



**Department of Education  
Region X - Northern Mindanao  
DIVISION OF CAGAYAN DE ORO**

**Fr. William F. Masterson, SJ Avenue, Upper Balulang, Cagayan de Oro City**

# **Learning Activity Sheets in Understanding Culture, Society and Politics**



## **SHARED OPTIONS**

Senior High Alternative Responsive Education Delivery

**Competence. Dedication. Optimism**

## **Preface**

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD  
Jean S. Macasero, PhD

## Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing.

Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;



- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD  
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**UNDERSTANDING CULTURE, SOCIETY AND POLITICS**

ACT. #	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Human cultural variation, social differences, social change, and political identities			
2	Origins and dynamics of culture and society, and political identities			
3	Social, political, and cultural change			
4	The Interplay Among Anthropology, Sociology and Political Science			
5	The Rationale for Studying Anthropology, Sociology and Political Science			
6	Society as a group of people sharing a common culture			
7	Culture as “complex whole”			
8	Aspects of culture and society			
9	Holistic appreciation of cultures and societies			
10	Ethnocentrism and Cultural relativism			
11	Culture as Heritage			
12	Biological and Cultural Evolution			
13	Sociocultural and Political Evolution			
14	Museums as Venues for the Appreciation of the Complexities of Biocultural and Social Evolution			
15	Development of one’s self and others			
16	Context, content, processes and consequences of enculturation and socialization			
17	Social Goals			
18	Inclusive Citizenship			
19	Human dignity, rights, and the common good			
20	Kinship by Blood, Marriage and Ritual			
21	The Threefold Nature of Social Life			
22	Manifest and Latent Functions of Social Institutions			
23	Social and political structures			
24	Economic Institutions			
25	Non-state institutions			
26	Functions of education in society			
27	Primary education as a human right			
28	Religion and Belief System			
29	Health Systems			
30	Social and Political Stratification			
31	Social Inequality			
32	Global Inequality			
33	Cultural, Social, and Political Change			
34	New challenges to human adaptation and social change			
35	Responding to social, political, and cultural change			

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Human cultural variation, social differences, social change, and political identities		
Lesson Competency : Articulate observations on human cultural variation, social differences, social change, and political identities		
Reference:	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 1

CONCEPT NOTES

People differ from each other. Despite the emergence of the idea of “one global society,” there remains visible manifestations of human variations in society. The following are factors that make us different from each other:

- a. **CULTURAL DIVERSITY** - ethnicity, language, religion, values, beliefs, customs and traditions.
- b. **SOCIAL DIFFERENCES** - social class, gender, age, educational attainment, occupation, and the like.
- c. **POLITICAL IDENTITIES** - Each country has its own political system to run its government.

**EXERCISE:** Write the following information of yourself on the spaces provided after each word:

- a. **Cultural Diversity**  
Religion: \_\_\_\_\_  
Language: \_\_\_\_\_  
Race: \_\_\_\_\_
- b. **Political Identities**  
Region: \_\_\_\_\_  
Country: \_\_\_\_\_  
Government: \_\_\_\_\_
- c. **Social Differences**  
Age: \_\_\_\_\_  
Gender: \_\_\_\_\_  
Socio-economic status: \_\_\_\_\_

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Origins and Dynamics of Culture, Society and Political Identities		
Learning Competency: Demonstrate curiosity and an openness to explore the origins and dynamics of culture and society, and political identities.		
Reference:	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 2

### CONCEPT NOTES

**CULTURAL DYNAMICS** - the formation, maintenance, and transformation of cultures over time. The 21<sup>st</sup> Century world is rapidly changing due to globalization. All cultures change through time. No culture is static.

Interestingly, very few *Kagay-anons* know that the early culture of city was dominated by the **Higaonon** culture. **THE HIGAONON TRIBE** of the Northern and Central regions of Mindanao influenced the early *Kagay-anon* culture. The culture of the **Higaonon** tribe can be best described as one of peace, for solving the internal conflicts of other ethnic groups. They practice an ancient ritual called *Tampudashu Balagun*, which means “*treaty of the green vine branch*” literally, means cutting the vine and symbolically, means cutting the disputes between ethnic groups

**EXERCISE:** Describe the culture of the early *Kagay-anons*. Write your answer inside the box with a minimum of three (3) and maximum of five (5) sentences.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Social, Political and Cultural Change		
Lesson Competency : Analyze social, political and cultural change.		
Reference:      Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 3

### CONCEPT NOTES

**CULTURE** is dynamic and thus complex. Culture is fluid rather than static, which means that culture changes all the time, every day, in a subtle and tangible ways.

**SOCIETAL CHANGES** are evident today. The way our ancestors lived in the past was too different from our ways in the present. The rise of science and technology caused so much change to how people live their lives today. Let us always remember that culture is dynamic and continue to adapt change.

**EXERCISE:** Provide the latest innovation/invention of the following:

Noon

- Bahag
- Kalesa
- Telegram
- Telephone
- Typewriter

Ngayon

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : The Interplay Among Anthropology, Sociology and Political Science		
Lesson Competency: Recognize the common concerns or intersections of anthropology, sociology and political science with respect to the phenomenon of change.		
Reference:	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 4

