



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



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

Quarter 4 – Module 5: Neural and Social Networks



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**Trends, Networks, and Critical Thinking in the 21st Century – Grade 11
Alternative Delivery Mode
Quarter 4 – Module 5: Neural and Social Networks
First Edition, 2020**

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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 with the primary aim of developing them to be productive people in the society.

This course presents some relevant information about neural and social networks which can be applied in facing challenges in our world today. You shall be able to learn some skills and ideas that you may use for your daily living in this democratic society. By studying this module, you will learn not to abuse the independence you have and appreciate its value. You will also become a productive citizen by understanding your role in the society as a whole. Thus, you could be an influence of “change for the better” in this challenging world.

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

The learner is expected to:

1. Differentiate connections from relationship, and networks
(HUMSS_MCT12-IIg-i-1)
2. Illustrate how the brain or neural network works
(HUMSS_MCT12-IIg-i-2)

At the end of the module, you are expected to:

- differentiate connections, relationships, and networks;
 - explain connections, relationships, and networks
 - utilize various social media regarding connections, relationships, and networks in the 21st century
 - value the connections, relationships, and networks in the 21st century
- Illustrate how the brain or neural network works.

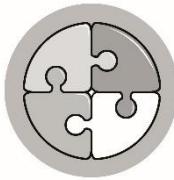


What I Know

Direction: Read each item carefully and write the letter of the best answers in your activity notebook.

1. What are social networks?
 - a. Society coming together to do good things.
 - b. A network of strangers that get to know each other.
 - c. A network of social interactions and personal relationships
 - d. A network of an online gaming community
2. Which of the following is an important characteristic of social networks?
 - a. They are important platforms for sending email
 - b. They are made of social interactions between people
 - c. They are used for storing network configuration details
 - d. None of these answers are correct
3. The graphical representation of a social network analysis is made up of links and _____.
 - a. People
 - b. Networks
 - c. Nodes
 - d. Computers
4. ____ can be used to describe nodes that contain the most amount of information about a network.
 - a. Social Networks
 - b. Betweenness Centrality
 - c. Degree Centrality
 - d. Broadcasters
5. This system controls everything you do.
 - a. Nervous system
 - b. Olfactory system
 - c. Respiratory system
 - d. Endocrine system
6. Without the nervous system, you wouldn't be able to _____.
 - a. Walk
 - b. Breathe
 - c. Think
 - d. All of the above
7. The nervous system is made up of these three parts:
 - a. Brain, heart, and spinal cord
 - b. Brain, spinal cord, and nerves
 - c. Nerves, arteries, and veins
 - d. Nerves, liver, and heart
8. Which part of the body is the control center for the nervous system?
 - a. Spinal cord
 - b. Stomach
 - c. Brain
 - d. Heart

9. A typical brain weighs how much?
- a. 3 pounds (1.4 kilograms)
 - b. 3 ounces (85 grams)
 - c. 3 tons (2.7 metric tons)
 - d. 3 kilograms (6.6 pounds)
10. What is the biggest part of the brain?
- a. Brain stem
 - b. Think tank
 - c. Cerebrum
 - d. Cerebellum



What's In

Task 1: Connect Them All

Directions: Tick at least five item or concepts that emphasize good relationship. Then think of situations when you applied or experienced such concepts in your family, school, or neighborhood. Write your answer in your notebook.

CONCEPTS	SITUATIONS APPLIED/EXPERIENCED
<input type="checkbox"/> Understanding	I <u>had a fight with my sister/brother</u>
<input type="checkbox"/> Humility	_____
<input type="checkbox"/> Jealousy	_____
<input type="checkbox"/> Love	_____
<input type="checkbox"/> Trust	_____
<input type="checkbox"/> Greed	_____
<input type="checkbox"/> Patience	_____



What's New

Task 2: Relate Them All

Directions: From the concepts that you have ticked in Task 1, indicate what network devices/technology you were able to use in maintaining good relationships. Write your answer in your notebook.

CONCEPTS

Understanding

NETWORK USED

I called my sister using my cellular phone



What is It

INTRODUCTION

A *network* is a group of individuals who collaborates with each other to be able to achieve a purpose and connection. It can be best described as work team, meeting of learners of the same course and profession, or any group who works together for a common cause. Establishing a network is important because through pooling resources, the organization can be aware of potential threats or problems that may arise during a project or event. Networking is associated with participation since it builds support and allows empowerment of its members. It also strengthens the work team to advocate issues, provide credibility, attain outcomes, give accurate information, plan activities, support project, and solve potential problems.

