

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

Grade: 12

Subject Title: Community Engagement, Solidarity, and Citizenship (CSC)

Semester: 2nd

No. of Hours/ Semester: 80 hours/ semester

Prerequisite: Disciplines and Ideas in the Social Sciences; Discipline and Ideas in the Applied Social Sciences; & Philippine Politics and Governance

Subject Description: This course focuses on the application of ideas and methods of the social sciences to understand, investigate, and examine challenges of contemporary community life. It focuses on community-action initiatives such as community engagement, solidarity, and citizenship as guided by the core values of human rights, social justice, empowerment and advocacy, gender equality, and participatory development. It aims at enhancing students’ sense of shared identity and willingness to contribute to the pursuit of the common good of the community. It enables students to integrate applied social sciences into community-action initiatives.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<p>A. Concepts and Perspectives of Community</p> <p>1. Importance of understanding community dynamics and community action</p> <p>2. Definitions of community</p> <p>a. Social sciences perspective</p> <p>b. Institutional perspective</p> <p>c. Civil society (e.g., people’s organization, civic organizations, social movements, LGBT, etc.)</p> <p>d. Local and grassroots levels</p> <p>3. Elements</p> <p>a. Structures (e.g., sociopolitical, economics, and cultural, etc.)</p> <p>b. Dynamics and processes (e.g., community power, leadership, relationships, social change)</p> <p>4. Typologies (e.g., formal-informal, rural-urban, local-global, sectors, social spaces, etc.)</p>	<p><i>The learners demonstrate an understanding of...</i></p> <p>the integration of social science perspective and community action initiatives</p>	<p><i>The learners shall be able to...</i></p> <p>synthesize the integrative experience of implementing community-action initiatives applying social sciences’ ideas and methods</p>	<p><i>The learners...</i></p> <p>1. explain the importance of studying community dynamics and community action in relation to applied social sciences and the learners’ future career options</p>	HUMSS_CSC12-IIIa-c-1
			<p>2. compare and contrast the definitions of community using various perspectives, e.g., social sciences, institutions, civil society, and local/grassroots level</p>	HUMSS_CSC12-IIa-c-2
			<p>3. develop/ affirm sense of shared identity and willingness to contribute to the attainment of the common good</p>	HUMSS_CSC12-IIIa-c-3
			<p>4. recognize diversities in communities</p>	HUMSS_CSC12-IIIa-c-4
			<p>5. analyze functions of communities in terms structures, dynamics, and processes</p>	HUMSS_CSC12-IIIa-c-5
			<p>6. compare and contrast typologies of communities</p>	HUMSS_CSC12-IIIa-c-6

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
B. Community Action 1. Overview a) Community engagement b) Solidarity c) Citizenship 2. Purposes of Community Action a) Major issues affecting poor and marginalized communities b) The role of the youth in community action 3. Selected cases of community-action initiatives			7. recognize the value of undertaking community action modalities	HUMSS_CSC12-IIIId-g-7
			8. acknowledge interrelationship of self and community in undertaking community action	HUMSS_CSC12-II-d-g-8
			9. identify opportunities to contribute to community development through solidarity	HUMSS_CSC12-IIId-g-9
			10. recognize the importance of solidarity in sociopolitical processes in promoting national and global community development	HUMSS_CSC12-IIId-g-10
			11. assess selected community-action initiatives	HUMSS_CSC12-IIId-g-11
C. Core Values and Principles of Community-action Initiatives 1. Human rights 2. Social justice 3. Empowerment & advocacy 4. Participatory development 5. Gender equality			12. explain the core values of community action initiatives	HUMSS_CSC12-IIIIh-j-12
			13. promote awareness of human rights in communities among the learners	HUMSS_CSC12-IIIIh-j-13
			14. appraise the value of social equity and gender equality in the context of participatory development	HUMSS_CSC12-IIIIh-j-14
			15. analyze strategies of empowerment and advocacy through community action	HUMSS_CSC12-IIIIh-j-15
			16. develop commitment and conviction to participatory development for community well-being	HUMSS_CSC12-IIIIh-j-16
			17. explain the processes, methodologies, and approaches in applied social sciences related to community action	HUMSS_CSC12-IVa-d-17
D. Methodologies and approaches of community actions and involvements across disciplines 1. Partnership building with local groups 2. Community profiling 3. Needs assessment 4. Working with a core group of leaders/ leadership development Participatory action planning			18. apply systematic social research methods in conducting a community study	HUMSS_CSC12-IVa-d-18
			19. develop a community action plan using participatory approaches	HUMSS_CSC12-IVa-d-19

