

**Content Analysis of the K to 12 *Kasaysayan ng Daigdig Modyul*  
*para sa Mag-aaral and Gabay sa Pagtuturo***

**Arnie Garcia Dizon**

**University of the Philippines Open University  
Faculty of Education  
Los Baños, Laguna**

**Master of Arts in Social Studies Education**

**May 2017**

**Content Analysis of the K to 12 *Kasaysayan ng Daigdig Modyul*  
*para sa Mag-aaral and Gabay sa Pagtuturo***

**Arnie Garcia Dizon**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts in Social Studies Education  
Faculty of Education  
University of the Philippines Open University  
Los Baños, Laguna  
May 2017**

Permission is given for the following people to have access to this thesis:

Available to the general public	Yes
Available only after consultation with author/thesis adviser	No
Available only to those bound by confidentiality agreement	No

*Student's Signature*

*Signature of Thesis Adviser*

## **APPROVAL SHEET**

The graduate thesis attached, entitled **CONTENT ANALYSIS OF THE K TO 12 KASAYSAYAN NG DAIGDIG MODYUL PARA SA MAG-AARAL AND GABAY SA PAGTUTURO**, in partial fulfillment of the requirements for the degree of Master of Arts in Social Studies Education, is hereby accepted.

**CHARITA A. DELOS REYES, PhD**  
Adviser

**MA. THERESA L. DE VILLA, PhD**  
Reader/Critic

**MARCELINO M. MACAPINLAC Jr., MA**  
Member

Accepted in partial fulfillment of the requirements for the degree of Master of Arts in Social Studies Education.

**RICARDO T. BAGARINAO, PhD**  
Dean, Faculty of Education

## **ABSTRACT**

This study sought to analyze the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* under the K to 12 Social Studies curriculum of the Department of Education. This study aims to 1) analyze how consistent the content of the learning modules and teaching guides is with the learning standards the DepEd has set, in terms of a) historical content - content standards; b) learning activities - performance standards; and c) assessment/evaluation tools - learning competencies; 2) determine and analyze the evidences of contextualization in the teaching guides; 3) determine the approach/es evident in the teaching guides; 4) determine the historical thinking skill/s aimed to be developed in the learning modules and teaching guides; and 5) analyze how sufficient the historical content, learning activities, and assessment tools of the learning modules, and provisions of contextualization and approaches in the teaching guides are in the development of historical thinking skills.

A content analysis that employed both quantitative and qualitative approaches was used in this study. The findings of the study revealed that only the first three learning modules are consistent with the content standards of DepEd. Also, half of the learning activities are not consistent with the performance standards while the assessment/evaluation tools are not consistent with more than half of the learning competencies set by the Department of Education. Moreover, there is a low provision for contextualization in the teaching guides. Nevertheless, the evidences of contextualization range from general to specific examples that are localized to the Philippine setting. In addition, the teaching approaches evident in the teaching guides, i.e. from the most often used to least used, are the following: inquiry approach, conceptual approach, integrative approach, interdisciplinary approach, chronological-thematic approach, and multidisciplinary approach, respectively. The teaching guides, however, put more

emphasis on the inquiry approach to teaching. Thus, the teaching guides show an unequal balance in the use of teaching approaches, outlined in the Social Studies curriculum. The historical thinking skills that are found in the learning modules and teaching guides, in no particular order, include Analyzing Historical Sources and Evidence: “Primary Sources” and “Secondary Sources”; Making Historical Connections: “Comparison” and “Contextualization”; Chronological Reasoning: “Causation,” “Patterns of Continuity and Change over Time,” and “Periodization”; and “Creating and Supporting a Historical Argument-Argumentation.” Furthermore, the study found out that the learning modules and teaching guides do not provide equal opportunities for the development of various historical thinking skills as “Analyzing Historical Sources and Evidence-Secondary Sources” has greater sufficiency than the rest, while the learning modules and teaching guides do not help develop the skill, “Making Historical Connections-Synthesis.”

Thus, the study’s findings show the need for an instructional-design framework for the development of these instructional materials and a thorough validation and refinement before they are used. In doing so, Social Studies teachers and students will be ensured that the instructional materials are consistent with the learning standards of DepEd, and that these are sufficient for the development of essential historical thinking skills. Further, the content standards should be more precise in terms of stating learning outcomes in order to produce a quality instructional material in Social Studies.

*Keywords:* Social Studies, K-12, World History, learning module, content analysis, historical thinking skills

## **TABLE OF CONTENTS**

<b>Abstract</b>	<b>iii</b>
<b>Table of Contents</b>	<b>v</b>
<b>List of Tables</b>	<b>ix</b>
<b>List of Figures</b>	<b>xii</b>
<b>I. Introduction</b>	<b>1</b>
<b>Background</b>	<b>1</b>
<b>Statement of the Problem</b>	<b>8</b>
<b>Significance</b>	<b>9</b>
<b>Scope and Delimitations</b>	<b>9</b>
<b>II. Literature Review and Conceptual Framework</b>	<b>11</b>
<b>Philippine Educational Reform Programs and the Development of     Instructional Materials in Basic Education</b>	<b>11</b>
<b>Content Analytic Studies on Instructional Materials in Basic Education</b>	<b>12</b>
<b>Content Analyses of Instructional Materials in Values Education</b>	<b>13</b>
<b>Content Analyses of Instructional Materials in Science Education</b>	<b>15</b>
<b>Content Analyses of Instructional Materials in Mathematics Education</b>	<b>28</b>
<b>Content Analyses of Instructional Materials in Language Education</b>	<b>32</b>
<b>Content Analyses of Instructional Materials in Social Studies Education</b>	<b>37</b>
<b>World History Teaching and Learning</b>	<b>49</b>
<b>Teaching Approaches in Secondary World History</b>	<b>49</b>
<b>Historical Thinking Skills in Secondary World History</b>	<b>52</b>
<b>Conceptual Framework</b>	<b>58</b>

<b>Definition of Terms</b>	<b>59</b>
<b>III. Methodology</b>	<b>62</b>
<b>Research Design</b>	<b>62</b>
<b>Sources of Data</b>	<b>64</b>
<b>Sample</b>	<b>65</b>
<b>Instruments</b>	<b>66</b>
<b>Validation of the Instruments</b>	<b>67</b>
<b>Data Collection Procedure</b>	<b>68</b>
<b>Data Analysis Procedure</b>	<b>71</b>
<b>Ethical Considerations</b>	<b>73</b>
<b>IV. Presentation and Analysis of Findings</b>	<b>74</b>
<b>Sources</b>	<b>74</b>
<b>Content Analysis</b>	<b>74</b>
<b>Information-Processing Phase</b>	<b>74</b>
<b>Consistency of the Historical Content of the Modules with the             Content Standards</b>	<b>75</b>
<b>Consistency of the Learning Activities with the Performance             Standards</b>	<b>81</b>
<b>Consistency of the Assessment/Evaluation Tools with the             Learning Competencies</b>	<b>99</b>
<b>Evidences of Contextualization in the Teaching Guides</b>	<b>123</b>
<b>Teaching Approaches Evident in the Teaching Guides</b>	<b>128</b>
<b>Journaling Phase</b>	<b>145</b>

Historical Thinking Skills to be developed in the Learning Modules and Teaching Guides	145
Sufficiency of the Components of the Learning Modules and Provisions on the Teaching Guides in the Development of Historical Thinking Skills	199
Summary	205
V. Summary, Conclusions and Recommendations	206
Summary	206
Conclusions	208
Recommendations	209
Areas for Further Study	212
Bibliography	214
Appendices	220
A. Cover Letter, Informed Consent Form and Content Standards Matrix	220
B. Cover Letter, Informed Consent Form and Performance Standards Matrix	226
C. Cover Letter, Informed Consent Form and Learning Competencies Matrix	232
D. Categorization Rules for the Components of the Learning Modules	248
E. Rules for Coding	253
F. Codebook	254
G. Glossary of Approaches	264
H. Categorization Rules for the Provisions on the Teaching Guides	266
I. Historical Thinking Skills Categories	269
J. Front Cover of the Instructional Materials	272
K. Summary of the Categorization of Themes - Components of Learning	

Module	273
L. Summary of the Categorization of Themes – Provisions in the Teaching Guides	274
M. The Content Analysis Framework	275
N. The Topics in the Kasaysayan ng Daigdig Learning Modules	276
O. Historical Content Matrix	277
P. Learning Activities Matrix	281
Q. Assessment/Evaluation Tools Matrix	307
R. Contextualization Matrix	315
S. Teaching Approaches Matrix	318
T. Historical Content (Historical Thinking Skills)	358
U. Learning Activities (Historical Thinking Skills)	364
V. Assessment/Evaluation Tools (Historical Thinking Skills)	389
W. Contextualization (Historical Thinking Skills)	397
X. Teaching Approaches (Historical Thinking Skills)	400

## LIST OF TABLES

Table 4-1.1. Historical content matrix .....	80
Table 4-2.1. Learning activities matrix (Module 1) .....	84
Table 4-2.2. Learning activities matrix (Module 2) .....	88
Table 4-2.3. Learning activities matrix (Module 3) .....	94
Table 4-2.4. Learning activities matrix (Module 4) .....	98
Table 4-3.1.1. Assessment/evaluation tool matrix (Module 1-Pre-test) .....	103
Table 4-3.1.2. Assessment/evaluation tool matrix (Module 1-Post-test) .....	105
Table 4-3.2.1. Assessment/evaluation tool matrix (Module 2-Pre-test) .....	107
Table 4-3.2.2. Assessment/evaluation tool matrix (Module 2-Post-test) .....	109
Table 4-3.3.1. Assessment/evaluation tool matrix (Module 3-Pre-test) .....	112
Table 4-3.3.2. Assessment/evaluation tool matrix (Module 3-Post-test) .....	115
Table 4-3.4.1. Assessment/evaluation tool matrix (Module 4-Pre-test) .....	118
Table 4-3.4.2. Assessment/evaluation tool matrix (Module 4-Post-test) .....	122
Table 4-4. Contextualization matrix .....	125

Table 4-5.1.	Teaching approaches matrix (Teaching Guide 1) .....	131
Table 4-5.2.	Teaching approaches matrix (Teaching Guide 2) .....	134
Table 4-5.3.	Teaching approaches matrix (Teaching Guide 3) .....	139
Table 4-5.4	Teaching approaches matrix (Teaching Guide 4) .....	143
Table 4-5.5.	Summary of the teaching approaches .....	144
Table 4-6.	Historical content (Historical Thinking Skills) .....	147
Table 4-7.1.	Learning activities (Historical Thinking Skills-Module 1) .....	151
Table 4-7.2.	Learning activities (Historical Thinking Skills-Module 2) .....	154
Table 4-7-3.	Learning activities (Historical Thinking Skills-Module 3) .....	158
Table 4-7.4.	Learning activities (Historical Thinking Skills [HTS]-Module 4) .....	162
Table 4-8.1.1.	Assessment/evaluation tools matrix (HTS-Module 1-Pre-test) .....	164
Table 4-8-1.2.	Assessment/evaluation tools matrix (HTS-Module 1-Post-test) .....	166
Table 4-8.2.1.	Assessment/evaluation tools matrix (HTS-Module 2-Pre-test) .....	168
Table 4-8.2.2.	Assessment/evaluation tools matrix (HTS-Module 2-Post-test) .....	169
Table 4-8.3.1.	Assessment/evaluation tools matrix (HTS-Module 3-Pre-test) .....	171

Table 4-8.3.2. Assessment/evaluation tools matrix (HTS-Module 3-Post-test) .....	172
Table 4-8.4.1. Assessment/evaluation tools matrix (HTS-Module 4-Pre-test) .....	174
Table 4-8.4.2. Assessment/evaluation tools matrix (HTS-Module 4-Post-test) .....	176
Table 4-9. Contextualization matrix (HTS) .....	178
Table 4-10.1. Teaching approaches matrix (HTS-Module 1) .....	181
Table 4-10.2. Teaching approaches matrix (HTS-Module 2) .....	186
Table 4-10.3. Teaching approaches matrix (HTS-Module 3) .....	192
Table 4-10.4. Teaching approaches matrix (HTS-Module 4) .....	198
Table 4-11. Summary of occurrences of the themes of historical thinking skills in the learning modules and teaching guides .....	203
Table D-1. Historical content matrix .....	250
Table D-2. Learning activities matrix .....	251
Table D-3. Assessment/evaluation tools matrix .....	252
Table H-1. Teaching approaches matrix .....	268
Table H-2. Contextualization matrix .....	269

## **LIST OF FIGURES**

Figure 1. The K to 12 Social Studies conceptual framework .....	2
Figure 2. A schematic diagram of the conceptual framework of the study .....	58

## Chapter 1

### INTRODUCTION

#### Background

Republic Act No. 10533 provides a mandatory Kindergarten plus 12 years of basic education in the Philippines (Enhanced Basic Education Act of 2013). In the K to 12 Program, learning modules and teaching guides are the primary instruments of teaching and learning (SEAMEO INNOTECH, 2012). The learning modules and teaching guides for *Araling Panlipunan* (Social Studies) are based on the K to 12 Social Studies curriculum that is meant to help develop Filipino learners who are critical, analytical, accountable, productive, patriotic, nature lover and humane (Department of Education, 2013). Social Studies is a learning area in Philippine basic education, i.e. in both elementary and secondary levels, that draws its content from Social Science disciplines. These Social Science disciplines include History, Geography, Economics, Sociology, etc. (Department of Education, 2013).

The goals and objectives of the K to 12 Social Studies curriculum are as follows:

... makalinang ng kabataan na may tiyak na pagkakakilanlan at papel bilang Pilipinong lumalahok sa buhay ng lipunan, bansa at daigdig. Kasabay sa paglinang ng identidad at kakayanang pansibiko ay ang pag-unawa sa nakaraan at kasalukuyan at sa ugnayan sa loob ng lipunan, sa pagitan ng lipunan at kalikasan, at sa mundo, kung paano nagbago at nagbabago ang mga ito, upang makahubog ng indibiduwal at kolektibong kinabukasan. (Department of Education, 2016, p. 4)

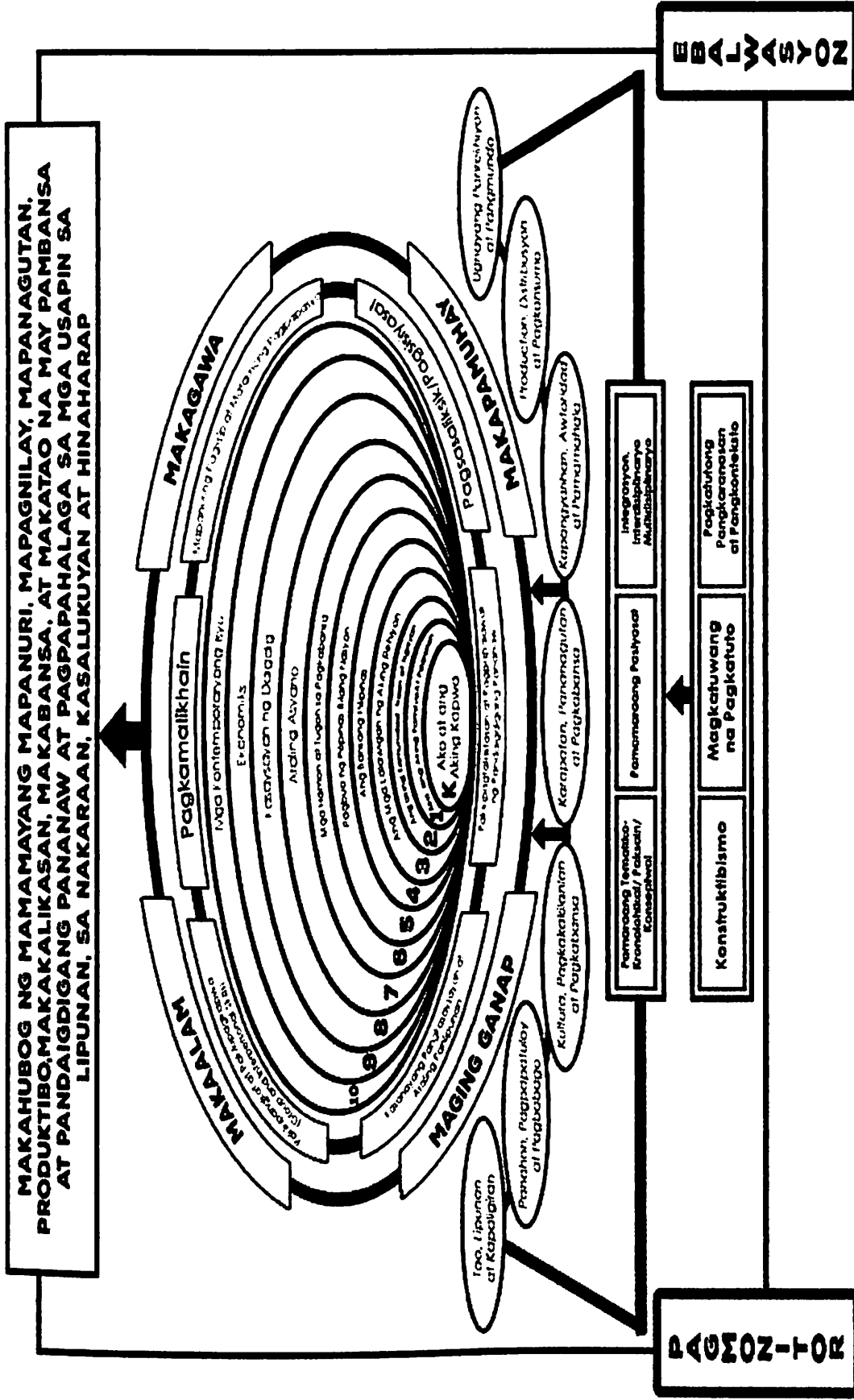


Figure 1. The K to 12 Social Studies conceptual framework.

Figure 1 shows the K to 12 Social Studies Conceptual Framework found in the curriculum guide of the Department of Education (2013). In the framework, concepts about Asian Studies, World History, Economics and Contemporary Issues are the content of the new K-12 Social Studies Curriculum in the Junior High School (Grades 7 to 10). This development is made by virtue of DepEd Order 20, series of 2014. Thus, for School Year 2015-2016, World History was taught in both Grades 8 and 9 as a transition in adding Contemporary Issues and the removal of Philippine History in the Junior High School Social Studies curriculum (Department of Education, 2014). And starting School Year 2016-2017, World History is only taught in Grade 8. The learning areas are grounded on various learning theories like constructivism, collaborative learning, and experiential and contextual learning. These are taught using chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary approaches. From these approaches, the skills to be developed among learners include creativity, critical thinking and decision-making skills, historical and Social Studies skills, group and interpersonal skills, research and inquiry skills, communication skills and having a global vision or worldview (Department of Education, 2013).

**The K to 12 Social Studies instructional materials.** As stated in DepEd Order 31, series of 2012, “modules shall be provided as the basic learning resource” (p. 12). Prior to the deployment of the learning modules, Social Studies teachers and learners used textbooks for years. But before the deployment of these K to 12 instructional materials, there were attempts to use learning modules inside the Social Studies classrooms. The current learning modules are now the primary instructional materials in the K to 12 program. In this regard, all lessons that could be found in the K to 12 Social Studies curriculum are taught using learning modules which are said to be “self-

instructional materials that lend themselves to independent and cooperative learning” (Department of Education, 2012d, p.12).

Also, as stated in DepEd Order No. 70, series of 2012, the learning modules are accompanied with teaching guides/manuals that encourage teachers to make modifications that suit the ability of the learners and meet the competencies for higher learning. These modifications include contextualization in order to help students comprehend the lessons by using examples that are present in the Philippine setting (Department of Education, 2012b).

Since the learning modules and teaching guides are based on the K to 12 Social Studies curriculum, the features of the K to 12 Social Studies framework are expected to be reflected in these materials. In addition, these are designed based on the spiral approach and decongestion of some topics of the subject. The spiral/progression approach means “building on the same concepts developed in increasing complexity and sophistication starting from grade school” (Department of Education, 2012d). On the other hand, decongestion means removal of redundant topics in the curriculum.

Selected teachers and academic professionals were invited to serve as writers and/or reviewers while language editors and consultants were tasked to quality-assure the Social Studies learning modules (LM) and teaching guides (TG) from September to November 2013 (Ocampo, 2013). The materials were submitted to the Instructional Materials Secretariat Council (IMCS), Bureau of Secondary Education (BSE) and External Experts for validation and finalization until the materials were ready for handing to the Office of Program and Projects of the Department of Education (Ocampo, 2013). Of this, the DepEd says:

**The Instructional Materials Council Secretariat (IMCS) ... is tasked to check the completeness of the camera-ready copies and final layout of the LMs and TGs.**

However, prior to the submission of the final versions of the complete LMs and TGs for all the learning areas ..., the said learning resources must be subjected to an internal review by [the Bureau of Secondary Education and] other stakeholders [i.e. External Experts,] to ensure that these comply with DepEd standards on content, language, and format and are appropriate for mass production. (Department of Education, 2012c, p. 1)

DepEd Order No. 8, series of 2015 explains that the learning standards are comprised of the content standards, performance standards and the learning competencies, as outlined in the curriculum. For Social Studies, the content standards, performance standards and learning competencies are contained in the K to 12 Social Studies Curriculum Guide that is also available on the website of DepEd. These learning standards are defined as follows:

Content standards identify and set the essential knowledge and understanding that should be learned. These answer the question, “What should the learners know? Performance standards describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of 21st century skills. These answer the following questions: What can learners do with what they know? How well must learners do their work? How well do learners use their learning or understanding in different situations? How do learners apply their learning or understanding in real-life contexts? What tools and measures should learners use to demonstrate what they know? On the other hand, learning competencies refer to the knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity. (Department of Education, 2015, p. 3)

The K to 12 learning modules and teaching guides were crafted using these learning standards. But the framework of these instructional materials is another one. The framework that the DepEd used in designing their instructional materials is the KPUP Model.

***Know, process, understand, product/performance (KPUP) framework.*** The rationale of the design for the learning modules is in DepEd Order 73, series of 2012 which talks of the guidelines on the assessment and rating of learning outcomes. The presentation format of the Social Studies learning modules follow a four-phase

assessment framework. The first phase is termed as “Know” which contains learning activities that will introduce students to the lesson. The next phase is called “Process” which includes reading materials and learning activities that will help students develop ideas. The third phase is known as “Understand” which is focused on the internalization of the lesson through various learning activities. World History consists of four modules and each module is divided into three to four lessons. Students need to pass through the three phases each time they finish a lesson. Upon reaching the last lesson in the module, they are introduced to the fourth phase, “Product/Performance,” in which the students are asked to transfer what they have learned from the entire module through a project or an activity (Department of Education, 2012a).

As described by the study of Belen (1976), a learning module is a “self-contained instructional unit which can bring about learning with minimum teacher-direction” (p.7). As such, the use of a module can foster self-discipline and self-responsibility on students while the teachers’ role has evolved from “transmitters of knowledge” to “facilitators of learning,” with the aid of a teaching guide or manual (Chao-ayan, 2000). The study of Padsuyan (1995) found that learning modules and their corresponding manual are “designed according to a specific purpose or situation” and if these are to be used for “classroom instruction purposes,” then these should be designed to “permit students to learn at their own pace” and “should have provisions for treatment of topics in small groups or individual conferences where the teachers can individualize the content of the package” (p. 5). With this in mind, learning modules should be used according to one’s “intent of instruction” and their implementation that is guided by a manual must be done with care (Rillo, 1995).

But if the historical content, activities and assessment/evaluation tools of the learning modules are not consistent with the standards the DepEd has set, and that these components of the learning modules and the provisions in the teaching guides are not sufficient in the development of historical thinking skills, then the entire curriculum will fail. As stated by James Banks, “the core of the Social Studies curriculum” is its instructional materials (as cited in Dela Cruz, 1975, p. 49). In order to ensure that the learning modules and the teaching guides, as the “main sources of the subject matter,” can help attain the goals and objectives of Social Studies education, a content analysis of these instructional materials is necessary (Salumbre, 1995). Research and personal communication with DepEd personnel revealed that content, format and language validation were only done on these instructional materials before these were used (Department of Education, 2012c). Thus, there is need to analyze the learning modules’ components like historical content, learning activities and assessment/evaluation tools to determine their consistency or if these are congruent with the learning standards of DepEd, namely: content standards, performance standards and learning competencies. Also, these components of the learning modules and the teaching guides’ provisions for contextualization and teaching approaches should also be analyzed to determine their sufficiency or if these are enough to develop historical thinking skills as essential learning outcomes in the study of World History. The study of Cristobal (2004) highly recommends that since the development of historical thinking skills is dependent on the instructional materials used by students and teachers, then the learning modules and teaching guides in World History need to be content analyzed.

## **Statement of the Problem**

As of this writing, there has been no study yet on the content analysis of Social Studies instructional materials in the K to 12 Program in the Philippines. Thus, this study sought to analyze the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* under the K to 12 Social Studies curriculum. The questions that this study sought to answer are as follows:

- 1) How consistent is the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (learning modules) and *Gabay sa Pagtuturo* (teaching guides) with the learning standards the DepEd has set, as to a) historical content - content standards; b) learning activities - performance standards; and c) assessment/evaluation tools - learning competencies?
- 2) How is contextualization evident in the teaching guides? What evidences on contextualization were used in the teaching guides?
- 3) What is/are the teaching approach/es evident in the teaching guides?
- 4) What historical thinking skill/s are found in the learning modules and teaching guides?
- 5) How sufficient are the historical content, learning activities, and assessment tools of the learning modules, and provisions of contextualization and teaching approaches in the teaching guides in the development of historical thinking skills?

## **Significance**

Roberts observes that “the large number of published textbook [or instructional material] content analyses suggests these studies are one of the cornerstones of Social Studies research” (2014, p. 51). Thus, this study contributes to the literature, particularly on content analyses of learning modules and teaching guides that are being used in the Social Studies classroom.

In addition, the results of this content analytic study will be useful to the Department of Education, particularly its curriculum designers and instructional material developers. This study will serve as one of the bases in improving the learning modules and teaching guides in Social Studies.

## **Scope and Delimitations**

This study content analyzed the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* under the K to 12 Social Studies curriculum of the Department of Education in the Philippines. Thus, the results of the study may only be true for these materials and their respective editions.

In addition, this study focused on the consistency of the learning modules’ components, namely: historical content, learning activities and assessment/evaluation tools to the content standards, performance standards and learning competencies the Department of Education has set, respectively. Also, this study focused on the sufficiency of the learning modules’ components and the teaching guides’ provisions on contextualization and teaching approaches in the development of historical thinking skills.

The next chapter presents the study's conceptual framework through a review of relevant studies.

## **Chapter 2**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents the conceptual framework of the study through a review of relevant studies on content analyses of instructional materials and the teaching and learning of World History in basic education.

#### **Philippine Educational Reform Programs and the Development of Instructional Materials in Basic Education**

Educational reform programs in different countries have brought about changes in the landscape of basic education—elementary and secondary levels. In the Philippines, the K to 12 Program, as discussed in the previous chapter, had brought changes, particularly in the instructional materials used by teachers and students in the classroom through curricular reforms instituted, like the K to 12 Social Studies Curriculum. But even before the implementation of the K to 12 Program, various reform programs were implemented in the country.

One of these was the New Social Studies Program of the then Ministry of Education and Culture (MECS). Aguirre (1979) called it as an “innovation aimed at developing our children and youth to become self-disciplined, self-sufficient and self-reliant citizens” (p. 121). Then, this program introduced new content in the curriculum, thereby producing textbooks and other instructional materials for students and teachers alike.

Also, the Program for Decentralized Education Development (PRODED) in 1982 aimed to “revitalize elementary education through massive provisions of textbooks and new instructional materials” (Cooney, 1988, p. 7). And through the PRODED, the then New Elementary School Curriculum (NESC) was instituted. Under the NESC, new content was added in the curriculum, which in turn led to the production of instructional materials in every learning area.

In addition, the Secondary Education Development Program (SEDP) in 1989 instituted the New Secondary Education Curriculum (NSEC). The NSEC was a major component of the SEDP and based on the cognitive, affective and manipulative or psychomotor domains of learning (DECS, 1989). This curriculum prescribed new content in the learning areas at the secondary level, particularly in Social Studies. Together with these were the developments of instructional materials in every learning area (DECS, 1989).

The New Social Studies Program, PRODED and SEDP produced instructional materials in basic education, particularly in Social Studies. The next section presents a review of studies conducted on the instructional materials produced by educational reform programs in the Philippines. The information gathered from this review served as a guide in the content analysis done in this study.

### **Content Analytic Studies on Instructional Materials in Basic Education**

This section reviews different studies conducted on instructional materials of different learning areas, in order to determine the methods and practices on content analysis.

**Content analyses of instructional materials in Values Education.** A salient feature of SEDP was the implementation of Values Education as a separate subject in 1989. Javier (1998) content analyzed the *Values Education I* textbook for First Year high school students under the SEDP of the then Department of Education, Culture and Sports (DECS). The study focused on determining the congruence of the objectives, activities, evaluation tools, and skills required to the aims of SEDP. In addition, the study determined the language, style and format of the textbook.

The study used the qualitative content analysis method to obtain relevant answers for the research questions (Javier, 1998). This included reading the entire book page by page. Also, the study highlighted the specific sentences, words, phrases or paragraphs where indicators of congruence could be seen. The study also had a checklist of congruence wherein on one column were the aims of SEDP, and on the other, were the listing of objectives, activities, evaluation tools and skills to be developed for students. Then, a check mark in the third column was put if there is a match.

Javier's study (1998) revealed that the objectives, activities, evaluation and skills required were congruent to the aims of SEDP on Values Education. However, the study noted that the language, style and format should be improved to address the needs of students for better understanding. This implies the need for contextualization of the content of the textbook—that is, to include examples that are true to the Philippine setting or in their very own locality.

The study of Javier (1998) served as a model for the present study. However, the former determined the congruence of the objectives, activities, assessment and skills to be developed for students with the aims of the SEDP on Values Education using a qualitative approach, while the present study determined the consistency of the historical content, activities, and evaluation tools with the learning standards of DepEd, and

sufficiency of the components of the learning modules and the provisions in the teaching guides to the development of historical thinking skills using both quantitative and qualitative approaches to content analysis. Also, the present study validated the recommendation of Javier (1998) on contextualization, if it was incorporated in the instructional materials, particularly on the teaching guide being used in the Social Studies classroom.

In another study, Petilos (1998) conducted a content analysis of selected lessons for high school students in the Values Education textbooks under the SEDP of the then DECS. The study focused on looking for Filipino nationalism or the concept of love of country in these textbooks. Also, the study focused on determining the congruence or pattern of the theme, activities and the stated philosophy of education in the textbook which, in turn, showed the ideology/ies of the textbooks. The study of Petilos (1998) assumed that “the dominant class has the power and influence to control even the ideologies in education” (p. 23).

Petilos (1998) used a qualitative content analysis of the Values Education textbooks from first year to fourth year high school. The research design of the study was a “one group post-test design (X,O),” the “X” being the textbook and the “O” being the observation of the ideologies of the textbooks, which were expected to be reflected by the themes and activities in the textbooks. The textbooks were expected to reflect the overarching ideology of the learning area. The steps the study took for the data analysis were (a) preparing of the textbook, (b) determining the relationship or connection of the lessons to the research, (c) reading the textbooks one by one, and then (d) determining the relevant patterns from the textbooks based on the framework of her study. It took the study one and a half months to gather data from the Values Education textbooks. Petilos found out that the first year and second year Values Education textbooks were not

advocating Filipino nationalism. On the contrary, the Values Education textbooks for third year and fourth year students, particularly their activities and themes, contained Filipino nationalism. The study recommended that future researchers should focus on studying the processes in the instructional materials used in teaching the subject.

The steps in data analysis the study followed gave insights on content analysis for this present study. However, as earlier noted, the study of Petilos (1998) only focused on the singular theme of nationalism in the content of the textbook, while the present study focused on the themes of each of the four content standards.

**Content analyses of instructional materials in Science Education.** The University of the Philippines Science Education Center (UPSEC), now the National Institute for Science and Mathematics Education Development (NISMED), produced textbooks and other instructional materials for students and teachers in the classroom. The following studies show the kind of content analyses made to instructional materials produced by the UPSEC.

Galvante, Magalong, and Mencias (1974) did a content analysis of a textbook used in Environmental Science I subject in the secondary level. This textbook was produced by the UPSEC. The study used three categories, namely: student involvement, word difficulty and readability.

In determining the student involvement in the modules, the study used Romey's quantitative rating scheme. This was done by getting the ten percent of each text, figure, diagram, tables and activities first. Then, the average index of student involvement was determined by computing the rate of distribution and introduction of each item. For word difficulty and readability, the average index of spread and frequency of technical terms and non-technical terms in Science were computed (Galvante, et al., 1974).

The findings revealed that the textbook was not authoritarian or teacher-centered, as it contained sufficient activities for students to work with. Also, the study found out that there were more non-technical terms than technical ones in the textbook. Thus, the study recommends that similar concepts should only use one term, so as not to confuse the students (Galvante, et al., 1974).

The study of Galvante, et al. (1974) employed a quantitative approach to content analysis. The present study had learned from it with regard to the measure of determining the sufficiency of activities. This measure was combined with the qualitative approach and produced data that were described in the journal or narrative of the results of the content analysis and, in turn, showed the sufficiency of the components of the learning modules to the development of historical thinking skills.

Donato, Montales, and Tan (1974) did a content analysis of the *Fundamentals of Physics* book produced by the UPSEC for fourth year high school students. The study determined the student involvement (i.e., if the textbook is authoritative or investigative), and word loading (i.e., frequency of technical and non-technical terms). Their study used Romey's quantitative rating scheme and supplementary ground rules or a listing of expected features that he formulated in determining the students' involvement in the textbook. To determine the word loading of technical and non-technical terms, it used the "Words in Science (Non-technical Vocabulary List)," the Index for the UPSEC *Fundamentals of Physics Textbook* and the *Dictionary of Science* were used. Also, supplementary ground rules formulated by the study of Donato, et al. (1974) were used to judge whether the terms were technical or not. The study found out that the student involvement in the textbook was very high; thus, it was investigative in nature because there were a lot of activities for students. For the word loading, the study found out that there were more technical terms in the textbook.

It recommended that the Romey's scale for evaluating a textbook should be revised in order to suit the needs of the students and teachers in the Philippines. It claimed that Romey's scale was "western-oriented and seemingly suited for conditions prevailing in a developed country" (p. 7). Also, the study suggested that Romey's scale should be modified according to the objectives of the book as well as the goals and aims of Philippine education. The study further recommended that the terms which are found to be sources of difficulty for the students should be replaced by terms that are simple and easy to comprehend.

The present study derived an essential insight from the findings and recommendations of Donato, et al. (1974), particularly on the utilization of instruments or tools for content analysis. It is important, as the said study claims, that these instruments should be examined first and then modified for the needs of the user. In the case of the present study, it determined the consistency of the historical content, activities, and assessment/evaluation tools of the learning modules with regard to the learning standards set by DepEd, and the sufficiency of these components of the learning modules and provisions in the teaching guides to the development of historical thinking skills.

Carman and Rodriguez (1975) content analyzed the textbook produced by the UPSEC for the subject Integrated Science I in the secondary level. The study determined the student involvement, word difficulty and readability of this textbook. For the student involvement, their study used Romey's quantitative rating scheme. The ten percent of the text, figures, tables, diagrams and self-evaluation activities were calculated. In determining the word difficulty, the study used the "Non-Technical Vocabulary List and Rules" and a set of ground rules. Also, the study formulated and validated rules for technical terms. The two researchers defined "Ground Rules" as the set of descriptions that someone should seek in determining and identifying technical terms (Carman &

Rodriguez, 1975, p. v). Then, for the readability of the textbook, the Flesch Readability formula was used. It made use of a sampling of ten percent of the total number of pages of the textbook and computed for the reading ease score and human interest score.

The study revealed that the textbook is investigative in nature—that is, it contains enough activities for the students to do. Also, there were more non-technical terms in the textbook, so they suggested that a phrase or word should only be used for similar concepts to minimize confusion on the part of the students. For the readability of the textbook, the study concluded that the textbook is an interesting reading material because of the computed values for the reading ease and human interest scores. Thus, they recommended that a list of Science terms should be made to aid in the conduct of future content analyses.

The present study learned from the methods of the study of Carman and Rodriguez, particularly the creation and validation of ground rules for determining key terms. This set of descriptions were helpful in identifying and categorizing the themes of the components of the learning modules based on the learning standards set by DepEd, and of the teaching guides based on the features outlined in the curriculum, like contextualization and teaching approaches. Also, a listing of themes were made based on the recommendation of the aforementioned study to facilitate their easy retrieval when needed.

Furthermore, the studies conducted on the UPSEC-produced instructional materials have a recurring theme in the focus of their content analyses. This is the emphasis on readability, word difficulty/loading and student involvement. It is possible that the persons involved in these studies belonged to the same movement of content analysts. However, the present study sought to go beyond frequency counts and the

analysis of language used in instructional materials, which are superficial types of content analyses.

Alcala, Castañeto, and Paraiso (1975) content analyzed a textbook for second year high school students, *Principles of Biology* authored by Lilia M. Rabago. The study focused on the readability of the textbook by looking at its technical and non-technical terms. Also, it determined the student involvement of the textbooks—that is, if the textbook is inquiry-oriented or authoritarian, by looking at its sentences, figures, tables, diagrams, and activities. The readability of the textbook was determined by a frequency count of its technical and non-technical terms. The study also used the “Words in Science (Non-Technical Vocabulary List)” by Paul Gardner, the “Modern Science Dictionary” by Hechthinger, and the ground rules for readability that were formulated. Then, the ratio and proportion of the technical and non-technical terms were determined. After that, the student involvement in the textbook was determined by using “Romey’s Guidesheet for Quantitative Analysis of Textbooks and Laboratory Manuals.” In this tool, the rating of sample sentences for verbal presentation, rating of figures, diagrams and tables, and the indices of the activities were computed. Aside from that, the study made use of a qualitative content analysis to supplement the quantitative analysis. This was done by subjectively describing the other attributes of the book and putting the data in the journal afterwards.

The study found out that there were more non-technical terms, i.e. words that are not solely used in Science and have different meanings in other disciplines, in the textbook (Alcala, et al., 1975, p. v). Also, the study noted that the textbook did not promote student involvement as there were few activities, thereby making it authoritarian. And since it did not contain enough activities, students may not develop enough skills. But the layout and illustrations of the textbook were exemplary as they were clear and

easy to comprehend. Furthermore, there were also considerable number of Philippine examples used in the textbook, a proof that contextualization of the content was done.

The study recommended that curriculum makers and textbook writers ensure that instructional materials are easy to comprehend and are appropriate to the age and grade level of students. The study then suggested that the terms should be contextualized or suited to the place where they are living. Aside from that, the study recommended that the activities and questions in the textbook are suitable to the cognitive levels and skills of students. This work presented useful insights for the present study, like the utilization of a list of key terms or a “dictionary” to decode and identify terms in the instructional materials. This helped the present study to facilitate ease in the identification of themes in the materials to be analyzed. However, the former was only limited to readability and student involvement of the textbook.

A quantitative study by Corminal (1979) analyzed the content of the first year high school textbook *Exploring our Environment* that was produced by the Curriculum Development Center for Science and Mathematics, and the Science Education Center of the University of the Philippines. It focused on the student involvement of the text, tables, figures, diagrams, illustrations, self-evaluation items and activities, word difficulty, and readability of the textbook. The study used Romey’s quantitative rating scheme to determine student involvement. This was done by determining the ten percent of the text, figures, diagrams and self-evaluation activities. Then, the computed values were tallied to get the average index of each item. For the word difficulty, the study used the *Project Words in Science: Philippines* (WISP). Using this listing of Science terms, a number for each item was assigned depending on the level of difficulty. Then, the study computed the total frequency, the percentage, and average of the words. In determining the readability of the textbook, the study used Taylor’s “Cloze Procedure.” This

employed a sampling wherein ten paragraphs in every 25<sup>th</sup> page of the textbook were selected. These were tried out to six grade 6 students, six first year high school students and six second year high school students. Then, the average percentage scores of the students in reading the paragraphs were computed.

Corminal concluded that the content of the textbook involves the students to learn by doing different activities. However, it noted that the words or terms used were difficult for the level of intelligence of the students; thus, it recommended that future researchers should consider validating the categories first to teachers or experts before classifying the content of the textbook.

The present study reflects on the content analysis of the study of Corminal (1979), particularly on the validation of the categories for analyzing an instructional material. Following Corminal, the present study validated first the categories or themes with experts—i.e., historians for the themes in the content standard and Social Studies teachers for the themes found in the performance standards. Corminal's study just took samples from the textbook, while the present study considered the entire instructional materials for a comprehensive picture of their consistency and sufficiency.

***Studies involving the organization and method of presentation of the content of instructional materials in Science Education.*** Bugal (1979) did a content analysis of the *Living Things and their Environment* textbook for second year high school students. It focused on three aspects, namely: readability, word difficulty and subject matter content. For the readability, the study sampled 25 percent or 40 pages of the total number of pages of the textbook. From here, the study determined the average sentence length and the word length, i.e., number of syllables per 100 words. Then the reading ease score obtained was compared to the Flesch Reading Ease Scale. In determining the word difficulty of the textbook, the study used the listing of words in the Project WISP. The

frequencies of appearance and levels of difficulty of these words were recorded. The percent of words for every level of difficulty was calculated by dividing the number of words which belonged to the difficulty level over the total number of words identified. The result was then multiplied by 100. For the subject matter content, the study used the qualitative content analysis technique to determine the organization, method of presentation and other features of the book that may be important to teachers and students.

Bugal's study concluded that the textbook could be hardly read by students because the texts require a mental aptitude higher than their current level. It also contained terms that are difficult for students of that level to understand or comprehend. Also, the study found out that the Science content and activities in the textbook promoted the development of intellectual skills, addressed individual differences, presented the lessons in an inductive manner or from simple to complex, and encouraged contextualization or the application of their lessons to their everyday lives. It thus recommended that curriculum makers and textbook writers should lower the reading level of the instructional materials they produce and that highly technical terms should be replaced by easier terms for the students to comprehend easily. It also suggested that future studies should also try other methods in determining the readability of textbooks.

Bugal employed a combination of quantitative and qualitative approaches to content analysis. What the present study had picked up from Bugal is the qualitative content analysis technique that determined the presence of contextualization in the textbook that was analyzed. However, the present study looked for contextualization in the teaching guide, as stated in DepEd Order No. 70, series of 2012. Also, while Bugal only focused on readability, word difficulty and subject matter content, the present study focused on the consistency of the historical content, activities and evaluation tools to the

standards set by DepEd, and the sufficiency of these components of the learning modules and the provisions in the teaching guides in the development of historical thinking skills.

Lolinco (1994) content analyzed the *Science and Technology II* textbook used by second year high school students in their Biology subject. This textbook was produced and authorized by the then DECS. It focused on theme emphasis, clarity of the material, student involvement and word loading. Lolinco used all the 352 pages of the textbook in the content analysis. Also, the units of analyses were the words, sentences, paragraphs, tables, figures, self-evaluation tests and activities. This quantitative content analysis utilized several statistical techniques, including percent by volume for theme emphasis, the feedback-based readability formula for clarity of the material, and Romey's Quantitative Method for student involvement and word loading.

Lolinco's study revealed that the emphasis of the textbook is on the structures and functions of organisms, and found out that there were a lot of unclear terms, which gave the textbook low readability. For the student involvement, the results unveiled that the textbook contains few activities, thereby making it non-investigative for students. With regard to word loading, the textbook was full of non-technical terms. These terms are not solely used in Science, as opposed to technical terms, and have different meanings in other disciplines. Thus, students found the texts difficult to read and comprehend.

The study recommended that (a) the content should equally emphasize all aspects of the learning areas, (b) non-technical terms should also be minimized so as not to confuse the students with regard to the meanings of the words used in the textbooks, (c) the textbook should be contextualized so that its language would be clear to average Filipino students, that textbook examples should be locally available, and that the textbook should include a glossary of terms. Finally, the study recommended that future researchers should consider analyzing other instructional materials, like modules in

different subjects or learning areas. Lolinco's recommendations affirm the inclusion of the identification of contextualization of content on the instructional materials that the present study sought to analyze, not to mention that one of the features of the K to 12 Program in the Philippines is contextualization. However, Lolinco's study was only limited to a quantitative content analysis employing several statistical procedures. The present study combined quantitative and qualitative approaches to content analysis to come up with a more comprehensive picture of the consistency and sufficiency of the instructional materials produced by DepEd.

***Content analyses of textbooks and manuals in Science Education.*** A content analysis conducted by the study of Cruz, Dayrit, and Yap (1974) of a UPSEC-produced textbook and laboratory manual titled, *Biology for Philippine High Schools: The Relationship of Living Things*, focused on four aspects, namely: student involvement, word loading, spread of technical and non-technical terms, and introduction of technical terms.

In getting the student involvement of the textbook, the study used Romey's Quantitative technique. For the word loading, it identified technical and non-technical terms and their frequency; to determine the spread of Science terms, it used the formula for Index of Spread; and to derive the rate of introduction of technical terms, it manually counted the appearance of new words. The study found out that (a) the textbook and manual complemented each other and both promoted student involvement in different learning activities; (b) there were more non-technical terms than technical; (c) the spread of terms could not be determined using the formula for index of spread because of several factors, like word occurrence in only one interval, high frequency and occurrence of words in a few intervals, low frequency and occurrence of words in a few intervals, frequency but occurring in different number of intervals, frequency, number of intervals

and heavy word loading in some intervals, and the total frequency of the word; and (d) technical terms were continuously introduced in the succeeding intervals when the need for them in relation to the subject matter arose.

The study revealed that the “readability of Science curriculum materials would give meaningful profile of language usage which will improve the content analysis of the book” (Cruz, et al., 1974, p. 7). Thus, the study recommended that instructional material developers should validate first the readability of their outputs before these are deployed for the use of students and teachers. The study also suggested that the equation or formula for determining the index of spread should be refined to address the factors affecting the spread of words.

The present study learned from the study of Cruz, et al. (1974) that the readability of instructional materials is a factor that may affect any content analysis. But readability was only secondary to the present study, as it had focused on the consistency of the historical content, activities, and assessment/evaluation tools of the learning modules to be analyzed with regard to the learning standards of DepEd, and sufficiency of these components of the modules and the provisions in the teaching guides to the development of historical thinking skills.

Bonus, Gamboa, and Manuel (1975) content analyzed the *Biology for the Space Age Philippine Edition* textbook and laboratory manual-workbook for second year high school by Bro. Charles. It focused on determining the student involvement of the instructional materials—i.e. whether it is authoritarian or inquiry-oriented. The study took into consideration textual prose, figures, diagrams, tables, end of chapter questions and activities. It also determined the word loading or frequency of technical and non-technical terms, and identified other features of the textbook that may be important to teachers and school administrators.

In determining the student involvement of the instructional materials, the study interpreted all index ratings using Romey's rating scale. It also formulated ground rules and criteria in determining the student involvement of the instructional materials, and determined the word loading of the materials through frequency count and ratio of the technical and non-technical terms. Finally, it used qualitative content analysis to describe certain features of the materials.

Bonus, et al. (1975) concluded that the instructional materials were highly authoritarian, non-investigative, and provided students little challenge other than memorization of facts and definition. Also, the study concluded that there were more technical terms in the instructional materials. As to the qualitative analysis of the textbook, the study found out that the author had a tendency to be dogmatic or stated opinions rather than facts in the discussion of topics in the textbook. It suggested that the illustrations in the textbook should be clear for the students to understand the lessons better. It also recommended that the materials should be contextualized, so that students can relate their lessons to their everyday lives; and that there should be a list of inquiry process skills from which contents of a textbook in Science can be evaluated.

The present study adopted the Bonus, et al.'s list of skills to be evaluated from the contents of an instructional material, and followed their recommendation to validate the contextualization of the teaching guides by the instructional materials developers. Unlike this present study, however, Bonus, et al. concentrated on Science education and on two aspects of the instructional materials, like student involvement and word loading.

***Content analysis of modules in Science Education.*** Since the present study focused on analyzing learning modules, it was important to review a content analytic study that dealt with this kind of instructional materials. Ilan (1985) content analyzed eight modules used in Science in the secondary level with regard to their readability,

word difficulty and student involvement. The modules included “Science I: Integrated Science modules on Latitudes and the Controls of Climate,” “Biology Modules on Mendelian Inheritance and Incomplete Inheritance,” “University of Life (UL) modules on Introduction and Principles and Methods of Fruit and Vegetable Processing,” and “Integrated Program in Science Education for Development (IPSED) Modules on Geothermal Energy and the Soil.”

The readability level of each module was determined using the “Flesch Readability Formula” through their reading ease score and human interest score. The modules’ level of word difficulty in terms of technical and non-technical terms was determined using the “Project Words in Science Philippines (WISP) Word List of Science terms.” Meanwhile, the modules’ involvement of students—whether investigative or authoritarian—was determined using Romey’s technique for quantitative rating of the text, figures, diagrams and tables.

Ilan (1985) found out that the Science modules’ readability for first, second and third year high school was higher for their grade. This implied that most of the Science terms used were difficult and complicated for the students to comprehend. But the modules’ content, which included the texts, figures, diagrams and tables were investigative in nature or that the activities promoted student involvement. On the contrary, the modules for fourth year high school students have readability level that was appropriate for them. But still, there were terms used that were difficult for them to understand. The texts, figures, diagrams and tables were said to be presented in an authoritarian manner—i.e., there were more discussions than activities for the students.

Ilan’s study helped the present study by suggesting ways on how to content analyze learning modules. While the former only focused on readability, word difficulty and students’ involvement of the learning modules, it had offered the idea of having a list

of terms or a glossary in conducting content analysis. This was helpful in decoding and identifying themes in the modules as the present study focused on the consistency of the historical content, activities, and evaluation tools to the DepEd learning standards, and the sufficiency of the learning modules' components and provisions in the teaching guides to the development of historical thinking skills, respectively.

**Content analyses of instructional materials in Mathematics Education.** The present study also reviewed studies conducted on instructional materials in Mathematics education. Andrada, Bravo, and Tuburan (1974) did a quantitative content analysis of the Mathematics I textbook for first year high school students produced by the University of the Philippines Science Education Center (UPSEC). Their study determined the textbook's student involvement—i.e., if it is authoritarian or investigative—through its text, figures, diagrams, tables and activity index. Also, it determined the textbook's word load—i.e., the frequency of its technical and non-technical terms.

The study used Romey's quantitative rating scheme and supplementary ground rules that were formulated to determine the student involvement in the textbook. For the word load, frequency count for the technical and non-technical terms that was guided by the ground rules that the study also formulated were used. It showed that the textbook is non-authoritarian as it contains a lot of activities for students. For the word load, there were more non-technical terms than technical ones in the textbook.

From the findings, the study recommended that there should be a vocabulary list of non-technical terms in Mathematics that is contextualized to suit the needs of Filipinos. The study also suggests that words which are difficult to understand and which are used only once in the book may be replaced by simpler and more common terms to facilitate understanding of concepts and principles. This study belonged to the movement of

UPSEC-content analysts that were discussed earlier, as it had focused its analysis on student involvement and word load. But the present study, as mentioned earlier, went beyond this.

***Content analyses on textbooks and manuals in Mathematics Education.*** Since this study did not only deal with learning modules, studies conducted with textbooks and their manuals or teaching guides were also reviewed. Añonuevo (1999) conducted a content analysis of the *Mathematics in Everyday Life* textbook and its corresponding teaching manual for grade six students that were used in all public elementary schools in the Philippines. It determined the congruence of the objectives of the textbook to the Philippine Elementary Learning Competencies (PELC) of the DECS, comprehensiveness of the objectives with regard to cognitive, affective and psychomotor domains, and the applicability of the content to everyday life. The PELC was developed by the Curriculum Development Division of DECS in 1997. This was a listing of expected learning outcomes arranged in a developmental sequence from simple to complex or easiest to the most difficult.

Añonuevo's descriptive study employed content analysis. The textbook contained 13 chapters and from these are 93 lessons that served as the units of analyses. Out of the 93 lessons, there were 108 lesson objectives, 93 lesson presentations/discussions, 47 story problems, 208 word problems, 193 exercises, and 5 activities that formed the units of observations. The DECS' PELC objectives, indicators of the taxonomy of objectives, and the daily living situations cited in the New Elementary School Curriculum (NESC) were used as the parameters of analysis. The content analysis used by the study had three methodological considerations: selection of the unit of analysis, category construction, and validation of coding scheme and pre-testing. For the steps in the content analysis, these included 1) Pre-viewing the contents of the textbook; 2) Coding of the content

according to the aspects of the study; 3) Quantitative treatment of data through frequency counts and tally; 4) Qualitative treatment of data by observing and noting the presence and absence of the items, descriptions of the items, patterns and placement of items in the textbook; and 5) Presenting the data collected. Also, eight jurors were tasked to analyze the materials. The criteria in choosing the eight included the following: they should be grade six teachers with master's degree or units majoring in Mathematics, and that they should be using the textbook in teaching Mathematics. The study used a pre-tested and validated checklist to determine the comprehensiveness of the lesson objectives. From the results of the study, it was determined that the textbook almost covered the PELC objectives. However, the study noted that there were three objectives not found in the textbook. As to the comprehensiveness of the objectives, it was found out that the textbook highly promoted the development of higher order thinking skills, like critical thinking and problem solving. However, the study noted that the textbook contained minimal psychomotor skills, like creative skills and that there is no lesson objective specified for the affective domain that involved the development of attitudes and values. For the applicability of the content to real life situations, it was found out that only selected portions of the textbooks have traces of contextualization, like in the story problems and word problems.

The study then recommended that instructional materials for Mathematics should also contain learning objectives that are on the affective domain, and that contextualization should be shown in every part of the textbook for the students to understand the lessons easier and better.

Añonuevo's study (1999) served as a model for the present study as, on the one hand, it had determined the congruence of the objectives of the textbook to the PELC of

DECS, comprehensiveness of the objectives with regard to cognitive, affective and psychomotor domains, and the applicability of the content to everyday life. On the other hand, the present study extends this as it had determined the consistency of the historical content, activities and evaluation tools of the learning modules to the learning standards of DepEd, namely: content standards, performance standards, and learning competencies, not to mention that the learning area from where the instructional materials are based is Social Studies, particularly in World History. Then, the sufficiency of these components, together with the provisions in the teaching guides, to the development of historical thinking skills, were determined.

Also, the present study validated if contextualization was observed in the development of the teaching guides, as mandated by the K to 12 Program, and if there were provisions for the inclusion of teaching approaches in the teaching guide that are outlined in the curriculum.

In a follow-up study, Añonuevo-Bonito (2004) did a content analysis of Mathematics textbooks and their corresponding teaching manuals for grades five and six in the elementary level. The study determined the congruence of the objectives of the textbooks with the Philippine Elementary Learning Competencies (PELC) of the Basic Education Curriculum (BEC) of the Department of Education (DepEd), the thinking skills incorporated in the exercises of the textbooks, and the teaching approaches in the teaching manuals/guides. It used a checklist that contained the features of the BEC, and the criteria set by the DepEd and Project 2061 on textbook evaluation. Twenty jurors, including the researcher, were grouped into two used the checklist. The recording units were the lesson objectives, lesson presentations, discussions, story problems, word problems, exercises and activities of the textbooks, including the lesson proper of the textbooks' manual. To ensure the reliability of the coding, the coding decisions or

judgments of the jurors were subjected to Coefficient Reliability. The study determined that the lesson objectives of the textbooks were not congruent with the PELC of BEC; that the thinking skills promoted in the textbooks were information gathering, organizing, analyzing and integrating; and that the methods/strategies incorporated in the teaching guides included the inductive method, deductive method and practical work approach.

The study recommended that the textbooks should be congruent to the standards and desired learning competencies of DepEd, and that instructional materials developers should incorporate higher order thinking skills (HOTS) and strategies/methods that promote the development of HOTS to students in the classroom (Añonuevo-Bonito, 2004).

The present study extends the aforementioned by seeking to identify content-specific thinking skills, i.e., historical thinking skills on the learning modules out of the set of skills outlined in the K to 12 Social Studies curriculum. But their study served as a guide to the present study, especially in identifying the teaching approaches found in the teaching guides of the World History learning module that are based on the approaches outlined in the curriculum. These teaching approaches help develop the historical thinking skills of students.

**Content analyses of instructional materials in Language Education.** As the learning modules and teaching guides of DepEd are made out of text, it was also deemed as important to review studies conducted on instructional materials used in Language education in order to also assess the way on how they do content analysis.

*Content analysis on textbooks and manuals in Language Education.* Nicerio (1997) content analyzed English textbooks and their corresponding teachers' manuals and was guided by the Minimum Learning Competencies in English IV. The textbooks were

published by the Instructional Materials Corporation, together with Vibal Publishing House, Inc. by the then Ministry of Education, Culture and Sports under the PRODED. The textbooks were *Everyday English Language 4*, and *Everyday English Reading 4* and were written by Lilia R. Cortez, Alice E. Marfil and Phebe S. Peña. The Minimum Learning Competencies for English IV was prepared by the Bureau of Elementary Education (BEE) for the implementation of the NESC.

Nicerio (1997) focused on analyzing whether the poems, selections, exercises, and comprehension questions in the instructional materials promoted the development of reading skills. The content analysis the study employed addressed four methodological concerns: selection of the unit of analysis, category construction, sampling of content, and reliability of coding. She selected categories was based on the following criteria: 1) categories must be pertinent to the objectives of the study, 2) categories should be functional, and 3) the categories must be systematic. To ensure reliability, she followed the following criteria: 1) the definition of categories must be precise, 2) the definition must be reviewed by the coders, and 3) the items must be compared with each other. The steps the study used in the content analysis were 1) Getting the reading skills from the Minimum Learning Competencies (MLC); 2) Listing the specific skills under each major readings skills; 3) Comparing the specific reading skills in the MLC (The reading skills in the MLC were compared with the lessons in the Teacher's Manual and in the selections in the textbook. The number of lessons and their page in the Teacher's Manual and textbook were noted.); 4) Tallying the occurrence of each reading skill (In here, the selections were carefully read and analyzed page by page and word by word, and categorized according to the appropriate skill); and 5) Preparing the table to show the occurrence of each reading skill by selection.

The study revealed that the textbook promoted the development of literal understanding, interpretation, i.e., determining the main idea of a story or selection, perceiving cause-effect relationship, making inferences, critical understanding, evaluating ideas and making judgments (Nicerio, 1997, pp. vii-viii). It recommended that textbook developers/writers need to include more activities and content that aim to develop reading skills to students.

The present study learned from Nicerio (1997) the crafting of the methodology for content analysis, like the selection of the unit of analysis, category construction, sampling of content, and reliability of coding. However, unlike Nicerio's work which had focused only on specific parts of the instructional materials promoting the development of reading skills, the present study determined the consistency of the entire historical content, and all activities and evaluation tools in the learning modules with regard to the learning standards of DepEd, and sufficiency of these components of the modules and the provisions in the teaching guides to the development of historical thinking skills.

#### ***Content analysis on a textbook and reference materials in Language Education.***

Pozon (1998) content analyzed a textbook and other reference materials for first year high school students at Olongapo City National High School (OCNHS). The study determined the communication skills that were promoted by the instructional materials used in the English classes of OCNHS. The textbook that she analyzed was the *Communication Arts English I* textbook under the SEDP of the then DECS. The reference materials she analyzed were as follows: *Effective Communication in English for Filipinos* by Reyes, et al., *English Developmental Workbook I* by Dela Cruz, et al., *Reading for Skill and Pleasure, First Year* by Kapili and Martinez, and *Skill Builder for Effective Reading 8* by Aracelli Villamin.

Pozon (1998) manually looked for paragraphs, activities or specific parts of the instructional materials that promote the development of communications skills. This included highlighting them and noting the page number in a separate matrix for easy retrieval during the analysis of data. The study found out that the instructional materials, particularly their activities are geared toward developing the students' skills in reading, writing, listening, vocabulary, and speaking (Pozon, 1998, p. v). However, the study noted that some of the lessons and activities could not be finished within the time allotment for the subject. Also, some topics in the textbooks had no connection/s to the succeeding or past lesson/s. Besides that, the selections/stories in the instructional materials contained a lot of concepts from applied/pure Science and the Social Sciences, thereby making the content multidisciplinary.

The study recommended that content analysis of other instructional materials in different learning areas should be made to determine the skills these materials ought to be developed to students (Pozon, 1998, p. vii). This is because the kind of skills that students will develop will be a reflection of what the learning area has to offer.

The present study extended that of Pozon, which used manual coding and analysis, as it had employed a Qualitative Data Analysis (QDA) software, like ATLAS.Ti. In this way, threats to reliability of coding were addressed.

#### ***Content analysis on textbooks and teaching guides in Language Education.***

Olavidez (2006) did a content analysis of 18 textbooks and 17 teaching guides that were used in the English subjects of elementary schools in the Philippines. These instructional materials were selected through random sampling. The study evaluated the degree of application of the parameters of the communicative approach in the general make-up, content, and methodology of the textbooks. Also, it focused on the general features, objectives, and approaches of the teaching guides.

The main instrument used was the Communicative Textbook Evaluation Tool (CTET), which was validated by a panel of experts for content-related validity, and pilot tested for reliability. The instrument employs a five-point rating scale. The highest in the scale is five, which means that the indicator is very much present, evident, and explicitly stated. The lowest in the scale is one, which means that the parameter is not present or evident. Olavidez used the CTET, along with two other evaluators who matched a particular criteria (i.e., both earned Bachelor of Secondary Education major in English; both took the same graduate program that extensively discussed the communicative approach and have completed their major courses; and both should be language teachers who used communicative approach. The study evaluated all the lessons using the CTET while the two external evaluators have just randomly selected the lessons that they have evaluated. Then, the EXCEL quantitative computer program was employed to compute and tabulate the mean scores for each indicator.

With the use of CTET, the study found out that the instructional materials evaluated reflected the communicative approach. However, the study recommended that the CTET should be further tested in other elementary and high school English textbooks. The study also suggested that other instruments should also be developed to check the content and contextual appropriateness of the instructional materials being used in basic education. In addition, the study recommended that future studies should carry out content analysis and do an in-depth evaluation of textbooks or instructional materials.

The study of Olavidez (2006) had delimited content analysis to determining whether the communicative approach was incorporated into the English textbooks or not. But the present study had looked into teaching approaches incorporated in the teaching guides of the World History learning modules. Also, the study of Olavidez (2006) utilized a tool, but it failed to provide clear evidences as it has only described the data

quantitatively. The present study fused quantitative and qualitative approaches to content analysis to have more reliable results for the study. In addition, the present study used various computer software like EXCEL, which the study of Olavidez (2006) had also used, for the quantitative data analysis and ATLAS.Ti for the qualitative data analysis and coding. Moreover, the present study also learned from the study of Olavidez (2006), particularly on the selection of validators for the instrument—that is, there should also be a set of criteria in choosing them, like educational qualifications, and the like.

### **Content analyses of instructional materials in Social Studies Education. In**

order to determine the approaches to content analysis used in Social Studies Education, a review of a study on instructional materials produced under the New Social Studies Program in the Philippines was done. Alfonso (1973) content analyzed the Social Studies textbook for Grade 4 students titled, *Our Country and Our People*, by Marcela V. Avanceña and Concordia Sanchez. The study focused on identifying the major concepts that were incorporated in the textbook, which the reform program advocated.

The study used quantitative content analysis focusing on counting the frequency of the concepts found in the textbooks (Alfonso, 1973). The study selected the particular parts of the textbook where the major concepts can be found. These included the sub-units, study help sections and the graphic representation and pictures of the textbook. To systematize the work, the study made a list of the parts of the textbook where major concepts can be found. Key words and phrases in these parts were included in the counting. Afterwards, the frequency of each concept was summed up and the proportion was obtained by dividing the total frequency of each major concept by the total frequency of the five major concepts.

The results of her study unveiled that culture, social organization, values, democracy and interdependence, and economic development and conservation were the five major concepts incorporated in the textbook. The major concept with the highest frequency was economic development while the one with the lowest frequency was values. She recommended that curriculum and textbook developers should incorporate other concepts and, if possible, make a balance or equal treatment of these concepts in developing curriculum materials and writing textbooks or other instructional materials.

Alfonso's approach in identifying the major concepts found in the textbooks was useful in this present study, particularly in determining the consistency of the historical content with the themes present in the content standards and their sufficiency to the development of historical thinking skills. However, the former employed a quantitative content analysis, while the present study made use of both quantitative and qualitative approaches in conducting content analysis.

In view of the importance of evaluating the content of the instructional materials being used by learners and teachers in the classroom, Dela Cruz (1975) content analyzed Social Studies textbooks under the New Social Studies reform program. The study classified the topics according to the Social Science discipline they belonged to, namely: Anthropology, Economics, Geography, Political Science, Sociology, and Social Psychology. The analysis followed three requirements set by William Paisley, Bernard Berelson, and Ole Holsti: system, generality, and objectivity (Dela Cruz, 1975, p. 50).

In order to ensure objectivity, the study formulated a set of categorization rules which facilitated the classification of topics in the textbooks based on the Social Science disciplines they belonged.

The study of Dela Cruz (1975) employed three independent coders to have reliability of coding. Also, in order to make the analysis systematic, the study formulated additional rules for coding to determine what should be considered or not for the study.

One of these rules says,

When a topic deals with cultural minorities, such shall be subsumed under a separate column labeled subcultural view (cultural minorities). Note that the “new social studies” deals with cultural minorities. Regarded as cultural minorities in the Philippines are the non-Christian tribes such as the Aetas, Negritos, the Muslims, the Chinese, etc. (p. 54)

Dela Cruz formulated categories for the quantitative and qualitative data based on their relevance in the literature. For example, one of the category sets was the “World View and Subcultural View versus Nation View.” Then, the study came up with codes for the specific parts of textbooks—e.g. words, sentences, phrases, etc., which may have the attributes listed beforehand. Afterwards, the frequency or occurrence of concepts/themes were tabulated in a table.