Networking allows people to be flexible as they adjust to the changing environment. These individuals depend on different lifelong learning skills that they use in their interaction with their peers and workmates. Networking further connects and gathers people from a heterogeneous group of individuals from across professions and classes to achieve their plans and goals. It pivots innovations and awareness as people exchange knowledge and information. Weak and strong networks provide learning that will give organizations and

people an idea of how links and connections work. Thus, an individual may devise methods and ties to his or her learning needs and use technology to enhance such skills.

Connection refers to something that joins two or more objects or individuals. It also shows a situation wherein two or more objects or individuals have a similar cause, goal, or origin. The participants of Occupy movements, for instance, were connected together by a common goal of socioeconomic justice. Connection also exists between two individuals (or among many), events, and objects. Global warming is connected to frequent forest fires, just as unemployment is connected to poverty.

Similarly, a *relationship* refers to the state or condition of being connected; the way in which two or more individuals or groups regard and behave toward one another; the manner by which two or more people, associations, or countries deal with each. The annual Asia-Pacific Economic Cooperation (APEC) meeting of heads of state demonstrates a relationship between economies around the Pacific belt. A relationship always involves dyadic or more levels of connection.

EXPLORE

Relationships have different meanings to different people. Such can be with friends, with a special someone, with colleagues and co-workers, with co-members of an association, and with family members, to name a few. Establishing relationships is an important component of your life. As you pass through the different life stages, you will meet a variety of people with whom you'll build relationships with, whether good or bad, some of which will leave long-lasting impacts on your life.

Establishing good relationships with friends is essential. Doing things for each other without expecting anything in return makes a good friendship. Building good relationships with colleagues and coworkers can be an asset to your work success. A promotion, a raise, or an appreciation from your company may come out due to your low-quality work backed up by good relationships with coworkers and the management. Love and respect for others are basic in establishing good and inspiring relationships in your workplace.

Familial relationships are believed to be the most important of all types of relationship. Good relationship between parents and children results in a happy, wholesome home. Studies have shown that children who grew up with good relationships with their parents acquired good attitudes, got better grades, and became better decision makers. They also developed the tendency to listen to the advice of their parents, thus, avoiding misdirection and costly mistakes in life.

Quality matters in any relationship. Sincerity, depth, and mutual understanding underlie a good relationship of any kind. Being a social actor, you are always engaged in overlapping relationships. Relationships, therefore, play a vital role in life.

NEURAL NETWORK

The human brain is the command center for the human nervous system. It receives signals from the body's sensory organs and outputs information to the muscles. The human brain has the same basic structure as other mammal brains but is larger in relation to body size than any other brains.⁴

The brain is an amazing three-pound organ that controls all functions of the body, interprets information from the outside world, and embodies the essence of the mind and soul. Intelligence, creativity, emotion, and memory are a few of the many things governed by the brain. Protected within the skull, the brain is composed of the cerebrum, cerebellum, and brainstem.

The brain receives information through our five senses: sight, smell, touch, taste, and hearing—often many at one time. It assembles the messages in a way that has meaning for us, and can store that information in our memory. The brain controls our thoughts, memory and speech, movement of the arms and legs, and the function of many organs within our body.

The central nervous system (CNS) is composed of the brain and spinal cord. The peripheral nervous system (PNS) is composed of spinal nerves that branch from the spinal cord and cranial nerves that branch from the brain.

The brain is composed of the cerebrum, cerebellum, and brainstem (Fig. 1).

Cerebrum is the largest part of the brain and is composed of right and left hemispheres. It performs higher functions like interpreting touch, vision and hearing, as well as speech, reasoning, emotions, learning, and fine control of movement.

Cerebellum is located under the cerebrum. Its function is to coordinate muscle movements, maintain posture, and balance.

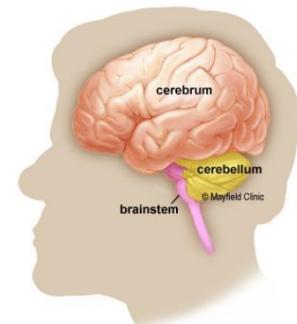


Figure 1. The brain has three main parts: the cerebrum, cerebellum and brainstem.

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Brainstem acts as a relay center connecting the cerebrum and cerebellum to the spinal cord. It performs many automatic functions such as breathing, heart rate, body temperature, wake and sleep cycles, digestion, sneezing, coughing, vomiting, and swallowing.

