Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
ACCESS, EJC Montilla, 9800 City of Tacurong
Province of Sultan Kudarat

PROF ED 003 The Teaching Profession

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education, and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
b. Observe strict implementation of the laws as well as the policies and regulations of the University
c. Acquire with urgency state-of-the-art resources for its service areas
d. Bolster the relationship of the University with its local and international customers and partners
e. Leverage the qualifications and competences in personnel action and staffing
f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

a. Enhance competency development, commitment, professionalism, unity, and true spirit of service for public accountability, transparency, and delivery of quality services
b. Provide relevant programs and professional training that will respond to the development needs of the region
c. Strengthen local and international collaborations and partnerships for borderless programs
d. Develop a research culture among faculty and students
e. Develop and promote environmentally sound and market-driven knowledge and technologies at par with international standards
f. Promote research-based information and technologies for sustainable development
g. Enhance resource generation and mobilization to sustain the financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

	INSTITUTIONAL OUTCOMES (IO)						
A graduate of Sultan Kudarat State University can:	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓				✓	
b. demonstrate independently the 21st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		

1. COURSE CODE : Prof Ed 003
2. COURSE TITLE : The Teaching Profession
3. PRE – REQUISITE :
4. CREDITS : 3
5. COURSE DESCRIPTION : A course that examines the teacher as an individual and as a professional in the context of national and global teaching standards. It focuses on the roles and responsibilities of teachers in shaping society, promoting transformative leadership, and contributing to nation-building. The course emphasizes the importance of professional and ethical values, including thoroughly understanding teachers' rights, privileges, and responsibilities. It highlights the development of a teacher's personal and professional identity, commitment to lifelong learning, and reflective practice. Furthermore, it aligns with the Philippine Professional Standards for Teachers (PPST) and other international benchmarks to prepare future educators for the demands of 21st-century teaching.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)	Program Outcomes						
	a	b	c	d	e	f	g
At the end of the course, a student can:							
a. Demonstrate understanding of the historical, legal, and philosophical foundations of education in the Philippines.	✓	✓	✓	✓	✓	✓	✓
b. Analyze the roles, responsibilities, and accountabilities of teachers in the Philippine educational system and in society.	✓	✓	✓	✓	✓	✓	✓
c. Exhibit knowledge of the professional standards, ethical principles, and laws governing the teaching profession.	✓	✓	✓	✓	✓	✓	✓
d. Develop a personal philosophy of education grounded in reflective practice and lifelong learning	✓	✓	✓	✓	✓	✓	✓
e. Apply the principles of transformative education and inclusive teaching in relation to national development goals.	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES((ILOS)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	**COURSE ORIENTATION** *SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System*	At the end of the week, the students can: a. Discuss the University's VMGO, classroom policies, course overview, requirements, and grading system	**Discuss** the VMGO of the University, the classroom policies, the scope of the course, the course requirements, and the grading system	**Reflective Essay (Individual Output)** Assessment Focus: CLOs 1,2,3,4,5 Students will write a reflective essay analyzing their role as future teachers in shaping learners and contributing to	a,b,c,d,e,

			nation-building, aligned with professional and ethical standards.	
CHAPTER I **Learners, Teacher as a Person in Society**	**At the end of the week, the learners can:** **A. Discuss** the roles and responsibilities of teachers as individuals and professionals within the broader context of Philippine society. **B. Analyze** the dynamic relationship between the teacher and learners, and how it shapes educational outcomes and social transformation. **C.**Demonstrate awareness of the personal and social attributes expected of teachers in promoting ethical, inclusive, and culturally responsive education.	A. **Reflective Essay Writing:** Students will write a personal reflection on the role of a teacher in shaping the lives of learners and society, relating it to their own values, experiences, and aspirations as future educators. B.**Case Study Analysis and Group Discussion:** Learners will analyze real-life or simulated case studies involving teacher-learner interactions and the teacher's involvement in the community. They will work in groups to discuss ethical, social, and professional implications, then present their insights. C. **Role-Playing or Simulation:** Students will participate in role-playing scenarios that depict various social roles of teachers—such as community advocate, moral exemplar, or mentor—to help them internalize the professional responsibilities and interpersonal skills required of teachers in society.	**Reflective Essay (Individual Output)** *Assessment Focus:* CLOs 1 & 4 Students will write a reflective essay analyzing their role as future teachers in shaping learners and contributing to nation-building, aligned with professional and ethical standards. **Case Study Reaction Paper (Group or Individual)** *Assessment Focus* CLOs 2 & 3 Students will respond to a case involving ethical dilemmas in teacher-learner relationships or societal issues, demonstrating critical thinking and application of professional values. **Group Presentation "The Teacher in Society"** *Assessment Focus:* CLOs 1 & 5 Each group will research and present the multiple roles of teachers in community, civic life, and education systems, including comparisons with global practices.	a, and d B and C A and E
Lesson 1: Your Philosophical Heritage	**At the end of the week, the learners can:** A. **Identify and explain** major educational philosophies and their relevance to teaching and learning practices.	A. **Philosophy Gallery Walk** Students will explore different educational philosophies displayed around the classroom (e.g., idealism, realism, pragmatism, existentialism, progressivism). They will rotate in groups, read brief summaries, and	**A.Philosophy Reflection Paper** *Assessment Focus:* Learners will write a reflective essay discussing how their personal values and beliefs align with specific educational philosophies (e.g.,	A,B,C,D,E

