



MABALACAT CITY COLLEGE

INSTITUTE OF ARTS AND SCIENCES

Second Semester A.Y. 2023-2024

Outcome-Based Teaching and Learning Plan and Module Guide for

(Global Citizenship Education and Peace Education- Global Citizenship and Peace Education)



VISION: Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

MISSION: The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

COURSE DESCRIPTION:

The subject guides the students to demonstrate an understanding and awareness of the impact of global events in their local life. The course aims to form a student that recognizes themselves as part of the world that respects values diversity, advocates of social justice and peace, and equitable and sustainable environment. The course will discuss five thematic areas of Global Education that is human rights, conflict and peace building, respect for diversity, sustainability, globalization and social justice.

PROGRAM INTENDED LEARNING OUTCOMES (PILO)

(Based on CMO No. 74 series of 2017 –Policies, standards and guidelines for Bachelor in Elementary Education)

At the end of this program, students will have the ability to:

1. Demonstrate in-depth understanding of the diversity of learners in various learning areas
2. Manifest meaningful and comprehensive pedagogical content knowledge of the different subject areas
3. Utilize appropriate assessment and evaluation tools to measure learning outcomes
4. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.
5. Demonstrate positive attributes of a model teacher, both as an individual and as professional
6. Manifest a desire to continuously pursue personal and professional development





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PRE-REQUISITE: None

NUMBER OF UNITS: 3

LEARNING OUTCOMES:

At the end of the semester, the students should be able to:

1. develop 21st century skills and civic literacy; recognize and examine beliefs that influence political and social decision making and civic engagement.
2. become advocates of gender equality and cultural sensitivity;
3. understand concepts of the five thematic areas of Global Education that is human rights, conflict and peace building, respect for diversity, sustainability, globalization and social justice;
4. internalize principles of conflict and peace, cultural diversity, human rights and social justice in local and related to global settings;
5. be aware in cultural diversity and language, religion and values of care;
6. participate in, and contribute to current global issues at local, national and global levels as informed, engaged, responsible and responsive global citizen





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COURSE OUTLINE

Week	Topic	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Development Goals (SDG) Coherence
GLOBAL / NATIONAL / LOCAL KNOWLEDGE					
1-2	Teacher’s Guide No. 1: Course Orientation and the MCC’s Mission, Vision, and Core Values and Philosophical Foundations of Education/Establishing Global Citizenship and Peace Education Globalization, The Philippines in the Globalizing World A. Course Orientation	Online PowerPoint Presentation A. Course Outline of MCC102 B. MCC’s Mission, Vision, and Core Values MCC Student Handbook MCC Official Website C. Philosophy of Man D. What is Global Citizenship? E. What is Peace Education? F. What is Globalization?	A. Understand the MCC’s Mission, Vision, and Core Values by expressing their reflection; B. Identify the Philosophical Foundations of Man; and C. Explain the significant impact of the Mission, Vision, and Core Values	A. Short Reflection Paper (to be submitted at the end of the lesson using Microsoft Forms) B. Graded Recitation	SDG 1 No Poverty SDG 2 Zero Hunger SDG 8 Decent Work and Economic Growth GSDG 10 Reduced Inequalities





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	<ul style="list-style-type: none"> a. Grading System b. Course Final Requirement <ul style="list-style-type: none"> B. MCC's Mission, Vision, and Core Values C. Introducing Philosophical Foundations of Man (short discussion) D. Proper Discussion 	<ul style="list-style-type: none"> G. The Philippines in a Globalizing World H. Trends and Issues of Global Mobility I. International Tourism <p>Reference: GCEPED Module 1 & 2 Page: 2-9</p>	<ul style="list-style-type: none"> of Mabalacat City College. D. Understand the terms related to Global Citizenship and Peace Education E. Explain the goals of Global Citizenship and Peace Education F. Articulate the impact the of globalization in different facets of the society G. Relate and explain the present conditions of the Philippines in the globalizing world 	<ul style="list-style-type: none"> C. 10-item Quiz D. Think-Pair-Share Activity 	
3-5	<p>Teacher's Guide No. 02: Discovering the Trends and Issues of Global Mobility: International Disparities, Global Poverty and Media Literacy</p>	<ul style="list-style-type: none"> A. Trends and Issues of Global Mobility B. International Tourism C. Economic Disparities D. Global Poverty 	<ul style="list-style-type: none"> A. Understand the concept of mobility and its implication to the globalizing world B. Explain movements of people that affect the global population C. Analyse the different challenges and 	<ul style="list-style-type: none"> A. Lecture with Power Point Presentation B. Group Discussion C. 10 points 	<p>SDG 16 Peace, Justice and Strong Institutions</p> <p>SDG 17 Partnerships for the Goals</p>





