Republic of the Philippines
COMMISSION ON HIGHER EDUCATION
Samar Colleges, Inc.
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SAMAR COLLEGE
SVP-AP
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DATE: 8/8/25
TIME: 4:30PM

OUTCOMES-BASED EDUCATION (OBE) SYLLABUS

I.	**Course Code**	:	**Soc. Stud 402**
II.	**Course Descriptive Title**	:	**Trends & Issues in Social Studies**
III.	**Credit Units**	:	**Three (3) Units**
IV.	**Course Pre-requisite**	:	**None**
V.	**Professor/Instructor**	:	**Mary Mar A. Cabarles, LPT**
VI.	**Academic Term and School Year**	:	**1st Semester | A.Y. 2025-2026**
VII.	**Samar College Vision, Mission, Core Values and Mantra**		

SC Vision

We are the leading center of learning in the Island of Samar. We take pride in being the school of first choice by students where they can fully attain academic and personal achievements through affordable education, excellent instruction, and state-of-the-art facilities in a values-driven education.

SC Mission

Samar College is a community-based, privately owned learning institution that provides quality basic, tertiary and graduate education to students of Samar Island and the neighboring communities. We commit to help our students improved their quality of life by delivering affordable, values-driven, industry-relevant curricular programs that produce globally-competitive, innovative, service-oriented and God-fearing citizens who contribute to the progress of the society.

Core Values

Samar College commits itself to the following values represented by the acronym **INSPIRE,** as follows: **I** – Integrity – **N** – Nation-Building, **S** – Spirituality, **P** – Professionalism, **I** – Inclusivity, **R** – Resourcefulness, **E** – Excellence.

SAMAR COLLEGE
SVP - Academic Programs
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1. We ensure that our educational system is at the forefront of innovation and technology providing our faculty and students all opportunities to develop to their fullest potential.
2. We provide solid foundation in education and values that serve as the springboard to gainful employment and entrepreneurship for better quality of life for our people.
3. We value people as our greatest resource ensuring that their dignity and well-being are respected at all times.
4. We create leaders who are willing to put the greater good of others above their personal interest. We uphold our principles and values even when others choose not to do so.
5. We foster excellence in the arts to refine the expression of thoughts and feelings.
6. We strive to lead and not be led, to influence rather than be influenced. By our examples, we shall be judged.
7. We treat one another with respect and genuine concern. We go beyond the call of duty to make sure that no one is left behind.

SC MANTRA - FOCUS and RISE IN SAMAR COLLEGE

The mantra FOCUS and RISE in Samar Colleges Inc is designed to emphasize commitment, accountability, and the drive to excel. It underscores focus and rising to ensure that Samar Colleges will attain its preferred future: **"Samar College as Champion for Empowering Leaders and Changemakers"**

FOCUS and RISE framework represents the 10 working principles to be adopted and integrated in the operation of the College that will surely position it to a level that will be highly competitive as an educational institution not only in the region but in the country. By 2030, Samar Colleges Inc. shall start to earn recognitions for its cutting edge projects and innovations implemented to empower its human resources, students and alumni. Samar College shall focus on holistic development and social responsibility. Thus,

F – Follow through to completion
O – Organize tasks by breaking down big ideas into doable parts
C – Connect new ideas with old ones (Associate new ideas with the old)
U – Uphold doing things right from the start (Do the right things right the first time)
S – Substantial focus on the vital few, not the trivial many
and
R – Results-driven (Begin with the end in mind)
I – Integrity in doing the right things, not the easier wrong
S – Self-accountability (If it is to be, it is up to me)
E – Exceed expectations by facing challenges with determination (No challenge too great, no task too menial)

Principles Mapped to the Acronym:

1. **Begin with the end in mind** → Results-driven (**R**)
2. **Associate new ideas with the old** → Connect new ideas with old ones (**C**)
   Do not reinvent the wheel → Connect new ideas with old ones (**C**)
3. **Break down big ideas into doable parts** → Organize tasks (**O**)
4. **Follow through to completion** → Follow through (**F**)
5. **Do the right things right the first time** → Uphold doing things right (**U**)
6. **Focus on the substantial few and not the trivial many** → Substantial focus (**S**)
7. **Do the right things and not the easier wrong** → Integrity in decisions (**I**)
8. **No challenge too great, no task too menial** → Exceed expectations (**E**)
9. **If it is to be, it is up to me** → Self-accountability (**S**)
10. **Temper your decision in moderation** → Rise with Resilience (**R**), incorporating the essence of moderation and balance thriving within limits, where decisions are tempered to adapt effectively.

VIII. College of Education Goal

The College of Education of the Samar Colleges, Inc. strives to develop professional, competent, and values-driven 21st century educator who embody academic excellence with a deep sense of commitment to transformative and innovative education towards social transformation.

Key Features:

Professionally Competent
Demonstrates strong content knowledge aligned with CHED outcomes-based education; effective pedagogical strategies; excellent communication and classroom management skills; expertise in assessment and evaluation; proficiency in educational technology; reflective practice; adherence to high ethical and moral standards; a collaborative mindset; and a commitment to lifelong learning.

Nation-Building
Cultivates a deep sense of patriotism and civic responsibility; contributes to the formation of a just, humane, and progressive society; advances national development through education, service, innovation, and leadership; and empowers individuals to become active agents of positive change in their communities and the nation.

Values-Driven and Socially Responsible
Embodies a non-sectarian yet ethically grounded worldview rooted in faith in God; demonstrates integrity, compassion, and accountability in personal and professional conduct; actively contributes to the betterment of society.

21st-Century Skilled
Exhibits digital literacy, critical thinking, creativity, adaptability, and innovation; prepared to navigate the demands of an ever-evolving global landscape.

Academic Excellence
Achieves exemplary performance in coursework and assessments; demonstrates mastery of subject matter and skills; engages in critical thinking and problem-solving; embraces lifelong learning; upholds discipline and responsibility; fosters creativity and innovation; and communicates and collaborates effectively.

Inclusive and Transformative
Promotes equity and access in education for all learners; adapts teaching methods to diverse needs; provides support for learners with disabilities; practices culturally responsive teaching; challenges discrimination and exclusion; fosters critical thinking, reflection, and values-based learning; leads transformative change by confronting climate change, social inequality, and the impacts of globalization.

IX. Bachelor of Secondary Education (BSED)

The Bachelor of Secondary Education aims to:

1. Develop deep expertise in the major discipline aligned with the secondary curriculum, and strengthen skills in instruction, assessment, and lifelong professional growth to meet evolving educational challenges.
2. Foster research and innovation that enhance learner-centered teaching, support diverse student needs, and contribute to school and community improvement.
3. Uphold professionalism, integrity, and reflective practice based on PPST and global ethical standards, nurturing civic responsibility and a commitment to a just, humane, and sustainable society.

X. Course Description

This 54-hour course will explore the trends and issues in social studies within the context of a rapidly changing world and will employ multidisciplinary and interdisciplinary approaches in discussing and exploring the various trends and issues in Social Studies/Science. It covers the various challenges (e.g., geographical, political, economic, cultural, social, and technological landscapes) affecting the social science curriculum.