		B.**Analyze** how personal beliefs and values are shaped by various philosophical perspectives and how these influence one's teaching style and decisions. **C.Formulate** a personal teaching philosophy grounded in selected philosophical traditions and supported by real-world educational contexts.	respond to guided questions about each philosophy's key ideas and relevance to education. B. **Philosophical Reflection Journal** Learners will maintain a personal journal where they reflect on how their own beliefs, values, and life experiences relate to various educational philosophies discussed in class. Prompts will encourage them to connect theory to their identity as future teachers. C. **Personal Teaching Philosophy Workshop** Students will draft and peer-review a short essay articulating their own teaching philosophy, drawing from at least one philosophical tradition. A class discussion or presentation may follow to compare philosophical influences and encourage feedback and refinement.	idealism, pragmatism, etc.), and how this shapes their perspective as future educators. ➤ *Aligned ILOs:* Identify and analyze philosophical beliefs; connect philosophy to teaching practice. B.**Personal Teaching Philosophy Statement** *Assessment Focus:* Students will develop a well-structured personal teaching philosophy integrating elements from major educational philosophies. The output should demonstrate critical understanding and self-awareness. ➤ *Aligned ILOs:* Develop and articulate a personal teaching philosophy grounded in philosophical traditions. **C. Oral Presentation "My Philosophical Lens as a Future Educator"** *Assessment Focus:* Learners will present their chosen philosophical orientation and explain how it will guide their classroom decisions, relationships with learners, and instructional strategies. A rubric will assess clarity, depth of analysis, and application. ➤ *Aligned ILOs:* Describe and	A,B,C,D,E

				apply philosophical perspectives to real teaching contexts.	
	Lesson 2: Formulating Your Philosophy	**At the end of the week, the learners can:** **A.Articulate a Personal Philosophy** clearly and express their own personal or professional philosophy, including the core beliefs, values, and principles that guide their actions and decisions **B.Critically Reflect on Influences** and analyze the personal, cultural, and educational influences that shape their philosophical viewpoints. **C.Apply Philosophy to Practice** the formulated philosophy to real-life scenarios or professional contexts, demonstrating alignment between beliefs and practices.	A.**Reflective Writing Exercise** *Activity:* Students write a personal reflection or essay outlining their core beliefs, values, and guiding principles related to the field (e.g., education, leadership, nursing). *Purpose:* To help students explore and articulate their emerging philosophy through structured self-reflection. B.**Group Discussion or Philosophical Dialogue** *Activity:* Facilitate small-group discussions where students share and compare their developing philosophies, discuss influential thinkers, or debate key philosophical concepts. *Purpose:* To expose students to diverse perspectives and encourage critical thinking and self-assessment. C. **Case Study Analysis** *Activity:* Students analyze real-life or hypothetical scenarios and explain how they would respond based on their personal philosophy. *Purpose:* To encourage application of their beliefs in practical settings and test consistency between values and actions.	**A.Personal Philosophy Essay** Students will write a comprehensive essay (1,000–1,500 words) that expresses their personal or professional philosophy. The essay should include core beliefs, values, and guiding principles that influence their actions and decisions. This task aims to assess the student's ability to clearly articulate their own philosophical foundation.	A,B,C,D,E