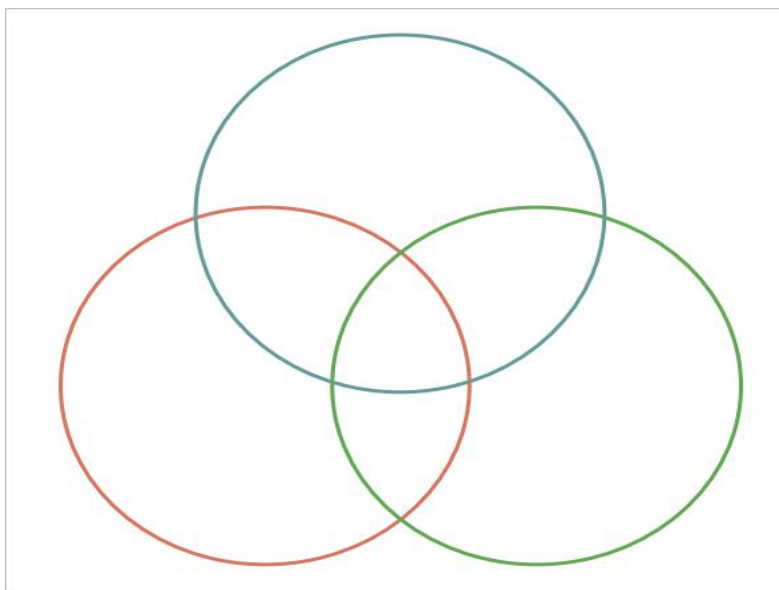
## CONCEPT NOTES

It is said that society, culture and politics are related. There is an interplay or interlink among the three (3) disciplines; Anthropology, Sociology and Political Science, since it all study human behavior and called **SOCIAL SCIENCES**.

The numerous changes and transformations in the social, political and cultural aspects of individuals and societies all over the world are best understood using a **TRANSDISCIPLINARY APPROACH**. It is a research strategy that crosses many disciplinary boundaries to create a holistic approach

## EXERCISE:

1. Using the Venn diagram, identify the three social sciences mentioned above. Write them inside the circles.
2. Write down the commonalities/similarities among the three (3) disciplines at the center.





Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : The Rationale for Studying Anthropology, Sociology and Political Science		
Lesson Competency : Identify the subjects of inquiry and goals of anthropology, Political Science and Sociology		
Reference:	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 5

### CONCEPT NOTES

**SOCIOLOGY** is a social science which studies man and society. **ANTHROPOLOGY** on the other hand, concerns about man’s past and culture while **POLITICAL SCIENCE** studies power and government.

We should value the disciplines of Social Sciences. Through **SOCIAL SCIENCES**, we learned that man is a social/political being. Man should respect each human variation (cultural diversity, social differences and political identities).

**EXERCISE:** Identify whether the following areas/interests belong to sociology, anthropology or political science, write the acronym for each word; (**A**) for Anthropology, (**PS**) for Political Science and (**S**) for Sociology,

- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
1. Culture

2. Government

3. Man and society

4. Man’s past

5. Power

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Society as a group of people sharing a common culture		
Learning Competency : Explain anthropological and sociological perspectives on culture and society <b>UCSPC11DCS-Ic6</b>		
References: Understanding Culture, Society, & Politics Phoenix Publishing house By: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide <a href="https://bit.ly/2cQxJrz">https://bit.ly/2cQxJrz</a>		LAS No.:6

### CONCEPT NOTES

**Culture** consists of beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society. Common institutions are the family, education, religion, work, and health care.

**Sociology** is the study of social behavior or society, including its origins, development, organization, networks, and institutions.

**Anthropology** is the study of humanity.

**EXERCISE:** *Think, Pair and Share:* Think of a familiar country and fill-in the needed information on the specified areas below:

Anthropoloaical Perspective	Area of Studv	Socioloaical
	culture	
	socialization	
	Deviance	
	Inequality	
	Health and illness	
	Family	
	Social change	
	Race	
	Ethnic	

After 20 minutes, the teacher will ask the class to find a partner and share his/her work. The teacher will choose few pairs to report their works.

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Culture as complex whole		
Learning Competency : Describe society and culture as a complex whole UCSPC11/12DCSIc-7		
References : Understanding culture, Society, & Politics Phoenix Publishing house By: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc... Curriculum Guide.2018 <a href="https://bit.ly/2SmXPWS">https://bit.ly/2SmXPWS</a>		LAS No.: 7

CONCEPT NOTES

**Culture** consists of the beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society.

Sociologists define **society** as the people who interact in such a way as to share a common culture.

**Sociology** is the study of social behavior or society, including its origins, development, organization, networks, and institutions.

**Anthropology** is the study of humanity.

**Exercise:** *Poster Making:* Make an interpretation of the theme "Society and culture as a complex whole".



Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Aspects of culture and society		
Learning Competency : Identify aspects of culture and society <b>UCSP11/12DCSIc-8</b>		
References: Understanding culture, Society, & Politics pp.47-55 Phoenix Publishing house By: Antonio P. Contreras, Phd Curriculum Guide <a href="https://binged.it/2zwU2PW">https://binged.it/2zwU2PW</a>		LAS No.:8

## CONCEPT NOTES

1. Cultural aspects of human behaviour are not biologically based or conditioned but are acquired solely through learning.
2. Cultural conditioning of behaviour is ultimately accomplished through habituation and thus acts through unconscious processes rather than rational deliberation, although secondary rationalizations are often offered to explain cultural values.
3. All cultures are equally developed according to their own priorities and values; none is better, more advanced, or less primitive than any other.
4. Cultural traits cannot be classified or interpreted according to universal categories appropriate to "human nature".

## Exercise:

Assess whether the statements in column **A** are true or false. In column **B**, write **T** if the statement is true and **F** if the statement is false.