The study found out that there were more topics in the Social Studies textbooks under Sociology. Also, the content was topical and not conceptual because the textbooks were limited and not flexible unlike in foreign textbooks that the themes cover and extend to a variety of groups of people. In addition, there were at least five redundant topics in the textbooks for all grade levels. And that these topics were just repetitions—that is, what was taken up in the previous grade level would still be taken up in the next grade level. It recommended that there should be an equal coverage of the different Social Science disciplines in the Social Studies curriculum and their topics in the instructional materials. Also, the textbooks should have a conceptual presentation of content to cover a variety of topics. This implies the need to contextualize the content of the materials to suit the needs of the learners in their own localities. Moreover, there should be an inductive

presentation of topics—i.e., from simple to complex, so as not to repeat the lessons in every grade level, which may, in turn, bore the students.

This study builds on Dela Cruz' recommendations, particularly on the identification of specific parts of instructional materials that may have employed contextualization. In addition, the present study had also learned from Dela Cruz' methods of the study, especially that it had employed both quantitative and qualitative approaches to content analysis. However, the study had focused on categorizing the contents of the textbook depending on what Social Science discipline they belonged to while the present study focused on determining the consistency of the historical content to the content standards set by the Department of Education. Furthermore, it used independent coders to establish inter-coder reliability, while the present study employed a computer software to establish reliability of coding and was guided by rules for categorization and coding in order to ensure objectivity. This was because employing other people to do content analysis is expensive.

In an attempt to evaluate the content of the textbooks produced through the PRODED, the study of Salumbre (1995) focused on HEKASI (*Heograpiya, Kasaysayan at Sibika*) textbooks for grades 4, 5, and 6, using the following categories: social, political, economic and cultural issues from June 1994 to March 1995. These textbooks were as follows: *Pilipinas: Heorapiya at Kasaysayan IV*, *Ang Pilipinas sa Iba't-Ibang Panahon V*, and *Ang Pilipino sa Pagbuo ng Bansa VI*. Salumbre's study quantitatively described the contents of the textbooks—that is, to what extent the content of the textbooks reflects social, political, economic and cultural issues. It employed three coder, made categorization rules, and classified paragraphs in the textbooks based on the judgment of the content analyst.

The tally sheets included the recording/enumeration unit wherein lessons or topics in the textbooks were summarized. Then, under each lesson were the paragraph numbers to be ticked if a paragraph fell under a particular category. The central problem in this research design is the “selection and definition of categories.” Thus, the study of Salumbre (1995) adopted the criteria of Berelson in determining the categories or “pigeon-holes” into which content units were classified. This is because, according to Salumbre (1995), “content analysis stands or fall by its categories” (p. 32). These criteria were as follows: there should be a match between the categories and the research problems, and there should be operational definitions of these categories. In this way, the coders were guided accordingly and the study yielded more reliable results.

The study found out that the textbooks emphasized political issues more than social issues, and that the cultural minorities were not properly represented. Thus, the study concluded that the HEKASI textbooks did not provide equal emphasis on the various issues that are important in realizing the goals and objectives of Social Studies education. In addition, she concluded that the HEKASI textbooks tended to teach the children “what to learn rather than how to learn and how to think.”

The study then recommended that “a framework or a scheme for book writers, particularly in Social Studies may be formulated so that the contents may be written with depth and breadth from one grade level to another” (Salumbre, 1995, p. iii).

Her study is similar to the works of Sadsad and Trillanes (2001) and Luna and Mendoza (1998) as it had also centered on the historical content of the textbooks. However, Salumbre’s method is useful in the construction of the rules of categorization for the present study. This served the former in identifying the issues emphasized in the textbooks while the present study used this as a guide in determining the consistency of

the historical content, activities, and evaluation tools to the learning standards set by DepEd, and the sufficiency of the components of the modules and the provisions on contextualization and teaching approaches in the teaching guides to the development of historical thinking skills. But this guideline for categorization still lacks system. Thus, there is a need for a more detailed guideline or rule for categorization.

In another study on content analysis of instructional materials produced under the PRODED, Luna and Mendoza (1998) focused on the content analysis of *Sibika at Kultura* textbooks for grades 1, 2 and 3 and HEKASI (*Heograpiya, Kasaysayan at Sibika*) textbooks for grades 4, 5 and 6 used in the public schools. Luna and Mendoza aimed to determine the orientation of the textbooks—that is, if the textbooks favor foreign and powerful countries or the Filipinos.

Luna and Mendoza's qualitative content analysis looked into four categories, namely: theme, values, illustrations, and activities found in the textbooks. The unit of analysis was the entire textbook which means that each word, phrase, sentence or paragraph that may contain key terms were included in the study. The study noted the specific part/s of the textbooks that were important and then were tabulated in a matrix. They found out that the content of the textbooks favored the foreign and powerful nations. The textbooks depicted the Filipinos as beggars, just depending on the strong and powerful countries for support. These were reflected in the biased presentation of the Filipinos and the failure of the texts to promote nationalistic attitude. The textbooks then used by the elementary public school students were colonial-oriented, depicted powerful nations as the instrument for progress and stated that tourism is a way of achieving economic progress. Also, these textbooks were found to be promoting memorization instead of critical thinking. This implies the failure of the educational system to provide students with skills that will help them uplift their socio-economic status in the country.

They recommended that textbooks or instructional materials should be objective, and that these should not favor nor degrade a certain group of people. They also cautioned that students who were reading textbooks or any instructional material may not be able to challenge the idea, or worse, they may just immediately accept these as truth. Thus, care should be given when developing instructional materials.

This present study adapted Luna and Mendoza's way of determining themes that helped uncover the orientations of the textbooks. This was essential in identifying the themes from the instructional materials' historical content, activities and evaluation tools that the study had based on the DepEd learning standards.

Reviewing studies conducted on the instructional materials produced through the SEDP, Sadsad and Trillanes (2001) content analyzed of the Social Studies textbooks used in public high schools. The textbooks were the following: *Araling Panlipunan I: Pagtatatag ng Bansang Pilipino*, *Araling Panlipunan II: Kabihasnang Asyano*, *Araling Panlipunan III: Ang Ekonomiya ng Pilipinas*, and *Araling Panlipunan IV: Kasaysayan ng Daigdig*. These were prepared by the Bureau of Secondary Education (BSE) and published by the Instructional Material Corporation of the then Department of Education, Culture and Sports (DECS) in 1989. Sadsad and Trillanes aimed to determine whether “the textbooks’ contents are complete, factual, and objective or do the textbooks contain some prejudice and/or stereotyping that could hinder, if not undermine, the attainment of the curricular objectives” (2001, p. 26). They classified the historical content of the textbooks into (1) physiological—i.e., if it talks of basic needs; (2) psychological—i.e., if it deals with emotions or feelings; and (3) culture and accomplishments. The study used purposive sampling wherein the words, sentences, paragraphs, illustrations and boxed texts were already chosen based on pre-assigned themes. Their data analysis plan used

four elements, namely: segment, topic, category and pattern. Then, from the results of their quantitative and qualitative data analysis, themes were determined from the textbooks.

The study found out that the textbooks were prejudiced and reinforced stereotypes, favoring the foreign and powerful countries. In addition, their study found out that these contain criticisms against Filipinos, in general, and cultural minorities, women, and members of the lower class, in particular. They thus recommended that all textbooks used under SEDP should be congruent to the objectives of the New Secondary Education Curriculum (NSEC), and that historical facts on the textbooks should have objective, complete, and meaningful presentation to students. With regard to the presentation used in the textbooks, the study claimed that textbooks should be contextual or that the examples/illustrations should be suited to the country or locality of the students. Also, their study recommended that textbook authors should be objective in presenting the content in order to avoid bias, prejudice and stereotyping. Moreover, their study emphasized the relevance of conducting content analysis to instructional materials, particularly in Social Studies as it may help determine whether the program objectives were being attained. And in doing so, one can revise its features and apply appropriate measures.

The methods utilized in the study of Sadsad and Trillanes (2001) are useful for the present study, particularly in employing quantitative and qualitative approaches to content analysis as they serve as a guide in the data analysis. However, they only concentrated in determining themes on the historical content of the instructional materials they analyzed, while the present study determined themes from the activities and evaluation tools based on the learning standards of DepEd.

***Content analysis of textbooks and reference materials in Social Studies.*** The study of Salic (1990) determined the extent of coverage of Muslim history in the first year Social Studies textbooks and reference materials used in the secondary level. The study made use of seven Social Studies textbooks and references being used in the First Year level: *Philippine History* by Gregorio and Sonia Zaide (1984), *A History of the Philippines* by Felicitas Leogardo (1986), *Philippine History and Government* by Leodivico Lacsamana (1987), *The Philippines: History and Government* by Josefina Navarro, et al. (1985), *The Filipino Nation* by Delilah Villa, et al. (1987), *Philippine History and Government* by Narciso Sula, Jr. and Mila dela Cruz-Paragas (1987), and *Kasaysayan* by the *Ministri ng Edukasyon at Kultura* (1981).

In the preparation, selection and organization of categories and units of analysis and in the coding processes, Salic employed three requirements set by Holsti, namely: objectivity, system and generality. Thus, the study came up with two sets of categories: (1) history aspects that were classified into political, social, economic and cultural (sub-fields of history), and (2) time periods (temporal context. timeframe or periodization) that were classified into pre-colonial, colonial and post-colonial (chronological or linear history). Also, the study employed four coders to have valid and reliable results, and made a set of rules/guidelines for the categorization of the lessons in the textbooks. These rules focused on the search for lessons that included Filipino Muslim history in the textbooks.

The study found out that only two to three percent of the contents of each textbook were focused on Filipino Muslim history. Out of these, the majority were political history topics followed by cultural history topics. The least covered were social

and economic history. As to the time period category, the textbooks usually discussed Filipino Muslim history during the pre-colonial period.

The study concluded that the textbooks were inadequate of Filipino Muslim history, and recommended that textbook writers should consider a new orientation in writing instructional materials. This new orientation is defined by having multidisciplinary view, which, as defined by Salic (1990), is the inclusion of various Social Science disciplines in the Social Studies curriculum—that is, it should not just focus on history (p. xi). Also, the presentation of content should revolve not only around facts, which may only foster rote memorization, but also around concepts that may facilitate generalizations. Salic also recommended that Social Studies teachers should do researches on teaching materials to ensure that these really serve their purpose of attaining the goals and objectives of Social Studies education. While the study was important in constructing a detailed guideline for coding, it only focused on the historical content of the instructional materials, not to mention that the study only used a quantitative approach to content analysis. The present study made use of both quantitative and qualitative approaches to content analysis in order to mitigate their weaknesses.

***Content analysis of supplementary materials in Social Studies.*** The study of Balanay and Pascua (2001) content analyzed 16 issues of the Current Events Digest (CED) that were published from June to December 2000. Their study determined if CED could invoke socio-political awareness among fourth year high school students of the Academy of Saint Joseph. It also conducted a month-long survey of the level of socio-political awareness of 100 students who were selected through random sampling. The content analysis result shows that the CED contained news articles that could supplement the lessons in Social Studies and could thus help promote socio-political awareness among the students. On the other hand, the survey results show that students' interest on

the news articles is the main factor that influences students to read CED. Therefore, writers and publishers should ensure that what they are putting in the instructional materials are interesting and relevant for the students.

Balanay and Pascua's study provided the present study with important information on the process of content analysis and on the factors that affect students learning. However, unlike in the study of Balanay and Pascua (2001) that employed content analysis and survey as research methods, the present study only used content analysis using both quantitative and qualitative approaches in order to determine the consistency and sufficiency of the learning modules and teaching guides in World History.

Monares and Olarte (2000) content analyzed the *Glitter* magazine and determined its relevance to the students of the University of Baguio (UB) Preparatory High School. The study involved 24 issues of *Glitter* that were published in 1999. Through purposive sampling, they selected 30 students who have read the magazine before the actual survey. On the other hand, their content analysis used Maletzke's Model of Communication which has four basic elements: communicator, message, medium and receiver. Their analysis showed that the magazine contained foreign issues instead of local concerns, and that there were more male personalities featured in the magazine than females. Thus, the study found out that the magazine promotes colonial mentality and gender bias. However, the students of the UB Preparatory High School were "generally satisfied" with the contents of the magazine as shown by the results of the survey. This indicates a low sense of awareness of students toward contextualization and gender equality. Thus, writers and publishers must put more contents that are contextualized or in the local setting, and gender-sensitive.

Monares and Olarte provided the present study with relevant information on the use of models or frameworks in conducting a content analysis. The present study made a content analysis framework from Paisley's definition of content analysis which served as the guide of this study in conducting the analysis.

The content analytic studies reviewed have provided the present study with important information on the approaches used to conduct content analysis. The study of Alfonso (1973) used a quantitative content analysis while the study of Alcala, et al. (1975) used a qualitative content analysis. However, the study of Dela Cruz (1975) used both quantitative and qualitative approaches to content analysis in order to have more valid and reliable results.

There were also studies that determined the congruence of the instructional materials. These include the study of Javier (1998) that determined the congruence of the objectives, activities, evaluation tools, and skills with the aims of SEDP. The study of Petilos (1998) determined the congruence or pattern of the themes, activities, and the stated philosophy of education in the study. The study of Añonuevo (1999) determined the congruence of the objectives of the textbook with the learning competencies of DECS. The study of Sadsad and Trillanes (2001) recommends that all instructional materials should be congruent with the objectives of NSEC.

The study of Carman and Rodriguez (1975) used a listing of themes for the analysis of the instructional materials. However, the study of Corminal (1979) validated the themes first. The studies of Salumbre (1995), Salic (1990), and Dela Cruz (1975) used categorization rules in determining the presence of themes in the instructional materials to ensure objectivity.

The present study had also aimed to determine teaching approaches and historical thinking skills on the instructional materials of the Department of Education. So in order

to determine the teaching approaches and their corresponding historical thinking skills, there was a need to review studies that have dealt with teaching approaches and historical thinking skills and have used them to design materials in the classroom. The next section presents experimental and exploratory studies on the teaching and learning of World History.

### **World History Teaching and Learning**

The present study had also reviewed experimental and exploratory studies on the teaching and learning of World History. It served as the basis of this content analytic study in selecting the teaching approaches and historical thinking skills to be identified in the World History learning modules and teaching guides.

**Teaching approaches in secondary World History.** Virgula (1997) focused on the relative effects of using the conceptual and traditional approaches in teaching World History to fourth year students of the General Emilio Aguinaldo Integrated School for the School Year 1996-1997 at Punta, Sta. Ana, Manila. The study determined the performance of students after being exposed to the conceptual and traditional approaches through an achievement test, as well as the effects of these two approaches to the performance of students with respect to acquisition of knowledge and development of habits and skills.

The study, which ran for the entire school year of 1996-1997, used the experimental method to answer the research questions. It had 60 participating students who were selected based on their final rating in their Social Studies subject when they were in third year high school, mental ability, sex, and socio-economic status. It made sure that the division or distribution of students was fair, with thirty students for the experimental group who were taught using the conceptual approach and 30 for the control

group who were taught using the traditional method. The Conceptual approach is defined as the process of “formulating generalizations out of the concepts” and at the same time, the students are developing worthwhile skills during their activities (Virgula, 1997, p. 17). On the contrary, the traditional approach is defined as the process when the “teacher imparts knowledge and information in a talking manner while the students listen” (Virgula, 1997, p. 17). The main tool used in the pre-test and the post-test of both experimental and control groups was a division-made test. It was constructed by the Social Studies Department of the city schools in Manila. The statistical tools used were mean, standard deviation and independent t-test.

From the results, the study concluded that both approaches were effective in the acquisition of knowledge and thus resulted in what is called as “transfer of learning” (Virgula, 1997, p. 58). Transfer of learning is defined as the process where “students acquire facts from their past experiences, and when similar facts are met in another situation, transfer of learning occurs” (Virgula, 1997, p. 17). Also, it was found out that the conceptual approach to teaching World History was more effective than the traditional approach with regard to the development of skills.

The study recommended that the test items that will be given to students should be analyzed if these really contain and match the objectives of their lessons (Virgula, 1997, p. 61). This is because the tests given after every lesson is a measure whether the students are really learning or if they have really developed the intended skills for their lesson. But for teachers to do that, they need to be sure first that the items in their tests reflect their objectives.

The present study validated if the learning modules being used today have test items that match the learning competencies that the DepEd prescribed, as the study of Virgula (1997) recommended. Also, it determined if the teaching guide had incorporated

teaching approaches that are aimed to help students form ideas and concepts from the facts that they have learned. This is because based on the results of Virgula's study, it was revealed that the conceptual approach is more effective in the development of skills. In this regard, the present study had looked for teaching approaches in World History in the instructional materials of DepEd. These include chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary approaches that are in the K to 12 Social Studies curriculum.

***Experimental study on teaching strategies in History.*** An experimental study was conducted by Madrid (2009) on the effects of creative teaching strategies in History to the achievement and attitudes of students at Placido Del Mundo Elementary School in Quezon City during the School Year 2007-2008. In addition, it determined whether creative teaching strategies could help develop students' creativity and problem solving skills.

A total of 109 grade 4 pupils participated in the study of Madrid (2009) from which 56 were taught using creative teaching strategies, while 53 were taught using the lecture-discussion method. The instruments used were a 40-item achievement test in *Heograpiya, Kasaysayan at Sibika 4* (Geography, History and Civics), a survey questionnaire, particularly an attitudinnaire to determine the attitudes of students after being exposed to creative teaching strategies, creative lesson exemplars and a corresponding evaluation instrument for lesson exemplars focused on the objectives, content, learning activities, creative teaching strategies and evaluation. These instruments were validated by five experts, four of whom are teachers who are teaching *Heograpiya, Kasaysayan at Sibika 4* and the other one a thesis adviser. Weighted mean and t-test were used to treat the quantitative data she has gathered.

The study found out that students develop positive attitudes and gained more knowledge in History with the use of creative teaching strategies. Thus, creative teaching strategies, as her findings suggest, can improve students' attitudes and performance. But Madrid recommends that Social Studies teachers should be familiar with different teaching strategies that develop students' thinking skills.

Madrid's study guided this present study in identifying teaching approaches that promote the development of historical thinking skills. Also, her study's recommendation points to the importance of the teaching guides in making teachers familiar with different teaching approaches that promote historical thinking. Then, there is a need to examine the "content" of the teaching guides for teaching approaches that aim to develop historical thinking skills to students. Therefore, the present study looked for teaching approaches on the teaching guides based on the list provided in the K to 12 Social Studies curriculum, namely: chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary approaches.

**Historical thinking skills in secondary World History.** Limson's study (1971) included a test designed to measure the thinking skills of students in secondary World History. It used seven skills in studying World History in constructing the test items. These skills, adopted from Horace T. Morse and George H. McCune's Selected Items for the Testing of Study Skills, are as follows: 1) Evaluating Sources of Information; 2) Exercises on Acquiring Sources of Information; 3) Distinguishing Between Statements of Fact and Statement of Opinions; 4) Distinguishing Between Sources and Secondary Accounts; 5) Discriminating Between Statements of Fact and Statements of Motive; 6) Distinguishing Between Primary Sources and Secondary Sources; and 7) Distinguishing among Statements of Facts, Statements of Interpretation and Statements of Meanings. It also followed nine steps in conducting his study, first determining (1) the purpose of the

test, (2) the historical content, (3) the thinking skills, (4) and the type of questions. Next, it (5) crafted the test items, (6) pilot-tested it, (7) finalized the test items, (8) administered the test to a group of students, and (9) interpreted the test results, ranking the items from the easiest to the most difficult and then deriving the percentages of each item.

Limson's study found out that the historical thinking skills of the students include distinguishing (1) between primary and secondary sources, (2) among statements of fact, statements of interpretation, and statement of meaning, and 3) between sources and secondary accounts and evaluating sources of information. It thus recommends that when constructing tests, teachers should incorporate items that measure the skills developed by the students in their lessons and activities, and that tests should be based on the objectives of the lesson. It helped in this present study to construct a list of historical thinking skills. The conclusions of the study imply that one of the categories of historical thinking skills of students in World History that the present study looked into is "Analyzing historical sources and evidence." Also, the present study learned from Limson's findings that the test items in the pre-test and post-test of the instructional materials should also be examined to determine what historical thinking skills these measure.

***Exploratory study on the historical thinking skills of students in secondary World History.*** An exploratory study on the historical thinking skills of 57 high school students from two public secondary schools in Metro Manila was conducted by Cristobal (2004). Specifically, the study tried to identify the historical thinking skills of high school students in studying World History. Also, the study tried to identify the factors that may affect the development of the students' historical thinking skills (e.g., age, socio-economic status, language, school type, curriculum level, gender, and residence).

The study used both quantitative and qualitative methods to have a more comprehensive data. In order to determine the historical thinking skills of students better,

she used a social constructivist framework for her study that states “students are believed to think and learn best when they take active involvement in its process of inquiry and as these students engage in the process, their background characteristics are brought to the task of historical thinking” (Cristobal, 2004, p.4). This framework was applied in the questionnaires, interviews and in the essay test that the study made and then used to gather data. The data obtained from these three instruments were presented to four Social Studies teachers. They were asked to rate the answers of the students using a five-point scale. A score of five indicated that a historical thinking skill is evident, while a score of one denoted that there was no historical thinking skill employed in answering items in the questionnaire, essay test and interview questions. Statistical tools, like t-test and f-test were employed to determine statistical significance of the results.

From the results of the study, Cristobal found out that the students’ historical thinking skills included drawing conclusions, sourcing of documents, corroboration, making judgment based on evidence and contextualization. In addition, the study found out that there was no significant relationship between historical thinking skills and language and age. However, it was noted that school type had significant relationship with the development of historical thinking skills of students. Thus, Cristobal (2004) remarked that “schools have the highest potential for influencing the development of historical thinking skills” (p. 6). She thus recommended that the various components of the school should be reviewed in order to facilitate the development of historical thinking skills to students. These components include the teacher and the instructional materials used in World History.

Her study is helpful in constructing a list of categories for historical thinking skills. It affirms the inclusion of “Analyzing historical evidence” as one category of historical thinking skills that the present study should look into. And the addition of the

category “Making historical connections” as supported by her findings that making judgment based on evidence and contextualization are ones of the historical thinking skills of students in World History. Likewise, the present study builds up on her recommendation to review instructional materials in World History, as these are crucial in the development of historical thinking skills.

*Experimental study on the thinking skills of students in History.* Aside from World History teaching and learning, a review of the thinking skills of students in Philippine History was also undertaken to determine the skills students have prior to their study of the history of the world. Pagulayan (2004) developed and assessed the effectiveness of a *Constructivist Instructional Model (CIM)* in developing higher order thinking skills of 79 first year high school students at the University of the Philippines Integrated School, Diliman, Quezon City. The model the study developed showed the teacher as a guide in the development of students’ intellectual skills in Philippine History, particularly on the topic “The Philippine Revolution.”

This experimental study used 15 validated and pilot tested reading materials and instructional plans that contained a unit test following the formulation of four categories of thinking skills by Gallagher, Aschner, Cunningham and Guilford, namely: cognitive memory, convergent, divergent and evaluative levels of thinking. The instructional plan contained information-processing questions, worksheets and activities.

The study found out that the CIM is effective in developing higher order thinking skills (i.e., convergent and evaluative thinking), and that through the CIM that incorporated Gallagher, et al.’s categories of thinking skills, the students were motivated and challenged in the activities and questions from the materials that are deemed as user-friendly, thus making them think rather than just memorize. Pagulayan thus recommends

that when constructing worksheets, activities and questions in tests, the thinking skills that were aimed to be developed in their lessons should be taken into consideration.

The study of Pagulayan, despite the fact that it focused on students' skills in "history," made use of categories that were generic like cognitive memory, convergent, divergent and evaluative thinking. The present study extended this by using content-specific categories in determining thinking skills that are aimed to be developed in the instructional materials of DepEd.

Similarly, Shanahan (2015) determined whether visual imagery and reflective journaling could help in developing historical thinking skills of high school students in the study of World History, and also aimed at helping students understand their lessons better through interesting and exciting strategies. In order to answer the research problem, Shanahan employed a mixed-methods (i.e., quantitative-qualitative) design. The quantitative tools used were pre-tests and post-tests, as well as survey questionnaires. The tests were constructed using the Arizona Social Studies Standards and Roman Catholic Diocese of Phoenix Secondary Social Studies Standards. Then, the survey questionnaire with 18 items employed a six-point Likert Scale wherein the highest indicator is Agree a lot and the lowest is Disagree a Lot. For the qualitative tools employed, the study used observations, reflective journals and student-created presentations. In the journal, the students were asked to answer questions like: "What did you learn about History? What did you learn about how you think? and "Where Do You See Yourself?" Then, for the student presentations, they were tasked to illustrate the things they have learned. The illustration is guided by the question: "How did we use multiple sources of information to understand this topic?" And for the observations, the teacher used an observation protocol that had three parts, namely: Evidence of historical thinking, Attitudes about World History, and Knowledge about World History.

The results of the study showed that the students have developed historical thinking skills based on making and supporting claims and better awareness of historical events. Also, the study found out that through the use of illustrations or images, the students were able to shift from one perspective to another, and that with the use of journals, they were able to find connections from the different concepts they have learned in World History. However, it was noted that the students were unable to become proficient in factual knowledge. Shanahan thus recommends that in order for students to develop historical thinking skills, there is a need for a “more developed knowledge base in world history.” This is because “curriculum design decisions at the high school level ... would benefit from a progressive alignment of content knowledge and historical thinking skills over the sequence of social studies courses” (Shanahan, 2015, p. 74).

The present study validated if the historical content of the learning module promotes the development of historical thinking skills to the students. Also, the results of the study of Shanahan (2015) indicate the inclusion of two other categories for historical thinking skills that the present study have looked into, namely: “Creating and supporting a Historical argument” and “Chronological reasoning.”

The review of studies conducted by Madrid (2009) and Virgula (1997) on teaching and learning World History provided chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary as the teaching approaches to be identified in the instructional materials. These teaching approaches are in the K to 12 Social Studies curriculum. Also, the review of studies conducted by Shanahan (2015), Cristobal (2004), Pagulayan (2004), and Limson (1971) on World History teaching and learning indicated four categories of historical thinking skills. These are: “Analyzing historical evidence,” “Making historical connections,” “Creating and supporting a Historical argument,” and “Chronological reasoning.”

This present study processed and utilized the findings, recommendations and tested and effective methods of previous relevant studies in conducting content analysis on the K to 12 World History instructional materials, which may in turn help in improving them. And since content analytic studies on K to 12 Social Studies instructional materials in the Philippines are scarce, this study contributes to the literature by providing a systematic, objective and comprehensive way of doing content analysis.

### Conceptual Framework

Based on the review of previous studies on content analyses of instructional materials in basic education and in World History teaching and learning, the conceptual framework, which is shown in Figure 2, for this study is presented.

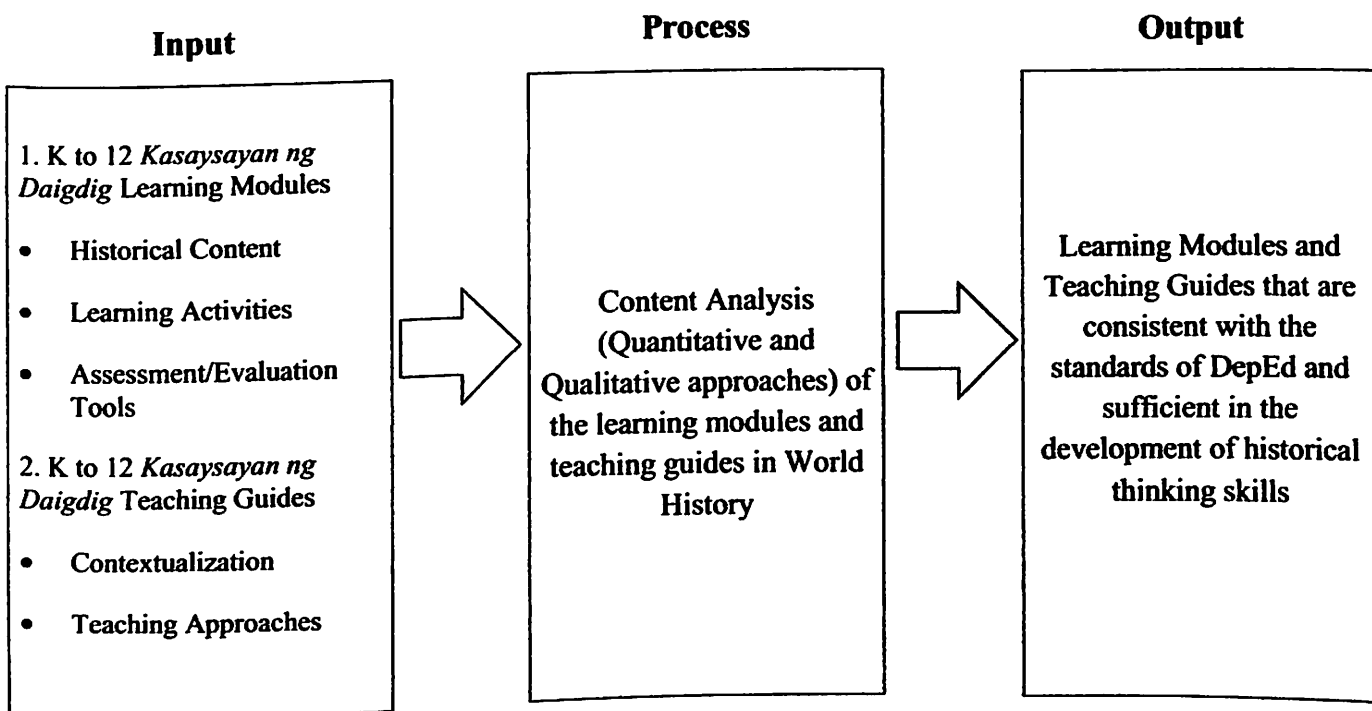


Figure 2. A schematic diagram of the conceptual framework of the study.

Figure 2 shows that the K to 12 *Kasaysayan ng Daigdig* learning modules—particularly their historical content, learning activities, and assessment/evaluation tools; and the teaching guides’ provisions for contextualization and teaching approaches—need to be subjected to a content analysis that employs both quantitative and qualitative approaches in order to ensure that these are consistent with the standards of the Department of Education and sufficient in the development of historical thinking skills.

### **Definition of Terms**

This study uses terms that are adapted from the Department of Education, particularly from their learning modules and teaching guides, the policy guidelines on the implementation of and classroom assessment for the *K to 12 Basic Education Program*, and the *K to 12 Social Studies Curriculum Guide*. The terms and definitions are used in the context of this content analytic study.

**Assessment/Evaluation tools** – the Pre-test and Post-test in the instructional materials of DepEd. The Pre-test determines the prior knowledge of students before the lesson while the Post-test determines the level of achievement of students after the lesson (Department of Education, 2015).

**Components of the learning modules** – the historical content, activities, and assessment/evaluation tools in the World History learning modules (Department of Education, 2012d).

**Consistency** – the congruence of the historical content, learning activities, and assessment/evaluation tools to the content standards, performance standards and learning competencies of DepEd (Department of Education, 2016).

**Content Analysis** – the method used in this study to find out the consistency and sufficiency of the instructional materials of DepEd. William Paisley defined content analysis as “a phase of information-processing in which communication content is transformed, through objective and systematic application of categorization rules into data that can be summarized and compared” (as cited in De la Cruz, 1975, p. 48).

**Contextualization** – the provisions on the teaching guides that will help a Social Studies teacher to localize a historical event, concept, etc. (Department of Education, n.d.).

**Historical content** – the discussions of World History content in the learning modules that are based on the content standards of the Department of Education (Department of Education, 2016).

**Historical thinking skills** – the four categories of historical thinking skills in the literature, namely: “Analyzing historical evidence,” “Making historical connections,” “Creating and supporting a Historical argument,” and “Chronological reasoning.”

*Kasaysayan ng Daigdig Gabay sa Pagtuturo* – the set of World History teaching guides of DepEd that this study had analyzed. The teaching guides “provide [approaches and] activities that will develop higher [or historical] thinking skills” (Department of Education, 2012d, p. 2).

*Kasaysayan ng Daigdig Modyul para sa Mag-aaral* - the set of World History learning modules of DepEd that this study had analyzed. The learning modules are “self-instructional materials that lend themselves to independent and cooperative learning” (Department of Education, 2012d, p. 12).

**K to 12 Social Studies Curriculum** – the source of the learning standards, namely: content standards, performance standards, and learning competencies from which the historical content, activities and assessment/evaluation tools of the learning modules are based, respectively. Also, this provides the provisions of contextualization and teaching approaches that should be found in the teaching guides (Department of Education, 2016).

**Learning activities** – the activities in the learning modules. These activities include map construction, essay writing, poster and slogan making, etc. (Department of Education, 2015).

**Provisions in the teaching guides** – the inclusion of contextualization and teaching approaches that are based on the *K to 12 Social Studies Curriculum* (Department of Education, 2016).

**Sufficiency** – the adequacy of the historical content, learning activities, and assessment/evaluation tools of the learning modules, and the provisions of contextualization and teaching approaches in the teaching guides that relate to the development of historical thinking skills (Department of Education, 2016).

**Teaching approaches** – the categories outlined in the K to 12 Social Studies curriculum, namely: chronological-thematic, conceptual, inquiry, integrative, multidisciplinary, and interdisciplinary approaches, which could be found in the teaching guide (Department of Education, 2016).

The next chapter presents how the objectives of the study were attained through a set of tested and effective approaches to content analysis gleaned from prior studies.

## Chapter 3

### METHODOLOGY

This chapter presents the research design, sources of data, sample, instruments, validation of instruments, data collection and data analysis procedures of the study.

#### Research Design

This study sought to analyze the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* to determine the consistency of the learning modules' components (historical content, activities and assessment/evaluation tools) with DepEd standards, and the sufficiency of these components and the teaching guides' provisions on contextualization and teaching approaches to the development of historical thinking skills. Thus, in order to address these objectives of the study, a content analysis that employed both quantitative and qualitative approaches was utilized.

Content analysis is defined by various proponents in different ways. But this study used the definition of William Paisley who stated that it is “a phase of information-processing in which communication content is transformed, through objective and systematic application of categorization rules into data that can be summarized and compared” (as cited in De la Cruz, 1975, p. 48). This is because other definitions like those of Weber (1985) and Stempel (2003) are broad and failed to specify the method, like categorization, for instance. Also, the definitions of Berelson (1952), Kerlinger (1973), and Riffe, Lacy and Fico (2014) offer a quantitative approach to content analysis like frequency counts, which may in turn overlook the minor details of the texts. On the contrary, the definitions of Krippendorff (2013)—i.e. “replicable and valid inferences

from texts (or other meaningful matter) to the contexts of their use” (p. 24); and Holsti (1969)—i.e. “the appearance and non-appearance of attributes in messages” suggest a qualitative approach to content analysis. However, even Holsti (1969) recommends that both approaches in content analysis should be utilized “to supplement each other.” In addition, Weber (1985), who belongs to the other camp, believes that “the best content analytic studies utilize both qualitative and quantitative operations on texts” (p. 10). Thus, in order to harness the strengths and mitigate the weaknesses of quantitative and qualitative approaches, this study combined both approaches to content analysis in order to answer the questions posed in this study and was guided by the definition of William Paisley.

This study illustrated the definition of Paisley of content analysis for better understanding of the design of this content analytic study. Appendix M shows how the texts were processed to answer the questions posed in this study; thus, a content analysis framework. This framework is only concerned with the method used in this study, and should not be confused with the conceptual framework in Chapter 2.

This content analytic study had two phases and two foci of study. As stated earlier, this study used Paisley's definition of content analysis. In addition, this study used the concept of journaling from the study of Alcala, et al. (1975). Thus, the content analysis for this study consists of two phases, namely: (1) Information-processing phase and (2) Journaling phase. The *Information-processing phase* involves objective and systematic categorization of the texts, while the *Journaling phase* involves summarizing, comparing and contrasting the results. Also, the foci of the study were the consistency of the historical content, learning activities and assessment/evaluation tools to the learning standards of DepEd, and the sufficiency of these learning modules' components and

teaching guides' provisions on contextualization and teaching approaches in the development of historical thinking skills.

### **Sources of Data**

The sources of data for this content analytic study were the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (World History Learning Module) and the *Gabay sa Pagtuturo* (Teaching Guides) under the K to 12 Social Studies Curriculum of the Department of Education (DepEd). This is based on the recommendation of the study of Cristobal (2004) that instructional materials in World History should be content analyzed in order to ensure that these help develop historical thinking skills.

The *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* consists of four learning modules with 550 pages. Each learning module is good for one quarter or grading period. The topics of the learning modules are shown in Appendix N.

In addition, these learning modules were written in Filipino. Moreover, most of the historical content of these modules are said to be lifted from the *Kasaysayan ng Daigdig* Textbook that was produced by the Department of Education, unless otherwise stated.

Also, the *Gabay sa Pagtuturo* consists of four units with 292 pages that correspond to the four learning modules. These were written in Filipino and designed to guide the teachers in teaching the different lessons in World History.

Furthermore, these instructional materials were written by Social Studies teachers who are or have experience teaching World History in the secondary level. The writing of these instructional materials, which ran from September 30 to October 11, 2013, was facilitated by the Department of Education - Instructional Materials Council Secretariat

(DepEd-IMCS). Then, the validation was done from October 21-25, 2013, while the refinement was from November 4-8, 2013 (Ocampo, 2013).

**The front cover of the instructional materials.** The cover of the instructional material in World History (See Appendix J) shows a side mirror of a car along a city street. However, the reflection of the mirror shows a Japanese woman and behind her are historical landmarks of the world, like the Coliseum in Rome, and the pyramids in Egypt. The image implies that learning World History should give students a journey towards the appreciation of various contributions of ancient civilizations to our modern world through an Asian lens. But this lens is expected to be more Filipino as the K to 12 Social Studies curriculum highlights localization and contextualization of the content of the lessons.

### **Sample**

This study considered all of the four sets of the World History learning modules and their corresponding teaching guides. However, the “consistency study” only involved the historical content, learning activities, and assessment/evaluation tools of the learning modules, which were matched to the content standards, performance standards and learning competencies of DepEd, respectively. Then, the “sufficiency study” involved summarizing and comparing and contrasting the results on the “information-processing” of the components of the learning modules, and the provisions of the teaching guide that include contextualization and teaching approaches. Then, these showed how sufficient are the instructional materials in the development of historical thinking skills. Thus, this study employed relevance or purposive sampling. Krippendorff (2013) defines it as a non-random sampling that “aims at selecting ... textual units that contribute to answering given research questions” (p. 120).

## **Instruments**

The “consistency study,” on the one hand, made use of three instruments in order to determine themes on the learning standards of DepEd, namely: (1) Content Standards Matrix, (2) Performance Standards Matrix, and (3) Learning Competencies Matrix.

First, the *Content Standards Matrix* was used in identifying the themes/categories in the content standards of DepEd (See Appendix A). The presence of the themes in the historical content meant consistency between the content standards and historical content of the learning modules. The themes in this tool were validated by three historians from the University of the Philippines Baguio.

Second, the *Performance Standards Matrix* was used in identifying the themes/categories in the performance standards of DepEd (See Appendix B). The presence of the themes in the learning activities of the modules meant consistency. The themes in this tool were validated by three Social Studies teachers in Tubao National High School in La Union.

And lastly, the *Learning Competencies Matrix* was used in identifying the theme/s in the learning competencies of DepEd (See Appendix C). The presence of the themes in the assessment/evaluation tools, particularly in the test items of the Pre-test and Post-test of the instructional materials, meant consistency. The themes in this tool were validated by three Social Studies teachers in Tubao National High School in La Union. This set was different from the first set of Social Studies teachers who validated the themes in the performance standards because of time constraints and their busy work schedules.

In the latter part of the matrices, the validators signed and certified that the themes/categories were based on the given content standards, performance standards and learning competencies of the Department of Education.

As recommended by the study of Corminal (1979), experts should validate first the themes or categories before conducting the content analysis. Also, the study of Olavidez (2006) recommended at least three validators for the themes or categories in a content analysis. Moreover, the number of validators and their selection were based on their educational qualifications and the study's financial resources and proximity.

On the other hand, the "sufficiency study" used a journal, which is a detailed discussion through summarizing, comparing and contrasting the results of the "information-processing," in order to determine the development of historical thinking skills in the instructional materials. It next discusses the results of the "consistency study" of the components of the learning modules and the analysis of the teaching approaches and the contextualization in the teaching guide. Finally, it determined the sufficiency of these instructional materials in the development of historical thinking skills.

### **Validation of the Instruments**

The validators of the themes of the Content Standards Matrix (See Appendix A) agree that the proposed themes were valid as far as the content standards are concerned. However, they suggested that the content standards should be more specific like in determining what is/are included in the "Classical and Transitional periods." Also, the validators suggested that the content standards should be precise in stating learning outcomes, like "global consciousness," as it may be too broad and not feasible for the students considering their present knowledge.

The validators of the themes for the Performance Standards Matrix (See Appendix B) agreed that the proposed themes were valid as far as the stated performance standards are concerned.

The validators of the themes for the Learning Competencies Matrix (See Appendix C) agree that the proposed themes were valid as far as the stated learning competencies are concerned.

### **Data Collection Procedure**

The data gathering process corresponds to the first phase of this content analytic study.

**Information-processing phase.** In order to present a clear picture of the data gathering process, procedures are presented according to the research question/s that they aim to address.

How consistent is the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (learning modules) and *Gabay sa Pagtuturo* (teaching guides) with the learning standards the DepEd has set, as to a) historical content – content standards; b) learning activities - performance standards; and c) assessment/evaluation tools - learning competencies?

In addressing the first research question, three matrices were designed, namely: Content Standards Matrix, Performance Standards Matrix and Learning Competencies Matrix, in order to determine the themes/categories that the study used to categorize the components of the learning modules. As discussed previously, experts validated the themes produced in these matrices. Then, when the themes were already validated by experts, the content analysis started, particularly the “consistency study” of the components of the learning modules. To ensure system and objectivity, the study made a set of categorization rules that were adapted from the study of Salic (1990) and De la

Cruz (1975) for the historical content, learning activities and assessment/evaluation tools of the learning modules (See Appendix D).

Prior to the analysis proper, a reading of the entire learning modules and teaching guides was done first. Then, following the rules for categorization, the matrices in Appendix D, namely: Historical Content Matrix, Learning Activities Matrix and Assessment/Evaluation Tools Matrix, were filled up in order to determine the consistency of the learning modules' historical content, learning activities, and assessment/evaluation tools to the content standards, performance standards and learning competencies of DepEd, respectively.

In the matrices for historical content and learning activities, all lessons and activities were written and then the theme/s and their corresponding evidence/s were indicated, respectively. For the assessment/evaluation tools column, the item numbers of the Pre-test and Post-test items were written then the theme/s and their corresponding evidence/s were indicated. To systematize the work and for easy retrieval of data, the study employed a computer software (i.e., ATLAS.Ti) to code the specific part/s of the texts into their corresponding categories or themes. This procedure corresponds to what Paisley calls as "information-processing" or the process of breaking down the texts in preparation for the summary and, comparison and contrast of the content analysis. But for this study, after the analysis of the learning modules' historical content, learning activities, and assessment/evaluation tools, the degree of presence of the theme/s in the components had indicated if these were consistent with the learning standards of DepEd, not to mention that the themes were actually derived from the content standards, performance standards and learning competencies.

Likewise, the analysis or “information-processing” of the teaching approaches and contextualization in the teaching guides was conducted. The research questions that were addressed were as follows:

How is contextualization evident in the teaching guides? What evidences on contextualization were used in the teaching guides?

What is/are the teaching approach/es evident in the teaching guides?

The data collection for the teaching approaches and contextualization in the teaching guides was guided by the “Rules for Categorization and Coding.” For the teaching approaches, these were identified based on the list of approaches that are outlined in the K to 12 Social Studies Curriculum. The data collection was facilitated by filling up the matrices in Appendix H, namely: Teaching Approaches Matrix and Contextualization Matrix. And through the use of a computer software called ATLAS.Ti for an easy coding. A user guide was downloaded and video tutorials were streamed in the website of ATLAS.Ti. The rules for coding and the code book are in Appendices E and F, respectively.

In the matrix for the teaching approaches, the learning activities specified in the teaching guide were listed down and these were categorized according to the approaches outlined in the curriculum. For an easier identification of the teaching approaches, a list of approaches together with their definitions and examples based on how DepEd intends them to be used was made (See Appendix G). After categorizing, an explanation discussing the attributes of the teaching approach were written in the cell, that is, under the column of the specific approach and the corresponding row of the teaching strategy. Also, in the Contextualization column, the presence of contextualization in the teaching guides, particularly on the directions/guidelines for the teaching approaches were

determined and their evidence/s were noted. In order to facilitate ease and system in doing this, the study made another set of rules for identifying the teaching approaches and in determining the presence of contextualization in the teaching guides (See Appendix H).

### **Data Analysis Procedure**

The data analysis process corresponds to the second phase of this content analytic study.

**Journaling phase.** After the texts were processed, the next phase of this content analytic study followed. In this phase, called “Journaling,” data collected in the “Information-processing” phase were summarized, compared and contrasted. It aimed to address the remaining questions posed in this study. Specifically, these research questions were as follows:

**What historical thinking skill/s are found in the learning modules and teaching guides?**

**How sufficient are the historical content, learning activities, and assessment tools of the learning modules, and provisions of contextualization and teaching approaches in the teaching guides in the development of historical thinking skills?**

The results of the “information processing” of the components of the modules and the provisions on the teaching guide were summarized to identify the historical thinking skills that are to be developed in the instructional materials. This involved the identification of themes that relate to the development of historical thinking skills during the journaling phase. Then, these themes were categorized according to the historical

thinking skills they belong. The sources of categorization were the historical content, learning activities and the assessment/evaluation tools of the modules, and contextualization and teaching approaches in the teaching guides. The categories, which were based on the review of the literature, are “Analyzing historical evidence,” “Making historical connections,” “Creating and supporting a Historical argument,” and “Chronological reasoning.”

In order to have a guide in identifying and categorizing the historical thinking skills found in the instructional materials, the study adopted the matrix of categories of historical thinking skills by the Advanced Placement College Board that matched the categories derived from the review of literature (See Appendix I). The results of the categorization of the themes were collated in matrices for the “Components of the Learning Modules” and the “Provisions in the Teaching Guides” (See Appendices K and L). In order to determine the degree of presence or evidence of a certain theme in the development of historical thinking skills, this study adopted the five-point rating scale developed by Olavidez (2006), which ranges from 5-“Very much present/evident and explicitly stated” to 1-“Not present or evident.”

With the categorization rules in mind, a check mark ( / ) was put inside the table to indicate the degree of evidence. Also, the codes for the themes and historical thinking skills were only written inside the table to facilitate system and order (See Appendix F for the Codebook).

A theme was classified according to the category of historical thinking skills it belongs. The results were compared and contrasted in order to determine their sufficiency in the development of historical thinking skills. The frequency of the themes that relate to historical thinking skills and their corresponding percentages were noted. Then, the more

themes that were collated under a specific historical thinking skill category and rating of “Very much present/evident and explicitly stated” meant higher chances of development and thus sufficient. But since the present study utilized both quantitative and qualitative approaches to content analysis, then even a single appearance in a category was considered important. Therefore, similarities and/or differences were noted and possible implications were analyzed. In any case, the theme/s, be it single or multiple, under the categories of historical thinking skills that were derived from the data were discussed and analyzed in the journal using concepts from the reviewed relevant studies and key works.

### **Ethical Considerations**

Since the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* are public domains, these materials were obtained and used freely in this content analytic study. Also, a soft copy of these materials were downloaded from the website of the Department of Education free of charge.

Also, the experts who validated the themes for the study signed a consent form that assured all private information given are confidential (See Appendices A, B and C).

Moreover, the study was guided by the validated themes and categories, and rules for categorization and coding, was objective and fair in analyzing, categorizing and coding the data to derive valid and reliable results.

The next chapter presents the findings of the study.

## Chapter 4

### PRESENTATION AND ANALYSIS OF FINDINGS

The study did a content analysis of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* of the Department of Education. This chapter presents the results guided by the research questions, their analysis and interpretation.

#### Sources

This study analyzed the historical content, learning activities, and assessment/evaluation tools in the World History learning modules of the Department of Education. In addition, this study determined the provisions for contextualization and approaches in the teaching guides in World History.

#### Content Analysis

This study used content analysis, which employed both quantitative and qualitative approaches in order to address the research questions. The quantitative approaches include frequency counts and percentages. On the other hand, the qualitative approaches include coding, categorization and journaling.

Moreover, the content analysis done in this study had two phases. These are the information-processing phase and the journaling phase.

**Information-Processing Phase.** In this phase, the contents of the World History learning modules and teaching guides were categorized systematically and objectively using the validated instruments of the study. As a result, the consistency of the historical content, learning activities and assessment/evaluation tools of the learning modules with the content standards, performance standards and learning competencies was determined.

Also, the evidences of contextualization and provisions for teaching approaches were determined.

See Appendix F to decipher the codes used in this chapter and Appendices O to X to know the evidences for each theme in the tables that follow. In addition, the rating scale for the degree of evidence for the themes is in Appendix H.

**How consistent is the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (learning modules) and *Gabay sa Pagtuturo* (teaching guides) with the learning standards the DepEd has set as to historical content and content standards?**

As shown in Table 4-1, all of the themes from DepEd's four content standards are evident in the four learning modules. However, with the use of the Content Standards Matrix (See Appendix A), only the first three learning modules were rated with "Very much present/evident and explicitly stated." A part of the first learning module on page 13 shows:

Kapaligiran bilang pinagkukunan ng pangangailangan ng tao; gayon din ang pakikiayon ng tao sa mga pagbabagong nagaganap sa kanyang kapaligiran.

This exemplifies the theme "Human and Environment Interaction." It shows the relationship of people with their environment. Aside from this, a part of the second learning module on page 159 is as follows:

...Aqueduct, Barko, paggawa ng sandata, pagtatanim ng ubas at paggawa ng alak...

It contains the theme on the contributions of the Classical Period to the Modern World.

On the other hand, the third learning module contains the following:

Paghahanap ng spices, p. 329; Paghahati ng Mundo (Demarcation line), p. 332; Paglalakbay ni Ferdinand Magellan, p. 334; Rebolusyong Siyentipiko, p. 342-343; Enlightenment, pp. 345-347; Rebolusyong Industriyal, pp. 348-351

These exemplify the theme “Historical Events that paved way to the Emergence of the Modern World.” Thus, the first three learning modules got high ratings.

However, the fourth learning module got low ratings, like “Present to a little degree, not stated, only implied.” In this regard, a part of the fourth learning module on page 530 is shown below:

#### **World Trade Organization**

Ang World Trade Organization ay isang organisasyong pandaigdig na itinatag upang mapamahalaan at magbigay ng kalayaan sa kalakalang pang-internasyunal. Ang WTO ay nabuo noong Enero 1, 1995 kahalili ng Pangkalahatang Kasunduan sa mga Taripa at Kalakalan (GATT).

Sanggunian: [tl.wikipedia.org](http://tl.wikipedia.org)

This was because the lessons only focused on descriptions and narrations of the concepts being discussed. It failed to show the importance of dialogue and collective action that are essential elements of the content standard for the learning module.

Thus, the fourth learning module fails to encourage higher-order thinking skills as it only focuses on descriptions of organizations, which may lead to memorization. This affirms the findings of the study of Luna and Mendoza (1998) that instructional materials in Social Studies tend to promote memorization instead of critical thinking. Also, it does

not guide the reader to value the importance of dialogue and collective action among nations as shown on page 527 of the fourth learning module:

### **Ang mga Pandaigdigang Organisasyon**

Bukod sa United Nations marami pang organisasyong pandaigdig na nabuo na may layuning pagbigkisin ang mga bansa upang matamo ang pandaigdigang kapayapaan at kaunlaran. Basahin at unawaing mabuti ang nilalaman ng kasunod na teksto na patungkol sa pagkakatag at layunin ng ilang mga organisasyong pandaigdig.

#### **1. European Union (EU)**

Ang Unyong Europeo ay isang pang-ekonomiko at pampolitikal na unyon ng 27 malalayang bansa. Ito ang pinakamalaking kompederasyon ng mga malalayang estado na itinatag sa ilalim ng pangalang iyon noong 1992.

Ang mga aktibidad ng Unyong Europeo ay sumasakop sa patakarang publiko, patakarang ekonomika sa ugnayang panlabas, tanggulan, pagsasaka, at kalakalan.

*The discussion on the European Union is limited to facts and does not help the reader to develop a sense of appreciation towards dialogue and collective action among nations.*

The study of Alfonso (1973) recommends that curriculum and textbook developers should make an equal treatment of concepts in writing textbooks or other instructional materials. The module writers should not have left out important concepts like dialogue and collective action in the discussion of world organizations. Also, Salic (1990), recommends that the presentation of the content of Social Studies instructional materials should revolve around concepts that may facilitate generalizations and not

memorization. Then, it is in this light that the fourth learning module fails to attain the goals and objectives of Social Studies education.

Moreover, it is important to point out that the learning module uses content that are lifted from unreliable sources like *Wikipedia* as shown on page 533 of the fourth learning module:

North American Free Trade Agreement (NAFTA)

Ito ay isang kasunduan na nilagdaan ng Canada, Mexico, at United States na lumilikha ng trilateral trade bloc sa North America. Ito ay nabigyang bisa noong 1994 na nagbigay-daan sa pagkakabuo ng isang trade bloc na maituturing na may pinakamataas na pinagsama-samang purchasing power parity sa GDP.

Sanggunian: [tl.wikipedia.org](http://tl.wikipedia.org)

In addition, the references section of the fourth learning module contains sources that are not credible as shown on page 550:

[http://en.wikipedia.org/wiki/Nuclear\\_Weapons](http://en.wikipedia.org/wiki/Nuclear_Weapons)

[tl.wikipedia.org](http://tl.wikipedia.org)

Moreover, a part of the fourth learning module on page 452 shows:

Binubuo ng Germany, Austria-Hungary, at Italy, ang Triple Entente.

Source:

<http://tomatobubble.com/sitebuildercontent/sitebuilderpictures/entente.gif>

However, page 309 of the World History textbook shows this:

Samantala, ang Triple Entente ay itinatag naman ng France, Great Britain, at Russia noong 1907.

Thus, there is a mismatch of information in the learning module and the textbook. The study of Joll and Martel (2007) shows that the Triple Entente was then composed of France, Great Britain, and Russia.

These contradict the recommendation of the study of Salic (1990) that Social Studies instructional materials should be based on a thorough research involving the use of credible sources (pp. xi-xii). In this way, the learners, Salic (1990) claims, will be ensured that the materials they are using are free from inaccuracies and errors (pp. xi-xii).

Thus, the content analysis shows that the historical content of the first three learning modules are consistent with the content standards of the Department of Education. However, the historical content of the fourth module is not consistent with the DepEd content standard. This is shown by the gradual decrease in rating from the first lesson up to the last lesson of the fourth module. The gradual decrease in rating could be attributed to the lack of organization and discussion of the historical content of the fourth learning module.

Table 4-1.1

*Historical Content Matrix*

Module No.	Lesson/Topic	Historical Content	
		Theme/s	Degree of Evidence
1	1	CS-HEI1	5
		CS-AC1	5
	3	CS- CAC1	5
		CS-AC1	5
2	1	CS-HECP2	5
		CS-CHECP2	5
	2	CS-HECP2	5
		CS-CHECP2	5
	3	CS-HETP2	5
		CS-CHETP2	5
3	1	CS-HEMW3	5
		CS-ISGS3	5
	2	CS-HEMW3	5
		CS-ISGS3	5
	3	CS-HEMW3	5
		CS-IPGS3	5
4	CS-IEGS3	5	
	4	1	CS-ISGS3
CS-IDWP4			3
CS-IDAU4			4
CS-IDAC4			4
CS-IDCD4			4
CS-ICWP4			4
CS-ICAU4			3
CS-ICAC4			3
CS-ICAD4			4
CS-IDWP4			4
2		CS-IDAU4	4
		CS-IDAC4	4
		CS-IDCD4	4
		CS-ICWP4	4
		CS-ICAU4	4
		CS-ICAC4	4
		CS-ICAD4	4
		CS-IDWP4	3
		CS-IDAU4	3
		CS-IDAC4	3
3	CS-IDCD4	3	
	CS-ICWP4	3	
	CS-ICAU4	3	
	CS-ICAC4	3	
	CS-ICAD4	3	
	CS-IDWP4	2	
	CS-IDAU4	2	
	CS-IDAC4	2	
	CS-IDCD4	2	
	CS-ICWP4	2	
CS-ICAU4	2		
CS-ICAC4	2		
CS-ICAD4	2		

**How consistent is the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (learning modules) and *Gabay sa Pagtuturo* (teaching guides) with the learning standards the DepEd has set, as to learning activities and performance standards?**

Table 4-2.1 shows the data collected from the analysis of learning activities for the first learning module. It was noted that 15 out of the 34 or 44 % of the learning activities in the first module do not contain any of the themes from the DepEd Performance Standards. An example of these is

**Gawain 1: GEOpardy!**

Suriin ang kasunod na GEOpardy board. Pagkatapos, bumuo ng tanong na ang sagot ay salita o larawang makikita sa GEOpardy board. Isulat sa sagutang papel ang nabuong tanong at ang sagot nito.

Halimbawa: Ano ang pinakamalaking karagatan sa buong daigdig? (Pacific Ocean)

This activity does not contain themes like “Advocacy project on the protection of heritages of Ancient Civilizations,” and “Advocacy project for the benefit of the future generation.” This activity is focused on simple recall and does not advocate the protection of heritages.

Also, only three activities were rated with “Very much present/evident and explicitly stated.” One of these activities is

**Gawain 17: Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasan ng Daigdig**

Isiping tagapangulo ka ng National Committee on the Preservation of Cultural Heritage ng iyong bansa na isa sa mga sinaunang kabihasan sa daigdig. Nakatanggap ka ng liham mula sa United Nations na humihingi ng panukalang proyektong may layuning ipreserba ang mga dakilang pamanang mula sa iyong bansa. Ang iyong komite ay nagtakda ng pulong na unang bubuo ng isang panukalang proyekto para sa nabanggit na layunin. Isaalang-alang ang mga panuntunan sa pagbuo ng panukalang proyekto...

This activity exemplifies the theme “Advocacy project on the preservation of heritages of Ancient Civilizations” as the activity requires the students to come up with an advocacy project on the preservation of heritages.

Six of the activities were rated with “Present to some degree, mostly implied.”

Examples of these activities are

My Travel Reenactment: Hindi malilimutang paglalakbay sa ibang lugar, p. 36

I-Tweet Mo: Paano naganap ang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhayan, at iba pang aspekto ng pamumuhay? p. 45

These activities somehow show the theme “Advocacy project on the preservation of heritages of Ancient Civilizations.” The concept of preservation of heritages is implied in these activities.

However, one activity was rated with “Present to a little degree, not stated, only implied.” A guide question of this activity reads:

Para sa iyo, alin sa mga katangiang heograpikal ng mga sinaunang kabihasan ang nararapat na mapangalagaan? Ipaliwanag ang sagot.

This guide question does not clearly exhibit the theme “Advocacy project on the preservation of heritages of Ancient Civilizations” as it is only limited to abstract

reasoning. It does not lead the learner to carry out an advocacy project that aims to preserve heritages of ancient civilizations.

Then, most of the activities in the first module are not purely based on the Performance Standards of the Department of Education. Examples of these activities are

**Gawain 5: Complete It!**

A. Kumpletuhin ang pangalan na tinutukoy na pook. Isulat ang mga akma ng letra sa patlang. Gawain ito sa kuwaderno.

1. \_\_\_ M \_\_\_ – Mga unang lungsod-estado ng Mesopotamia
2. \_\_\_ K \_\_\_ – Unang imperyong itinatag sa daigdig
3. \_\_\_ L \_\_\_ – Kabisera ng Imperyong Babylonia

**Gawain 6: Three Words in One**

Saang kontinente matatagpuan ang mga pook/hayop na tinutukoy sa bawat bilang? Isulat ang sagot sa kahon. Gawain ito sa kwaderno.

1. Nile River, Sahara Desert, Egypt...

These activities have no clear link with any of the themes in the first learning module like “Advocacy project on the preservation of heritages of Ancient Civilizations.” Also, these only encourage low level thinking. And that these fail to promote higher order thinking skills. These contradict the recommendation of the study of Añonuevo-Bonito (2004) that instructional materials, particularly their learning activities, should promote higher order thinking skills as they greatly help students in learning their lessons.

Thus, the content analysis shows that 15 out of 34 or 44 % of the learning activities in the first module are not consistent with the performance standards of the Department of Education. This is shown by the uneven rating of the learning activities in each of the lessons of the first learning module.

Table 4-2.1

*Learning Activities Matrix (Module 1)*

Module No.	Learning Activities		Theme/s	Degree of Evidence
	Lesson No.	Title of Activity		
1	1	1. GEOparody!	NONE	1
		2. <i>Graffiti Wall</i>	PS-APRO1	4
			PS-APRE1	4
			PS-BEPG1	4
			PS-BEFG1	4
		3. Tukoy-tema-Aplikasyon	NONE	1
		4. KKK Geocard	NONE	1
		5. Dito sa Amin	NONE	1
		6. <i>Three Words in One</i>	NONE	1
		7. Illustrated World Map	NONE	1
		8. The Map Dictates	NONE	1
	9. Crossword Puzzle	NONE	1	
	10. My Travel Reenactment	PS-APRE1	3	
	11. Modelo ng Kultura	PS-APRE1	4	
	2	1. <i>Kung Ikaw Kaya?</i>	PS-BEFG1	3
		2. I-R-F Chart	PS-APRE1	3
		3. I-Tweet Mo	PS-APRE1	3
4. Tower of Hanoi		PS-BEPG1	4	
5. Ano Ngayon Chart		PS-BEPG1	4	
6. Archaeologist at Work		PS-BEPG1	4	
3	1. <i>Picture Frame</i>	NONE	1	
	2. WQF Diagram	NONE	1	
	3. Triple Matching Type	NONE	1	
	4. Geography Checklist	PS-APRE1	2	
	5. Complete It!	NONE	1	
	6. Tatak-Kabihasanan sa Timog Asya	PS-BEPG1	4	
	7. Empire Diagram	PS-APRE1	3	
	8. <i>Maramihang Pagipili sa Tsart</i>	PS-BEPG1	4	
	9. Walk to Ancient Egypt	NONE	1	
	10. Tracing the Beginning Chart	NONE	1	
	11. Pagbuo ng K-Web Diagram	NONE	1	
	12. Kabihasanan (Pathway Diagram)	PS-APRE1	3	
	13. Gallery of Ancient Rulers	PS-APRE1	3	
		PS-BEPG1	4	
	14. <i>K-A-K Organizer</i>	PS-BEPG1	4	
	15. Thank You Letter	PS-APRO1	4	
	PS-APRE1	4		
	PS-BEPG1	5		
16. Maimpluwensiyang Kabihasanan	PS-BEPG1	5		
17. POKUS NGAYON: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasanan ng <i>Daigdig</i>	PS-APRE1	5		

Table 4-2.2 shows that 39 out of the 72 or 54 % of the learning activities in the second module are not based on the Performance Standards set by the Department of Education for the second learning module. Examples of these activities are

**GAWAIN 7: Paghahambing**

Sa tulong ng venn diagram, isulat ang pagkakatulad at pagkakaiba ng Sparta at Athens bilang mga lungsod-estado ng Sinaunang Greece.

**GAWAIN 15: Lagumin Mo**

Batay sa tekstong binasa, punan ng angkop na impormasyon ang talahanayan tungkol sa mga Pangyayaring Nagdulot ng Paglakas ng Rome. Ibigay ang mga Patunay at Paliwanag.

**GAWAIN 17: Rome ... Sa Isang Tingin**

Ibuod ang mga pangyayari kaugnay ng paglakas at paghina ng Imperyong Rome sa pamamagitan ng pagpupuno ng impormasyon sa chart.

These activities are not related to any of the themes for the performance standard for this learning module. The focus of these activities is just on the cognitive domain like simple recall, and comparison and contrast of concepts, instead of the development of a sense of appreciation and protection of unique contributions. This is contrary to what the study of Añonuevo (1999) recommends that instructional materials should also focus on the affective domain—i.e. involves feelings, attitudes and values; and not just on the cognitive domain—i.e. involves thinking processes.

Also, of the 33 learning activities that contain themes from the Performance Standards of the Department of Education, only three are focused on “Advocacy

campaign on the protection of unique contributions of the Classical Period.” Examples of these activities are

**GAWAIN 26: AdBakit?**

Makibahagi sa iyong pangkat. Pumili ng isang kontribusyon ng Kabihasnang Klasikal na nakatalaga sa iyong pangkat. Gumawa ng dalawang pahinang pamphlet na nagsusulong ng adbokasiya upang mapangalagaan ang mga kontribusyon nito sa kasalukuyan. Sundin ang format sa ibaba...

This activity was rated with “Very much present/evident and explicitly stated” as it asks the students to make a pamphlet that advocates the protection of contributions of the Classical Period.

In addition, 22 are focused on “Advocacy campaign for the appreciation of unique contributions of the Classical Period.” One of these activities is

**GAWAIN 25: Video-Kasaysayan**

Bumuo ng isang pangkat na may tatlo hangang apat na miyembro. Sundin ang GRASPS chart sa pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamana ng Klasikal ... na panahon.

This activity was rated with “Very much present/evident and explicitly stated” as it requires the learners to make a video that will campaign for the appreciation of contributions of the Classical Period.

However, seven of these activities were rated with “Present to some degree, mostly implied.” One of these activities is

**GAWAIN 2: I-R-F Chart**

Basahing mabuti ang tanong sa ibaba. Pagkatapos ay isulat sa bahaging initial ng diagram ang maiisip na sagot.

Paano nakaimpluwensiya ang Panahong Klasikal sa Europe sa pag-unlad ng pandaigdigang kamalayan?

This activity does not clearly ask students to make an advocacy campaign. But it somehow let students to appreciate a contribution of the Classical Period—i.e., the development of global consciousness. However, global consciousness is broad so there is a need to revise the activity and make it specific.

Thus, the content analysis shows that 39 out of 72 or 54 % of the learning activities in the second module are not consistent with the performance standards of the Department of Education. This is also shown by the uneven rating of the learning activities in each of the lessons of the second learning module.