Lesson 3 The Foundational Principles of Morality and You	**At the end of the week, the learners can:** A. Identify and explain fundamental moral principles such as justice, fairness, respect, and responsibility. B. Critically examine how their personal values, culture, and experiences influence their moral judgments. C. Apply foundational moral concepts to everyday ethical dilemmas and social issues.	**A.Case Study Analysis** Students will be given real-life or fictional scenarios involving moral dilemmas. They will work in pairs or small groups to analyze the situation, identify the moral principles involved, and propose justified actions. This activity helps learners apply ethical theories to practical contexts and understand the complexity of moral decision-making. B.**Values Clarification Exercise**Learners will complete a self-assessment or ranking activity where they identify and reflect on their core moral values. Afterward, they will discuss in groups how these values influence their daily choices and judgments. This encourages self-awareness and appreciation of differing moral perspectives.	B.**Reflective Journal** Throughout the course, students will keep a reflective journal with regular entries on their evolving philosophy. Each entry should connect personal experiences or course learnings with changes in their beliefs or values. This continuous reflection encourages deeper self-awareness and critical thinking. **C.Philosophy Application Project** Students will create a presentation, video, or digital portfolio showing how their personal philosophy applies to a real-world scenario in their field. They must explain how their values guide decision-making and behavior in that context. This task evaluates the practical alignment between their beliefs and actions. **A.Moral Reflection Paper**Students will write a short essay (800–1,000 words) reflecting on their personal	A,B,C,D,E

Lesson 4 The Values Formation and You			C.**Socratic Seminar or Guided Debate** Students will participate in a structured discussion on controversial moral issues (e.g., honesty, justice, equality). They must support their viewpoints with moral reasoning and respond respectfully to opposing views. This promotes critical thinking, respectful dialogue, and deeper understanding of moral principles.	understanding of key moral principles such as justice, fairness, and responsibility. They will explain how these principles influence their everyday decisions and behaviors. This task assesses their ability to explain and internalize foundational concepts of morality. B.**Ethical Dilemma Case Analysis** Learners will analyze a moral dilemma presented in a case study, identifying the ethical issues involved and justifying their response using moral principles. They must apply at least two moral frameworks or values in forming their conclusions. This assessment emphasizes the application of ethical reasoning in real-life situations.	A.B,C,D,E
Lesson 5 Teaching as Your Vocation, Mission and Profession Bibliography	**At the end of the week, the learners can:** A.define and explain fundamental human values such as integrity, respect, compassion, and responsibility. B.critically reflect on the formation of their own values and the factors that shaped them, such as family, culture, education, and experiences C.apply positive values in practical situations through ethical decision-making and responsible behavior.		A.create a visual timeline that highlights key life experiences that influenced their personal values. They will present their timelines in small groups and reflect on how these moments shaped their beliefs and behavior. B.participate in role-play exercises that involve common moral or social dilemmas (e.g., honesty, peer pressure, respect). C.reflect weekly on situations in which they applied or challenged their values.	C.**Values and Morality Presentation,** Students will prepare a brief oral or multimedia presentation explaining how their personal values were shaped and how these align (or conflict) with universal moral principles. They will include examples from personal experiences or current social issues. This activity evaluates the student's ability to connect personal beliefs with broader moral foundations.	A.B,C,D,E

		At the end of the week, the learners can: A. define and differentiate the meanings of vocation, mission, and profession in the context of teaching. B.examine scholarly articles, books, and professional standards that discuss the ethical, social, and academic roles of teachers. C.formulate their own philosophy of teaching, expressing their beliefs and goals as future educators.	A.read selected academic texts or articles on teaching as a vocation, mission, and profession. Afterward, they will participate in a structured class discussion to share insights, compare perspectives, and clarify key concepts. B.**Annotated Bibliography Creation** Learners will compile an annotated bibliography of at least 5 credible sources related to the nature and purpose of teaching. C.**Personal Philosophy Writing Workshop** Students will write a short statement describing their personal philosophy of teaching, emphasizing its role as a vocation, mission, and profession.	A.reflective essay (800–1,000 words) discussing their core personal values and how these were shaped by life experiences, family, culture, or education. B.role-play activity that presents a real-life ethical situation or conflict involving values. C.create a visual timeline (poster, digital, or infographic) that shows major life events and how these events contributed to their values formation. A.explaining the concepts of teaching as a vocation, mission, and profession. B.prepare an annotated bibliography with a minimum of five scholarly or credible sources related to the teaching profession. C.personal teaching philosophy paper (1,000–1,200 words) that expresses their beliefs about teaching as a vocation, mission, and profession.	