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
5. Resource mobilization 6. Social action 7. Evaluation				
E. Community-action initiatives: Field practicum 1. Partnership with local communities and organizations 2. Preparation of community action plan 3. Experiences in community engagement, solidarity, and citizenship building			20. implement community-action initiatives	HUMSS_CSC12-IV-e-h-20
			21. appreciate the value of applying social sciences in community action initiatives	HUMSS_CSC12-IVe-h-21
			22. synthesize the integrative experience of implementing community action initiatives	HUMSS_CSC12-IVe-h-22

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

CODE BOOK LEGEND

SAMPLE CODE: HUMSS_CSC12-IIIa-c-1

LEGEND		SAMPLE	
First Entry	Track/ Strand	Humanities and Social Sciences Strand	HUMSS_CSC12
	underscore_		
	Track/ Strand Subject	<i>Community Engagement, Solidarity, and Citizenship</i>	
	Grade Level	12	
-			
Roman Numeral *Zero if no specific quarter	Quarter	Third Quarter	III
Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week	Week	Week one to three	a-c
-			
Arabic Number	Competency	Explain the importance of studying community dynamics and community action in relation to applied social sciences	1

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

References:

- Alabado, Roberto P., & Serrona, K. R. B. "Pakikipagtulungan sa Independent Movement ng Pasay," *CSWCD Development Journal* 3 no. 1 (1998).
- Bishops-Ulama Conference Youth Desk. *Ambit-Kalinaw (Peace Activity Guide for Tri-People Youth)*. Philippines: Bishops-Ulama Conference Youth Desk, Mindanaw Tripartite Core, 2009.
- Amoguis-Padillo, R., et al. *Development From Within: Essays On Organizing Communities for Self-Sufficiency*. Davao City: Institute of Primary Health Care-Davao Medical School Foundation, 1994.
- Arquizar, Rebecca. M., et.al. *Higaonon Dances: Their Implications For Cultural Identity, Peace and Development*. MSU-IIT-funded research project, 2015.
- Attree, Pamela., et.al. "The experience of community engagement for individuals: a rapid review of evidence 2011," *Health Soc Care Community* 19 no. 3 (2011): 250-260.
- Fr. Inzon, Charles M., OMI, Mira Alexis P. Ofreneo, & Tesa Casal de Villa. Eds. *Meaning-Making in Mindanao: Everyday Violence, Ordinary People, Finding Peace*. Jolo: Notre Dame of Jolo College, 2013.
- Bowen, Frances, Aloysius Newenham-Kahindi, & Irene Herremans. "When Suits Meet Roots: The Antecedents and Consequences of Community Engagement Strategy 2010," *Journal of Business Ethics* 95, no. 2 (2010): 297-318.
- Brackmann, Sarah M. "Community Engagement in a Neoliberal Paradigm," *Journal of Higher Education Outreach and Engagement* 19, no. 4 (2015): 115.
- Caragay, Jocelyn T., Sylvia H. Guerrero, & Tungpalan, M. T. V. "Evaluation of Social Action Programs and Projects in the Philippines: Focus on Community-Based and Participatory Evaluation Schemes," *CSWD Development Journal*, (1995).
- Carraway, Akua, Karl Rectanus, & Mark Ezzell. *Do it Yourself Guide to STEM Community Engagement*. North Carolina: NC STEM Learning Network, 2012.
- Casambre, Athena L. et.al., *Ethnic Variations in Citizen Attitudes to Government, Dispute Settlement, and Mechanical Solidarity*. Philippines: Social Weather Stations in Cooperation with Cordillera Studies Center, 1994.
- Clifford, David, & Claudia Petrescu. "The keys to university-community engagement sustainability," *Nonprofit Management and Leadership* 23, no. 1 (2012): 77-91.
- Congress of the Philippines. Rep. Act No. 10165 Children and Youth Welfare (2011).
- Constantino-David, Karina. "The Caucus of Development NGO Networks: The Philippine Experience in Scaling-Up NGO Impact," *CSWD Development Journal* 1 no. 1 (1996).
- CTSA Community Engagement Key Function Committee Task Force. *Principles of Community Engagement*. Atlanta, Georgia: CTSA, 2011.
- Department of Social Welfare and Development. *Kalahi-CIDSS Manual for Area Coordinators and Community Facilitators*. Philippines: DSWD, 2004.