Table 4-2.2

*Learning Activities Matrix (Module 2)*

Module No.	Learning Activities		Theme/s	Degree of Evidence
	Lesson No.	Title of Activity		
2	1	1. Ano ang Gusto ko?	PS-COCP2	4
		2. I-R-F Chart	PS-COCP2	3
		3. Mapa-Suri	NONE	1
		4. Magbasa at Matuto	NONE	1
		5. Daloy ng mga Pangyayari	PS-COCP2	3
		6. Magbasa at Matuto	NONE	1
		7. Paghahambing	NONE	1
		8. Magbasa at Matuto	NONE	1
		9. A-K-B Chart	NONE	1
		10. Magbasa at Matuto	NONE	1
		11. Talahanayan, Punan Mo	NONE	1
		12. Magbasa at Matuto	NONE	1
		13. Greece... Sa Isang Tingin	PS-COCP2	3
		14. Magbasa at Matuto	PS-COCP2	4
		15. Lagumin Mo	NONE	1
		16. Magbasa at Matuto	PS-COCP2	4
		17. Rome... Sa Isang Tingin	NONE	1
		18. Pagsulat ng Sanaysay	PS-COCP2	3
		19. I-R-F Chart	PS-COCP2	4
	2	1. Imbestigasaysayan	PS-ACCP2	4
		2. SKK-Paglalakbay	PS-COCP2	4
		3. Sulyap sa Nakaraan	PS-COCP2	3
		4. Magbasa at Matuto	NONE	1
		5. Ipaliwanag Mo	PS-COCP2	4
		6. Exit Card	PS-COCP2	4
		7. Magbasa at Matuto	NONE	1
		8. Daloy ng mga Pangyayari	NONE	1
		9. Pagsulat ng Sanaysay	PS-COCP2	4
		10. Pagsusuri ng aking Natutuhan	NONE	1
		11. Magbasa at Matuto	NONE	1
		12. Sino Sila?	PS-COCP2	4
		13. Puno ng Kaalaman	NONE	1
		14. MAPASuri	NONE	1
		15. Kaugnayan ng Kabihasnang sa Kasalukuyan (KKK)	PS-COCP2	4
		16. Magbasa at Matuto	NONE	1
		17. MAPAghanap	NONE	1
		18. Magbasa at Matuto	NONE	1
		19. History Makers	PS-COCP2	4
		20. Triple Venn Diagram	NONE	1
		21. KKK	PS-COCP2	4
		22. Magbasa at Matuto	NONE	1
		23. Pagsagot sa Chart	NONE	1
		24. Anong Konek?	PS-COCP2	5
		25. Aking Aking Paglalakbay	PS-COCP2	4
		26. AdBakit?	PS-ACCP2	5
		27. Ang Aking Paglalakbay	PS-COCP2	4
	3	1. Photo-suri	PS-COTP2	4
		2. A-R Guide	NONE	1
		3. Daloy ng Kasaysayan	NONE	1
		4. Magbasa at Matuto	NONE	1
		5. Diyagram ng Aking Natutuhan	NONE	1
		6. 3-2-1 Chart	NONE	1
		7. Sa Madaling Salita	PS-COTP2	4
		8. Magbasa at Matuto	NONE	1
		9. Paggawa ng Timeline	NONE	1
		10. Sa Madaling Salita	PS-COTP2	3
		11. Magbasa at Matuto	PS-COTP2	3
12. History Frame		PS-COTP2	4	
13. Lesson Closure		NONE	1	
14. Sa Madaling Salita		PS-COTP2	3	
15. Comio-suri		NONE	1	
16. Magbasa at Matuto		NONE	1	
17. Alam Ko Na		NONE	1	
18. Magbasa at Matuto		NONE	1	
19. Photo-suri		NONE	1	
20. Magbasa at Matuto		NONE	1	
21. Dahilan-Epekto		PS-COTP2	4	
22. Sa Madaling Salita		PS-COTP2	4	
23. A-R Guide		NONE	1	
24. Bumuo at Matuto		PS-COTP2	4	
25. Makasaysayang Paglalakbay		PS-COCP2	4	
26. Video-Kasaysayan		PS-COTP2	5	

In Table 4-2.3, 14 out of the 48 or 29 % of the learning activities in the third module are not based on DepEd Performance Standards. Examples of these activities are

#### **Gawain 1: Word Hunt**

Hanapin at bilugan sa puzzle box ang mga terminong tinutukoy sa bawat kahon sa kasunod na pahina. Gamitin ang una at huling titik ng salita bilang gabay sa paghahanap ng bawat salita.

1. B\_\_\_\_\_R Nagmamay-ari o namamahala ng bangko
2. B\_\_\_\_\_E Panggitnang uri ng mamamayan sa Europe

#### **GAWAIN 9: OO o HINDI!**

Pagkatapos ang pagtalakay, pagsusuri ng mga konsepto at kaalaman sa naging aralin, iyong malalaman kung gaano mo naunawaan ang naging pag-aaral tungkol sa paglakas ng Europe.

Basahin at suriin mo ang mga pahayag hinggil sa aralin. Idikit mo ang hawak mong sign sa bahagi ng OO kung naunawaan mo na ito at sa bahagi naman ng HINDI kung hindi pa malinaw sa iyo ang konseptong ito ng aralin. Pagkatapos ay suriin ang bilang ng mga nakaunawa at hindi pa naging malinaw ang pagkaunawa.

#### **GAWAIN 15: Timbangin Mo!**

Naging mabuti ba o masama ang epekto ng ikalawang yugto ng imperyalismo at kolonisasyon? Sa gawaing ito ay titingnan mo kung alin ang mas maraming epekto ng pangyayaring ito: mabuti o masama? Itala ang mga naging epekto ng ikalawang yugto ng imperyalismo at kolonisasyon. Pagkatapos ay ilagay ito sa nakahandang eskala. Suriin kung saan kumiling ang eskala. Ibigay mo rin ang iyong reaksiyon sa gawaing ito.

These activities do not contain themes for the third learning module like “Critical analysis of the implications of the events during the period of transformation to the student’s own country” and “Critical analysis of the implications of the events in the modern times to the student’s own community.” These activities are focused on the analysis of the lessons and not on the implications of the lessons to the students.

Also, 33 of the themes are “Very much present/evident and explicitly stated.”

Examples of these activities are

Gawain 17 sa Aralin 2: Manifest Destiny

Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan. p. 369

Gawain 19 sa Aralin 2: Aking Repleksiyon!

Ano ang nararamdaman mo habang ginagawa ang sulat pasasalamat at habang binabasa ng iyong kamag-aral at ng iba pa ang liham? Bilang isa sa mga nakikinabang sa mga pamanang ito sa kasalukuyan, paano mo ito mapapagyaan? Kung mabibigyan ka ng pagkakataon, anong bagay ang gusto mong maipamana sa susunod na henerasyon? Bakit? p. 370

Gawain 9 sa Aralin 3: Who’s Who in the Revolution? Personality and History

Kung ikaw ang nasa kanilang posisyon, gagawin mo rin ba ang kanilang ginawa? Bakit oo? Bakit hindi?, p. 423

These activities exemplify the themes for the performance standard of the third learning module as they focus on the critical analysis of the implications of the events in the past to the students own country, community and self.

However, three activities were rated with “Present to some degree, mostly implied.” Examples of these activities are

**Gawain 13 sa Aralin 1: Think-Pair-Share**

Paano nakaapekto ang paglakas ng Europe sa transpormasyon ng mga bansa at rehiyon sa daigdig at sa pagbuo ng pandaigdigang kamalayan?, p. 317

**Gawain 15 sa Aralin 1: Ano ang Gusto mo!**

Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan? , pp. 320-321

These activities somehow reflect the theme “Critical analysis of the implications of the events during the period of transformation to the student’s own country.” However, the activities are broad, e.g. global consciousness, and fail to contextualize the instructions to the students’ own country, community and self.

Moreover, it was noted that, on the one hand, the learning activities are focused on the “Critical analysis of the implications of the events during the period of transformation to the student’s own self/identity” as it has 16 occurrences in the learning module. Below is example of a learning activity that is focused on “Critical analysis of the implications of the events during the period of transformation to the student’s own self/identity”:

**GAWAIN 18: Salamat sa Iyo!**

Balikan ang napag-aralang mga pamana ng iba’t-ibang rebolusyong naganap sa paglawak ng kapangyarihan ng Europe. Pagnilayan din kung alin sa mga pamanang ito ang iyong nakita at nagamit na. Pagkatapos ay lumikha ng isang

liham pasasalamat para sa mga pamanang ito. Makipagpalitan ng nabuong liham sa ibang kamag-aral at hingan sila ng reaksiyon. Kung maaari mong ipost ang liham sa isang social media ay gawin ito upang mabasa rin ng iba pa at mabigyang halaga rin nila ang mahahalagang pamana ng mga pangyayaring naganap sa panahong tinalakay sa aralin.

This activity exemplifies the theme “Critical analysis of the implications of the events during the period of transformation to the student’s own self/identity” through the writing of a “Thank You Letter” by the students.

On the other hand, the theme “Critical analysis of the implications of the events in the modern times to the student’s own community” has only five occurrences all throughout the third learning module. One of these activities is

#### **Gallery Walk/ Every Child a Tour Guide**

Magsasagawa kayo ng isang open exhibit tungkol sa mga kaganapan at naging pamana ng mga pangyayaring nagbunsod sa transpormasyon ng daigdig tungo sa makabagong panahon. Gawin ito nang pangkatan lalo na sa bahagi ng paghahanda ng mga gagamitin para sa exhibit. Maaari ninyong gamitin ang mga ginawang poster, editorial cartoon, collage, at biograpiya ng mga indibiduwal na bahagi ng aralin sa nakalipas na mga gawain. Kung madadagdagan pa ito ng iba pang puwedeng i-exhibit ay gawin ito. Kung may gamit para sa audio-visual na presentasyon at marunong lumikha ng multi-media presentation ay maaari din isama ito sa exhibit.

Magtatalaga ang grupo ng mga tagapagpaliwanag o curator tungkol sa mga larawan o bagay na kanilang i-exhibit. Bibigyang diin nang bawat pangkat ang

naging implikasyon ng mga kaganapan at pamanang ito sa pamumuhay, komunidad, at bansa ng daigdig.

This activity was rated with “Very much present/evident and explicitly stated” as it deals with critical analysis of the implications of the events in the modern times to the student’s own community.

However, other themes are also evident in this learning activity like “Critical analysis of the implications of the events during the period of transformation to the student’s own community.” Examples of this activities are

**Gawain 3. Bahagdan ng Aking Pag-unlad**

Halagang natutuhan sa kasalukyan, p. 325

**Gawain 10. Magtulungan Tayo!**

Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay. pp. 299-309

These activities were both rated with “Present to a great degree; some are stated, some are implied” as they provide a critical analysis of the implications of the events during the period of transformation. However, they fall short on relating the events to the students’ own community as the scope is broad, i.e. present times, and fail to specify the context.

In addition, the theme “Critical analysis of the implications of the events in the modern times to the student’s own country” is also evident in the third learning module.

Examples of these activities are

**Gawain 6. Pin the Flag**

Sa kasalukuyang panahon, katanggap-tanggap bang manakop pa rin ang mga makapangyarihang bansa? Bakit? p. 340

#### **Gawain 14. Talahanayan ng Pananakop**

**Sa kasalukyang panahon, makabubuti pa kaya sa mga bansa ang pananakop?**

**Bakit? p. 364**

**These activities were also rated with “Present to a great degree; some are stated, some are implied” as they provide a critical analysis of the implications of the events in the modern times. However, they also fall short on relating the events to the students’ own country as the scope is broad, i.e. present times, and fail to specify the context, e.g. Philippines.**

**Thus, the content analysis shows that 14 out of 50 or 28 % of the learning activities in the third module are not consistent with the performance standards of the Department of Education. The learning activities in the third module also obtained uneven ratings.**

Table 4-2.3

*Learning Activities Matrix (Module 3)*

Module No.	Learning Activities		Theme/s	Degree of Evidence
	Lesson No.	Title of Activity		
3	1	1. Word Hunt	NONE	1
		2. Kitalanin Mo!	PS-CATCOM3	4
		3. Think-Pair-Share	PS-CATCOU3	4
		4. Pamana ng Nakaraan	NONE	1
		5. Burgis Ka!	PS-CATCOM3	4
		6. Magbasa at Unawain	PS-CATCOU3	5
		7. Hagdan ng Pag-unawa!	PS-CATCOU3	5
		8. Discussion Web	PS-CAMCOU3	4
			PS-CAMCOM3	4
			PS-CAMSE3	4
		9. Oo o Hindi	NONE	1
		10. Magtulongan Tayo!	PS-CATCOU3	4
			PS-CATCOM3	4
			PS-CAMCOU3	4
		PS-CAMSE3	4	
		PS-CAMSE3	5	
		NONE	1	
		PS-CATCOU3	3	
		PS-CAMCOU3	5	
		PS-CAMCOM3	4	
		PS-CAMSE3	5	
		PS-CATSE3	5	
		PS-CATCOU3	3	
		PS-CATSE3	5	
		PS-CATSE3	5	
	15. Ano ang Gusto mo!	PS-CATSE3	5	
		PS-CATCOU3	3	
	16. Salamin ng Aking Sarili!	PS-CATSE3	5	
	2	1. Sasama Ka Ba?	NONE	1
		2. Suriin Mo!	PS-CAMCOU3	4
			PS-CAMCOM3	4
			PS-CAMSE3	4
		3. Bahagdan ng Aking Pag-unlad	PS-CATCOU3	4
			PS-CATCOM3	4
			PS-CATSE3	4
		4. Maglayag Ka!	PS-CATCOU3	3
		5. Talahanayan ng Mantalayag	PS-CATSE3	4
		6. Pin the Flag	PS-CAMCOU3	4
			PS-CAMSE3	4
		7. Mabuti o Masama?	PS-CATSE3	5
			PS-CAMSE3	5
		8. Ikaw at Ako. Lahat Tayo!	PS-CATCOU3	5
			PS-CATSE3	5
		9. May Ginawa Ako! Ikaw Ba?	PS-CATCOU3	4
			PS-CATSE3	5
		10. Magsurvey Tayo!	NONE	1
		11. I-collage Mo Ako!	PS-CATSE3	5
		12. Hurwag Mo Akong Sakupin	NONE	1
		13. Punuan Mo Ako!	PS-CATCOU3	4
		14. Talahanayan ng Pananakop	PS-CATCOU3	4
		PS-CAMCOU3	4	
		NONE	1	
15. Timbangin Mo!		PS-CATCOU3	4	
16. Bahagdan ng Aking Pag-unlad	PS-CATCOM3	4		
	PS-CATSE3	4		
	PS-CATCOU3	5		
	PS-CAMCOU3	5		
	PS-CAMSE3	5		
	PS-CATSE3	5		
	PS-CAMSE3	5		
3	1. Makinig, Mag-isip, Magpahayag	PS-CAMSE3	5	
	2. Hagdan ng Karunungan	PS-CAMSE3	5	
	3. Hula-Arawan	PS-CATSE3	5	
	4. Talahanayan	NONE	1	
	5. Pulong -Isip	NONE	1	
	6. Diyagram ng Pag-unawa	NONE	1	
	7. Turn-Back Time (Time Plotting)	NONE	1	
	8. Maalaala Mo Kaya	PS-CATSE3	5	
	9. Who's Who in the Revolution? Personality and History	PS-CATSE3	5	
	10. Hagdan ng Karunungan	NONE	1	
	11. Kuwentong may Kuwenta (Tanungin mo sila...)	PS-CAMCOU3	5	
		PS-CAMCOM3	5	
		PS-CAMSE3	5	
	12. Lesson Closure: A Good Ending	PS-CATSE3	4	
	13. Pangako Sa'yo (Reflection Journal)	PS-CATSE3	5	
	14. Hagdan ng Karunungan	NONE	1	
15. Gallery Walk/Every Child a Tour Guide	PS-CATCOU3	5		
	PS-CATCOM3	5		
	PS-CATSE3	5		
	PS-CAMCOU3	5		
	PS-CAMCOM3	5		
	PS-CAMSE3	5		

Table 4-2.4 shows the data collected from the fourth module for the consistency of the learning activities and the performance standards. Thirty-nine out of the 57 or 68 % of the learning activities do not contain any of the themes for the performance standards.

Examples of these activities are

**GAWAIN 1 sa Aralin 3: Mga Letrang Ito: Ayusin Mo!**

Bumuo ng salita batay sa ginulong mga letra.

- |               |                     |
|---------------|---------------------|
| 1. RDAWOCL    | 6. SSIURA           |
| 2. AYIHOLIDEO | 7. RONI TAINCRU     |
| 3. OLWRD NABK | 8. NOMIEKOKO        |
| 4. SONMUOMKI  | 9. FNGIEORAIID      |
| 5. RIMEAAC    | 10. LONMONEOLISKOYA |

**GAWAIN 7 sa Aralin 3: Paniniwala Ko Gets Mo**

Pangkatin ang klase sa tatlo. Bawat pangkat ay magpapakita ng isang maikling presentasyon tungkol sa mga prinsipyo, paniniwala, at mga patakarang ipinatupad ng Russia, Italy, at Germany sa mga bansang pumanig sa kanilang ideolohiya.

- Unang Pangkat – Ang Pagsilang ng Komunism sa Russia
- Ikalawang Pangkat – Ang Pagsilang ng Fascism sa Italy
- Ikatlong Pangkat – Ang Nazism sa Germany

These activities fail to promote peace, unity and cooperation as they are focused on simple analysis of the concepts and not on the implications of the lessons in the students' community and country. This is contrary to what the study of Limson (1971) asserts that learning activities should be based on the standards set by the authorities.

Also, the fourth learning module is focused on activities/projects that promote peace in the country. This theme has 12 occurrences in the learning module of which

seven were rated with “Very much present/evident and explicitly stated.” Some of the activities include:

#### **GAWAIN 7 sa Aralin 1: Magpaliwanag Tayo**

Ipaliwanang ang kahulugan ng pahayag ni Pangulong Woodrow Wilson na: “Ang United States ay lumahok sa digmaan upang gawing mapayapa ang mundo para sa demokrasya.”

#### **GAWAIN 9: Imahinasyon Ko sa Mapayapang Mundo**

Basahin o awitin ang “Imagine” ni John Lennon. Pagkatapos, suriin ang nilalaman nito at iugnay sa Unang Digmaang Pandaigdig. Ipakita ito sa iba’t ibang malikhaing paraan tulad ng pagguhit.

These activities exemplify the theme on promoting peace. But these could be improved, as what Añonuevo (1999) recommends, by employing contextualization like using a famous personality or a song in their own locality or country so that students could better understand their lessons, not to mention that it is one of the essential components of the K to 12 program.

However, the researcher noted that the theme “Activity/project on promoting development in the community” has no occurrences in the learning module.

The content analysis shows that 39 out of 57 or 68 % of the learning activities in the fourth module are not consistent with the DepEd Performance Standards. The uneven rating of the learning activities in each of the lessons of the fourth learning module supports this. In addition, only 12 learning activities, as discussed earlier, are consistent as these were rated with “Very much present/evident and explicitly stated.” These uneven ratings could be due to the lack of organization and discussion of the fourth learning module.

Table 4-2.4.

*Learning Activities Matrix (Module 4)*

Module No.	Learning Activities		Theme/s	Degree of Evidence
	Lesson No.	Title of Activity		
4	1	1. Konseptong Nais Ko, Hulaan Mo	NONE	1
		2. Graphic Organizer	NONE	1
		3. Larawang Suri	PS-APCOU4	5
			PS-AUCOU4	5
			PS-ACCOU4	5
		4. Story Map	NONE	1
		5. Pangkat Namin: The Best Ito	PS-APCOU4	5
		6. Kapayapaan, Hangad Ko	PS-APCOU4	5
		7. Magpaliwanag Tayo	PS-APCOU4	4
		8. Islogan Ko, para sa Bayan	PS-APCOM4	5
			PS-AUCOM4	5
	PS-ACCOM4	5		
	PS-APCOU4	5		
	PS-AUCOU4	5		
	PS-ACCOU4	5		
	9. Imahinasyon Ko sa Mapayapang Mundo	PS-APCOU4	5	
		PS-AUCOU4	5	
		PS-ACCOU4	5	
		PS-ADCOU4	5	
	10. Damdamin ng mga Sundalo, Aalamin Ko	PS-APCOU4	4	
	11. Reflection Journal	PS-APCOU4	5	
		PS-AUCOU4	5	
		PS-ACCOU4	5	
4	2	1. Hula, Hoop!	NONE	1
		2. Right Angle Approach	NONE	1
		3. Map Talk	NONE	1
		4. I-R-F Chart	NONE	1
		5. Magpangkat-pangkat Tayo!	NONE	1
		6. Up the Stairs Timeline	NONE	1
		7. Tri-Story!	NONE	1
		8. History Frame	NONE	1
		9. Semantic Web	PS-APCOU4	4
		10. I-R-F Chart	NONE	1
		11. Reflection Journal	PS-APCOM4	5
		12. I-R-F	NONE	1
		13. Kapayapaan, Papalaganapin Natin Ito!	PS-APCOM4	5
		PS-APCOU4	4	
4	3	1. Mga Letrang Ito: Ayusin Mo!	NONE	1
		2. Donuts Game	NONE	1
		3. Mga Larawang Ito Suriin Mo	NONE	1
		4. ABC Brainstorm Strategy	NONE	1
		5. Talahanayan, Punan Mo!	PS-ADCOU4	3
		6. Hagdan ng mga Ideya	PS-ADCOU4	4
		7. Paniniwala Ko, Gets Mo	NONE	1
		8. Triad Web	NONE	1
		9. Punto por Punto	NONE	1
		10. Pag-sipan Mo, Araling Ito	NONE	1
		11. Compare and Contrast	NONE	1
		12. Discussion Web	NONE	1
		13. Opinyon Mo, Say mo	NONE	1
		14. Bili Tayo	NONE	1
		15. Nararamdaman Mo, Iguhit Mo	NONE	1
		16. Larong Tayo	NONE	1
		17. ABC Brainstorm Strategy	NONE	1
		18. Pagsusuri sa Makabagong Mundo	NONE	1
		19. Tapos Na!	NONE	1
4	4	1. The Queen Wants to Know!	NONE	1
		2. Gotta Guess the Flag	NONE	1
		3. Generalization Table	NONE	1
		4. Org-Outliner	NONE	1
		5. Organisasyon, Mahalaga Ba Ito?	NONE	1
		6. UP Dev Checklist	PS-APCOU4	5
			PS-AUCOU4	5
			PS-ACCOU4	5
			PS-ADCOU4	5
			PS-ACCOU4	5
			PS-ADCOU4	5
		7. Magpalitan Tayo	PS-ADCOU4	5
			NONE	1
		8. My Generalization Table	NONE	1
9. Pagsusuri ng Balita	PS-APCOU4	3		
10. 1-2-3 Summary	PS-AUCOU4	5		
11. Reaksiyon Mo, Sey Mo!	PS-ACCOU4	5		
	NONE	1		
12. Generalization Table	NONE	1		
13. Synthesis Journal	NONE	1		
14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	PS-APCOM4	5		

Thus, the content analysis of the four modules in World History shows that 107 out of 213 or 50 % of the learning activities are not consistent with the performance standards of the Department of Education. In addition, the fourth module has the most number of learning activities that are not consistent with the DepEd Performance Standards and, as discussed earlier, it lacks substance and organization.

**How consistent is the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* (learning modules) and *Gabay sa Pagtuturo* (teaching guides) with the learning standards the DepEd has set, as to assessment/evaluation tools and learning competencies?**

Table 4-3.1.1 shows the data collected from the Pre-test of the first module. Out of the 20 test items, 14 have themes that were rated “Very much present/evident and explicitly stated.” An example of these activities is

12. Paano pinahalagahan sa kasalukuyang panahon ang mga pamana ng mga sinaunang tao?

A. Mas maunlad ang mga kabihasan noon kung ihahalintulad sa mga kabihasan sa kasalukuyang panahon.

B. Karaniwan lamang ang mga nagawa ng mga sinaunang tao kung kaya’t kaunti ang kanilang mga ambag.

C. Patuloy na hinahangaan at tinatangkilik ng tao sa kasalukuyan ang mga pamanang ito.

D. Limitado lamang ang kakayahan ng mga sinaunang tao upang makagawa ng mga kahanga-hangang bagay sa daigdig.

Test item 12 reflects the theme “Valuing Contributions of ancient civilizations” as it requires the students to identify a way on how to value the contributions of ancient civilization. Another test item is

14. Paano mapananatili ang mabuting ugnayan ng mga tagasunod ng iba’t ibang relihiyon sa kabila ng pagkakaiba ng kanilang mga paniniwala?

- A. Huwag pansinin ang mga taong may ibang relihiyon.
- B. Makisalamuha sa mga taong may magkatulad na relihiyon.
- C. Gawing makatuwiran ang mga taliwas na paniniwala ng ibang relihiyon.
- D. Panatilihin ang paggalang sa bawat isa kahit may magkakaibang relihiyon.

Test item 14 reflects the theme “Examining the religion and beliefs of ancient civilizations” as it asks the students to examine different beliefs of people.

In addition, six test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these is

6. Alin sa sumusunod ang suliraning maaaring idulot ng pagkakaroon ng maraming wika sa isang bansa?

- A. Mahirap makamit ang pag-unlad ng ekonomiya.
- B. Maraming sigalot sa mga bansa.
- C. May posibilidad na maraming mamamayan ang hindi magkakaunawaan.
- D. Walang sariling pagkakakilanlan ang bansa.

Test item 6 reflects the theme “Examining the culture of ancient civilizations.” However, it is only focused on language, which is just one of the elements of culture. Another example of these test items is

13. Alin sa sumusunod na pahayag ang tumutukoy sa konsepto ng lugar bilang isa sa tema ng pag-aaral ng heograpiya?

A. Ang Germany ay miyembro ng European Union.

B. Malaking bahagi ng populasyon ng Pilipinas ang mga Kristiyano.

C. Ang Singapore ay isa sa mga bansang dinarayo ng mga dayuhang mamumuhunan.

D. Matatagpuan ang Pilipinas sa kanluran ng Pacific Ocean, timog ng Bashi Channel, at silangan ng West Philippine Sea.

Test item 13 reflects the theme “Examining five Geographical themes.” However, it is only focused on one of the five geographical themes. But the learning competency states that it should cover all the five geographical themes.

In addition, the themes “Valuing different cultures,” “Examining Geographical conditions of prehistoric people,” and “Explaining ways of life of prehistoric people” are not evident from the test items. Below is one of these test items:

18. Kung ikaw ay isang Sumerian na nabuhay noong panahon ng kabihasan sa Mesopotamia, aling sitwasyon ang hindi nararapat na maganap sa iyong lungsod-estado?

A. Walang pagkakaisa ang mga lungsod-estado upang hindi madaling masakop ang mga teritoryo nito.

B. May mahusay na pinunong mamamahala sa lungsod-estado na magpapaunlad sa iyong pamumuhay.

C. May sistema ng pagsulat upang magamit sa kalakalan at sa iba pang bagay.

D. May aktibong pagpapalitan ng mga produkto sa loob at labas ng lungsod.

**This test item exemplifies three themes, namely: Politics, Economics and Culture.**

However, it fails to cover other themes like “Valuing different cultures.” This is also the case with other test items such as

4. **Ano ang tanyag na gusali sa Babylonia na ipinagawa ni Nebuchadnezzar para sa kaniyang asawa at kabilang sa Seven Wonders of the Ancient World?**

A. Alexandria

C. Pyramid

B. Hanging Gardens

D. Ziggurat

Test item 4 reflects the theme “Valuing Contributions of ancient civilizations” as it contains the Hanging Gardens of Babylon. However, it fails to cover the themes “Examining Geographical conditions of prehistoric people,” and “Explaining ways of life of prehistoric people.” This is due to the emphasis on low-level thinking rather than critical thinking in the test items. The test items may include two or more themes if these will incorporate interpretation and evaluation of sources of information (Limson, 1971).

Table 4-3.1.1

*Assessment/Evaluation Tool Matrix (Module 1-Pre-test)*

Assessment/Evaluation Tools			
Module No.	Pre-test		
	Item No.	Theme/s	Degree of Evidence
1	1	LC-EFGT11	5
	2	LC-PDPH12	4
	3	LC-OAC13	4
	4	LC-ACC13	4
	5	LC-EFPW11	4
	6	LC-ECAC13	4
	7	LC-PDPH12	5
	8	LC-PDPH12	5
	9	LC-GDP13	5
	10	LC-GDP13	5
	11	LC-ESAC13	5
	12	LC-ACC13	5
	13	LC-EFGT11	4
	14	LC-ERBAC13	5
	15	LC-ACC13	5
	16	LC-ACC13	5
	17	LC-GDP13	5
	18	LC-EPAC13	5
		LC-ECAC13	4
		LC-EEAC13	4
19	LC-ACC13	5	
	LC-GDP13	5	
20	LC-ACC13	5	

Table 4-3.1.2 shows the data collected from the post-test of the first module. Out of the 20 test items, 10 have themes that were rated “Very much present/evident and explicitly stated.” An example of these tests items is

9. Batay sa mapa, ano ang pagkakatulad ng mga sinaunang kabihasnang umunlad sa Mesopotamia, Egypt, Indus, at China?

- A. Magkakatulad ang kanilang relihiyon at sining.
- B. Nanirahan ang mga sinaunang tao sa tabi ng ilog.
- C. Umunlad sa isang kontinente ang mga nabanggit na kabihasnang.
- D. Itinatag sa gitna ng disyerto ang mga sinaunang kabihasnang.

Test item 9 exemplifies the theme “Relating geography with the development of

themes if these will incorporate interpretation and evaluation of sources of information (Limson, 1971).

Table 4-3.1.2

*Assessment/Evaluation Tool Matrix (Module 1-Post-test)*

Assessment/Evaluation Tools			
Module No.	Post-test		
	Item No.	Theme/s	Degree of Evidence
1	1	LC-EFGT11	5
	2	LC-PDPH12	4
	3	LC-GDP13	5
	4	LC-ACC13	4
	5	LC-EPFW11	4
	6	LC-ERBAC13	5
	7	LC-PDPH12	5
	8	LC-PDPH12	5
	9	LC-GDP13	5
	10	LC-EFGT11	4
	11	LC-GDP13	4
	12	LC-ACC13	5
	13	LC-EPFW11	4
	14	LC-EEAC13	4
	15	LC-ACC13	5
	16	LC-PDPH12	4
	17	LC-GDP13	5
	18	LC-GDP13	4
	19	LC-GDP13	5
	20	LC-ACC13	5

Table 4-3.2.1 shows that 11 of the test items in the pre-test of the second module are rated with “Very much present/evident and explicitly stated.” Below is one of these test items:

20. Mahalagang pangyayari sa Panahong Medieval ang paglakas ng Simbahang Katoliko. Isang bahagi nito ang paglakas ng kapangyarihan ng Kapapahan

(Papacy). Alin sa sumusunod ang higit na naglalarawan sa Kapapahan o sa Papacy?

- A. Ito ay tumutukoy sa tungkulin, panahon ng panunungkulan at kapangyarihang panrelihiyon ng Papa bilang pinuno ng Simbahang Katoliko.
- B. Tumutukoy din ito sa kapangyarihang politikal ng Papa bilang pinuno ng estado ng Vatican.
- C. Itinuturing ang Papa bilang Ama ng mga Kristiyano na siya pa ring tawag hanggang sa kasalukuyan.
- D. Simbolo ang Kapapahan ng malawak na kapangyarihan ng Simbahang Katoliko noong panahong Medieval.

This test item exemplifies the theme “Examining Causes and effects of the growth of the Catholic Church” as it is focused on the concept of Papacy as an important factor in the growth of the Catholic Church during the Medieval Period.

In addition, nine test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

12. Isa sa mga epekto ng pag-unlad ng sistema ng pagsasaka noong unang bahagi ng Panahong Medieval ang pagtaas ng populasyon. Batay sa graph, sa anong mga taon ito naganap?

- A. 1000 at 1500 CE
- B. 800 at 1000 CE
- C. 800, 1000, at 1500 CE
- D. 600, 800, at 1000 CE

Test item 12 reflects the theme “Examining Life during the Medieval Period” as it shows the relationship of the development of agriculture and population growth. However, it is limited to chronological analysis and fails to provide an in-depth examination of the life during the Medieval Period.

However, two themes in the learning competencies for the second module are not evident in the pre-test items. These are “Appreciating contributions of America, Africa and the Pacific,” and “Assessing effects of important events in Europe.” This is because the test items only cater to simple analysis rather than critical analysis as shown in the examples earlier.

Table 4-3.2.1

*Assessment/Evaluation Tool Matrix (Module 2-Pre-test)*

Assessment/Evaluation Tools			
Module No.	Pre-test		
	Item No.	Theme/s	Degree of Evidence
2	1	LC-ECG21	4
	2	LC-ERC21	5
	3	LC-ECIP22	4
	4	LC-ERC21	5
	5	LC-CEC23	5
	6	LC-EMMC21	5
	7	LC-ACCC21	5
	8	LC-ACCC21	5
	9	LC-EECAM22	4
	10	LC-ELMP23	4
	11	LC-ELMP23	4
	12	LC-ELMP23	4
	13	LC-EMMC21	5
	14	LC-ECG21	5
	15	LC-EHRE23	4
	16	LC-EECAF22	4
	17	LC-ECIP22	5
	18	LC-ELMP23	5
	19	LC-ELMP23	4
	20	LC-ECECC23	5

As shown in Table 4-3.2.2, 12 out of 20 test items in the post-test of the second module are rated “Very much present/evident and explicitly stated.” An example of this test item is

14. Ang sinaunang Greece ay binubuo ng iba't ibang lungsod-estado na ang bawat isa ay malaya at may sariling pamahalaan. Ano ang dahilan ng pagkakatatag ng hiwa-hiwalay ng lungsod-estado?

- A. Iba't iba ang pinagmulan ng mga sinaunang mamamayan ng Greece.
- B. Ang Greece ay nasa timog na dulo ng Balkan Peninsula sa Silangan ng Europe na isang mabundok na lugar.
- C. Mahaba ang mga daungan ng Greece kaya nagkaroon ng maraming mangangalakal sa bawat lungsod-estado.
- D. Iba't iba ang kulturang nabuo sa Greece kaya iba't ibang kabihasan ang umusbong dito.

Test item 14 reflects the theme “Examining Classical Greek civilization” as it asks the students to determine the factors that led to the establishment of city-states.

In addition, eight test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

9. Alin sa mga kabihasan ng America ang umusbong noong panahong Pre-historic?

- A. Kabihasnang Olmec
- B. Kabihasnang Maya
- C. Kabihasnang Aztec
- D. Kabihasnang Inca

Test item 9 reflects the theme “Examining events in the classical America” as it deals with ancient American civilizations. However, it is only limited to the identification of a

particular civilization and not on examining events in classical America that may include the development of different civilizations.

The themes “Explaining events in classical Africa,” “Examining Causes and effects of the Growth of the Catholic Church,” and “Assessing effects of important events in Europe” are not evident in the post-test for the second learning module. This is because the test items, as shown earlier, are focused on simple recall rather than on analysis and synthesis of the lessons.

Table 4-3.2.2

*Assessment/Evaluation Tool Matrix (Module 2-Post-test)*

Assessment/Evaluation Tools			
Module No.	Post-test		
	Item No.	Theme/s	Degree of Evidence
2	1	LC-ECG21	5
	2	LC-ECG21	5
	3	LC-BECAM22	4
	4	LC-ELMP23	4
	5	LC-ELMP23	5
	6	LC-ACCC21	5
	7	LC-ACCC21	5
	8	LC-ACCC21	5
	9	LC-ECIP22	5
	10	LC-EHRE23	4
	11	LC-ELMP23	4
	12	LC-ELMP23	4
	13	LC-ECG21	5
	14	LC-EMMC21	5
	15	LC-ERC21	5
	16	LC-AAAA22	5
	17	LC-AAAA22	4
	18	LC-CEC23	5
	19	LC-ELMP23	4
	20	LC-ELMP23	4

Table 4-3.3.1 presents that 14 out of the 20 test items for the pre-test of the third learning module were rated with “Very much present/evident and explicitly stated.” An example of these test items is

1. Lahat ng nasa ibaba ay katangian ng bourgeoisie noong Gitnang Panahon MALIBAN sa anong aytem?
  - A. Mayayaman at kabilang sila sa uring nobilidad at kaparian.
  - B. Tinagurian silang middle class o panggitnang uri.
  - C. Nagmula sila sa mga banker at mangangalakal sa mga bayan at lungsod.
  - D. Nagamit ang kanilang propesyon at panulat sa pagbubunsod ng rebolusyong pampolitika at pang-ekonomiya.

Test item 1 exemplifies the theme “Analyzing concepts, i.e. bourgeoisie” as it deals with the characteristics of a bourgeois during the Middle Ages.

In addition, four test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

4. Alin sa sumusunod na mga pangungusap ang kumakatawan sa pahayag na “The end justifies the means?”
  - A. Anuman ang pamamaraan ng pinuno ay katanggap-tanggap kung mabuti ang kaniyang hangarin.
  - B. Ano pa man ang pamamaraan ng pinuno basta mabuti ito ay palaging may mabuting bunga.
  - C. Ang pamamaraan ng pinuno ay mahalaga sa moralidad ng nasasakupan.
  - D. Ang mabuting pinuno ay nagpapakita ng mabuting pamamaraan ng pamamahala.

Test item 4 reflects the theme “Analyzing concepts, i.e. renaissance” as it deals with the idea of Niccolo Machiavelli during the Renaissance Period. However, it falls short on

providing a background information of the concept that may help the students in understanding it.

Two test items were not based from any of the themes of the learning competencies intended for this learning module. One of these is as follows:

7. Suriin ang mapa ng Italy. Ano kaya ang magiging implikasyon ng heograpiya sa ekonomiya nito?

A. Hindi hiwa-hiwalay ang bahagi nito na mahalaga sa pagkakaisa.

B. May mapagkukunan ng yamang-dagat.

C. Bukas ang iba't ibang ruta nito sa kalakalan.

D. Madali itong masakop ng ibang bansa.

This test item does not relate to any of the themes specified for this module and thus invalid. Also, it is more concerned with Geography and Economics rather than History. This is in relation to the multidisciplinary orientation in writing instructional materials that the study of Salic (1990) recommended. Here, various Social Science disciplines should also be incorporated in writing instructional materials in History. However, the developers, as the study of Salic (1990) asserted, should establish a clear connection between these disciplines so that learners could easily integrate the concepts they are learning, thereby avoiding the piecemeal approach to teaching.

Moreover, ten learning competencies for this module were not included in making the pre-test items. These are “Analyzing Mercantilism,” “Analyzing National Monarchy,” “Valuing contributions of Bourgeoisie,” “Valuing contributions of National Monarchy,” “Valuing contributions of Catholic Church,” “Examining the first phase of imperialism,” “Examining the first phase of colonization,” “Explaining relationship between Intellectual

and French Revolutions,” Explaining relationship between Intellectual and American Revolutions,” and “Appreciating the concept of nationalism.” This is due to the emphasis on simple analysis of the lessons. In addition, some of the test items are invalid, as discussed earlier, which are not based on the learning competencies of the Department of Education.

Table 4-3.3.1

*Assessment/Evaluation Tool Matrix (Module 3-Pre-test)*

Module No.	Assessment/Evaluation Tools Matrix		Degree of Evidence
	Pre-test Item No.	Theme/s	
3	1	LC-ABOU31	5
	2	LC-AREN31	5
	3	LC-ACACH31	5
		LC-AREF31	5
	4	LC-AREN31	4
	5	LC-AREN31	4
	6	LC-ACACH31	4
	7	NONE	1
	8	LC-VMER31	5
	9	LC-SCEFPIC32	5
	10	LC-ECESPIM32	5
	11	NONE	1
	12	LC-ECESPIM32	5
	13	LC-EE32	5
	14	LC-ECESPIM32	5
	15	LC-ESR32	5
	16	LC-EIR32	5
	17	LC-ECESPIM32	5
	18	LC-VREN31	4
	19	LC-VREF31	5
20	LC-ECESPIM32	5	

Table 4-3.3.2 shows that 12 test items in the post-test of the third learning module were rated with “Very much present/evident and explicitly stated.” An example of these test items is

14. Nagdulot ang Rebolusyong Industriyal ng pag-unlad sa lipunan at ekonomiya ng Europe, kasabay ang suliraning idinulot nito. Alin sa sumusunod ang pinakamabigat na suliraning panlipunan at pang-ekonomiyang idinulot ng Rebolusyong Industriyal?

- A. Dumagsa ang mga tao sa lungsod na mula sa mga probinsiya.
- B. Maraming nawalan ng hanapbuhay at naging palaboy.
- C. Maraming bata ang napilitang magtrabaho.
- D. Naging dahilan ito ng hidwaang pampolitika.

Test item 14 exemplifies the theme “Examining effects of the Industrial Revolution” as it deals with the effects of the Industrial Revolution like the development of society and economy in Europe.

In addition, four test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

2. Siya ang Prinsepe ng Humanismo at may-akda ng Praise of Folly kung saan niya tinuligsa ang hindi mabuting gawa ng mga pari at ordinaryong mamamayan.

- a. William Shakespeare
- b. Desiderius Erasmus
- c. Francesco Petrarch
- d. Giovanni Bocaccio

Test item 2 reflects the theme “Valuing contributions of renaissance” as it deals with the work of Erasmus during the Renaissance Period. However, it falls short on the aspect of valuing as the test item is focused on the identification of the person being described.

Moreover, there are repeated and missing items in the post-test for the third module. These are test items 11 and 17, respectively. Moreover, test item 19 does not contain any themes of the learning competencies intended for this module. The said test item is as follows:

19. Suriin ang sumusunod na pahayag. Tukuyin ang letra na may maling ideya upang mahanap ang akma ng paglalahat mula sa mga pagpipiliang letra. Pillin ang letra ng tamang sagot.

- I. Ang malawakang paggamit ng salapi mula sa mamamayan ay nagpalakas sa kapangyarihan ng hari.
- II. Nagdulot ng pagkakaisa at katapatan sa kanilang hari ang pagkakaroon ng iisang wika ng mga mamamayan.
- III. Hinimok ng mga hari na bawiin ang banal na lupain mula sa kamay ng mga Muslim at muling ipagbunyi ang kahariang Kristiyano.
- IV. Ang krusada na humikayat sa mga panginoong-maylupa na iwan ang kanilang lupain ay nagpahina sa kanilang lakas at impluwensiya.
  - a. Ang paglakas ng hari ay bunga ng salik political, ekonomikal at sosyo-kultural.
  - b. Isa ang ekonomiya sa mahalagang salik sa paglakas ng kapangyarihan ng hari.
  - c. Naging susi ang krusada sa paglakas ng kapangyarihan at impluwensiya ng hari.
  - d. Pinilit ng mga hari na magkaroon ng sapat na kapangyarihan upang makontrol ang mga panginoong-may lupa.

This item talks about Medieval Period and Crusades, which were discussed in the previous module. Thus, this is no longer included in the competencies for the third module and is thereby invalid.

Furthermore, 11 learning competencies for this module are not evident in the post-test. These are “Analyzing Mercantilism,” “Analyzing National Monarchy,” “Analyzing

Catholic Church,” “Analyzing Reformation,” “Valuing contributions of Bourgeoisie,” “Valuing contributions of Mercantilism,” “Valuing contributions of National Monarchy,” “Assessing causes and effects of the first phase of imperialism,” “Assessing causes and effects of the first phase of colonization,” “Examining effects of the Scientific Revolution,” and “Examining the causes and effects of the second phase of Imperialism.” This is also due to the emphasis on low-level thinking rather than critical thinking in the test items. The test items may include two or more themes if these will incorporate interpretation and evaluation of sources of information (Limson, 1971). In addition, some of the test items are also invalid, as discussed earlier, which are not based on the learning competencies of the Department of Education.

Table 4-3.3.2

*Assessment/Evaluation Tool Matrix (Module 3-Post-test)*

**Assessment/Evaluation Tools Matrix**

Module No.	Post-test		
	Item No.	Theme/s	Degree of Evidence
3	1	LC-VREN31	4
	2	LC-VREN31	4
	3	LC-VREF31	5
	4	LC-EFPIC32	5
	5	LC-EIR32	5
	6	LC-RIAR33	4
	7	LC-ACN33	5
	8	LC-AREN31	5
	9	LC-VREN31	4
	10	LC-VREF31	5
	11	Repeated item (same with number 10)	5
	12	LC-EE32	4
	13	LC-EIR32	5
	14	LC-EIR32	5
	15	LC-ERIRFAR33	5
	16	LC-EFPIC32	4
		LC-EE32	5
		LC-VCACH31	5
	17	Missing item	
	18	LC-ABOU31	5
19	NONE	1	
20	LC-VREF31	5	

Table 4-3.4.1 shows that 15 out of the 20 test items in the pre-test for the fourth module were rated with “Very much present/evident and explicitly stated.” An example of these test items is

2. Sinasabing sa Kanlurang Europe naganap ang pinakamainit na labanan sa panahon ng Unang Digmaang Pandaigdig. Alin sa sumusunod na pangyayari ang nauugnay dito?

- A. Labanan ng Austria at Serbia
- B. Digmaan ng Germany at Britain
- C. Paglusob ng Russia sa Germany
- D. Digmaan mula sa Hilagang Belgium hanggang sa hangganan ng Switzerland

Test item 2 reflects the theme “Examining events during the First World War” as it deals with related events during the First World War.

In addition, three test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

14. Ang Cold War ay digmaan ng nagtutunggaling ideolohiya ng dalawang makapangyarihang bansa o super power. Anong dalawang bansa ang nakaranas nito matapos ang Ikalawang Digmaang Pandaigdig?

- A. United States at Union of Soviet Socialist Republics
- B. United States at France
- C. Germany at Union of Soviet Socialist Republics
- D. Germany at France

Test item 14 somewhat reflects the theme “Assessing effect of the cold war.” However, it fails to help students assess the effects of cold war as the test item is limited to the identification of countries that were involved in it.

However, seven of the themes of the learning competencies intended for this module are not evident. These include “Examining efforts to achieve development after

the First World War,” “Examining events during the Second World War,” “Examining efforts to achieve peace after the Second World War,” “Examining efforts to achieve development after the Second World War,” “Examining economic ideologies,” “Examining world organizations that promote peace,” and “Examining world organizations that promote unity.” This is also due to the emphasis on low-level thinking rather than critical thinking. The test items may include two or more themes if these will incorporate interpretation and evaluation of sources of information (Limson, 1971).

Moreover, test item 20 is missing while test item 19 is invalid because of its inaccurate content. Below is test item 19:

19. Alin sa mga sumusunod ang ipinakikita ng chain of events sa ibaba.

- A. Mga salik na nagbigay daan sa Unang Digmaang Pandaigdig
- B. Mga salik na nagbigay daan sa Ikalawang Digmaang Pandaigdig
- C. Mga pangyayaring naganap sa Unang Digmaang Pandaigdig
- D. Mga pangyayaring naganap sa Ikalawang Digmaang Pandaigdig

Basahin at unawain ang talata sa ibaba upang sagutin ang tanong.

Noong Unang Digmaang Pandaigdig, nakalikha ang United States ng sandatang nukleyar sa ilalim ng Manhattan Project. Ang lakas ng puwersang pinapakawalan ng bombang ito ay katumbas ng pinasabog na TNT na nasa kilotons o megatons ang bigat.

Ika-6 ng Agosto 1945 nang hulugan ng bombang nukleyar ng mga Amerikano ang Hiroshima at Nagasaki sa Japan. Nagdulot ito ng pagkasawi ng maraming tao at pagkawasak ng mga imprastruktura. Disyembre 1983, nang may ilang siyentipikong naglabas ng kanilang pag-aaral sa posibleng epekto ng pagpapasabog ng sandatang nukleyar sa mga klima sa mundo na tinawag na Nuclear Winter Theory. Ayon sa teorya, ito ay magtatapon ng usok at

alibabok na sapat upang takpan ang araw sa loob ng maraming buwan na magiging sanhi ng paglamig ng klima ng mundo na ikamamatay ng mga halaman at mga bagay na may buhay.

This test item shows that the Manhattan Project was conceived in World War I instead of World War II, which is the correct one, and that Nagasaki and Hiroshima were bombed using nuclear bomb instead of the more specific and accurate term atomic bomb. This is because the term nuclear bomb is a general term that may also include hydrogen bomb (Ban, Hasai, Hayashi, Kamada, & Tomonaga, 2014).

Table 4-3.4.1

*Assessment/Evaluation Tool Matrix (Module 4-Pre-test)*

Assessment/Evaluation Tools Matrix			
Module No.	Pre-test		
	Item No.	Theme/s	Degree of Evidence
4	1	LC-EEFWW41	5
	2	LC-EEFWW41	5
	3	LC-EPI43	5
	4	LC-EENC43	5
	5	LC-ECSWW42	5
	6	LC-EAPFWW41	5
	7	LC-EPEC43	4
	8	LC-AEFWW41	5
	9	LC-WOPUCD44	5
	10	LC-ECFWW41	5
	11	LC-AESWW42	5
	12	LC-WOPUCD44	5
	13	LC-AEFWW41, LC-AESWW42	5
	14	LC-AECW43	4
	15	LC-EWOPC44, LC-EWOPD44	5
	16	LC-ELSWW42	5
	17	LC-EPEC43	4
	18	LC-AECW43	5
	19	NONE (Invalid Item because of inaccurate content)	1
	20	No/Missing Item	

The result of the analysis of the post-test for the fourth module is shown in Table

4-3.4.2. There are 11 test items that were rated with “Very much present/evident and explicitly stated” in this post-test. An example of these test items is

3. Ito ang tawag sa ideolohiya at uri ng pamahalaan na nagbibigay ng pantay na karapatan at kalayaan anuman ang kinabibilangang lahi, kasarian o relihiyon ng tao.

- a. Demokrasya
- b. Liberalismo
- c. Kapitalismo
- d. Sosyalismo

This test item reflects the theme “Examining political ideologies” as it deals with government. Another test item is

14. Alin sa mga sumusunod ang nakaranas ng pinakamatinding pinsala na dulot ng mga Aleman noong Ikalawang Digmaang Pandaigdig?

- a. Hudyo
- b. Pilipino
- c. Amerikano
- d. Aprikano

This test item exemplifies the theme “Assessing the effects of the Second World War” as it is focused on the damages caused by Germany to different countries.

In addition, seven test items were rated with “Present to a great degree, some are stated, some are implied.” An example of these test items is

9. Bakit mahalaga ang pagkakaroon ng mga organisasyong pandaigdig?

- a. Dahil ito ang nag-aambon ng grasya at pag-asa sa mga kasaping mahihirap na bansa.
- b. Dahil ito ang nagbibigay hudyat kung kailan dapat salakayin ang kaaway na bansa.

c. Dahil pinagbubuklod nito ang mga bansa, pinananatili ang kapayapaan at pagkakaisa.

d. Lahat ng nabanggit.

Test item 9 reflects the theme “Examining world organizations that promote peace, unity, cooperation and development.” However, the aspects of promoting peace, unity, cooperation and development are implied as the test item is focused on the importance of the establishment of world organizations.

Moreover, test item 5 was rated with “Present to some degree, mostly implied.”

The said test item is

5. Gamit ang “W-technique,” ihambing ang Digmaang Pandaigdig at Cold War.

Gabay:

A at B = isulat sa tapat nito ang pagkakaiba ng dalawang ipinaghahambing

C = ilagay naman dito ang pagkakatulad ng mga ipinaghahambing

This test item reflects the themes “Assessing effect of the cold war,” “Assessing effects of the First World War,” and “Assessing the effects of the Second World War.” However, this test item does not provide a definite scope, e.g. effects of World War 1 and 2 and Cold War, for the comparison and contrast of concepts.

Furthermore, test item 10 is invalid because of its inaccurate content. This is similar to the invalid item in the pre-test for the fourth module. However, a part of that item in the post test now reads:

Noong World War II, nakalikha ang United States ng sandatang nukleyar sa ilalim ng Manhattan Project. Ang lakas ng puwersang pinapakawalan ng bombang ito ay katumbas ng pinasabog na TNT na nasa kilotons o megatons ang bigat.

Ika-6 ng Agosto 1945 nang hulugan ng bombang nukleyar ng mga Amerikano ang Hiroshima at Nagasaki sa Japan. Nagdulot ito ng pagkasawi ng maraming tao at pagkawasak ng mga imprastruktura. Disyembre 1983, nang may ilang

siyentipikong naglabas ng kanilang pag-aaral sa posibleng epekto ng pagpapasabog ng sandatang nukleyar sa mga klima sa mundo na tinawag na Nuclear Winter Theory. Ayon sa teorya, ito ay magtatapon ng usok at alikabok na sapat upang takpan ang araw sa loob ng maraming buwan na magiging sanhi ng paglamig ng klima ng mundo na ikamamatay ng mga halaman at mga bagay na may buhay.

Sanggunian: [http://en.wikipedia.org/wiki/Nuclear\\_Weapons](http://en.wikipedia.org/wiki/Nuclear_Weapons)

It is important to note that in the post-test, the Manhattan Project is already in World War II. This will create confusion on the part of the learners. Also, it is evident that unreliable sources like *Wikipedia* are used in writing the learning modules, specifically the assessment/evaluation tools. In this regard, the study of Luna and Mendoza (1998) cautioned writers of instructional materials as learners have the tendency to just accept what they are reading in books or reading materials as truth and will no longer question it. Thus, they recommended that writers should take great care in developing instructional materials.

Ten learning competencies for this module are not evident from the post-test. These include “Examining efforts to achieve peace after the First World War,” “Examining efforts to achieve development after the First World War,” “Examining events during the Second World War,” “Examining efforts to achieve peace after the Second World War,” “Examining efforts to achieve development after the Second World War,” “Examining economic ideologies,” “Examining world organizations that promote peace,” “Examining world organizations that promote unity,” “Examining world organizations that promote cooperation” and “Examining world organizations that promote development.” This is because the test items only cater to simple analysis. More themes could be incorporated in the test items if these will also cater to interpretation and evaluation of sources of information (Limson, 1971). In addition, some of the test items

are invalid, as discussed earlier, which are not based on the learning competencies of the Department of Education.

Table 4-3.4.2

*Assessment/Evaluation Tool Matrix (Module 4-Post-test)*

<b>Assessment/Evaluation Tools Matrix</b>			
<b>Module No.</b>	<b>Post-test</b>		
	<b>Item No.</b>	<b>Theme/s</b>	<b>Degree of Evidence</b>
4	1	LC-ECFWW41	5
	2	LC-EEFWW41	5
	3	LC-EPI43	5
	4	LC-AEFWW41	5
	5	LC-AESWW42	5
		LC-AECW43	3
		LC-AEFWW41	3
	6	LC-AESWW42	3
		LC-EEPDFWW41	5
		LC-EPEC43	4
	7	LC-AEFWW41	5
	8	LC-WOPUCD44	4
	9	NONE (Invalid Item because of inaccurate content)	1
	10	LC-EPEC43	4
	11	LC-EENC43	5
	12	LC-AECW43	4
	13	LC-AESWW42	5
	14	LC-EEFWW41	5
	15	LC-ECSWW42	5
	16	LC-WOPUCD44	4
17-19	LC-WOPUCD44	5	
20	LC-WOPUCD44	5	

Thirty-nine out of 70 learning competencies or 56 % are not present in the pre-tests and post-tests. Thus, the assessment/evaluation tools of the learning modules are not consistent with more than half of the DepEd Learning Competencies. The findings on the content analysis of the assessment/evaluation tools of the learning modules negate the recommendations of the study of Limson (1971) that all test items should be based on the standards set by authorities and that the contents of the tests should be valid and reliable.

**How is contextualization evident in the teaching guides? What evidences on contextualization were used in the teaching guides?**

As shown in Table 4-4, there are only 26 occurrences of contextualization out of the 384 or 7 % of the lessons, learning activities and pre-test and post-test items in the four teaching guides. Out of these, 23 were rated with “Very much present/evident and explicitly stated.” Examples of these are

**Anong Konek?**

Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang naninirahan sa mga Pulo ng Pacific., p. 94

**Kapayapaan, Palaganapin Natin!**

Nais ng lahat ng bansa na magkaroon ng panloob na kapayapaan sa kanilang bansa. Sa Pilipinas, may proklamasyong inilabas si dating Pangulong Gloria Macapagal-Arroyo na naglalayong palaganapin ang kapayapaan sa bansa. Ito ay ang Proclamation 675. pp. 243-244

These learning activities exemplify the contextualization of the lessons through the use of examples or concepts in the students’ country or community.

In addition, three were rated with “Present to a great degree; some are stated, some are implied.” These are

**Tukoy-Tema-Aplikasyon**

May tropikal na klima ang Pilipinas. p. 5

**My Travel Reenactment**

Makibahagi sa iyong pangkat tungkol sa mga hindi malilimutang paglalakbay sa isang lugar. p. 14

Post-test in the Fourth Module (Test Item No. 11)

Nasa ibaba ang mga bagay na maaaring maranasan ng mga mamamayang naninirahan sa United States at Pilipinas, alin ang hindi kabilang?..., p. 291

These activities and test item provide contextualization of the lessons. However, they fail to provide instructions that will help the students in relating with their lessons.

Then, there is a low provision of contextualization in the instructional materials.

Table 4-4 shows the evidences for each of the 26 occurrences of contextualization in the teaching guides. These evidences include general and specific examples that are available in the Philippines. There are also situational examples given. Some of these are

Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasan ng

Daigdig

Ikaw ang tagapangulo ng National Committee on the Preservation of Cultural

Heritage ng iyong bansa..., p. 45

Gawin para sa Bayan... Kaya ko ito!

Naatasan kang maging chairperson ng samahan ng mga kabataan sa Barangay X.

Nahaharap sa suliraning pangkatahimikan ang inyong Barangay dahil sa

ilangpangkat ng kabataan na tumatambay at umiinom ng alak hanggang

hatinggabi..., p. 283-284

These provide contextualization of the lessons through the use of situational learning activities. Thus, these activities were rated with “Very much present/evident and explicitly stated.”

Thus, there are only few provisions for contextualization in the teaching guides. However, as Cristobal (2004) claims, there should be more provisions of contextualization in the instructional materials as these help in developing historical thinking skills among students.

Table 4-4

*Contextualization Matrix*

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence
1	1	Tukoy-Tema-Aplikasyon My Travel <i>Reenactment</i>	CONTEXT	May tropikal na klima ang Pilipinas., p. 5	4
	CONTEXT		Makibahagi sa iyong pangkat tungkol sa mga hindi malilimutang paglalakbay sa isang lugar., p. 14	4	
	3	Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasnang Daigdig	CONTEXT	Ikaw ang tagapangulo ng National Committee on the Preservation of Cultural Heritage ng iyong bansa..., p. 45	5
2	1	E-Postcard	CONTEXT	Higit na mauunawaan ng mag-aaral ang aralin kung maiuugnay ito sa kanilang sariling karanasan at kakayahan. p. 83	5
	2	Anong Konek?	CONTEXT	Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang naninirahan sa mga Pulo ng Pacific., p. 94	5
		AdBakit?	CONTEXT	Higit na mauunawaan ng mag-aaral ang paksa kung ito ay maiuugnay sa sariling karanasan at kakayahan. p. 95	5

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence	
3	1	Magbasa at Unawain!	CONTEXT	Pabor ka ba na ito (merkantilismo) ang gamiting sistemang pang-ekonomiya sa ating bansa?...Bakit?, p. 141	5	
		Pamprosesong Tanong	CONTEXT	Kung ikaw ay mabibigyan ng pagkakataon na mag-ambag ng anumang bagay sa ating bansa, anong bagay at saang larangan mo pipiliing makapagbahagi nito? Pangatuwiranan., p. 148	5	
	2	Pamprosesong Tanong	CONTEXT	Sa kasalukuyan, nakaapekto ba sa iyong paniniwala sa Diyos ang pagkakaroon ng iba't ibang denominasyon ng relihiyon sa paligid? Bakit?, p. 151	5	
		Pamprosesong Tanong	CONTEXT	Sakaling may bansang makapangyarihan na nagbabalak sakupin ang [ating] sariling bansa, ano ang iyong gagawin? , p. 166	5	
		Pamprosesong Tanong	CONTEXT	Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa kung ang layunin ay mapaunlad ito? Bakit?, p. 168	5	
		Pamprosesong Tanong	CONTEXT	Sa iyong pananaw, anong rebolusyon ang maaaring maganap sa kasalukuyan na may malaki ring maitutulong sa pang-araw-araw na pamumuhay?, p. 169	5	
		Pamprosesong Tanong	CONTEXT	Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang ito? Magbigay ng halimbawa., p. 172	5	
		Pamprosesong Tanong	CONTEXT	Sa kasalukuyan, nararanasan pa rin ba sa Pilipinas ang epekto ng pananakop? Patunayan., p. 175	5	
		Pamprosesong Tanong	CONTEXT	Sa panahong ito, paano ka makakatulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?, p. 179	5	
		3	Makinig, Mag-isip, Magpahayag (3Ms)	CONTEXT	Ang awiting tatsulok ay orihinal na awitin ng bandang Buklod bilang reaksiyon sa polisiyang militarisasyon ng dating Pang. Corazon Aquino. Ano ang kaugnayan ng awiting ito sa kasalukuyang karanasan ng maraming Pilipino?, p. 185	5
			Pamprosesong Tanong	CONTEXT	Maihahambing ba ang karanasang ito (Rebolusyong Amerikano) nang lumaban ang mga Pilipino mula sa mga mananakop para sa kalayaan? Pangatuwiranan., p. 191	5

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence
4	2	Pamprosesong Tanong	CONTEXT	May pagkakatulad ba ng karanasan ng mga ordinaryong Pranses sa mga ordinaryong Pilipino, partikular sa mataas na buwis? Pangatuwiran., p. 193	5
		Pangako Sa'yo (Reflection Journal)	CONTEXT	Paano mo maipapakita ang pagmamahal sa bayan sa iyong pang araw-araw na pamumuhay, bukod sa pagbili ng mga produktong Pilipino?, p. 203	5
		Post-test (Item No. 7)	CONTEXT	Kinilala si Vladimir Lenin at Josef Stalin bilang tagagising ng dandaming nasyonalismo ng mga Ruso... Hindi rin malilimutan si Dr. Jose Rizal at Andres Bonifacio ng Pilipinas., p. 208	5
		Post-test (Item No. 15)	CONTEXT	EDSA Revolution, Pagkamatay ni Ninoy, Pagpapatalsik kay Marcos, p. 210	5
		Kapayapaan, Palaganapin Natin!	CONTEXT	Nais ng lahat ng bansa na magkaroon ng panloob na kapayapaan sa kanilang bansa. Sa Pilipinas, may proklamasyong inilabas si dating Pangulong Gloria Macapagal-Arroyo na naglalayong palaganapin ang kapayapaan sa bansa.Ito ay ang Proclamation 675., pp. 243-244	5
		Bili Tayo	CONTEXT	Tindahan ni Juan Dela Cruz, Bibingka, CD ng OPM Music, Marikina Shoes, Filipiniana Dress, p. 258	5
		Pamprosesong Tanong	CONTEXT	Saan daw nangugngutang ang Pilipinas at para saan ang pangungutang na ito?, p. 280	5
		Gawin para sa Bayan... Kaya ko ito!	CONTEXT	Naatasan kang maging chairperson ng samahan ng mga kabataan sa Barangay X. Nahaharap sa suliraning pangkatahimikan ang inyong Barangay dahil sa ilangpangkat ng kabataan na tumatambay at umiinom ng alak hanggang hatinggabi..., p. 283-284	5
		Post-test (Test Item No. 11)	CONTEXT	Nasa ibaba ang mga bagay na maaaring maranasan ng mga mamamayang naninirahan sa United States at Pilipinas, alin ang hindi kabilang?..., p. 291	4

## **What is/are the teaching approach/es evident in the teaching guides?**

Table 4-5.1 presents that out of the 34 learning activities in the first module, 26 activities are based on the Inquiry Teaching Approach. The rating of these 26 activities is “Very much present/evident and explicitly stated.” Some of these activities are

### **Tukoy-Tema-Aplikasyon**

**Pamprosesong Tanong, p. 6**

1. Magbigay ng sariling reaksiyon tungkol sa heograpiya ng bansang napili ayon sa limang tema nito.
2. Bakit magkakaugnay ang limang tema ng heograpiya sa pag-aaral ng katangiang pisikal ng bansa?
3. Paano nakatulong ang mga temang ito sa iyong pag-unawa sa heograpiya ng isang bansa?

### **Three Words in One**

**Pamprosesong Tanong, p. 9**

1. Ano ang mga katangi-tanging paglalarawan sa bawat kontinente?
2. Sa anong aspekto nagkakatulad o nagkakaiba ang mga kontinente?
3. Bakit mahalagang pag-aralan ang mga paglalarawan tungkol sa mga kontinente ng Daigdig?

### **I-tweet Mo**

**Pamprosesong Tanong, p. 19**

1. Ano ang mga katangian ng bawat yugto ng pag-unlad ng kultura ng tao?
2. Paano naganap ang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhatan, at iba pang aspekto ng pamumuhay?
3. Ano ang iyong mabubuong kongklusyon tungkol sa mga sinaunang tao?

These activities are classified under the inquiry teaching approach as they require the students to answer a set of questions and to investigate on a particular topic.

Also, only three activities are based on the Integrative approach. These are

#### **GEOparody!**

Layunin nito na kunin ang iskema ng mga mag-aaral tungkol sa terminong may kaugnayan sa heograpiya. p. 3

#### **Graffiti Wall**

Layunin ng gawaing ito na matukoy ang kaalaman ng mga mag-aaral tungkol sa heograpiya ng daigdig. p. 4

#### **Thank You Letter**

Batay sa natutuhan ng mga mag-aaral tungkol sa bahaging ginampanan ng heograpiya sa pag-unlad ng mga sinaunang kabihasan sa daigdig, magpasulat ng liham pasasalamat. p. 43

These activities are classified under the integrative approach as they link the present lesson with their previous topics. These activities also allow the learners to use the skills they have learned in the previous lesson with their new lesson.

There are two activities for Chronological-Thematic approach. These are

#### **Maramihang Pagpili sa Tsart**

Tukuyin sa tsart ang mahahalagang impormasyon tungkol sa kabihasnang Tsino. Kabilang ang dinastiya, mga tanyag na tauhan, at mga ambag nito sa kasalukuyan., p. 36

#### **Kabihasan Pathway Diagram**

Batay sa pag-unawa sa binasang kasaysayan, kukumpletuhin ng mga miyembro ang Pathway Diagram sa pamamagitan ng paglalagay sa mahahalagang pangyayari ayon sa tamang pagkakasunod-sunod ng mga ito. p. 40-41

These activities are classified under chronological-thematic approach as they require the students to trace the history of China through graphic organizers like charts and diagrams.