3	**CHATPTER 2** The Teacher in the Classroom and Community **Lesson 1** The National Competency-Based Standard (NCBTS)	**At the end of the week, the learners can:** A.identify and explain the various roles a teacher plays both as an educator in the classroom and as a leader in the community. B.examine how positive collaboration between teachers and the community enhances educational outcomes. C.appropriate interpersonal and communication skills when interacting with diverse individuals in classroom and community contexts **At the end of the week, the learners can:** A.identify and explain the seven domains and corresponding strands of the National Competency-Based Teacher Standards	A.analyze real or hypothetical case studies that illustrate how teachers contribute to both classroom learning and community development. B.create a visual map that identifies community resources (e.g., local organizations, leaders, programs) that support or influence education. C.participate in role-playing scenarios that simulate teacher interactions with parents, local officials, or community members. **A.Interactive Lecture and Concept Mapping,** Begin with an interactive lecture discussing the seven domains	**Reflective Essay on the Role of Teachers,**Students will write a reflective essay (800–1,000 words) describing the multiple roles of a teacher both inside the classroom and within the community. **Community Engagement Proposal** Learners will develop a proposal for a simple school-community partnership project (e.g., literacy campaign, parent workshop, feeding program). **Teacher-Community Interaction Simulation** Students will perform a short role-play that simulates a professional interaction between a teacher and a community member (e.g., parent-teacher conference or barangay meeting). **A.NCBTS Domains Summary Report,**Students will write a summary report explaining the seven domains of the NCBTS and their significance in shaping quality teaching. They will include real-life	a,b,c,d,e

		(NCBTS). B.critically examine how the NCBTS serves as a framework for assessing and improving teacher performance. C.use the NCBTS domains to assess sample teaching scenarios, lesson plans, or classroom behaviors.	and key strands of the NCBTS. After the discussion, students will create a concept map that visually organizes and connects the domains and their significance in teaching. This activity promotes both understanding and retention of the structure and components of the NCBTS framework. **B.Group Analysis of Teaching Scenarios** Students will work in small groups to analyze real or hypothetical classroom scenarios using the NCBTS framework. Each group will identify which NCBTS domains are being demonstrated or lacking in the scenarios and explain their reasoning. This encourages practical application of standards to classroom practice. C.**Self-Assessment Using the NCBTS Tool** Learners will complete a self-assessment using a simplified version of the NCBTS-based teacher reflection tool. They will reflect on their strengths and areas for improvement based on the domains and indicators. This activity supports self-awareness and encourages goal setting for professional development.	classroom examples or observations to illustrate each domain. This task assesses students' comprehension of the structure and purpose of the NCBTS. B.**Reflective Essay on NCBTS and Professional Growth** Learners will write a reflective essay discussing the importance of NCBTS in guiding professional development and teacher performance. They will relate the standards to their personal goals or future practice as educators. This task evaluates critical thinking and personal connection to professional standards. C.**Teaching Scenario Evaluation Using NCBTS** Students will be given a sample lesson or teaching scenario and will assess it using the NCBTS framework. They will identify which domains are demonstrated and suggest improvements based on NCBTS indicators. This task measures their ability to apply the standards to evaluate teaching performance.	a,b,c,d,e
	Lesson 2. The 21st Century Teacher				

	At the end of the week, the learners can: **A.** Analyze the key characteristics, roles, and competencies of a 21st-century teacher in relation to global educational trends and demands. B. design a sample teaching-learning plan that incorporates 21st-century skills such as critical thinking, collaboration, technology integration, and learner-centered strategies. C.demonstrate appreciation and commitment to continuous professional development and innovation in teaching practices in response to 21st-century challenges.	A.participate in a multimedia-assisted lecture-discussion to analyze the roles and competencies of a 21st-century teacher. B.collaboratively design and present a lesson plan that integrates 21st-century teaching strategies such as technology use, critical thinking, and collaboration. C. write a personal reflection on their commitment to professional growth and innovation as future 21st-century educators.	A.Students will take a short quiz about the roles and skills of a 21st-century teacher. B.Students will submit a sample lesson plan using 21st-century teaching methods. C.Students will write a short reflection about the importance of being a modern and committed teacher.	
Lesson 3 School and Community		A.join a lecture-discussion on how schools contribute to community growth. B.create a simple plan for a school-based community project. C. write a reflection on the importance of school and community partnerships.	A.Students will answer a short quiz about the functions of schools in the community. B.Students will present a sample plan for a school-community outreach activity. C.Students will submit a short reflection paper on the value of strong school-community ties.	
Lesson 4 Linkages and Networking with the Organization	**At the end of the week, the learners can;** **A.explain** the role of schools in community development.	A.class discussion and case study analysis on successful school-community linkages.	A.a short quiz about the benefits and principles of linkages and networking.	