Right Brain-Left Brain

The cerebrum is divided into two halves: the right and left hemispheres (Fig. 2) They are joined by a bundle of fibers called the corpus callosum that transmits messages from one side to the other. Each hemisphere controls the opposite side of the body. If a stroke occurs on the right side of the brain, your left arm or leg may be weak or paralyzed.

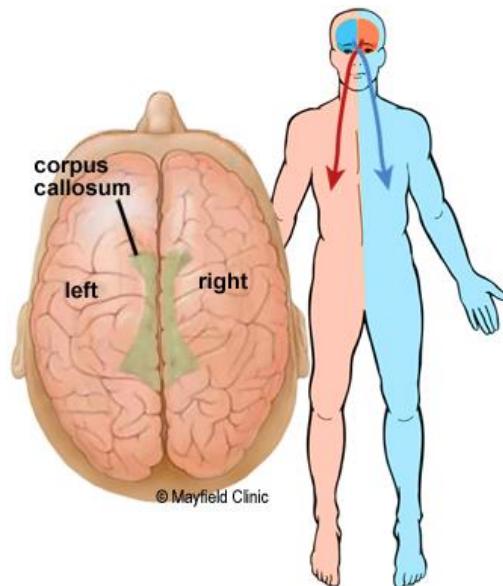


Figure 2. The cerebrum is divided into left and right hemispheres. The two sides are connected by the nerve fibers corpus callosum.

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Not all functions of the hemispheres are shared. In general, the left hemisphere controls speech, comprehension, arithmetic, and writing. The right hemisphere controls creativity, spatial ability, artistic, and musical skills. The left hemisphere is dominant in hand use and language in about 92% of people.

Lobes of the Brain

The cerebral hemispheres have distinct fissures, which divide the brain into lobes. Each hemisphere has 4 lobes: frontal, temporal, parietal, and occipital (Fig. 3). Each lobe may be divided, once again, into areas that serve very specific functions. It is important to understand that each lobe of the brain

does not function alone. There are very complex relationships between the lobes of the brain and between the right and left hemispheres.

Frontal lobe

- Personality, behavior, emotions
- Judgment, planning, problem solving
- Speech: speaking and writing (Broca's area)
- Body movement (motor strip)
- Intelligence, concentration, self-awareness

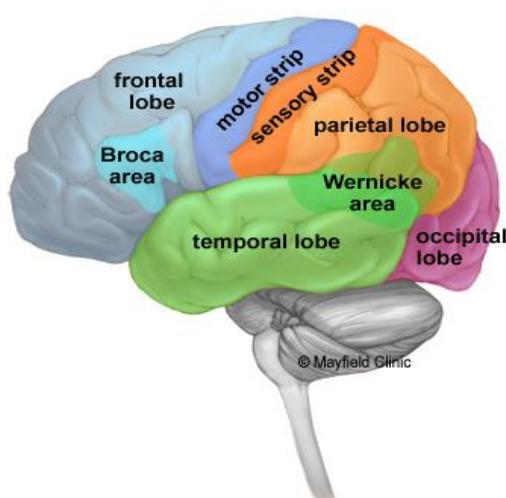


Figure 3. The cerebrum is divided into four lobes: frontal, parietal, occipital, and temporal.

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Parietal lobe

- Interprets language, words
- Sense of touch, pain, temperature (sensory strip)

- Interprets signals from vision, hearing, motor, sensory and memory
- Spatial and visual perception

Occipital lobe

- Interprets vision (color, light, movement)

Temporal lobe

- Understanding language (Wernicke's area)
- Memory
- Hearing
- Sequencing and organization

Language

In general, the left hemisphere of the brain is responsible for language and speech and is called the "dominant" hemisphere. The right hemisphere plays a large part in interpreting visual information and spatial processing. In about one third of people who are left-handed, speech function may be located on the right side of the brain. Left-handed people may need special testing to determine if their speech center is on the left or right side prior to any surgery in that area.

Aphasia is a disturbance of language affecting speech production, comprehension, reading or writing, due to brain injury—most commonly from stroke or trauma. The type of aphasia depends on the brain area damaged.

Broca's area lies in the left frontal lobe (Fig. 3). If this area is damaged, one may have difficulty moving the tongue or facial muscles to produce the sounds of speech. The person can still read and understand spoken language but has difficulty in speaking and writing (i.e., forming letters and words, doesn't write within lines)—called Broca's aphasia.