These graphic organizers allow the students to arrange the different events in a chronological order under a common theme, for instance Dynasties in Ancient China.

Only one activity was allotted for Conceptual approach. This is

**Pagbuo ng Kabihasanan-Web Diagram**

Talakayin ang mahahalagang konseptong nakapaloob sa K-Web Dayagram., p. 39-40

This activity is under the conceptual approach as it asks the students to discuss important concepts with the use of a diagram.

Also, there is one activity for Multidisciplinary approach. This is

**Dito sa Amin**

Tatayahin sa gawaing ito ang pagkaunawa ng mga mag-aaral tungkol sa klima ng daigdig., p. 7

*This activity is based on the Multidisciplinary approach as it uses other Social Science disciplines like Geography in enriching the lesson.*

In addition, there is only one activity that uses Interdisciplinary approach. This is

**Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasanan ng Daigdig**

...panukalang proyektong may layuning ipreserba ang mga dakilang pamanang mula sa iyong bansa. p. 112

This activity is based on the Interdisciplinary approach as it uses a theme, i.e.

Preservation of Cultural Heritage, in delivering the learning activity. This theme crosses

the boundaries of different Social Science disciplines like Sociology, Political Science and Geography.

Thus, the first module is focused on the inquiry teaching approach. However, there are few instances wherein other approaches like conceptual, integrative, chronological-thematic, multidisciplinary and interdisciplinary were used as shown earlier.

Table 4-5.1

*Teaching Approaches Matrix (Teaching Guide 1)*

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Degree of Evidence
1	1	1. <i>GEOpardy!</i>	APP-Integrative	4
		2. Graffiti Wall	APP-Integrative	4
		3. Tukoy-Tema-Aplikasyon	APP-Inquiry	5
		4. KKK GeoCard Completion	APP-Inquiry	5
		5. Dito sa Amin	APP-Multidisciplinary	4
		6. Three Words in One	APP-Inquiry	5
		7. Illustrated World Map	APP-Inquiry	5
		8. The Map Dictates...	APP-Inquiry	5
		9. Crossword Puzzle	APP-Inquiry	5
		10. My Travel Reenactment	APP-Inquiry	5
		11. Modelo ng Kultura	APP-Inquiry	5
	2	1. Kung Ikaw Kaya...	APP-Inquiry	5
		2. I-R-F (Initial-refined-Final Idea) Chart	APP-Inquiry	5
		3. I-Tweet Mo!	APP-Inquiry	5
		4. Tower of Hanoi	APP-Inquiry	5
		5. Ano Ngayon? Chart	APP-Inquiry	5
		6. Archaeologist at Work!	APP-Inquiry	5
3	1. Picture Frame	APP-Inquiry	5	
	2. WQF (Words, Questions, Facts) Diagram	APP-Inquiry	5	
	3. Triple Matching Type	APP-Inquiry	5	
	4. Geography Checklist	APP-Inquiry	5	
	5. Complete It!	APP-Inquiry	5	
	6. Tatak-Kabihansan sa Timog Asya	APP-Inquiry	5	
	7. Empire Diagram	APP-Inquiry	5	
	8. Maramihang Pagpili sa Tsart	APP-Chrono-Them	5	
	9. Walk to Ancient Egypt	APP-Inquiry	5	
	10. Tracing the Beginning Chart	APP-Conceptual	4	
11. Pagbuo ng Kabihansan-Web Diagram	APP-Chrono-Them	5		
12. Kabihansan Pathway Diagram	APP-Inquiry	5		
13. Gallery of Ancient Rulers	APP-Inquiry	5		
14. Kabihansan-Ambag-Kabuluhan Organizer	APP-Inquiry	5		
15. Thank You Letter	APP-Integrative	4		
16. Maimpluwensiyang Kabihansan	APP-Inquiry	5		
17. Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihansan ng Daigdig	APP-Interdisciplinary	5		

There are 37 learning activities for the second module that are based on the Inquiry approach as shown in table 4-5.2. Out of these, 24 are rated “Very much present/evident and explicitly stated.” Examples of these activities are

#### **Daloy ng mga Pangyayari**

**Pamprosesong Tanong, p. 75**

1. Batay sa mga tekstong binasa, ano ang katangian ng Kabihasnang Minoan at Mycenean?
2. Ano-ano ang mga nakita mong pagkakaiba at pagkakatulad ng Kabihasnang Minoan at Mycenean?
3. Sa iyong palagay, ano ang epekto ng nabanggit na mga kabihasnang sa pag-usbong ng Kabihasnang Greek?

#### **Paghahambing**

**Pamprosesong Tanong, p. 78**

1. Paano nakaimpluwensiya ang lokasyon sa pamumuhay ng mga Spartan at Athenian?
2. Bakit mahalaga ang mga lungsod-estado ng Sparta at Athens sa pag-unlad ng Kabihasnang Greek?
3. Kung nabuhay ka noong panahong klasikal ng Greece, saan mo mas pipiliing tumira, sa Athens o sa Sparta? Ipaliwanag ang sagot.

These activities are under the inquiry approach as it uses a set of questions to help the students’ understand the lesson.

Also, there are 16 activities that are based on the conceptual approach. Examples of these are

#### **Magbasa at Matuto**

**Gamitin ang mga mapa, larawan, at graphic organizer upang madaling matalakay ang paksa., p. 88**

#### **Puno ng Kaalaman**

**Paggawa ng Puno ng Kaalaman tungkol sa mga dahilan ng pagbagsak ng Imperyong Inca, p. 89**

These are under the conceptual approach as they guide the learner from concepts through the use of maps, pictures and graphic organizers.

Eleven activities are intended for Integrative approach. Examples of these are

#### Anticipation-Reaction Guide

Ipaalala sa mag-aaral na ang layunin ng Gawain ay upang mataya ang kanilang dating kaalaman tungkol sa paksa. p. 97

#### Daloy ng Kasaysayan

Upang mapag-ugnay ang unang aralin at kasalukuyang aralin ng Yunit 2, hayaang balikan ng mag-aaral ang natutuhan sa pamamagitan ng pagsusuri ng kasunod na dayagram. p. 98

These are under the integrative approach as they relate the new lesson with the previous lessons. In these activities, the students could apply the skills they have learned.

There are two activities for Multidisciplinary approach. These are

#### Mapa-Suri

Mahalagang maunawaan ng mag-aaral ang kaugnayan ng heograpiya ng Greece sa pag-usbong ng kabihasnan dito, p. 75

#### Magbasa at Matuto

Mahalagang maipaunawa ang kaugnayan ng heograpiya ng Africa sa pag-usbong ng mga kaharian at imperyo sa iba't ibang bahagi nito, p. 91

These are under the Multidisciplinary approach as they also use Geography in expounding the lesson.

There is one activity for Chronological-Thematic approach. This is:

#### Greece...Sa Isang Tingin

Ipasuri ang nilalaman ng timeline tungkol sa mahahalagang pangyayari sa kasaysayang ng Rome na nagpakita ng pag-usbong, pag-unlad, at paghina ng Imperyong Roman. p. 81

This is under the chronological-thematic approach as it requires the students to analyze a timeline of events.

There is also only one activity intended for Interdisciplinary approach. This is:

**Video-Kasaysayan**

Isang video na nagpapakita ng pagmamalaki at pagpapahalaga sa isang pamana ng Klasikal at Transisyunal na Panahon. p. 113

This is under the Interdisciplinary approach as it uses a common theme—i.e., Heritages of the Classical and Transitional Times—in carrying out the activity. This also allows the utilization of concepts and skills across disciplines like History, Humanities, and Archaeology.

Thus, the second module is also focused on the inquiry teaching approach.

However, there are also few instances wherein other approaches like conceptual, integrative, chronological-thematic, multidisciplinary and interdisciplinary were used as shown earlier.

Table 4-5.2

*Teaching Approaches Matrix (Teaching Guide 2)*

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Degree of Evidence	
2	1	1. Ano ang Gusto ko?	APP-Inquiry	5	
		2. I-R-F Chart	APP-Inquiry	4	
		3. Mapa-Suri	APP-Multidisciplinary	5	
		4. Magbasa at Matuto	NONE	1	
		5. Daloy ng mga Pangyayari	APP-Inquiry	5	
		6. Magbasa at Matuto	NONE	1	
		7. Paghahambing	APP-Inquiry	5	
		8. Magbasa at Matuto	APP-Inquiry	5	
		9. Aktor-Kaganapan-Bunga Chart	APP-Inquiry	5	
		10. Magbasa at Matuto	NONE	1	
		11. Talahanayan, Punan mo	APP-Inquiry	5	
		12. Magbasa at Matuto	NONE	1	
		13. Greece...Sa Isang Tingin	APP-Inquiry	5	
	2		14. Magbasa at Matuto	APP-Conceptual	5
			15. Lagumin Mo	APP-Integrative	5
			16. Magbasa at Matuto	APP-Chrono-Them	5
			17. Rome... Sa Isang Tingin	APP-Inquiry	5
			18. Pagsulat ng Sanaysay	APP-Conceptual	5
			19. I-R-F Chart	NONE	1
			20. E-Postcard	APP-Inquiry	5
			21. I-R-F Chart	APP-Integrative	3
	1. Imbestigasaysayan	APP-Inquiry	4		

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Degree of Evidence
		2. SKK-Paglalakbay	APP-Inquiry	5
		3. Sulyap sa Nakaraan	APP-Integrative	4
		4. Magbasa at Matuto	APP-Inquiry	4
		5. Ipaliwanag Mo	APP-Conceptual	3
		6. Exit Card	APP-Integrative	3
		7. Magbasa at Matuto	APP-Inquiry	5
		8. Daloy ng mga Pangyayari	APP-Inquiry	5
		9. Pagsulat ng Sanaysay	APP-Integrative	5
		10. Pagsusuri ng Aking Natutuhan	APP-Integrative	4
		11. Magbasa at Matuto	APP-Conceptual	5
		12. Sino Sila?	APP-Inquiry	5
		13. Puno ng Kaalaman	APP-Conceptual	5
		14. MAPAsuri	APP-Inquiry	5
		15. KKK (Kaugnayan ng Kabihansan sa Kasalukuyan)	APP-Conceptual	5
		16. Magbasa at Matuto	APP-Multidisciplinary	5
		17. MAPAghanap	APP-Inquiry	5
		18. Magbasa at Matuto	APP-Conceptual	5
		19. History Makers	APP-Conceptual	4
		20. Triple Venn Diagram	APP-Conceptual	5
		21. KKK	APP-Conceptual	4
		22. Magbasa at Matuto	APP-Conceptual	5
		23. Pagsagot sa Chart	APP-Conceptual	4
		24. Anong Konek?	APP-Inquiry	5
		25. Ang Aking Paglalakbay	APP-Inquiry	5
		26. AdBakit?	APP-Inquiry	5
		27. Ang Aking Paglalakbay	APP-Inquiry	5
3		1. Photo-Suri	APP-Inquiry	4
		2. Anticipation-Reaction Guide	APP-Integrative	4
		3. Daloy ng Kasaysayan	APP-Integrative	4
		4. Magbasa at Matuto	NONE	1
		5. Diyagram ng Aking Natutuhan	APP-Conceptual	4
		6. 3-2-1 Chart	APP-Conceptual	4
		7. Sa Madaling Salita	APP-Inquiry	4
		8. Magbasa at Matuto	NONE	1
		9. Paggawa ng Timeline	APP-Chrono-Them	4
		10. Sa Madaling Salita	APP-Inquiry	4
		11. Magbasa at Matuto	NONE	1
		12. History Frame	APP-Inquiry	4
		13. Lesson Closure	APP-Inquiry	4
		14. Sa Madaling Salita	APP-Inquiry	5
		15. Comic Suri	APP-Inquiry	4
		16. Magbasa at Matuto	APP-Inquiry	5
		17. Alam Ko Na	APP-Inquiry	5
		18. Magbasa at Matuto	APP-Integrative	5
		19. Photo-Suri	APP-Inquiry	5
		20. Magbasa at Matuto	APP-Inquiry	4
		21. Dahilan-Epekto	APP-Conceptual	4
		22. Sa Madaling Salita	APP-Inquiry	5
		23. Anticipation-Reaction Guide	APP-Integrative	4
		24. Bumuo at Matuto	APP-Conceptual	5
		25. Makasaysayang Paglalakbay	APP-Inquiry	4
		25. Video-Kasaysayan	APP-Interdisciplinary	5

Table 4-5.3 shows that there are 32 learning activities of the third module that are based on the Inquiry approach. Out of these, 31 are rated “Very much present/evident and explicitly stated.” Samples of these activities are

**Ano ang Gusto Mo!**

Pamprosesong Tanong, p. 156

1. Ano ang iyong napuna sa nabuong mga poster/ editorial cartoon?
2. Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang iniwan ng mga pangyayaring kaugnay ng paglakas ng Europe?
3. Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan?

**Sasama Ka Ba!**

Pamprosesong Tanong, p. 161

1. Ano ang pabuyang posible mong matanggap kung sasama ka sa paglalayag?
2. Ano-anong panganib ang naghihintay sa iyo sakaling sumama ka sa paglalayag?
3. Paano kaya nabago ng paglalayag at pagtuklas ng bagong lupain ang pamumuhay at lipunan ng Europe?

These are under the inquiry approach as they require the learners to investigate a topic using a set of questions.

There are seven activities that are allotted for the Conceptual approach. A sample of these activities is

Burgis Ka!

Matapos mabasa ng mga mag-aaral ang teksto, ipakumpleto sa kanila ang hinihinging impormasyon ng cloud call out at concept map. p. 140

*This is under the conceptual approach as it requires the learners to use a concept map.*

*And through the use of a concept map, the learners may understand their lesson.*

Also, seven activities are intended for Integrative approach. A sample of these activities is

Pamana ng Nakaraan

Ang gawaing ito ay balik-aral sa nakaraang aralin at paghahanda sa pagtalakay ng bagong paksa. p. 139

This is under the integrative approach as it asks the students to connect their present lesson with their past lesson. In doing so, the students may relate with their new lesson.

There are two activities for Interdisciplinary approach. One of these is

Pagnilayan Mo!

Ipabasa at ipasuri sa mga mag-aaral ang impormasyon tungkol sa pagpapalano ng pamilya na naglalaman ng magkaibang pananaw ng pamahalaan at simbahan. p.

154

This activity uses a theme (i.e., Family Planning) that crosses disciplinary boundaries. The students may use concepts from Political Science and Theology in discussing their lessons. In this way, a lesson in History may be enriched with ideas across disciplines.

There is only one activity for Chronological-Thematic approach. This is:

### **Turn-Back Time (Timeline Plotting)**

**Pabuuin ng timeline ang mga mag-aaral, p. 195**

This is classified under the chronological-thematic approach as it requires the students to make a timeline of events for the lesson. In doing so, the students may understand the sequence of events better.

There is also only one activity for the Multidisciplinary approach. This is

### **Tayain Mo!**

**Pagsasabuhay ng mga aral ng kinabibilangang relihiyon. p. 152**

This activity is based on the Multidisciplinary approach as it uses principles from theology to help the students understand their lesson. However, in this approach, the barriers between and among disciplines are still intact. Thus, in this activity, the students may think that the subject they are studying is Religion and not Social Studies.

Thus, the third module is also focused on the inquiry teaching approach. However, there are also few instances wherein other approaches like conceptual, integrative, chronological-thematic, multidisciplinary and interdisciplinary were used as shown earlier.

Table 4-5.3

*Teaching Approaches Matrix (Teaching Guide 3)*

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Degree of Evidence
3	1	1. Word Hunt	APP-Integrative	5
		2. Kilalanin Mo!	APP-Conceptual	5
		3. Think-Pair-Share	APP-Integrative	4
		4. Pamana ng Nakaraan	APP-Integrative	4
		5. Burgis Ka!	APP-Conceptual	4
		6. Magbasa at Matuto	APP-Inquiry	5
		7. Hagdan ng Pag-unawa	APP-Inquiry	5
		8. Discussion Web	APP-Inquiry	5
		9. OO o HINDI!	APP-Integrative	4
		10. Magtulungan Tayo!	APP-Conceptual	4
		11. Palitan Tayo!	APP-Conceptual	5
		12. Tayain Mo!	APP-Multidisciplinary	5
		13. Think-Pair-Share Chart	APP-Integrative	4
		14. Pagnilayan Mo!	APP-Interdisciplinary	5
		15. Ano ang Gusto Mo!	APP-Inquiry	5
2	2	16. Salamin ng Aking Sarili	APP-Integrative	5
		1. Sasama Ka Ba!	APP-Inquiry	5
		2. Suriin Mo!	APP-Inquiry	5
		3. Bahagdan ng Aking Pag-unlad	APP-Conceptual	5
		4. Maglayag Ka!	APP-Inquiry	5
		5. Talahanayan ng Manlalayag	APP-Inquiry	5
		6. Pin The Flag	APP-Inquiry	5
		7. Mabuti o Masama?	APP-Inquiry	5
		8. Ikaw at Ako. Lahat Tayo!	APP-Inquiry	5
		9. May Ginawa Ako! Ikaw Ba?	APP-Inquiry	5
		10. Magsurvey Tayo!	APP-Inquiry	5
		11. I-collage Mo Ako!	APP-Inquiry	5
		12. Huwag Mo Akong Sakupin!	APP-Inquiry	5
		13. Punuan Mo Ako!	APP-Inquiry	5
		14. Talahanayan ng Pananakop	APP-Inquiry	5
3	3	15. Timbangin Mo!	APP-Inquiry	5
		16. Bahagdan ng Aking Pag-unlad	APP-Conceptual	5
		17. Manifest Destiny	APP-Inquiry	5
		18. Salamat sa Iyo!	APP-Inquiry	5
		19. Aking Repleksiyon!	APP-Integrative	5
		1. Makinig, Mag-isip, Magpahayag (3Ms)	APP-Inquiry	5
		2. Hagdan ng Karunungan	APP-Inquiry	4
		3. Hula-Arawan	APP-Inquiry	5
		4. Tala-hanayan (3-2-1 Chart)	APP-Inquiry	5
		5. Pulong-Isip	APP-Inquiry	5
		6. Diyagram ng Pag-unawa	APP-Inquiry	5
		7. Turn-Back Time (Timeline Plotting)	APP-Chrono-Them	5
		8. Malaala Mo Kaya?	APP-Inquiry	5
		9. Who's Who in the Revolution? Personality and History	APP-Inquiry	5
		10. Hagdan ng Karunungan...	APP-Inquiry	5
11. Kuwentong may Kuwenta (Tanungin mo sila...)	APP-Inquiry	5		
12. Lesson Closure: A Good Ending	APP-Conceptual	5		
13. Pangako Sa'yo (Reflection Journal)	APP-Inquiry	5		
14. Hagdan ng Karunungan...	APP-Inquiry	4		
15. Gallery Walk/ Every Child A Tour Guide	APP-Interdisciplinary	5		

As can be gleaned from Table 4-5.4, there are 43 learning activities that are based from the Inquiry approach out of the 57 activities for the fourth module. All of these 43 activities are rated “Very much present/evident and explicitly stated.” Examples of these activities are

#### Larawang Suri

Pamprosesong Tanong, p. 219

1. Ano ang ideyang ipinakikita ng mga larawan?
2. Kung magiging saksi ka sa ganitong pangyayari, ano ang posible mong maramdaman?
3. Paano kaya maiiwasan ang mga digmaan sa daigdig?

#### Pangkat Namin: The Best Ito

Pamprosesong Tanong, p. 221

1. Ano-ano ang dahilan ng Unang Digmaang Pandaigdig?
2. Ilarawan ang mahahalagang pangyayaring naganap sa Unang Digmaang Pandaigdig
3. Bakit napilitan ang United States na makisangkot sa digmaan?
4. Ipaliwanag ang epekto o bunga ng Unang Digmaang Pandaigdig?
5. Nakabuti ba ang usapang pangkapayapaan na pinangunahan ng Alyadong Bansa? Bakit?
6. Bakit nagkaroon pa rin ng lihim na kasunduan na lingid kay Pangulong Wilson?
7. Bakit hindi naging kasiya-siya sa ibang bansang kasangkot sa Unang Digmaang Pandaigdig ang kasunduan sa Versailles?
8. Paano nagsikap ang mga pinuno ng mga bansa na wakasan ang Unang Digmaang Pandaigdig?

These activities are under the inquiry approach as they require the students to investigate a topic using a set of questions.

Moreover, there are eight activities that are based on the Conceptual approach. A sample of these activities is

**Hagdan ng mga Ideya**

Pasagutan ang kasunod na ladder web at ipasulat ang mahalagang papel na ginagampanan ng ideolohiya sa isang bansa. p. 251

This is under the conceptual approach as it helps the students to form ideas and concepts through the aid of a ladder web.

One of the three activities for Interdisciplinary approach is

**Magpalitan Tayo!**

Pagawin ng Role Play ayon sa kabutihang naidudulot ng trade bloc sa mga bansang kabilang dito. p. 274

This activity is under the interdisciplinary approach as it uses a common theme—i.e., importance of trade blocs in doing the activity. In this activity, the students may use the concepts and skills they have learned from other disciplines like in Economics and the Humanities.

There are two activities for Integrative approach. One of these is

**Map Talk**

Magagamit ang mapa upang malaman ang dating kaalaman ng mga mag-aaral tungkol sa aralin. p. 233

This activity is under the integrative approach as it requires the students to use the skills they have developed from their previous lesson. In this way, the students may relate with their new topic.

There is only one activity that uses chronological-thematic approach. This is

### *Up the Stairs Timeline*

Upang matiyak ang pag-unawa ng mga mag-aaral sa mahahalagang pangyayaring nagbigay-daan sa Ikalawang Digmaang Pandaigdig, ipagagawa ang Up the Stairs Timeline. p. 236

This activity requires the students to make a timeline of events that led to the Second World War. Thus, it is classified under the chronological-thematic approach.

However, there is no activity in the fourth module that is intended for multidisciplinary approach.

Thus, the fourth module is also focused on the inquiry teaching approach.

However, there are also few instances wherein other approaches like conceptual, integrative, chronological-thematic and interdisciplinary were used as shown earlier. But it is noted that no learning activity was devoted for multidisciplinary approach in the fourth module. This could be due to the lack of organization and discussion of the content of the fourth module.

Table 4-5.4

## Teaching Approaches Matrix (Teaching Guide 4)

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Degree of Evidence	
4	1	1. Konseptong Nais Ko, Hulaan Mo	APP-Inquiry	5	
		2. Graphic Organizer	APP-Inquiry	5	
		3. Larawang Suri	APP-Inquiry	5	
		4. Story Map	APP-Inquiry	5	
		5. Pangkat Namin: The Best Ito	APP-Inquiry	5	
		6. Kapayapaan, Hangad ko	APP-Inquiry	5	
		7. Magpaliwanag	APP-Integrative	5	
		8. Islogan Ko, para sa Bayan	APP-Interdisciplinary	5	
		9. Imahinasyon Ko sa Mapayapang Mundo	APP-Inquiry	5	
		10. Damdamin ng mga Sundalo, Aalamin Ko	APP-Inquiry	5	
	2	2	11. Reflection Journal	APP-Inquiry	5
			1. <i>Hula, Hoop!</i>	APP-Conceptual	4
			2. Right Angle Approach	APP-Conceptual	5
			3. Map Talk	APP-Integrative	5
			4. I-R-F Chart	APP-Inquiry	5
			5. Magpangkat-pangkat Tayo	APP-Conceptual	5
			6. Up the Stairs Timeline	APP-Chrono-Them	5
			7. Tri-Story	APP-Inquiry	5
			8. History Frame	APP-Inquiry	5
			9. <i>Semantic Web</i>	APP-Inquiry	5
			10. I-R-F Chart	APP-Inquiry	5
			11. Reflection Journal	APP-Inquiry	5
			12. I-R-F Chart	APP-Inquiry	5
	3	3	13. Kapayapaan, Palalaganapin Natin Ito	APP-Inquiry	5
			1. Mga Letrang Ito: Ayusin Mo!	APP-Inquiry	5
			2. Donuts Game	APP-Inquiry	5
			3. Mga Larawang Ito Suriin Mo	APP-Inquiry	5
			4. ABC Brainstorm Strategy	APP-Inquiry	5
			5. Talahanayan, Punan Mo!	APP-Inquiry	5
			6. Hagdan ng mga Ideya	APP-Conceptual	5
			7. Paniniwala Ko Gets Mo	APP-Inquiry	5
			8. Triad Web	APP-Conceptual	5
			9. Punto Por Punto	APP-Inquiry	5
			10. Pag-Isipan Mo, Araling Ito	APP-Conceptual	5
			11. Compare and Contrast	APP-Conceptual	5
			12. Discussion Web	APP-Inquiry	5
			13. Opinyon Mo, Say Mo	APP-Inquiry	5
			14. Bili Tayo	APP-Inquiry	5
			15. Nararamdaman MO, Iguhit Mo!	APP-Inquiry	5
			16. Laro Tayo	APP-Inquiry	5
			17. ABC Brainstorm Strategy	APP-Inquiry	5
	18. Pagsusuri sa Makabagong Mundo	APP-Inquiry	5		
	4	4	19. Tapos Na!	APP-Inquiry	5
			1. The Queen Wants to Know!	APP-Inquiry	5
2. Gotta Guess the Flag!			APP-Conceptual	5	
3. Generalization Table			APP-Inquiry	5	
4. Org-Outliner			APP-Inquiry	5	
5. Organisasyon, Mahalaga Ba Ito?			APP-Inquiry	5	
6. Up Dev Checklist			APP-Inquiry	5	
7. Magpalitan Tayo!			APP-Interdisciplinary	5	
8. My Generalization Table			APP-Inquiry	5	
9. Pagsusuri ng Balita			APP-Inquiry	5	
10. 1-2-3 Summary!			APP-Inquiry	5	
11. Reaksiyon Mo, Sey Mo!			APP-Inquiry	5	
12. Generalization Table			APP-Inquiry	5	
13. Synthesis Journal			APP-Inquiry	5	
14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	APP-Interdisciplinary	5			

Table 4-5.5 clearly shows that, on one hand, 138 out of the 213 or 65 % of the learning activities in the four modules are based on the Inquiry approach. This is followed by the Conceptual and Integrative approaches, respectively. On the other hand, the learning activities put low emphasis on Interdisciplinary, Chronological-Thematic, and Multidisciplinary approaches, respectively. This is contrary to the recommendation of the study of Madrid (2009) that there should be variations of teaching approaches in the instructional materials in order to promote the development of historical thinking skills. However, the study of Virgula (1997) found out that the Conceptual approach is more effective in teaching World History. Also, the study of Cristobal (2004) encourages Inquiry approach to teaching as it will help in the development of historical thinking skills as shown by the results of her study that was based from a social constructivist framework.

Table 4-5.5

*Summary of the Teaching Approaches*

Teaching Approaches	Teaching Guide 1	Teaching Guide 2	Teaching Guide 3	Teaching Guide 4	Total
Chronological-Thematic	2	1	1	1	5
Conceptual	1	16	7	8	32
Inquiry	26	37	32	43	138
Integrative	3	11	7	2	23
Multidisciplinary	1	2	1	0	4
Interdisciplinary	1	1	2	3	7

**Journaling Phase.** In this phase, the information that were gathered were summarized and then compared and contrasted. As a result, the historical thinking skills to be developed in the learning modules and teaching guides were found. The sufficiency of the components of the learning modules and the provisions in the teaching guides were also determined.

**What historical thinking skill/s is/are found in the learning modules and teaching guides?**

Table 4-6 presents the historical thinking skills found in the historical content of the World History learning modules. The historical content being referred to here includes the discussion found in the lessons of the modules. So, based on the table, the historical thinking skill evident here is “Analyzing historical sources and evidences-Secondary Sources.” Examples of these historical content include:

**Aralin 2: Ang mga Sinaunang Tao**

Pagpipinta sa katawan at pagguhit sa bato, p. 41; Cro-Magnon – lumikha ng sining ng pagpipinta sa kuweba, p. 42; Paggamit ng kasangkapang makinis na bato, p. 42; Paghahabi, paggawa ng mga alahas, salamin at kutsilyo, p. 43; Pagpapanday ng mga kagamitang yari sa tanso at bakal, p. 44; Mga larawan tungkol sa mga ambag ng mga sinaunang tao, p. 51

**Aralin 3: Ang mga Sinaunang Kabihasan sa Daigdig**

Mga kabihasnang umusbong sa Mesopotamia: Sumer, Akkad, Babylonian, Assyrian, Chaldean at Persian, pp. 67-69; Harappa, Mohenjo-Daro, pp. 70-73;

Imperyong Gupta, p. 78; Tsino, pp. 81-84; Egyptian, pp. 86-90; Mesoamerica, pp. 96-98; Summary of Contributions of ancient civilizations, pp. 104-108

The historical content is lifted from the textbook *Kasaysayan ng Daigdig, Batayang Aklat sa Araling Panlipunan, Ikatlong Taon*. Thus, these are classified under “Analyzing historical sources and evidences-Secondary Sources.”

But in the case of lesson four of the fourth module, most of its themes got a rating of “Present to some degree, mostly implied” because the content are just descriptions of world organizations and do not include dialogue and collective action as discussed earlier. Also, lesson one of the first module has no historical thinking skill to be developed because it had focused its content on Geography and not on History as shown on page 11:

#### Aralin 1: Heograpiya ng Daigdig

Matapos ang pagbabalik-tanaw sa mga nalalaman mo tungkol sa daigdig, sisimulan ngayon dito ang pagtalakay sa mga konsepto at klasipikasyon ng heograpiya bilang asignatura. Bukod dito, tatalakayin ang katangiang heograpikal ng daigdig bilang planeta at tirahan ng lahat ng organismo, kabilang ang tao. Sasagutan mo rin ang mga mapanghamong gawaing magbibigay ng karagdagan at wastong kaalaman tungkol sa heograpiya ng daigdig. p. 11

This lesson is focused on Geography and not on History. Thus, this contradicts the recommendation of the study of Dela Cruz (1975) that there should be an equal distribution of the different Social Science disciplines in the Social Studies curriculum and their topics in the instructional materials. Since Grade 8 Social Studies is focused on

World History, then ideas and concepts from different Social Science disciplines like Geography should only enrich the lesson and not to monopolize it.

Table 4-6

*Historical Content (Historical Thinking Skills)*

Module No.	Lesson/Topic	Theme/s (Historical Content)	Historical Thinking Skill	Degree of Evidence
			NONE	1
1	1	CS-HEI1	ANAHISEVI-SEC	5
	2	CS-AC1	ANAHISEVI-SEC	5
		CS- CAC1	ANAHISEVI-SEC	5
	3	CS-AC1	ANAHISEVI-SEC	5
		CS-CAC1	ANAHISEVI-SEC	5
2	1	CS-HECP2	ANAHISEVI-SEC	5
		CS-CHECP2	ANAHISEVI-SEC	5
	2	CS-HECP2	ANAHISEVI-SEC	5
		CS-CHECP2	ANAHISEVI-SEC	5
	3	CS-HETP2	ANAHISEVI-SEC	5
		CS-CHETP2	ANAHISEVI-SEC	5
3	1	CS-HEMW3	ANAHISEVI-SEC	5
		CS-ISGS3	ANAHISEVI-SEC	5
	2	CS-HEMW3	ANAHISEVI-SEC	5
		CS-ISGS3	ANAHISEVI-SEC	5
	3	CS-HEMW3	ANAHISEVI-SEC	4
		CS-IPGS3	ANAHISEVI-SEC	4
		CS-IEGS3	ANAHISEVI-SEC	3
		CS-ISGS3	ANAHISEVI-SEC	5
4	1	CS-IDWP4	ANAHISEVI-SEC	4
		CS-IDAU4	ANAHISEVI-SEC	4
		CS-IDAC4	ANAHISEVI-SEC	4
		CS-IDCD4	ANAHISEVI-SEC	4
		CS-ICWP4	ANAHISEVI-SEC	5
		CS-ICAU4	ANAHISEVI-SEC	5
		CS-ICAC4	ANAHISEVI-SEC	4
		CS-ICAD4	ANAHISEVI-SEC	4
	2	CS-IDWP4	ANAHISEVI-SEC	4
		CS-IDAU4	ANAHISEVI-SEC	4
		CS-IDAC4	ANAHISEVI-SEC	4
		CS-IDCD4	ANAHISEVI-SEC	4
		CS-ICWP4	ANAHISEVI-SEC	4
		CS-ICAU4	ANAHISEVI-SEC	5
		CS-ICAC4	ANAHISEVI-SEC	4
		CS-ICAD4	ANAHISEVI-SEC	5
	3	CS-IDWP4	ANAHISEVI-SEC	5
		CS-IDAU4	ANAHISEVI-SEC	5
		CS-IDAC4	ANAHISEVI-SEC	5
		CS-IDCD4	ANAHISEVI-SEC	5
		CS-ICWP4	ANAHISEVI-SEC	5
		CS-ICAU4	ANAHISEVI-SEC	5
		CS-ICAC4	ANAHISEVI-SEC	5
		CS-ICAD4	ANAHISEVI-SEC	5
	4	CS-IDWP4	ANAHISEVI-SEC	3
		CS-IDAU4	ANAHISEVI-SEC	3
		CS-IDAC4	ANAHISEVI-SEC	3
		CS-IDCD4	ANAHISEVI-SEC	3
		CS-ICWP4	ANAHISEVI-SEC	3
		CS-ICAU4	ANAHISEVI-SEC	3
		CS-ICAC4	ANAHISEVI-SEC	3
		CS-ICAD4	ANAHISEVI-SEC	3

As shown in Table 4-7.1, nine activities may develop “Making Historical Connections-Contextualization.” It is interesting to note that in this module, there are nine activities that employ contextualization. As an example, the activity in lesson three of the first module shows this:

Panukalang proyektong may layuning ipreserba ang mga dakilang pamanang mula sa iyong bansa, pp. 112-115

This activity in the learning modules is one of the 26 instances where instructions for contextualization is available in the teaching guides. This is because there are activities that have no instructions for contextualization in the teaching guides but have provisions in the learning modules. The activity “Gallery of Ancient Rulers” have this case. The guide question of the activity states,

Para sa iyo, ano ang pinakamahalagang taglayin ng isang pinuno?, pp. 102-103

However, the analysis of the teaching guides show that there are no instructions provided for the contextualization of this activity.

There are eight learning activities for “Making Historical Connections-Comparison.” A sample of these is

Ano Ngayon Chart

Maiisip din ang kahalagahan ng mga konseptong ito sa kasalukuyang pamumuhay; Nararapat din iugnay ang mga pangyayari ng nakaraan sa kasalukuyan, p. 47

This activity is under “Making Historical Connections-Comparison” as it relates the present with past events and, in the process, compares them.

In addition, there are five activities for “Chronological Reasoning-Causation.” One of these is

I-R-F Chart

Paano umunlad ang pamumuhay ng tao noong sinaunang panahon?, p. 40

This activity is under “Chronological Reasoning-Causation” as it asks the students to reason out how life in the olden times developed.

There are two activities for “Analyzing Historical Sources and Evidences- Secondary Sources.” One of these is

Empire Diagram

Mga tanyag na pinuno ng Imperyo, p. 80

This activity is under “Analyzing Historical Sources and Evidences- Secondary Sources” as it requires the students to read the textbook written by historians in order to supply the answers.

There is only one activity for “Creating and Supporting a Historical Argument.” This is

Tower of Hanoi

Maipagmamalaki ba ng kasalukuyang henerasyon ang ginawang ito ng mga sinaunang tao?, p. 46

This activity is under “Creating and Supporting a Historical Argument” as it asks the students to argue whether the contributions of ancient civilizations are worth preserving.

However, no activities are included that will help develop the skills on “Analyzing Historical Sources and Evidences-Primary Sources,” “Making Historical Connections-Synthesis,” “Chronological Reasoning-Patterns of Continuity and change over Time” and “Chronological Reasoning-Periodization.” Also, there are 15 activities in the first module that will not help in the development of any historical thinking skills. An example of these activities is

**GAWAIN 5: Dito sa Amin**

Suriing mabuti ang kasunod na diyagram. Tukuyin ang lugar na inilalarawan sa mapa. Kumpletuhin ang pahayag sa call out. Magsaliksik ng impormasyon tungkol sa klima at yamang likas ng lugar na kinaroroonan ng diyagram. Buuin ang pangungusap sa ilalim na bahagi ng diyagram.

This activity could not help develop a historical thinking skill as it is focused on Geography, specifically climate and natural resources. However, this activity could be improved by relating concepts in Geography to the development of ancient civilizations.

Table 4-7.1

*Learning Activities (Historical Thinking Skills-Module 1)*

Module No.	Lesson No.	Title of Activity	Theme (Learning Activities)	Historical Thinking Skill	Degree of Evidence
1	1	1. GEOpardy!	NONE	NONE	1
		2. Graffiti Wall	PS-APRO1	MAHISCO-COMP	4
			PS-APRE1	MAHISCO-COMP	4
			PS-BEPG1	MAHISCO-COMP	4
			PS-BEFG1	MAHISCO-COMP	4
			NONE	NONE	1
			NONE	NONE	1
			NONE	NONE	1
			NONE	NONE	1
			NONE	NONE	1
		3. Tukoy-tema-Aplikasyon	NONE	NONE	1
		4. KKK Geocard	NONE	NONE	1
		5. Dito sa Amin	NONE	NONE	1
		6. Three Words in One	NONE	NONE	1
		7. Illustrated World Map	NONE	NONE	1
		8. The Map Dictates	NONE	NONE	1
		9. Crossword Puzzle	NONE	NONE	1
		10. My Travel Reenactment	PS-APRE1	MAHISCO-CONTEXT	3
		11. Modclo ng Kultura	PS-APRE1	MAHISCO-COMP	3
	2	1. Kung Ikaw Kaya?	PS-BEFG1	MAHISCO-CONTEXT	3
		2. I-R-F Chart	PS-APRE1	CHRONOREAS-CAUS	4
		3. I-Tweet Mo	PS-APRE1	CHRONOREAS-CAUS	4
		4. Tower of Hanoi	PS-BEPG1	CRESUPHISAR-ARG	4
		5. Ano Ngayon Chart	PS-BEPG1	MAHISCO-COMP	4
	3	6. Archaeologist at Work	PS-BEPG1	MAHISCO-CONTEXT	5
		1. Picture Frame	NONE	NONE	1
		2. WQF Diagram	NONE	NONE	1
		3. Triple Matching Type	NONE	NONE	1
		4. Geography Checklist	PS-APRE1	MAHISCO-COMP	5
		5. Complete It!	NONE	NONE	1
		6. Tatak-Kabihlasan sa Timog Asya	PS-BEPG1	MAHISCO-CONTEXT	5
		7. Empire Diagram	PS-APRE1	ANAHISEVI-SEC	5
		8. Maramihang Pagipili sa Tsart	PS-BEPG1	MAHISCO-CONTEXT	5
		9. Walk to Ancient Egypt	NONE	NONE	1
		10. Tracing the Beginning Chart	NONE	NONE	1
11. Pagbuo ng K-Web Diagram		NONE	NONE	1	
12. Kabihlasan (Pathway Diagram)		PS-APRE1	ANAHISEVI-SEC	5	
13. Gallery of Ancient Rulers		PS-APRE1	MAHISCO-COMP	4	
14. K-A-K Organizer		PS-BEPG1	MAHISCO-CONTEXT	5	
15. Thank You Letter	PS-BEPG1	CHRONOREAS-CAUS	5		
		PS-APRO1	CHRONOREAS-CAUS	5	
		PS-APRE1	MAHISCO-CONTEXT	5	
		PS-BEPG1	MAHISCO-CONTEXT	5	
		PS-BEPG1	CHRONOREAS-CAUS	5	
		PS-APRE1	MAHISCO-CONTEXT	5	
	16. Maimpluwensiyang Kabihlasan	PS-BEPG1	CHRONOREAS-CAUS	5	
	17. POKUS NGAYON: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihlasan ng Daigdig	PS-APRE1	MAHISCO-CONTEXT	5	

Table 4-7.2 shows that 24 out of the 72 or 33 % of the learning activities for the second learning module may aid in the development of “Chronological Reasoning-Causation.” An example of these activities is the I-R-F (Initial-Refined-Final) Chart with the following guide question:

Paano nakaimpluwensiya ang Panahong Klasikal sa Europe sa pag-unlad ng pandaigdigang kamalayan? p. 131

This activity requires the students to reason out how the Classical period helped in the development of global consciousness. Thus, it falls under “Chronological Reasoning-Causation.”

Also, there are six activities for “Making Historical Connections-Contextualization.” A sample of these is

#### History Frame

Sa kasalukuyan, anong pangyayari ang maikukumpara sa naganap na krusada noong Panahong Medieval? Anong aral ang naututuhan mo? Paano mo ito maiuugnay sa iyong pang-araw-araw na buhay? Ipaliwanag., p. 245

This activity falls under “Making Historical Connections-Contextualization” as it asks the students to relate the lesson to their everyday lives.

There are four activities for “Making Historical Connections-Comparison.” One of these is

#### Dahilan-Epekto

Paano mo maiuugnay sa kasalukuyang panahon ang mga pangyayaring nabasa mo sa mga teksto?, p. 260

This activity falls under “Making Historical Connections-Comparison” as it relates the past events with the present, and, in the process, helps the students to compare them.

There are also two activities for “Creating and Supporting a Historical Argument.” One of these is

#### Ipaliwanag Mo

Patunayang may mataas na kabihasan ang mga Mayan., p. 191

This activity falls under “Creating and Supporting a Historical Argument” as it asks the students to argue that the Mayans had great culture.

And there is one activity for “Analyzing Historical Sources and Evidences- Secondary Sources.” This is

Anong Konek?

Magsaliksik tungkol sa kultura ng mga taga-Pacific Islands at ihambing ito sa kulturang Pilipino., p. 220

This activity is under “Analyzing Historical Sources and Evidences- Secondary Sources” as it requires the students to read the textbook written by historians.

However, no activities are included that will help develop the skills on “Analyzing Historical Sources and Evidences-Primary Sources,” “Making Historical Connections- Synthesis, “Chronological Reasoning-Patterns of Continuity and change over Time” and “Chronological Reasoning-Periodization.”

Moreover, 39 out of the 72 or 54 % of the learning activities could not develop historical thinking skills. An example of these activities is

**GAWAIN 17: Alam Ko Na**

Upang mataya at mapagtibay ang iyong kaalaman mula sa binasang teksto, sagutin ang sumusunod na tanong.

1. Ano ang Piyudalismo?

2. Ano-anong uring panlipunan mayroon ang Piyudalismo?

This activity could not help develop any historical thinking skill as it only caters to low-level thinking like defining and enumerating concepts.

Table 4-7.2

Learning Activities (Historical Thinking Skills-Module 2)

Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Degree of Evidence
2	1	1. Ano ang Gusto ko?	PS-COCP2	MAHISCO-COMP	4
		2. I-R-F Chart	PS-COCP2	CHRONOREAS-CAUS	5
		3. Mapa-Suri	NONE	NONE	1
		4. Magbasa at Matuto	NONE	NONE	1
		5. Daloy ng mga Pangyayari	PS-COCP2	CHRONOREAS-CAUS	4
		6. Magbasa at Matuto	NONE	NONE	1
		7. Paghahambing	NONE	NONE	1
		8. Magbasa at Matuto	NONE	NONE	1
		9. A-K-B Chart	NONE	NONE	1
		10. Magbasa at Matuto	NONE	NONE	1
		11. Talahanayan, Punan Mo	NONE	NONE	1
		12. Magbasa at Matuto	PS-COCP2	CHRONOREAS-CAUS	4
		13. Greccc...Sa Isang Tingin	PS-COCP2	CHRONOREAS-CAUS	4
		14. Magbasa at Matuto	NONE	NONE	1
		15. Lagumin Mo	PS-COCP2	CHRONOREAS-CAUS	5
	2	16. Magbasa at Matuto	NONE	NONE	1
		17. Rome... Sa Isang Tingin	PS-COCP2	CHRONOREAS-CAUS	4
		18. Pagsulat ng Sanaysay	PS-COCP2	CHRONOREAS-CAUS	4
		19. I-R-F Chart	PS-ACCP2	CHRONOREAS-CAUS	4
		1. Imbestigasaysayan	PS-COCP2	CHRONOREAS-CAUS	4
		2. SKK-Paglalakbay	PS-COCP2	MAHISCO-COMP	4
		3. Sulyap sa Nakaraan	NONE	NONE	1
		4. Magbasa at Matuto	PS-COCP2	CRESUPHISAR-ARG	5
		5. Ipaliwanag Mo	PS-COCP2	MAHISCO-COMP	3
		6. Exit Card	NONE	NONE	1
7. Magbasa at Matuto	NONE	NONE	1		
8. Daloy ng mga Pangyayari	PS-COCP2	CHRONOREAS-CAUS	4		
9. Pagsulat ng Sanaysay	NONE	NONE	1		
10. Pagsusuri ng Aking Natutuhan	NONE	NONE	1		
11. Magbasa at Matuto	PS-COCP2	CHRONOREAS-CAUS	4		
12. Sino Sila?	NONE	NONE	1		
13. Puno ng Kaalaman	NONE	NONE	1		
14. MAPAsuri	PS-COCP2	CHRONOREAS-CAUS	4		
15. Kaugnayan ng Kabihansan sa Kasalukuyan (KKK)	NONE	NONE	1		
16. Magbasa at Matuto	NONE	NONE	1		
17. MAPAghanap	NONE	NONE	1		
18. Magbasa at Matuto	PS-COCP2	CHRONOREAS-CAUS	4		
19. History Makers	NONE	NONE	1		
20. Triple Venn Diagram	PS-COCP2	CHRONOREAS-CAUS	4		
21. KKK	NONE	NONE	1		
22. Magbasa at Matuto	NONE	NONE	1		
23. Pagsagot sa Chart	PS-COCP2	ANAHISEVI-SEC	5		
24. Anong Konek?	PS-COCP2	CHRONOREAS-CAUS	4		
25. Aking Aking Paglalakbay	PS-ACCP2	MAHISCO-CONTEXT	5		
26. AdBakit?	PS-COCP2	CHRONOREAS-CAUS	4		
27. Ang Aking Paglalakbay	PS-COTP2	CRESUPHISAR-ARG	4		
3	1. Photo-suri	NONE	NONE	1	
	2. A-R Guide	NONE	NONE	1	
	3. Daloy ng Kasaysayan	NONE	NONE	1	
	4. Magbasa at Matuto	NONE	NONE	1	
	5. Diyagram ng Aking Natutuhan	NONE	NONE	1	
	6. 3-2-1 Chart	PS-COTP2	CHRONOREAS-CAUS	4	
	7. Sa Madaling Salita	NONE	NONE	1	
	8. Magbasa at Matuto	NONE	NONE	1	
	9. Paggawa ng Timeline	PS-COTP2	CHRONOREAS-CAUS	4	
	10. Sa Madaling Salita	PS-COTP2	CHRONOREAS-CAUS	4	
	11. Magbasa at Matuto	PS-COTP2	MAHISCO-CONTEXT	5	
	12. History Frame	NONE	NONE	1	
	13. Lesson Closure	PS-COTP2	CHRONREAS-CAUS	4	
	14. Sa Madaling Salita	NONE	NONE	1	
	15. Comic-suri	NONE	NONE	1	
	16. Magbasa at Matuto	NONE	NONE	1	
	17. Alarm Ko Na	NONE	NONE	1	
	18. Magbasa at Matuto	NONE	NONE	1	
	19. Photo-suri	NONE	NONE	1	
	20. Magbasa at Matuto	PS-COTP2	MAHISCO-COMP	5	
	21. Dahilan-Epekto	PS-COTP2	CHRONOREAS-CAUS	4	
	22. Sa Madaling Salita	NONE	NONE	1	
	23. A-R Guide	PS-COTP2	CHRONOREAS-CAUS	4	
	24. Bumuo at Matuto	PS-COCP2	CHRONOREAS-CAUS	4	
	25. Makasaysayang Paglalakbay	PS-COTP2	CHRONOREAS-CAUS	4	
		PS-ACCP2	MAHISCO-CONTEXT	5	
26. Video-Kasaysayan	PS-ACCP2	MAHISCO-CONTEXT	5		
	PS-COCP2	MAHISCO-CONTEXT	5		
	PS-COTP2	MAHISCO-CONTEXT	5		

Table 4-7.3 shows that 23 learning activities of the third module could help develop “Creating and Supporting Historical Argument-Argumentation.” An example of these activities is “*Hagdan ng Pag-unawa*” with this guide question:

Pabor ka ba na ang mamuno sa ating bansa ay hari at reyna? Bakit?, pp. 292-297

This activity is under “Creating and Supporting Historical Argument-Argumentation” as it requires the students to argue on a particular topic.

Another activity in the third learning module that could help students create and support historical argument is the “Discussion Web” in the first lesson. It contains this guide question:

Malaki pa rin ba ang impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298

This activity also requires the students to argue on a specific topic. Thus, it falls under “Creating and Supporting Historical Argument-Argumentation.”

Sixteen activities could help develop “Chronological Reasoning-Causation.” A sample of these is

Ikaw at Ako. Lahat Tayo!

Bakit dapat pahalagahan ng mundo ang naiambag ng mga rebolusyong ito sa panahon natin ngayon?, p. 353

This activity falls under “Chronological Reasoning-Causation” as it asks the students to reason out based on the historical events learned.

Also, 13 activities are intended for “Making Historical Connections-Contextualization.” One of these is

May Ginawa Ako! Ikaw Ba?

Bilang isang mag-aaral, paano mo mabibigyang halaga ang naging kontribusyon nila?, p. 354

This activity is under “Making Historical Connections-Contextualization” as it asks the students to relate the lesson with their everyday lives.

There are seven activities for “Making Historical Connections-Comparison.” One of these is

Makinig, Mag-isip, Magpahayag  
Ano ang kaugnayan ng awiting ito (Tatsulok) sa kasalukuyang karanasan ng maraming Pilipino?, p. 373

This activity is under “Making Historical Connections-Comparison” as it asks the students to relate the song with the present situation of Filipinos. This activity may also help the students compare the situation of Filipinos in the past and the present.

There are three activities for “Analyzing Historical Sources and Evidences-Primary Sources.” One of these is

Kuwentong may Kuwenta (Tanungin mo sila...)  
Kapanayamin ang isa o dalawang taong may kaalaman o nakilahok na sumama sa Epifanio delos Santos Avenue Revolution noong 1986 (EDSA I). Maaaring ito ay iyong lolo o lola, magulang, tiyo o tiya, guro, kapitbahay, malayong kamaganak, o kakilala., pp. 425-426

This activity is under “Analyzing Historical Sources and Evidences-Primary Sources” as it requires the students to conduct an interview of eyewitnesses or those who have experienced the EDSA Revolution.

There are two activities for “Analyzing Historical Sources and Evidences-Secondary Sources.”

Lesson Closure: A Good Ending

Punan ang lesson closure note. Tiyaking maging tapat at sinsero sa pagsulat ng mga impormasyon., p. 427

This activity is under “Analyzing Historical Sources and Evidences-Secondary Sources” as it requires the students to read the textbook written by historians in order to fill out the lesson closure note.

However, no activities are included that will help develop the skills on “Making Historical Connections-Synthesis, “Chronological Reasoning-Patterns of Continuity and change over Time,” and “Chronological Reasoning-Periodization.” Moreover, 14 activities could not help in developing historical thinking skills. It is because these activities are not based on any of the themes for the module. An example of these is

#### Gawain 1: Word Hunt

Hanapin at bilugan sa puzzle box ang mga terminong tinutukoy sa bawat kahon sa kasunod na pahina. Gamitin ang una at huling titik ng salita bilang gabay sa paghahanap ng bawat salita.

1. B \_\_\_\_\_ R Nagmamay-ari o namamahala ng bangko
2. B \_\_\_\_\_ E Panggitnang uri ng mamamayan sa Europe
3. E \_\_\_\_\_ E Pangalawa sa pinakamaliliit na kontinente ng daigdig

This activity could not help develop any historical thinking skill as it only caters to low-level thinking like identification and simple recall of facts.

Table 4-7.3

## Learning Activities (Historical Thinking Skills-Module 3)

Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Degree of Evidence
3	1	1. Word Hunt	NONE	NONE	1
		2. Kilalanin Mo!	PS-CATCOM3	MAHISCO-COMP	4
		3. Think-Pair-Share	PS-CATCOU3	CHRONOREAS-CAUS	4
		4. Pamana ng Nakaraan	NONE	NONE	1
		5. Burgis Ka!	PS-CATCOM3	MAHISCO-COMP	4
		6. Magbasa at Unawain	PS-CATCOU3	CRESUPHISAR-ARG	4
		7. Hagdan ng Pag-unawa!	PS-CATCOU3	CRESUPHISAR-ARG	5
		8. Discussion Web	PS-CAMCOU3	CRESUPHISAR-ARG	5
			PS-CAMCOM3	CRESUPHISAR-ARG	5
			PS-CAMSE3	NONE	1
		9. Oo o Hindi	NONE	CRESUPHISAR-ARG	5
		10. Magtutungan Tayo!	PS-CATCOU3	CRESUPHISAR-ARG	5
			PS-CATCOM3	CRESUPHISAR-ARG	5
			PS-CAMCOU3	CRESUPHISAR-ARG	5
2	2	11. Palitan Tayo!	PS-CAMSE3	CRESUPHISAR-ARG	4
		12. Tayain Mo!	PS-CAMSE3	NONE	1
		13. Think-Pair-Share	NONE	CHRONOREAS-CAUS	4
		14. Pagnilayan Mo!	PS-CATCOU3	CRESUPHISAR-ARG	4
			PS-CAMCOU3	CRESUPHISAR-ARG	5
			PS-CATCOM3	CRESUPHISAR-ARG	5
			PS-CAMSE3	MAHISCO-CONTEXT	4
			PS-CATSE3	MAHISCO-CONTEXT	5
		15. Ano ang Gusto Mo!	PS-CATSE3	MAHISCO-COMP	4
			PS-CATCOU3	MAHISCO-CONTEXT	4
			PS-CATSE3	NONE	1
		16. Salamin ng Aking Sarili!	NONE	MAHISCO-COMP	3
		1. Sasama Ka Ba?	PS-CAMCOU3	MAHISCO-COMPT	3
		2. Suriin Mo!	PS-CAMCOM3	MAHISCO-COMP	3
3	3	3. Bahagdan ng Aking Pag-unlad	PS-CAMSE3	CHRONOREAS-CAUS	3
			PS-CATCOU3	CHRONOREAS-CAUS	3
			PS-CATCOM3	CHRONOREAS-CAUS	3
			PS-CATSE3	CHRONOREAS-CAUS	4
		4. Maglayag Ka!	PS-CATCOU3	CRESUPHISAR-ARG	5
		5. Talabanayan ng Manlalayang	PS-CATSE3	CRESUPHISAR-ARG	5
		6. Pin the Flag	PS-CAMCOU3	CRESUPHISAR-ARG	5
			PS-CAMSE3	CRESUPHISAR-ARG	5
		7. Mabuti o Masama?	PS-CATSE3	CRESUPHISAR-ARG	5
			PS-CAMSE3	CHRONOREAS-CAUS	5
		8. Ikaw at Ako. Lahat Tayo!	PS-CATCOU3	CRESUPHISAR-ARG	5
			PS-CATSE3	MAHISCO-CONTEXT	5
		9. May Ginawa Ako! Ikaw Ba?	PS-CATCOU3	MAHISCO-CONTEXT	5
			PS-CATSE3	NONE	1
10. Magsurvey Tayo!	NONE	MAHISCO-CONTEXT	5		
11. I-collage Mo Ako!	PS-CATSE3	NONE	1		
12. Huwag Mo Akong Sakupin	NONE	CRESUPHISAR-ARG	5		
13. Punuan Mo Ako!	PS-CATCOU3	CRESUPHISAR-ARG	5		
14. Talabanayan ng Pananakop	PS-CATCOU3	NONE	1		
	PS-CAMCOU3	CHRONOREAS-CAUS	3		
15. Timbangin Mo!	NONE	CHRONOREAS-CAUS	3		
16. Bahagdan ng Aking Pag-unlad	PS-CATCOU3	CHRONOREAS-CAUS	3		
	PS-CATCOM3	CHRONOREAS-CAUS	3		
	PS-CATSE3	CRESUPHISAR-ARG	5		
	PS-CATCOU3	CRESUPHISAR-ARG	5		
17. Manifest Destiny (This activity contains a primary source material written in English.)	PS-CAMCOU3	CRESUPHISAR-ARG	5		
	PS-CAMSE3	MAHISCO-CONTEXT	5		
	PS-CATSE3	MAHISCO-CONTEXT	4		
	PS-CAMSE3	MAHISCO-CONTEXT	5		
	PS-CAMSE3	MAHISCO-COMP	5		
	PS-CAMSE3	MAHISCO-CONTEXT	5		
	PS-CAMSE3	MAHISCO-CONTEXT	5		
18. Salamat Sa Iyo!	NONE	NONE	1		
19. Aking Repleksiyon!	PS-CATSE3	NONE	1		
1. Makinig, Mag-isip, Magpahayag	NONE	NONE	1		
2. Hagdan ng Karunungan	NONE	NONE	1		
3. Hula-Arawan	NONE	NONE	1		
4. Talabanayan	NONE	MAHISCO-CONTEXT	4		
5. Pulong -Isip	NONE	CRESUPHISAR-ARG	5		
6. Diyagram ng Pag-unawa	PS-CATSE3	NONE	1		
7. Turn-Back Time (Time Plotting)	PS-CATSE3	ANAHISEVI-PRIM	5		
8. Maalaala Mo Kaya	NONE	NONE	1		
9. Who's Who in the Revolution?	PS-CAMCOU3	ANAHISEVI-PRIM	5		
Personality and History	PS-CAMCOM3	ANAHISEVI-SEC	5		
10. Hagdan ng Karunungan	PS-CAMSE3	ANAHISEVI-SEC	3		
11. Kuwentong may Kurwenta (Tanungin mo sila...)	PS-CATSE3	MAHISCO-CONTEXT	4		
	PS-CATSE3	NONE	1		
12. Lesson Closure: A Good Ending	PS-CATSE3	CHRONOREAS-CAUS	5		
13. Pangako Sa'yo (Reflection Journal)	NONE	NONE	1		
14. Hagdan ng Karunungan	PS-CATCOU3	CHRONOREAS-CAUS	5		
15. Gallery Walk/Every Child a Tour Guide	PS-CATCOM3	CHRONOREAS-CAUS	5		
	PS-CATSE3	CHRONOREAS-CAUS	5		
	PS-CAMCOU3	CHRONOREAS-CAUS	5		
	PS-CAMCOM3	CHRONOREAS-CAUS	5		
	PS-CAMSE3	CHRONOREAS-CAUS	5		

Table 4-7.4 shows that 18 learning activities can aid in developing the skill “Creating and Supporting Historical Argument-Argumentation.” An example of these activities is “Imahinasyon Ko sa Mapayapang Mundo.” This activity is anchored on the guide question:

Sa iyong palagay, posible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulongan ang mga bansa sa daigdig? Paano?, p. 464

This activity falls under “Creating and Supporting Historical Argument-Argumentation” as it allows the students to argue on a particular topic.

Twelve activities could help develop the skill “Making Historical Connections-Contextualization.” One of these is

Kapayapaan, Papalaganapin Natin Ito!

Bilang mag-aaral, paano ka makatutulong sa pagpapalaganaap ng kapayapaan sa iyong komunidad?, p. 492

This activity falls under “Making Historical Connections-Contextualization” as it relates the lesson to the students’ own community.

Also, two activities could help in the development of the skill “Chronological Reasoning-Causation.” One of these is

Talahanayan, Punan Mo!

Paano nakaapekto ang ideolohiya ng bansa sa pag-unlad ng kabuhayan nito? p.

This activity falls under “Chronological Reasoning-Causation” as it allows the learners to reason out based on the lessons learned.

There are also two activities for “Analyzing Historical Sources and Evidences-Primary Sources.” One of these is

**Damdamin ng mga Sundalo, Aalamin Ko**

Ano ang naramdaman mo habang binabasa ang kanilang telegrama at talaarawan?

Bakit? pp. 465-469

This activity is under “Analyzing Historical Sources and Evidences-Primary Sources” as the reading material consists of a diary and a telegram that were written in a foreign language (i.e., English).

Moreover, two activities were also allotted for the development of “Analyzing Historical Sources and Evidences-Secondary Sources.” One of these is

**Hagdan ng mga Ideya**

Anuman ang ideolohiya ng bawat isa, nararapat na ito ay makatugon sa pangangailangan ng mga mamamayan at maging daan sa pag-unlad ng bansa., p.

501

This activity is under “Analyzing Historical Sources and Evidences-Secondary Sources” as it requires the students to read the textbook written by historians.

However, no activities are included that will help develop the skills on “Making Historical Connections-Comparison,” “Making Historical Connections-Synthesis,” “Chronological Reasoning-Patterns of Continuity and change over Time” and “Chronological Reasoning-Periodization.” Furthermore, 39 out of the 57 learning

activities could not help in developing historical thinking skills. It is because these activities are not based on any of the themes for the module. An example of these is

### GAWAIN 1: Mga Letrang Ito: Ayusin Mo!

Bumuo ng salita batay sa ginulong mga letra.

1. RDAWOCL
2. AYIHOLIDEO
3. OLWRD NABK
4. SONMUOMKI
5. RIMEAAC
6. SSIURA
7. RONI TAINCRU
8. NOMIEKOKO
9. FNGIEORAIID
10. LONMONEOLISKOYA

This activity could not help develop any historical thinking skill as it only caters to low-level thinking like rearranging the letters to form a word.

Table 4-7.4

*Learning Activities (Historical Thinking Skills [HTS]-Module 4)*

Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Degree of Evidence
4	1	1. Konzeptong Nais Ko, Hulaan Mo	NONE	NONE	1
		2. Graphic Organizer	NONE	NONE	1
		3. Larawang Suri	PS-APCOU4	CRESUPHISAR-ARG	5
			PS-AUCOU4	CRESUPHISAR-ARG	5
			PS-ACCOU4	CRESUPHISAR-ARG	5
			NONE	NONE	1
		4. Story Map	PS-APCOU4	MAHISCO-CONTEXT	5
		5. Pangkat Namin: The Best Ito	PS-APCOU4	ANAHISEVI-SEC	5
		6. <i>Kapayapaan, Hangad Ko</i>	PS-APCOU4	ANAHISEVI-PRIM	5
		7. Magpaliwanag Tayo	PS-APCOM4	MAHISCO-CONTEXT	5
		8. Islogan Ko, para sa Bayan	PS-AUCOM4	MAHISCO-CONTEXT	5
		PS-ACCOM4	MAHISCO-CONTEXT	5	
		PS-APCOU4	MAHISCO-CONTEXT	5	
		PS-AUCOU4	MAHISCO-CONTEXT	5	
		PS-ACCOU4	MAHISCO-CONTEXT	5	
		PS-APCOU4	CRESUPHISAR-ARG	5	
	9. Imahinasyon Ko sa Mapayapang Mundo	PS-AUCOU4	CRESUPHISAR-ARG	5	
		PS-ACCOU4	CRESUPHISAR-ARG	5	
		PS-ADCOU4	CRESUPHISAR-ARG	5	
		PS-APCOU4	ANAHISEVI-PRIM	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
			CRESUPHISAR-ARG	5	
	10. Darmdamin ng mga Sundalo, Anlamin Ko	PS-APCOU4	CRESUPHISAR-ARG	5	
		PS-AUCOU4	CRESUPHISAR-ARG	5	
		PS-ACCOU4	CRESUPHISAR-ARG	5	
	11. Reflection Journal	NONE	NONE	1	
	2	1. Hula, Hoop!	NONE	NONE	1
		2. Right Angle Approach	NONE	NONE	1
		3. Map Talk	NONE	NONE	1
		4. I-R-F Chart	NONE	NONE	1
		5. Magpangkat-pangkat Tayo!	NONE	NONE	1
		6. Up the Stairs Timeline	NONE	NONE	1
		7. Tri-Story!	NONE	CHRONOREAS-CAUS	4
		8. History Frame	PS-APCOU4	NONE	1
		9. Semantic Web	NONE	MAHISCO-CONTEXT	4
		10. I-R-F Chart	PS-APCOM4	NONE	1
		11. Reflection Journal	NONE	MAHISCO-CONTEXT	5
		12. I-R-F	PS-APCOM4	CRESUPHISAR-ARG	4
		13. <i>Kapayapaan, Papalaganapin Natin Ito!</i>	PS-APCOU4	NONE	1
3	1. Mga Letrang Ito: Ayusin Mo!	NONE	NONE	1	
	2. <i>Donuts Game</i>	NONE	NONE	1	
	3. Mga Larawang Ito Suriin Mo	NONE	NONE	1	
	4. ABC Brainstorm Strategy	NONE	CHRONOREAS-CAU	5	
	5. Talahanayan, Punan Mo!	PS-ADCOU4	ANAHISEVI-SEC	5	
	6. Hagdan ng mga Ideya	PS-ADCOU4	NONE	1	
	7. Paniniwala Ko, Gets Mo	NONE	NONE	1	
	8. Triad Web	NONE	NONE	1	
	9. Punto por Punto	NONE	NONE	1	
	10. Pag-sipan Mo, Araling Ito	NONE	NONE	1	
	11. Compare and Contrast	NONE	NONE	1	
	12. Discussion Web	NONE	NONE	1	
	13. <i>Opinyon Mo, Sey mo</i>	NONE	NONE	1	
	14. Bili Tayo	NONE	NONE	1	
	15. Nararamdaman Mo, Iguhit Mo	NONE	NONE	1	
	16. Laro Tayo	NONE	NONE	1	
	17. ABC Brainstorm Strategy	NONE	NONE	1	
18. Pagsusuri sa Makabagong Mundo	NONE	NONE	1		
19. Tapos Na!	NONE	NONE	1		
4	1. The Queen Wants to Know!	NONE	NONE	1	
	2. Gotta Guess the Flag	NONE	NONE	1	
	3. Generalization Table	NONE	NONE	1	
	4. Org-Outliner	NONE	CRESUPHISAR-ARG	5	
	5. Organisasyon, Mahalaga Ba Ito?	PS-APCOU4	CRESUPHISAR-ARG	5	
	6. UP Dev Checklist	PS-AUCOU4	CRESUPHISAR-ARG	5	
		PS-ACCOU4	CRESUPHISAR-ARG	5	
		PS-ADCOU4	MAHISCO-CONTEXT	5	
		PS-ACCOU4	MAHISCO-CONTEXT	5	
		PS-ADCOU4	NONE	1	
	7. Magpalitan Tayo	NONE	NONE	1	
		NONE	CRESUPHISAR-ARG	5	
	8. My Generalization Table	PS-APCOU4	CRESUPHISAR-ARG	5	
	9. Pagsusuri ng Balita	PS-AUCOU4	CRESUPHISAR-ARG	5	
	10. 1-2-3 Summary	PS-ACCOU4	CRESUPHISAR-ARG	5	
	11. <i>Reaksiyon Mo, Sey Mo!</i>	NONE	NONE	1	
		NONE	NONE	1	
12. Generalization Table	NONE	MAHISCO-CONTEXT	5		
13. Synthesis Journal	PS-APCOM4				
14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!					