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		<p>E. Media Literacy</p> <p>Reference: GCEPED Module 3, 4 & 5 Page: 10-26</p>	<p>solutions of the countries in the world in poverty alleviation</p> <p>D. Raise awareness of the continuous existence of poverty in the world</p> <p>E. Understand the relevance and role of media in the globalizing world</p> <p>F. Raise awareness of the impact of media in different aspects of the society</p>	<p>Multiple Choices Quiz</p>	
6-8	<p>Teacher's Guide No. 03: Bridging Human Rights and Human Dignity</p>	<p>Online PowerPoint Presentation</p> <p>Definition of Rights</p> <p>International and Local Human Rights</p> <p>a. Kinds of Rights b. Freedom of Expression</p> <p>Children's Rights</p>	<p>A. Understand the different rights of a person</p> <p>B. Explain and discuss basic knowledge about individual's rights</p> <p>C. Identify the factors that contribute to oppression to human dignity</p>	<p>Lecture with Power Point Presentation</p> <p>Group Discussion</p> <p>Group Interview</p> <p>Group Reporting</p>	<p>SDG 5 Gender Equality</p> <p>SDG 10 Reduced Inequalities</p> <p>SDG 16 Peace, Justice and Strong Institutions</p>





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		<p>a. Child Labor</p> <p>Oppression to Human Dignity</p> <p>a. Discrimination</p> <p>b. Racism</p> <p>c. Sexism</p> <p>d. Bullying</p> <p>Reference: GCEPED Module 6, 7, and 8 Page: 27-46</p>	<p>D. Promote justice and respect to human dignity</p>		
MIDTERM EXAM					
10-11	<p>Teacher's Guide No. 4:</p> <p>Contemporary Social Conditions of the Youth</p> <p>Bio Diversity and Peaceful co-existence</p> <p>a. Animal Cruelty</p> <p>Intercultural and Interreligious Dialogue</p>	<p>Reference: GCEPED Module 10 -11 Page: 47 - 55</p>	<p>Explain the contemporary condition of the youth</p> <p>Understand the vital role of youth in the globalizing world.</p> <p>Identify the significance of bio diversity and peaceful co-</p>	<p>Student Activity Sheets No. 4</p> <p>Create a slogan to combat animal cruelty. Here are some instructions and guidelines to help craft a</p>	ALL 17 SDGs





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	<p>Understanding National Identities and Cultivating Cultural Sensitivity</p>		<p>existence in the globalizing world</p> <p>Promote the respect of life of different organism</p> <p>Differentiate concepts of culture to varying perspective of people</p>	<p>compelling slogan:</p>	
12-14	<p>Teacher's Guide No. 4 and 5</p> <p>War, Conflict and Violence</p> <p>Ending the Culture of War</p> <p>The Weapons of Mass Destruction</p> <ol style="list-style-type: none"> Definition Effects Bio weapons Zero nuclear weapons 	<p>Reference:</p> <p>GCEPED Module 12 -14</p> <p>Page: 56 - 60</p>	<p>Articulate a stance on war, conflict and violence.</p> <p>Understand the concept and implication of war to different societies and institutions.</p> <p>Promote the ending the culture of war in the world</p> <p>Understand the implication of the weapons of mass destruction</p>	<p>Student Activity Sheet No. 5</p> <p>Item # 1</p> <p>Create a Reaction Paper in regards of the issue faced by the Philippines upon its own land, that China might conquer it.</p>	ALL 17 SDGs