Wernicke's area lies in the left temporal lobe (Fig. 3). Damage to this area causes Wernicke's aphasia. The individual may speak in long sentences that have no meaning, add unnecessary words, and even create new words. They can make speech sounds, however they have difficulty understanding speech and are therefore unaware of their mistakes.

Cortex

The surface of the cerebrum is called the cortex. It has a folded appearance with hills and valleys. The cortex contains 16 billion neurons (the cerebellum has 70 billion = 86 billion total) that are arranged in specific layers. The nerve cell bodies color the cortex grey-brown giving it its name—gray matter (Fig. 4). Beneath the cortex are long nerve fibers (axons) that connect

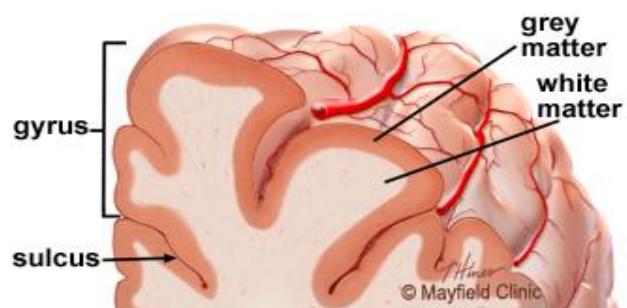


Figure 4. The cortex contains neurons (grey matter), which are interconnected to other brain areas by axons (white matter). The cortex has a folded appearance. A fold is called a gyrus and the valley between is a sulcus.

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brain areas to each other—called white matter.

The folding of the cortex increases the brain's surface area allowing more neurons to fit inside the skull and enabling higher functions. Each fold is called a gyrus, and each groove between folds is called a sulcus. There are names for the folds and grooves that help define specific brain regions.

Deep Structures

Pathways called white matter tracts connect areas of the cortex to each other. Messages can travel from one gyrus to another, from one lobe to another, from one side of the brain to the other, and to structures deep in the brain (Fig. 5).

Hypothalamus is located in the floor of the third ventricle and is the master control of the autonomic system. It plays a role in controlling behaviors such as hunger, thirst, sleep, and sexual response. It also regulates body temperature, blood pressure, emotions, and secretion of hormones.

Pituitary gland lies in a small pocket of bone at the skull base called the sella turcica. The pituitary gland is connected to the hypothalamus of the brain by the pituitary stalk. Known as the “master gland,” it controls other endocrine glands in the body. It secretes hormones that control sexual development, promote bone and muscle growth, and respond to stress.

Pineal gland is located behind the third ventricle. It helps regulate the body’s internal clock and circadian rhythms by secreting melatonin. It has some role in sexual development.

Thalamus serves as a relay station for almost all information that comes and goes to the cortex. It plays a role in pain sensation, attention, alertness and memory. *Basal ganglia* includes the caudate, putamen and globus pallidus. These nuclei work with the cerebellum to coordinate fine motions, such as fingertip movements.

Limbic system is the center of our emotions, learning, and memory. Included in this system are the cingulate gyri, hypothalamus, amygdala (emotional reactions) and hippocampus (memory).

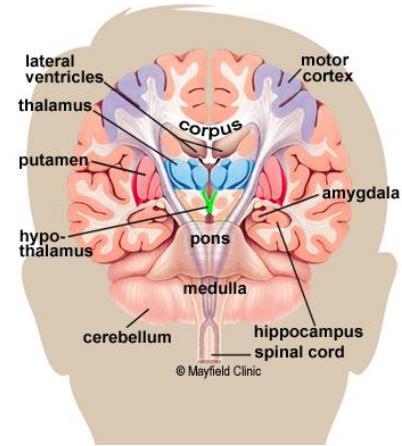


Figure 5. Coronal cross-section showing the basal ganglia.

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Memory

Memory is a complex process that includes three phases: encoding (deciding what information is important), storing, and recalling. Different areas of the brain are involved in different types of memory (Fig. 6). Your brain has to pay attention and rehearse in order for an event to move from short-term to long-term memory—called encoding.

- *Short-term memory*, also called working memory, occurs in the prefrontal cortex. It stores information for about one minute and its capacity is limited to about 7 items. For example, it enables you to dial a phone number someone just told you. It also intervenes during reading, to memorize the sentence you have just read, so that the next one makes sense.
- *Long-term memory* is processed in the hippocampus of the temporal lobe and is activated when you want to memorize something for a longer time. This memory has unlimited content and duration capacity. It contains personal memories as well as facts and figures.
- *Skill memory* is processed in the cerebellum, which relays information to the basal ganglia. It stores automatic learned memories like tying a shoe, playing an instrument, or riding a bike.