Table 4-8.1.1 shows that 11 items in the Pre-test of the first module are focused on the development of the historical thinking skill “Analyzing Historical Sources and Evidences-Secondary Source.” This is one of these test items:

2. Anong panahon sa kasaysayan ng daigdig ang itinuturing na pinakamaagang panahon sa pag-unlad ng tao batay sa mga ginamit na kasangkapan at naging hudyat din ng pagtatapos ng Panahong Pleistocene?

- A. Mesolitiko
- B. Metal
- C. Neolitiko
- D. Paleolitiko

This falls under “Analyzing Historical Sources and Evidences-Secondary Source” as the historical content that will lead to the answer for this test item is lifted from the *Kasaysayan ng Daigdig* Textbook that is also produced by the Department of Education.

Also, there are three items that may develop “Chronological Reasoning-Causation,” and an item that may develop the skill of “Making Historical Connections-Comparison” and “Creating and Supporting a Historical Argument-Argumentation.” However, there are four items that were rated “Not present or evident” in relation to the themes of the historical thinking skills. One of these test items is this:

1. Alin sa isa sa limang tema ng heograpiya ang tumutukoy sa bahagi ng daigdig na may magkakatulad na katangiang pisikal o kultural?

- A. lokasyon
- B. lugar
- C. paggalaw
- D. rehiyon

This test item is focused on Geography and Sociology. Thus, it could not help develop historical thinking skills. But this is also related to the multidisciplinary orientation to writing instructional materials recommended by Salic (1990). However, developers of instructional materials must establish connections between these disciplines, as what Salic (1990) asserts, so that learners could still develop historical thinking skills (p. xi).

Table 4-8.1.1

*Assessment/Evaluation Tools Matrix (HTS-Module 1-Pre-test)*

Assessment/Evaluation Tools Summary				
Module No.	Pre-test		Historical Thinking Skill	Degree of Evidence
	Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)		
1	1	LC-EFGT11	NONE	1
	2	LC-PDPH12	ANAHISEVI-SEC	5
	3	LC-OAC13	ANAHISEVI-SEC	5
	4	LC-ACC13	ANAHISEVI-SEC	5
	5	LC-EFPW11	NONE	1
	6	LC-ESAC13	NONE	1
	7	LC-PDPH12	ANAHISEVI-SEC	5
	8	LC-PDPH12	ANAHISEVI-SEC	5
	9	LC-GDP13	ANAHISEVI-SEC	5
	10	LC-GDP13	ANAHISEVI-SEC	5
	11	LC-ESAC13	CHRONOREAS-CAUS	5
	12	LC-ACC13	NONE	1
	13	LC-EFGT11	CHRONOREAS-CAUS	5
	14	LC-ERBAC13	CHRONOREAS-CAUS	5
	15	LC-ACC13	ANAHISEVI-SEC	5
	16	LC-ACC13	MAHISCO-COMP	4
	17	LC-GDP13	ANAHISEVI-SEC	5
	18	LC-EPAC13	ANAHISEVI-SEC	4
	19	LC-ESAC13	ANAHISEVI-SEC	4
		LC-ESAC13	ANAHISEVI-SEC	5
LC-ACC13		ANAHISEVI-SEC	4	
LC-GDP13		ANAHISEVI-SEC	5	
20	LC-ACC13	CRESUPHISAR-ARG	5	

Table 4-8.1.2 presents the data collected from the content analysis of the Post-test of the first module. 19 items are focused on the development of the skill “Analyzing Historical Sources and Evidences-Secondary Source.” All of the 19 items were rated with “Very much present/evident and explicitly stated” in relation to the themes in any of the historical thinking skills. An example of these test items is

4. Ang kabihasnang kinilala sa pagkakaroon ng unang urban o city planning o pagpaplanong panlungsod.

a. China

c. Indus

b. Egypt

d. Mesopotamia

This test item falls under “Analyzing Historical Sources and Evidences-Secondary Source” as the historical content is lifted from the *Kasaysayan ng Daigdig* Textbook written by historians.

**Table 4-8.1.2**

*Assessment/Evaluation Tools Matrix (HTS-Module 1-Post-test)*

Assessment/Evaluation Tools Summary				
Module No.	Post-test			
	Item No.	Theme/s (Assessment/Evaluation Tools: Post-Test)	Historical Thinking Skill	Degree of Evidence
1	1	LC-EFGT11	NONE	1
	2	LC-PDPH12	ANAHISEVI-SEC	4
	3	LC-GDP13	ANAHISEVI-SEC	5
	4	LC-ACC13	ANAHISEVI-SEC	5
	5	LC-EPFW11	NONE	1
	6	LC-ERBAC13	ANAHISEVI-SEC	3
	7	LC-PDPH12	ANAHISEVI-SEC	5
	8	LC-PDPH12	ANAHISEVI-SEC	5
	9	LC-GDP13	NONE	1
	10	LC-EFGT11	ANAHISEVI-SEC	4
	11	LC-GDP13	ANAHISEVI-SEC	5
	12	LC-ACC13	ANAHISEVI-SEC	3
	13	LC-EPFW11	NONE	1
	14	LC-EEAC13	ANAHISEVI-SEC	4
	15	LC-ACC13	ANAHISEVI-SEC	5
	16	LC-PDPH12	ANAHISEVI-SEC	4
	17	LC-GDP13	ANAHISEVI-SEC	5
	18	LC-GDP13	ANAHISEVI-SEC	4
	19	LC-GDP13	ANAHISEVI-SEC	5
	20	LC-ACC13	ANAHISEVI-SEC	5

Table 4-8.2.1 shows that all of the 19 items for the Pre-test of the second module are concerned with the development of “Analyzing Historical Sources and Evidences-Secondary Sources.” All of the test items were rated “Very much present/evident and explicitly stated.” But in the case of item number 16, it falls under “Making Historical Connections-Comparison.” This is test item 16:

16. Paano nakatulong ang heograpikal na lokasyon ng mga kaharian ng Mali at Songhai sa pag-unlad nito?

A. Napalilibutan ito ng mga anyong-tubig na nagbigay-daan sa pag-unlad ng pagsasaka

B. Nagsilbi itong tagapamagitan ng kalakalan ng ginto, asin, at iba pang produkto sa pagitan ng kaloob-loobang bahagi ng Africa at ng mga Arab sa Sahara

C. Nakatulong ang kanilang lokasyon upang mapanatili ang kalayaan at kaligtasan mula sa banta ng mga mananakop

D. Nagsilbing natural na proteksiyon ng imperyo ang malawak na disyerto ng Sahara

This test item allows the students to compare the geographical locations of two kingdoms in relation to their historical development. This item thus exemplifies the recommendation of the study of Salic (1990) of a multidisciplinary orientation in writing instructional materials with the provisions on establishing connections among disciplines.

Table 4-8.2.1

*Assessment/Evaluation Tools Matrix (HTS-Module 2-Pre-test)*

Assessment/Evaluation Tools Summary				
Module No.	Pre-test		Historical Thinking Skill	Degree of Evidence
	Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)		
2	1	LC-ECG21	ANAHISEVI-SEC	5
	2	LC-ERC21	ANAHISEVI-SEC	5
	3	LC-ECIP22	ANAHISEVI-SEC	5
	4	LC-ERC21	ANAHISEVI-SEC	5
	5	LC-CEC23	ANAHISEVI-SEC	5
	6	LC-EMMC21	ANAHISEVI-SEC	5
	7	LC-ACCC21	ANAHISEVI-SEC	5
	8	LC-ACCC21	ANAHISEVI-SEC	5
	9	LC-EECAM22	ANAHISEVI-SEC	5
	10	LC-ELMP23	ANAHISEVI-SEC	5
	11	LC-ELMP23	ANAHISEVI-SEC	5
	12	LC-ELMP23	ANAHISEVI-SEC	5
	13	LC-EMMC21	ANAHISEVI-SEC	5
	14	LC-ECG21	ANAHISEVI-SEC	5
	15	LC-EHRE23	MAHISCO-COMP	5
	16	LC-EECAF22	ANAHISEVI-SEC	5
	17	LC-ECIP22	ANAHISEVI-SEC	5
	18	LC-ELMP23	ANAHISEVI-SEC	5
	19	LC-ELMP23	ANAHISEVI-SEC	5
	20	LC-ECECC23	ANAHISEVI-SEC	5

In, Table 4-8.2.2, it is evident that all of the items for the Post-test of the second module are classified as “Analyzing Historical Sources and Evidences-Secondary Sources.” All of the themes found in the Post-test are categorized under “Very much present/evident and explicitly stated.” An example of these test items is

9. Ang mga pulo sa Pacific ay napaliligiran ng mga anyong tubig. Batay sa

- a. pagsasaka    b. pakikipagkalakalan    c. pangangaso    d. pangingsida

This test item also falls under “Analyzing Historical Sources and Evidences-Secondary Source” as the historical content is lifted from the textbook written by historians.

Table 4-8.2.2

*Assessment/Evaluation Tools Matrix (HTS-Module 2-Post-test)*

Assessment/Evaluation Tools Summary				
Post-test				
Module No.	Item No.	Theme/s (Assessment/Evaluation Tools: Post-Test)	Historical Thinking Skill	Degree of Evidence
2	1	LC-ECG21	ANAHISEVI-SEC	5
	2	LC-ECG21	ANAHISEVI-SEC	5
	3	LC-EECAM22	ANAHISEVI-SEC	5
	4	LC-ELMP23	ANAHISEVI-SEC	5
	5	LC-ELMP23	ANAHISEVI-SEC	5
	6	LC-ACCC21	ANAHISEVI-SEC	5
	7	LC-ACCC21	ANAHISEVI-SEC	5
	8	LC-ACCC21	ANAHISEVI-SEC	5
	9	LC-ECIP22	ANAHISEVI-SEC	5
	10	LC-EHRE23	ANAHISEVI-SEC	5
	11	LC-ELMP23	ANAHISEVI-SEC	5
	12	LC-ELMP23	ANAHISEVI-SEC	5
	13	LC-ECG21	ANAHISEVI-SEC	5
	14	LC-EMMC21	ANAHISEVI-SEC	5
	15	LC-ERC21	ANAHISEVI-SEC	5
	16	LC-AAAA22	ANAHISEVI-SEC	5
	17	LC-AAAA22	ANAHISEVI-SEC	5
	18	LC-CEC23	ANAHISEVI-SEC	5
	19	LC-ELMP23	ANAHISEVI-SEC	5
	20	LC-ELMP23	ANAHISEVI-SEC	5

Table 4-8.3.1 shows that 18 out of the 20 Pre-test items for the third module are only focused on developing the skill “Analyzing Historical Sources and Evidences-Secondary Sources.” Fifteen of these test items were rated with “Very much present/evident and explicitly stated” in relation to the theme of the said historical thinking skill. Also, two items are found to have no provisions of developing any historical thinking skills. One of these two test items is this:

11. Alin ang mga pahayag na nagpapakita ng nasyonalismo sa kasalukuyang panahon?

1. Mamuhunan sa ibang bansa upang malaki ang kita.

2. Sumunod sa batas na ipinatutupad ng sariling barangay.
3. Magtapos ng pag-aaral sa ibang bansa at paggamit ng natutuhan sa sariling bansa.
4. Gumamit ng wikang Ingles upang maipakilala ang kalinangan at kulturang Pilipino.

A. 1,2,3,4

B. 1,2,3

C. 2,3,4

D. 3,4

This test item calls for practical thinking instead of historical thinking. A simple definition of the word nationalism could immediately lead them to the correct answer. Thus, learners may not be able to develop historical thinking skills through this test item. This is contrary to the recommendation of Limson (1971) that test items in History must help develop historical thinking skills among learners.

Table 4-8.3.1

*Assessment/Evaluation Tools Matrix (HTS-Module 3-Pre-test)*

<b>Assessment/Evaluation Tools Summary</b>					
Module No.	Pre-test			Historical Thinking Skill	Degree of Evidence
	Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)			
3	1	LC-ABOU31		ANAHISEVI-SEC	5
	2	LC-AREN31		ANAHISEVI-SEC	5
	3	LC-ACACH31		ANAHISEVI-SEC	5
	4	LC-AREF31		ANAHISEVI-SEC	5
	5	LC-AREN31		ANAHISEVI-SEC	5
	6	LC-AREN31		ANAHISEVI-SEC	5
	7	LC-ACACH31		NONE	1
	8	NONE		ANAHISEVI-SEC	5
	9	LC-VMER31		ANAHISEVI-SEC	5
	10	LC-EFPIC32		ANAHISEVI-SEC	5
	11	LC-ECESPIM32		NONE	1
	12	NONE		ANAHISEVI-SEC	5
	13	LC-EE32		ANAHISEVI-SEC	5
	14	LC-ECESPIM32		ANAHISEVI-SEC	4
	15	LC-ESR32		ANAHISEVI-SEC	5
	16	LC-EIR32		ANAHISEVI-SEC	5
	17	LC-ECESPIM32		ANAHISEVI-SEC	4
	18	LC-VREN31		ANAHISEVI-SEC	4
	19	LC-VREF31		ANAHISEVI-SEC	5
	20	LC-ECESPIM32		ANAHISEVI-SEC	5

Table 4-8.3.2 presents that only one historical thinking skill is being developed in this Post-test for the third module. Also, from the 20 occurrences of the theme “Analyzing Historical Sources and Evidences-Secondary Sources” in the 20 items of the said Post-test, 14 were rated with “Very much present/evident and explicitly stated.” An example of these is

3. Siya ang may-akda ng Ninety-Five Theses na tumuligsa sa mga katuruan at prinsipyo ng Simbahang Katoliko particular ang pagbili ng indulhensya.

a. John Calvin

b. John Huss c. Martin Luther

d. Martin Luther King

This test item falls under “Analyzing Historical Sources and Evidences-Secondary Source” as the historical content is also lifted from the Kasaysayan ng Daigdig Textbook.

Moreover, there were one repeated item and one missing item for this Post-test. Furthermore, test item number 19 has no capability of developing any historical thinking skills intended for this module because, as discussed earlier, it was found to be invalid.

Table 4-8.3.2

*Assessment/Evaluation Tools Matrix (HTS-Module 3-Post-test)*

<i>Assessment/Evaluation Tools Summary</i>				
Module No.	Post-test			
	Item No.	Theme/s (Assessment/Evaluation Tool: Post-test)	Historical Thinking Skill	Degree of Evidence
3	1	LC-VREN31	ANAHISEVI-SEC	5
	2	LC-VREN31	ANAHISEVI-SEC	4
	3	LC-VREF31	ANAHISEVI-SEC	4
	4	LC-EFPIC32	ANAHISEVI-SEC	5
	5	LC-EIR32	ANAHISEVI-SEC	4
	6	LC-RIAR33	ANAHISEVI-SEC	5
	7	LC-ACN33	ANAHISEVI-SEC	5
	8	LC-AREN31	ANAHISEVI-SEC	4
	9	LC-VREN31	ANAHISEVI-SEC	5
	10	LC-VREF31	ANAHISEVI-SEC	4
	11	Repeated item (same with number 10)	ANAHISEVI-SEC	4
	12	LC-EE32	ANAHISEVI-SEC	5
	13	LC-EIR32	ANAHISEVI-SEC	5
	14	LC-EIR32	ANAHISEVI-SEC	5
	15	LC-ERIRFAR33	ANAHISEVI-SEC	5
	16	LC-EFPIC32	ANAHISEVI-SEC	5
		LC-EE32	ANAHISEVI-SEC	5
		LC-VCACH31	NONE	1
	17	Missing item	ANAHISEVI-SEC	5
	18	LC-ABOU31	ANAHISEVI-SEC	5
19	NONE			
20	LC-VREF31			

Table 4-8.4.1 shows that 18 test items of the Pre-test for the fourth module are only focused on the development of the skill “Analyzing Historical Sources and Evidences-Secondary Sources.” There are 11 of these test items that were rated “Very much present/evident and explicitly stated.” One of these test items is

6. Ang kasunduan ng mga bansa na nagbigay hudyat sa pagwawakas ng Unang Digmaang Pandaigdig.

A. Treaty of Paris      B. United Nations

C. League of Nations      D. Treaty of Versailles

This test item falls under “Analyzing Historical Sources and Evidences-Secondary Source” as the historical content is lifted from the textbook written by historians.

Seven of these test items were rated with “Present to a great degree; some are stated, some are implied.” One of these is

4. Alin sa sumusunod na pangungusap ang nagpapaliwanag ng katagang ito  
“ Ang sariling pagkakakilanlan ay nawawala dahil sa impluwensiyang dayuhan.”

A. Napapanatili ang kultura ng isang bansa

B. Pinakikinabangan ng mga dayuhan ang likas na yaman ng mga kolonya

C. Ang kulturang dayuhan ang pinahalagahan ng mga bansang umuunlad pa

lamang

D. Nababago ng mga dayuhan ang kultura ng kolonya sa pamamagitan ng

iba’t ibang impluwensiya

This test item is also under “Analyzing Historical Sources and Evidences-Secondary Source” as it is based on the textbook written by historians. However, it is possible that

the students may be able to answer the question even without reading the textbook as it just require comprehension.

Also, test item number 19 is invalid because of its inaccurate content as discussed previously. Moreover, test item number 20 is missing.

Table 4-8.4.1

*Assessment/Evaluation Tools Matrix (HTS-Module 4-Pre-test)*

**Assessment/Evaluation Tools Summary**

Module No.	Pre-test		Historical Thinking Skill	Degree of Evidence
	Item No.	Theme/s (Assessment/Evaluation Tool: Pre-test)		
4	1	LC-EEFWW41	ANAHISEVI-SEC	5
	2	LC-EEFWW41	ANAHISEVI-SEC	5
	3	LC-EPI43	ANAHISEVI-SEC	4
	4	LC-EENC43	ANAHISEVI-SEC	4
	5	LC-ECSWW42	ANAHISEVI-SEC	5
	6	LC-EAPFWW41	ANAHISEVI-SEC	5
	7	LC-EPEC43	ANAHISEVI-SEC	4
	8	LC-AEFWW41	ANAHISEVI-SEC	5
	9	LC-WOPUCD44	ANAHISEVI-SEC	5
	10	LC-ECFWW41	ANAHISEVI-SEC	5
	11	LC-AESWW42	ANAHISEVI-SEC	4
	12	LC-WOPUCD44	ANAHISEVI-SEC	5
	13	LC-AEFWW41, LC-AESWW42	ANAHISEVI-SEC	5
	14	LC-AECW43	ANAHISEVI-SEC	4
	15	LC-EWOPC44, LC-EWOPD44	ANAHISEVI-SEC	5
	16	LC-ELSWW42	ANAHISEVI-SEC	4
	17	LC-EPEC43	ANAHISEVI-SEC	5
	18	LC-AECW43	NONE (Invalid Item because of its inaccurate content)	1
	19	NONE (Invalid Item because of its inaccurate content)	NONE (Invalid Item because of its inaccurate content)	
20	<i>No/Missing Item</i>			

Table 4-8.4.2 shows that only one historical thinking skill is being developed by the Post-test of the fourth module, namely “Analyzing Historical Sources and Evidences-Secondary Sources.” These are test items one to nine and 11 to 20. Test items 17-19 are combined in just one test item. Out of these test items, 12 were rated “Very much present/evident and explicitly stated” in relation to the presence of the theme for the said historical thinking skill. An example of these is

13. Cold War ang tawag sa digmaan ng nagtutunggaliang ideolohiya ng dalawang makapangyarihang bansa o superpower. Aling mga bansa ang nakaranas nito matapos ang Ikalawang Digmaang Pandaigdig?

a. US at USSR   b. US at France   c. Germany at USSR   D. Germany at France

This test item is also under “Analyzing Historical Sources and Evidences-Secondary Sources” as it is based on the textbook written by historians.

Moreover, test item number ten is invalid because of its inaccurate content as discussed earlier.

*The study of Virgula (1997) asserts that tests should assess the development of the intended skills for the lessons. The findings of this present study show that the tests are not valid tools to measure student learning as these only incorporate some and not all of the historical thinking skills outlined in the curriculum.*

Table 4-8.4.2

*Assessment/Evaluation Tools Matrix (HTS-Module 4-Post-test)*

Assessment/Evaluation Tools Summary				
Module No.	Post-test			
	Item No.	Theme/s (Assessment/Evaluation Tool: Post-test)	Historical Thinking Skill	Degree of Evidence
4	1	LC-ECFWW41	ANAHISEVI-SEC	5
	2	LC-EEFWW41	ANAHISEVI-SEC	5
	3	LC-EPI43	ANAHISEVI-SEC	4
	4	LC-AEFWW41	ANAHISEVI-SEC	5
	5	LC-AESWW42	ANAHISEVI-SEC	5
		LC-AECW43		
		LC-AEFWW41		
	6	LC-AESWW42	ANAHISEVI-SEC	5
		LC-EEPDFWW41		
	7	LC-EPEC43	ANAHISEVI-SEC	4
	8	LC-AEFWW41	ANAHISEVI-SEC	5
	9	LC-WOPUCD44	ANAHISEVI-SEC	5
	10	NONE (Invalid Item because of its inaccurate content)	NONE (Invalid Item because of its inaccurate content)	1
	11	LC-EPEC43	ANAHISEVI-SEC	4
	12	LC-EENC43	ANAHISEVI-SEC	4
	13	LC-AECW43	ANAHISEVI-SEC	5
	14	LC-AESWW42	ANAHISEVI-SEC	5
	15	LC-EEFWW41	ANAHISEVI-SEC	5
	16	LC-ECSWW42	ANAHISEVI-SEC	5
	17-19	LC-WOPUCD44	ANAHISEVI-SEC	5
20	LC-WOPUCD44	ANAHISEVI-SEC	4	

Table 4-9 presents that out of the 13 lessons from the four modules, 213 learning activities, and 158 Pre-test and Post-test items, there are only 26 occurrences of the theme for contextualization. The historical thinking skill evident here is “Making Historical Connections-Contextualization.” Also, 19 of these occurrences were rated “Very much present/evident and explicitly stated.” One of these is

*Makinig, Mag-isip, Magpahayag (3Ms)*

Maihahambing ba ang karanasang ito (Rebolusyong Amerikano) nang lumaban ang mga Pilipino mula sa mga mananakop para sa kalayaan? Pangatuwiranan., p. 191

This is under “Making Historical Connections-Contextualization” as it relates the American Revolution with the Philippine Revolution.

However, seven of these occurrences were rated with “Present to a great degree; some are stated, some are implied.” An example of these is

Gawin para sa Bayan... Kaya ko ito!

Naatasan kang maging chairperson ng samahan ng mga kabataan sa Barangay X. Nahaharap sa suliraning pangkatahimikan ang inyong Barangay dahil sa ilang pangkat ng kabataan na tumatambay at umiinom ng alak hanggang hatinggabi..., p. 283-284

In this activity, the example used is “Barangay X,” which is a non-existent. This could be improved by using a real example in order for students to relate with their lesson.

*This is contrary to the recommendation of Sadsad and Trillanes (2001) that Social Studies instructional materials should be contextual or that most of the examples are suited to the country or locality of the students.*

Table 4-9

*Contextualization Matrix (HTS)*

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme (Contextualization)	Historical Thinking Skill	Degree of Evidence
1	1	Tukoy-Tema-Aplikasyon	CONTEXT	MAHISCO-CONTEXT	4
		My Travel Reenactment	CONTEXT	MAHISCO-CONTEXT	4
	3	Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasnang Daigdig	CONTEXT	MAHISCO-CONTEXT	4
2	1	E-Postcard	CONTEXT	MAHISCO-CONTEXT	4
	2	Anong Konek?	CONTEXT	MAHISCO-CONTEXT	5
		AdBakit?	CONTEXT	MAHISCO-CONTEXT	5
3	1	Magbasa at Unawain!	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
	2	Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
	3	Makinig, Mag-isip, Magpahayag (3Ms)	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	5
4	2	Pangako Sa'yo (Reflection Journal)	CONTEXT	MAHISCO-CONTEXT	5
		Post-test (Item No. 7)	CONTEXT	MAHISCO-CONTEXT	5
		Post-test (Item No. 15)	CONTEXT	MAHISCO-CONTEXT	5
		Kapayapaan, Palaganapin Natin!	CONTEXT	MAHISCO-CONTEXT	5
		Bili Tayo	CONTEXT	MAHISCO-CONTEXT	4
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	4
		Gawin para sa Bayan... Kaya ko ito!	CONTEXT	MAHISCO-CONTEXT	4
		Post-test (Test Item No. 11)	CONTEXT	MAHISCO-CONTEXT	4

Table 4-10.1 shows that there are seven occurrences of “Analyzing Historical Sources and Evidences-Secondary Sources” in the themes for teaching approaches in the first module. All of the seven were rated “Very much present/evident and explicitly stated.” One of these activities is as follows:

**GAWAIN 14: Magbasa at Matuto**  
*Basahin at unawain ang teksto tungkol sa Kabihasnang Rome.*  
 Ang Italy ay isang bansang matatagpuan sa Kanlurang Europe. Ito ay isang peninsula na nakausli sa Mediterranean Sea...

Halaw sa: *Kasaysayan ng Daigdig*, Batayang Aklat sa Araling Panlipunan,

Ikatlong Taon nina Mateo, et al., pp. 126-127

In this reading activity, the historical content is derived from the *Kasaysayan ng Daigdig* Textbook that is also produced by the Department of Education. Thus, it falls under “Analyzing Historical Sources and Evidences-Secondary Sources.”

Also, there are seven occurrences of “Creating and Supporting a Historical Argument-Argumentation.” Out of these, five were rated with “Very much present/evident and explicitly stated.” One of these is

#### Empire Diagram

Paano bumagsak ang mga naturang imperyo sa Timog Asya?

This falls under “Creating and Supporting a Historical Argument-Argumentation” as it requires students to argue on a particular topic.

The other two were rated with “Present to a great degree; some are stated, some are implied.” One of these is

#### Kung Ikaw Kaya...

Pamprosesong Tanong, p. 17

1. Alin ang iyong mga pinili?

2. Bakit ang mga bagay na ito ang iyong pinili?

3. Kaya mo bang mabuhay sa sinaunang panahong kung taglay mo ang bagay na pinili? Ipaliwanag ang sagot.

This activity also falls under “Creating and Supporting a Historical Argument-Argumentation.” However, the question lacks focus unlike the previous examples. This could be improved by providing a specific topic that they will argue with.

Moreover, “Chronological Reasoning-Causation” is evident in three themes of the teaching approaches for the said module. These three were rated with “Very much present/evident and explicitly stated.” One of these is

I-Tweet Mo!

Paano naganap ang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhayan, at iba pang aspekto ng pamumuhay?

This falls under “Chronological Reasoning-Causation” as it requires the students to reason out and determine the causes of different historical events, i.e. development of ancient civilizations.

Furthermore, “Making Historical Connections-Comparison” has only one occurrence in the themes for the teaching approaches in the first module. This is

Archaeologist at Work!

Pamprosesong Tanong, p. 24

1. Ano ang kaugnayan ng mga artifact sa pagtukoy sa kultura ng mga taong nabuhay sa Catal Hüyük?

2. *Ano ang mga patunay na ang Catal Hüyük ay lumitaw noong panahong Neolitiko?*

3. Ano ang kongklusyong mabubuo batay sa paghahambing ng buhay sa Catal Hüyük at sa kasalukuyang pamumuhay?

This activity falls under “Making Historical Connections-Comparison” as it asks the students to compare the life of the people in Catal Hüyük with the present.

However, “Analyzing Historical Sources and Evidences-Primary Sources,” “Chronological Reasoning- Patterns of Continuity and Change over Time,” and

“Chronological Reasoning-Periodization” have no trace of evidence from the first module. Thus, the first module has no provision for the development of the said historical thinking skills with regard to the teaching approaches used.

Table 4-10.1

Teaching Approaches Matrix (HTS-Module 1)

Module No.	Lesson No.	Title of Learning Activity	Theme (Teaching Approaches)	Historical Thinking Skill	Degree of Evidence
1	1	1. GEOparody!	APP-Integrative	NONE	1
		2. Graffiti Wall	APP-Integrative	NONE	1
		3. Tukoy-Tema-Aplikasyon	APP-Inquiry	NONE	1
		4. KKK GeoCard Completion	APP-Inquiry	NONE	1
		5. Dito sa Amin	APP-Multidisciplinary	NONE	1
		6. Three Words in One	APP-Inquiry	NONE	1
		7. Illustrated World Map	APP-Inquiry	NONE	1
		8. The Map Dictates...	APP-Inquiry	NONE	1
		9. Crossword Puzzle	APP-Inquiry	NONE	1
		10. My Travel Reenactment	APP-Inquiry	NONE	1
		11. Modelo ng Kultura	APP-Inquiry	NONE	1
	2	1. Kung Ikaw Kaya...	APP-Inquiry	CRESUPHISAR-ARG	4
		2. I-R-F (Initial-refined-Final Idea) Chart	APP-Inquiry	CRESUPHISAR-ARG	5
		3. I-Tweet Mo!	APP-Inquiry	CHRONOREAS-CAUS	5
		4. Tower of Hanoi	APP-Inquiry	CRESUPHISAR-ARG	5
		5. Ano Ngayon? Chart	APP-Inquiry	CRESUPHISAR-ARG	5
		6. Archaeologist at Work!	APP-Inquiry	MAHISCO-COMP	5
3	1. Picture Frame	APP-Inquiry	ANAHISEVI-SEC	5	
	2. WQF (Words, Questions, Facts) Diagram	APP-Inquiry	CRESUPHISAR-ARG	4	
	3. Triple Matching Type	APP-Inquiry	CRESUPHISAR-ARG	5	
	4. Geography Checklist	APP-Inquiry	CRESUPHISAR-ARG	5	
	5. Complete It!	APP-Inquiry	CHRONOREAS-CAUS	5	
	6. Tatak-Kabihasan sa Timog Asya	APP-Inquiry	ANAHISEVI-SEC	5	
	7. Empire Diagram	APP-Inquiry	CHRONOREAS-CAUS	5	
	8. Maramihang Pagpili sa Tsart	APP-Chrono-Them	ANAHISEVI-SEC	5	
	9. Walk to Ancient Egypt	APP-Inquiry	ANAHISEVI-SEC	5	
	10. Tracing the Beginning Chart	APP-Inquiry	ANAHISEVI-SEC	5	
11. Pagbuo ng Kabihasan-Web Diagram	APP-Conceptual	NONE	1		
12. Kabihasan Pathway Diagram	12. Kabihasan Pathway Diagram	APP-Chrono-Them	ANAHISEVI-SEC	5	
	13. Gallery of Ancient Rulers	APP-Inquiry	MAHISCO-CONTEXT	5	
	14. Kabihasan-Ambag-Kabuluhan Organizer	APP-Inquiry	ANAHISEVI-SEC	5	
	15. Thank You Letter	APP-Integrative	MAHISCO-CONTEXT	5	
	16. Maimpluwensiyang Kabihasan	APP-Inquiry	MAHISCO-CONTEXT	5	
	17. Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasan ng Daigdig	APP-Interdisciplinary	MAHISCO-CONTEXT	5	

Table 4-10.2 shows that there are 28 occurrences of “Analyzing Historical Sources and Evidences-Secondary Sources” in the themes for teaching approaches in the second module. Out of these occurrences, 11 were rated “Very much present/evident and explicitly stated.” One of these is

#### Magbasa at Matuto

Ibabasa ang teksto tungkol sa mga digmaan at hamon na kinaharap ng mga Greek. Ipaalala sa mga mag-aaral na bigyang-pansin ang mga gabay na tanong upang higit na maunawaan ang kanilang binasa., p. 78

This activity is under “Analyzing Historical Sources and Evidences-Secondary Sources” as it requires the students to read the textbook written by historians.

Ten were rated with “Present to a great degree; some are stated, some are implied.” One of these is

#### Magbasa at Matuto

Ipasagot ang mga tanong upang magsilbing gabay sa pag-unawa ng nilalaman ng tekstong binasa., p. 81

This activity is also under “Analyzing Historical Sources and Evidences-Secondary Sources.” However, it falls short on the quality of questions intended for the analysis of the historical content. Most questions are focused on low-level thinking like simple recall of facts.

Seven were rated with “Present to some degree, mostly implied.” An example of these is

Ang sagot sa bahaging ito ay batay sa pagkakaunawa ng mag-aaral sa paksa. p. 87

This activity is also under “Analyzing Historical Sources and Evidences-Secondary Sources.” However, it lacks instructions that may help the learner write an analysis of the lesson.

Also, there are five occurrences of “Chronological Reasoning-Causation” that were all rated with “Very much present/evident and explicitly stated.” One of these is

Daloy ng mga Pangyayari

Paano napakinabangan ng mga Aztec ang mga lupain na kanilang sinakop?

Bakit madaling nakontrol ng mga Aztec ang iba pang karatig na lungsod estado?

This activity falls under “Chronological Reasoning-Causation” as it helps the students to reason out and determine the causes of historical events.

Moreover, “Making Historical Connections-Comparison” has also five occurrences, from which four were rated with “Present to a great degree; some are stated, some are implied.” A sample of these is

Magbasa at Matuto

Mahalagang maipaunawa ang kaugnayan ng heograpiya ng Africa sa pag-usbong  
*ng mga kaharian at imperyo sa iba’t ibang bahagi nito.* p. 91

This activity falls under “Making Historical Connections-Comparison.” In this activity, the students may determine the relationship of geography with the development of civilizations.

And the other one was rated with “Very much present/evident and explicitly stated.” This is

Greece...Sa Isang Tingin

Iugnay ang Kabihasnang Klasikal ng Greece sa pag-usbong ng Kabihasnang

Klasikal ng Rome., p. 81

This activity also falls under “Making Historical Connections-Comparison” as it requires students to relate Classical Greece and Rome.

“Chronological Reasoning-Periodization” has two occurrences which were rated with “Very much present/evident and explicitly stated.” One of these is

Ipasuri ang nilalaman ng timeline tungkol sa mahahalagang pangyayari sa

kasaysayang ng Rome na nagpakita ng pag-usbong, pag-unlad, at paghina ng

Imperyong Roman. p. 81

This activity falls under “Chronological Reasoning-Periodization” as it asks the students to analyze a timeline.

Also, “Making Historical Connections-Contextualization” has two occurrences, which were rated with “Very much present/evident and explicitly stated.” One of these is

Anong Konek?

Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may

kaugnayan o pagkakahawig sa kultura ng mga mamamayang naninirahan sa mga

Pulo ng Pacific. Maaaring gumamit ng powerpoint presentation sa paglahad ng

isinagawang pananaliksik. p. 94

This activity falls under “Making Historical Connections-Contextualization” as it asks the students to relate the culture of the people in the Pacific with the Philippines.

Furthermore, “Creating and Supporting a Historical Argument-Argumentation”

has one occurrence. This is

Paghahambing

Pamprosesong Tanong, p. 78

1. Paano nakaimpluwensiya ang lokasyon sa pamumuhay ng mga Spartan

at Athenian?

2. Bakit mahalaga ang mga lungsod-estado ng Sparta at Athens sa pag-unlad

ng Kabihasnang Greek?

3. Kung nabuhay ka noong panahong klasikal ng Greece, saan mo mas

pipiliing tumira, sa Athens o sa Sparta? Ipaliwanag ang sagot.

This activity falls under “Creating and Supporting a Historical Argument-Argumentation” as it requires the students to argue on a particular topic.

“Chronological Reasoning-Patterns of Continuity and Change over Time” has one occurrence, which was rated “Very much present/evident and explicitly stated.” This is

Greece...Sa Isang Tingin

Ipaliwanang ang mga pangyayari na nagbigay-daan sa paghina ng Imperyong

Macedonia at tuluyang pagbagsak ng Kabihasnang Klasikal ng Greece., p. 81

This activity falls under “Chronological Reasoning-Patterns of Continuity and Change over Time” as it asks the students to explain the different events that led to the downfall of the Macedonian Empire and the end of the Classical Greek civilization.

However, “Analyzing Historical Sources and Evidences-Primary Sources” has no occurrence in the themes for teaching approaches in the second module. Thus, the second module has no provision for the development of the said historical thinking skill with regard to the teaching approaches used.

Table 4-10.2

Teaching Approaches Matrix (HTS-Module 2)

Module No.	Lesson No.	Title of Learning Activity	Theme (Teaching Approaches)	Historical Thinking Skill	Degree of Evidence
2	1	1. Ano ang Gusto Ko?	APP-Inquiry	ANAHISEVI-SEC	4
		2. I-R-F Chart	APP-Inquiry	ANAHISEVI-SEC	4
		3. Mapa-Suri	APP-Multidisciplinary	MAHISCO-COMP	4
		4. Magbasa at Matuto	NONE	NONE	1
		5. Daloy ng mga Pangyayari	APP-Inquiry	CHRONOREAS-CAUS	5
		6. Magbasa at Matuto	NONE	NONE	1
		7. Paghahambing	APP-Inquiry	CRESUPHISAR-ARG	5
		8. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	5
		9. Aktor-Knganapan-Bunga Chart	APP-Inquiry	CHRONOREAS-CAUS	5
		10. Magbasa at Matuto	NONE	NONE	1
		11. Talahanayan, Punan mo	APP-Inquiry	CHRONOREAS-CAUS	5
		12. Magbasa at Matuto	NONE	NONE	1
		13. Greece...Sa Isang Tingin	APP-Inquiry	ANAHISEVI-SEC	5
		14. Magbasa at Matuto	APP-Conceptual	CHRONOREAS-PCCT	5
		15. Lagumin Mo	APP-Integrative	MAHISCO-COMP	5
		2	2	16. Magbasa at Matuto	APP-Integrative
17. Rome... Sa Isang Tingin	APP-Integrative			CHRONOREAS-CAUS	4
18. Pagsulat ng Sanaysay	APP-Integrative			ANAHISEVI-SEC	5
19. I-R-F Chart	APP-Inquiry			MAHISCO-CONTEXT	4
20. E-Postcard	APP-Inquiry			ANAHISEVI-SEC	3
21. I-R-F Chart	APP-Inquiry			ANAHISEVI-SEC	4
1. Imbestigasaysayan	APP-Inquiry			ANAHISEVI-SEC	4
2. SKK-Paglalakbay	APP-Integrative			MAHISCO-COMP	5
3. Sulyap sa Nakaraan	APP-Inquiry			ANAHISEVI-SEC	3
4. Magbasa at Matuto	APP-Conceptual			ANAHISEVI-SEC	3
5. Ipaliwanag Mo	APP-Integrative			ANAHISEVI-SEC	5
6. Exit Card	APP-Inquiry			CHRONOREAS-CAUS	5
7. Magbasa at Matuto	APP-Inquiry			NONE	1
8. Daloy ng mga Pangyayari	APP-Integrative			NONE	1
9. Pagsulat ng Sanaysay	APP-Integrative			NONE	1
10. Pagsusuri ng Aking Natutuhan	APP-Conceptual			NONE	1
11. Magbasa at Matuto	APP-Inquiry	CHRONOREAS-CAUS	5		
12. Sino Sila?	APP-Conceptual	NONE	1		
13. Puno ng Kaalaman	APP-Inquiry	ANAHISEVI-SEC	3		
14. MAPAsuri	APP-Conceptual	MAHISCO-COMP	4		
15. KKK (Kaugnayan ng Kabihasan sa Kasalukuyan)	APP-Multidisciplinary	ANAHISEVI-SEC	5		
16. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	5		
3	3	17. MAPAghanap	APP-Conceptual	ANAHISEVI-SEC	5
		18. Magbasa at Matuto	APP-Conceptual	ANAHISEVI-SEC	1
		19. History Makers	APP-Conceptual	NONE	4
		20. Triple Venn Diagram	APP-Conceptual	ANAHISEVI-SEC	1
		21. KKK	APP-Conceptual	NONE	1
		22. Magbasa at Matuto	APP-Conceptual	NONE	1
		23. Pagsagot sa Chart	APP-Conceptual	MAHISCO-CONTEXT	5
		24. Anong Konek?	APP-Inquiry	NONE	1
		25. Ang Aking Paglalakbay	APP-Inquiry	MAHISCO-CONTEXT	5
		26. AdBakit?	APP-Inquiry	NONE	1
		27. Ang Aking Paglalakbay	APP-Inquiry	NONE	1
		1. Photo-Suri	APP-Integrative	NONE	4
		2. Anticipation-Reaction Guide	APP-Integrative	MAHISCO-COMP	1
		3. Daloy ng Kasaysayan	NONE	NONE	1
		4. Magbasa at Matuto	APP-Conceptual	NONE	1
		5. Diyagram ng Aking Natutuhan	APP-Conceptual	NONE	1
		6. 3-2-1 Chart	APP-Inquiry	NONE	1
		7. Sa Madaling Salita	APP-Conceptual	CHRONOREAS-PERIOD	5
		8. Magbasa at Matuto	APP-Conceptual	CHRONOREAS-CAUS	5
		9. Paggawa ng Timeline	APP-Chrono-Them	NONE	1
		10. Sa Madaling Salita	APP-Inquiry	NONE	1
		11. Magbasa at Matuto	APP-Inquiry	NONE	1
		12. History Frame	APP-Inquiry	NONE	1
13. Lesson Closure	APP-Inquiry	NONE	1		
14. Sa Madaling Salita	APP-Inquiry	ANAHISEVI-SEC	4		
15. Comic Suri	APP-Inquiry	ANAHISEVI-SEC	5		
16. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	5		
17. Alam Ko Na	APP-Inquiry	ANAHISEVI-SEC	3		
18. Magbasa at Matuto	APP-Integrative	ANAHISEVI-SEC	1		
19. Photo-Suri	APP-Integrative	NONE	4		
20. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	1		
21. Dahilan-Epekto	APP-Conceptual	NONE	1		
22. Sa Madaling Salita	APP-Inquiry	NONE	1		
23. Anticipation-Reaction Guide	APP-Integrative	NONE	4		
24. Bumuo at Matuto	APP-Conceptual	ANAHISEVI-SEC	4		
25. Makasaysayang Paglalakbay	APP-Inquiry	ANAHISEVI-SEC	4		
25. Video-Kasaysayan	APP-Interdisciplinary	ANAHISEVI-SEC	4		

Table 4-10.3 presents that “Making Historical Connections-Contextualization” has 15 occurrences in the themes for teaching approaches in the third module, of which nine were rated “Very much present/evident and explicitly stated.” One of these is

I-collage Mo Ako!

Pamprosesong Tanong, p. 173

1. Ano ang iyong masasabi sa nabuong collage?
2. Paano ipinakita sa collage ang naitulong ng mga pamanang iniwan sa kabihasan ng mga rebolusyong naganap sa paglawak ng kapangyarihan ng Europe?
3. Sa pang-araw-araw mong pamumuhay, paano nakatutulong sa iyo ang mga pamanang ito?

This activity falls under “Making Historical Connections-Contextualization” as it relates to the importance of heritages of ancient civilizations to the everyday lives of the students.

Also, “Creating and Supporting a Historical Argument-Argumentation” has eight occurrences, of which seven were rated “Very much present/evident and explicitly stated.” An example of these is

Punuan Mo Ako!

Pamprosesong Tanong, p. 174-175

1. Bakit naganap ang ikalawang yugto ng imperyalismo at kolonisasyon?
2. Bakit naging madali sa mga Kanluranin ang manakop sa mga bansa?
3. Alin sa mga mananakop ang pinakamahasag mamahala? Patunayan.
4. Paano napasama ang United States sa pananakop ng mga bansa?

5. Paano naapektuhan ng pananakop ang pag-unlad ng mga dating kolonya?
6. Sa kasalukuyan, nararanasan pa rin ba ang epekto ng pananakop? Patunayan.
7. Anong mga alaala ang naibahagi ng iyong mga ninuno na nakaranas ng pananakop? Ibahagi ito sa klase.

This activity falls under “Creating and Supporting a Historical Argument-Argumentation” as it allows the students to argue on a particular topic like the effects of colonization to the present times.

*Moreover, “Chronological Reasoning-Causation”* has four occurrences, of which two were rated “Very much present/evident and explicitly stated.” One of these is

Tala-hanayan (3-2-1 Chart)

Pamprosesong Tanong, p. 189

1. Ano-anong pangkaisipang politikal, ekonomikal, medikal, at pilosopikal ang sumibol at kumalat sa malaking bahagi ng Europe?

2. Paano binago ng iba-ibang kaisipan ang pagtingin ng mga Europeo sa kanilang pinuno at pamahalaan?

3. Naging makatuwiran kaya ang mga kaisipang ipinanukala ng mga Philosophes? Pangatuwiran.

4. Paano binago ng Rebolusyong Pangkaisipan ang pagtingin ng maraming mamamayan sa:

a. relihiyon

b. pamahalaan

c. ekonomiya

d. kalayaan

This activity falls under “Chronological Reasoning-Causation” as it requires the students to reason out and determine the causes of the different events in past and on how they affect the modern world.

The other two were rated with “Present to a great degree; some are stated, some are implied.” One of these is

#### Think-Pair-Share

Ang gawaing ito ay naglalayong matukoy ang kaalaman ng mga mag-aaral tungkol sa paglakas ng Europe. p. 137

This activity is also under “Chronological Reasoning-Causation” as it asks the students to determine the causes of Europe’s rise to power. However, the activity lacks instructions that may help the learner to reason out based on the lessons.

Furthermore, “Making Historical Connections-Comparison” has three occurrences, which were rated with “Very much present/evident and explicitly stated.”

An example of these is

#### Hagdan ng Karunungan

Sagot na Initial sa tanong na: Ano ang kaugnayan ng Rebolusyong pangkaisipan sa Rebolusyong Amerikano at Pranses? p. 186

This activity falls under “Making Historical Connections-Comparison” as it helps the learners to compare revolutions.

“Analyzing Historical Sources and Evidences-Primary Sources” has only two occurrences, which were rated with “Very much present/evident and explicitly stated.” From these two instances, a portion of lesson three of the third module reads as follows:

#### PRIMARYANG BATIS NG KASAYSAYAN

Agosto 27, 1789 nang isinulat ng mga Pranses ang Declaration of the Rights of Man. Ilan sa mga prinsipyong nakapaloob dito ay makikita sa apat na kahon.

Unawain ang mga kaisipang nakapaloob sa bawat kahon at sagutin ang mga tanong tungkol dito. p. 400

This activity allows the students to read and analyze some of the principles contained in the “Declaration of the Rights of Man” that is in a foreign language. This affirms the conclusion of the study of Dela Cruz (1975) that Social Studies instructional materials in the Philippines are limited, not flexible and do not cater to the needs of other groups of people. So a provision for translation should be made available or a related material that is in the locality of the students could also be used. In doing so, the students could better understand the lessons they are learning.

“Analyzing Historical Sources and Evidences-Secondary Sources” has one occurrence, which was rated with “Very much present/evident and explicitly stated.” This is

Huwag Mo Akong Sakupin!

Pasagutan din sa kanila ang mga tanong kaugnay ng teksto, p. 173

Anong paraan ng pananakop ang ginamit ng mga Kanluranin sa West Indies, Australia, New Zealand, at Central America?

This activity is under “Analyzing Historical Sources and Evidences-Secondary Sources” as the answer to the questions could be found in the textbook written by historians.

“Chronological Reasoning-Periodization” has one occurrence, which was rated with “Very much present/evident and explicitly stated.” This is

Turn-Back Time (Timeline Plotting)

Pabuuin ng timeline ang mga mag-aaral, p. 195

This activity falls under “Chronological Reasoning-Periodization” as it requires the students to make a timeline that may help them understand the sequence of events in the past.

However, there is no provision of development for the historical thinking skill “Chronological Reasoning-Patterns of Continuity and Change over Time.” Thus, the third module has no provision for the development of the said historical thinking skill with regard to the teaching approaches used.

Table 4-10.3

*Teaching Approaches Matrix (HTS-Module 3)*

Module No.	Lesson No.	Title of Learning Activity	Theme (Teaching Approaches)	Historical Thinking Skill	Degree of Evidence
3	1	1. Word Hunt	APP-Integrative	CHRONOREAS-CAUS	4
		2. Kilalanin Mo!	APP-Conceptual	ANAHISEVI-SEC	4
		3. Think-Pair-Share	APP-Integrative	CHRONOREAS-CAUS	4
		4. Pamana ng Nakaraan	APP-Integrative	NONE	1
		5. Burgis Ka!	APP-Conceptual	ANAHISEVI-SEC	4
		6. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	4
		7. Hagdan ng Pag-unawa	APP-Inquiry	NONE	1
		8. Discussion Web	APP-Inquiry	CRESUPHISAR-ARG	3
		9. OO o HINDI!	APP-Integrative	NONE	1
		10. Magtutungan Tayo!	APP-Conceptual	NONE	1
		11. Palitan Tayo!	APP-Conceptual	NONE	1
		12. Tayain Mo!	APP-Multidisciplinary	MAHISCO-CONTEXT	3
		13. Think-Pair-Share Chart	APP-Integrative	NONE	1
		14. Pagnilayan Mo!	APP-Interdisciplinary	NONE	1
	2	2	15. Ano ang Gusto Mo!	APP-Inquiry	MAHISCO-CONTEXT
16. Salamin ng Aking Sarili			APP-Integrative	MAHISCO-CONTEXT	3
1. Sasama Ka Ba!			APP-Inquiry	NONE	1
2. Suriin Mo!			APP-Inquiry	MAHISCO-CONTEXT	3
3. Bahagdan ng Aking Pag-unlad			APP-Conceptual	NONE	1
4. Maglayag Ka!			APP-Inquiry	CRESUPHISAR-ARG	5
5. Talahanayan ng Manlalayag			APP-Inquiry	MAHISCO-CONTEXT	5
6. Pin The Flag			APP-Inquiry	MAHISCO-CONTEXT	5
7. Mabuti o Masama?			APP-Inquiry	CRESUPHISAR-ARG	5
8. Ikaw at Ako. Lahat Tayo!			APP-Inquiry	CHRONOREAS-CAUS	5
9. May Ginawa Ako! Ikaw Ba?			APP-Inquiry	MAHISCO-CONTEXT	5
10. Magsurvey Tayo!			APP-Inquiry	NONE	1
11. I-collage Mo Ako!			APP-Inquiry	MAHISCO-CONTEXT	5
12. Huwag Mo Akong Sakupin!			APP-Inquiry	ANAHISEVI-SEC	5
3		3	13. Puman Mo Ako!	APP-Inquiry	CRESUPHISAR-ARG
	14. Talahanayan ng Pananakop		APP-Inquiry	MAHISCO-CONTEXT	5
	15. Timbangin Mo!		APP-Inquiry	CRESUPHISAR-ARG	5
	16. Bahagdan ng Aking Pag-unlad		APP-Conceptual	NONE	1
	17. Manifest Destiny		APP-Inquiry	ANAHISEVI-PRIM	5
	18. Salamat sa Iyo!		APP-Inquiry	MAHISCO-CONTEXT	4
	19. Aking Repleksiyon!		APP-Integrative	MAHISCO-CONTEXT	5
	1. Makinig, Mag-isip, Magpahayag (3Ms)		APP-Inquiry	MAHISCO-CONTEXT	5
	2. Hagdan ng Karunungan		APP-Inquiry	MAHISCO-COMP	5
	3. Hula-Arawan		APP-Inquiry	CRESUPHISAR-ARG	5
	4. Tala-hanayan (3-2-1 Chart)		APP-Inquiry	CHRONOREAS-CAUS	5
	5. Pulong-Isip		APP-Inquiry	CRESUPHISAR-ARG	5
	6. Diyagram ng Pag-unawa		APP-Inquiry	CRESUPHISAR-ARG	5
	7. Turn-Back Time (Timeline Plotting)		APP-Chrono-Them	CHRONOREAS-PERIOD	5
	8. Malaala Mo Kaya?	APP-Inquiry	MAHISCO-CONTEXT	5	
9. Who's Who in the Revolution? Personality and History	APP-Inquiry	CRESUPHISAR-ARG	5		
10. Hagdan ng Karunungan...	APP-Inquiry	MAHISCO-COMP	5		
11. Kurwentong may Kuwenta (Tanungin mo sila...)	APP-Inquiry	ANAHISEVI-PRIM	5		
12. Lesson Closure: A Good Ending	APP-Conceptual	NONE	1		
13. Pangako Sa'yo (Reflection Journal)	APP-Inquiry	MAHISCO-CONTEXT	3		
14. Hagdan ng Karunungan...	APP-Inquiry	MAHISCO-COMP	5		
15. Gallery Walk/ Every Child A Tour Guide	APP-Interdisciplinary	MAHISCO-CONTEXT	5		

Table 4-10.4 shows that “Making Historical Connections-Comparison” has 18 occurrences in the themes of the teaching approaches for the fourth module, of which seven were rated “Very much present/evident and explicitly stated.” An example of these is

Konseptong Nais Ko, Hulaan Mo

Pamprosesong Tanong, p. 217

1. Ano ang mahihinuha sa salitang iyong nabuo?
2. May magkakaugnay bang salita? Kung mayroon, paano ito nagkaugnay?
3. Ano ang kaugnayan nito sa naganap na Unang Digmaang Pandaigdig?

This activity falls under “Making Historical Connections-Comparison” as it asks the students to compare the events during the First World War.

Six were rated with “Present to some degree, mostly implied.” One of these is

Magpaliwanag

Ipaliwanag ang kahulugan ng bawat pahayag sa pamamagitan ng pag-uugnay nito sa paksang tinalakay. p. 223

This activity also falls under “Making Historical Connections-Comparison.” However, this lacks instructions and fails to provide a specific topic that may serve as the focus of comparison.

One was rated with “Present to a great degree; some are stated, some are implied.” This is

GAWAIN 11: Compare and Contrast

Batay sa tekstong binasa, paghambingin ang bansang United States at Soviet Union. Isulat sa loob ng larawan ang kanilang pagkakaiba at sa gitna naman ang mga pagkakatulad. p. 512

This is also under “Making Historical Connections-Comparison.” However, it falls short on the complexity of the activity as it only requires the students to write the similarities and differences of the United States and the Soviet Union. This could be improved by letting the students write a comprehensive comparative-analysis of the United States and the Soviet Union.

Also, “Chronological Reasoning-Causation” has 14 occurrences, of which 11 were rated with “Very much present/evident and explicitly stated.” One of these is

Pangkat Namin: The Best Ito

Bakit napilitan ang United States na makisangkot sa digmaan?

Bakit nagkaroon pa rin ng lihim na kasunduan na lingid kay Pangulong Wilson?

Bakit hindi naging kasiya-siya sa ibang bansang kasangkot sa Unang Digmaang

Pandaigdig ang kasunduan sa Versailles?

This activity falls under “Chronological Reasoning-Causation” as it requires the students to reason out and give the causes of past events like the involvement of the United States in the First World War.

Two were rated with “Present to a great degree; some are stated, some are implied.” One of these is

1-2-3 Summary!

Ayon sa balita, bakit sinuspinde ng Organization of Islamic

## Cooperation ang Syria?

This activity also falls under “Chronological Reasoning-Causation.” However, the activity lacks instructions that may help the students to reason out.

And one was rated with “Present to some degree, mostly implied.” This is

## Generalization Table

Punan ang “My Generalization” na column sa talahanayan., p. 281

This is also under “Chronological Reasoning-Causation.” However, it fails to provide a guide that may help the students to come up with a comprehensive analysis of the causes of past events.

Moreover, “Making Historical Connections-Contextualization” has ten occurrences, of which six were rated with “Very much present/evident and explicitly stated.” One of these is

Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!

Bilang chairperson ng Samahan ng Kabataan, naatasan kang gumawa ng ordinansa na magbibigay solusyon sa suliraning pangkapayapaan sa inyong lugar.

p. 283

This activity falls under “Making Historical Connections-Contextualization” as it provides a specific example in the students’ locality.

Four were rated with “Present to a great degree; some are stated, some are implied.” An example of these is

Synthesis Journal

Ipakita sa mga mag-aaral ang kasunod na Synthesis Journal. Ipasulat sa unang hanay ang mga gawaing kanilang isinagawa at sinagutan. Ang mga natutunan naman ay ilalagay sa ikalawang hanay. Sa pinakahuling hanay, ipasulat kung paano nila magagamit sa pang-araw-araw na buhay ang kanilang mga natutuhan., p. 282

This activity is also under “Making Historical Connections-Contextualization.” However, it lacks instructions that will help the students relate the lesson with their everyday lives.

Furthermore, “Creating and Supporting a Historical Argument-Argumentation” has eight occurrences, of which six were rated “Very much present/evident and explicitly stated.” One of these is

Pagsusuri sa Makabagong Mundo

Pamprosesong Tanong, p. 265

1. Maituturing bang isang uri ng makabagong neokolonyalismo ang ginagawang pagpasok ng China sa mga bansa ng kontinenteng Africa? Pangatwiranan ang sagot.
2. Sa iyong pananaw nakabubuti ba o nakasasama ang pagtulong ng China sa ekonomiya ng mga bansa sa Africa?

This activity falls under “Creating and Supporting a Historical Argument-Argumentation” as it asks the students to argue on a particular topic.

For “Analyzing Historical Sources and Evidences-Secondary Sources,” there are *three occurrences* that were all rated with “Very much present/evident and explicitly stated.” *An example* of these is

Tapos na!

Pasagutan ang mga tanong na ito sa pagtatapos ng paksang-aralin., p. 266

This activity falls under “Analyzing Historical Sources and Evidences-Secondary Sources” as it asks the students to study the lesson in the textbook written by historians.

“Analyzing Historical Sources and Evidences-Primary Sources” has one occurrence in the fourth module, which was rated with “Very much present/evident and explicitly stated.” This is

Damdamin ng mga Sundalo, Aalamin Ko

Pamprosesong Tanong, pp. 229-230

1. Ano ang magkakatulad na mensahe ng mga sundalo?

2. Ano ang naramdaman mo habang binabasa ang kanilang telegrama at talaarawan? Bakit?

3. Anong aral na napulot mo mula sa teksto? Ipaliwanang.

This activity falls under “Analyzing Historical Sources and Evidences-Primary Sources” as it requires the students to read a diary and a telegram.

“Chronological Reasoning-Periodization,” has one occurrence in the fourth module, which was rated with “Very much present/evident and explicitly stated.” This is

Up the Stairs Timeline

Upang matiyak ang pag-unawa ng mga mag-aaral sa mahahalagang pangyayaring nagbigay-daan sa Ikalawang Digmaang Pandaigdig, ipagagawa ang Up the Stairs

Timeline. p. 236

This activity falls under “Chronological Reasoning-Periodization” as it asks the students to make a timeline of events.

However, “Chronological Reasoning-Patterns of Continuity and Change over

Time” has no occurrence in the themes of teaching approaches in the fourth module.

Thus, the fourth module has no provision for the development of the said historical thinking skill with regard to the teaching approaches used.

Table 4-10.4

Teaching Approaches Matrix (HTS-Module 4)

Module No.	Lesson No.	Title of Learning Activity	Theme (Teaching Approaches)	Historical Thinking Skill	Degree of Evidence
4	1	1. Konseptong Nais Ko, Hulaan Mo	APP-Inquiry	MAHISCO-COMP	5
		2. Graphic Organizer	APP-Inquiry	MAHISCO-COMP	5
		3. Larawang Suri	APP-Inquiry	MAHISCO-CONTEXT	5
		4. Story Map	APP-Inquiry	ANHISEVI-SEC	5
		5. Pangkat Namin: The Best Ito	APP-Inquiry	CHRONOREAS-CAUS	5
		6. Kapayapaan, Hangad ko	APP-Inquiry	CRESUPHISAR-ARG	5
		7. Magpaliwanag	APP-Integrative	MAHISCO-COMP	3
		8. Islogan Ko, para sa Bayan	APP-Interdisciplinary	MAHISCO-CONTEXT	4
		9. Imahinasyon Ko sa Mapayapang Mundo	APP-Inquiry	MAHISCO-COMP	5
		10. <i>Damdamin ng mga Sundalo, Aalamin Ko</i>	APP-Inquiry	ANAHISEVI-PRIM	5
	2	11. Reflection Journal	APP-Conceptual	CHRONOREAS-CAUS	5
		1. Hula, Hoop!	APP-Conceptual	MAHISCO-COMP	3
		2. Right Angle Approach	APP-Conceptual	MAHISCO-COMP	5
		3. Map Talk	APP-Integrative	MAHISCO-COMP	3
		4. I-R-F Chart	APP-Inquiry	CHRONOREAS-CAUS	5
		5. Magpangkat-pangkat Tayo	APP-Conceptual	NONE	1
		6. Up the Stairs Timeline	APP-Chrono-Theme	CHRONOREAS-PERIOD	5
		7. <i>Tri-Story</i>	APP-Inquiry	MAHISCO-COMP	5
		8. History Frame	APP-Inquiry	CHRONOREAS-CAUS	5
		9. Semantic Web	APP-Inquiry	CHRONOREAS-CAUS	5
	3	10. I-R-F Chart	APP-Inquiry	CHRONOREAS-CAUS	5
		11. Reflection Journal	APP-Inquiry	MAHISCO-CONTEXT	5
		12. I-R-F Chart	APP-Inquiry	CHRONOREAS-CAUS	5
		13. Kapayapaan, Palalaganapin Natin Ito	APP-Inquiry	MAHISCO-CONTEXT	5
		1. Mga Letrang Ito: Ayusin Mo!	APP-Inquiry	MAHISCO-COMP	5
		2. Donuts Game	APP-Inquiry	ANAHISEVI-SEC	5
		3. Mga Larawang Ito Suriin Mo	APP-Inquiry	MAHISCO-COMP	5
		4. ABC Brainstorm Strategy	APP-Inquiry	CHRONOREAS-CAUS	5
		5. Talahanayan, Punan Mo!	APP-Conceptual	MAHISCO-COMP	4
		6. Hagdan ng mga Ideya	APP-Inquiry	CRESUPHISAR-ARG	5
	7. Paniniwala Ko Gets Mo	APP-Conceptual	MAHISCO-COMP	4	
	4	8. Triad Web	APP-Inquiry	CRESUPHISAR-ARG	4
		9. Punto Por Punto	APP-Conceptual	MAHISCO-COMP	3
		10. Pag-Isipan Mo, Araling Ito	APP-Conceptual	MAHISCO-COMP	4
		11. Compare and Contrast	APP-Inquiry	CRESUPHISAR-ARG	3
		12. Discussion Web	APP-Inquiry	CRESUPHISAR-ARG	5
		13. Opinyon Mo, Say Mo	APP-Inquiry	MAHISCO-CONTEXT	4
		14. Bili Tayo	APP-Inquiry	CHRONOREAS-CAUS	5
		15. Nararamdaman MO, Iguhit Mo!	APP-Inquiry	CRESUPHISAR-ARG	5
		16. Laro Tayo	APP-Inquiry	MAHISCO-COMP	3
		17. ABC Brainstorm Strategy	APP-Inquiry	CRESUPHISAR-ARG	5
	4	18. Pagsusuri sa Makabagong Mundo	APP-Inquiry	MAHISCO-COMP	4
19. Tapos na!		APP-Conceptual	MAHISCO-COMP	3	
1. The Queen Wants to Know!		APP-Inquiry	CHRONOREAS-CAUS	4	
2. Gotta Guess the Flag!		APP-Inquiry	CHRONOREAS-CAUS	5	
3. Generalization Table		APP-Inquiry	CHRONOREAS-CAUS	5	
4. Org-Outliner		APP-Inquiry	MAHISCO-CONTEXT	5	
5. Organisasyon, Mahalaga Ba Ito?		APP-Interdisciplinary	MAHISCO-COMP	3	
6. Up Dev Checklist		APP-Inquiry	CRESUPHISAR-ARG	5	
7. Magpalitan Tayo!		APP-Inquiry	MAHISCO-COMP	3	
8. My Generalization Table		APP-Inquiry	CRESUPHISAR-ARG	5	
9. Pagsusuri ng Balita		APP-Inquiry	CHRONOREAS-CAUS	4	
10. 1-2-3 Summary!		APP-Inquiry	MAHISCO-CONTEXT	4	
11. Reaksiyon Mo, Sey Mo!		APP-Inquiry	CHRONOREAS-CAUS	3	
12. Generalization Table		APP-Inquiry	MAHISCO-CONTEXT	4	
13. Synthesis Journal	APP-Interdisciplinary	MAHISCO-CONTEXT	5		
14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	APP-Interdisciplinary	MAHISCO-CONTEXT	5		

Thus, the historical thinking skills found in the four learning modules and teaching guides, in no particular order, are “Analyzing Historical Sources and Evidence-Primary Sources,” “Analyzing Historical Sources and Evidence-Secondary Sources,” “Making Historical Connections-Comparison,” “Making Historical Connections-Contextualization,” “Chronological Reasoning-Causation,” “Chronological Reasoning-Patterns of Continuity and Change over Time,” “Chronological Reasoning-Periodization,” and “Creating and Supporting a Historical Argument-Argumentation.”

**How sufficient are the historical content, learning activities, and assessment tools of the learning modules, and provisions of contextualization and teaching approaches in the teaching guides in the development of historical thinking skills?**

Table 4-11 reveals that “Analyzing Historical Sources and Evidences-Secondary Sources” has a high chance to be developed with 239 occurrences out of 384 or 62 % of the lessons, learning activities and pre-test and post-test items in the four modules and teaching guides. From these occurrences, 168 were rated “Very much present/evident and explicitly stated.” One of these is

Magbasa at Matuto

Minabuti ng manunulat na matalakay muna ang kabuuang konsepto ng

Piyudalismo bago talakayin ang Manorialismo, upang makita ng mga mag-aaral

ang kaugnayan ng dalawang mahalagang konsepto sa kasaysayan. p. 107

This falls under “Analyzing Historical Sources and Evidences-Secondary Sources” as it requires the learners to study the lessons in the textbook.

