilusang Makabayan: Mula Propaganda Hanggang Rebolusyon
- E. Ang Kilusang Rebolusyonaryo sa Wakas ng Ika-19 Siglo

Yunit III. Ang Pilipinas sa Ika-20 Siglo

- A. Ang Pamamahala ng Estados Unidos sa Pilipinas Bilang Kolonya
- B. Ang Karanasang Pilipino sa Ikalawang Digmaang Pandaigdig
- C. Ang Pagbubuo ng Malayang Republika ng Pilipinas
- D. Ang Batas Militar at Rehimeng Marcos
- E. Ang Tagumpay at Bunga ng "People Power" sa EDSA
- F. Ang Pamahalaang Aquino, Ramos at Estrada
- G. Ang Tagumpay ng Ikalawang "People Power" sa EDSA

Yunit IV. Ang Pamahalaan ng Pilipinas at Lipunang Pilipino

- A. Ang Saligang-Batas ng 1987
- B. Ang Istruktura ng Pamahalaan ng Pilipinas
- C. Ang Ekonomiya at Kalakalan ng Bansa
- D. Mga Katangiang Kultural sa Lipunang Pilipino
- E. Paglagom: Ang Pilipinas sa Bukana ng Ika-21 Siglo

Subject

Kasaysayan ng Asya

Second Year High School

Yunit I. Heograpiya ng Asya

- A. Pangunahing Porma ng Lupa
- B. Pangunahing River System
- C. Klima - Katamtaman (Temperate at Tropikal)

Yunit II. Kasaysayan ng Asya

- A. Ang Asya Bilang Lugar ng Sinaunang Sibilisasyon
- B. Karanasang Kolonyal ng Asya
- C. Tugon ng Asya sa Kolonyalismo

Yunit III. Pamanang Kultural ng Asya

- A. Ang mga Impluwensiyang Tsino sa Timog-Silangang Asya
- B. Ang mga Impluwensiya ng mga Indian sa Timog-Silangang Asya
- C. Kultura sa Kontemporaryong Timog-Silangang Asya (Tutok sa mga Festivals)
 1. Mga Bansang Isla sa Timog-Silangang Asya - Pilipinas, Indonesia, Singapore at Brunei
 2. Mainland na Timog-Silangang Asya - Burma, Thailand,

Vietnam, Cambodia, Malaysia at Laos

Yunit IV. Kontemporaryong Asya

- A. Ugnayan ng Pilipinas sa Silangang Asya
- B. Ugnayan ng Pilipinas sa Timog Asya
- C. Ugnayan ng Pilipinas sa Kanlurang Asya
- D. Ugnayan ng Pilipinas sa mga Kapwa Bansa sa Timog-Silangang Asya

Subject

Ang Kasaysayan ng Daigdig

Third Year High School

Yunit I. Ang Europa

- A. Heograpiya
- B. Maikling Kasaysayan ng Europa
- C. Kultura ng Europa
- D. Kasalukuyang Ugnayan ng Pilipinas at Europa

Yunit II. Ang Hilagang Amerika

- A. Heograpiya
- B. Maikling Kasaysayan ng Hilagang Amerika
- C. Kultura ng Hilagang Amerika
- D. Kasalukuyang Ugnayan ng Pilipinas at Hilagang Amerika

Yunit III. Ang Aprika

- A. Heograpiya
- B. Maikling Kasaysayan ng Aprika
- C. Kultura ng Aprika
- D. Kasalukuyang Ugnayan ng Pilipinas at Aprika

Yunit IV. Ang Amerika Latin

- A. Heograpiya
- B. Maikling Kasaysayan ng Amerika Latin
- C. Kultura ng Amerika Latin
- D. Kasalukuyang Ugnayan ng Pilipinas at Amerika Latin

Subject

Kontemporaryong Lipunang Pilipino

Fourth Year High School

Yunit I. Ang Paglago at Mga Katangian ng Ating Populasyon

- A. Ang Paglago ng Populasyon ng Pilipinas Mula Panahon ng Kastila
- B. Mga Kontribusyon ng Pagbabago sa Bilang at Katangian ng Pag-aasawa, Panganganak, Kamatayan, at Pandarayuhan sa Paglago ng Populasyon;
- C. Komposisyon at Distribusyon ng Populasyon Batay sa Lunan (Rehiyon at Urban o Rural na Lugar) at Ayon sa Mga Saligang Katangiang Pangdemograpiya (Edad, Kasarian, Kalagayang Sibil, at Edukasyon)
- D. Mga Proseso at Tunguhin ng Urbanisasyon sa Pilipinas
- E. Ang mga Pangsosyo-ekonomikong Dahilan at Resulta ng Pag-unlad

at Paglago ng Populasyon

Yunit II. Mga Elemento ng Kulturang Pilipino.

- A. Ang mga Wikang Pilipino at mga Etno-linguistikong Grupo
- B. Mga Katutubong Pananampalataya, Paniniwala, at Organisadong Relihiyon
- C. Mga Pagbabago at Pagpapatuloy sa Mga Kaugaliang Pilipino at sa Pamilya
- D. Ang Media at ang Sining
- E. Ang Kultura at Pambansang Integrasyon

Yunit III. Ang Ekonomiya at ang Pamayanan

- A. Mga Panimulang Konsepto
 - 1. Ang Ekonomiks Bilang Pag-aaral sa Kakulangan at Pagpili
 - 2. Mga Layunin ng Pambansang Ekonomiya: Paglago ng Ekonomiya, Matatag na Presyo, Mataas na Empleyo, Patas na Pag-unlad
- B. Mga Industriyang Pilipino at ang Kanilang Mga Lokal, Pambansa, at Pandaigdigang Ugnay
- C. Empleyo, Presyo, Sahod at Produktibidad
- D. Kahirapan at Di Pagkakapantay-pantay
- E. Mga Elemento ng Paglago at Pag-unlad: Lakas Paggawa, Likas na Yaman, Pormasyon ng Kapital, Pagbabago at Inobasyong Teknolohikal, Pulitikal na Salik

