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SCHOOLS DIVISION OF NEGROS ORIENTAL
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Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



Trends, Networks, and Critical Thinking in the 21st Century

Quarter 4 – Module 7:

Shaping the Mind through Social Relationships



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Trends, Networks, and Critical Thinking in the 21st Century– Grade 11
Alternative Delivery Mode
Quarter 4 – Module 7: Shaping the Mind through Social Relationships
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What I Need to Know

This Learning Module is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. They are encouraged to independently work on the different activities which will develop them holistically.

This course presents some relevant information about social relationships which are essential in understanding other people and the entire community. By studying this module, you will realize that socialization shapes and guides the mind and behavior of a person according to his or her family and society's norms.

Happy learning!

Content Standard

The learner understands the parallelism between neural and social networks.

Performance Standard

The learner creates a social map that traces the various roles that students play in the community (family members, community leader, etc.) and rank the significance of the roles played within the community.

Most Essential Learning Competencies

- Demonstrate how thinking processes are shaped by social relationships **(HUMSS_MCT12-IIg-i-5)**
- Identify the significant social roles students play within the community by creating a social map of their relationships **(HUMSS_MCT12-IIg-i-6)**

At the end of the module, the learner is expected to:

1. Analyze how social relationships shape the thinking process;
2. Design a creative presentation on how thinking processes are shaped by social relationships; and
3. Appreciate thinking processes as tools in building strong relationships in the 21st century society.



What I Know

Directions: Match column A with the correct answers in column B. Write the letter of the correct answer in your notebook.

Column A		Column B
____ 1.	An arrangement having a set of actors such as individuals or organizations and a set of dyadic ties among actors.	A. Social Interaction
____ 2.	Deals with whom people know (who are attending events and gatherings together, and who influences whom)	B. Thinking Process
____ 3.	Shapes and guides the mind and behavior of a person according to his or her family and societies norms.	C. Community
____ 4.	Is a biological neural network	D. Relationship
____ 5.	The part people play as members of a social group.	E. Social map
____ 6.	It can also be associated with the person's occupation or profession.	F. Neurons
____ 7.	Maybe shaped by external forces and relationships but it has an innate power or capacity to thing on its own.	G. Neural Network
____ 8.	The way in which one acts or conducts oneself, especially toward others.	H. Social Network
____ 9.	It promotes the perspective that people act toward things based on the meaning those things have for them.	I. Socialization
____ 10.	It is an exchange between two or more individuals and is a building block of society.	J. Brain
____ 11.	It is the process of using your mind to consider something carefully.	K. Symbolic Interaction

- | | | |
|-----------|---|-------------------|
| _____ 12. | They may work together to organize social life within a particular place, or they may be bound by a sense of belonging sustained across time and space. | L. Behavior |
| _____ 13. | It is the way in which two or more concepts, objects, or people are connected, or the state of being connected. | M. Mind |
| _____ 14. | It is an option to identify households based on predefined ... there is a clear cluster of scores in order to define your target group. | N. Multiple Roles |
| _____ 15. | It is the messenger of information from different parts of the body and external stimuli to the brain and vice versa. | O. Social Role |



What's In

Directions: Using your understanding on socialization, answer and accomplish the following items on your activity notebook.

1. Briefly discuss the different roles that you perform on the following:
 - a) family
 - b) school
 - c) barangay / community
2. Get a news clip about the brain functions according to Stephen Hawking.

Note: The same rubrics for “What’s New” will apply in this activity.



What's New

Activity 1

Read and analyze the following situations and briefly answer the question that follows. Write your answer in your notebook.

1. Daniel has shown musical inclination since childhood. Composing songs was an easy thing for him. He could notice right away if someone is out of tune. He already loved to swing his hands holding a stick, like a conductor. He dreamt of becoming a choir director someday. But when he was in grade 9, his parents and an economist uncle convinced him to take up Economics for a better chance of employment after graduation. He chose the Accountancy and Business Management strand in senior high school and eventually took up economics in a university. He was convinced that being an economist would be a more lucrative career than being a musician. While studying, he did not forget his passion for music. Composing and playing the piano were his forms of relaxation.

After four years, Daniel graduated with an economics degree to the delight of his parents. He also felt proud of himself for finishing something not close to his heart. Soon after, he landed a good-paying job at a company. But he could not feel satisfaction in his work after working for two years. He confided this to his office manager, thinking his problem was work-related. He later revealed his passion for music and was advised to enroll in a music school as a second course. He continued working while studying. Soon, he had to choose being a full-time musician working in the entertainment industry, producing and composing songs. Sometimes he teaches music theories in school. Never did Daniel feel so fulfilled in life. (Adapted from Urgel, 2017)

If you were Daniel, will you do the same decision he made? How important is our relationship with other people?