Also, “Making Historical Connections-Contextualization” has a moderate chance to be developed with 97 occurrences, of which 40 are from learning activities. One of these is

Bili Tayo

Tindahan ni Juan Dela Cruz, Bibingka, CD ng OPM Music, Marikina Shoes, Filipiniana Dress, p. 258

This activity falls under “Making Historical Connections-Contextualization” as it uses examples found in the Philippines like *bibingka*.

“Chronological Reasoning-Causation” has 76 occurrences. An example of these is

Ikaw at Ako. Lahat Tayo!

Bakit naganap ang Rebolusyong Industriyal sa Great Britain?

This activity falls under “Chronological Reasoning-Causation” as it requires the students to reason out and determine the causes of the Industrial Revolution.

“Creating and Supporting Historical Arguments-Argumentation” has 69 occurrences. A sample of these is

Mabuti o Masama?

Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa? Bakit?

This activity falls under “Creating and Supporting Historical Arguments-Argumentation” as it asks the students to argue on a particular topic.

“Making Historical Connections-Comparison” has 48 occurrences. One of these is

Archaeologist at Work!

Pamprosesong Tanong, p. 24

1. Ano ang kaugnayan ng mga artifact sa pagtukoy sa kultura ng mga

taong nabuhay sa Catal Hüyük?

2. Ano ang mga patunay na ang Catal Hüyük ay lumitaw noong panahong Neolitiko?

3. Ano ang kongklusyong mabubuo batay sa paghahambing ng buhay sa Catal Hüyük at sa kasalukuyang pamumuhay?

This activity falls under “Making Historical Connections-Comparison” as it requires the students to compare the lives of people in the past and the present.

However, “Analyzing Historical Sources and Evidences-Primary Sources” has seven occurrences. Thus, it has a low chance to be developed. One of these is

#### Manifest Destiny

Pamprosesong Tanong, p. 179

1. Ano ang nararamdaman mo habang binabasa mo ang paliwanag ni Pres. William McKinley tungkol sa pagsakop ng America sa ating bansa? Bakit?

2. Katanggap-tanggap ba ang paliwanag ni Pres. Mckinley kung bakit nito sinakop ang Pilipinas? Bakit?

3. Nakabuti ba sa ating bansa ang pagsakop ng mga Amerikano?

Pangatuwiran.

4. Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan.

5. Sa panahong ito, paano ka makatutulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?

This activity falls under “Analyzing Historical Sources and Evidences-Primary Sources” as it allows the students to read a statement written by Pres. William McKinley.

“Chronological Reasoning-Periodization” has four occurrence. Thus, it has a low chance to be developed. One of these is

Greece...Sa Isang Tingin

Ipasuri ang nilalaman ng timeline tungkol sa mahahalagang pangyayari sa kasaysayang ng Rome na nagpakita ng pag-usbong, pag-unlad, at paghina ng Imperyong Roman. p. 81

This activity falls under “Chronological Reasoning-Periodization” as it requires the students to analyze a timeline of the important events during the Roman Empire.

“Chronological Reasoning-Patterns of Continuity and Change over Time” has only one occurrence. Thus, it has also a low chance to be developed. This is

Greece...Sa Isang Tingin

Ipaliwanang ang mga pangyayari na nagbigay-daan sa paghina ng Imperyong Macedonia at tuluyang pagbagsak ng Kabihasnang Klasikal ng Greece., p. 81

This activity falls under “Chronological Reasoning-Patterns of Continuity and Change over Time” as it requires the students to explain the different events that led to the downfall of the Macedonian Empire and the end of the Classical Greek civilization.

In addition, it is significant to point out that “Making Historical Connections-Synthesis” has no chance to be developed by students using the learning modules.

Table 4-11

*Summary of Occurrences of the Themes of Historical Thinking Skills in the Learning Modules and Teaching Guides*

Historical Thinking Skills	Historical Content	Learning Activities	Assessment/ Evaluation Tools	Contextualization	Teaching Approaches	Total
1. Analyzing Historical Sources and Evidence-Secondary Sources	50	7	143	0	39	239
2. Analyzing Historical Sources and Evidence-Primary Sources	0	4	0	0	3	7
3. Making Historical Connections-Comparison	0	19	2	0	27	48
4. Making Historical Connections-Contextualization	0	40	0	26	31	97
5. Making Historical Connections-Synthesis	0	0	0	0	0	0
6. Chronological Reasoning-Causation	0	47	3	0	26	76
7. Chronological Reasoning-Patterns of Continuity and Change over Time	0	0	0	0	1	1
8. Chronological Reasoning-Periodization	0	0	0	0	4	4
9. Creating and Supporting a Historical Argument-Argumentation	0	44	1	0	24	69

This content analytic study found out that the historical thinking skill “Analyzing Historical Sources and Evidence-Secondary Sources” has a high sufficiency while the skill “Making Historical Connections-Synthesis” could not be developed by students. This could be due to the overuse of secondary sources like textbooks written by historians in the study of history as the students may no longer have the opportunity to synthesize their lessons. Unlike with the use of primary sources or eyewitness accounts that help facilitate critical thinking, the students may learn how to analyze and synthesize their lessons (Limson, 1971).

Thus, the findings of this content analytic study resonate with the conclusion of Salumbre (1995) that some instructional materials in history did not provide equal emphasis on the various skills that are important in realizing the goals and objectives of Social Studies education. In addition, the findings of this present study affirm Salumbre’s conclusion that instructional materials in Social Studies tend to teach students “what to learn rather than how to learn and how to think” (1995, p. iii). This is amplified by the great emphasis on the use of secondary sources in the study of history and the use of learning activities and assessment/evaluation tools that only cater to low-level thinking in basic education. Likewise, the study of Luna and Mendoza (1998) supports this as it concluded that some Social Studies instructional materials do not promote critical thinking and fail to provide students with skills that are important for their learning.

## Summary

The findings of this content analytic study show that only the first three learning modules are consistent with the content standards of the Department of Education. Half of the learning activities are not consistent with the performance standards. Similarly, the assessment/evaluation tools are not consistent with more than half of the learning competencies set by DepEd.

Moreover, there is a low provision for contextualization in the teaching guides. Nevertheless, the evidences of contextualization range from general to specific examples that are localized to the Philippine setting.

In addition, the teaching guides put more emphasis on the inquiry approach to teaching. Thus, there is an unequal provision for the teaching approaches, which are outlined in the Social Studies curriculum, in the teaching guides.

Furthermore, this study found out that the learning modules and teaching guides do not provide equal opportunities for the development of various historical thinking skills as “Analyzing Historical Sources and Evidences-Secondary Sources” has greater sufficiency than the rest, while these materials are not sufficient to develop the skill “Making Historical Connections-Synthesis.”

The next chapter presents the summary, conclusions and recommendations of the study.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study.

#### Summary

This study sought to analyze the content of the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* and *Gabay sa Pagtuturo* to determine the degree of consistency of the learning modules' components like historical content, activities and assessment/evaluation tools with the standards the DepEd has set, and the sufficiency of these components and the teaching guides' provisions on contextualization and teaching approaches to the development of historical thinking skills. The study used content analysis that employed both quantitative and qualitative approaches, which used categorization rules and matrices that contain themes validated by three historians and six Social Studies teachers.

The content analysis result of the historical content with regard to the DepEd content standards reveals that the first three learning modules have high consistency as all of the lessons contain themes from the learning standards that were "very much present/evident and explicitly stated." However, the fourth learning module has low consistency as it has incur a low rating of "present to a little degree, not stated, only implied" with regard to the themes of the DepEd learning standards. Thus, only the historical content of the first three learning modules is consistent with the DepEd content standards.

Also, the content analysis result shows that 107 out of 213 or 50 % of the learning activities in the four learning modules are not consistent with the DepEd performance standards.

Likewise, the content analysis result of the pre-tests and post-tests reveals that the assessment/evaluation tools are not consistent with more than half of the DepEd learning competencies or 39 out of the 70 DepEd learning competencies.

Moreover, the content analysis of the teaching guides reveals a low provision for contextualization in the learning modules. Also, while evidences on contextualization range from general to specific concepts found in our country, there are learning activities in the modules that have provisions for contextualization that were not included in the teaching guides.

Furthermore, the content analysis result of the teaching guides show more emphasis on the Inquiry approach to teaching, followed by Conceptual and Integrative approaches, respectively. On the other hand, the teaching guides put lesser emphasis on Interdisciplinary, Chronological-Thematic, and Multidisciplinary approaches.

Based on the content analysis of the learning modules and teaching guides, the historical thinking skills that are found in the instructional materials, in no particular order, are “Analyzing Historical Sources and Evidence-Primary Sources,” “Analyzing Historical Sources and Evidence-Secondary Sources,” “Making Historical Connections-Comparison,” “Making Historical Connections-Contextualization,” “Chronological Reasoning-Causation,” “Chronological Reasoning-Patterns of Continuity and Change over Time,” “Chronological Reasoning-Periodization,” and “Creating and Supporting a Historical Argument-Argumentation.”

It should be noted that “Analyzing Historical Sources and Evidence-Secondary Sources” has a high chance to be developed by students using the learning modules. Also, “Making Historical Connections-Contextualization,” “Chronological Reasoning-Causation,” and “Creating and Supporting Historical Arguments-Argumentation” have moderate chances to be developed. However, “Analyzing Historical Sources and Evidences-Primary Sources,” “Chronological Reasoning-Periodization,” and “Chronological Reasoning-Patterns of Continuity and Change over Time” have low chances to be developed. In addition, the historical thinking skill “Making Historical Connections-Synthesis” has no chance to be developed by students using the learning modules. Thus, the learning modules and teaching guides are not sufficient for the development of various historical thinking skills.

## **Conclusions**

The *Kasaysayan ng Daigdig Modyul para sa Mag-aaral and Gabay sa Pagtuturo* need to be consistent with the DepEd learning standards and sufficient in the development of historical thinking skills in order to ensure that students and teachers can attain the goals and objectives of Social Studies Education.

The inconsistency of the learning modules and teaching guides to the learning standards of the Department of Education could be attributed to the limited time given for the development, validation and refinement of these instructional materials. In addition, the module writers may not have the appropriate educational background in writing the topics in the fourth module as shown by the inaccurate historical contents and invalid sources used. The module writers’ lack of training in crafting learning activities and constructing test items are shown by the results of this content analytic study like the presence of inappropriate activities and invalid test items.

Moreover, the writers' lack of orientation on contextualization is shown by the few evidences of contextualization in the teaching guides. Likewise, the writers' inclination towards the use of inquiry teaching approach is shown by the unequal balance of approaches in the teaching guides.

Further, the module writers' dependence on secondary sources is shown by the use of a textbook as a reference in the historical content of the learning modules and the overemphasis on the skill "Analyzing Historical Sources and Evidence-Secondary Sources" in the learning activities and test items. Therefore, the historical thinking skill "Making Historical Connections-Synthesis" could not be developed by students. The use of secondary sources like textbooks written by historians does not encourage critical thinking as the content is already synthesized. On the other hand, the use of primary sources or eyewitness accounts may encourage the analysis and synthesis of the lessons.

As stated by James Banks, a pioneer in Social Studies Education, instructional materials form "the core of the Social Studies curriculum" (as cited in Dela Cruz, 1975, p. 49). Hence, the learning modules and teaching guides in World History need to be improved as the success of the K to 12 Social Studies curriculum lies on them.

## **Recommendations**

The study highly recommends a longer time to be allotted in the development, validation and refinement of the learning modules and teaching guides that the DepEd will implement. This is because the development of these instructional materials was only done from September 30 to October 11, 2013, the validation was done from October 21-25, 2013 while the refinement was from November 4-8, 2013 (Ocampo,

2013). Thus, if only the instructional materials were thoroughly crafted within a reasonable span of time, then there would be lesser or even no inaccuracies, inconsistencies, insufficiencies and errors in the learning modules and teaching guides.

For the historical content of the instructional materials, it is recommended that curriculum designers and instructional material writers provide more primary sources in order for students to develop other historical thinking skills. In addition, the module writers should ensure that the historical content they will include in the materials are factual and accurate. Then, the historical content should be reviewed first by credible historians. Moreover, their sources of information should also be valid, reliable and up-to-date. This is to avoid confusion on the part of the learners and to ensure that the information being imparted by Social Studies teachers are correct and updated. Aside from these, the content standards of DepEd should be more specific, so that the module developers can easily write and include all the necessary information for each lesson.

Also, the instructional material writers must ensure that all of the learning activities and assessment/evaluation tools are based on the performance standards and learning competencies, respectively. This is because a teacher could not assess his/her students based on the learning standards the Department of Education has set if the instructional materials do not meet these standards in the first place.

With regard to the provisions on contextualization, the writers should ensure that all of the learning activities have clear instructions in the teaching guides. This will help the teacher in carrying out his/her lessons, implementing learning activities and evaluating students' performance. Moreover, the writers of these instructional

materials should put more emphasis on contextualization as it is one of the essential elements of the K to 12 Program.

Furthermore, the writers should give equal emphasis on the teaching approaches highlighted in the K to 12 Social Studies curriculum. This is to provide equal opportunities for the development of various historical thinking skills.

In this regard, an instructional material developer should ensure that all of the components and provisions of the learning modules and teaching guides are sufficient in developing various historical thinking skills. This could be done by employing an instructional-design theory that will lay the foundation for an effective instructional material and, in turn, help develop various historical thinking skills to students. The KPUP framework described in the first Chapter, which is claimed as the design framework of these instructional materials, lacks the “means to attain given goals” as it only focuses on the results of learning, thus it fails to satisfy the requisites for it to be considered an instructional-design theory (Reigeluth, 1999, p. 6). An instructional-design theory should capture the methods found in the learning modules and elaborate on the underlying assumptions about "how students learn" and "how best to help them learn" (Reigeluth, 1999, p. 8).

In addition, the Department of Education must implement a more stringent selection of instructional material writers and develop punitive measures to ensure that instructional materials are not produced mainly for commercial purposes both by the authors and the publishers for real education.

## **Areas for Further Study**

The study focused on the consistency of the historical content, learning activities and assessment/evaluation tools to the DepEd content standards, performance standards and learning competencies, respectively. Also, it focused on the sufficiency of the components of the learning modules and the provisions on contextualization and teaching approaches in the teaching guides to the development of historical thinking skills. This study used validated instruments to content analyze the instructional materials. However, these instruments were only validated by three historians, and six high school teachers. In addition, it was the researcher who content analyzed the instructional materials and did not employ other persons to establish inter-coder and inter-rater reliability. These were because of the limited resources of this study. Thus, a study on this with a considerable budget could be conducted to have more valid and reliable findings.

This content analytic study only focused on the manifest content of the instructional materials or those that are explicitly stated. It did not concentrate on the latent content of the instructional materials or those that are implied. Thus, a discourse analysis on the learning modules and teaching guides could be done in order to substantiate the findings of this content analytic study.

In addition, instructional materials of other learning areas could also be subjected to content analysis following the method used in this study as a guide.

Moreover, a further study could be conducted to evaluate the effectiveness of the World History learning modules under the K to 12 Social Studies curriculum in terms of its design of instruction for Grade 8 students. A modified two-phase summative evaluation framework (Dick, L. Carey & J. Carey, 2009) could be adopted for evaluating the actual use of the learning modules and teaching guides in the Social

Studies classroom. In the first phase, the modules will be subjected to design analysis to identify their constituent parts and reinterpret their design in terms of their underlying instructional and learning theories. Then, in the second phase of the study, a combination of descriptive and quasi-experimental approaches may be employed to determine the effectiveness of the learning modules' design in facilitating the accomplishment of its stated learning goals for World History in the actual classroom setting. By doing so, one can effectively evaluate these learning modules and teaching guides to determine their effect on the students' strategies of learning and the teachers' methods of teaching World History.

## BIBLIOGRAPHY

### Books

- Berelson, B.R. (1952). *Content analysis in communication research*. New York: Free Press.
- Blando, R.C., Mercado, M.M., Cruz, M.A.M, Espiritu, A.C., De Jesus, E.L., Pasco, A.H., Asis, K.L.S., . . . (2014). *World History: Social Studies – module for students*, (1st ed.). Pasig City: Department of Education.
- Dick, W., Carey, L., & Carey, J.O. (2009). *The systematic design of instruction* (7th ed.). New Jersey: Pearson.
- Holsti, O.R. (1969). *Content analysis for the social sciences and humanities*. Reading, MA: Addison-Wesley.
- Jarolimek, J. (1971). *Social studies in elementary education*. New York: The Macmillan Company.
- Joll, J. & Martel, G. (2007). *The origins of the first world war* (3<sup>rd</sup> ed.). New York: Pearson Longman.
- Kerlinger, F.N. (1973). *Foundations of behavioral research* (2<sup>nd</sup> ed.). New York: Holt, Rinehart, and Winston.
- Krippendorff, K. (2013). *Content analysis: an introduction to its methodology* (3<sup>rd</sup> ed.). Washington, DC: Sage.
- Mateo, G.E., Tadena, R.D., Jose, M.D., Ong, J.A., Balonso, C.E., Boncan, C.P., & Ponsaran, J.N. (2012). *Kasaysayan ng daigdig: batayang aklat sa araling panlipunan, ikatlong taon*. Quezon City: Vibal Publishing House, Inc.
- Reigeluth, C.M. (ed.). (1999). *Instructional-design theories and models, Volume II. A new paradigm of instructional theory*. Mahwah, New Jersey: Lawrence Erlbaum.
- Riffe, D., Lacy, S., & Fico, F. (2014). *Analyzing media messages: using quantitative analysis in research* (3<sup>rd</sup> ed.). New York: Routledge.
- Roberts, S.L. (2014). A review of Social Studies textbook content analyses since 2002. *Social Studies Research & Practice*, 9 (3), 51-65.
- Stempel, G.H., III. (2003). Content analysis. In G.H. Stempel III, D.H. Weaver, & G.C. Wilhoit (Eds.), *Mass communication research and theory* (pp. 209-219). Boston: Allyn & Bacon.

Weber, R.P. (1985). *Basic content analysis*. Beverly Hills, CA: Sage.

### **Journal Article**

De la Cruz, L.D. (1975). Content analysis of Social Studies textbooks. *Education Quarterly*. 22 (2), 48-64.

### **Theses/Dissertations**

Aguirre, P.J. (1979). *The new Social Studies program in the public elementary schools of Baguio city* (Unpublished thesis). Baguio Colleges Foundation (now University of the Cordilleras), Baguio City.

Alcala, L.R., Castañeto, C.C. & Paraiso, N.M. (1975). *A content analysis of the book Principles of Biology* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.

Alfonso, C.M. (1973). *Content analysis of the basic textbook in Social Studies grade four, "our country and our people," by Marcela V. Avanceña and Concordia Sanchez, based on the five major concepts* (Unpublished thesis). Bicol University, Legazpi City.

Andrada, C.J., Bravo, P.L. & Tuburan, N.K. (1974). *A content analysis of UPSEC text, High School Mathematics I: student involvement word loading* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.

Añonuevo-Bonito, F. (2004). *Grade school mathematics textbooks: a content analysis* (Unpublished dissertation). Bicol University, Legazpi City.

Añonuevo, F.M. (1999). *Mathematics in everyday life textbook 6: a content analysis* (Unpublished thesis). Bicol University, Legazpi City.

Balanay, K. R. & Pascua, P. R. V. (2001). *A content analysis on current events digest and its effect on the socio-political awareness among fourth year students of the Academy of Saint Joseph* (Unpublished thesis). University of the Philippines College Baguio, Baguio City.

Belen, F. (1976). *A proposed module on the concept resources in Social Studies I for individualizing instruction in the San Pablo City School of Arts and Trades* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.

Bonus, E.A., Gamboa, L.O. & Manuel, A.J. (1975). *A content analysis of the book Biology for the Space Age (Philippine edition) textbook and laboratory manual workbook* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.

- Bugal, A.P. (1979). *A content analysis of the science book: Living Things and Their Environment* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Carman, R.C. & Rodriguez, V.L. (1975). *A content analysis of the UP-SEC integrated science I student's text* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Chao-ayan, D. (2000). *The effects of modular approach on achievement and attitudes toward Mathematics of second year students* (Unpublished thesis). University of the Cordilleras, Baguio City.
- Corminal, L.M. (1979). *A content analysis of UPSEC text High School Science I: Exploring Our Environment* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Cristobal, C.B. (2004). *Historical thinking skills of selected public high school students in Metro Manila* (Unpublished doctoral dissertation). University of the Philippines, Diliman, Quezon City.
- Cruz, A.G., Dayrit, N.M. & Yap, G.R. (1974). *Content analysis of Biology for Philippine high schools: the relationships of living things, textbook and laboratory manual* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Donato, A.P., Montales, P.J. & Tan, E.C. (1974). *Content analysis of UPSEC fundamentals of Physics* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Galvante, W.P. Magalong, M.M. & Mencias C.F. (1974) *A content analysis of Environmental Science I* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Ilan, A.C. (1985). *A content analysis of selected modules in science* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Javier, C.A. (1998). *Content analysis of values education textbook for first year secondary students* (Unpublished dissertation). Eulogio "Amang" Rodriguez Institute of Science and Technology, Manila.
- Limson, L.R. (1971). *Adopted test to measure critical thinking skills in world history* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Lolinco, J.L. (1994). *Textbook content analysis of Science and Technology II: basis for in-service training program development* (Unpublished doctoral dissertation). Mariano Marcos State University, Laoag City.
- Luna, A.P. & Mendoza, R.M. (1998). *Isang content analysis ng mga batayang aklat na Hekasi at Sibika at Kultura sa pampublikong mababang paaralan.* (Unpublished thesis). University of the Philippines College Baguio, Baguio City.

- Madrid, M.S. (2009). *Creative teaching strategies in History: Effects on pupil achievement and attitude* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Monares, R.A.M. & Olarte, A.M.M. (2000). *A content analysis on Glitter magazine and its relevance to the students of University of Baguio preparatory high school* (Unpublished thesis). University of the Philippines College Baguio, Baguio City.
- Nicerio, A.M. (1997). *Content analysis of everyday English: Pupil's reading textbook for Grade IV* (Unpublished thesis). Bicol University, Legazpi City.
- Olavidez, H.G.S. (2006). *Content analysis of the communicative approach in Philippine elementary English textbooks* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Padsoyan, T. (1996). *Modular approach in teaching Social Studies I, Baguio City National High School* (Unpublished thesis). Baguio Central University, Baguio City.
- Pagulayan, L.D. (2004). *Development and validation of an instructional model for higher cognitive learning in secondary Social Studies* (Unpublished doctoral dissertation). University of the Philippines, Diliman, Quezon City.
- Petilos, M.G.P. (1998). *Edukasyon sa Pagpapahalaga: Isang kontent analisis ng mga araling nakapokus sa nasyonalismo* (Unpublished thesis). University of the Philippines College Baguio, Baguio City.
- Pozon, S.E. (1998). *Content analysis of communication arts English I textbooks and reference materials of freshmen at the Olongapo City National High School* (Unpublished thesis). Columban College, Olongapo City.
- Rillo, J. (1995). *Effectiveness of individualized modular approach to instruction in secondary Economics* (Unpublished thesis). University of the Philippines, Diliman, Quezon City.
- Sadsad, M.C.T (2001). *A content analysis of History textbooks used in public high schools* (Unpublished thesis). University of the Philippines College Baguio, Baguio City.
- Salic, B.D. (1990). *A content analysis of instructional materials in Philippine history: towards utilization of Muslim history in Social Studies I* (Unpublished doctoral dissertation). University of the Philippines, Diliman, Quezon City.
- Salumbre, E.S. (1995). *Content analysis of elementary HEKASI textbooks based on the goals and objectives of Social Studies Education* (Unpublished Thesis). University of the Philippines, Diliman, Quezon City.

Shanahan, C. (2015). *See yourself in history: Using imagery and journaling to promote historical thinking in secondary world history*. Available from ProQuest Dissertations & Theses Global. (1678621321). Retrieved from <http://search.proquest.com/docview/1678621321?accountid=47253>

Virgula, R.I. (1997). *The relative effectiveness of using the conceptual and the traditional methods in teaching Social Studies IV (world history) at Gen. Emilio Aguinaldo Integrated School in Punta, Sta. Ana, Manila, school year 1996-1997* (Unpublished thesis). Eulogio “Amang” Rodriguez Institute of Science and Technology, Manila.

### Official Memoranda

Ocampo, D. S. (2013, September). *Conduct of the different activities on the development of Grade 9 materials for k to 12 curriculum* [Memorandum]. Department of Education Office of the Undersecretary.

### Academic Websites

AP College Board. (2015). AP historical thinking skills. Retrieved from <https://securc-media.collegeboard.org/digitalServices/pdf/ap/historical-thinking-skills.pdf>

Ban K., Hasai, H., Hayashi, H., Kamada, N., & Tomonaga, M. (2014). *Research study on impacts of the use of nuclear weapons in various aspects*. Retrieved May 16, 2017, from <http://www.mofa.go.jp/files/000051562.pdf>

Cooney, R. P. (1988). *Education in the Philippines*. Retrieved from [http://www.wes.org/cwcnr/wenrarchive/RP\\_EdInThePhilippPartIFallWin88.pdf](http://www.wes.org/cwcnr/wenrarchive/RP_EdInThePhilippPartIFallWin88.pdf)

Department of Education. (n.d.). Making the curriculum relevant to learners (contextualization and enhancements). Retrieved from <http://deped.gov.ph/k-to-12/features>

Department of Education. (2012a). *Guidelines on the assessment and rating of learning outcomes under the K to 12 basic education curriculum*, DO 73, s. 2012. Retrieved June 1, 2015, from <http://deped.gov.ph/orders/do-73-s-2012>

Department of Education. (2012b). *Guidelines on the preparation of daily lessons*, DO 70, s. 2012. Retrieved June 2, 2015, from <http://deped.gov.ph/orders/do-70-s-2012>

Department of Education. (2012c). *Guidelines on the review and critiquing of learner's materials and teaching guides*. Retrieved May 26, 2015, from <http://depedregion6.ph/pdf/Guidelines-on-the-Review-Critiquing.docx>

- Department of Education. (2012d). *Policy guidelines on the implementation of grades 1 to 10 of the K to 12 basic education curriculum (BEC) effective school year 2012-2013*, DO 31, s. 2012. Retrieved May 25, 2015, from <http://deped.gov.ph/orders/do-31-s2012>
- Department of Education. (2013). *K to 12 gabay pangkurikulum Araling Panlipunan baitang 1– 10 edited March 25 2014*. Retrieved May 12, 2015, from <http://lrmds.deped.gov.ph/detail/5447>
- Department of Education. (2014). *Additional information and corrigendum to DepEd order no. 31, s. 2012 (policy guidelines on the implementation of grades 1 to 10 of the K to 12 basic education curriculum (BEC) effective school year 2012-2013)*, DO 20, s. 2014. Retrieved May 12, 2015, from <http://deped.gov.ph/orders/do-20-s2014>
- Department of Education. (2015). *Policy guidelines on classroom assessment for the k to 12 basic education program*, DO 8, s. 2015. Retrieved May 12, 2015, from <http://deped.gov.ph/orders/do-8-s-2015>.
- Department of Education. (2016). *K to 12 gabay pangkurikulum Araling Panlipunan baitang 1– 10 edited May 2016*. Retrieved February 1, 2017, from <http://deped.gov.ph/sites/default/files/page/2017/AP%20CG!.pdf>
- Department of Education Culture and Sports. (1989). *Implementation of the new secondary education curriculum*, DO 11, S. 1989. Retrieved from <http://www.deped.gov.ph/orders/do-11-s-1989>
- New Castle University. (2012). *Informed consent form*. Retrieved from [http://www.ncl.ac.uk/res/research/ethics\\_governance/ethics/toolkit/consent/consent\\_form.htm](http://www.ncl.ac.uk/res/research/ethics_governance/ethics/toolkit/consent/consent_form.htm)
- Republic of the Philippines. (2013). *Enhanced basic education act of 2013*. Retrieved from <http://www.gov.ph/downloads/2013/05may/20130515-RA-10533-BSA.pdf>
- SEAMEO INNOTECH. (2012). *K to 12 Toolkit: Resource guide for teacher educators, school administrators and teachers*. Retrieved May 10, 2015, from <http://www.gov.ph/downloads/2012/201209-K-to-12-Toolkit.pdf>
- Stanford University. (2010). *Using ATLAS.ti for qualitative data analysis*. Retrieved from [http://web.stanford.edu/group/ssds/cgi-bin/drupal/files/Guides/1112\\_UsingATLASi.pdf](http://web.stanford.edu/group/ssds/cgi-bin/drupal/files/Guides/1112_UsingATLASi.pdf)

## APPENDICES

### Appendix A. Cover Letter, Informed Consent Form and Content Standards Matrix

---

---

---

Dear Ma'am/Sir,

I am Arnie G. Dizon, a graduate student of the University of the Philippines Open University under the Master of Arts in Social Studies Education Program. I am currently writing my thesis on content analysis of learning modules and teaching guides in World History. Thus, I would like to request for you to validate the themes/categories that I will use for the historical content of the modules based on the content standards of DepEd.

Attached in this letter are the Informed Consent Form and the Content Standards Matrix. Kindly read and accomplish first the Consent Form to signify your intentions of joining the study. Then, fill up the matrix by writing additional theme/s and/or corrections, if any, on the fourth column. Thank you so much.

Yours truly,

Arnie G. Dizon

Noted by:

Charita A. Delos Reyes  
Thesis Adviser

**Informed Consent Form\***

I, the undersigned, confirm that (please tick box as appropriate):

1.	I voluntarily agree to participate in the study.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the study and my participation.	<input type="checkbox"/>
3.	I understand that I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor I will be questioned on why I withdrawn.	<input type="checkbox"/>
4.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
5.	If applicable, separate terms of consent for interviews, audio, or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
8.	I understand that the data collected from this study will be used in reports, publications and other research outputs.	<input type="checkbox"/>
9.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

**Expert-Validator:**

By affixing my signature, I signify my intention to participate in this study.

\_\_\_\_\_  
 Name of Participant                      Signature                      Date

**Researcher:**

By affixing my signature, I agree to abide by the conditions set forth in this consent form.

\_\_\_\_\_  
 Name of Researcher                      Signature                      Date

\*Adapted from New Castle University (2012)

### Content Standards Matrix

Direction: Read the first three columns then determine the appropriate themes/categories in the content standards of the modules. Write in the fourth column the appropriate themes/categories based on your evaluation.

Module	Content Standards	Proposed Themes/Categories	Suggested Themes/Categories by Expert
<p><b>Modyul 1: Heograpiya at Mga Sinaunang Kabihasnang Daigdig</b></p> <p><b>(Module 1: Geography and Ancient Civilizations of the World)</b></p>	<p><b>Ang mga mag-aaral ay naipamamalas ang pag-unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasnang nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon</b></p> <p><b>(The students are able to show an understanding of the interaction between man and his/her environment that led to the foundation of ancient civilizations that bestowed heritages that shaped the lifestyle of the current generation.)</b></p>	<p><b>Human and Environment Interaction</b></p> <p><b>Features of Ancient Civilizations</b></p> <p><b>Contributions of Ancient Civilizations to Contemporary History</b></p>	

<p>Modyul 2: Ang Daigdig sa Klasiko at Transisyunal na Panahon</p> <p>(Module 2: The World in Classical and Transitional Periods)</p>	<p>Ang mga mag-aaral ay naipapamalas ang pag-unawa sa kontribusyon ng mga pangyayari sa Klasiko at Transisyunal na Panahon sa pagkabuo at pagkahubog ng pagkakakilanlan ng mga bansa at rehiyon sa daigdig</p> <p>(The students are able to show an understanding of how the historical events during the Classical and Transitional periods have contributed to the identity formation of countries and regions of the world.)</p>	<p>Historical Events during the <b>Classical period</b></p> <p>Historical Events during the <b>Transitional period</b></p> <p>Contributions of Historical Events during the <b>Classical period</b> to the identity formation of countries and regions of the world</p> <p>Contributions of Historical Events during the <b>Transitional period</b> to the identity formation of countries and regions of the world</p>	
---	---	---	--

<p>Modyul 3: Ang Pag-usbong ng Makabagong Daigdig: Ang Transpormasyon Tungo sa Pagkabuo ng Pandaigdigang Kamalayan</p> <p>(Module 3: The Rise of the Modern World: Transformation towards the Formation of a Global Consciousness)</p>	<p>Naipamamalas ng mag-aaral ang pag-unawa sa naging transpormasyon tungo sa makabagong panahon ng mga bansa at rehiyon sa daigdig bunsod ng paglaganap ng mga kaisipan sa agham, politika, at ekonomiya tungo sa pagbuo ng pandaigdigang kamalayan</p> <p>(The students are able to show an understanding on the transformation of the countries and regions of the world towards the modern period due to the spread of ideas in science, politics, and economics towards the formation of a global consciousness.)</p>	<p>Historical Events that paved way to the Emergence of the Modern World</p> <p>Concepts in <b>science</b> that led to the formation of a global consciousness</p> <p>Concepts in <b>politics</b> that led to the formation of a global consciousness</p> <p>Concepts in <b>economics</b> that led to the formation of a global consciousness</p>	
--	---	---	--

<p>Modyul 4: Ang Kontemporaryong Daigdig (ika-20 siglo hanggang sa kasalukuyan): Mga Suliranin at Hamon tungo sa Pandaigdigang Kapayapaan, Pagkakaisa, Pagtutulungan, at Kaunlaran</p> <p>(Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development)</p>	<p>Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikipag-ugnayan at samasamang pagkilos sa kontemporaryong daigdig tungo sa pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran</p> <p>(The students are able to show an understanding of the importance of dialogue and collective action in our contemporary world towards world peace, unity, cooperation and development.)</p>	<p>Importance of <b>Dialogue</b> in achieving world peace</p> <p>Importance of <b>Dialogue</b> in achieving unity</p> <p>Importance of <b>Dialogue</b> in achieving cooperation</p> <p>Importance of <b>Dialogue</b> in achieving development</p> <p>Importance of <b>Collective action</b> in achieving world peace</p> <p>Importance of <b>Collective action</b> in achieving unity</p> <p>Importance of <b>Collective action</b> in achieving cooperation</p> <p>Importance of <b>Collective action</b> in achieving development</p>	
---	--	---	--

I hereby certify that the themes/categories are based on the given content standards.

\_\_\_\_\_  
Name of Validator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Appendix B. Cover Letter, Informed Consent Form and Performance Standards Matrix**

---

---

---

Dear Ma'am/Sir,

I am Arnie G. Dizon, a graduate student of the University of the Philippines Open University under the Master of Arts in Social Studies Education Program. I am currently writing my thesis on content analysis of learning modules and teaching guides in World History. Thus, I would like to request for you to validate the themes/categories that I will use for the learning activities of the modules based on the performance standards of DepEd.

Attached in this letter are the Informed Consent Form and the Performance Standards Matrix. Kindly read and accomplish first the Consent Form to signify your intentions of joining the study. Then, fill up the matrix by writing additional themes and/or corrections, if any, on the fourth column. Thank you so much.

Yours truly,

Arnie G. Dizon

Noted by:

Charita A. Delos Reyes  
Thesis Adviser

## Informed Consent Form\*

I, the undersigned, confirm that (please tick box as appropriate):

1.	I voluntarily agree to participate in the study.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the study and my participation.	<input type="checkbox"/>
3.	I understand that I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor I will be questioned on why I withdrawn.	<input type="checkbox"/>
4.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
5.	If applicable, separate terms of consent for interviews, audio, or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
8.	I understand that the data collected from this study will be used in reports, publications and other research outputs.	<input type="checkbox"/>
9.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

### Expert-Validator:

By affixing my signature, I signify my intention to participate in this study.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Researcher:

By affixing my signature, I agree to abide by the conditions set forth in this consent form.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*Adapted from New Castle University (2012)

### Performance Standards Matrix

Direction: Read the first three columns then determine the appropriate themes/categories in the performance standards of the modules. Write in the fourth column the appropriate themes/categories based on your evaluation.

Module	Performance Standards	Proposed Themes/Categories	Suggested Themes/Categories by Expert
<p><b>Modyul 1: Heograpiya at Mga Sinaunang Kabihasan sa Daigdig</b></p> <p><b>(Module 1: Geography and Ancient Civilizations of the World)</b></p>	<p><b>Ang mga mag-aaral ay nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon</b></p> <p><b>(The students can create a project that advocates the protection and preservation of the ancient civilizations' heritages to the World for the benefit of the present and future generations.)</b></p>	<p><b>Advocacy project on the protection of heritages of Ancient Civilizations</b></p> <p><b>Advocacy project on the preservation of heritages of Ancient Civilizations</b></p> <p><b>Advocacy project for the benefit of the present generation</b></p> <p><b>Advocacy project for the benefit of the future generation</b></p>	

<p>Modyul 2: Ang Daigdig sa Klasiko at Transisyunal na Panahon</p> <p>(Module 2: The World in Classical and Transitional Periods)</p>	<p>Ang mga mag-aaral ay nakabubuo ng adbokasiya na nagsusulong ng pangangalaga at pagpapahalaga sa mga natatanging kontribusyon ng Klasiko at Transisyunal na Panahon na nagkaroon ng malaking impluwensya sa pamumuhay ng tao sa kasalukuyan</p> <p>(The students are able to launch an advocacy campaign that promotes the protection and appreciation of the unique contributions of the Classical and Transitional periods that greatly influenced how people live today)</p>	<p>Advocacy campaign on the protection of unique contributions of the Classical Period</p> <p>Advocacy campaign on the protection of unique contributions of the Transitional Period</p> <p>Advocacy campaign on the appreciation of unique contributions of the Classical Period</p> <p>Advocacy campaign on the appreciation of unique contributions of the Transitional Period</p>	
---	---	---	--

<p><b>Modyul 3: Ang Pag-usbong ng Makabagong Daigdig: Ang Transpormasyon Tungo sa Pagkabuo ng Pandaigdigang Kamalayan</b></p> <p><b>(Module 3: The Rise of the Modern World: Transformation towards the Formation of a Global Consciousness)</b></p>	<p><b>Ang mga mag-aaral ay kritikal na nakapagsusuri sa naging implikasyon sa kaniyang bansa, komunidad, at sarili ng mga pangyayari sa panahon ng transpormasyon tungo sa makabagong panahon.</b></p> <p><b>(The students are able to critically examine the implications of events that have transpired during the period of transformation towards the modern period to his/her country, community and self.)</b></p>	<p><b>Critical analysis of the implications of the events during the period of transformation to the student's own country</b></p> <p><b>Critical analysis of the implications of the events during the period of transformation to the student's own community</b></p> <p><b>Critical analysis of the implications of the events during the period of transformation to the student's own self/identity</b></p> <p><b>Critical analysis of the implications of the events in the modern times to the student's own country</b></p> <p><b>Critical analysis of the implications of the events in the modern times to the student's own community</b></p> <p><b>Critical analysis of the implications of the events in the times to the student's own self/identity</b></p>	
--	--	--	--

<p>Modyul 4: Ang Kontemporaryong Daigdig (ika-20 siglo hanggang sa kasalukuyan): Mga Suliranin at Hamon tungo sa Pandaigdigang Kapayapaan, Pagkakaisa, Pagtutulungan, at Kaunlaran</p> <p>(Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development)</p>	<p>Ang mga mag-aaral ay aktibong nakikilahok sa mga gawain, programa, proyekto sa antas ng komunidad at bansa na nagsusulong ng rehiyonal at pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran</p> <p>(The students actively participate in activities, programs and projects at the community and national level that advocate regional and global peace, unity, cooperation and development.)</p>	<p>Activity/project on promoting peace in the community</p> <p>Activity/project on promoting unity in the community</p> <p>Activity/project on promoting cooperation in the community</p> <p>Activity/project on promoting development in the community</p> <p>Activity/project on promoting peace in the country</p> <p>Activity/project on promoting unity in the country</p> <p>Activity/project on promoting cooperation in the country</p> <p>Activity/project on promoting development in the country</p>	
---	---	---	--

I hereby certify that the themes/categories are based on the given performance standards.

---

Name of Validator                      Signature                      Date

**Appendix C. Cover Letter, Informed Consent Form and Learning Competencies Matrix**

---

---

---

Dear Ma'am/Sir,

I am Arnie G. Dizon, a graduate student of the University of the Philippines Open University under the Master of Arts in Social Studies Education Program. I am currently writing my thesis on content analysis of learning modules and teaching guides in World History. Thus, I would like to request for you to validate the themes/categories that I will use for the assessment/evaluation tools of the modules based on the learning competencies of DepEd.

Attached in this letter are the Informed Consent Form and Learning Competencies Matrix. Kindly read and accomplish first the Consent Form to signify your intentions of joining the study. Then, fill up the matrix by writing additional themes and/or corrections, if any, on the fourth column. Thank you so much.

Yours truly,

Arnie G. Dizon

Noted by:

Charita A. Delos Reyes  
Thesis Adviser

## Informed Consent Form\*

I, the undersigned, confirm that (please tick box as appropriate):

1.	I voluntarily agree to participate in the study.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the study and my participation.	<input type="checkbox"/>
3.	I understand that I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor I will be questioned on why I withdrawn.	<input type="checkbox"/>
4.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
5.	If applicable, separate terms of consent for interviews, audio, or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
8.	I understand that the data collected from this study will be used in reports, publications and other research outputs.	<input type="checkbox"/>
9.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

### Expert-Validator:

By affixing my signature, I signify my intention to participate in this study.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Researcher:

By affixing my signature, I agree to abide by the conditions set forth in this consent form.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*Adapted from New Castle University (2012)

### Learning Competencies Matrix

Direction: Read the first three columns then determine the appropriate themes/categories in the learning competencies of the modules. Write in the fourth column the appropriate themes/categories based on your evaluation.

Module	Learning Competencies	Proposed Themes/Categories	Suggested Themes/Categories by Expert
<p>Modyul 1: Heograpiya at Mga Sinaunang Kabihasan sa Daigdig</p> <p>(Module 1: Geography and Ancient Civilizations of the World)</p>	<p>Aralin 1: Heograpiya ng Daigdig (Lesson 1: World Geography)</p> <p>Nasusuri ang limang temang heograpikal bilang kasangkapan sa pag-unawa sa daigdig (Examine five geographical themes as tools in understanding the world)</p> <p>Nasusuri ang katangiang pisikal ng daigdig (Examine the physical features of the world)</p> <p>Napahahalagahan ang natatanging kultura ng rehiyon, bansa, at mamamayan sa daigdig, kabilang ang lahi, pangkat etniko, at relihiyon (Value unique cultures of different regions, countries and people of the world including different races, ethnic groups and religions)</p> <p>Aralin 2: Ang mga Sinaunang Tao</p>	<p>Examining five Geographical themes</p> <p>Examining Physical features of the world</p> <p>Valuing different Cultures</p>	

	<p>(Lesson 2: Prehistoric People)</p> <p>Nasusuri ang kondisyong heograpikal sa panahon ng mga unang tao sa daigdig (Examine the geographical conditions of the world's prehistoric people)</p> <p>Naipapaliwanag ang uri ng pamumuhay ng mga unang tao sa daigdig (Explain the way of life of the world's prehistoric people)</p> <p>Nasusuri ang yugto ng pag-unlad ng kultura sa panahong prehistoriko (Examine the phases of development of cultures during the prehistoric era)</p> <p><b>Aralin 3: Ang mga Sinaunang Kabihasan sa Daigdig</b> (Lesson 3: Ancient Civilizations of the World)</p> <p>Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasan sa daigdig (Relate geography to the establishment and development of the</p>	<p>Examining Geographical conditions of prehistoric people</p> <p>Explaining Ways of life of prehistoric people</p> <p>Examining Phases of development during the Pre-historic era</p> <p>Relating geography with the development of civilizations</p>	
--	---	--	--

	<p>world's ancient civilizations)</p> <p>Nasusuri ang pinagmulan at batayan ng mga sinaunang kabihasan sa daigdig (Examine the origin and the foundation of the world's ancient civilizations)</p> <p>Nasusuri ang mga sinaunang kabihasan sa daigdig batay sa politika, ekonomiya, kultura, relihiyon, paniniwala, at lipunan (Examine the ancient civilizations of the world in terms of politics, economics, culture, religion, beliefs, and the society)</p> <p>Napahalagahan ang mga kontribusyon ng mga sinaunang kabihasan sa daigdig (Value the contributions of the ancient civilizations of the world)</p>	<p>Examining of the Origin and foundation of ancient civilizations</p> <p>Examining of the Politics, economics, culture, religion, beliefs, and the society of ancient civilizations</p> <p>Valuing Contributions of ancient civilizations</p>	
<p>Modyul 2: Ang Daigdig sa Klasiko at Transisyunal na Panahon</p> <p>(Module 2: The World in</p>	<p>Aralin 1: Pag-usbong at Pag-unlad ng mga Klasikal na Lipunan sa Europe (Lesson 1: Establishment and Development of Classical Societies in Europe)</p>		

Classical and Transitional Periods)	Nasusuri ang kabihasnang Minoan at Mycenaean (Examine the Minoan and Mycenaean civilizations)	Examining of the Minoan and Mycenaean Civilizations	
	Nasusuri ang kabihasnang klasikal ng Greece (Examine the Classical Greek civilization)	Examining of Classical Greek civilization	
	Naipaliliwanag ang mga mahahalagang pangyayari sa kabihasnang klasikal ng Rome (mula sa sinaunang Rome hanggang sa tugatog at pagbagsak ng Imperyong Roman) (Explain the significant events in the Classical Roman civilization, i.e. from ancient Rome to the rise and fall of the Roman Empire)	Explaining of significant events in the Roman civilization	
	Naipahahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasikal ng Europe sa pag-unlad ng pandaigdigang kamalayan (Express appreciation of the contributions of the Classical civilization in Europe in the development of global consciousness)	Appreciating of contributions of the Classical civilization of Europe	

	<p><b>Aralin 2: Pag-usbong at Pag-unlad ng mga Klasikal na Lipunan sa America, Africa, at mga Pulo sa Pacific (Establishment and Development of Classical societies in America, Africa, and the islands in the Pacific)</b></p> <p><b>Nasusuri ang mga kaganapan sa kabihasnang klasikal ng America (Examine the events in the classical civilization of America)</b></p> <p><b>Naipaliliwanag ang mga kaganapan sa mga klasikal na kabihasnang sa Africa (Mali at Songhai) (Explain the events in the classical civilizations of Africa - Mali and Songhai)</b></p> <p><b>Nasusuri ang kabihasnang klasikal ng mga pulo sa Pacific (Examine the Classical civilization of the islands in the Pacific)</b></p> <p><b>Naipahahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasikal ng America, Africa, at mga Pulo sa Pacific sa pandaigdigang kamalayan</b></p>	<p><b>Examining events in the classical America</b></p> <p><b>Explaining events in classical Africa</b></p> <p><b>Examining the Classical islands of the Pacific</b></p> <p><b>Appreciating of contributions of America, Africa and the Pacific</b></p>	
--	---	---	--

	<p>(Express appreciation of the contributions of the classical civilizations in America, Africa and the islands in the Pacific in developing global consciousness)</p> <p><b>Aralin 3: Ang Daigdig sa Panahon ng Transisyon</b> (Lesson 3: The World in the Transitional Period)</p> <p><b>Nasusuri ang mga dahilan at bunga ng paglakas ng Simbahang Katoliko bilang isang institusyon sa Panahong Medieval</b> (Examine the causes and effects of the rapid growth of the Catholic Church as an institution during the Medieval Period)</p> <p><b>Nasusuri ang mga kaganapang nagbigay-daan sa pagkakabuo ng Holy Roman Empire</b> (Examine the events leading to the establishment of the Holy Roman Empire)</p> <p><b>Naipaliliwanag ang mga dahilan at bunga ng mga Krusada sa Panahong Medieval</b> (Explain the causes and effects of the Crusades during the Medieval Period)</p>	<p><b>Examining Causes and effects of the growth of the Catholic Church</b></p> <p><b>Examining events leading to the establishment of the Holy Roman Empire</b></p> <p><b>Explaining the Causes and effects of the Crusades</b></p>	
--	---	--	--

	<p>Nasusuri ang buhay sa Europe noong Panahong Medieval: Manorialismo, Piyudalismo, ang pag-usbong ng mga bagong bayan at lungsod (Examine the life in Europe during the Medieval Period: Manorialism, Feudalism, and the establishment of new towns and cities)</p> <p>Natataya ang epekto at kontribusyon ng ilang mahahalagang pangyayari sa Europe sa pagpapalaganap ng pandaigdigang kamalayan (Assess the effects and contributions of some important events in Europe in relation to the propagation of global consciousness)</p>	<p>Examining Life during the Medieval Period</p> <p>Assessing effects of important events in Europe</p>	
<p>Modyul 3: Ang Pag-usbong ng Makabagong Daigdig: Ang Transpormasyon Tungo sa Pagkabuo ng Pandaigdigang Kamalayan</p> <p>(Module 3: The Rise of the Modern World: Transformation towards the</p>	<p>Aralin 1: Paglakas ng Europe (Lesson 1: Europe's Rise to Power)</p> <p>Nasusuri ang konsepto ng bourgeoisie, merkantilismo, national monarchy, renaissance, Simbahang Katoliko, at repormasyon sa daigdig (Analyze the concepts of bourgeoisie, mercantilism, national monarchy, renaissance, the</p>	<p>Analyzing concepts, i.e. bourgeoisie, mercantilism, national monarchy, renaissance, the</p>	

<p>Formation of a Global Consciousness)</p>	<p>Catholic Church, and reformation in the world)</p> <p>Napahahalagahan ang kontribusyon ng bourgeoisie, merkantilismo, national monarchy, renaissance, Simbahang Katoliko at repormasyon sa daigdig (Value the contributions of the bourgeoisie, mercantilism, national monarchy, renaissance, the Catholic Church, and reformation to our world)</p> <p>Aralin 2: Paglawak ng Kapangyarihan ng Europe (Lesson 2: Expansion of European Power)</p> <p>Nasusuri ang unang yugto ng imperyalismo at kolonisasyon sa Europe (Examine the first stage of imperialism and colonization in Europe)</p> <p>Natataya ang mga dahilan at epekto ng unang yugto ng imperyalismo at kolonisasyon sa Europe (Assess the reasons and effects of the first phase of imperialism</p>	<p>Catholic Church, and reformation</p> <p>Valuing contributions of bourgeoisie, mercantilism, national monarchy, renaissance, the Catholic Church, and reformation</p> <p>Examining the first phase of imperialism and colonization in Europe</p> <p>Assessing causes and effects of the first phase of</p>	
---	---	--	--

	<p>and colonization in Europe)</p> <p>Nasusuri ang mga kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment, at Industriyal (Examine the events and effects of the Scientific Revolution, Enlightenment, and Industrial Revolution)</p> <p>Nasusuri ang mga dahilan at epekto ng Ikalawang Yugto ng Imperyalismo (Examine the reasons and effects of the second phase of Imperialism)</p> <p>Aralin 3: Pagkamulat: Kaugnayang Rebolusyong Pangkaisipan sa Rebolusyong Pranses at Amerikano (Lesson 3: Awakening: Relationship of Intellectual Revolution with the French and American Revolutions)</p> <p>Naipaliliwanag ang kaugnayan ng Rebolusyong Pangkaisipan ng mga Rebolusyong Pranses at Amerikano (Explain the relationship of the Intellectual Revolution with the</p>	<p>imperialism and colonization</p> <p>Examining effects of the Scientific Revolution, Enlightenment and Industrial Revolution</p> <p>Examining the causes and effects of the second phase of Imperialism</p> <p>Explaining relationship between Intellectual</p>	
--	---	---	--

	<p>French and American Revolutions)</p> <p>Naipahahayag ang pagpapahalaga sa pagusbong ng konsepto ng nasyonalismo sa Europe at sa iba't-ibang bahagi ng daigdig (Express appreciation of the development of the concept of nationalism in Europe and in different parts of the world)</p>	<p>revolution and the French and American Revolutions</p> <p>Appreciating of the concept of nationalism</p>	
<p>Modyul 4: Ang Kontemporaryo ng Daigdig (ika-20 siglo hanggang sa kasalukuyan): Mga Suliranin at Hamon tungo sa Pandaigdigang Kapayapaan, Pagkakaisa, Pagtutulungan, at Kaunlaran</p> <p>(Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development)</p>	<p>Aralin 1: Ang Unang Digmaang Pandaigdig (Lesson 1: The First World War)</p> <p>Nasusuri ang mga dahilan na nagbigay daan sa Unang Digmaang Pandaigdig (Examine the causes that led to the First World War)</p> <p>Nasusuri ang mahahalagang pangyayari na naganap sa Unang Digmaang Pandaigdig (Examine the significant events that happened during the First World War)</p> <p>Natataya ang mga epekto ng Unang Digmaang Pandaigdig (Assess the effects of the First World War)</p> <p>Nasusuri ang pagsisikap ng mga bansa na makamit ang</p>	<p>Examining causes of the First World War</p> <p>Examining events during the First World War</p> <p>Assessing effects of the First World War</p>	

	<p>kapayapaang pandaigdig at kaunlaran (Examine the efforts of different countries to achieve world peace and development)</p> <p>Aralin 2: Ang Ikalawang Digmaang Pandaigdig (Lesson 2: The Second World War)</p> <p>Nasusuri ang mga dahilan na nagbigay daan sa Ikalawang Digmaang Pandaigdig (Examine the causes that led to the Second World War)</p> <p>Nasusuri ang mahahalagang pangyayaring naganap sa Ikalawang Digmaang Pandaigdig (Examine the important events that happened during the Second World War)</p> <p>Natataya ang mga epekto ng Ikalawang Digmaang Pandaigdig (Assess the effects of the Second World War)</p> <p>Nasusuri ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran (Examine the efforts of different countries</p>	<p>Examining efforts to achieve peace and development after the First World War</p> <p>Examining the causes of the Second World War</p> <p>Examining events during the Second World War</p> <p>Assessing the effects of the Second World War</p> <p>Examining efforts to achieve peace</p>	
--	--	--	--

	<p>to achieve world peace and development)</p> <p><b>Aralin 3: Mga Ideolohiya, Cold War, at Neokolonyalismo (Lesson 3: Ideologies, Cold War and Neocolonialism)</b></p> <p>Nasusuri ang mga ideolohiyang politikal at ekonomik sa hamon ng estabilisadong institusyon ng lipunan (Examine the different political and economic ideologies in relation to the challenges of an established social institution)</p> <p>Natataya ang epekto ng Cold War sa iba't ibang bahagi ng daigdig (Assess the effects of the Cold War in the different parts of the world)</p> <p>Nasusuri ang mga epekto ng neokolonyalismo sa pangkalahatang kalagayan ng papaunlad at di-maunlad na bansa (Examine the effects of neocolonialism to the overall condition of developing and less developed countries)</p> <p><b>Aralin 4: Ang United Nations at Iba Pang Pandaigdigang</b></p>	<p>and development after the Second World War</p> <p>Examining political and economic ideologies</p> <p>Assessing effect of the cold war</p> <p>Examining effects of neo-colonialism</p>	
--	---	--	--

	<p>Organisasyon, Pangkat, at Alyansa (Lesson 4: The United Nations and other World Organizations, Groups, and Alliances)</p> <p>Nasusuri ang bahaging ginagampan ng mga pandaigdigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran:</p> <ul style="list-style-type: none"> <li>• Ang United Nations (UN) at ang mga sangay nito</li> <li>• Mga organisasyon at alyansa</li> <li>• Mga pang-ekonomikong organisasyon at <i>trading blocs</i></li> </ul> <p>(Examine the role being played by global organizations in promoting world peace, unity, cooperation and development:</p> <ul style="list-style-type: none"> <li>• The United Nations (UN) and its branches</li> <li>• Organizations and Alliances</li> <li>• Economic Organization and trading blocs)</li> </ul>	<p>Examining world organizations that promote peace, unity, cooperation and development</p>	
--	--	---	--

I hereby certify that the themes/categories are based on the given learning competencies.

\_\_\_\_\_  
Name of Validator                      Signature                      Date

## **Appendix D. Categorization Rules for the Components of the Learning Modules (Adapted from Salic, 1990 & De la Cruz, 1975)**

In preparation for determining the consistency of the historical content, activities and assessment/evaluation tools to the learning standards of DepEd:

1. Read first the entire learning module.
2. Then, analyze the themes/categories for the content standards, performance standards, and learning competencies.
3. Next, read again the learning module and highlight the parts of every lesson where the themes are reflected. The process of coding is discussed in a separate section, re: Coding Rules.

3.1. In determining whether a theme is reflected in a specific part or in whole, the attributes of the theme should be present or evident in a word, phrase, sentence, paragraph, or in the entire lesson.

4. Afterwards, categorize the highlighted parts of the module according to the attributes of the theme. For example, if the theme is “Human and Environment Interaction”, then there should be concepts about the ecosystem, pollution, effects of colonization to the environment, and the like.
5. Then, classify the degree of evidence using the five-point rating scale developed by Olavidez (2006). Put a check mark ( / ) inside the matrix to indicate the degree of evidence.

5 – Very much present/evident and explicitly stated

4 – Present to a great degree; some are stated, some are implied

**3 – Present to some degree, mostly implied**

**2 – Present to a little degree, not stated, only implied**

**1 – Not present or evident**

**6. Lastly, write the code for each theme in the table together with the evidence/s.**

**The evidence/s will be the attributes of the theme/s, as discussed earlier, that are present/evident in the lesson. If there are two or more themes present in a lesson, the codes will be separated by a semicolon (;) in the matrix.**

**7. Follow these rules for the other learning modules.**

Direction: Fill-up the tables with the guidance of the categorization rules provided.

**Table D-1. Historical Content Matrix (Adopted from Olavidez, 2006)**

Module No.	Historical Content				Degree of Evidence				
	Lesson/Topic	Themes/s	Evidence/s (Indicate as well the page number)		5	4	3	2	1

**Table D-2. Learning Activities Matrix (Adopted from Olavidez, 2006)**

Learning Activities									
Module No.	Lesson No.	Title of Activity	Theme's	Evidence's (Indicate as well the page number)	Degree of Evidence				
					5	4	3	2	1

**Table D-3. Assessment/Evaluation Tools Matrix (Adopted from Olavidez, 2006)**

Assessment/Evaluation Tools																							
Module No.	Pre-test					Post-test																	
	Item No.	Themes/s	Evidences/s (Indicate as well the page number)	Degree of Evidence					Themes/s	Evidences/s (Indicate as well the page number)	Degree of Evidence												
				5	4	3	2	1			5	4	3	2	1								

## **Appendix E. Rules for Coding (Adopted from Stanford University, 2010)**

### **Coding Documents in ATLAS.Ti**

Before starting to code your documents, it is useful to switch on the Margin Area, so that you can see the effect of your actions. You can activate the Margin Area by choosing Views/Margin Area from the main menu.

One way to code a section of a primary document is to select the segment of the text you want to code, and then select one of four types of coding techniques offered by ATLAS.ti:

1. **Open Coding** – use Open Coding when you want to create a new node and associate it with an existing quotation or text segment.
2. **Code-by-List** – use this option if you want to assign existing codes to a quotation or selection
3. **In-Vivo Coding** – use this option when the selected text itself is a good name for the code
4. **Quick Coding** – use this option if you want to apply the currently selected code to the marked segment. It is a quick way to assign the same code to consecutive text segments.

To code a document using Open Coding technique

1. Select the text segment or quotation you want to code
2. Choose Codes/Coding/Open Coding from the main menu
3. Enter a name for your code and click OK.

A new code will be added to the code list, and if needed, a new quotation to the quotation list.

If you want to assign multiple codes to the selected text, you can do so by separating the codes by the “|” character in the Open Coding window.

1. Select the text segment
2. Choose Codes/Coding/Open Coding from the main menu or from the Context Menu, which is activated by right-clicking on the selection
3. Enter the names of the codes separated by the “|” character. For example, Emotion | Anxiety | Stress creates three new codes simultaneously and assign all to the selected text.

## Appendix F. Codebook

This codebook contains the code/s for every theme found in the Content Standards, Performance Standards and Learning Competencies, and the categories for the Teaching Approaches, and Historical Thinking Skills. Also, it includes the code for a concept or provision of Contextualization in the instructional materials.

<b>Content Standards</b>		
<b>Module</b>	<b>Theme</b>	<b>Code</b>
Module 1: Geography and Ancient Civilizations of the World	Human and Environment Interaction	CS-HEI1
	Features of Ancient Civilizations	CS-AC1
	Contributions of Ancient Civilizations to Contemporary History	CS-CAC1
Module 2: The World in Classical and Transitional Periods	Historical Events during the Classical period	CS-HECP2
	Historical Events during the Transitional period	CS-HETP2
	Contributions of Historical Events during the Classical period to the identity formation of countries and regions of the world	CS-CHECP2
	Contributions of Historical Events during the Transitional period to the identity formation of countries and regions of the world	CS-CHETP2
Module 3: The Rise of the Modern World: Transformation towards the Formation of a Global Consciousness	Historical Events that paved way to the Emergence of the Modern World	CS-HEMW3
	Concepts in science that led to the formation of a global consciousness	CS-ISGS3
	Concepts in politics that led to the formation of a global consciousness	CS-IPGS3

	Concepts in economics that led to the formation of a global consciousness	CS-IEGS3
<b>Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development</b>	Importance of Dialogue in achieving world peace	CS-IDWP4
	Importance of Dialogue in achieving unity	CS-IDAU4
	Importance of Dialogue in achieving cooperation	CS-IDAC4
	Importance of Dialogue in achieving development	CS-IDCD4
	Importance of Collective action in achieving world peace	CS-ICWP4
	Importance of Collective action in achieving unity	CS-ICAU4
	Importance of Collective action in achieving cooperation	CS-ICAC4
	Importance of Collective action in achieving development	CS-ICAD4
<b>Performance Standards</b>		
<b>Module</b>	<b>Theme</b>	<b>Code</b>
<b>Module 1: Geography and Ancient Civilizations of the World</b>	Advocacy project on the protection of heritages of Ancient Civilizations	PS-APRO1
	Advocacy project on the preservation of heritages of Ancient Civilizations	PS-APRE1
	Advocacy project for the benefit of the present generation	PS-BEPG1
	Advocacy project for the benefit of the future generation	PS-BEFG1
<b>Module 2: The World in Classical and Transitional Periods</b>	Advocacy campaign on the protection of unique contributions of the Classical Period	PS-ACCP2

	Advocacy campaign on the protection of unique contributions of the Transitional Period	PS-ACTP2
	Advocacy campaign on the appreciation of unique contributions of the Classical Period	PS-COCP2
	Advocacy campaign on the appreciation of unique contributions of the Transitional Period	PS-COTP2
<b>Module 3: The Rise of the Modern World: Transformation towards the Formation of a Global Consciousness</b>	Critical analysis of the implications of the events during the period of transformation to the student's own country	PS-CATCOU3
	Critical analysis of the implications of the events during the period of transformation to the student's own community	PS-CATCOM3
	Critical analysis of the implications of the events during the period of transformation to the student's own self/identity	PS-CATSE3
	Critical analysis of the implications of the events in the modern times to the student's own country	PS-CAMCOU3
	Critical analysis of the implications of the events in the modern times to the student's own community	PS-CAMCOM3
	Critical analysis of the implications of the events in the modern times to the student's own self/identity	PS-CAMSE3
<b>Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development</b>	Activity/project on promoting peace in the community	PS-APCOM4
	Activity/project on promoting unity in the community	PS-AUCOM4

	Activity/project on promoting cooperation in the community	PS-ACCOM4
	Activity/project on promoting development in the community	PS-ADCOM4
	Activity/project on promoting peace in the country	PS-APCOU4
	Activity/project on promoting unity in the country	PS-AUCOU4
	Activity/project on promoting cooperation in the country	PS-ACCOU4
	Activity/project on promoting development in the country	PS-ADCOU4

### Learning Competencies

Module No.	Lesson No.	Theme/s	Code
1	1	Examining five Geographical themes	LC-EFGT11
		Examining Physical features of the world	LC-EPFW11
		Valuing different Cultures	LC-VDC11
	2	Examining Geographical conditions of prehistoric people	LC-GPP12
		Explaining Ways of life of prehistoric people	LC-WLPP12
		Examining Phases of development during the Pre-historic era	LC-PDPH12
	3	Relating geography with the development of civilizations	LC-GDP13
		Examining of the Origin and foundation of ancient civilizations	LC-OAC13

		Examining of the Politics, economics, culture, religion, beliefs, and the society of ancient civilizations  *If in specific parts:  a. Politics b. Economics c. Culture d. Religion and Beliefs e. Society	LC-PECRBS13            1. LC-EPAC13 2. LC-EEAC13 3. LC-ECAC13 4. LC-ERBAC13 5. LC-ESAC13
		Valuing Contributions of ancient civilizations	LC-ACCI3
2	1	Examining of the Minoan and Mycenaean Civilizations	LC-EMMC21
		Examining of Classical Greek civilization	LC-ECG21
		Explaining of significant events in the Roman civilization	LC-ERC21
		Appreciating of contributions of the Classical civilization of Europe	LC-ACCC21
	2	Examining events in the classical America	LC-BECAM22
		Explaining events in classical Africa	LC-BECAF22
		Examining the Classical islands of the Pacific	LC-ECIP22
		Appreciating of contributions of America, Africa and the Pacific	LC-AAAA22
	3	Examining Causes and effects of the growth of the Catholic Church	LC-ECECC23
		Examining events leading to the establishment of the Holy Roman Empire	LC-EHRE23
Explaining the Causes and effects of the Crusades		LC-CEC23	

		Examining Life during the Medieval Period	LC-ELMP23
		Assessing effects of important events in Europe	LC-AEEE23
3	1	Analyzing concepts, i.e. bourgeoisie, mercantilism, national monarchy, renaissance, the Catholic Church, and reformation  If specific parts: a. Bourgeoisie b. Mercantilism c. National Monarchy d. Renaissance e. Catholic Church f. Reformation	LC-BMNMCCR31  1. LC-ABOU31 2. LC-AMER31 3. LC-ANM31 4. LC-AREN31 5. LC-ACACH31 6. LC-AREF31
		Valuing contributions of bourgeoisie, mercantilism, national monarchy, renaissance, the Catholic Church, and reformation  If specific parts: a. Bourgeoisie b. Mercantilism c. National Monarchy d. Renaissance e. Catholic Church f. Reformation	LC-VBMNMCCR31  1. LC-VBOU31 2. LC-VMER31 3. LC-VNM31 4. LC-VREN31 5. LC-VCACH31 6. LC-VREF31
	2	Examining the first phase of imperialism and colonization in Europe  If specific parts: a. Imperialism b. Colonization	LC-EFPIC32  1. LC-EFPIM32 2. LC-EFPCO32

		<p>Assessing causes and effects of the first phase of imperialism and colonization</p> <p>If specific parts:</p> <ul style="list-style-type: none"> <li>a. Imperialism</li> <li>b. Colonization</li> </ul>	<p>LC-SCEFPI32</p> <p>1. LC-ACEIM32 2. LC-ACECO32</p>
		<p>Examining effects of the Scientific Revolution, Enlightenment and Industrial Revolution</p> <p>If specific parts:</p> <ul style="list-style-type: none"> <li>a. Scientific Revolution</li> <li>b. Enlightenment</li> <li>c. Industrial Revolution</li> </ul>	<p>LC-EESREIR32</p> <p>1. LC-ESR32 2. LC-EE32 3. LC-EIR32</p>
		<p>Examining the causes and effects of the second phase of Imperialism</p>	<p>LC-ECESPIM32</p>
	3	<p>Explaining relationship between Intellectual revolution and the French and American Revolutions</p> <p>If specific parts:</p> <ul style="list-style-type: none"> <li>a. Relationship between Intellectual and French Revolutions</li> <li>b. Relationship between Intellectual and American Revolutions</li> </ul>	<p>LC-ERIRFAR33</p> <p>1. LC-RIFR33 2. LC-RIAR33</p>
		<p>Appreciating of the concept of nationalism</p>	<p>LC-ACN33</p>
4	1	<p>Examining causes of the First World War</p>	<p>LC-ECFWW41</p>
		<p>Examining events during the First World War</p>	<p>LC-EEFWW41</p>

		Assessing effects of the First World War	LC-AEFWW41
		Examining efforts to achieve peace and development after the First World War  If specific parts: a. Efforts to achieve peace b. Efforts to development	LC-EEPDFWW41  1. LC-EAPFWW41 2. LC-ETDFWW41
2		Examining the causes of the Second World War	LC-ECSWW42
		Examining events during the Second World War	LC-EESWW42
		Assessing the effects of the Second World War	LC-AESWW42
		Examining efforts to achieve peace and development after the Second World War  If specific parts: a. Efforts to achieve peace b. Efforts to development	LC-EAPDSWW42  1. LC-EAPSWW42 2. LC-ETDSWW42
3		Examining political and economic ideologies  If specific parts: a. Political ideologies b. Economic ideologies	LC-EPEC43  1. LC-EPI43 2. LC-EEI43
		Assessing effect of the cold war	LC-AECW43
		Examining effects of neo-colonialism	LC-EENC43
4		Examining world organizations that promote peace, unity, cooperation and development  If specific parts: a. Peace b. Unity c. Cooperation d. Development	LC-WOPUCD44  1. LC-EWOPP44 2. LC-EWOPU44 3. LC-EWOPC44 4. LC-EWOPD44

<b>Approaches</b>	
<b>Category</b>	<b>Code</b>
Chronological-thematic Approach	APP-Chrono-Them
Conceptual Approach	APP-Conceptual
Inquiry Approach	APP-Inquiry
Integrative Approach	APP-Integrative
Multidisciplinary Approach	APP-Multidisciplinary
Interdisciplinary Approach	APP-Interdisciplinary
<b>Contextualization</b>	
<b>Category</b>	<b>Code</b>
Provision or Concept of Contextualization	CONTEXT
<b>Historical Thinking Skills Categories</b>	
<b>Category</b>	<b>Code</b>
Analyzing Historical Sources and Evidence-Secondary Sources	ANAHISEVI-SEC
Analyzing Historical Sources and Evidence-Primary Sources	ANAHISEVI-PRIM
Making Historical Connections-Comparison	MAHISCO-COMP
Making Historical Connections-Contextualization	MAHISCO-CONTEXT
Making Historical Connections-Synthesis	MAHISCO-SYN
Chronological Reasoning-Causation	CHRONOREAS-CAUS
Chronological Reasoning-Patterns of Continuity and Change over Time	CHRONOREAS-PCCI
Chronological Reasoning-Periodization	CHRONOREAS-PERIOD
Creating and Supporting a Historical Argument-Argumentation	CRESUPHISAR-ARG

**Decoding the Codes:**

For example, in the code CS-HEI1

CS stands for Content Standards;

HEI stands for Human Environment Interaction; and

1 stands for the Module number

Therefore, the derivation of the codes is through the first few letter/s of the concepts and the Arabic number of the modules and/or lessons.