A	B
1. Culture is composed of both material and nonmaterial components	
2. Culture shock is a two-way process: you are shocked by the two way people do things, and people are shocked by your actual reaction	
3. Culture is technology itself	
4. Culture involves behaviour more than attitude	
5. Cultures around the world are different but equal	

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Holistic appreciation of cultures and societies		
Learning Competency : Raise questions toward holistic appreciation of cultures and societies		
USCP 11/12 DCS Id-9		
References: Understanding culture, Society, & Politics pp.47-55 Phoenix Publishing house By: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide <a href="https://binged.it/2zwU2PW">https://binged.it/2zwU2PW</a>		LAS No. 9

### CONCEPT NOTES

#### Characteristics of Culture:

- (1) **Culture is social:** Culture does not exist in isolation.
- (2) **Culture is shared:** is not something that an individual alone can possess. Culture in sociological sense is shared.
- (3) **Culture is learned:** Culture is not inborn.
- (4) **Culture is transmitted:** Culture is transmitted as it is transmitted from one generation to another.
- (5) **Culture is continuous and cumulative:** Culture exists as a continuous process.
- (6) **Culture varies from society to society:** Every society has a culture of its own.
- (7) **Culture is dynamic:** No culture ever remains constant or changeless.
- (8) **Culture is gratifying:** Culture provides proper opportunities for the satisfaction of our needs and desires.

#### Exercise: A Wall of Cultures

In a wall below, write a word(s) that relate(s) all about culture and society, either it is practiced or observed

Example: religion

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Ethnocentrism and Cultural Relativism		
Learning Competency: Become aware of why and how cultural relativism mitigates ethnocentrism <b>USCP 11/12 DCS Id-10</b>		
References: Understanding culture, Society, & Politics pp.47-55 Phoenix Publishing house By: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide <a href="https://binged.it/2zwU2PW">https://binged.it/2zwU2PW</a>		LAS No. 10

CONCEPT NOTES

**Ethnocentrism** is the belief that one's culture is superior to another culture, and that their own culture showcases the best way to live life.

**Cultural relativism** implies that all societies are equal, but that they have different viewpoints on certain customs, traditions and beliefs.

Exercise:

Assess whether the statements in Column **A** are true or false. In column **B**, write **T** if the statement is **true** and **F** if the statement is **false**.

A	B
1. It is the habit of each group to take for granted the superiority of its culture.	
2. Ethnocentrism is a sense of value and community among people who share a cultural tradition.	
3. Equality and similarity do not necessarily translate to real or imagined inferiority/superiority of cultures out there	
4. People everywhere think that their own expectations, opinions, and customs are right, true, proper natural, and moral	
5. Ethnocentrism encourages the solidarity of a group	



Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Culture as Heritage		
Learning Competency : Identify forms of tangible and intangible heritage and the threats to these (UCSP11/12DCS-Ie-11)		
Reference: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 11

### CONCEPT NOTES

Cultures have tangible (visible) and intangible (nonmaterial) components. Cultural artifacts both tangible and intangible may become "heritage objects" by their sheer age and association with momentous historical events and noteworthy personalities.

The typical **TANGIBLE HERITAGE ARTIFACTS** are **sites** and **objects** (eg., national flags). In the Philippines, historical sites include, but are not limited to, the dwellings of heroes and significant historical personalities (eg., Justiniano Roa Borja - first CDO mayor).

The typical **INTANGIBLE HERITAGE** may be associated with events. Intangible heritage may include our **national anthem** and literary creations such as **music**, **dances** and **other literary genre** unique to the Philippines.

Preservation of cultural heritage is tantamount to protecting them from external threats such as destruction (symbolic and physical), mutilation (in part or in its entirety), and desecration through frivolous use/representation.

**EXERCISE:** Identify the following if it belongs to "tangible cultural heritage" or "intangible cultural heritage". Write your answer below each picture.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Biological and Cultural Evolution		
Learning Competency: Trace the biological and cultural evolution of early to modern humans (UCSP11/12HBS-Ie-12)		
Reference: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 12

### CONCEPT NOTES

- BIOLOGICAL EVOLUTION** refers to the changes, modifications and variations in the genetics and inherited traits of biological populations from one generation to another.
- CULTURAL EVOLUTION** refers to the changes or development in cultures from a simple form to a more complex form of human culture.
- HOMO HABILIS (HANDY MAN)** - Height of about 3 to 4 feet; brain size half the size of the modern human (700 cc); made cutting tools from volcanic stones; used tools for hunting and food gathering.
- HOMO ERECTUS (upright man)** - fossil was discovered in Africa; brain size of 1,000 cc or 2/3 of the modern human brain size; height of about 5 feet; walks upright; known for making complex tools used for digging, cutting, and scraping; famous for making and using hand axe tools for slicing, chopping and digging; skillful hunters; first to use fire and lived in caves and small houses made of tree branches; the first homo to use spoken language; started to travel outside Africa
- HOMO SAPIENS (thinking man/modern man)** - large brain size (1,400 cc) that is almost similar to the brain of modern humans; lives in shelters; food gatherers; ate plants and animals; hunted animals; learned to gather and cook shellfish; used fire; crafted metals.

**EXERCISE:** Identify each characteristic of the early to modern humans if it belongs to Homo Habilis, Homo Erectus and Homo Sapiens. Write your answer on the space provided before each number.

- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
1. First to use fire and lived in caves
  2. Crafted metals
  3. The brain size is almost similar to the brain of modern humans.
  4. Made cutting tools from volcanic stones
  5. They were the first to travel to other continents.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Sociocultural and Political Evolution		
Learning Competency: Explore the significance of human material remains and artifactual evidence in interpreting cultural and social, including political and economic processes (UCSP11/12HBS-If-13)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 13

### CONCEPT NOTES

STAGES (SOCIETY)	CHARACTERISTICS
Hunting and Gathering	Making use of simple tools to hunt animals and gather vegetation for food.
Horticultural and Pastoral	Horticultural societies subsist through small-scale farming; the main subsistence of pastoralists is animal domestication.
Agricultural	Humans began to farm and domesticate animals as their form of subsistence.
Industrial	New sources of energy were harnessed, advanced forms of technology were applied and machineries were invented.
Post-industrial	Economic production is focused on the use and application of new information technology rather than factories.