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

- Department of Social Welfare and Development. *Performance Standards and Assessment Tools for Psychosocial Counseling Services for Women-victims of Violence and their Children*. Philippines: DSWD, 2008.
- Donahue, David. M., Derek Fenner, & Tania D. Mitchell. "Picturing Service Learning: Defining the Field, Setting Expectations, Shaping Learning," *Journal of Higher Education Outreach and Engagement* 19, no. 4 (2015): 19.
- Ellison, Brooke. M. "Community Engagement as an Important Addition to Medical Curriculum." *The American Journal of Bioethics* 14, no. 6 (2014): 23-24.
- Flavier, Juan M. *Parables of the Barrio* (Vol. 3). Silang Cavite, Philippines: New Day Publishers, 1991.
- Flavier, Juan M. *Doctor to the Barrios: Experience with the Philippine Rural Reconstruction Movement*. Quezon City, Philippines: New Day Publishers, 1970.
- Flavier, Juan M. *Back to the Barrios (Balikbaryo)*. Quezon City, Philippines: New Day Publishers, 1978.
- Flavier, Juan. M. *Parables of The Barrio*. IRR Book Project 2, (1989): 51-100.
- Fullerton, Ann, Vicki L. Reitenauer, & Seanna M. Kerrigan. "A Qualitative Study of the Long Term Impact of Service Learning on Graduates," *Journal of Higher Education Outreach and Engagement* 19, no. 2 (2015): 65.
- Guerrero, S. H. Public Participation and Environment Impact Assessment: Findings from Four Case Studies. *CSWCD Development Journal* 1, no. 1 (1996).
- Hao Chin, Vicente J. *The Process of Self-Transformation*. Quezon City, Philippines: Theosophical Publishing House, 2003.
- Hastings, Lindsay J., et. al. "Developing a Paradigm Model of Youth Leadership Development and Community Engagement: A Grounded Theory," *Journal of Agricultural Education* 52 no. 1 (2011): 19-29.
- The University Center for Women's Studies. *Healing Wounded Families and Creating Peaceful Communities*. Quezon City: UP, The College of Social Work and Community Development, 2002.
- Isler, Malika R., & Giselle Corbie-Smith. "Practical Steps to Community Engaged Research," *Journal of Law, Medicine & Ethics*, (2012): 904-914.
- Polman, Wim. *A Handbook for Trainers on Participatory Local Development*. Bangkok, Thailand: Food and Agriculture Organization of the United Nations, 2003.
- Luna, Emmanuel M. "People's Research for Empowerment and Community Change (PREACH): An Experience in PAR," *CSWD Development Journal* 3, no. 1: (1998).
- Manalili, Angelito G. *Philippines: Community Organizing for People's Empowerment*. Manila: Kapatiran-Kaunlaran Foundation, Inc. and Manalili First Printing, 1990.
- Miclat, Armando., Jr. , & Diomedes Francis Eviota, Jr. *The Role of Civil Society in the Prevention of Armed Conflict in Southeast Asia*. Ministry of Foreign Affairs, Royal Norwegian Government European Centre for Conflict Prevention: Cordaid, (n.d.).

K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK

- Mugabi, Henry. "Institutional Commitment to Community Engagement: A Case Study of Makerere University," *International Journal of Higher Education* 4, no. 1: (2015).
- Narayan, Deepa P., et.al. *Voices of the Poor: Crying out for Change*. New York: Oxford University Press for the World Bank, 2000.
- Pagaduan, M. C. "Developing Communities' Potentials to Critically Participate," *CSWD Development Journal* 1, no. 1 (1996).
- Puzon, Marco P. *Painted Gray Faces Behind Bars and in the Streets: Street Children and the Juvenile Justice System in the Philippines*. Quezon City: UP CIDS PST and Consortium for Street Children, 2003.
- Racelis, Mary. "Cities for 21st Century People: A Regional Perspective on Urban Poverty in Asia." *Regional Development Dialogue* 20, (1999): 1-15.
- Racelis, Mary, & Angela Desiree M. Aguirre. "Making Philippine Cities Child Friendly. Florence," *Italy: UNICEF Innocenti Research Centre*, (2005).
- Reyes, Christian D., et. al. "Dynamics of poverty in the Philippines: Distinguishing the chronic from the transient poor," *Philippine Institute for Development Studies*, (2011).
- Saloma, Czarina, Elisa Jayme Lao, & Leslie Advincula-Lopez. "How to make local government institutions work: some lessons on social change," *Philippine Political Science Journal* 34, no. 1 (2013): 83-96.
- Sanaei, Felicity., & Judith Sachs. "Transformational Learning and Community Development," *Journal of Higher Education Outreach and Engagement* 18, no. 2 (2014): 235.
- Scott, Katharine E., & James A. Graham. "Service-Learning: Implications for Empathy and Community Engagement in Elementary School Children," *Journal of Experiential Education* 38, no. 4 (2015): 354-372.
- Seedat, Mohamed. "Community Engagement as Liberal Performance," *Journal of Psychology in Africa* 24, no. 2 (2012): 489–500.
- Tungpalan, M. T. V. "Towards Strengthening Community Extension Services," *CSWD Development Journal* 3, no. 1 (1998).
- Welch, Marshall., & John Saltmarsh. "Current Practice and Infrastructures for Campus Center of Community Engagement," *Journal of Higher Education Outreach and Engagement* 17, no. 4 (2013): 25.