## **Appendix G. Glossary of Approaches**

This Glossary lists down the approaches outlined in the K to 12 Social Studies curriculum and will be used to identify the teaching approaches in the teaching guides. Also, this presents the definitions and provides examples for each approach to facilitate an easy identification and categorization. In addition, the definitions are based on the K to 12 Curriculum guide while the examples are from the instructional materials of the Department of Education, unless otherwise specified.

### **Chronological-thematic Approach**

This is an approach that fuses the use of themes in presenting historical events or concepts in sequence. A theme is an organizer or the focus of the lesson. For example, if the lesson is on Revolts, a possible common theme of the different revolts is nationalism. Then, nationalism will be the unifying thread of the lesson, that is, from the first Revolt up to the last.

### **Conceptual Approach**

This is an approach that helps students arrive at a generalization through forming ideas and concepts from the lesson at hand, i.e. facts. For instance, if the lesson is on the Causes of the First World War, the students will learn first facts like “the Junkers, which is a military group in Germany, believes that their race is the best in Europe” and that “Serbia would like to get Bosnia and Herzegovina, which were under Austria, since there were Serbians living there and that it is their duty to protect them.” Then, they will transform these into ideas and concepts. In the given example, these actions could be attributed to “nationalism.” After that, the students will form generalizations like “One of the causes of the First World War is nationalism” (Examples were taken from the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* by Blando, et al., 2014, p. 450).

### **Inquiry Approach**

This is an approach that applies the steps of the scientific method to teaching, i.e. “asking questions, posing hypothesis, gathering data, testing possible solutions and hunches, and coming to conclusions” (Jarolimek, 1971, p. 274). For example, if the lesson is on the Death of Julius Caesar, the students may formulate first questions like: “What is the cause of the death of Julius Caesar?, Who killed Julius Caesar?, Why did they kill him?, etc. Then, the students will make their guesses. For instance: “Julius Caesar was killed because of their envy to him and thirst for power.” After that, they will gather data though reading the texts. Then, they will process the data that they have gathered by filling up a K-W-L Chart (What students know, What they want to know, and What they has learned). Afterwards, they will form their generalizations. For instance: “Julius Caesar was assassinated by Marcus Brutus and Gaius Cassius in order to save the Republic and prevent Caesar from declaring

himself as king” (Examples were taken from the *Kasaysayan ng Daigdig Modyul para sa Mag-aaral* by Blando, et al., 2014, pp. 170-171).

### **Integrative Approach**

This is an approach that links the content of the new lesson with the ideas and concepts that students’ have already learned and/or developed in the previous lesson for easier and better understanding. For example, in order to understand the results of the crusades, the students may relate it to their prior lessons on the causes or reasons of the crusades and the factors that have affected them.

### **Multidisciplinary Approach**

This is an approach that uses concepts from other disciplines or learning areas in order to expound or enrich the lesson. For example, if the lesson in World History is on the contributions of the Renaissance in the modern world, the teacher may derive ideas or concepts from literature, Science, and the Arts in order to explain the life and works of William Shakespeare, Nicolas Copernicus, and Leonardo da Vinci, respectively.

### **Interdisciplinary Approach**

This is an approach that combines the concepts of different disciplines or learning areas in order to form a central theme that will be used in teaching the lesson. For example, if the lesson is on the contributions of Ancient Civilizations of the world, the central theme could be “Heritage Conservation”. This theme is made by a combination of concepts from various Social Science disciplines like Sociology, Anthropology, and Archaeology, as well as learning areas like Science and Technology and Values Education. Then, the teaching of the lesson under a central theme could easily integrate concepts from different disciplines and/or learning areas, thereby making it interdisciplinary.

## **Appendix H. Categorization Rules for the Teaching Guides (Adapted from Salic, 1990 & De la Cruz, 1975)**

In preparation for the analysis of the teaching approaches and provisions of contextualization in the teaching guide:

1. Read first the teaching guide.
2. Then, analyze the teaching approaches while being guided by the “Glossary of Approaches” and the concept of contextualization according to the Department of Education, that is: “Examples, activities, songs, poems, stories, and illustrations are based on local culture, history, and reality. This makes the lessons relevant to the learners and easy to understand” (Department of Education, n.d.).
3. Next, read again the teaching guide and highlight the parts of every lesson where the teaching approaches and the concept of contextualization are reflected. The process of coding is discussed in a separate section, re: Coding Rules.
  1. In determining whether an approach is reflected in a specific part or in whole, the attributes of the category should be present or evident in a word, phrase, sentence, paragraph, or in the entire activity.
  2. In determining whether contextualization is present or not in the teaching guide, the attributes of the concept of contextualization should be present in a word, phrase, sentence, paragraph, or in the entire activity. And since the instructional materials are written in

Filipino, the analyst should look for instructions/directions/guidelines in the teaching guide that will help the teacher localize the lesson.

2. Afterwards, classify the highlighted parts of the teaching guide according to the attributes of the category. For example, if the category is Inquiry Approach, then there should be provisions of the steps of the scientific method, i.e. asking of questions, formulation of hypothesis, data gathering, testing hypothesis and conclusions in the learning activity/lesson.
3. Then, classify the degree of evidence using the five-point rating scale developed by Olavidez (2006). Put a check mark ( / ) inside the table to indicate the degree of evidence.

5 – Very much present/evident and explicitly stated

4 – Present to a great degree; some are stated, some are implied

3 – Present to some degree, mostly implied

2 – Present to a little degree, not stated, only implied

1 – Not present or evident

4. Lastly, write the code/s for the teaching approach/es in the matrix together with its/their evidence/s. The evidence/s will be the attributes of the teaching approaches, as discussed earlier, which are present/evident in the lesson. If there are two or more approaches present in a lesson, the codes will be separated by a semicolon (;) in the table. Also, the presence of contextualization in the teaching guide, particularly on the directions/guidelines for the learning activities will be determined and their evidence/s will be noted.
5. Follow these rules for the other teaching guides.

Direction: Fill-up the tables with the guidance of the categorization rules provided.

**Table H-1. Teaching Approaches Matrix (Adopted from Olavidez, 2006)**

Teacher's Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Evidence (Indicate as well the page number)	Degree of Evidence				
					5	4	3	2	1

**Table H-2. Contextualization Matrix (Adopted from Olavidez, 2006)**

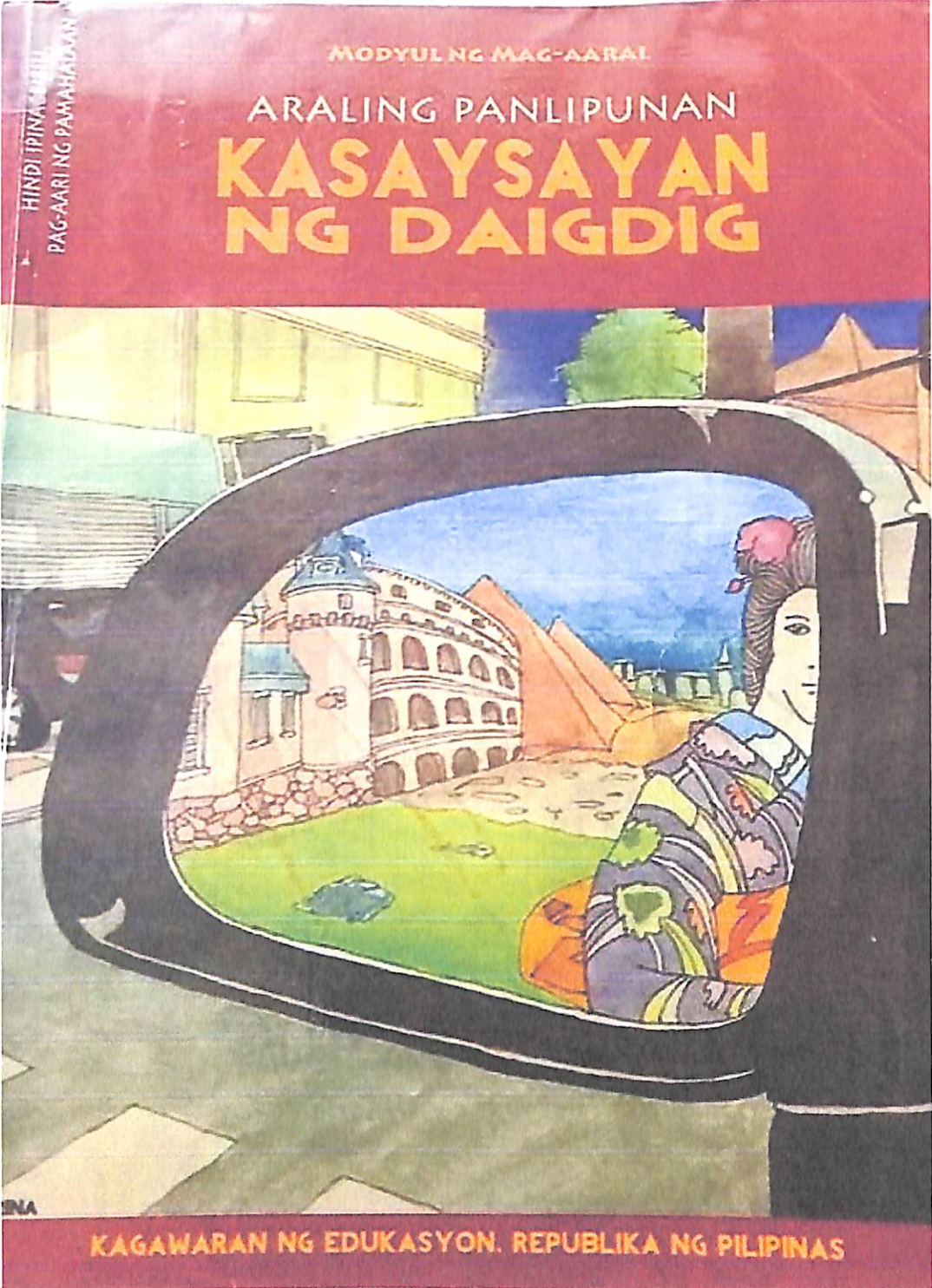
Teacher's Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence					
				5	4	3	2	1	

**Appendix I. Historical Thinking Skills Categories (Adopted from AP College Board, 2015)**

Historical Thinking Skill Categories				
Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			
Historical Thinking Skill Descriptions				
<p><b>Analyzing Evidence: Content and Sourcing</b> Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.</p> <p>A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that</p>	<p><b>Interpretation</b> Historical thinking involves the ability to describe, analyse, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.</p>	<p><b>Comparison</b> Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.</p> <p>It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.</p> <p><b>Contextualization</b> Historical thinking involves the ability to connect historical events and processes to specific</p>	<p><b>Causation</b> Historical thinking involves the ability to identify, analyse, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.</p> <p><b>Patterns of Continuity</b></p>	<p><b>Argumentation</b> Historical thinking involves the ability to create an argument and support it using relevant historical evidence.</p> <p>Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed</p>

<p>source, assessing the usefulness, reliability, and limitations of the source as historical evidence.</p>		<p>circumstances of time and place as well as broader regional, national, or global processes.</p> <p><b>Synthesis</b> Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p>	<p><b>and Change over Time</b> Historical thinking involves the ability to recognize, analyse, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><b>Periodization</b> Historical thinking involves the ability to describe, analyse, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.</p>	<p>around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</p> <p>Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p>
---	--	--	--	--

Appendix J. Front Cover of the Instructional Materials



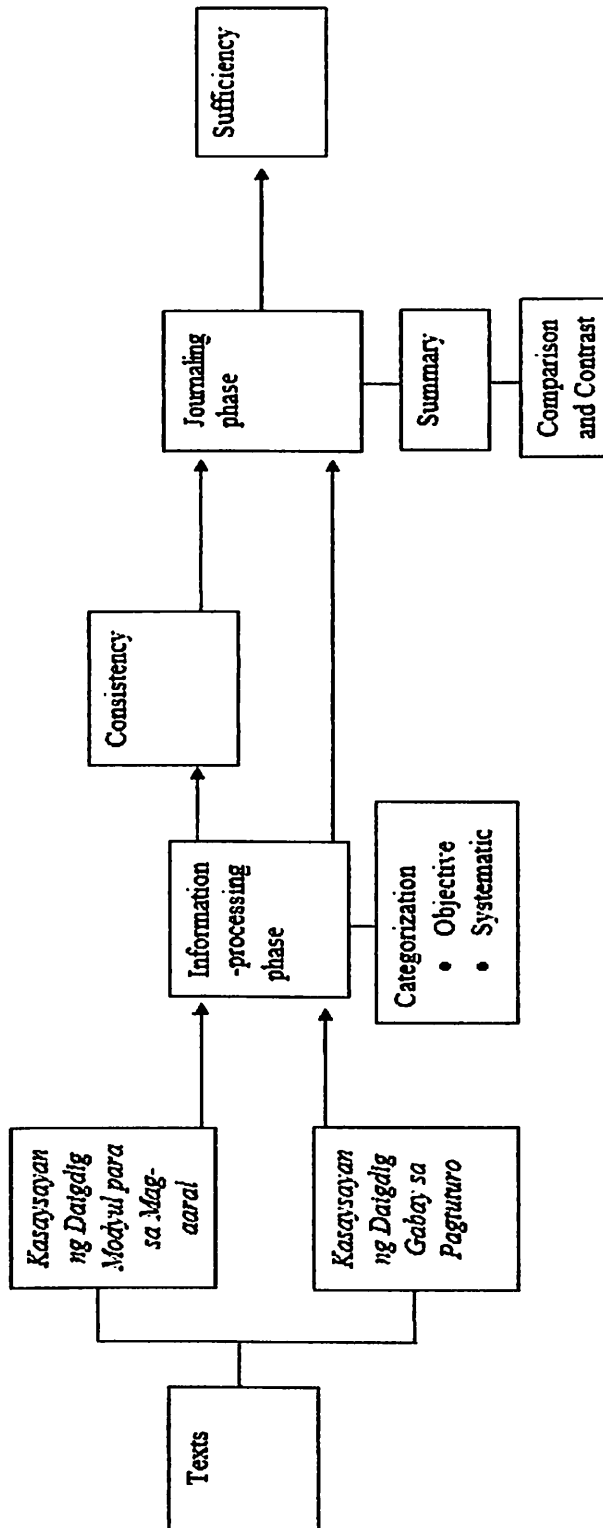
**Appendix K. Summary of the Categorization of Themes - Components of Learning Module (Adopted from Olavidez, 2006)**

Components of the Learning Module									
Historical Content	Theme	Historical Thinking Skill	Evidence (Indicate as well the page number)	Degree of Evidence					
				5	4	3	2	1	
1.									
2.									
3.									
4.									
5.									
<b>Learning Activities</b>									
1.									
2.									
3.									
4.									
5.									
<b>Assessment Tools</b>									
1.									
2.									
3.									
4.									
5.									

**Appendix L. Summary of the Categorization of Themes - Provisions in the Teaching Guides (Adopted from Olavidez, 2006)**

Provisions in the Teacher's Guides								
Contextualization	Theme	Historical Thinking Skill	Evidence (Indicate as well the page number)	5	4	3	2	1
1.								
2.								
3.								
4.								
5.								
Teaching Approaches								
1.								
2.								
3.								
4.								
5.								

**Appendix M. The Content Analysis Framework (adapted from Paisley and Alcala, et al., 1975)**



## Appendix N. The Topics in the *Kasaysayan ng Daigdig* Learning Modules

Modules	Lessons
<p><b>Modyul 1: <i>Heograpiya at Mga Sinaunang Kabihasan sa Daigdig</i></b></p> <p>(Module 1: Geography and Ancient Civilizations of the World)</p>	<p><i>Aralin 1: Heograpiya ng Daigdig</i> (Lesson 1: World Geography)</p> <p><i>Aralin 2: Ang mga Sinaunang Tao</i> (Lesson 2: Prehistoric People)</p> <p><i>Aralin 3: Ang mga Sinaunang Kabihasan sa Daigdig</i> (Lesson 3: Ancient Civilizations of the World)</p>
<p><b>Modyul 2: <i>Ang Daigdig sa Klasiko at Transisyunal na Panahon</i></b></p> <p>(Module 2: The World in Classical and Transitional Periods)</p>	<p><i>Aralin 1: Pag-usbong at Pag-unlad ng mga Klasikal na Lipunan sa Europe</i> (Lesson 1: Establishment and Development of Classical Societies in Europe)</p> <p><i>Aralin 2: Pag-usbong at Pag-unlad ng mga Klasikal na Lipunan sa America, Africa, at mga Pulo sa Pacific</i> (Lesson 2: Establishment and Development of Classical societies in America, Africa, and the islands in the Pacific)</p> <p><i>Aralin 3: Ang Daigdig sa Panahon ng Transisyon</i> (Lesson 3: The World in the Transitional Period)</p>
<p><b>Modyul 3: <i>Ang Pag-usbong ng Makabagong Daigdig: Ang Transpormasyon Tungo sa Pagkabuo ng Pandaigdigang Kamalayan</i></b></p> <p>(Module 3: The Rise of the Modern World: Transformation towards the Formation of a Global Consciousness)</p>	<p><i>Aralin 1: Paglakas ng Europe</i> (Lesson 1: Europe's Rise to Power)</p> <p><i>Aralin 2: Paglawak ng Kapangyarihan ng Europe</i> (Lesson 2: Expansion of European Power)</p> <p><i>Aralin 3: Pagkamulat: Kaugnayang Rebolusyong Pangkaisipan sa Rebolusyong Pranses at Amerikano</i> (Lesson 3: Awakening: Relationship of Intellectual Revolution with the French and American Revolutions)</p>
<p><b>Modyul 4: <i>Ang Kontemporaryong Daigdig (ika-20 siglo hanggang sa kasalukuyan): Mga Suliranin at Hamon tungo sa Pandaigdigang Kapayapaan, Pagkakaisa, Pagtutulungan, at Kaunlaran</i></b></p> <p>(Module 4: The Contemporary World – the 20th Century to the Present: Problems and Challenges toward World Peace, Unity, Cooperation, and Development)</p>	<p><i>Aralin 1: Ang Unang Digmaang Pandaigdig</i> (Lesson 1: The First World War)</p> <p><i>Aralin 2: Ang Ikalawang Digmaang Pandaigdig</i> (Lesson 2: The Second World War)</p> <p><i>Aralin 3: Mga Ideolohiya, Cold War, at Neokolonyalismo</i> (Lesson 3: Ideologies, Cold War and Neocolonialism)</p> <p><i>Aralin 4: Ang United Nations at Iba Pang Pandaigdigang Organisasyon, Pangkat, at Alyansa</i> (Lesson 4: The United Nations and other World Organizations, Groups, and Alliances)</p>

### Appendix O. Historical Content Matrix

Module No.	Historical Content		Evidence/s (Indicate the page number/s)	Degree of Evidence				
	Lesson/ Topic	Theme/s		5	4	3	2	1
1	1	CS-HEI1	Kapaligiran bilang pinagkukunan ng pangangailangan ng tao; gayon din ang pakikiyon ng tao sa mga pagbabagong nagaganap sa kanyang kapaligiran, p. 13, see also pp. 12, 15, 16, 25, 27	/				
	2	CS-AC1	Upper Palaeolithic Period – unang pamayanan sa anyong mga campsite na kadalasang matatagpuan sa mga lambak, p. 41 Catal Huyuk – pamayanang Neolitiko, p. 43	/				
		CS-CAC1	Pagpipinta sa katawan at pagguhit sa bato, p. 41; Cro-Magnon – lumikha ng sining ng pagpipinta sa kuweba, p. 42; Paggamit ng kasangkapang makinis na bato, p. 42; Paghahabi, paggawa ng mga alahas, salamin at kutsilyo, p. 43; Pagpapanday ng mga kagamitang yari sa tanso at bakal, p. 44; Mga larawan tungkol sa mga ambag ng mga sinaunang tao, p. 51	/				
	3	CS-AC1	Mesopotamia, pp. 57-58; Indus, pp. 58-59; Tsino, p. 60; Africa (Egypt), p. 61; Mesoamerica, pp. 62-63	/				
		CS-CAC1	Mga kabihasnang unusbong sa Mesopotamia: Sumer, Akkad, Babylonian, Assyrian, Chaldean at Persian, pp. 67-69; Harappa, Mohenjo-Daro, pp. 70-73; Imperyong Gupta, p. 78; Tsino, pp. 81-84; Egyptian, pp. 86-90; Mesoamerica, pp. 96-98; Summary of Contributions of ancient civilizations, pp. 104-108	/				
2	1	CS-HECP2	Timeline of Events Greek Civilizations, p. 134; Timeline Roman Civilization, p. 157 (Error: It should be Kabihasnang Roman and not Greece). Dark ages, p. 137; Digmaang Peloponnesian, p. 149; Ginintuang Panahon ng Athens, pp. 151-154; Digmaang Punic, pp. 163-165	/				
		CS-CHECP2	Minoan- metal, bahay na yari sa laryo bricks, Sistema ng pagsulat, mandaragat, palakasan: boksing, pp. 134-135 Mycenean – mitilohiyang Greek, p. 136 Greek, karapatang bomoto, magkaroon ng ari-arian, humawak ng posisyon at ipagtanggol ang sarili sa korte, pp. 139-140 Ceramics, p. 142; Socrates, Plato, Aristotle, pp. 153-154; Aqueduct, Barko, paggawa ng sandata, pagtatanim ng ubas at paggawa ng alak, p. 159 Graphic organizer on the contributions of Roman Civilization (Comment: It lacks organization), p. 166	/				
	2	CS-HECP2	Timeline of Important events, pp. 184-186 Migrasyong Austronesian, pp. 215-219	/				
		CS-CHECP2	Kabihasnang Maya- pyramid, p. 187; Picture – pyramid, p. 189; Produktong pangkalakal (mais, asin, tapa, pinatuyong isda, pulot-pukyutan, kahoy, at balat ng hayop), p. 188 Proseso ng pagtatanim (with pictures), pp. 193-194 Pagtatanim ng taro o gabi, yam o ube, breadfruit, p. 217 Micronesia – pera (stone money), p. 218	/				

	3	CS- HETP2	Timeline with pictures (Pangyayaring nagbigay-daan sa Pag-usbong ng Europe sa Panahong Medieval) p. 229	/		
		CS- CHETP2	Pagtatanim, paggamit ng salapi, namamalit ng salapi (money exchanger), p. 256 Guild System, pp. 258-259	/		
3	1	CS- HEMW3	Rise of Bourgeoisie, p. 288 Pagtatatag ng National Monarchy, p. 292 Pag-usbong ng mga Nation-state, p. 293 Paglakas ng Simbahan at ang Papel nito sa Paglakas ng Europe, pp. 295-297 Pag-usbong ng Renaissance, p. 300 Repormasyon, p. 309 Larangan ng agham sa panahon ng Renaissance, pp. 305-306	/		
	2	CS- HEMW3	Paghahanap ng spices, p. 329; Pagahahati ng Mundo (Demarcation line), p. 332; Paglalakbay ni Ferdinand Magellan, p. 334; Rebolusyong Siyentipiko, p. 342-343; Enlightenment, pp. 345-347; Rebolusyong Industriyal, pp. 348-351	/		
		CS- ISGS3	Scientific Revolution (Bgaong Teorya ukol sa Sansinukuban), pp. 342-344; Makabagong Ideyang Pampolitika, pp. 345-347; Industriyalismo, p. 351	/		
	3	CS- HEMW3	Rebolusyong Amerikano, pp. 386-394; French Revolution, pp. 401-402; Napoleonic Wars, pp. 406-410	/		
		CS- IPGS3	Kaisipang politikal, p. 378	/		
		CS- IEGS3	Kaisipang Pang-ekonomiya, p. 383	/		
		CS- ISGS3	Rebolusyong Siyentipiko – Rebolusyong Pangkaisipan (Comment: Very brief. It is just an introduction on Enlightenment.) p. 377	/		
4	1	CS- IDWP4	Digmaan sa Silangan, p. 454, see also p. 452; Kasunduang Pangkapayapaan, pp. 457-460	/		
		CS- IDAU4	Kasunduang Pangkapayapaan, pp. 452, 457-458, 459-460	/		
		CS- IDAC4	Kasunduang Pangkapayapaan, pp. 452, 457-458, 459-460	/		
		CS- IDCD4	Kasunduang Pangkapayapaan, pp. 452, 457, 459-460	/		

	CS- ICWP4	Kasunduang Pangkapayapaan, pp. 457-460	/	
	CS- ICAU4	Digmaan sa Karagatan, p. 455; Kasunduang Pangkapayapaan, pp. 457-460	/	
	CS- ICAC4	Digmaan sa karagatan, p. 455; Kasunduang Pangkapayapaan, pp. 457-460	/	
	CS- ICAD4	Kasunduang Pangkapayapaan, pp. 457- 459-460	/	
2	CS- IDWP4	United Nations, pp. 484-485	/	
	CS- IDAU4	United Nations, pp. 484-485	/	
	CS- IDAC4	United Nations, pp. 484-485	/	
	CS- IDCD4	United Nations, pp. 484-485	/	
	CS- ICWP4	United Nations, pp. 484-485	/	
	CS- ICAU4	United Nations, pp. 484-485	/	
	CS- ICAC4	Ang France ay nakipag-alyansa sa Russia laban sa Germany, pp. 475; United Nations, pp. 484-485	/	
	CS- ICAD4	United Nations, pp. 484-485	/	
3	CS- IDWP4	“Kapayapaan, lupain at tinapay”, p. 502; Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS- IDAU4	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS- IDAC4	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS- IDCD4	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS- ICWP4	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	

								/	
	CS-ICAU4				Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509; Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511				
	CS-ICAC4				Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509; Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511			/	
	CS-ICAD4				Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509; Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511			/	
					*Comment on the entire Lesson 3: Focused mainly on descriptions and narrations. Failed to discuss extensively the importance of dialogue and collective action.				
	4				Organization Islamic Cooperation, ASEAN, Organization of American States, p. 527			/	
	CS-IDWP4				Organization of American States, p. 527			/	
	CS-IDAU4				Organization of American States, ASEAN p. 527			/	
	CS-IDAC4				European Union, Organization of American States, ASEAN pp. 527, 532-533; World Bank, p. 530			/	
	CS-IDCD4				European Union, Organization of American States, ASEAN, Organization of American States, p. 527			/	
	CS-ICWP4				Organization of American States, p. 527			/	
	CS-ICAU4				Organization of American States, European Union, ASEAN p. 527			/	
	CS-ICAC4				Organization of American States, European Union, ASEAN, p. 527; World Bank, p. 530			/	
	CS-ICAD4				*Comment on Lesson 4: Failed to show the importance of dialogue and collective action. The content is just pure description of organization.			/	

## Appendix P. Learning Activities Matrix

Learning Activities		Title of Activity	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence						
Module No.	Lesson No.				5	4	3	2	1		
1	1	1. GEOpardy!	NONE	The activity is not based on any of the themes for the module., See p. 10						1	/
		2. Graffiti Wall	PS-APRO1	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11	/						
			PS-APRE1	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11	/						
			PS-BEPG1	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11	/						
			PS-BEFG1	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11	/						
		3. Tukoy-tema-Aplikasyon	NONE	The activity is not based on any of the themes for the module., See p. 14							/
		4. KKK Geocard	NONE	The activity is not based on any of the themes for the module., See p. 20							/
		5. Dito sa Amin	NONE	The activity is not based on any of the themes for the module., See p. 21							/
		6. Three Words in One	NONE	The activity is not based on any of the themes for the module., See p. 26							/

		7. Illustrated World Map	NONE		The activity is not based on any of the themes for the module., See p. 29				/
		8. The Map Dictates	NONE		The activity is not based on any of the themes for the module., See p. 30				/
		9. Crossword Puzzle	NONE		The activity is not based on any of the themes for the module., See p. 35				/
		10. My Travel Reenactment	PS-APRE1		Hiindi malilimitang paglalakbay sa ibang lugar, p. 36	/			
		11. Modelo ng Kultura	PS-APRE1		Bagay na tumutukoy sa lahi, wika, at relihiyon ng bansa, p. 37	/			
	2	1. Kung Ikaw Kaya?	PS-BEFG1		Isiping is aka sa mga taong nabuhay noong sinaunang panahon, p. 39	/			
		2. I-R-F Chart	PS-APRE1		Paano umunlad ang pamumuhay ng tao noong sinaunang panahon?, p. 40	/			
		3. I-Tweet Mo	PS-APRE1		Paano nagana pang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhayan, at iba pang aspekto ng pamumuhay?, p. 45	/			
		4. Tower of Hanoi	PS-BEPG1		Maipagmamalaki ba ng kasalukuyang henerasyon ang ginawang ito ng mga sinaunang tao?, p. 46	/			
		5. Ano Ngayon Chart	PS-BEFG1		Maiisip din ang kahalagahan ng mga konseptong ito sa kasalukuyang pamumuhay; Nararapat din iugnay ang mga pangyayari ng nakaraan sa kasalukuyan, p. 47	/			
		6. Archaeologist at Work	PS-BEFG1		Bakit mahalaga ang artefact na ito sa kasalukuyang panahon?, p. 49	/			
	3	1. Picture Frame	NONE		The activity is not based on any of the themes for the module., See p. 53				/
		2. WQF Diagram	NONE		The activity is not based on any of the themes for the module., See p. 54				/
		3. Triple Matching Type	NONE		The activity is not based on any of the themes for the module., See p. 64				/
		4. Geography Checklist	PS-APRE1		Paghahambing ng mga kabihasan, p. 64-65				/

		5. Complete It!	NONE	The activity is not based on any of the themes for the module., See p. 69-70			/
		6. Tatak-Kabihasnan sa Timog Asya	PS-BEPG1	Ambag ng kabihansang Indus at Panahong Vedic at ang kapakinabanagan nito sa kasalukuyan, pp. 74-75	/		
		7. Empire Diagram	PS-APRE1	Mga tanyag na pinuno ng Imperyo, p. 80	/		
		8. Maramihang Pagipili sa Tsart	PS-BEPG1	Mga ambag ng mga dinastiya sa Tsina sa kasalukuyan, p. 85	/		
		9. Walk to Ancient Egypt	NONE	The activity is not based on any of the themes for the module., See			/
		10. Tracing the Beginning Chart	NONE	The activity is not based on any of the themes for the module., See			/
		11. Pagbuo ng K-Web Diagram	NONE	The activity is not based on any of the themes for the module., See			/
		12. Kabihasnan (Pathway Diagram)	PS-APRE1	Mga tanyag na pinuno ong namahala sa iba't ibang sinaunang kabihansan sa daigdig, pp. 101-102	/		
		13. Gallery of Ancient Rulers	PS-APRE1	Bakit siya naging tanyag sa kasaysayan?, pp. 102-103	/		
			PS-BEPG1	Para sa iyo, ano ang pinakamahalagang taglayin ng isang pinuno?, pp. 102-103	/		
		14. K-A-K Organizer	PS-BEPG1	Bakit maituturing na dakilang pamana ang mga ambag na ito?, p. 109	/		
		15. Thank You Letter	PS-APRO1	Pagbibigay-kabuluhan sa pamana ng mga sinaunang kabihansan, p. 110	/		
			PS-APRE1	Liham pasasalamat tungkol sa mga pamana ng mga sinaunang kabihansan, p. 110	/		
			PS-BEPG1	Sariling saloobin tungkol sa mahalagang papel na ginampanan nito sa buhay ng tao, p. 110	/		
		16. Maimpluwensiyang Kabihasnan	PS-BEPG1	Ang impluwensiya ng pamanang ito sa daigdig at sa ating bansa sa kasalukuyang panahon, p. 111	/		

		<b>17. POKUS  NGAYON:  Preserbasyon ng mga  Pamana ng mga  Sinaunang  Kabihasnang ng  Daigdig</b>	<b>PS-APRE1</b>	Panukalang proyektong may layuning ipreserba ang mga dakilang pamanang mula sa iyong bansa, pp. 112-115	/				
--	--	---	-----------------	---	---	--	--	--	--

Module No.	Learning Activities		Evidence/s (Indicate as well the page number)	Degree of Evidence					
	Lesson No.	Title of Activity		Theme/s	5	4	3	2	1
2	1	1. Ano ang Gusto ko?	PS-COCP2	Makikita sa larawan ang isang tipikal na tagpo sa isang lungsod-estado sa Europe noong panahong klasikal., pp. 130-131	/				/
		2. I-R-F Chart	PS-COCP2	Paano nakaimpluwensiya ang Panahong Klasikal sa Europe sa pag-unlad ng pandaigdigang kamalayan?, p. 131		/			
		3. Mapa-Suri	NONE	The activity is not based on any of the themes for the module., See p. 132					/
		4. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 133-137					/
		5. Daloy ng mga Pangyayari	PS-COCP2	Sa iyong palagay, ano ang epekto ng nabanggit na mga kabihansan 285ap ag-usbong ng Kabihansang Greek?, pp. 137-138		/			
		6. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 139-145					/
		7. Paghahambing	NONE	The activity is not based on any of the themes for the module., See p. 146					/
		8. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 151-154					/
		9. A-K-B Chart	NONE	The activity is not based on any of the themes for the module., See p. 150					/
		10. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 151-154					/
		11. Talahanayan, Punan Mo	NONE	The activity is not based on any of the themes for the module., See p. 154					/
		12. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See p. 155					/
		13. Greece...Sa Isang Tingin	PS-COCP2	Bakit itinuturing na isang Kabihansang Klasikal ang Kabihansang Greek?, p. 156		/			

			14. Magbasa at Matuto	PS-COCP2	Ano ang kahalagahan ng pagkakaroon ng nakasulat na batas para sa mga plebeian? p. 158-166	/			
			15. Lagumin Mo	NONE	The activity is not based on any of the themes for the module., See p. 167				/
			16. Magbasa at Matuto	PS-COCP2	Ano ang kahalagahan ng isang mabuting pinuno sa pananatili ng isang imperyo?, pp. 169-175	/			
			17. Rome... Sa Isang Tingin	NONE	The activity is not based on any of the themes for the module., See p. 176				/
			18. Pagsulat ng Sanaysay	PS-COCP2	Bakit maituturing na Kabihansang Klasikal ang Kabihansan ng mga Romano?, p. 176	/			
			19. I-R-F Chart	PS-COCP2	Paano naimpluwensiyahan ang Panahong Europe sa pag-unlad ng pandaigdigang kamalayan?, p. 177	/			
	2		1. Imbestigasaysayan	PS-ACCP2	Palatandaan ng isang maunlad na kabihansan ang matatag na arkitektura na ipinatayo., p. 181	/			
			2. SKK- Paglalakbay	PS-COCP2	Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang mamamayan sa mga nabanggit na kontinente tungo sa pagbuo ng sariling pagkakakilanlan?, p. 182	/			
			3. Sulyap sa Nakaraan	PS-COCP2	Anong konklusyon ang iyong mabubuo tungkol sa pag-usbong ng mga kabihansan sa daigdig?, p. 183	/			
			4. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 187-190				/
			5. Ipaliwanag Mo	PS-COCP2	Patunayang may mataas na kabihansan ang mga Mayan., p. 191	/			
			6. Exit Card	PS-COCP2	Naunawaan ko na nakaraang aralin na..., p. 191	/			
			7. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 192-195				/
			8. Daloy ng mga Pangyayari	NONE	The activity is not based on any of the themes for the module., See p. 196				/

	9. Pagsulat ng Sanaysay	PS-COCP2	Anu-ano ang kamilang mga kontribusyon at bakit ito mahalaga?, pp. 196-197	/			
	10. Pagsusuri ng aking Natutuhan	NONE	The activity is not based on any of the themes for the module., See p. 197				/
	11. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 198-200				/
	12. Sino Sila?	PS-COCP2	Mga nagawa ng bawat pinuno ng Kabihasnang Inca at ang kahalagahan ng nagawa., p. 201	/			
	13. Puno ng Kaalaman	NONE	The activity is not based on any of the themes for the module., See p. 201				/
	14. MAPAsuri	NONE	The activity is not based on any of the themes for the module., See p. 202				/
	15. Kaugnayan ng Kabihasnan sa Kasalukuyan (KKK)	PS-COCP2	Mga kontribusyon ng mga Kabihasnang Maya, Aztec, at Inca, p. 202	/			
	16. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 203-206				/
	17. MAPAghanap	NONE	The activity is not based on any of the themes for the module., See p. 207				/
	18. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 208-213				/
	19. History Makers	PS-COCP2	Mga mahalagang nagawa ng mga pinuno ng Kabihasnang Africa., p. 214	/			
	20. Triple Venn Diagram	NONE	The activity is not based on any of the themes for the module., See p. 214				/
	21. KKK	PS-COCP2	Mga kahalagahan ng mga kontribusyon ng Imperyong Ghana, Mali at Songhai., p. 214	/			
	22. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 215-219				/
	23. Pagsagot sa Chart	NONE	The activity is not based on any of the themes for the module., See p. 220				/

		24. Anong Konek?	PS-COCP2	Magsaliksik tungkol sa kultura ng mga taga-Pacific Islands at ihambing ito sa kulturang Pilipino., p. 220	/			
		25. Aking Aking Paglalakbay	PS-COCP2	Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang mamamayan sa mga nabanggit na kontinente tungo sa pagbuo ng sariling pagkakakilanlan?, p. 220	/			
		26. AdBakit?	PS-ACCP2	Gumawa ng dalawang pahinang pamphlet na nagsusulong ng adbokasiya upang mapangalagaan ang mga kontribusyon nito sa kasalukuyan., p. 221	/			
		27. Ang Aking Paglalakbay	PS-COCP2	Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang mamamayan sa mga nabanggit na kontinente tungo sa pagbuo ng sariling pagkakakilanlan?, p. 222	/			
	3	1. Photo-suri	PS-COTP2	Sa kasalukuyan, mayroon pa kayang mga tagpong tulad ng iyong nakikita sa larawan? Patunayan., p. 225	/			
		2. A-R Guide	NONE	The activity is not based on any of the themes for the module., See pp. 225-227				/
		3. Daloy ng Kasaysayan	NONE	The activity is not based on any of the themes for the module., See p. 228				/
		4. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 230-236				/
		5. Diyagram ng Aking Natutuhan	NONE	The activity is not based on any of the themes for the module., See p. 236				/
		6. 3-2-1 Chart	NONE	The activity is not based on any of the themes for the module., See p. 237				/
		7. Sa Madaling Salita	PS-COTP2	Ano ang kontribusyon ng Holy Roman Empire sa pagpapalaganap ng pandaigdigang kamalayan?, p. 238	/			
		8. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 239-240				/

		9. Paggawa ng Timeline	NONE	Lacks appreciation of contributions. It is more on knowledge of specifics. Also, the activity is not based on any of the themes for the module., See p. 240				/
		10. Sa Madaling Salita	PS-COTP2	Paano nakatulong ang pagkakatatag ng Holy Roman Empire sap ag-usbong ng Europe sa Panahong Medieval?, p. 241			/	
		11. Magbasa at Matuto	PS-COTP2	Resulta ng Krusada, p. 242-244			/	
		12. History Frame	PS-COTP2	Sa kasalukuyan, anong pangyayari ang maikukumpara sa naganap na krusada noong Panahong Medieval?; Anong aral ang natutuhan mo? Paano mo ito maiugnay sa iyong pang-araw-araw na buhay? Ipaliwanag., p. 245	/			
		13. Lesson Closure	NONE	The activity is not based on any of the themes for the module., See p. 246				/
		14. Sa Madaling Salita	PS-COTP2	Mga pangyayaring nagbigay-dean sa Pag-usbong ng Europe sa Panahong Medieval., p. 247			/	
		15. Comic-suri	NONE	The activity is not based on any of the themes for the module., See p. 248				/
		16. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 249-252				/
		17. Alam Ko Na	NONE	The activity is not based on any of the themes for the module., See p. 253				/
		18. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 253-254				/
		19. Photo-suri	NONE	The activity is not based on any of the themes for the module., See p. 255				/
		20. Magbasa at Matuto	NONE	The activity is not based on any of the themes for the module., See pp. 256-259				/
		21. Dahilan-Epekto	PS-COTP2	Paano mo maiugnay sa kasalukuyang panahon ang mga pangyayaring nabasa mo sa mga teksto?, p. 260	/			

		22. Sa Madaling Salita	PS-COTP2		Paano nakatulong ang pag-usbong ng mga bayan at lungsod sap ag-usbong ng Europe sa panahong Medieval?, p. 261	/						/
		23. A-R Guide	NONE		The activity is not based on any of the themes for the module., See pp. 261-263	/						/
		24. Bumuo at Matuto	PS-COTP2		Mga kontribusyon ng mga pangyayari na nagbigay-daan sa pag-usbong ng Europe sa Panahong Medieval., pp. 264-265	/						/
		25. Makasaysayang Paglalakbay	PS-COCP2		Ano ang kontribusyon ng iba'-ibang panahon na tinalakay sa modyul na ito sap ag-unlad ng Pandaigdigang kamalayan?, p. 265	/						/
			PS-COTP2		Ano ang kontribusyon ng iba-ibang panahon na tinalakay sa modyul na ito sa pag-unlad ng Pandaigdigang kamalayan?, p. 265	/						/
		26. Video-Kasaysayan	PS-ACCP2		Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/						/
			PS-ACTP2		Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/						/
			PS-COCP2		Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/						/
			PS-COTP2		Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/						/

Module No.	Learning Activities				Evidence/s (Indicate as well the page number)	Degree of Evidence					
	Lesson No.	Title of Activity	Theme/s	Evidence/s		5	4	3	2	1	
						1	2	3	4	5	
3	1	1. Word Hunt	NONE		The activity is not based on any of the themes for the module., pp. 281-283						/
		2. Kilalanin Mo!	PS-CATCOM3		Mayroon ka bang kilala na may pagkakatulad sa nasa larawan?, pp. 283-284	/					
		3. Think-Pair-Share	PS-CATCOU3		Paano nakaapekto ang paglakas ng Europe sa transpormasyon ng mga bansa at rehiyon sa daigdig at sa pagbuo ng pandaigdigng kamalayan?, p. 285	/					
		4. Pamana ng Nakaraan	NONE		The activity is not based on any of the themes for the module., See p. 286						/
		5. Burgis Ka!	PS-CATCOM3		Halaga sa Lipunan (Noon at Ngayon), pp. 287-290	/					
		6. Magbasa at Unaawain	PS-CATCOU3		Pabor ka ba na ito ang gamiting sistemang pang-ekonomiya ng ating bansa? Bakit?, pp. 290-292	/					
		7. Hagdan ng Pag-unawa!	PS-CATCOU3		Pabor ka ba na ang mamuno sa ating bansa ay hari at reyna?, pp. 292-297	/					
		8. Discussion Web	PS-CAMCOU3		Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
			PS-CAMCOM3		Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
			PS-CAMSE3		Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
		9. Oo o Hindi	NONE		The activity is not based on any of the themes for the module., See pp. 298-299						/
		10. Magtutungan Tayo!	PS-CATCOU3		Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa	/					

					kasalukuyan? Magbigay ng mga patunay., pp. 299-309									
			PS-CATCOM3		Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay., pp. 299-309		/							
			PS-CAMCOU3		Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay. pp. 299-309		/							
			PS-CAMSE3		Kung ikaw ay mabibigyan ng pagkakataon na mag-ambag ng anumang bagay sa ating bansa, anong bagay at saang larangan mo pipiliing makapagbahagi ng mga ito? <u>Pangatuwiran</u> ., pp. 299-309		/							
			PS-CAMSE3	11. Palitan Tayo!	Sa kasalukuyan, nakaapekto ba sa inyong paniniwala sa Diyos ang pagkakaroon ng iba't-ibang denominasyon ng relihiyon sa iyong paligid? <u>Bakit?</u> , pp. 309-315		/							
			NONE	12. Tayain Mo!	The activity is not based on any of the themes for the module., See pp. 315-316									/
			PS-CATCOU3	13. Think-Pair-Share	Paano nakaapekto ang paglakas ng Europe sa transpormasyon ng mga bansa at rehiyon sa daigdig at sa pagbuo ng <u>pandaigdigang kamalayan?</u> , p. 317		/							
			PS-CAMCOU3	14. Pagnilayan Mo!	Sa kasalukuyan, mayroon na tayong batas kaugnay ng pagpapalano ng pamilya: ang <u>Republic Act 10354 (The Responsible Parenthood and Reproductive Health Act of 2012)</u> . Sa iyong palagay, makatutulong ba ito upang mabawasan ang mabilis na paglaki ng populasyon? <u>Ipaliwanag.</u> , pp. 318-319		/							
			PS-CAMCOM3		Sakaling dumating ka na sa panahong ikaw ay magpapamilya, kaninong		/							

			paniwala ang iyong susundin; ang Simbahang Katoliko o ang sa pamahalaan? Bakit?, pp. 318-319									
			Bilang mag-aaral, ano ang maitutulong mo upang mabawasan ang mabilis na paglaki ng populasyon at ang hindi mabuting epekto nito?, pp. 318-319	PS-CAMSE3			/					
			15. Ano ang Gusto mo! Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang iniwan ng mga pangyayaring kaugnay ng paglakas ng Europe?, pp. 320-321	PS-CATSE3			/					
			Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan?, pp. 320-321	PS-CATCOU3			/					
			16. Salamin ng Aking Sarili!	PS-CATSE3			/					
	2		1. Sasama Ka Ba?	NONE								/
			2. Suriin Mo!	PS-CAMCOU3			/					
				PS-CAMCOM3			/					
				PS-CAMSE3			/					
			3. Bahagdan ng Aking Pag-unlad	PS-CATCOU3			/					
				PS-CATCOM3			/					
				PS-CATSE3			/					
			4. Maglayag Ka!	PS-CATCOU3			/					/
			5. Talahanayan ng Mantalalayag	PS-CATSE3			/					
			Kung ikaw ang naatasang maglakbay sa isang lugar na wala pang nakararating, papaya ka ba? Bakit?, p. 339				/					

		6. Pin the Flag	PS-CAMCOU3	Sa kasalukuyang panahon, katanggap-tanggap bang manakop pa rin ang mga makapangyarihang bansa? Bakit?, p. 340	/				
			PS-CAMSE3	Sakaling may bansang makapangyarihan na nagnanais sumakop sa iyong bansa, ano ang iyong gagawin?, p. 340	/				
		7. Mabuti o Masama?	PS-CATSE3	Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa? Bakit?, p. 341	/				
			PS-CAMSE3	Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa? Bakit?, p. 341	/				
		8. Ikaw at Ako. Lahat Tayo!	PS-CATCOU3	Bakit dapat pahalagahan ng mundo ang naiambag ng mga rebolusyong ito sa panahon natin ngayon?, p. 353	/				
			PS-CATSE3	Nakatutulong ba ang mga imbensiyon ng Rebolusyong Industriyal sa pang-araw araw mong pamumuhay? Patunayan., p. 352	/				
		9. May Ginawa Ako! Ikaw Ba?	PS-CATCOU3	Sa kasalukuyang panahon, paano tayo natutulungan ng kanilang mga kontribusyon?, p. 354	/				
			PS-CATSE3	Bilang isang mag-aaral, paano mo mabibigyang halaga ang mga naging kontribusyon nila?, p. 354	/				
		10. Magsurvey Tayo!	NONE	The activity is not based on any of the themes for the module., See pp. 354-355					/
		11. I-collage Mo Ako!	PS-CATSE3	Sa pang-araw-araw mong pamumuhay, paano nakatutulong sa iyo ang mga pamanang ito?, pp. 355-356	/				
		12. Huwag Mo Akong Sakupin	NONE	The activity is not based on any of the themes for the module., See pp. 357-363					/
		13. Punuan Mo Ako!	PS-CATCOU3	Sa kasalukuyang panahon, makabubuti pa kaya sa mga bansa ang pananakop? Bakit?, p. 364	/				

			PS-CATCOU3	Nakaapekto ba ang kasalukuyang ugnayan ng mga bansang nanakop at sinakop ang mga pangyayari sa panahon ng pananakop? Patunayan., p. 364	/			
			PS-CAMCOU3	Sa kasalukuyang panahon, makabubuti pa kaya sa mga bansa ang pananakop? Bakit?, p. 364	/			
			NONE	The activity is not based on any of the themes for the module., See p. 365				/
		15. Timbangin Mo!	PS-CATCOU3	Halaga ng natututuhan sa kasalukuyan, p. 366	/			
		16. Bahagdan ng Aking Pag-unlad	PS-CATCOM3	Halaga ng natututuhan sa kasalukuyan, p. 366	/			
			PS-CATSE3	Halaga ng natututuhan sa kasalukuyan, p. 366	/			
		17. Manifest Destiny (This activity contains a primary source material written in English.)	PS-CATCOU3	Nakabuti ba sa ating bansa ang pagsakop ng mga Amerikano? Pangatuwiran., p. 368	/			
			PS-CAMCOU3	Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan., p. 369	/			
			PS-CAMSE3	Sa panahong ito, paano ka makatutulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?, p. 369	/			
		18. Salamat Sa Iyo!	PS-CATSE3	Liham pasasalamat para sa mga pamana ng mga pangyaaring naganap, pp. 369-370	/			
		19. Aking Repleksiyon!	PS-CAMSE3	Ano ang nararamdaman mo habang ginagawa ang sulat pasasalamat	/			

					at habang binabasa ng iyong kamag-aral at ng iba pa ang liham?; Bilang isa sa mga nakikinabang sa mga pamanang ito sa kasalukuyan, paano mo ito mapapagyaman?; Kung mabibigyan ka ng pagkakataon, anong bagay ang gusto mong maipamana sa susunod na henerasyon? Bakit?, p. 370					
3	1. Makinig, Mag-isip, Magpahayag	PS-CAMSE3			Ano ang kaugnayan ng awiting ito (Tatsulok) sa kasalukuyang karanasan ng maraming Pilipino?, p. 373	/				
	2. Hagdan ng Karunungan	PS-CAMSE3			Pagsasakonteksto: Ang hugis na tatsulok ay sumisimbolo sa istruktura ng lipunan kung saan ang mayayaman ay makikita sa tuktok, ang panggitnang uri sa gitna, at ang mahihirap ay sa ibaba. Hinahamon ng umawit na baliktarin ang ayos ng lipunan na ang nakararaming mahihirap ay siyang ilagay sa tuktok. Ito'y mababasa sa linyang, "Totoy kumilos ka, baliktarin ang tatsulok at ang mga dukha ay ilagay mo sa tuktok.", p. 374	/				
	3. Hula-Arawan	PS-CATSE3			Mayroon ka bang karanasan, nabasa, narinig o nasaksihang katulad na sitwasyon..., p. 376	/				
	4. Talahanayan	NONE			(3-2-1 Chart) It lacks instructions. p. 385					/
	5. Pulong -Isip	NONE			The activity is not based on any of the themes for the module., See pp. 395-396					/
	6. Diyagram ng Pag-unawa	NONE			The activity is not based on any of the themes for the module., See pp. 404-405					/
	7. Turn-Back Time (Time Plotting)	NONE			The activity is not based on any of the themes for the module., See pp. 411-412					/
	8. Maalaala Mo Kaya	PS-CATSE3			Process Questions: Ikaw paano mo naipakikita ang iyong pagkamakabayan?, p. 422	/				

			PS-CATSE3	9. Who's Who in the Revolution? Personality and History	Kung ikaw ang nasa kanilang posisyon, gagawin mo rin ba ang kanilang ginawa? Bakit oo? Bakit hindi?, p. 423	/						
			NONE	10. Hagdan ng Karunungan	The activity is not based on any of the themes for the module., See p. 424	/						/
			PS-CAMCOU3	11. Kuwentong may Kuwenta (Tanungin mo sila...)	Kapanayamin ang isa o dalawang taong may kaalaman o nakilahok na sumama sa Epifanio delos Santos Avenue Revolution noong 1986 (EDSA I), pp. 425-426	/						
			PS-CAMCOM3		Kapanayamin ang isa o dalawang taong may kaalaman o nakilahok na sumama sa Epifanio delos Santos Avenue Revolution noong 1986 (EDSA I). Maaaring ito ay iyong lolo o lola, magulang, tiyo o tiya, guro, kapitbahay, malayong kamaganak, o kakilala., pp. 425-426	/						
			PS-CAMSE3		Ibigay ang iyong natutuhan mula sa kuwentong iyong narinig mula sa kinapanayam., pp. 425-426	/						
			PS-CATSE3	12. Lesson Closure: A Good Ending	Punan ang <i>lesson closure note</i> . Tiyaking maging tapat at sinsero sa pagsulat ng mga impormasyon., p. 427	/						
			PS-CATSE3	13. Pangako Sa'yo (Reflection Journal)	Panata na isasabuhay, p. 427	/						
			NONE	14. Hagdan ng Karunungan	The activity is not based on any of the themes for the module., See p. 428	/						/
			PS-CATCOU3	15. Gallery Walk/Every Child a Tour Guide	Bibigyang-diin nang bawat pangkat ang naging implikasyon ng mga kaganapan at pamanang ito sa pamumuhay, komunidad at bansa ng daigdig., pp. 429-430	/						
			PS-CATCOM3		Bibigyang-diin nang bawat pangkat ang naging implikasyon ng mga kaganapan at	/						



Module No.	Learning Activities			Evidence/s (Indicate as well the page number)	Degree of Evidence				
	Lesson No.	Title of Activity	Theme/s		5	4	3	2	1
4	1	1. Konseptong Nais Ko, Hulaan Mo 2. Graphic Organizer 3. Larawang Suri	NONE NONE PS-APCOU4 PS-AUCOU4 PS-ACCOU4	The activity is not based on any of the themes for the module., See pp. 446-447  The activity is not based on any of the themes for the module., See pp. 448 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449	/				/
		4. Story Map	NONE	The activity is not based on any of the themes for the module., See p. 460	/				/
		5. Pangkat Namin: The Best ito	PS-APCOU4	Isadula ang pagpulong ng mga bansa upang makamit ang kapayapaang pandaigdig, p. 461	/				
		6. Kapayapaan, Hangad Ko	PS-APCOU4	Paano ipinakita ng mga lider ang kanilang paghahangad sa kapayapaan?, p. 463	/				
		7. Magpaliwanag Tayo	PS-APCOU4	Ipaibang ang kahulugan ng pahayag ni Pangulong Woodrow Wilson na: "Ang united States ay lumahok sa digmaan upang gawing mapayapa ang mundo para sa demokrasya." , p. 463	/				
		8. Islogan Ko, para sa Bayan	PS-APCOM4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/				
			PS-AUCOM4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/				

					PS-ACCOM4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/		
					PS-APCOU4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/		
					PS-AUCOU4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/		
					PS-ACCOU4	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/		
					PS-APCOU4	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulungan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/		
				9. Imahinasyon ko sa Mapayapang Mundo	PS-AUCOU4	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulungan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/		
					PS-ACCOU4	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulungan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/		
					PS-ADCOU4	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulungan ang mga	/		



		4. I-R-F Chart	NONE		The activity is not based on any of the themes for the module., See p. 473				/
		5. Magpangkat-pangkat Tayo!	NONE		The activity is not based on any of the themes for the module., See p. 474				/
		6. Up the Stairs Timeline	NONE		The activity is not based on any of the themes for the module., See p. 477				/
		7. Tri-Story!	NONE		The activity is not based on any of the themes for the module., See p. 478-481				/
		8. History Frame	NONE		The activity is not based on any of the themes for the module., See pp. 481-484				/
		9. Semantic Web	PS-APCOU4		Sa kasalukuyan, ano ang ginagawang mga hakbang ng UN upang maisulong ang kapayapaan sa daigdig?, pp. 484-486	/			
		10. I-R-F Chart	NONE		The activity is not based on any of the themes for the module., See p. 486				/
		11. Reflection Journal	PS-APCOM4		Paano ka makatutulong upang maiwasan ang ganitong pangyayari? (referring to pictures of the results of wars), p. 487	/			
		12. I-R-F	NONE		The activity is not based on any of the themes for the module., See p. 488				/
		13. Kapayapaan, Papalaganapin Natin Ito!	PS-APCOM4		Bilang mag-aaral, paano ka makatutulong sa pagpapalaganap ng kapayapaan sa iyong komunidad?, p. 492	/			
			PS-APCOU4		Sa iyong palagay, bakit mahalagang magkaroon ng National Peace Consciousness Month ang isang bansa? Ipalawanag., p. 492	/			
	3	1. Mga Letrang Ito: Ayusin Mo!	NONE		The activity is not based on any of the themes for the module., See pp. 493				/
		2. Donuts Game	NONE		The activity is not based on any of the themes for the module., See p.494				/
		3. Mga Larawang Ito Suriin Mo	NONE		The activity is not based on any of the themes for the module., See p. 495				/
		4. ABC Brainstorm Strategy	NONE		The activity is not based on any of the themes for the module., See p. 496				/

		5. Talahanayan, Punan Mo!	PS-ADCOU4	Paanong nakaapekto ang ideolohiya ng bansa sap ag-unlad ng kabuhayan nito? p. 500	/	
		6. Hagdan ng mga Ideya	PS-ADCOU4	Anuman ang ideolohiya ng bawat isa, narapat na ito ay makatugon sa pangangailangan ng mga mamamayan at maging daan 303aa ng-unlad ng bansa., p. 501	/	
		7. Paniniwala Ko, Gets Mo	NONE	The activity is not based on any of the themes for the module., See. 507	/	
		8. Triad Web	NONE	The activity is not based on any of the themes for the module., See p. 508	/	
		9. Punto por Punto	NONE	The activity is not based on any of the themes for the module., See p. 508	/	
		10. Pag-sipan Mo, Araling Ito	NONE	The activity is not based on any of the themes for the module., See pp. 509-511	/	
		11. Compare and Contrast	NONE	The activity is not based on any of the themes for the module., See p. 512	/	
		12. Discussion Web	NONE	The activity is not based on any of the themes for the module., See p. 512	/	
		13. Opinyon Mo, Say mo	NONE	The activity is not based on any of the themes for the module., See p. 513	/	
		14. Bili Tayo	NONE	The activity is not based on any of the themes for the module., See p. 513	/	
		15. Nararamdaman Mo, Iguhit Mo	NONE	The activity is not based on any of the themes for the module., See p. 517	/	
		16. Laro Tayo	NONE	The activity is not based on any of the themes for the module., See pp. 518-519	/	
		17. ABC Brainstorm Strategy	NONE	The activity is not based on any of the themes for the module., See p. 519	/	
		18. Pagsusuri sa Makabagong Mundo	NONE	The activity is not based on any of the themes for the module., See p. 520	/	

		19. Tapos Na!	NONE	The activity is not based on any of the themes for the module.(Not specific), See, p. 523						/
	4	1. The Queen Wants to Know! 2. Gotta Guess the Flag 3. Generalization Table 4. Org-Outliner	NONE NONE NONE NONE	The activity is not based on any of the themes for the module., See pp. 524-525 The activity is not based on any of the themes for the module., See p. 525 The activity is not based on any of the themes for the module., See p. 526 The activity is not based on any of the themes for the module., See p. 528						/
		5. Organisasyon, Mahalaga Ba Ito? 6. UP Dev Checklist	NONE PS-APCOU4	The activity is not based on any of the themes for the module., See p. 529 Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531						/
			PS-AUCOU4	Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531						/
			PS-ACCOU4	Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531						/

							nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531								
				PS-ADCOU4			Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531	/							
			7. Magpalitan Tayo	PS-ACCOU4			Role playing: Mabuting naidudulot ng trade bloc sa mga miyembro ng ASEAN Free Trade Agreement at North American Free Trade Agreement., pp. 533-534	/							
				PS-ADCOU4			Role playing: Mabuting naidudulot ng trade bloc sa mga miyembro ng ASEAN Free Trade Agreement at North American Free Trade Agreement., pp. 533-534	/							
			8. My Generalization Table	NONE			The activity is not based on any of the themes for the module., (Just to reinforce the lesson), See p. 534	/							/
			9. Pagsusuri ng Balita	NONE			The activity is not based on any of the themes for the module., See p. 535	/							/
			10. 1-2-3 Summary	PS-APCOU4			Mahalaga ang ginawang hakbang ng Organization of Islamic Cooperation para sa pagpapanatili ng kapayapaan sa Syria at sa mundo sa kabuuan? Bakit?, See pp. 537-538	/							/
			11. Reaksiyon Mo, Sey Mo!	PS-AUCOU4			Sinusuportahan mob a ang desisyon na ito ng pamahalaan?, pp. 539-540	/							
				PS-ACCOU4			Sinusuportahan mob a ang desisyon na ito ng pamahalaan?, pp. 539-540	/							
			12. Generalization Table	NONE			The activity is not based on any of the themes for the module., See p. 541	/							/
			13. Synthesis Journal	NONE			The activity is not based on any of the themes for the module., See p. 542	/							/

		14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	PS-APCOM4	Bilang chairperson ng Samahan ng Kabataan, ikaw ay inatasang gumawa ng ordinansa na magbibigay solusyon sa suliraning pangkapayapaan sa inyong lugar., pp. 543-545	/				
--	--	---	-----------	--	---	--	--	--	--