**EXERCISE:** Write **True** if the statement is correct and **False** if it is incorrect.

- \_\_\_\_\_

1. In the hunting and gathering societies, men were tasked to hunt large animal game like deer, moose, etc.
- \_\_\_\_\_

2. One of the characteristics of the post-industrial society is the application of "intellectual technology"
- \_\_\_\_\_

3. During the agricultural stage, people left their farmlands and transferred to the urban areas to work in factories.
- \_\_\_\_\_

4.In horticultural societies, there was a surplus of food.
- \_\_\_\_\_

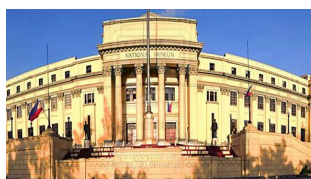
5. Industrial societies started to cultivate rice, wheat, peas, etc.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Museums as Venues for the Appreciation of the Complexities of Biocultural and Social Evolution		
Learning Competency: Recognize national, local, and specialized museums, and archaeological and historical sites as venues to appreciate and reflect on the complexities of biocultural and social evolution as part of being and becoming human (UCSP11/12HBS-If-14)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 14

## CONCEPT NOTES

**Museums** are one of the most easily accessible places where we can see various artifacts, fossils, and other evidences of our past. **Museums** are institutions that are primarily **tasked to conserved, communicate** and **exhibit all material and nonmaterial heritages** of human society. In the Philippines, we have the **National Museum of the Philippines** which serves as an "educational, scientific, and cultural institution that acquires, preserves, exhibits and fosters scholarly study and public appreciation of works of art, specimen, and cultural and historical artefacts" of the Filipino people (National Museum of the Philippines, 2016).

**EXERCISE:** Can you find the pair? Match the word to the picture simply by connecting it with a line.



## Painting



## Traditional Costume



# Museum



## Artifacts



## Fossils

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Development of one's self and others		
Learning Competency: Explain the development of one's self and others as a product of socialization and enculturation (UCSP11/12BMS-Ig-15)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 15

### CONCEPT NOTES

- Socialization** refers to a lifelong social experience by which people develop their human potential and learn culture.
- Enculturation** is the process by which people learn the requirements of their surrounding culture and acquire the values and behaviours appropriate or necessary in that culture.
- Identity formation** is the development of an individual's distinct personality which is regarded as a persisting identity in a particular stage of life by which a person is recognized or known.
- Cultural identity** is one's feeling of identity or affiliation with a group or culture.
- Norm** is a rule that guides the behaviour of members of a society or group.
- Values** are culturally defined standards that people used to decide what is desirable, good and beautiful and that serve as broad guideline for social living.
- Status** is a "position" in a social system, such as child or parent.
- Role** refers to the behaviour expected of someone who holds a particular status.

**EXERCISE:** Unscramble the word to get the right term.

Keyword(s)	Scrambled Word	Answer
1. Social system; position	- UTSSAT	- _____
2. Standard; desirable	- SEUALV	- _____
3. Rule; behavior	- NMOR	- _____
4. Social experience	- OCZAITSIALION	- _____
5. Identity or affiliation	- URUCLTAL	- _____
	ENYTIDTI	

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Global Inequality (relationships between states and non-state actors in the global community)		
Learning Competency: Identify the context, content, processes and consequences of enculturation and socialization (UCSP11/12BMSIg-16)		
References :	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 16

CONCEPT NOTES:

1. **Socialization** - It refers to a lifelong social experience by which people develop their human potential and learn culture.



2. **Enculturation** - The process by which people learn the requirements of their surrounding culture and acquire the values and behaviors appropriate or necessary in that culture



**EXERCISE:**  
Direction: Fill-out the table below:

	Socialization	Enculturation
Context		
Processes		
Consequences		

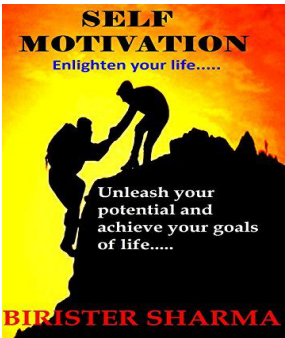


Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Social Goals		
Learning Competency: Identifies the social goals and the socially acceptable means of achieving these goals (UCSP11/12BMSIh- 17)		
References :	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 17

CONCEPT NOTES:

Three social goals:

- 1. It teaches impulse control and help individuals develop a conscience.
- 2. It teaches individuals how to prepare for and perform certain social roles.
- 3. It cultivates shared sources of meaning and value.



Stage processes of self-development:

- 1. Imitation
- 2. Play
- 3. Game



EXERCISE:  
Directions: Fill-out the table below:

AGE	SOCIAL GOALS	HOW TO ACHIEVE THESE GOALS
0-5		
6-12		
13-18		
18-21		
22- above		

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Inclusive Citizenship		
Learning Competency: Advocate inclusive citizenship (UCSP11/12BMSIh- 18)		
References : Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 18

CONCEPT NOTES:

**Inclusive citizenship** - is a government program that provides all citizens a strong sense of belongingness to the society. The policies defined include laws that give non-segregated admission to citizens irrespective of their caste, color, creed, gender, religious association and socio-economic position. This includes access to public organizations, funds, democratic rights and recognition by national figures. Although government couldn't guarantee equal treatment in all private organizations, inclusive citizenship takes into account the legal rights of all individuals where it identifies the privilege of inclusion.



EXERCISE:

Direction: Put a check mark in the appropriate box

STATEMENTS	CORRECT	INCORRECT
1. All citizens have their responsibilities		
2. Freedom is for the leaders		
3. Every right has a corresponding responsibility		
4. All citizens have access to public organization		
5. Citizenship is for everyone in the society		



Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Human dignity, rights, and the common good		
Learning Competency: Promote protection of human dignity, rights, and the common good (UCSP11/12BMSIh-19)		
References :	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 19

### CONCEPT NOTES

**Human Dignity** -refers to an individual or group's sense of self-respect and self-worth, physical and psychological integrity and empowerment.