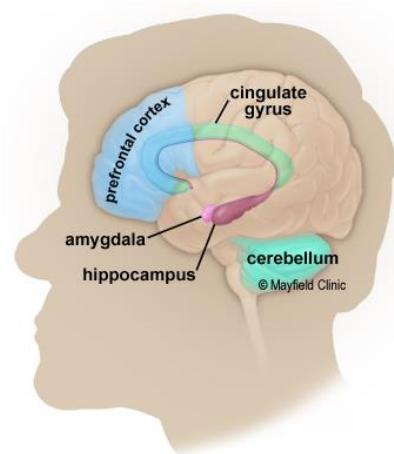


Figure 6. Structures of the limbic system involved in memory formation. The prefrontal cortex holds recent events briefly in short-term memory. The hippocampus is responsible for encoding long-term memory.

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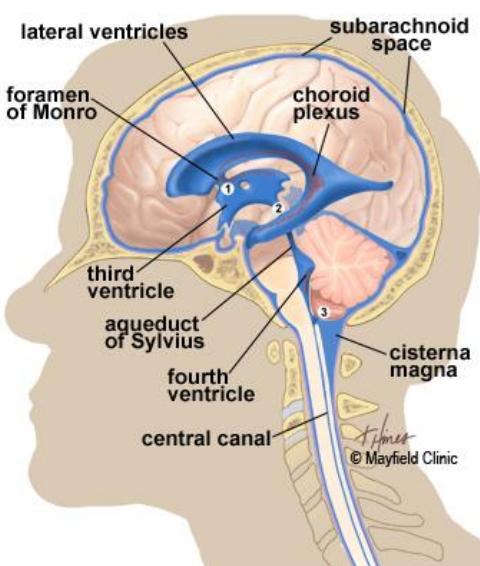


Figure 7. CSF is produced inside the ventricles deep within the brain. CSF fluid circulates inside the brain and spinal cord and then outside to the subarachnoid space. Common sites of obstruction: (1) foramen of Monro, (2) aqueduct of Sylvius, and (3) obex.

<https://tinyurl.com/2yyhs39w>

Ventricles and cerebrospinal fluid

The brain has hollow fluid-filled cavities called ventricles (Fig. 7). Inside the ventricles is a ribbon-like structure called the choroid plexus that makes clear colorless cerebrospinal fluid (CSF). CSF flows within and around the brain and spinal cord to help cushion it from injury. This circulating fluid is constantly being absorbed and replenished.

There are two ventricles deep within the cerebral hemispheres called the lateral ventricles. They both connect with the third ventricle through a separate opening called the foramen of Monro. The third ventricle connects with the fourth ventricle through a long narrow tube called the aqueduct of Sylvius. From the fourth ventricle, CSF flows into the subarachnoid space where it bathes and cushions the brain. CSF is recycled (or

absorbed) by special structures in the superior sagittal sinus called arachnoid villi.

A balance is maintained between the amount of CSF that is absorbed and the amount that is produced. A disruption or blockage in the system can cause a build up of CSF, which can cause enlargement of the ventricles (hydrocephalus) or cause a collection of fluid in the spinal cord (syringomyelia).

Skull

The purpose of the bony skull is to protect the brain from injury. The skull is formed from eight bones that fuse together along suture lines. These bones include the frontal, parietal (2), temporal (2), sphenoid, occipital, and ethmoid (Fig. 8). The face is formed from 14 paired bones including the maxilla, zygoma, nasal, palatine, lacrimal, inferior nasal conchae, mandible, and vomer.

Inside the skull are three distinct areas: anterior fossa, middle fossa, and posterior fossa (Fig. 9). Doctors sometimes refer to a tumor's location by these terms, e.g., middle fossa meningioma.

Similar to cables coming out the back of a computer, all the arteries, veins and nerves exit the base of the skull through holes, called foramina. The big hole in the middle (foramen magnum) is where the spinal cord exits.