XI. Program Outcomes

	Program Outcomes	Dominant Attributes
Common to all programs in all types of schools:		
P1	Articulate and discuss the latest development in the specific field of practice.	**Effective Communication**
P2	Communicate effectively in writing, speaking, and presenting using culturally appropriate language.	**Effective Communication**
P3	Work effectively and independently in multidisciplinary and multi-cultural teams.	**Teamwork/Collaboration**
P4	Practice the profession in accordance with existing laws, social, moral, and or ethical responsibility	**Ethical/Moral Responsibility**
P5	Act as a responsible citizen and show pride in being Filipino by preserving and promoting Filipino historical and cultural heritage *(based on RA 7722)*	**Ethical/Civic Responsibility**
P6	Demonstrate the ability to contribute meaningfully to employment, development initiatives, and public discussions in service to their communities	**Ethical/Civic Responsibility/Leadership**
Common to the Teacher Education Discipline (CMO 74 and 75 series 2017):		
P7	Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	**Committed to Civic Responsibility and Leadership**
P8	Demonstrate mastery of subject matter/discipline	**Grounded in Knowledge**
P9	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.	**Focused on Outcomes**
P10	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.	**Focused on Outcomes**
P11	Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.	**Innovative and Transformative**
P12	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.	**Focused on Outcomes**
P13	Practice professional and ethical teaching standards sensitive to the local, national, and global realities.	**Responsible in Ethical and Moral Decision-Making** **Engaged in Nation - Building**
Common to Samar College Graduates:		
P14	**Develop** innovative ideas and problem-solving strategies by integrating critical and creative thinking.	**Critical Thinking/Innovation**
P15	**Demonstrate** commitment to lifelong learning by keeping abreast of current trends and issues in local, national, and international contexts.	**Lifelong Learning**

XII. COURSE LEARNING OUTCOMES AND CURRICULUM MAP

*(You can add more CLOs here. The number of Program Outcomes should match with the listed outcomes in **Section XI).***

CLO CODE	COURSE LEARNING OUTCOME	Program Outcomes														
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
CLO1	Explain the importance of studying values in promoting responsible citizenship and moral decision-making.	P	P	P	P	P	P	P	D	P	P	P	P	P	D	D
CLO2	Analyze the causes, characteristics, and impact of major social problems in society.	P	P	P	P	P	D	P	D	D	D	D	D	D	D	D
CLO3	Evaluate the impacts of rapid population growth on resources, the environment, and quality of life.	I	I	P	I	P	P	I	P	P	P	I	P	P	P	P
CLO 4	Identify and analyze instances of human rights violations and abuses in local and global contexts.	I	P	P	P	D	P	P	I	P	P	I	P	D	P	P
CLO 5	Apply skills in identifying solutions to the problems and issues in the learning environment.	P	P	P	P	P	D	P	P	D	D	P	D	D	D	D

I – Introduced P – Practiced with Supervision D – Demonstrated across different settings with minimal supervision

XIII. COURSE CONTENT

Topic	Week No./ Number of Hours	CLO Alignment
1. Course Orientation • Vision, Mission, Goals, and Objectives of Samar College • School and Classroom Policies • Grading System • Classroom Rules and Regulation	**1 hour**	
2. Social Values and Social Conscience 2.1 What are Values? 2.2 Importance of the Study? 2.3 Classification of Values 2.4 Identification of Values 2.5 Re-examine the Phil Value System	4 hours	CLO 1
3. Operative in a Society/Social Problems and Current Issues 3.1 What is a Social Problem? 3.2 What is a Current Issue? 3.3 Approaches to Social Problems	3 hours	CLO 2
4. Population and Related Issues 4.1 Determinants of Demographic Trends 4.2 Population Changes 4.3 Population Structure 4.4 Population Distribution 4.5 Implications of Rapid 4.6 Population Growth **4.7** Measures of Population Control	5 hours	CLO 3 CLO 5
5. The Concept of Human Rights 5.1 Definition of Human Rights 5.2 History of Human Rights 5.3 Types of Human Rights 5.4 Human Rights Violation and Abuse	5 hours	CLO 4 CLO 5
Preliminary Examination	1 hour	