2. Carlo and his family lived in a depressed area. He was the third of five siblings. His father did not have a permanent job and his mother accepted laundry services. His eldest brother, a high school graduate, worked in a construction site. At 18, Carlo was still in high school. Carlo preferred to be out with his *barkada* than finish his studies. He did not develop a close relationship with his family. Financial difficulties led Carlo to work as part-

time pusher and occasional user. Almost all of his *barkada* were also into drug pushing.

One night, the police apprehended Carlo and Aga, one of his friends, for illegal drug possession. They were brought to a minimum-security area and were required to do work such as cleaning comfort rooms, scrubbing the pavement, and pulling the grass in the prison yard. There were also days for planting vegetables in the prison's garden.

Carlo and Aga wondered why the "old" inmates were good to them. There were prayer meetings held in the prison by various religious groups every week. Carlo and Aga were told they can attend one. One day, Aga persuaded Carlo to attend a prayer meeting. Carlo enjoyed listening to the choir and got interested with the *cajon* instrument. He also became attentive to the spiritual talks given by the leader of the group, called kuya. He came to understand attitudinal transformation of the self, the importance of good family relationships, establishing and maintaining smooth relationships with others, anger management, developing a positive outlook, and more. Not long after, Carlo joined the choir as a *cajon* player and Aga also joined as a singer.

Carlo was seldom visited by his family while Aga's parents and two sisters frequently came to visit him. In one-on-one dialogue sessions, Carlo revealed that he would rather stay in prison than to go back to his residence. He expressed fear of returning to his old self and illegal livelihood due to the bad influences that might still surround him. On the other hand, Aga expressed his desire to go home and be with his family. He promised to listen more to his family than to his *barkada* when released from prison. (Adapted from Urgel, 2017)

Is having a poor family a reason for you to abandon them and be with your influential friends? If you were Carlo, what are you going to do?

RUBRIC in Essay Output

Intended Learning Outcome: Analyze how social relationships shaped the thinking process.

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	4	3	2	1
Reflective Thinking	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning
Analysis	The reflection is in-depth analysis of the learning experiences, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline	The reflection is an analysis of the learning experience and the value of the derived learning to self or others	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a descriptive of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goal	The reflection attempts to articulates connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences



What is It

Lesson

1

Shaping the mind through Social Relationships

Your mind, which is part of the person's self, is shaped and influenced by the relationships that the person has with other people. Your thinking is affected by the ideas, beliefs, pieces of advice, and actions of your parents, teachers, friends, and relatives. In other words, the mind passes through a variety of social networks as it matures.

Social relationships do affect or influence every individual thinking process. As we interact with every individual around us, we use our thinking skills on how we are going to be able to socialize and fit with their different characteristics and deal with their different attitudes (Shinize,2018). We individually undergo a process of thinking first as we socialize and interact with other people around us.

In sociology, the process of shaping and influencing the mind and behavior of a person by way of orientation to the norms and values of society is called *socialization*. Socialization, which starts from early childhood, is an unending process wherein an individual creates a personal identity as he or she learns the norms, behavior, values, and social skills based on his or her social position. The parents are the first social actors to socialize with in the family. The child is oriented on family values, customs, appropriate behavior, dos and don'ts, and kinship relations. As a person grows older, he or she learns about responsibilities, how to behave in certain situations, and has to follow norms through interactions in the community and society. (Urgel,2017)

Socialization implies social relationship. Therefore, relationship does what socialization impacts on the mind and the person.

According to Urgel (2017), a person is a *social actor*. He possesses physical, spiritual, and mental faculties which are utilized in dealing with the self, other people, and the surroundings.

Below are some recognized personalities having physical disabilities thus, could relate well with society:



<https://tinyurl.com/5ezp8vmp>

Stephen Hawking – A theoretical physicist who has a degenerative neuromuscular disease which has paralyzed him personally. However, he has been celebrated on his theory on black holes based on general relativity and quantum mechanics. He has been using a computer-based communication system which allows him to use a screen keyboard through movements in his cheek. He can “speak” sentences through a

speech synthesizer. With this assisting computer, he can write lectures and even deliver them. Hawking has been an influence and an inspiration to many by expanding the horizon of knowledge despite his physical disabilities.