**Human rights** -are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status.

**Common Good** -the benefit or interest of all. It is a term of art, referring to either what is shared and beneficial for all or most members of a given community, or alternatively, what is achieved by citizenship, collective action, and active participation in the realm of politics and public service.

**A responsible citizen** promotes the common good by obeying the law, paying taxes honestly, informing himself about important political issues, volunteering in the community and respecting the rights and opinions of others.



### EXERCISE:

Direction: Make a slogan about the importance of human dignity and rights.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Kinship by Blood, Marriage and Ritual		
Lesson Competency : Traces kinship ties and social networks		
References :     Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 20


CONCEPT NOTES

In Anthropology, **KINSHIP** is the web of social relationships that form an important part in the lives of most humans in most societies. All societies use kinship as a basis for forming social groups and for classifying people

Kinship is important because it teaches one about the most basic part of the culture: the **FAMILY**. Once you understand what constitutes family, one can begin to learn the rules of interactions between family members and different families

EXERCISE

Direction: Draw your family tree.



Google.images

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : The Threefold Nature of Social Life		
Lesson Competency : Describe the organized nature of social life and rules governing behavior		
References : Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House <a href="https://multimedia.opusdei.org/pdf/en/29.pdf">https://multimedia.opusdei.org/pdf/en/29.pdf</a> <a href="http://socialrenewal.com/wp-content/uploads/2013/08/biodynamics-2008-The-Threefold-Nature-of-Social-Life.pdf">http://socialrenewal.com/wp-content/uploads/2013/08/biodynamics-2008-The-Threefold-Nature-of-Social-Life.pdf</a> <a href="http://leadtogether.org/wp-content/uploads/2014/03/Threefold-Nature-of-Social-Life-Ch-4-from-Associative-Economics-G-Lamb1.pdf">http://leadtogether.org/wp-content/uploads/2014/03/Threefold-Nature-of-Social-Life-Ch-4-from-Associative-Economics-G-Lamb1.pdf</a>		LAS No.: 21

### CONCEPT NOTES

God did not create man as a “solitary being,” but wanted him to be a “social being” therefore each person “is called to exist ‘for’ others.

The person's social nature comprises three aspects namely: **ECONOMIC** (a consumer and a producer), **POLITICAL** (equal human right) and **SPIRITUAL** (concern and care to other people).

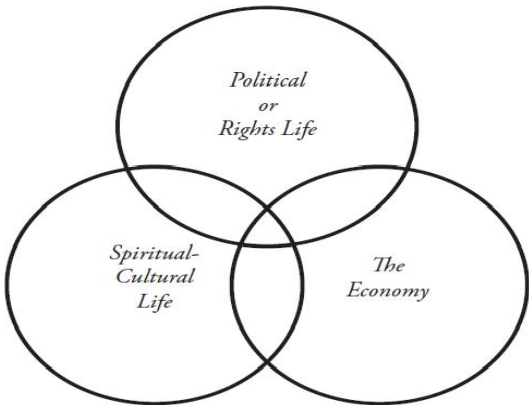


Illustration 1–The Three Spheres of a Threefold Social Organism

### EXERCISE:

#### Direction:

Illustrate three symbols that could best represent the three aspects of man.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Manifest and Latent Functions of Social Institutions		
Lesson Competency : Compare different social forms of social organization according to their manifest and latent functions.		
References : Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 22

## CONCEPT NOTES:

According to Robert Merton social institutions have manifest and latent functions.

**MANIFEST FUNCTIONS** are those that are intended and recognized consequences of the social institutions. For example schools are expected to educate the children in the knowledge and skills that they need.

**LATENT FUNCTIONS** are unrecognized and unintended functions. For example: schools not only educate young they also provide mass entertainment.

## EXERCISE:

**Direction:** Write M if the statement belongs to a manifest function and L if it belongs to a latent function of social institutions:

1. Religious institutions provide courtship opportunities to young people.
2. Schools aim at producing educated young people.
3. Social media can inform the public of important news and events.
4. Social media is now a great platform for advertisement.
5. The family socializes children and provides emotional and practical support for its members.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Social and political structures		
Lesson Competency : Analyze social and political structures		
References :     Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 23

### CONCEPT NOTES

A **POLITICAL ORGANIZATION** is any entity that is involved in the political process. Political organization includes political institutions, political parties and political groups. Political organization arose as a need to maintain social order It also refers to the way in which a government is run

The Philippines is a **REPUBLIC** with a presidential form of government wherein power is equally divided among its three branches: **EXECUTIVE**, **LEGISLATIVE**, and the **JUDICIAL**. The Executive power is exercised by the government under the leadership of the President, the Legislative by the Congress and the Judiciary by the Supreme Court.

### EXERCISE:

**Direction:** Identify whether the following officials belong to the executive, legislative or judiciary branch.

- |                        |                        |
|------------------------|------------------------|
| 1. Senators            | 6. Vice President      |
| 2. Pres. Duterte       | 7. Cabinet Secretaries |
| 3. Congressmen         | 8. Associate Justice   |
| 4. Chief Justice       | 9. Governor            |
| 5. Court administrator | 10. House Speaker      |

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Economic Institutions		
Learning Competency : Analyze economic organization and its impacts on the lives of people in the society UCSP11/12HSOIIa-24		
References : Understanding culture, Society, & Politics pp.171-174 Phoenix Publishing houseBy: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc... Curriculum Guide		LAS No. 24

**CONCEPT NOTES:**

**Reciprocity** exists when there is an exchange of goods or labor between individual in a community.

**Transfer** entails a redistribution of income that is not matched by actual exchange of goods and services.

**Redistribution** can be considered as combination of the features of transfer and reciprocity, where the economic exchange involves the collection of goods from members, pooling of these goods, and then the redistribution of these good among the same members.