		B. **design** a simple community outreach activity involving the school. **C.show appreciation** for the partnership between the school and the community.	B.create a sample proposal for a school partnership with a local organization. B.Participate in a group sharing activity on the importance of building strong external networks for school growth. C. Participate in a group sharing activity on the importance of building strong external networks for school growth.	B.Submit a sample partnership proposal between a school and an external organization C.write a short reflection on the value of collaboration with other institutions and organizations.	

	CHAPTER 3: Becoming a Global Teacher	**At the end of the week, the learners can;** A.Identify the key qualities and roles of a global teacher. B.Show appreciation for cultural diversity in global education. C.Create a simple teaching plan that integrates global perspectives.	Conduct a short lecture and group discussion on global teaching competencies Reflect through a journal entry on the importance of being open to different cultures. Design a multicultural lesson activity for a chosen subject.	Quiz on global teacher roles and competencies. Rubric-based evaluation of reflection journal on cultural awareness. Graded output of a multicultural lesson plan or activity.	
5	Lesson 1. Global Education and the Global Teacher	**At the end of the week, the learners can;** A.Explain the concept and goals of global education. B.Express commitment to promoting global citizenship in teaching. C.Develop a classroom activity that incorporates global issues.	Watch a video lecture on global education and answer guided questions. Share insights in a group discussion on being a responsible global teacher Create a poster or infographic about global issues relevant to education.	Written quiz on global education concepts. Reflection paper on the role of a teacher in a globalized world. Graded presentation of a visual output (poster or infographic) on global issues.	
6	**Lesson 2.** A closer look at the Education System of Countries of the World	**At the end of the week, the learners can;** A. Compare key features of education systems in different countries. B.Show appreciation for diverse educational practices around the	Read articles and compare education systems through a guided worksheet.	Describe the structure of various international education systems.	

		world. C.Present a short report on the education system of a chosen country.	Participate in a class discussion on the value of different education models. Create and present a visual comparison (e.g., chart or slide) of two countries' education systems.	Respect the uniqueness of each country's approach to education. Create a comparative chart of two or more countries' education systems.	
7	**Lesson 3.** Multicultural Diversity: A challenge to Global Teachers	**At the end of the week, the learners can;** A.Describe the structure of various international education systems. B.Respect the uniqueness of each country's approach to education C.Create a comparative chart of two or more countries' education systems.	Multiple-choice test on concepts of multicultural education. Reflection essay on the importance of embracing cultural diversity. Role-play activity showing inclusive classroom strategies.	Short quiz on key terms and issues in multicultural education. Journal entry expressing personal views on teaching in diverse classrooms. Group presentation demonstrating culturally responsive teaching methods.	

8	**Lesson 5.** Bringing the world into the classroom through exchange programs	**At the end of the week, the learners can:** A.Explain the purpose and benefits of student exchange programs. B.Show interest in engaging with global learning opportunities. C.Design a simple classroom activity that simulates an exchange experience.	Explain the purpose and benefits of student exchange programs. Show interest in engaging with global learning opportunities. Design a simple classroom activity that simulates an exchange experience.	Written quiz on types and goals of exchange programs. reflection paper on the value of global classroom experiences. Performance task: create a mock exchange program activity plan.	
9	**CHAPTER 4. The Professionalization of Teaching**	Describe the key elements of teaching as a profession. Value the importance of professional ethics in teaching. Prepare a personal development plan for professional growth.	. Lecture and Q&A on the characteristics of a profession and teaching standards. Group sharing on the teacher's role and commitment to the profession. Write and present a simple professional growth plan.	Quiz on the characteristics and standards of the teaching profession. Reflection essay on the value of being a professional teacher. Submission of a personal professional development plan.	