6. Poverty 6.1 Definition of Poverty 6.2 Theories of Poverty 6.3 Causes of Poverty 6.4 Solutions and Programs	5 hours	CLO 2 CLO 5
7. Environmental Issues 7.1 Global Concern Over the Environment 7.2 Price of Prosperity 7.3 Greenhouse Gases 7.4 Climate Change 7.5 Solutions and Programs	6 hours	CLO 2 CLO 5
8. Peace and Terrorism 8.1 Basic issues affecting peace 8.2 The MILF and MNLF 8.3 Legal Documents and Peace Alternatives 8.4 The Bangsamoro Law 8.5 Terrorist Groups	6 hours	CLO 2 CLO 5
Midterm Examination	1 hour	
9. Drug Abuse: Education, Prevention and Control 9.1 Integration of Drug Education in the Curriculum 9.2 Types of Drug Abuse 9.3 Causes and Effects 9.4 Measures to Prevent and Control Drug Abuse	5 hours	CLO 2 CLO 5
10. **Other Social Problems/Issues** 10.1 Alcoholism 10.2 Prostitution and Sexually Transmitted Infections 10.3 Human Trafficking 10.4 Concept and Nature of Ecology 10.5 Malnutrition 10.6 Squatting 10.7 Abortion 10.8 Crimes and Juvenile Delinquency	12 hours	CLO 2 CLO 5
Final Examination	1 hour	

XIV. LEARNING PLAN

Intended Learning Outcomes	Course Content	Teaching and Learning Activities/ Resources Needed	Assessment	Time-frame
	PRELIMINARIES			
• Discuss the importance of the school's mission, vision, and goals. • Discuss the course overview.	1. **Course Orientation** • College Mission, Vision, Goals, and Objectives • College Goals and Program Objectives • Introduction/Grading System • Classroom and Policies	Participative Model	Oral Recitation	1 hour
▪ Discuss the importance of the study of values. operative in a society. ▪ Explain the Philippine Value System. ▪ Discuss the different approaches to social problems.	**2. Social Values and Social Conscience** 2.1 What are Values? 2.2 Importance of the Study? 2.3 Classification of Values 2.4 Identification of Values 2.5 Re-examine the Phil Value System **3. Operative in a Society/Social Problems and Current Issues** 3.1 What is a Social Problem? 3.2 What is a Current Issue? 3.3 Approaches to Social Problems	Interactive Lecture-discussion through PPT Video Clip - Scenario Analysis of some famous value systems of the Philippines Interactive Lecture-discussion through PPT	Recitation Group Output Presentation Recitation Written Quiz	4 hours 3 hours

▪ Describe population changes and structure. ▪ Discuss the implications of rapid population growth. ▪ List priority measures of population control.	**4. Population and Related Issues** 4.1 Determinants of Demographic Trends 4.2 Population Changes 4.3 Population Structure 4.4 Population Distribution 4.5 Implications of Rapid 4.6 Population Growth 4.7 Measures of Population Control	Interactive Lecture-discussion through PPT	Recitation Written Quiz	5 hours
▪ Identify the types and components of human rights. ▪ Discuss the history and human rights violations. ▪ Explain the importance of human rights.	**5. The Concept of Human Rights** 5.1 Definition of Human Rights 5.2 History of Human Rights 5.3 Types of Human Rights 5.4 Human Rights Violation and Abuse	Interactive Lecture-discussion through PPT Video Clippings of Human Rights Violations Film viewing: Dekada 70 through LMS	Recitation Written Quiz Reflective Essay	5 hours
PRELIM EXAM				**1 hour**
MIDTERM				
▪ Compare and contrast the theories of poverty. ▪ Identify its causes and effects.	**6. Poverty** 6.1 Definition of Poverty 6.2 Theories of Poverty 6.3 Causes of Poverty 6.4 Solutions and Programs	Interactive Lecture-discussion through PPT Picture Analysis / Photo Essay- Students will show real-life photos depicting poverty. They will explain what caused the situation in the photo and what the visible and invisible causes are.	Recitation Picture Analysis/ Photo Essay Presentation	5 hours