**A Market System** is a type of economic system that allows the free flow of goods between and among private individuals and firms with very limited participation from the government.

**Market Transaction** involves parties who sell their goods and services in exchange for cash from consumers.

**EXERCISE:** Match the item in column A with the description in column B. Write the letter of your answer on the space before each number.

A	B
____1. Reciprocity	a. exchange of goods or labor between individual in a community.
____2.Market Transaction	b. sell their goods and services in exchange for cash from consumers.
____3. Redistribution	c. income that is not matched by actual exchange of goods and services.
____4.Transfer	d. where the economic exchange involves the collection of goods from members
____5.A Market System	e. economic system that allows the free flow of goods between and among private individuals



Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Non-state institutions		
Learning Competency:Differentiate functions of non-state institutions in society UCSP11/12HSOIIb-25		
References Understanding culture, Society, & Politics pp.185- 207 Phoenix Publishing houseBy: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide		LAS No. 25

CONCEPT NOTES

**Organization**- refers to a formally constituted entity, composed of individuals performing a set of functions for the achievement of a certain mandate, obligation, or task.

**Savings Banks**- are banks suited for employees with monthly salary. Low-waged people may open an account in the savings bank.

**Commercial Bank**- these banks collect money from people in various sector and give the same as a loan to business men and make profits in interest these business men pay.

**Land Development Banks**- these banks promote growth in the food sector by giving loans to farmer's relatively lower interest.

**Mortgage Banks**- these banks specialize in providing mortgage loans alone.

**Cooperative Bank**- the money is from the general community without any bias and provide loans to all sections of people in the neighbourhood.

**Consumer's Banks**- these are the consumer-friendly banks; they encourage the consumer in buying commercial products and provide options for easy repay of loan amount.

**Credit Unions**- they act like a cooperative banks except that they provide services to only one employee union in the community.

**Private banks**-these banks are not for the general public or community.

**Islamic Banks**-these banks are based on the principles of the region Islam.

**EXERCISE:** Match the item in column A with the description in column B. Write the letter of your answer on the space before each number.

A	B
____1. Savings banks	a. These banks are based on the principles of the region Islam
____2. LDB	b. These banks are suited for employees with monthly salary . Low-waged people may open an account in the savings bank..
____3.Cooperative Banks	c. These banks promote growth in the food sector by giving loans to farmer's relatively lower interest.
____4. Consumers Banks	d. These are the consumer-friendly banks; they encourage the consumer in buying commercial products and provide options for easy repay of loan amount
____5. Islamic Banks	e. Money from the general community without any bias and provide loans to all sections of people in the neighbourhood.



Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Functions of education in society		
Learning Competency : : Evaluate how functions of education affect the lives of people in society UCSP11/12HSO-IIIf-26		
References Understanding culture, Society, & Politics pp.209-217 Phoenix Publishing houseBy: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide		LAS No. 26

## CONCEPT NOTES:

**EDUCATION** - is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

**FORMAL EDUCATION**- it usually takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject.

**NON-FORMAL EDUCATION** - alternative education developed in part as a reaction to perceived limitations and failings of traditional education..

**INFORMAL LEARNING** - it usually takes place outside educational establishments. It does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements.

**EXERCISE:** Encircle the letter of the correct answer

- Which of the following is not a manifest function of education?
  - Cultural innovation
  - Courtship
  - socialization
  - transmission of culture
- What term describes the assignment of students to specific education programs on the basis of previous test scores or grades and their perceived abilities?
  - hidden curriculum
  - self-fulfilling prophec
  - labeling
  - tracking
- Which of the following is an example of non-formal education?
  - Primary schooling
  - Senior high school
  - adult night classes
  - doctorate program
- What term explains a social institution that formally socializes members of society?
  - School
  - Non-formal education
  - Formal education
  - Education

Name:	Date:	Score:
Subject :Understanding Culture, Society and Politics		
Lesson Title : Primary education as a human right		
Learning Competency : Competency: Promote primary education as a human right <ul style="list-style-type: none"> <li>UCSP11/12HSOIIf-27</li> </ul>		
References Understanding culture, Society, & Politics pp.209-217 Phoenix Publishing houseBy: Antonio P. Contreras, Phd, ArLeigh Ross D. Dela Cruz, PhD, etc...Curriculum Guide		LAS No. 27

### CONCEPT NOTES

#### PRIMARY EDUCATION. AS A HUMAN RIGHT

The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights. States that everyone has the right to education. Education has to be free and compulsory at least in the primary level, whereas higher education should be made available on the basis of merit. Technical and vocational should also be generally available.

The slogan, 'Education is a right, not a privilege" has been actualized in the Philippines. The interpretation of this message is based on our belief regarding the value of education at a primary level.

EXERCISE: Assess whether the statements in column A are true or false. In column B, write T if the statement is true and F if the statement is false.

A	B
1. Primary education is considered a right of a child.	
2. Education is an important requisite for the exercise of human rights.	
3. It is for the individual to fulfil their obligation both legal and political in regard to providing education for all of good quality.	
4. Elementary education is compulsory for all children of school age	
5. Education prepares young people for the demands of work life and mitigates the risks of poverty.	

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Religion and Belief System		
Learning Competency: Conduct participant observation (e.g., attend, describe, and reflect on a religious ritual of a different group; observe election practices) (UCSP11/12HSO-IIg-28)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 28

CONCEPT NOTES:

**RELIGION** is derived from the Latin word **religo**, which means to **bind or to obligate**. French sociologist Emile Durkheim defined religion as a “**unified system of beliefs and practices related to sacred things**”.