Cranial nerves

The brain communicates with the body through the spinal cord and twelve pairs of cranial nerves (Fig. 9). Ten of the twelve pairs of cranial nerves that control hearing, eye movement, facial sensations, taste, swallowing and movement of the face, neck, shoulder and tongue muscles originate in the brainstem. The cranial nerves for smell and vision originate in the cerebrum. The Roman numeral, name, and main function of the twelve cranial nerves:

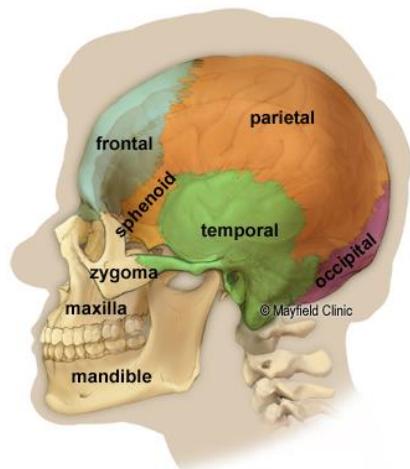


Figure 8. The brain is protected inside the skull. The skull is formed from eight bones.

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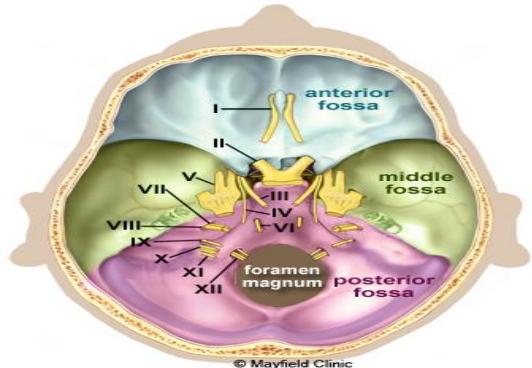


Figure 9. A view of the cranial nerves at the base of the skull with the brain removed. Cranial nerves originate from the brainstem, exit the skull through holes called foramina, and travel to the parts of the body they innervate. The brainstem exits the skull through the foramen magnum. The base of the skull is divided into 3 regions: anterior, middle and posterior fossae.

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Number	Name	Function
I	Olfactory	Smell
II	Optic	Sight
III	Oculomotor	Moves eye, pupil
IV	Trochlear	Moves eye
V	Trigeminal	Face sensation
VI	Abducens	Moves eye
VII	Facial	Moves face, salivate
VIII	Vestibulocochlear	Hearing, balance
IX	Glossopharyngeal	Taste, swallow
X	Vagus	Heart rate, digestion
XI	Accessory	Moves head
XII	Hypoglossal	Moves tongue

Meninges

The brain and spinal cord are covered and protected by three layers of tissue called meninges. From the outermost layer inward they are: the dura mater, arachnoid mater, and pia mater.

Dura mater is a strong, thick membrane that closely lines the inside of the skull; its two layers, the periosteal and meningeal dura, are fused and separate only to form venous sinuses. The dura creates little folds or compartments. There are two special dural folds, the falx and the tentorium. The falx separates the right and left hemispheres of the brain and the tentorium separates the cerebrum from the cerebellum.

Arachnoid mater is a thin, web-like membrane that covers the entire brain. The arachnoid is made of elastic tissue. The space between the dura and arachnoid membranes is called the subdural space.

Pia mater hugs the surface of the brain following its folds and grooves. The pia mater has many blood vessels that reach deep into the brain. The space between the arachnoid and pia is called the subarachnoid space. It is here where the cerebrospinal fluid bathes and cushions the brain.

Blood supply

Blood is carried to the brain by two paired arteries, the internal carotid arteries and the vertebral arteries (Fig. 10). The internal carotid arteries supply most of the cerebrum.

The vertebral arteries supply the cerebellum, brainstem, and the underside of the cerebrum. After passing through the skull, the right and left vertebral

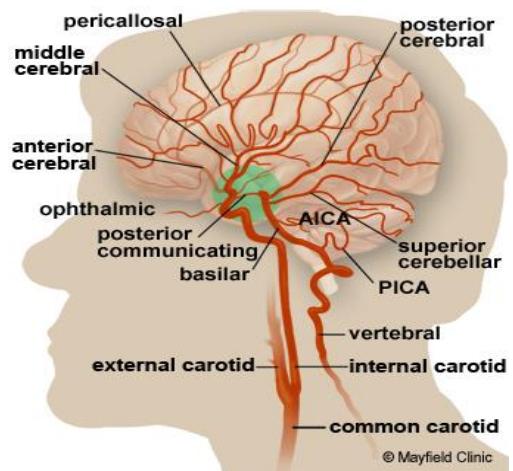


Figure 10. The common carotid artery courses up the neck and divides into the internal and external carotid arteries. The brain's anterior circulation is fed by the internal carotid arteries (ICA) and the posterior circulation is fed by the vertebral arteries (VA). The two systems connect at the Circle of Willis (green circle).

arteries join together to form the basilar artery. The basilar artery and the internal carotid arteries “communicate” with each other at the base of the brain called the Circle of Willis (Fig. 11). The communication between the internal carotid and vertebral-basilar systems is an important safety feature of the brain. If one of the major vessels becomes blocked, it is possible for collateral blood flow to come across the Circle of Willis and prevent brain damage.