	Lesson 1. Basic Laws on the Professionalization of Teaching 1.1 Presidential Decree no. 1006 1.2 Republic Act No. 7836 1.3 Republic No. 9293	**At the end of the week, the learners can:** A.Identify the key provisions of PD 1006, RA 7836, and RA 9293. B. Appreciate the role of laws in shaping the teaching profession. C. Summarize each law through a short visual or written output.	Lecture with slide presentation on PD 1006, RA 7836, and RA 9293. Group discussion on how these laws protect and uplift the teaching profession. Create a summary chart or infographic highlighting key points of each law	Written quiz on the key provisions of PD 1006, RA 7836, and RA 9293. Reflection paragraph on the importance of these laws to teachers. Submission of a visual summary (e.g., chart or infographic) of the three laws.	
10			**MIDTERM EXAM**		
11	**CHAPTER 5: Becoming a Professional Teacher** **Lesson 1:** Code of Ethics for Professional Teachers	**At the end of the week, the learners can:** A.Identify and explain the key qualities, roles, and responsibilities of a professional teacher. B.Demonstrate a positive attitude and commitment toward upholding the values and ethics of the teaching profession.	Lecture-discussion and case study analysis on the roles, qualities, and ethical standards of a professional teacher. Reflection paper or journaling activity where students share their insights and personal values related to the teaching profession. Workshop on crafting a professional	Written quiz or essay exam assessing the student's understanding of the characteristics, roles, and ethical standards of a professional teacher. Graded reflection paper where students express their personal values, beliefs, and attitudes toward becoming a professional teacher.	

		C.Create a personal development plan outlining steps to become an effective and professional teacher.	development portfolio, including vision statements, teaching philosophy, and career goals.	Performance-based assessment on creating and presenting a professional development plan or teaching portfolio.	
12	**CHAPTER 6: Other Education and Teacher-Related Laws**	**At the end of the week, the learners can:** A.Identify major education and teacher-related laws in the Philippines. B.Show appreciation for the role of laws in protecting teachers and learners. C.Apply teacher-related laws in practical classroom scenarios.	A.Lecture and group discussion on key education and teacher laws (e.g., RA 7836, RA 10533). B.Sharing session where students reflect on how these laws impact their future as teachers. C.Role-playing activity where students simulate scenarios applying teacher-related laws (e.g., handling learner rights or professional conduct).	Written quiz or multiple-choice test on key education and teacher-related laws (e.g., RA 7836, RA 9155). *Reflection paper on how education laws affect the life of a teacher and student* Performance task where students act out a scenario applying a teacher-related law in a school setting (e.g., learner protection, teacher misconduct).	
13	**Lesson 1**: The 1987 Constitution	**At the end of the week, the learners can:** A.Identify the basic principles and parts of the 1987 Philippine Constitution. B.Show respect and appreciation for the Constitution as the foundation of	Lecture and class discussion on the key parts and principles of the 1987 Constitution. Small group sharing on how the Constitution protects the rights of	Explain the key principles and structure of the 1987 Philippine Constitution. Value the importance of the Constitution in promoting democracy and protecting citizens' rights.	

		the country's laws C. Create a simple infographic or poster showing the rights of citizens under the 1987 Constitution.	every Filipino. Poster-making activity showing the rights and duties of Filipino citizens under the Constitution.	Develop a visual output (e.g., poster or infographic) presenting the rights and duties of Filipino citizens	
	Lesson 2 Republic Act 4670 Magna Carta For Public Teachers	**At the end of the week, the learners can:** A.Identify the key rights and benefits of public school teachers under RA 4670. B.Show appreciation for the importance of legal protection and welfare for teachers. C. Present a short report or role-play about a teacher's right based on the Magna Carta.	Teacher-led discussion and Q&A about the rights and benefits in RA 4670. Group sharing on why teacher protection and welfare are important in education. Role-playing activity showing how a teacher can use the Magna Carta in real-life situations	Short quiz or worksheet identifying the main provisions of the Magna Carta (RA 4670). Written reflection on how RA 4670 helps protect and support teachers. Group presentation or role-play demonstrating a situation where a teacher uses their rights under the Magna Carta.	
14	**Lesson 3** Batas Blg. 232 An Active Providing For the Establishment and Maintenance of an Integrated System of Education	**At the end of the week, the learners can:** A.Identify the main goals and provisions of Batas Blg. 232. B.Show appreciation for the law's role in improving the Philippine education system. C.Create a simple chart or diagram showing the structure of the	Teacher-led discussion and Q&A on the key provisions and purpose of Batas Blg. 232. Group sharing on how the law promotes the rights of students and teachers in the education system. Create a visual aid (e.g., chart poster) showing the components of the	Written quiz or short-answer test on the key provisions and goals of Batas Blg. 232. Reflection paper on the importance of having an integrated education system in the Philippines.	