<https://tinyurl.com/4w3p8hpd>

Apolinario Mabini – A political leader who used his brilliance and wisdom to guide the government by giving advice to President Emilio Aguinaldo and writing the constitutional program of the early republic. His great personal achievements transcended his physical disability.

Significant Social Roles

Students: Wearing Varying Hats in the Community

There are multiple roles that a person can play in the community: as a child, a brother or sister, a friend or foe, a leader, a security officer, a fireman, a nurse, a painter, an educator, a priest, a vendor, a street sweeper, an accountant, a baker, and a student, among others. Each role has corresponding functions performed in appropriate situations. These functions are dictated by norms which vary according to the community and practitioners. The efficient performance of these roles and functions can pave the path for a person’s recognition and appreciation by the community. The recognized person is also considered worthy of emulation by the youth and adults alike in the community.

In School

They perform the functions of learners: studying lessons and coming to school prepared; reviewing for examinations, participating in class discussions; joining school organizations to hone their talents and interests; running as an officer of school councils, organizations, clubs, and guilds; getting involved in intra school and interschool competitions; and engaging in extracurricular activities. The school is a venue for training the students physically, mentally, attitudinally, emotionally and in some cases, spiritually. The students are being prepared to facing life's challenges, to make decisions, and to choose the better options.

In the Family

The home or family is the first social agency with which the child comes into contact. Interactions with other members of the family, parents, siblings and others, have a lasting influence on the personality of the child and his social behavior.

In the family, the student plays the roles of an elder brother or sister, a house helper, a babysitter, or an animal keeper. Usually, the student helps in looking after the younger siblings, prepare food, clean the house and accompany the younger siblings. The role of the family, particularly the parents, in shaping the social behavioral pattern of the child was highlighted for the first time by Freud.

Using the formulations of psychoanalytic theory, Freud attempted to explain the impact of parental behavior, parental attitudes and early childhood experiences on the development of the personality and social behavior of the child. "The family is the society in miniature", observed Freud. The above statement highlights the crucial role of the family in the socialization process.

Studies on normal children, by Sears, Baldwin and others, have brought out evidence to show that extreme shades of child rearing attitudes and practices on the part of the parents have a definite influence in shaping the social behavior of children. Some of the behavioral patterns which have been investigated in this direction are authoritarianism, aggressiveness and dependency.

<https://www.psychologydiscussion.net/behaviour/top-6-agencies-of-socialization-behaviorpsychology/2861>

Outside of the Home

Apart from one's own parents, adults in the neighborhood also exert an influence in the shaping of the social behavior of the growing children. Students can also perform many roles and functions as they relate and interact with other people, units and organizations. They can serve as

volunteers in feeding program, reforestation project, or anti-child labor movement.

Another role that students can perform is being a member of *Sangguniang Kabataan (SK)*. The SK intends to train the youth for public service, particularly in governance.

Simultaneous membership in various groups or communities

- Member of the learning community
- Cyberspace community
- Spiritual community
- Recreational community
- Health community
- Work community
- Disability community
- Volunteer community

Hierarchy of Roles in the Community

A role is a window to a person's personality and behavior, and it indicates what people can expect from him or her. How a person performs the functions corresponding to his or her will show if the person is responsible, trustworthy, efficient, negligent, or unreliable. Roles also indicate how others should relate with one another.

Adam Kmiec (2013) identifies five types of roles that a community should have in order to attain success in its existence.

1. The **host** is someone who entertains the guests, organizes an event, maintains peace and order, sets some rules and enforces them, pulling some people out when called for.

Examples: Community leaders or those occupying such as statuses as mayor, barangay chairman, school principal, company head and administrator and police chief, to name a few.

2. The **facilitator** is focused on carrying out enjoyable and pleasant conversation with guests, encouraging people to meet and mingle with one another and introducing guests to each other.

Examples: media practitioners who work in newspapers, magazines, radio, and television. They occupy such positions as editor, writer, broadcaster and newscaster.

3. The **popular** one is rather self-centered but has the ability to make people gravitate toward him or her and to attract people's attention.

Examples: top community leaders, political kingmakers (also called political godfathers, big business people, top entertainers and show business talents, and leading society personalities belong to this category).

4. The **instigator** makes community life more interesting by airing criticisms, writing negative comments, and starting controversies. The instigator serves as the devil's advocate mostly for entertainment.

Examples: Opinion writers, critics, and columnists.