The venous circulation of the brain is very different from that of the rest of the body. Usually arteries and veins run together as they supply and drain specific areas of the body. So one would think there would be a pair of vertebral veins and internal carotid veins. However, this is not the case in the brain. The major vein collectors are integrated into the dura to form venous sinuses — not to be confused with the air sinuses in the face and nasal region. The venous sinuses collect the blood from the brain and pass it to the internal jugular veins. The superior and inferior sagittal sinuses drain the cerebrum, the cavernous sinuses drains the anterior skull base. All sinuses eventually drain to the sigmoid sinuses, which exit the skull and form the jugular veins. These two jugular veins are essentially the only drainage of the brain.

Cells of the brain

The brain is made up of two types of cells: nerve cells (neurons) and glia cells.

Nerve cells

There are many sizes and shapes of neurons, but all consist of a cell body, dendrites and an axon. The neuron conveys information through electrical and chemical signals. Try to picture electrical wiring in your home. An electrical circuit is made up of numerous wires connected in such a way that when a light switch is turned on, a light bulb will beam. A neuron that is excited will transmit its energy to neurons within its vicinity.

Neurons transmit their energy, or “talk”, to each other across a tiny gap called a synapse (Fig. 12). A neuron has many arms called dendrites, which act like antennae picking up messages from other nerve cells. These messages are passed to the cell body, which determines if the message should be passed along. Important messages are passed to the end of the axon where sacs containing neurotransmitters open into the synapse. The neurotransmitter molecules cross the synapse and fit into special receptors on the receiving nerve cell, which stimulates that cell to pass on the message.

Glia Cells

Glia (Greek word meaning glue) are the cells of the brain that provide neurons with nourishment, protection, and structural support. There are about

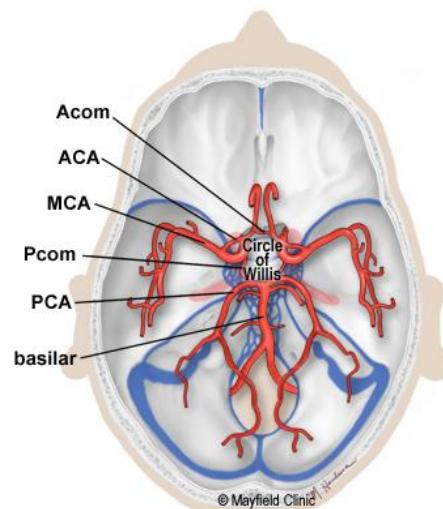


Figure 11. Top view of the Circle of Willis. The internal carotid and vertebral-basilar systems are joined by the anterior communicating (Acom) and posterior communicating (Pcom) arteries.

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10 to 50 times more glia than nerve cells and are the most common type of cells involved in brain tumors.

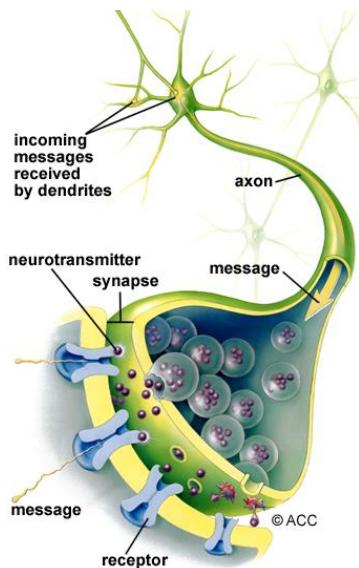


Figure 12. Nerve cells consist of a cell body, endrites and axon. Neurons communicate with each other by exchanging neurotransmitters across a tiny gap called a synapse.