	education system under Batas Blg. 232.	integrated education system under the law.	Performance task: Create and present a simple chart or poster showing the structure of the Philippine education system under the law.	
Lesson 4 Republic Act No. 9155 An act Instituting A framework Authority and Accountability, Reaming the Department of Education, Culture and Sports as the Department of Education, and for other Purposes	**At the end of the week, the learners can:** A.Describe the main ideas and purpose of the law or policy discussed. B.Show appreciation for how the law helps improve the education system. C.Create a visual output (like a poster or chart) that explains the key parts of the law.	Lecture and group discussion on the main points of the education law or policy. Sharing of personal insights about how the law affects students and teachers. Poster-making activity summarizing the key provisions of the law.	Short quiz or multiple-choice test to assess understanding of key concepts in the education law or policy. Written reflection on how the law or policy helps improve education in the Philippines. Presentation of a poster or infographic showing the main features of the law.	
Lesson 5: Organizational Structure of the department of education Field Offices.	**At the end of the week, the learners can:** A.Identify the different levels and roles in the DepEd field office structure (central, regional, division, district). B.Show appreciation for the importance of organized field offices in delivering quality education. C.Draw or create a simple chart showing the organizational structure of DepEd field offices	Teacher-led discussion and visual presentation of the DepEd field office structure. Classroom sharing on the importance of each level in delivering education services. Group activity: Create a chart or diagram showing the hierarchy of	Explain the functions and hierarchy of DepEd field offices. Value the role of each DepEd office in delivering quality basic education. Illustrate the organizational structure of DepEd field offices through a diagram or chart.	

		DepEd field offices (Central → Regional → Division → District).		
Lesson 6. Excerpts from the family Code of the Philippines **Lesson 7**.Excerpt from the Republic Act No. 7610, Special Protection of the child against child abuse, exploitation, and discrimination Act	**At the end of the week, the learners can:** A.Identify the key provisions of RA 7610 that protect children from abuse and exploitation. B.Show concern and respect for the rights and safety of children. C.Create a simple poster or infographic promoting child protection based on RA 7610.	Lecture and discussion on the key points of RA 7610 and its importance in protecting children. Group sharing or reflection about the role of teachers and the community in safeguarding children's rights. Poster-making activity promoting child protection and awareness based on the provisions of RA 7610.	Written quiz or short-answer test on the key provisions and purpose of RA 7610. Reflection paper on the importance of protecting children's rights and the teacher's role in it. Presentation of a poster or infographic that promotes awareness of child protection under RA 7610	

	Lesson 8: Except from Republic Act No. 7877 An Act Declaring Sexual Hrrasment Unlawful in the Employment Education Training Environment and for other Purposes	**At the end of the week, the learners can:** A.Identify what acts are considered sexual harassment under RA 7877. B.Show respect for others and support a safe learning and working environment. Create a simple campaign poster promoting awareness and prevention of sexual harassment in schools or workplaces.	Lecture and open discussion about the definition, forms, and penalties of sexual harassment under RA 7877. Small group sharing on how to promote respect and safety in schools and workplaces. Poster-making activity that raises awareness on preventing sexual harassment in educational and work settings.	Short quiz to assess understanding of what constitutes sexual harassment and the key provisions of RA 7877. Reflection paper on the importance of creating a safe and respectful environment in school or the workplace. Presentation of a poster or brochure that promotes awareness and prevention of sexual harassment.	
17	**Lesson 9** Excerpts Act No.101157 An Act	**At the end of the week, the learners can:** Explain the importance of early childhood education under RA 10157. Show appreciation for making kindergarten part of the basic education system. Create a simple visual aid (e.g., chart or poster) showing the key features of the Kindergarten Education Act.	Lecture and discussion on the goals and key provisions of RA 10157. Group sharing on the importance of early childhood education in a child's development.	Short quiz to assess understanding of the main goals and provisions of RA 10157. Reflection paragraph on why kindergarten education is important for every child.	

		Poster-making activity showing the benefits and key points of the Kindergarten Education Act.	Design and present a simple poster highlighting the benefits of early childhood education under the law.	
Lesson 10 : Institutionalizing the Kendegarden Education into The basic Education System and Appropraiting Funs Therefore	**At the end of the week, the learners can:** A.Explain why kindergarten education is part of the basic education system. B.Appreciate the government's role in supporting early childhood education. C.Create a simple visual aid (e.g., poster or chart) showing the place of kindergarten in the K–12 education system.	Conduct a short lecture and discussion on the role of kindergarten in the K to 12 curriculum. Group sharing on how early education impacts a child's learning journey. Poster-making activity showing the importance of kindergarten in basic education.	Short quiz or written test on the key features and purpose of institutionalizing kindergarten in the basic education system. Reflection paper on the value of early childhood education in a learner's development. Presentation of a poster or infographic showing the integration of kindergarten in the K to 12 curriculum.	
Lesson 11.UNESCO	**At the end of the week, the learners can** A.Describe the main goals and functions of UNESCO. B.Appreciate the role of UNESCO in promoting global education, peace, and cultural understanding.	Teacher-led lecture and video presentation on the history, goals, and programs of UNESCO. Group discussion on how UNESCO promotes peace, education, and cultural heritage around the world.	Short quiz or worksheet identifying UNESCO's goals, functions, and major programs. Reflection essay on the importance of UNESCO in promoting global peace, education, and culture. Presentation of a creative poster or infographic showing	