5. The **voyeur** lends support to the host through his or her mere physical presence.

Examples: community folks, the followers, supporters, and the public who attend every event organized by the host belong to this category.

Ranking the Roles

The various roles are ranked in the order of prestige, value, and importance accorded by the community. Prestige is the respect and admiration that an occupation or role holds in a community.

The social role valorization (SRV) accords valued roles for all members of the community. A community gives its members a sense of purpose and a feeling of belongingness. They tend to stay inactive and eventually fall out. This is where SRV plays a crucial role. Giving valued roles to all members motivates them to get involved actively in community activities, realize the importance of their participation, and relate with each other more frequently. It appears that SRV is more important in a community of interests for its maintenance and survival than in a geographic community, which can exist almost forever until a political decision declares otherwise.

In both geographic community and community of interests, the social roles of persons are ranked in the order of importance accorded by the community.

Highest rank	Leaders, decision makers, influential personalities
High rank	Educators, police and other peace order keepers, big business people and employers, religious leaders, lawyers, judges, medical doctors
Low rank	Construction workers, maintenance crew, sales and office clerks, auto mechanics
Lower rank	Street vendors, garbage collectors, street sweepers
Lowest rank	Beggars, criminals, street hawkers, addicts

In the Philippines, the ranking of occupations is made according to popularity. The popularity is based on two views – the view of the worker and the view of the employer. There may be no claim that these jobs were seen as prestigious, but their popularity can be considered as a stamp of prestige or of being the most desired occupations.

Below are the top 10 job vacancies in Metro Manila as identified by the Department of Labor and Employment in the year 2011.

- 1.call center agents
- 2.sales representatives
- 3.computer professionals
- 4.clerks (accounting, bookkeeping, etc.)
- 5.shop salespersons
- 6.protective services workers
- 7.engineers
- 8.cashiers and ticket clerks
- 9.accountants and auditors
- 10.debt collectors

What about the students?

The rank given to their role depends on the aspect being looked at. They are perceived as the hope of the community for a better and brighter future, thereby encouraging the parents, an adult community, and the government to provide them all the support they could.

Below are the ranking compiled by the Commission on Higher Education (CHED) in terms of the number of graduates in academic year 2014-2015, and the number of enrolment in academic year 2015-2016 both in universities and colleges:

Rank	Higher Education Graduates by Discipline Group (2014-2015)	Higher Education Enrolment by Discipline Group (2015-2016)
1	Business	Business
2	Education	Education
3	Information Technology	Engineering and Technology
4	Engineering and Technology	Information Technology
5	Medical and Allied Disciplines	Other Disciplines
6	Other Disciplines	Medical and Allied Disciplines
7	Maritime	Maritime
8	Social and Behavioral Sciences	Fisheries, Veterinary Medicine, Agricultural, Forestry
9	Fisheries, Veterinary Medicine, Agricultural, Forestry	Social and Behavioral Sciences
10	Service trades	Service trades
11	Mass Communication	Humanities
12	Humanities	Architecture

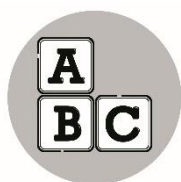
13	Natural Science	Natural Science
14	Architecture	Mass Communication
15	Law and Jurisprudence	Fine and Applied Arts
16	Mathematics	Law and Jurisprudence
17	Religion and Theology	Mathematics
18	General	Religion and Theology
19	Fine and Applied Arts	General
20	Home Economics	Home Economics
21	Trade, Crafts, and Industry	Trade, Crafts, and Industry

Sources:

<http://www.ched.gov.ph/central/page/higher-education-graduates-by-discipline-group-ay-2014-15>

<http://www.ched.gov.ph/central/page/higher-education-enrollment-by-discipline-group-ay-2015-16>

These degree courses may indicate the kind of jobs that are popular to students once they join the country's labor force. There is no guarantee, however, that these equate to available jobs by the time the students graduate. Demands in the job market change from time to time.



What's More

Modified True or False. Write **T** if the statement is true. If the statement is false, write **F** and change the word that made the statement erroneous. Answer this on your activity notebook.

- _____ 1. A person considered as host in one occasion maybe a voyeur in another event, and may take on some roles in other situations.
- _____ 2. Changing the role of a person most likely changes the manner of treatment by other people and their expectations from the person.
- _____ 3. The role or the position itself commands respect and admiration regardless of the occupant or player.
- _____ 4. The oppositionists belong under instigator.
- _____ 5. The facilitator is confused for the host as he or she wants everybody to enjoy the occasion.
- _____ 6. The popular one makes the community alive and exciting.
- _____ 7. The social valorization (SRV) accords valued roles for selected members of the community.