▪ Describe global concerns on environment. ▪ Discuss the effects of greenhouse warning.	**7. Environmental Issues** 7.1 Global Concern Over the Environment 7.2 Price of Prosperity 7.3 Greenhouse Gases 7.4 Climate Change 7.5 Solutions and Programs	Interactive Lecture-discussion through PPT Movie Review "2012" through LMS	Recitation Presentation of group output -Movie critique of the movie "2012"	6 hours
▪ Discuss the issues affecting peace. ▪ Identify the difference between MILF from MNLF in terms of them objectives.	**8. Peace and Terrorism** 8.1 Basic issues affecting peace 8.2 The MILF and MNLF 8.3 Legal Documents and Peace Alternatives 8.4 The Bangsamoro Law 8.5 Terrorist Groups	Interactive Lecture-discussion through PPT Video Documentary- "The Rise of ISIS" through LMS	Recitation Reflective Essay	6 hours
MIDTERM EXAM				**1 hour**
FINALS				
▪ Identify ways to incorporate drug abuse prevention/education in the curriculum. ▪ Explain the most effective solution/measure to control and prevent drug abuse.	**9. Drug Abuse: Education, Prevention and Control** 9.1 Integration of Drug Education in the Curriculum 9.2 Types of Drug Abuse 9.3 Causes and Effects 9.4 Measures to Prevent and Control Drug Abuse	Interactive Lecture-discussion through PPT Poster Making or Infographic Design – Students will design an anti-drug campaign poster or infographic	Recitation Poster/Infographic Presentation	5 hours

▪ Analyze the causes, characteristics, and impact of major social problems in society. ▪ Explain measures to solve or minimize these problems.	**10. Other Social Problems/ Issues** 10.1 Alcoholism 10.2 Prostitution and Sexually Transmitted Infections 10.3 Human Trafficking 10.4 Concept and Nature of Ecology 10.5 Malnutrition 10.6 Squatting 10.7 Abortion 10.8 Crimes and Juvenile Delinquency	Interactive Lecture-discussion through PPT Blog making- Assign each group a social problem, and they will create respective blogs to increase awareness and show the negative effects.	Recitation Blog Presentation Written Quiz	12 hours
	FINAL EXAM			**1 hour**

XV. GRADING SYSTEM/BREAKDOWN

The following are the different areas in which students in this course will be rated to their performance:

Major Examination	30%
Written Assessment	25%
Reporting/Recitation	10%
Performance Task/ Final Output	25%
Attendance	10%
Total	**100%**

Equivalent Rating= (Score/Number of Items) x 40+60
Final Rating = (Prelim grade) + (Midterm grade) + (Final grade)/3

XVI. SUGGESTED REFERENCES

- Ransaw, T. and Majors, R. (2017). Emerging issues and trends in education. Michigan State University Press.Carter, Brenda, et al., (CQ Reporters) **Global Issues**, CQ Press, USA, 2009
- Philip B. Heymann, **Terrorism, Freedom, and Security (Winning Without War)**, The MIT Press, England, 2003
- Stephen H. Aby, **Sociology: A Guide to Reference and Information Sources, 3rd ed.,** Littleton Co. Libraries Unlimited Inc., 2005
- Bakoc-Miricm N. (2015). Current trends and issues in higher education: An international dialogue. Cambridge Scholars University
- Aldridge, J., Goldman, R. (2002). Current issues and trends in education. Allyn and Bacon

Supplementary:

- Filipino Values- https://www.youtube.com/watch?v=sYrur8XLXfM
- Concept of Human Rights- https://www.youtube.com/watch?v=tpHfXPEhILM
- Peace & Terrorism- https://www.youtube.com/watch?v=OH_dxQTY8Ng&rco=1

XVII. HOUSE RULES AND CLASSROOM POLICIES

1. Academic honesty is expected at all times. Any students found to have engaged in academic misconduct such as cheating, plagiarism, or collusion is subject to disciplinary sanction as outlined in the Student Handbook;
2. Students with special needs are given priority.
3. Proper decorum should be observed as dignified teachers.
4. Intellectual discussion is highly encouraged.

XVIII. CONSULTATION HOURS

Time/Day	Room
10:00am-12:00nn/ MW 10:00am-11:00am/TTH	Faculty Room

Prepared by:

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INSTRUCTOR

Reviewed by:

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