		C.Create a simple poster or visual aid showing UNESCO's key programs and contributions.	*Poster-making activity illustrating UNESCO's key functions and global impact.*	UNESCO's contributions to world education and heritage.	
	Lesson 12. First Call for Children	**At the end of the week, the learners can** A.Explain the main goals and importance of the "First Call for Children" initiative. B.Show concern for the rights, needs, and welfare of children in society. C.Create a simple advocacy material (e.g., poster or brochure) promoting the prioritization of children's needs.	*Lecture and discussion on the background, goals, and importance of the "First Call for Children" initiative.* Group sharing on real-life situations where children's rights and needs should be prioritized. *Poster-making activity that promotes awareness and advocacy for children's rights and welfare.*	Short quiz or written test about the main principles and goals of the "First Call for Children" initiative. Reflection paper on why children's needs should be prioritized in national and local development efforts. Design and present a poster advocating for children's rights and welfare as highlighted in the "First Call for Children."	
18	**Chapter 7 History of the Philippines System** , Historical Development of the Philippines Educational System and Journey in the	**At the end of the week, the learners can** A.Identify the major changes in the Philippine educational system from	Lecture and discussion on major	Short quiz or written test on key historical events and education	a

	Basic Education Cicullar Reforms 1946-2011	1946 to 2011. B.Appreciate the efforts made to improve education through various reforms. C.Create a timeline or chart showing key milestones in the history of the Philippine education system.	events and reforms in the Philippine education system from 1946 to 2011 Group reflection on how past reforms have shaped today's education system. Timeline-making activity showing key historical developments and curriculum changes in Philippine education.	reforms from 1946 to 2011. Reflection paper on how curriculum reforms have influenced Philippine education today. Presentation of a timeline or infographic showing major milestones in the development of the Philippine educational system.	
	FINAL EXAMINATION				

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

Each student is required to:

1. submit accomplished assignments, and project;
2. each student must pass the scheduled oral examination;
3. make a PowerPoint presentation and a written summary of the assigned report;
4. discuss an assigned topic to report and participate in class discussions; and
5. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after the start of class period. Any student who comes to class 15 minutes after the scheduled time or is always late for three consecutive meetings shall be marked absent. Three (3) consecutive absences the student will automatically drop.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smartphones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade		**Final Term Grade**		**FINAL GRADE**
Midterm Examination	50%	Final Term Examination	50%	Midterm
Behavior/Attendance	15%			

Quizzes	10%
Project (E-Portfolio/ Lesson Plan)	20%
Assignment	5%
TOTAL	100%

Grade 50%
Behavior/Attendance 15%
Term Grade 50%
Quizzes 10%
100%
Project (E-Portfolio/ Lesson Plan)20%
_Assignment 5%
TOTAL 100%

Final

TOTAL

UBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Percentage
Using English Language (25%)	Fluent and confident use of English, minimal to no errors.	Clear use of English with few minor errors.	Understandable with some errors that occasionally hinder clarity.	Frequent language errors that hinder understanding.	25%
Ability to Present the Topic (25%)	Demonstrates a strong understanding, engages the audience, and provides insightful information.	Demonstrates a good understanding with clear explanations.	Basic understanding but lacks depth and engagement.	Limited understanding, hard to follow or lacks clarity.	25%
Completeness of the Presentation (25%)	Presentation is thorough, covering all aspects of the topic.	Covers most aspects, but lacks some detail or depth.	Covers basic aspects but misses important points.	Incomplete presentation, many aspects missing or unclear.	25%
Following Instructions and Submission of 30 Multiple Choice Questions with Answer Key (25%)	Fully follows instructions, submits 30 multiple-choice questions with accurate answers.	Submits 30 questions with minor errors in the answer key.	Submits fewer than 30 questions or answer key contains errors.	Does not submit the required number of questions or answer key is missing/incomplete.	25%

10 REFERENCES

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