- _____ 8. The various roles are ranked in the order of prestige, value and importance instructed by the community.
- _____ 9. The popular is someone that everyone knows and can trust.
- _____ 10. The facilitator is someone who entertains the guests.



What I Have Learned

Write your personal insights of what you have learned from the lesson on your activity notebook.

1. I have learned that _____.
2. I have realized that _____.
3. I will apply _____.



What I Can Do

Direction: Identify the people you interact with and the various groups you are involved in (family, religious affiliation, musical band, school organizations etc.) and your position in each group. Also enumerate your functions in each position. From these, draw a social map of your relationships. (Use 1/8 illustration board)

RUBRIC in Creating a Map of Relationships

(Refer to What I Can Do Activity)

Intended Learning Outcome: Identify the people you are involved in and create a map of your relationships.

Direction: Make sure to follow the criteria to earn high points in your output.

CRITERIA	Excellent 4	Very Good 3	Good 2	Needs Improvement 1	Total
Creativity Has neatness, graphics, and ease of layout.					
Organization Provides sequencing, categorization, connection, correct grammar and spelling)					
Overall quality presentation Content accuracy					

Total _____



Assessment

A. Directions: Identify what is being asked in each item. Choose your answer from the box below. Write your answer on your activity notebook.

Socialization	role	prestige
Human mind	occupations	rank

- _____ 1. Commands respect and admiration regardless of the occupant or player.
- _____ 2. These are perceived as highly important and valued in the community.
- _____ 3. A position involves dealing with important people and making important decisions.
- _____ 4. Maybe shaped by external forces and relationships.
- _____ 5. It is learning to behave in which society accepts.

B. Enumeration (In any order)

- 6- 8 Enumerate the reasons why SRV plays a crucial role in the community
- 9 – 10 List down the two ranking of occupations according to popularity



Additional Activities

Directions: Supply the missing letters in the following roles or occupations. Identify which of the following listed roles you can play. Then, design a creative presentation in a form of a video with whom you relate and the role you play in such a relationship.

1. ____ ____ U ____ A T ____ ____ S - who molds the minds of the youth
2. P ____ ____ S I ____ ____ ____ N - gives healing and comfort to the sick.
3. ____ ____ L ____ C ____ - order keepers
4. V ____ ____ L U ____ ____ ____ E ____ R - works without compensation
5. ____ ____ D ____ G ____ S - who interpret the laws in the community

RUBRIC in Designing a Creative Presentation (Refer to Additional Activities)

Intended Learning Outcome: Design a creative presentation on how thinking processes are shaped by social relationships.

Direction: Make sure to follow the criteria to earn high points in your video presentation.

CRITERIA	4	3	2	1	Total
Presentation	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.	
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.	
Language use (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Satisfactory variety of non-verbal cues used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.	
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.	

GLOSSARY

Human mind – has an innate power or capability to think on its own

Socialization – shapes and guides the mind and behavior of a person according to his or her family's and society's norms.

Social relationships – interactions between two or more people, groups or organizations.

Thinking – it makes use of symbols, percept, images either sensory or verbal, and concepts

Role – a window to a person's personality and how others relates with the person

Multiple roles – a person may have two or more roles in the community

Prestige – respect and admiration that an occupation or role holds in a community

Social role valorization (SRV) – valued roles for all members of the community.

Social roles – our responsibilities, expectations and behaviors we adopt in the community.

Hierarchy of roles – order/ sequence of roles played in the community.

Rank – is associated with the role on the aspect being looked at.



Answer Key

What's In

1. G
2. H
3. I
4. J
5. O
6. N
7. M
8. L
9. K
10. A
11. C
12. B
13. E
14. D
15. F

What I Know

Answers may vary

What's More

1. T
2. T
3. T
4. T
5. T
6. T
7. F, ALL
8. T
9. F, HOST
10. F, HOST

What's New

Answers may vary

Assessment

- A.
1. role
 2. occupations
 3. prestige
 4. Human mind
 5. Socialization
- B. Enumeration (In any order
6. gives its member a sense of purpose.
 7. a feeling of belonging
 8. they tend to stay inactive and eventually fall out
 - 9 – 10 the view of the worker and the view of the employer
- Additional Activities
1. educators
 2. physician
 3. police
 4. Volunteer
 5. judges

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TEACHERS GUIDE

Most Essential Learning Competencies

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