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cubic centimeters

- The brain makes up about 2% of a human's body weight
- The cerebrum makes up 85% of the brain's weight
- It contains about 86 billion nerve cells (neurons)—the “gray matter”
- It contains billions of nerve fibers (axons and dendrites)—the “white matter”
- These neurons are connected by trillions of connections or synapses.⁴

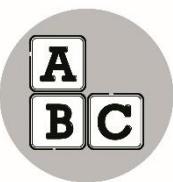
Facts about the human brain

- The human brain is the largest brain of all vertebrates relative to body size
- It weighs about 3.3 lbs. (1.5 kilograms)
- The average male has a brain volume of 1,275 cubic centimeters
- The average female has a brain volume of 1,131

Comparison between neural network and social network²

	Neural Network	Social Network
Links	Nerve cells	People
Purpose	<ul style="list-style-type: none"> • To keep proper physical and mental functioning of the body • To keep the body alive 	<ul style="list-style-type: none"> • To maintain kinship ties • To show common interests
Location	Human head	Community
Source of message	Brain	Person
Receiver of message	Specific part of the body	Individual members
Transmission of message	Neuron connections	<ul style="list-style-type: none"> • Verbal and nonverbal • Use of technology

Time frame of transmission and reception of message	Within seconds; fast speed	Varying speed
Reaction or feedback	Normally an action specific or appropriate to the body part	Varied reactions
Boundary	Human body	Group, association, club



What's More

Task 3: Why, oh, why?

Imagine how the feeling of joy or anger, as a message, is transmitted from the stimulus to the spinal cord, the brain, and other concerned parts of the body. Show the facial expression of joy (draw an emoji with your perception of the face of joy). Why is the facial expression of joy different from that of anger? (Explain in 3–5 sentences.). Write your answer in your notebook.



What I Have Learned



I have learned that the brain is _____

I have realized that I will always use my brain because _____



What I Can Do

Task 4: Sketching It Out

You are a freelance illustrator and comic artist. You want to apply as a regular contributor for a popular comics publication. They are in need of a comic strip about Filipino kinship relations covering the nuclear family and relatives. They asked you to submit a six-page, colored illustrated story showing the following features: good traits and values that the family members possess; dealing with conflicts and settling differences; and methods they employ in decision-making. It is up to you to select the issue in which the story would revolve on.

The editorial board of the publication will evaluate your work based on the following criteria:

- content (specified features, sequence of story, grammar and spelling, and relevant scenarios)10 points
- creativity (well-designed characters, simple and witty text)10 points



Assessment

Direction: Read each item carefully and write the letter of the best answer in your activity notebook.

1. The command center for the human nervous system
a. heart b. eyes c. human brain d. internal organs
2. The brain receives information through the _____ senses.
a. 10 b. 7 c. 6 d. 5
3. The largest part of the brain.
a. Cerebellum b. Cerebrum c. Brain stem d. Neurons
4. The coordinates muscle movements and maintains posture and balance.
a. Cerebellum b. Cerebrum c. Brain stem d. Neurons

5. Performs many automatic functions such as breathing, heart rate, body temperature, wake and sleep cycles, digestion, sneezing, coughing, vomiting, and swallowing.
 - a. Cerebellum
 - b. Cerebrum
 - c. Brain stem
 - d. Neurons
6. Plays a role in controlling behaviors such as hunger, thirst, sleep, and sexual response. It also regulates body temperature, blood pressure, emotions, and secretion of hormones.
 - a. Hypothalamus
 - b. Pineal gland
 - c. Pituitary gland
 - d. Thalamus
7. Plays a role in pain sensation, attention, alertness and memory.
 - a. Hypothalamus
 - b. Pineal gland
 - c. Pituitary gland
 - d. Thalamus
8. It helps regulate the body's internal clock and circadian rhythms by secreting melatonin.
 - a. Hypothalamus
 - b. Pineal gland
 - c. Basal ganglia
 - d. Limbic system
9. The center of our emotions, learning, and memory
 - a. Hypothalamus
 - b. Pineal gland
 - c. Basal ganglia
 - d. Limbic system
10. It works with the cerebellum to coordinate fine motions, such as fingertip movements.
 - a. Hypothalamus
 - b. Pineal gland
 - c. Basal ganglia
 - d. Limbic system



Answer Key

What I Know

1. C
2. B
3. C
4. A
5. A
6. D
7. B
8. C
9. A
10. C

What's In

Task 1: Connect Them All

Answers may vary

What's New

Task 2: Relate them all

Answers may vary

What's More

Task 3: Why, oh, why?

Answers may vary

What Can I Do

Task 4: Sketching It Out

Answers may vary

Assessment

1. C
2. D
3. B
4. A
5. C
6. A
7. D
8. B
9. D
10. C

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