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15-16	<p>Teacher's Guide No. 5:</p> <p>Climate Change, Natural Disasters and Disaster Risk Reduction</p> <p>Global Diseases</p>	<p>Lecture with Power Point Presentation</p> <p>Group Discussion</p> <p>Group Interview</p> <p>Group Reporting</p> <p>Reference: GCEPED Module 15 - 16 Page: 60-64</p>	<p>Synthesize knowledge concerning to conflicts and the process of peaceful resolution</p> <p>Understand and analyze various ways of mediation and negotiation</p> <p>Understand to implication of industrialization to environmental problems</p>	<p>Student Activity Sheet No. 5</p> <p>Item # 2</p> <p>As a citizen what will you do to fight climate change</p>	ALL 17 SDGs
17	<p>Teacher's Guide No. 5:</p> <p>Sustainable Development Goals and Social Responsibility</p>	<p>Lecture with Power Point Presentation</p> <p>Reference: GCEPED Module 17 Page: 65 - 74</p>	<p>Differentiate stability from sustainability</p> <p>Articulate models of global sustainable development</p> <p>Understand to role of social responsibility towards achieving societal sustainability</p>	<p>Student Activity Sheet No. 5</p> <p>Item # 3</p> <p>In every SDG create an example scenario (with rubric)</p>	ALL 17 SDGs
WEEK 18 - FINAL EXAM					





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GENERAL GUIDELINES AND POLICIES:

As the College currently follows Hybrid Delivery of Learning on its instruction, the following general guidelines and policies are set by the School to be followed by the faculty-in-charge and the students of the course.

Attendance

Checking of attendance during face-to-face classes is a requirement and will be strictly observed.

Academic Integrity

Observance of the outmost academic integrity shall be observed by the students of the course. Plagiarism, cheating, and other forms of academic dishonesty shall not be tolerated by the faculty-in-charge nor the Institute.

Accomplishment of Requirements

All requirements given by the instructor/faculty-in-charge of the course to the students shall be called/referred to/addressed as “**work output**”. Each work output must be accomplished by the students until the schedule set by the instructor/faculty-in-charge. Final student’s output must also be accomplished by the schedule set by the instructor of the course.

Line of Communication

The course’s official line of communication shall be through the following:

- MS Teams: April Ann Galang (april.limgalang@mcc.edu.ph)

The utmost respect and courtesy must be observed by students in communicating to their instructor/faculty-in-charge of the course





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and with their classmates and vice versa. Any form of disrespectful and discourteous way of communication shall not be tolerated by the School.

Instructional Materials (IMs)

Working students may avail of the modular type of teaching. MS Teams online platform may be utilized by the instructor/faculty-in-charge of the course to the students – adapting the flexible learning scheme.

Grading System:

Midterm and Final:	Class Work	(30%)
	Class Participation	(20%)
	Attendance	(10%)
	Examination	(40%)
Semestral Grade:	Semestral Grade = Midterm Grade + Final Grade	





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6. MY WORLD THE UNITED NATIONS GLOBAL SURVEY FOR A BETTER WORLD. *My World on Campus*
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Adapted from the Global Citizenship and Peace Education Course Plan

Authored by:

EDUARD DC RAMOS, Ph.D.

RAYMOND JOHN D. VERGARA, MPR

JAMES DARWIN S. LAGMAN, LPT





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Compiled by:

Emmalyn T. Infant
IAS Clerk

Prepared by:

April Ann L. Galang, LPT
Instructor, IAS

Reviewed by:

Glen S. Nolasco, MSc
Assistant Dean, IAS

Approved by:

Marilyn S. Arcilla, RN, LPT, MAN
OIC- VPAA / IAS Dean