The following are the major religions in the world. **CHRISTIANITY** is originated from the Greek word **Christos**, which means “**anointed**”. **ISLAM** is derived from the Arabic word **aslama** which means “**surrender**”. **JUDAISM** came from the Hebrew word **Yehudim**, which means **Judah**. **HINDUISM** is considered as the world's oldest living religion. Hinduism believes in **different gods**. **BUDDHISM** is considered as the third major religion in India next to Hinduism and Jainism. Buddhism emphasizes the teachings of the four noble truths of Buddha.

EXERCISE:

Identify each statement if it belongs to Christianity, Islam, Judaism, Hinduism, and Buddhism. Write your answer on the space before the number.

- \_\_\_\_\_

1. Noble truth of suffering, noble truth of the cause and origin of suffering, noble truth of the cessation of suffering, noble truth of the path to the cessation of the cause of suffering.
- \_\_\_\_\_

2. This religion believes in one God called Allah.
- \_\_\_\_\_

3. The term is derived from the name of Jesus Christ.
- \_\_\_\_\_

4. Brahma, the Creator; Shiva, the destroyer; and Vishnu, the preserver.
- \_\_\_\_\_

5. It traces its beginnings to the time of Abraham, who received revelations from God or Yahweh.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Health Systems		
Learning Competency: Recognize the practice of medical pluralism in light of cultural diversity and relativism (UCSP11/12HSO-IIg-29)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 29

CONCEPT NOTES

The Filipinos have their own culture - specific syndromes and attributions on illness such as **USOG**, a belief regarding the discomfort brought about by a stranger who is thought to have an evil eye (masamang mata) or who brings an evil wind (masamang hangin), **BUGHAT OR BINAT** is used to refer to the ailments (headache, chills, body pains, etc). Cultural health actors include the **ALBULARYO** may be seen as the "general practitioner"; the **HILOT** refers both to the manghihilot, specializes in treatment in sprains, fractures, etc., and nagpapaanak or delivering babies; the **MANGLULUOP** specializes in diagnostic techniques usually referring the patients after diagnosis to albularyo, medico, etc.; the **MEDICO** is a hybrid, sort of crossover specialization. He merges age-old folkloric modalities with western medicine.

EXERCISE: Match column A with column B. Write the letter of the correct answer before each number.

	Column A	Column B
	1. It is the term used to refer to ailment a mother experiences after giving after giving birth.	a. Medico
	2. A cultural health actor seen as general practitioner versed in the use of medicinal herbs	b. Department of Health
	3. A cultural health actor seen as the hybrid, sort of crossover specialization	c. Binat
	4. A Filipino belief regarding the discomfort brought about by a stranger or visitor who is thought to have an evil eye.	d. Usog
	5. The regulatory authority of the health delivery system of the Philippines	e. Albularyo

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Social and Political Stratification		
Learning Competency: Examine stratification from the functionalist and conflict perspectives (UCSP11/12HSOI-IIc-30)		
References: <a href="https://courses.lumenlearning.com/sociology/chapter/what-is-social-stratification/">https://courses.lumenlearning.com/sociology/chapter/what-is-social-stratification/</a>		LAS No.: 30

### CONCEPT NOTES

Sociologists use the term social stratification to describe the **SYSTEM OF SOCIAL STANDING**. Social stratification refers to a society's categorization of its people into rankings of socioeconomic tiers based on factors like wealth, income, race, education, and power.

The systems of stratification include the **CASTE SYSTEM**. Caste systems are closed stratification systems in which people can do little or nothing to change their social standing. A **caste system** is one in which people are born into their social standing and will remain in it their whole lives. People are assigned occupations regardless of their talents, interests, or potential. There are virtually no opportunities to improve a person's social position.

**CLASS SYSTEM** is based on both social factors and individual achievement. A class consists of a set of people who share similar status with regard to factors like wealth, income, education, and occupation. Unlike caste systems, class systems are open. People are free to gain a different level of education or employment than their parents. They can also socialize with and marry members of other classes, which allow people to move from one class to another.

**EXERCISE:** Multiple Choice. Encircle the letter of the correct answer.

- It is one in which people are born into their social standing and will remain in it their whole lives
  - Class system
  - Caste system
  - Closed system
- What factors make class system open?
  - They allow movement between the classes.
  - They do not have clearly defined layers
  - People are more open-minded
- What factor makes caste system closed?
  - It is run by secretive governments.
  - People cannot change their social standing
  - It exists only in rural areas.
- People are free to gain a different level of education or employment than their parents.
  - Caste system
  - Class system
  - System of social standing
- People are assigned occupations regardless of their talents, interests, or potential.
  - Caste system
  - Class system
  - System of social standing



Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Social Inequality		
Learning Competency: Identify characteristics of the systems of stratification (UCSP11/12HSO-IIId-31)		
References: Contreras, A. P., et al, (2016). Understanding Culture, Society & Politics: Phoenix Publishing House, Inc., Quezon City		LAS No.: 31

## CONCEPT NOTES

**SOCIAL INEQUALITY** is a desirable attribute in a democratic and civilized society. There is inequality in the access to social, political and symbolic capital. **SOCIAL CAPITAL** refers to the ability to a collective to act together to pursue a common goal. **POLITICAL CAPITAL** refers to the trust, goodwill, and influence possess by a political actor, such as a politician, to mobilize toward a preferred policy outcome. **SYMBOLIC CAPITAL** refers to the resources that one possesses which is a function of honour, prestige or recognition or any other trait that one values within a culture.

Aside from social class, **GENDER AND SEXUAL ORIENTATION** have been a source of inequality. Women have always been constrained by societies that have structural bias, mainly to cultural beliefs, in favour of men. A similar situation is face by lesbian, gay, bisexual, transgender (LGBT) persons, who are often subjected to discrimination and ridicule by a society that considers them aberration or forms of deviancy. **ETHNIC MINORITIES** are also subjected to discrimination - the cultural marginalization from the dominant cultural minorities and the like. **PERSONS WITH DISABILITIES (PWD)** are also discriminated upon, and their physical impairments become basis for them to be denied equal opportunity in employment.