Yunit IV. Mga Isyu at Hamon Sa Ika-Dalawampu't Isang Siglo

- A. Pagkamit ng Panlipunang Pagkakabuklod-buklod, Kapayapaan, at Pambansang Pagkakaisa
- B. Pagpapatuloy sa Ekomiyang Pag-unlad at Pagsagot sa Kahirapan
- C. Pagbabalanse sa Demokrasya at Epektibong Pamamahala
- D. Mga Pagbabago sa Paraan ng Pamumuhay at Pangangalaga sa Kapaligiran
- E. Pagbubuo ng Imahe ng mga Panlipunang Pagbabago Hanggang Taong 2025.

Editors' Note: UNESCO National Commission of the Philippines has, in addition to this reprinted excerpt from *A Draft Social Studies Curriculum for Basic Education*, several tested modules that can be used for peace and tolerance education in basic education and teachers training.

Annex B

Ten Specific Aims of Social Studies

Editors' Note: In its publication, *A Draft Social Studies Curriculum for Basic Education*, prior to the making of this list of important concepts, the Committee worked to simplify the statement of Araling Panlipunan's overall objective. As restated the "Main Goal" of social studies was: To bring about civic-spiritedness among students so that they can be contributors to the improvement of the quality of life and increased understanding within families, communities, our nation and the world. (p.10)

As a result of the recent work on priority concepts, the main or overall goal has been rephrased:

Upang matulungan ang mga mag-aaral na magtamo ng tamang pagtingin, saloobin, asal at pagkilos, at mga pagpapahalaga, pagkaunawa at kakayahan, na kanilang kakailanganin sa pagbalangkas at pagkamit ng mga kaparaanan sa pamumuhay at kanilang tanging kalinangan, na aakay at papatnubay patungo sa kagalingan, kabutihan at kagandahan ng kapakanan ng bawat Pilipino at ng buong lipunan at sambayanan.

To help learners acquire the attitudes, values, understandings and abilities they need to evolve a way of life—their culture—directed towards individual and societal mutual well-being.

There is no contradiction between the two goals. "Civic spiritedness" is identified in the new goal as specifically "attitudes, values, understandings, and abilities." "Quality of life" is defined as "individual and societal mutual well-being." The enrichments were made to focus on the processes that construct cultures in order to attain the final goal of mutual well-being. The Main Goal as last phrased is the Committee's recommendation to DepEd.

Major Learning Competencies for Social Studies

"The Specific Aims" noted in the *Draft* (pp. 10–11) remain as important recommendations. They have been grouped, as a result of the important concept study, under three suggested Major Learning Competencies that apply for grades 1–10:

1. To help develop in students a basic knowledge of their own culture/s, community, nation, society, and heritage.
 - 1.1 "To foster the development in students, of a sense of personhood or an awareness of self as interacting with fellow human beings in different groups and settings;"
 - 1.2. "To develop the learners' sense of place and space and appreciation of the expanse and diversity of the world's sociophysical environment and of people's relationship with the environment;" and
 - 1.3. "To develop the learners' sense of time and appreciation of social evolution and human development as constructed in myths as well as in socio-historical terms, and of human societies as constantly undergoing processes of transformation, growth and change."
2. To help develop in students the skills and capabilities required of the social reality.
 - 2.1. "To promote in students keen observation and rational understanding of the world, its inhabitants and milieus;"

- 2.2. "To develop the students' interest and ability to analyze unfolding social issues, events and problems using scientific and humanistic methods and perspectives;"
 - 2.3. "To raise student awareness and understanding of social processes and of the factors that promote social order, cohesion and harmony; " and
 - 2.4. "To develop the ability of students to express their thoughts, ideas, and feelings in words (verbal/written), action, play and creative work."
3. To help develop in students the attitudes of pride in themselves, their own country and culture/s, their own work/capabilities, and their values.
 - 3.1. "To make learners aware of their own capacities and responsibilities to contribute to the well-being of their families, communities and country, and to the world and the bigger human family;"
 - 3.2. "To enliven within young learners the sense of being in community with others, beginning with their family and community to other communities across the world; " and
 - 3.3. "To nurture the students' desire to continue learning and developing themselves and their innate potentials."

Annex C

Social and Human Sciences: A Disciplinary Bridge of the Sciences to the Humanities

The social sciences are the disciplinary bridge between sciences and humanities—some subject areas and learning goals being common to the two sectors. Social studies can serve as a subject area that provides the much needed synthesis so that all subject areas are explained as coming together in solving/improving real life.

The Studies of Science; Sciences; *Mga Agham; Mga Siyensia*:

1. Exact sciences
2. Natural sciences
3. Physical sciences
4. Social and human/behavioral sciences:

Anthropology	Psychology
Communication Studies/Science/Arts	Political Science
Demography	Public Administration
Economics	Social Work
Geography	Sociology
History	Statistics
Linguistics	

The Studies of Humanity; Humanities; *Mga Pag-aaral Tungkol sa Ating Pagkatao/Katauhan*:

1. Archaeology
2. Arts (their history, criticism, theory, practice): architecture, broadcast arts, cinema, dance, literary arts, music, theater arts, visual arts
3. History
4. Jurisprudence
5. Language (both modern and classic)
6. Linguistics
7. Philosophy
8. And those aspects of the social sciences having humanistic content and employing humanistic methods (“The commonality of the curricular subjects is the interest in the moral values and cultural attainment of human civilization.” — USA Congress, National Endowment for the Humanities, 1965).