**EXERCISE:** Write True if the statement is correct, write False if the statement is incorrect.

- \_\_\_\_\_ 1. Ancestral lands of ethnic groups are either forcibly taken away from them in the guise of development projects.
- \_\_\_\_\_ 2. Having high quality, free education and health care available for everyone help reduce inequality.
- \_\_\_\_\_ 3. Same sex marriage is legally accepted in the Philippines.
- \_\_\_\_\_ 4. Women are seen in many cultures as natural leaders, and accorded more social and political rights.
- \_\_\_\_\_ 5. A more unequal society is bad for people who have a lot less, but good for people who have a lot more.

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Global Inequality (relationships between states and non-state actors in the global community)		
Learning Competency: Suggest ways to address global inequalities (UCSP11/12HSOIIe-32)		
References : Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 32

CONCEPT NOTES

**Global inequality** refers to the unequal distribution of resources among individuals and groups based on their position in the social hierarchy



It can be an outcome of the strength of a state vis-à-vis another in terms of strategic importance or development assistance.



EXERCISE:


Direction: Draw in the box your own understanding about global inequality.

Criteria:		
Content	-	5
Creativity	-	5
Originality	-	<u>5</u>
		15

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Cultural, Social, and Political Change Sources of social, cultural, and political change		
Learning Competency: Identify new challenges faced by human populations in contemporary societies (UCSP11/12CSCIIh- 33)		
Reference :	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 33

CONCEPT NOTES

CULTURAL




CHANGES

**Cultural change** refers to changes made in cultural elements, both material and non-material.

**Social change** refers to an alteration in the social order of a society. Social change may include changes in nature, social institutions, social behaviors, or social relations.

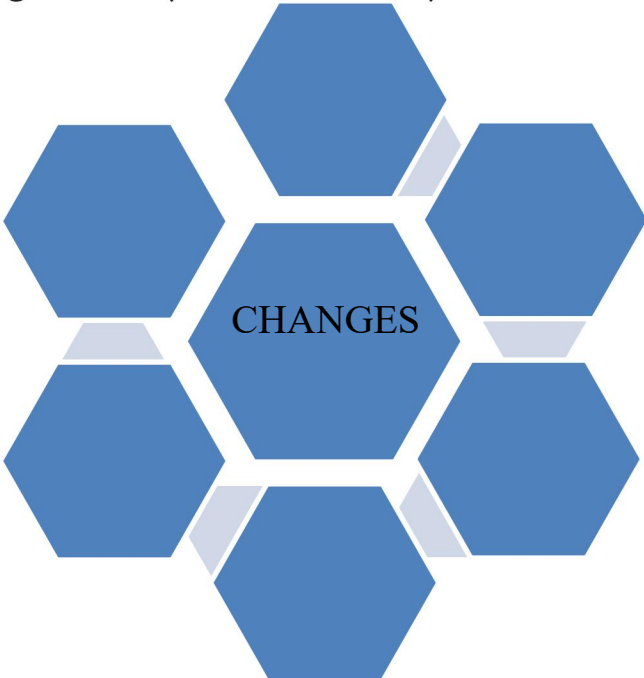
**Political change** happens when there is a disconnect between the ideals and values of citizens and the values and ideals of the current government.

**Social, cultural, and political changes** are triggered either by new ideas and technologies or by new people and cultures. There are also new challenges that human communities face that require new ways of responding



EXERCISE:

Direction: Write examples of **social, cultural, and political changes** that you observe in your community.



Competence.Dedication.Optimism



Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : New challenges to human adaptation and social change		
Learning Competency: Describe how human societies adapt to new challenges in the physical, social, and cultural environment (UCSP11/12CSCIII-34)		
References :	Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House	LAS No.: 34

## CONCEPT NOTES

**Social, cultural, and political changes** are triggered either by new ideas and technologies or by new people and cultures. People have functional as well as dysfunctional ways of responding to these changes. There are also new challenges that human communities face that require new ways of responding.



If people perceive relevant changes in their environment, they adapt their behavior to meet the new challenges or to benefit from new chances. Humans modify behavior to suit new conditions. They may try to act more cautious if changes are perceived as having dangerous impact or they may try to capitalize on new possibilities to meet own aims more effectively.



## EXERCISE:

Direction: Draw in the blank a happy face 😊 if the statement is correct and sad face ☹️ if it is not correct.

- \_\_\_\_\_ 1. Society is facing restricted challenges.
- \_\_\_\_\_ 2. All people know how to respond to limited challenges.
- \_\_\_\_\_ 3. People need to modify their behaviors to adopt challenges.
- \_\_\_\_\_ 4. Social, cultural and political changes help improve our society.
- \_\_\_\_\_ 5. In every challenge, there is a corresponding responsibility

Name:	Date:	Score:
Subject : Understanding Culture, Society and Politics		
Lesson Title : Responding to social, political, and cultural change		
Learning Competency: Develop a plan of action for community-based response to change (UCSP11/12CSCIIj-35)		
References : Understanding Culture, Society and Politics, Antonio P. Contreras et al. Phoenix Publishing House		LAS No.: 34

CONCEPT NOTES

Cities and communities everywhere are challenged by political, socio-economic shifts in a global environment of escalating change. Shifts in values between generations in a more individualistic society, increased mobility of people leading to more diversity in



communities, and an on-going impact of new technologies in their cumulative impact confront cities with a broad spectrum of complex challenges.

In some cases, social change has gone along with a weakening of social bonds and trust. Recent events have highlighted this spectrum of issues, but deeper social changes, political and cultural changes need to be understood with holistic responses, often innovative and non-traditional.



EXERCISE:

Direction: Suggest 5 programs/projects that you would like to implement inorder to improve your own barangay.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_