## Appendix Q. Assessment/Evaluation Tools Matrix

Assessment/Evaluation Tools									
Module No.	Pre-test								
	Item No.								
Theme/s	Evidence/s (Indicate as well the page number)								
Degree of Evidence	5 4 3 2 1								
1	LC-EFGT11	Limang tema ng heograpiya, p. 4	/						
	LC-PDPH12	Pinakamaagang panahon sap ag-umlad ng tao, p. 4							
	LC-OAC13	Kabihasan, p. 4							
	LC-ACC13	Hanging Gardens, p. 4							
	LC-EPFW11	Klima ng Indonesia, pp. 4-5							
	LC-ECAC13	Wika, p. 5							
	LC-PDPH12	Prosesong naganap sa mga sinaunang tao, p. 5							
	LC-PDPH12	Yugto ng Pag-umlad ng tao, p. 5							
	LC-GDP13	Nanirahan ang mga sinunang tao sa tabi ng ilog, pp. 5-6							
	LC-GDP13	Natuklasan ng mga nomadikong tao ang matabang lupain sa pagitan ng Euphrates at Tigris, p. 6							
	LC-ESAC13	Mas mataas ang posisyon ng mga paring Egyptian kaysa sa mga mandirigma, p. 6							
	LC-ACC13	Paano pinahalagahan sa kasalukuyang panahon ang mga pamana ng mga sinaunang tao?, p. 7							
	LC-EFGT11	Alin sa mga sumusunod na pahayag ang tumutukoy sa konsepto ng lugar bilang isa sa mga tema ng heograpiya?, p. 7							
	LC-ERBAC13	Paano mapapanatili ang mabuting ugnayan ng mga tagasunod ng iba't-ibang relihiyon sa kabila ng pagkakaiba ng kanilang paniniwala?, p. 7							
	LC-ACC13	Paano napakikinabangan sa kasalukuyan ang sistemang agrikultura na pinasimulan ng mga sinaunang tao noong panahong neolitiko?, p. 7							
	LC-ACC13	Ano ang kahalagahan ng kalakalan sa mga sinaunang tao na napakikinabangan pa rin sa kasalukuyan?, p. 8							
	LC-GDP13	Alin sa mga sumusunod na pahayag ang nagpapakita ng ugnayang heograpiya-kasaysayan?, p. 8							
	LC-EPAC13	May mahusay na pinunong namamahala sa lungsod-estado, p. 8							
	LC-ECAC13	May sistema ng pagsulat, p. 8							
	LC-EEAC13	May aktibong pagpapalitan ng mga produkto, p. 8							
	LC-ACC13	Bakit karapat-dapat hangaan ang mga sinaunang kabihasang umunlad sa Mesoamerica?, pp. 8-9							
	LC-GDP13	Nagtagumpay ang mga katutubo na makapagtatag ng mahusay na pamayanan sa kabila ng mga hamon ng kapaligiran sa kanilang buhay, pp. 8-9							
	LC-ACC13	Ano ang isang patunay na kapaki-pakinabang ang mga pamanang handog ng mga sinaunang kabihasan sa kasalukuyang panahon?, p. 9							

Assessment/Evaluation Tools

Module No.	Post-test							
	Item No.	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence				
				5	4	3	2	1
1	LC-EFGT11	Limang tema ng heograpiya, p. 49	/					1
	LC-PDPH12	Rebolusyong agricultural, p. 49	/					
	LC-GDP13	Kabihasnang nabuo sa pagitan ng dalawang ilog, p. 49	/					
	LC-ACC13	Unang urban o city planning, p. 49	/					
	LC-EPFW11	Klima ng Greenland, pp. 49-50	/					
	LC-ERBAC13	Relihiyon, p. 50	/					
	LC-PDPH12	Panahong Neolitiko, p. 50	/					
	LC-PDPH12	Panahong Paleolitiko, p. 50	/					
	LC-GDP13	Karaniwang umuunlad sa mga lambak-ilog ang mga sinaunang kabihasan sa daigdig, pp. 50-51	/					
	LC-EFGT11	Temang heograpikal, p. 51	/					
	LC-GDP13	Silk Road, p. 51	/					
	LC-ACC13	Pamana ng kabihasnang Egyptian, p. 51	/					
	LC-EPFW11	Konsepto ng lokasyon, p. 52	/					
	LC-EEAC13	Wika, p. 52	/					
	LC-ACC13	Kahalagahan ng metal, p. 52	/					
	LC-PDPH12	Pag-unlad ng tao, p. 52	/					
	LC-GDP13	Ugnayang heograpiya-kasaysayan, p. 53	/					
	LC-GDP13	Nomadiko, p. 53	/					
	LC-GDP13	Narapat na makapamahay ang tao ayon sa kaniyang kapaligiran, p. 53	/					
	LC-ACC13	Kontribusyon ng mga sinaunang kabihasan, p. 54	/					

Module No.		Assessment/Evaluation Tools					
Pre-test							
Item No.	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence				
			5	4	3	2	1
2	1	LC-ECG21	Polis bilang isang lungsod-estado, pp. 121-122	/			
	2	LC-ERC21	Uring panlipunan ng sinaunang Rome, p. 122	/			
	3	LC-ECIP22	Nahahati sa tatlong malalaking pangkat ang mga pulo sa Pacific, p. 122	/			
	4	LC-ERC21	Ang Holy Roman Empire ang sinasabing bumuhay sa Imperyong Roman, p. 122	/			
	5	LC-CEC23	Ang krusada ay isang ekspedisyong military na inilunsad ng Kristiyanong European dahil sa panawagan ni Pope Urban II., p. 122	/			
	6	LC-EMMC21	Umusbong ang kabihasnang Minoan sa isla ng Crete., p. 123	/			
	7	LC-ACCC21	Mataas na kaalaman ng mga Greek sa larangan ng Astronomiya., p. 123	/			
	8	LC-ACCC21	Demokrasya, p. 124	/			
	9	LC-EECAM22	Alin sa mga kabihasnang ng America ang umusbong noong panahong Pre-historic?, p. 124	/			
	10	LC-ELMP23	Piyudalismo, p. 125	/			
	11	LC-ELMP23	Manor, p. 126	/			
	12	LC-ELMP23	Isa sa mga epekto ng pag-unlad ng sistemang pagsasaka noong unang bahagi ng Panahong Medieval ang pagtaas ng populasyon., p. 127	/			
	13	LC-EMMC21	Ang kabihasnang Minoan ay yumaman dahil sa pakikipagkalakalan sa ibayong dagat., p. 127	/			
	14	LC-ECG21	Ang sinaunang Greece ay binubuo ng iba't-ibang lungsod-estado na ang bawat isa ay Malaya at may sariling pamahalaan., p. 127	/			
	15	LC-EHRE23	Ano ang pangunahing dahilan ng pag-usbong ng Rome bilang pinakamakapangyarihan sa Mediterranean?, p. 127	/			
	16	LC-EECAF22	Paano nakatulong ang heograpika na lokasyon ng mga kaharian ng Mali at Songhai sa pag-unlad nito?, p. 128	/			
	17	LC-ECIP22	Alina ng naglalarawan sa sinaunang kabuhayan ng mga tao sa mga pulo ng Pacific?, p. 128	/			
	18	LC-ELMP23	Sa panahon ng Piyudalismo, ang lipunan ay nahahati sa tatlong uri: pari, kabalyero at serf., pp. 128-129	/			
	19	LC-ELMP23	Sistemang Piyudalismo, p. 128	/			
	20	LC-ECECC23	Paglakas ng kapangyarihan ng kapapahan (Papacy), p. 129	/			

Assessment/Evaluation Tools						
Module No.	Post-test					
	Item No.	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence		
				5	4	3 2 1
2	1	LC-ECG21	Ang sinaunang kabihansang Greece ay binubuo ng mga lungsod-estadong 310ombin at may sariling pamahalaan. p. 117	/		
	2	LC-ECG21	Ang sinaunang Greece ay binubuo ng iba't ibang lungsod-estado. p. 117-118	/		
	3	LC-EECAM22	Kabihansan sa America, p. 118	/		
	4	LC-ELMP23	Manor, p. 119	/		
	5	LC-ELMP23	Panahong Medieval, p. 120	/		
	6	LC-ACCC21	Kaalaman ng mga Greek sa larangan ng Astronomiya, p. 121	/		
	7	LC-ACCC21	Democracy, p. 122	/		
	8	LC-ACCC21	Malikhain ang mga amabag ng mga Romano sa sining, p. 123	/		
	9	LC-ECIP22	Ang mga pulo sa Pacific ay napaliligiran ng mga anyong tubig. P. 123-124	/		
	10	LC-EHRE23	Charlemagne, p. 124	/		
	11	LC-ELMP23	Piyudalismo, p. 125	/		
	12	LC-ELMP23	Sistemang Piyudalismo, p. 125	/		
	13	LC-ECG21	Sinaunang Greece, pp. 125-126	/		
	14	LC-EMMC21	Kabihansang Minoan, p. 126	/		
	15	LC-ERC21	Tagaumpay ng Rome sa Digmaang Punic, p. 126	/		
	16	LC-AAA22	Kabihansang Maya (piramide), p. 127	/		
	17	LC-AAA22	Pinahalagahan ni Mansa Musa ang karunungan, p. 127	/		
	18	LC-CEC23	Krusada, pp. 127-128	/		
	19	LC-ELMP23	Piyudalismo, p. 128	/		
	20	LC-ELMP23	Pamamaraan ng pagsasaka, p. 128	/		

Assessment/Evaluation Tools Matrix										
Module No.	Pre-test	Item No.	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence					
					5	4	3	2	1	
3		1	LC-ABOU31	Katangian ng bourgeoisie, p. 275	/					
		2	LC-AREN31	Kahulagan ng Renaissance, p. 275	/					
		3	LC-ACACH31 LC-AREF31	Schism sa Simbahang Katoliko., pp. 275-276 Pagpaskil ni Martin Luther ng Ninety Five Theses sa pinto ng Wittenberg Church, pp. 275-276	/					
		4	LC-AREN31	The end justifies the means, p. 276	/					
		5	LC-AREN31	Tabula rasa, p. 276	/					
		6	LC-ACACH31	Inquisition, p. 276	/					
		7	NONE	The item is not based on the themes for this module. (Re: Implikasyon ng heograpiya ng Italy sa ekonomiya nito. p. 276) It is a theme in the first module.						/
		8	LC-VMER31	Napabilis ang kalaalan dahil sa sistemang merkantilismo, p. 277	/					
		9	LC-SCEFPIC32	Nagbunga ang paligsahang ito ng pagpapalawak ng kamiliang nation-state, p. 277	/					
		10	LC-ECESPIM32	Relating the states of America with the events during British revolution, pp. 277-278	/					
		11	NONE							/
		12	LC-ECESPIM32	Rebolusyong Amerikano, p. 278	/					
		13	LC-EE32	Ugnayang ng Rebolusyong Pangkaisipan at Rebolusyong Politikal, p. 278	/					
		14	LC-ECESPIM32	White man's burden, p. 279	/					
		15	LC-ESR32	Rebolusyong Siyentipiko, p. 279	/					
		16	LC-EIR32	Rebolusyong Industriyal, p. 279	/					
		17	LC-ECESPIM32	Rebolusyong Pranses, p. 279	/					
		18	LC-VREN31	Humanismo, p. 280	/					/
		19	LC-VREF31	Martin Luther, p. 280	/					
		20	LC-ECESPIM32	Maraming alipin ang nakuha mula sa Africa, p. 280	/					

Assessment/Evaluation Tools Matrix		Evidence/s (Indicate as well the page number)	Degree of Evidence					
Module No.	Item No.		Theme/s	5	4	3	2	1
			Post-test					
3	1	LC-VREN31	Prinsipyo ng rule by consent, p. 207	/				
	2	LC-VREN31	Praise of Folly, p. 207	/				
	3	LC-VREF31	Ninety-Five Theses, p. 207	/				
	4	LC-EFFIC32	Paghahanap ng pampalasa o spices at ginto, p. 207	/				
	5	LC-EIR32	Pinalitan ang gawaing manwal sa mga kabukiran ng mga bagong imbentong makinarya, p. 207	/				
	6	LC-RIAR33	Pag-alma ng mga Amerikano sa lumalaking buwis na ipinataw ng mga Ingles tulad ng Stamp Act noong 1765. pp. 207-208	/				
	7	LC-ACN33	Bawat rehiyon o bansa sa daigdig ay may nabuhay na tagapagtaguyod ng nasyonalismo, p. 208	/				
	8	LC-AREN31	Sa Italya sumibol an gang Renaissance dahil ditto nagtatagpo ang mga kaisipan mula sa Silangan (Asya) at Kanluran (Europa), p. 208	/				
	9	LC-VREN31	Niccolo Machiavelli "The end justifies the means", p. 208	/				
	10	LC-VREF31	Ang Repormasyon ay hindi sinasadyang nakapagpatatag ng Simbahang Katoliko, pp. 208-209	/				
	11	Repeated item (same with number 10)	p. 209	/				
	12	LC-EE32	Pinaniniwalaan ni Hobbes na ang tao ay likas ang kasamaan o kaguluhan, p. 209	/				
	13	LC-EIR32	Malaki ang naitulong ng Rebolusyong Industriyal sa pagangat ng ekonomiya ng Europe. p. 209	/				
	14	LC-EIR32	Ang pag-lakas ng ekonomiya ng Great Britain ay dahil sa Rebolusyong Industriyal, p. 209	/				
	15	LC-ERIRFAR33	Illustration of the causes and effects of the American and French Revolutions, p. 210	/				
	16	LC-EFFIC32 LC-EE32	Kolonisasyon at imperyalismo, p. 210 Enlightenment, p. 210 Katuruang humamon sa Simbahan ay ang ideya na ang araw at hindi ang daigdig ang sentro ng solay system, p. 210	/				
	17	LC-VCACH31		/				
	18	Missing item LC-ABOU31		/				
	19	NONE	Bourgeoisie, p. 211 The item talks about Medieval Period and Crusades, which were discussed in the previous module. Thus, this is no longer included in the competency. p. 212	/				/
	20	LC-VREF31	Mga bunga ng Repormasyon, p. 212	/				

Module No.	Pre-test					Degree of Evidence				
	Item No.	Theme/s	Evidence/s (Indicate as well the page number)							
				5	4	3	2	1		
4	1	LC-BEFWW41	Pangyayari na naganap noong Unang Digmaang Pandaigdig, p. 438	/						
	2	LC-BEFWW41	Sa kanlurang Europe, nagana pang pinakamainit na labanan sa panahon ng Unang Digmaang Pandaigdig, p. 439	/						
	3	LC-EPI43	Ideolohiya at uri ng pamahalaan, p. 439	/						
	4	LC-BENC43	Ang sariling pagkakakilanlan ay nawawala dahil sa impluwensiyang dayuhan, p. 439	/						
	5	LC-ECSWW42	Ikinagali ni Hitler ang probisyon ng Treaty of Versailles, p. 440	/						
	6	LC-EAPFWW41	Treaty of Paris, p. 440	/						
	7	LC-EPEC43	Demokrasya, Komunismo, pp. 440-441	/						
	8	LC-AEFWW41	Nahati ang Korea at Vietnam matapos ang Unang Digmaang Pandaigdig, p. 441	/						
	9	LC-WOPUCD44	United Nations, p. 441	/						
	10	LC-ECFWW41	Naging hudyat/dahilan sa pagsisimula ng Unang Digmaang Pandaigdig, p. 441	/						
	11	LC-AESWW42	Isang bagong daigdig ang umusbong pagkalipas ng Ikalawang Digmaang Pandaigdig, pp. 441-442	/						
	12	LC-WOPUCD44	Mga nagtataka ng pagiging kaanib ng United Nations, p. 442	/						
	13	LC-AEFWW41, LC-AESWW42	Mga epekto ng Digmaan, p. 442	/						
	14	LC-AECW43	Cold War, p. 442-443	/						
	15	LC-EWOPC44, LC-EWOPD44	Asia-Pacific Economic Cooperation, p. 443	/						
	16	LC-ELSWW42	Ang kasunduan sa Versailles ang nagsilbing binhi ng World War II, p. 443	/						
	17	LC-EPEC43	Karapatan ng mga mamamayan, p. 443	/						
	18	LC-AECW43	Malaki ang 313ombing epekto ng Cold War sa ekonomiya ng mga bansa sa Asya at Kanluran, pp. 443-444	/						
	19	NONE (Invalid Item because of inaccurate content)	United States Manhattan Project, Hiroshima at Nagasaki sa Japan (Questionable content, re: Bombang nukleyar)							/
	20	No/Missing Item								

Assessment/Evaluation Tools Matrix						
Module No.	Post-test					
	Item No.	Theme/s	Evidence/s (Indicate as well the page number)	Degree of Evidence		
				5	4	3 2 1
4	1	LC-ECFWW41	Pangyayaring nagging dahilan ng pagsiklab ng unang digmaang pandaigdig, p. 286	/		
	2	LC-EEFWW41	Pangyayaring naganap noong unang digmaang pandaigdig, p. 286	/		
	3	LC-EPI43	Ideolohiya at uri ng pamahalaan, p. 287	/		
	4	LC-AEFWW41 LC-AESWW42	Mga naidudulot ng digmaan sa isang bansa, p. 287	/		
	5	LC-AECW43 LC-AEFWW41 LC-AESWW42	Ihambing ang digmaang pandaigdig at Cold War, p. 288		/	/
	6	LC-EEPDFWW41	Kasunduan ng mga bansa na nagbigay hudyat sa pagwawakas ng World War, p. 289	/		
	7	LC-EPEC43	Demokrasya, komunismo, p. 289	/		
	8	LC-AEFWW41	Nahati ang Korea at Vietnam matapos ang World War I	/		
	9	LC-WOPUCD44	Bakit mahalaga ang pagkakaroon ng mga organisasyong pandaigdig? p. 290		/	
	10	NONE (Invalid Item because of inaccurate content)	Alin sa mga sumusunod ang nararapat ipatupad ng mga bansa sa daigdig tungkol sa paggamit ng sandatang nukleyar? pp. 290-291 *(Error in the content of the reading material: nuclear weapon should be changed into atomic bomb with reference to the bombing of Nagasaki and Hiroshima, see p. 290 of the Teaching Guide)			/
	11	LC-EPEC43	Karapatan ng mga mamamayan, p. 291	/		
	12	LC-EENC43	Ang sariling pagkakakilanlan ay nawawala dahil sa impluwensiyang dayuhan, p. 291	/		
	13	LC-AECW43	Cold war ang tawag sa digmaan ng nagtutunggaling ideolohiya, p. 291	/		
	14	LC-AESWW42	Bansang nakaranas ng pinakamatinding pinsala na dulot ng mga Aleman noong Ikalawang Digmaang Pandaigdig, p. 291	/		
	15	LC-EEFWW41	Sinasabing sa kanlurang Europe nagana pang pinakamainit na labanan sa panahon ng World War I, p. 291	/		
	16	LC-ECSWW42	Pagkagalit ni Adolf Hitler sa mga probisyon ng kasunduan sa Versailles. p. 292	/		
	17-19	LC-WOPUCD44	Pangalan ng mga organisasyong pandaigdig na nagsusulong ng pagkakaisa, kapayapaan at pag-unlad. p. 292	/		
	20	LC-WOPUCD44	United Nations, p. 292	/		

## Appendix R. Contextualization Matrix

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence				
					5	4	3	2	1
1	1	Tukoy-Tema-Aplikasyon My Travel Reenactment	CONTEXT CONTEXT	May tropikal na klima ang Pilipinas., p. 5 Makibahagi sa iyong pangkat tungkol sa mga hindi malilimitang paglalakbay sa isang lugar., p. 14	/				
	3	Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihanan ng Daigdig E-Postcard	CONTEXT	Ikaw ang tagapangulo ng National Committee on the Preservation of Cultural Heritage ng iyong bansa..., p. 45	/				
2	1	Anong Konek?	CONTEXT	Higit na mauunawaan ng mag-aaral ang aralin kung matuugnay ito sa kanilang sariling karanasan at kakayahan. p. 83	/				
	2	AdBakit?	CONTEXT	Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang naninirahan sa mga Pulo ng Pacific., p. 94	/				
3	1	Magbasa at Unawain! Pamprosesong Tanong	CONTEXT CONTEXT	Higit na mauunawaan ng mag-aaral ang paksa kung ito ay matuugnay sa sariling karanasan at kakayahan. p. 95 Pabor ka ba na ito (merkantilismo) ang gamiting sistemang pang-ekonomiya sa ating bansa?...Bakit?, p. 141	/				
		Pamprosesong Tanong	CONTEXT	Kung ikaw ay mabibigyan ng pagkakataon na mag-ambag ng anumang bagay sa ating bansa, anong bagay at saang larangan mo pipiliin makapagbahagi nito? Pangatuwiran., p. 148	/				
		Pamprosesong Tanong	CONTEXT	Sa kasalukuyan, nakaapekto ba ang iyong paniniwala sa Diyos ang pagkakaroon ng iba't ibang denominasyon ng relihiyon sa paligid? Bakit?, p. 151	/				
	2	Pamprosesong Tanong	CONTEXT	Sakaling may bansang makapangyarihan na nagbabalak sakupin ang [ating] sariling bansa, ano ang iyong gagawin?, p. 166	/				

		Pamprosesong Tanong	CONTEXT	Pabor 316oi t na muling mapasailalim sa mga mananakop an gating bansa kung ang layunin ay mapaunlad ito? Bakit?, p. 168	/				
		Pamprosesong Tanong	CONTEXT	Sa iyong pananaw, anong rebolusyon ang maaaring maganap sa kasalukuyan na may Malaki ring maitutulong sa pang-araw-araw na pamumuhay?, p. 169	/				
		Pamprosesong Tanong	CONTEXT	Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang ito? Magbigay ng halimbawa., p. 172	/				
		Pamprosesong Tanong	CONTEXT	Sa kasalukuyan, nararanasan pa rin bas a Pilipinas ang epekto ng pananakop? Patunayan., p. 175	/				
		Pamprosesong Tanong	CONTEXT	Sa panahong ito, paano ka makakatulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?, p. 179	/				
3		Makinig, Mag-isip, Magpahayag (3Ms)	CONTEXT	Ang awiting tatsulok ay orihinal na awitin ng bandang Buklod bilang reaksiyon sa polisiyang militarisasyon ng dating Pang. Corazon Aquino.; Ano ang kaugnayan ng awiting ito sa kasalukuyang karanasan ng maraming Pilipino., p. 185	/				
		Pamprosesong Tanong	CONTEXT	Maihahambing ba ng karanasang ito (Rebolusyong Amerikano) nang lumaban ang mga Pilipino mula sa mga mananakop para sa kalayaan? Pangatuwiran., p. 191	/				
		Pamprosesong Tanong	CONTEXT	May pagkakatulad ba ng karanasan ng mga ordinaryong Pranses sa mga ordinaryong Pilipino, particular sa mataas na buwis? Pangatuwiran., p. 193	/				
		Pangako Sa'yo (Reflection Journal)	CONTEXT	Paano mo maipapakita ang pagmamahal sa bayan sa iyong pang araw-araw na pamumuhay, bukod sa pagbili ng mga produktong Pilipino?, p. 203	/				
		Post-test (Item No. 7)	CONTEXT	Kinilala si Vladimir Lenin at Josef Stalin bilang tagagising ng damdaming nasyonalismo ng mga Ruso... Hindi rin malilimutan si Dr. Jose Rizal at Andres Bonifacio ng Pilipinas., p. 208	/				
		Post-test (Item No. 15)	CONTEXT	EDSA Revolution, Pagkamatay ni Ninoy, Pagpapatalisik kay Marcos, p. 210	/				
4	2	Kapayapaan, Palaganapin Natin!	CONTEXT	Nais ng lahat ng bansa na magkaroon ng panloob na kapayapaan sa kanilang bansa. Sa Pilipinas, may proklamasyong inilabas si dating Pangulong Gloria Macapagal-Arroyo na naglalayong palaganapin ang	/				

	3	Bili Tayo	CONTEXT				kapayapaan sa bansa.Ito ay ang Proclamation 675., pp. 243-244	/						
	4	Pamprosesong Tanong	CONTEXT				Tindahan ni Juan Dela Cruz, Bibingka, CD ng OPM Music, Marikina Shoes, Filipiniana Dress, p. 258	/						
		Gawin para sa Bayan... Kaya 317oi to!	CONTEXT				Saan daw nangungutang ang Pilipinas at para saan ang pangungutang na ito?, p. 280	/						
		Post-test (Test Item No. 11)	CONTEXT				Naatasan kang maging chairperson ng samahan ng mga kabataan sa Barangay X. Nahaharap sa suliraning pangkatahimikan ang inyong Barangay dahil sa ilangpangkat ng kabataan na tumatambay at umiinom ng alak hanggang hatinggabi..., p. 283-284	/						
							Nasa ibaba ang mga bagay na maaaring maranasan ng mga mamamayang naninirahan sa United States at Pilipinas, alin ang hindi kabilang?..., p. 291	/						

### Appendix S. Teaching Approaches Matrix

Teaching Guide No.	Lesson No.	Title of Learning Activity	Teaching Approach	Evidence (Indicate as well the page number)	Degree of Evidence				
					5	4	3	2	1
1	1	1. GEOpardy!	APP-Integrative	Layunin nito na kunin ang iskema ng mga mag-aaral tungkol sa terminong may kaugnayan sa heograpiya. p. 3	/				
		2. Graffiti Wall	APP-Integrative	Layunin ng gawaing ito na matukoy ang kaalaman ng mga mag-aaral tungkol sa heograpiya ng daigdig. p. 4	/				
		3. Tukoy-Tema-Aplikasyon	APP-Inquiry	Pamprosesong Tanong, p. 6 1. Magbigay ng sariling reaksiyon tungkol sa heograpiya ng bansang napili ayon sa limang tema nito. 2. Bakit magkakaugnay ang limang tema ng heograpiya sa pag-aaral ng katangiang pisikal ng bansa? 3. Paano nakatulong ang mga temang ito sa iyong pag-unawa sa heograpiya ng isang bansa?	/				
		4. KKK GeoCard Completion	APP-Inquiry	Paano nakaimpluwensiya ang naturang konsepto sa buhay ng tao at iba pang nabubuhay na organism sa daigdig sa kasalukuyan?, p. 7	/				
		5. Dito sa Amin	APP-Multidisciplinary	Tatayahin sa gawaing ito ang pagkaunawa ng mga mag-aaral tungkol sa klima ng daigdig., p. 7	/				
		6. Three Words in One	APP-Inquiry	Pamprosesong Tanong, p. 9 1. Ano ang mga katangi-tanging paglalarawan sa bawat kontinente? 2. Sa anong aspekto nagkakatulad o nagkakaiba ang mga kontinente?	/				

							3. Bakit mahalagang pag-aralan ang mga paglalarawan tungkol sa mga kontinente ng Daigdig?		/				
	7. Illustrated World Map	APP-Inquiry					Pamprosesong Tanong, p. 10-11 1. Ano ang halimbawa ng mga anyong lupa at anyong tubig na makikita sa mapa? 2. Bakit maiuugnay ang pamumuhay ng tao sa anyong lupa o tubig na kanilang pinaninirahan? 3. Paano nakaaapekto ang mga anyong lupa at tubig sa pag-unlad ng kabuhayan ng tao?		/				
	8. The Map Dictates...	APP-Inquiry					Pamprosesong Tanong, p. 12 1. Ano ang masasabi mo tungkol sa daigdig bilang isang planeta? 2. May epekto ba ang kalagayang pisikal ng daigdig sa mga organismo at tao? Bakit mo ito nasabi? 3. Bakit mahalagang magkaroon ng kaalaman tungkol sa ating kapaligiran at sa heograpiya ng daigdig sa pangkalahatan?		/				
	9. Crossword Puzzle	APP-Inquiry					Pamprosesong Tanong, p. 13 1. Ano ang ibig sabihin ng heograpiyang pantao? Ano ang pagkakaiba nito sa pisikal na heograpiya? 2. Ano-ano ang saklaw ng heograpiyang pantao? Ipalwanag ang bawat isa. 3. Bakit mahalagang pag-aralan ang heograpiyang pantao? 4. Paano nakaaapekto ang heograpiyang pantao sa pagkakatilanlan ng indibiduwal o isang pangkat ng tao? 5. Paano magiging instrumento ang heograpiyang pantao sa pagkakaisa ng mga tao sa daigdig?		/				

			APP-Inquiry	Pamprosesong Tanong, p. 14 1. Tungkol saan ang ipinakitang dula ng iyong pangkat? 2. Anong konsepto ang maiugnay sa binasang kuwento at isinagawang dula? 3. Paano pinatunayan sa dula ang kaugnayan ng pisikal na heograpiya at pamumuhay ng tao? 4. Bakit mahalagang magkaroon ng kaalaman tungkol sa pisikal na katangian ng daigdig? 5. Anong linya o pahayag sa kuwento ang nakapukaw sa iyong interes? Bakit naging interesante ito para sa iyo?	/				
	10. My Travel Reenactment		APP-Inquiry	Pamprosesong Tanong, p. 15 1. Ano ang kaugnayan ng mga impormasyon, simbolo, at bagay na makikita sa kasuotan sa lahi, relihiyon, at wika ng napiling bansa? 2. Paano mailalarawan ang mga mamamayang naninirahan sa bansang pinili ng iyong kapangkat? 3. Paano naipakita ang pagkakakilanlan ng mga mamamayan sa napiling bansa batay sa gawain? 4. Bakit dapat pahalagahan ang heograpiyang pantao ng mga bansa? 5. Sa paanong paraan maipakikita ang paggalang sa ibang tao?	/				
	11. Modelo ng Kultura		APP-Inquiry	Pamprosesong Tanong, p. 17 1. Alin ang iyong mga pinili? 2. Bakit ang mga bagay na ito ang iyong pinili? 3. Kaya mo bang mabuhay sa sinaunang panahong kung taglay mo ang bagay na pinili? Ipaliwanag ang sagot.	/				
	1. Kung Ikaw Kaya...	2	APP-Inquiry						

			APP-Inquiry	Pamprosesong Tanong, p. 17					
		2. I-R-F (Initial-refined-Final Idea) Chart	APP-Inquiry	Pamprosesong Tanong, p. 19					
		3. I-Tweet Mo!	APP-Inquiry	1. Ano ang mga katangian ng bawat yugto ng pag-unlad ng kultura ng tao? 2. Paano naganap ang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhayan, at iba pang aspekto ng pamumuhay? 3. Ano ang iyong mabubuon kongklusyon tungkol sa mga sinaunang tao?					
		4. Tower of Hanoi	APP-Inquiry	Pamprosesong Tanong, p. 20					
		5. Ano Ngayon? Chart	APP-Inquiry	1. Ano ang kaugnayan ng iyong sagot sa nakatalang kongklusyon? 2. Nakabuti ba ang pagbabagong ito sa pamumuhay ng mga sinaunang tao? Patunayan. 3. Maipagmamalaki ba ng kasalukuyang henerasyon ang ginawang ito ng mga sinaunang tao? Pangatuwiran. 4. Ano ang gustong ipahiwatig ng mga kongklusyon at ebidensiyang nakatala sa Tower of Hanoi Chart tungkol sa pag-unlad ng kultura ng mga sinaunang tao sa daigdig? Pamprosesong Tanong, p. 22					

		6. Archaeologist at Work!	APP-Inquiry	<p>Pamprosesong Tanong, p. 24</p> <ol style="list-style-type: none"> <li>1. Ano ang kaugnayan ng mga artifact sa pagtukoy sa kultura ng mga taong nabuhay sa Catal Hüyük?</li> <li>2. Ano ang mga patunay na ang Catal Hüyük ay lumitaw noong panahong Neolitiko?</li> <li>3. Ano ang kongklusyong mabubuo batay sa paghahambing ng buhay sa Catal Hüyük at sa kasalukuyang pamumuhay?</li> </ol>	/		
3	1. Picture Frame	APP-Inquiry	<p>Pamprosesong Tanong, p. 26</p> <ol style="list-style-type: none"> <li>1. Ano ang salitang mabubuo sa itaas ng mga frame?</li> <li>2. Batay sa mga guhit na nasa loob ng tatlong frame, ano ang iyong pagkakaunawa sa salitang "kabihasnan?"</li> </ol>	/			
	2. WQF (Words, Questions, Facts) Diagram	APP-Inquiry	<p>Pamprosesong Tanong, p. 29</p> <ol style="list-style-type: none"> <li>2. Sa kahon ng "Q" (questions), bumuo ng 3-5 tanong na nais mong masagot tungkol sa paksa., p. 29</li> </ol>	/			
	3. Triple Matching Type	APP-Inquiry	<p>Pamprosesong Tanong, p. 30</p> <ol style="list-style-type: none"> <li>1. Ano-anong katangiang pisikal ng mga sinaunang kabihasanang may pagkakatulad sa isa't isa?</li> <li>2. Bakit nakaapekto ang mga anyong lupa at tubig ng isang lugar sa pagtataguyod ng kabihasan?</li> <li>3. Alin sa kalagayang heograpiikal ng kabihasan ang may malaking impluwensiya sa pamumuhay ng mga taong nanirahan dito? Ipaliwanag ang sagot.</li> </ol>	/			
	4. Geography Checklist	APP-Inquiry	<p>Pamprosesong Tanong, p. 32</p> <ol style="list-style-type: none"> <li>1. Alin sa mga katangiang heograpiikal ng mga sinaunang kabihasan</li> </ol>	/			

									ng daigdig ang may malaking pagkakatulad sa isa't isa? 2. Bakit kaya karaniwang may magkakatulad na katangiang heograpiikal ang mga sinaunang kabihlasan? 3. Ano ang epekto ng mga katangiang heograpiikal sa pamumuhay ng mga sinaunang tao? 4. Para sa iyo, alin sa mga katangiang heograpiikal ng mga sinaunang kabihlasan ang narapat na mapangalagaan? Ipaliwanag ang sagot.	/				
			5. Complete It!	APP-Inquiry					Pamprosesong Tanong, p. 33 1. Paano nagsimula at nagwakas ang kabihasang Mesopotamia? 2. Sino-sino ang mga pinunong namahala sa Imperyo? 3. Ano ang naging paraan ng kanilang pamamahala? 4. Bakit sinasabing ang kasaysayan ng Mesopotamia ay "pag-usbong at pagbagsak ng mga kabihlasan?"	/				
			6. Tatak-Kabihlasan sa Timog Asya	APP-Inquiry					Pamprosesong Tanong, p. 34 1. Ano ang dalawang lungsod na umunlad sa lambak-ilog ng Indus? Ilarawan ang mga ito. 2. Paano mailalarawan ang pamumuhay ng mga tao sa panahong Vedic? 3. Ano ang iyong opinyon tungkol sa pagpapangkat-pangkat ng mga tao sa India batay sa sistemang caste? Ipaliwanag ang sagot.	/				
			7. Empire Diagram	APP-Inquiry					Pamprosesong Tanong, p. 35 1. Ano ang naging kontribusyon ng mga pinuno sa pag-unlad ng kanilang imperyo?	/				

			2. Paano bumagsak ang mga naturang imperyo sa Timog Asya? 3. Ano-ano ang naging ambag ng mga imperyong ito sa kasalukuyang kabihasan?							
8. Maramihang Pagpili sa Tsart	APP-Chrono-Them		Tukuyin sa tsar tang mahahalagang impormasyon tungkol sa kabihasnang Tsino. Kabilang ang dinastiya, mga tanyag na tauhan, at mga mabag nito sa kasalukuyan., p. 36	/						
9. Walk to Ancient Egypt	APP-Inquiry		Pamprosesong Tanong, p. 38 1. Anong kabihasan ang umunlad sa Africa? 2. Ano ang pagkakatulad at pagkakaiba ng kabihasnang Egyptian sa mga kabihasnang umunlad sa Mesopotamia? 3. Paano mailalarawan ang pamumuhay ng mga sinaunang Egyptian? 4. Sino ang mga naging pinuno ng Egypt? Ano ang kanilang naging papel sa paghubog ng kabihasan sa Egypt? 5. Anong kongklusyon ang iyong mabubuo sa kabihasnang Egyptian?	/						
10. Tracing the Beginning Chart	APP-Inquiry		Pamprosesong Tanong, p. 38 1. Sa anong aspeto nagkakatulad ang mga sinaunang kabihasan sa daigdig batay sa pagsisimula ng mga ito? 2. Ano ang magkakahawig na mga katangiang taglay ng mga sinaunang katutubo sa panahon ng pagkatatag ng kanilang mga kabihasan? 3. Kahanga-hanga ba ang ginawa ng mga sinaunang tao sa pagtatatag nila ng kanilang kabihasan? Ipalawanag. 4. Anong aral ang iyong natutuhan sa naging katangian at kakayahan ng mga sinaunang tao na mapaunlad ang kanilang pamumuhay?	/						

		11. Pagbuo ng Kabihasan-Web Diagram	APP-Conceptual	Talakayin ang mahahalagang konseptong nakapaloob sa K-Web Dayagram., p. 39-40	/					
		12. Kabihasan Pathway Diagram	APP-Chrono-Them	Batay sa pag-unawa sa binasang kasaysayan, kukumpletuhin ng mga miyembro ang athway Diagram sa pamamagitan ng paglalagay sa mahahalagang pangyayari ayon sa tamang pagkakasunod-sunod ng mga ito. p. 40-41	/					
		13. Gallery of Ancient Rulers	APP-Inquiry	Pamprosesong Tanong, p. 41 1. Ano ang mahalagang katangian ng napiling pinuno? 2. Bakit siya naging tanyag sa kasaysayan? 3. Maipagmamalaki ba ng inyong pangkat ang piniiling pinuno? Ipaliwanag. 4. Para sa iyo, ano ang pinakamahahalagang katangiang dapat taglayin ng isang pinuno? Ipaliwanag.	/					
		14. Kabihasan-Ambag-Kabuluhan Organizer	APP-Inquiry	Pamprosesong Tanong, p. 42 1. Ano-ano ang pamana/ambag ng mga sinaunang kabihasan sa daigdig? 2. Ano ang kabuluhan ng mga nabanggit na ambag sa pamumuhay ng mga sinaunang taong nanirahan sa kani-kanilang kabihasan? 3. Bakit maituturing na dakilang pamana ang mga ambag na ito?	/					
		15. Thank You Letter	APP-Integrative	Batay sa natutuhan ng mga mag-aaral tungkol sa bahaging ginampanan ng heograpiya sa pag-unlad ng mga sinaunang kabihasan sa daigdig, magpasulat ng liham pasasalamat. p. 43	/					

		<b>16.</b> Maimpluwensiyang Kabihasanan	APP-Inquiry	<p>Pamrosong Tanong, p. 44</p> <p>1. Sa anong aspekto ng pamumuhay ng mga Pilipino maiugnay ang pamanang tinukoy sa diyagram?</p> <p>2. Ano ang kapakinabangang dulot ng naturang pamana sa mga Pilipino? Magbigay ng halimbawa.</p> <p>3. Bakit maimpluwensiya ang piniling pamana sa mga tao?</p> <p>4. Kung ikaw ay nabuhay sa kabihasnang nagkaloob ng nasabing pamana, ano ang iyong reaksiyon?</p> <p>5. Ano ang iba pang bagay na maintuturing na pamana ng mga sinaunang tao sa kasalukuyang kabihasnang? Bakit mo ito itinuring na isang pamana?</p> <p>Preservation of Cultural Heritage, p. 45</p>	/			
		<b>17.</b> Pokus Ngayon: Presebasyon ng mga Pamana ng mga Sinaunang Kabihasnang Daigdig	APP-Interdisciplinary					
2	1	1. Ano ang Gusto ko?	APP-Inquiry	Talakayin ang sagot nga mga mag-aaral sa pamamagitan ng gabay na tanong., p. 74	/			
		2. I-R-F Chart	APP-Inquiry	Ipasagot ang bahaging "Initial Questions" ng Gawain 2., p. 74	/			
		3. Mapa-Suri	APP-Multidisciplinary	Mahalagang maunawaan ng mag-aaral ang kaugnayan ng heograpiya ng Greece sa pagusbong ng kabihasnang dito., p. 75	/			
		4. Magbasa at Matuto	NONE	Pure reading activity. p. 75				/
		5. Daloy ng mga Pangyayari	APP-Inquiry	Pamrosong Tanong, p. 75				
				1. Batay sa mga tekstong binasa, ano ang katangian ng Kabihasnang Minoan at Mycenean?				

				2. Ano-ano ang mga nakita mong pagkakaiba at pagkakatulad ng Kabihasnang Minoan at Mycenaean? 3. Sa iyong palagay, ano ang epekto ng nabanggit na mga kabihasnang sa pag-usbong ng Kabihasnang Greek? Pure reading activity. p. 77					/
	6. Magbasa at Matuto		NONE	Pamprosesong Tanong, p. 78					/
	7. Paghahambing		APP-Inquiry	1. Paano nakaimpluwensiya ang lokasyon sa pamumuhay ng mga Spartan at Athenian? 2. Bakit mahalaga ang mga lungsod-estado ng Sparta at Athens sa pag-unlad ng Kabihasnang Greek? 3. Kung nabuhay ka noong panahong klasikal ng Greece, saan mo mas pipiliing tumira, sa Athens o sa Sparta? Ipaliwanag ang sagot.					/
	8. Magbasa at Matuto		APP-Inquiry	Ipabasa ang teksto tungkol sa mga digmaan at hamon na kinaharap ng mga Greek. Ipaalala sa mga mag-aaral na bigyang-pansin ang mga gabay na tanong upang higit na maunawaan ang kanilang binasa., p. 78					/
	9. Aktor-Kaganapan-Bunga Chart		APP-Inquiry	Aktor (Sino ang magkalaban); Kaganapan (Anu-ano ang mahahalagang pangyayari?); Bunga (Ano ang resulta ng digmaan?), p. 79					/
	10. Magbasa at Matuto		NONE	Pure reading activity.					/
	11. Talahanayan, Punan mo		APP-Inquiry	Pamprosesong Tanong, p. 80 1. Ano ang epekto ng kabihasnang Greece sa kasalukuyang panahon? 2. Alin sa mga nabanggit na kontribusyon ang may pinakamalawak na epekto sa pamumuhay ng mga Pilipino? Patunayan.					/

			NONE		Pure reading activity., p. 80				/
	12. Magbasa at Matuto								
	13. Greece...Sa Isang Tingin		APP-Inquiry		Pamprosesong Tanong, p. 80 Bakit itinuturing na isang Kabihasnang Klasikal ang Kabihasnang Greek?	/			
			APP-Conceptual		Ipaliwanang ang mga pangyayari na nagbigay-daan sa paghina ng Imperyong Macedonia at tuluyang pagbagsak ng Kabihasnang Klasikal ng Greece., p. 81	/			
			APP-Integrative		Iugnay ang Kabihasnang Klasikal ng Greece sap ag-usbong ng Kabihasnang Klasikal ng Rome., p. 81	/			
			APP-Chrono-Them		Ipasuri ang nilalaman ng timeline tungkol sa mahahalagang pangyayari sa kasaysayang ng Rome na nagpakita ng pag-usbong, pag-unlad, at paghina ng Imperyong Roman. P. 81	/			
	14. Magbasa at Matuto		APP-Inquiry		Ipasagot ang mga tanong upang magsilbing gabay sap ag-unawa ng nilalaman ng tekstong binasa., p. 81	/			
	15. Lagumin Mo		APP-Conceptual		Ibabatay ng mga amag-aaral ang kamilang sagot sa chart sa kamilang natutuhan at naunawaan sa talakayan. Dito magbibigay sila ng paliwanang o patunay sa mga pangyayaring nagdulot ng paglakas Rome., p. 81	/			
	16. Magbasa at Matuto		NONE		Pure reading activity, p. 82				/
	17. Rome... Sa Isang Tingin		APP-Inquiry		Bakit maituturing na Kabihasnang Klasikal ang nabuong Kabihasnang ng mga Roman?, p. 82	/			
	18. Pagsulat ng Sanaysay		APP-Integrative		Ang sagot sa gawaing ito ay batay sa pagkaunawa ng mag-aaral., p. 83			/	

	19. I-R-F Chart	APP-Inquiry	Pabalikan sa mga mag-aaral ang tanong na inilalahad sa bahagi ng Alamin., p. 83	/	
	20. E-Postcard	APP-Integrative	Higit na maunawaan ng mag-aaral ang aralin kung maiugnay ito sa kanilang sariling karanasan at kakayahan. p. 83	/	
	21. I-R-F Chart	APP-Inquiry	Sa puntong ito, ipasagot sa mga mag-aaral ang huling bahagi, ang "Final", p. 84	/	
2	1. Imbestigasaysayan	APP-Inquiry	Ipalahad sa mga mag-aaral ang kanilang sagot., p. 86	/	
	2. SKK-Paglalakbay	APP-Inquiry	Tanggapin ang lahat ng sagot at ipaalala na gawing gabay ang tanong sa susunod na bahagi ng gawain., p. 86	/	
	3. Sulyap sa Nakaraan	APP-Integrative	Talakayin ang kaugnayan ng mga nakaraang aralin sa mga paksaang tatalakayin sa Aralin 2., p. 86	/	
	4. Magbasa at Matuto	APP-Inquiry	Upang kawili-wili at malalim ang pagtalakay ng nilalaman, gamitin ang mapa at mga kaugnay na tanong, mga larawan, at graphic organizer na matatagpuan sa Yunit 2., pp. 86-87	/	
	5. Ipaliwanag Mo	APP-Conceptual	Ang sagot sa bahaging ito ay batay sa pagkakarunawa ng mag-aaral sa paksa., p. 87	/	
	6. Exit Card	APP-Integrative	Layunin nitong masuri kung naunawaan ng mag-aaral ang nakaraang paksa., p. 87	/	
	7. Magbasa at Matuto	APP-Inquiry	Gamitin ang mapa, mga gabay na tanong, larawan at mga graphic organizer na bahagi ng teksto upang mapadali at mas maging malinaw ang pag-unawa sa teksto., p. 88	/	
	8. Daloy ng mga Pangyayari	APP-Inquiry	Pamprosesong Tanong, p. 88 1. Ano-ano ang salik na nagbigay-daan sa paglakas ng Imperyong Aztec? 2. Paano napakinabangan ng mga Aztec ang mga lupain na kanilang sinakop? 3. Bakit madaling nakontrol ng mga Aztec ang iba pang karatig na lungsod estado?	/	

		9. Pagsulat ng Sanaysay	APP-Integrative			Pagsulat ng sanaysay, p. 88	/					
		10. Pagsusuri ng Aking Natutuhan	APP-Integrative			Kung maikita ng guro na sapat na ang kaalaman at pag-unawa ng mag-aaral, maaari nang magpatuloy sa susunod na paksa., p. 88	/					
		11. Magbasa at Matuto	APP-Conceptual			Gamitin ang mga mapa, larawan, at graphic organizer upang madaling matalakay ang paksa., p. 88	/					
		12. Sino Sila?	APP-Inquiry			Atasan ang mga mag-aaral na ilahad ang kanilang sagot sa klase., p. 89	/					
		13. Puno ng Kaalaman	APP-Conceptual			Paggawa ng Puno ng Kaalaman tungkol sa mga dahilan ng pagbagsak ng Imperyong Inca, p. 89	/					
		14. MAPAsuri	APP-Inquiry			Ipasagot sa mga mag-aaral ang mga gabay na tanong na may kaugnayan sa mapa., p. 90	/					
		15. KKK (Kaugnayan ng Kabihasan sa Kasalukuyan)	APP-Conceptual			Ang sagot sa bahagi na ito ay batay sap ag-unawa ng mag-aaral sa mga paksang tinalakay., p. 90	/					
		16. Magbasa at Matuto	APP-Multidisciplinary			Mahalagang maipaunawa ang kaugnayan ng heograpiya ng Africa sa pag-usbong ng mga kaharian at imperyo sa iba't ibang bahagi nito., p. 91	/					
		17. MAPAghanap	APP-Inquiry			Pamprosesong Tanong, p. 91 1. Alin sa mga nabanggit na vegetation ang may pinakamalawak na saklaw? 2. Bakit tinawag na Trans-Sahara ang kalakalan sa pagitan ng Carthage at Sudan? 3. Saang mga lugar maaaring umusbong ang kabihasan o imperyo? Bakit?	/					
		18. Magbasa at Matuto	APP-Conceptual			Gamitin ang mapa, larawan, graphic organizer na makikita sa teksto upang higit na maunawaan ng mag-aaral ang nilalaman nito.	/					

	19. History Makers		APP-Conceptual							
	20. Triple Venn Diagram		APP-Conceptual							
	21. KKK		APP-Conceptual							
	22. Magbasa at Matuto		APP-Conceptual							
	23. Pagsagot sa Chart		APP-Conceptual							
	24. Anong Konek?		APP-Inquiry							
	25. Ang Aking Paglalakbay		APP-Inquiry							
	26. AdBakit?		APP-Inquiry							
	27. Ang Aking Paglalakbay		APP-Inquiry							

Maaari ring gumamit ng mga multimedia devices sa pagtalakay ng nilalaman ng teksto.

Punan ang talahanayan tungkol sa mahalagang nagawa ng mga pinuno ng bawat imperyo. P. 92

Ang nilalaman ng Triple Venn Diagram ay batay sa sagot ng mag-aaral. p. 92

Punan ang talahanayan tungkol sa mga kontribusyon ng bawat imperyo at kahalagahan nito. p. 93

Gamitin ang mga larawan, mapa, at graphic organizer na makikita sa pagtalakay sa paksa, p. 93

Punan ang chart, p. 94

Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang nanirahan sa mga Pulo ng Pacific. Maaaring gumamit ng powerpoint presentation sa paglahad ng isinagawang pananaliksik. p. 94

Maaaring balikan ang mga tanong at mga bahagi ng aralin na hindi pa gaanong nauunawaan ng mag-aaral. Magsagawa ng reinforcement, re-teaching o magbigay ng karagdagang Gawain sa mga bahagi ng paksa na hindi malinaw sa mag-aaral. p. 94

Higit na mauunawaan ng mag-aaral ang paksa kung ito ay maiugnay sa sariling karanasan at kakayahan. p. 95

Suriin kung nahkaroon ng pagbabago at pag-unlad sa kaalaman at pag-unawa ng mag-aaral tungkol sa paksa. P. 95

3	1. Photo-Suri	APP-Inquiry	Talakayin ang sagot ng mga mag-aaral sa pamangitan ng gabay na tanong, p. 97	/			
	2. Anticipation- Reaction Guide	APP-Integrative	Ipaalala sa mag-aaral na ang layunin ng Gawain ay upang mataya ang kaniyang dating kaalaman tungkol sa paksa. p. 97	/			
	3. Daloy ng Kasaysayan	APP-Integrative	Upang mapag-ugnay ang unang aralin at kasalukuyang aralin ng Y unit 2, hayaang balikan ng mag-aaral ang natutuhan sa pamamagitan ngpagsusuri ng kasunod na dayagram. p. 98	/			
	4. Magbasa at Matuto	NONE	Pure reading activity. p. 99				/
	5. Diyagram ng Aking Natutuhan	APP-Conceptual	Punan ang talahanayan ng mga katibayan/pagpapaliwanag	/			
	6. 3-2-1 Chart	APP-Conceptual	Punan ang isart ng kaukulang sagot. p. 100	/			
	7. Sa Madaling Salita	APP-Inquiry	Atasan ang mga mag-aaral ng punan ang isart ng isang maikling sanaysay na sasagot sa tanong. p. 100	/			
	8. Magbasa at Matuto	NONE	Pure reading activity. p. 102				/
	9. Paggawa ng Timeline	APP-Chrono-Them	Atasan ang mag-aaral na punan ang timeline. p. 102	/			
	10. Sa Madaling Salita	APP-Inquiry	Atasan ang mag-aaral na punan ang isart ng isang maikling sanaysay na sasagot sa tanong. Magabayang ang mag-aaral na bumuo ng kongklusyon sa bawat aralin at ang lahat ng mabubuong kongklusyon ay magagamit sa pagbuo ng pangkalahatang kongklusyon. p. 102	/			
	11. Magbasa at Matuto	NONE	Pure reading activity. p. 104				/

				Pagkatapos ng talakayan sa pangkat, ibahagi ang output sa klase at talakayin ang mga pamprosesong tanong upang talong mapalalim ang pagkakaunawa ng mga mag-aaral sa paksa. p. 104	/			
12. History Frame	APP-Inquiry			“Sa Tingin Ko” – Ano ang Krusada? p. 105	/			
13. Lesson Closure	APP-Inquiry			Atasan ang mag-aaral na punan ang tsart ng isang maikling sanaysay na sasagot sa tanong. Magagabayan ang mag-aaral na bumuo ng kongklusyon sa bawat aralin at ang lahat ng mabubuong kongklusyon ay magagamit sa pagbuo ng pangkalahatang kongklusyon. p. 105	/			
14. Sa Madaling Salita	APP-Inquiry			Ipaalala sa mag-aaral ang pagsagot sa mga tanong bilang gabay sap ag-susuri ng komik strip. p. 106	/			
15. Comic Suri	APP-Inquiry			“Basa-Suri” Upang mapalalim pa ang pagkaunawa sa mga teksto, atasan din ang mga mag-aaral na sagutin ang mga tanong at gampanan ang mga gawaing nakalaan. Maaaring hatiin ang mga mag-aaral sa iba't ibang pangkat upang magawa ang mga ito. p. 106	/			
16. Magbasa at Matuto	APP-Inquiry			Batay sa binasang teksto, sagutin ang mga sumusunod na tanong: Ano ang Piyudalismo? Anu-anong uring panlipunan mayroon ang Piyudalismo? Ano ang kahalagahan ng lupa sa sistemang Piyudal? P. 106	/			
17. Alam Ko Na	APP-Inquiry			Minabuti ng manunulat na matalakay muna ang kabuuang konsepto ng Piyudalismo bago talakayin ang Manorialismo, upang makita ng mga mag-aaral ang kaugnayan ng dalawang mahalagang konsepto sa kasaysayan. p. 107	/			
18. Magbasa at Matuto	APP-Integrative				/			

	19. Photo-Suri	APP-Inquiry	Ipaalala sa mga mag-aaral na mahalagang bigyang-pansin ang mga katanunagn bilang gabay sa pagsusuri. p. 107	/			
	20. Magbasa at Matuto	APP-Inquiry	Aatasan din ang bawat pangkat na sagutin ang mga katanungan sa bawat kahon. p. 108	/			
	21. Dahilan-Epekto	APP-Conceptual	Ang sagot sa tsart ay batay sa pag-unawa ng mag-aaral. p. 108	/			
	22. Sa Madaling Salita	APP-Inquiry	Atasan ang mag-aaral na punan ang tsart ng isang maikling sanaysay na sasagot sa tanong. Magagabayan ang mag-aaral na bumuo ng kongklusyon sa bawat aralin at ang lahat ng mabubuong kongklusyon ay magagamit sa pagbuo ng pangkalahatang kongklusyon. p. 108	/			
	23. Anticipation- Reaction Guide	APP-Integrative	Pabalikan sa mga mag-aaral ang mga pahayag na inilahad sa Alamin. p. 110	/			
	24. Bumuo at Matuto	APP-Conceptual	Maaraing hatiin ang klase sa pangkat at atasan ang bawat pangkat na punan ang talahanayan. Kung maaari, hayaan ang mga mag-aaral na gumawa ng powerpoint presentation at ilahad sa klase ang output ng bawat grupo. p. 110	/			
	25. Makasaysayang Paglalakbay	APP-Inquiry	Ano ang kontibusyon ng iba't ibang panahon na tinalakay sa modyul na ito sa pag-unlad ng Pandaigdigang kamalayan? p. 112	/			
	25. Video- Kasaysayan	APP-Interdisciplinary	Isang video na nagpapakita ng pagmamalaki at pagpapahalaga sa isang pamana ng Klasikal at Transisyunal na Panahon. p. 113	/			
3	1. Word Hunt	APP-Integrative	Ang gawaing ito any naglalayong matukoy ang kaalaman ng mga mag-aaral tungkol sa mga salik sa paglakas ng Europe. p. 133	/			
	2. Kilalanin Mo!	APP-Conceptual	Magpakita ng larawang may kaugnayan sa mga salik sa paglakas ng Europe. Magagamit din ang mga mungkahing larawan. Ipasuri ito sa mga mag-aaral. Pagkatapos ay ipasulat ang	/			

				kanilang nalalaman tungkol sa mga larawan. p. 135				
		3. Think-Pair-Share	APP-Integrative	Ang gawaing ito ay naglalayong matukoy ang kaalaman ng mga mag-aaral tungkol sa paglakas ng Europe. p. 137	/			
		4. Pamana ng Nakaraan	APP-Integrative	Ang gawaing ito ay balik-aral sa nakaraang aralin at paghahanda sa pagtalakay ng bagong paksa. p. 139	/			
		5. Burgis Ka!	APP-Conceptual	Matapos mabasa ng mga mag-aaral ang teksto, ipakumpleto sa kanila ang hinihinging impormasyon ng cloud call out at concept map. p. 140	/			
		6. Magbasa at Matuto	APP-Inquiry	Ipasagot sa kanila ang pamprosesong tanong sa ibaba upang mas malalim na matalakay ang mga konseptong kaugnay ng merkantilismo. p. 141	/			
		7. Hagdan ng Pag-unawa	APP-Inquiry	Gamitin ang pamprosesong tanong upang matalakay at maproseso ang gawaing ito. p. 142	/			
		8. Discussion Web	APP-Inquiry	Talakayin ang tanong at bumuo ng ebidensya o suporta sa panig ng Oo at Hindi. p. 143	/			
		9. OO o HINDI!	APP-Integrative	Pagkatapos matalakay ang mga salik sa paglakas ng Europe, tatayain ng gawaing ito kung naunawaan ng mga mag-aaral ang mahahalagang konseptong tinalakay. p. 145	/			
		10. Magtulungan Tayo!	APP-Conceptual	Palagyan ng datos ang concept definition map para sa mas malinaw na datoy ng impormasyon. p. 147	/			
		11. Palitan Tayo!	APP-Conceptual	Palagyan ng hinihinging impormasyon ang Contrast-Compare Map, p. 150	/			
		12. Tayain Mo!	APP-Multidisciplinary	Pagsasabuhay ng mga aral ng kinabibilangang relihiyon. p. 152	/			
		13. Think-Pair-Share Chart	APP-Integrative	Babalikan ng mag-aaral ang Think-Pair-Chare chart na dati nang sinagutan upang punan ang pinal na kasagutan at ang mga pinagkunan ng impormasyon. p. 152	/			

		14. Pagnilayan Mo!	APP-Interdisciplinary	Ipabasa at ipasuri sa mga mag-aaral ang impormasyon tungkol sa pagpapalano ng pamilya na naglalaman ng magkaibang pananaw ng pamahalaan at simbahan. p. 154	/					
		15. Ano ang Gusto Mo!	APP-Inquiry	Pamprosesong Tanong, p. 156 1. Ano ang iyong napuna sa nabuong mga poster/ editorial cartoon? 2. Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang iniwan ng mga pangyayaring kaugnay ng paglakas ng Europe? 3. Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan?	/					
		16. Salamin ng Aking Sarili	APP-Integrative	Pasulat in ang mga mag-aaral ng repleksiyon tungkol sa mga bagong kaalamang kanilang natutuhan, particular sa naitulong ng mga kaalamang ito sa kanilang sarili bilang bahagi ng daigdig. Hikayatin ang mga mag-aaral na balik an at isulat hindi lamang ang mga impormasyong kanilang natutuhan, kundi pati ang mga kasanayang kanilang napaunlad at mahalalagang aral na maiugnay nila sa tunay na buhay. p. 157	/					
	2	1. Sasama Ka Ba!	APP-Inquiry	Pamprosesong Tanong, p. 161 1. Ano ang pabuyang posible mong matanggap kung sasama ka sa paglalayag? 2. Ano-anong panganiib ang naghintay sa iyo sakaling sumama ka sa paglalayag? 3. Paano kaya nabago ng paglalayag at pagtuklas ng bagong lupain ang pamumuhay at lipunan ng Europe?	/					
		2. Suriin Mo!	APP-Inquiry	Pamprosesong Tanong, p. 162 1. Ano-ano ang nakita mo sa larawan? 2. Gaano kahalaga sa iyo ang mensahe ng bawat larawan? Bakit?	/					

				<p>3. Paano nakatutulong sa iyo ang mga nakalarawan?</p> <p>4. Mabubuhay ka kaya sa kasalukuyan kung wala ang mga nasa larawan? Ipaliwanag.</p>				
	3. Bahagdan ng Aking Pag-unlad	APP-Conceptual		Pasagutan ang graphic organizer p. 162	/			
	4. Maglayag Ka!	APP-Inquiry		Pamprosesong Tanong, p. 164 Mabuti ba o masama ang naging epekto ng unang yugto ng kolonisasyon at imperyalismo? Patunayan.	/			
	5. Talahanayan ng Manlalayag	APP-Inquiry		Pamprosesong Tanong, p. 165 1. Sino-sino ang nanguna sa paglalayag? Saang bansa sila nagmula? Anong mga lugar ang kanilang narating? 2. Bakit mahalaga ang pagkakatuklas nila sa mga bagong lupain? 3. Ano-anong katangian ang ipinamalas ng mga manlalayag na nanguna sa paggalugad sa daigdig? 4. Paano nakatulong ang mga manlalayag na ito sa paglawak ng kapangyarihan ng Europe? 5. Kung ikaw ang naatasang maglakbay sa isang lugar na wala pang nakararating, papayag ka ba? Bakit?	/			
	6. Pin The Flag	APP-Inquiry		Pamprosesong Tanong, p. 166 1. Ano-anong bansa ang nanguna sa unang yugto ng imperyalismo at kolonisasyon? Anong bansa ang kanilang nasakop? 2. Bakit nanakop ang mga bansang Kanluranin? 3. Ano ang naidulot sa Europe ng pagkakaroon ng mga kolonyang bansa?	/			

					<p>4. Paano nabago ang buhay ng mamamayang nasakop ng mga Kanluranin?</p> <p>5. Sa kasalukuyang panahon, katanggap-tanggap bang manakop pa rin ang mga makapangyarihang bansa? Bakit?</p> <p>6. Sakaling may bansang makapangyarihan na nagnanais sumakop sa iyong bansa, ano ang iyong gagawin?</p>			
	7. Mabuti o Masama?	APP-Inquiry			<p>Pamprosesong Tanong, p. 168</p> <ol style="list-style-type: none"> <li>Ano-ano ang mabubuting epekto ng unang yugto ng imperyalismo at kolonisasyon? Ano-ano ang masasamang epekto?</li> <li>Sino ang higit na nakinabang sa unang yugto ng imperyalismo at kolonisasyon: ang mga Kanluranin ba o ang mga sinakop na bansa? Bakit?</li> <li>Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa? Bakit?</li> </ol>			
	8. Ikaw at Ako. Lahat Tayo!	APP-Inquiry			<p>Pamprosesong Tanong, p. 169</p> <ol style="list-style-type: none"> <li>Ano-ano ang dahilan ng Rebolusyong Siyentipiko, Enlightenment, at Industriyal?</li> <li>Sino-sino ang mga indibiduwal na nanguna sa bawat panahon?</li> <li>Ano-ano ang naging epekto ng bawat panahon sa paglawak ng kapangyarihan ng Europe?</li> <li>Bakit naganap ang Rebolusyong Industriyal sa Great Britain?</li> <li>Bakit dapat pahalagahan ng mundo ang naiambag ng mga rebolusyong ito sa panahon natin ngayon?</li> <li>Maaari pa kayang magkaroon ng mga ganitong rebolusyong ngayon?</li> </ol>			

9. May Ginawa Ako! Ikaw Ba?	APP-Inquiry					Pamprosesong Tanong, p. 170 1. Sino-sino ang personalidad na inyong itinala? 2. Ano-ano ang naging kontribusyon nila sa kanilang larangan? 3. Paano nakatulong ang kanilang kontribusyon sa paglawak ng kapangyarihan ng Europe? 4. Sa kasalukuyang panahon, paano tayo natutungan ng kanilang mga kontribusyon? 5. Bilang isang mag-aaral, paano mo mabibigyang halaga ang naging kontribusyon nila?	/		
10. Magsurvey Tayo!	APP-Inquiry					Pamprosesong Tanong, p. 171 1. Alin sa mga kaisipang binanggit sa survey ang hindi mo naunawaan? 2. Ano ang iyong naramdaman habang ginagawa ang pagsagot sa survey? 3. Paano nakatulong ang survey na ito sa iyong pag-unawa ng aralin?	/		
11. I-collage Mo Ako!	APP-Inquiry					Pamprosesong Tanong, p. 173 1. Ano ang iyong masasabi sa nabuong collage? 2. Paano ipinakita sa collage ang naitulong ng mga pamanang iniwan sa kabihansan ng mga rebolusyong naganap sa paglawak ng kapangyarihan ng Europe? 3. Sa pang-araw-araw mong pamumuhay, paano nakatulong sa iyo ang mga pamanang ito?	/		
12. Huwag Mo Akong Sakupin!	APP-Inquiry					Pasagutan din sa kanila ang mga tanong kaugnay ng teksto, p. 173 Anong paraan ng pananakop ang ginamit ng mga Kanluranin sa West Indies, Australia, New Zealand, at Central America?	/		
13. Punuan Mo Ako!	APP-Inquiry					Pamprosesong Tanong, p. 174-175	/		

			<p>1. Bakit naganap ang ikalawang yugto ng imperyalismo at kolonisasyon?</p> <p>2. Bakit naging madali sa mga Kanluranin ang manakop sa mga bansa?</p> <p>3. Alin sa mga mananakop ang pinakamahasay mamahala? Patunayan.</p> <p>4. Paano napasama ang United States sa pananakop ng mga bansa?</p> <p>5. Paano naapektuhan ng pananakop ang pag-unlad ng mga dating kolonya?</p> <p>6. Sa kasalukuyan, nararanasan pa rin ba ang epekto ng pananakop? Patunayan.</p> <p>7. Anong mga alaala ang naibahagi ng iyong mga ninuno na nakaranas ng pananakop? Ibahagi ito sa klase.</p>				
			<p>Pamprosesong Tanong, p. 175</p> <p>1. Sino ang higit na nakinabang sa ikalawang yugto ng imperyalismo at kolonisasyon: ang mga bansang nanakop o ang mga bansang nasakop? Pangatuwiran.</p> <p>2. Nakaapekto ba sa kasalukuyang ugnayan ng mga bansang nanakop at sinakop ang mga pangyayari sa panahon ng pananakop? Patunayan.</p> <p>3. Sa kasalukuyang panahon, makabubuti pa ba sa mga bansa ang pananakop? Bakit?</p>	APP-Inquiry	14. Talahanayan ng Pananakop		
			<p>Pamprosesong Tanong, p. 176</p> <p>1. Alin ang mas maraming epekto ng pananakop: mabuti ba o masama? Bakit kaya?</p> <p>2. Kung ikaw ang tatanungin, mabuti ba talaga o masama ang epekto ng ikalawang yugto ng imperyalismo at kolonisasyon? Ipaliwanag.</p>	APP-Inquiry	15. Timbangin Mo!		

			Sasagutin ang concept map, p. 177	/			
16. Bahagdan ng Aking Pag-unlad	APP-Conceptual						
17. Manifest Destiny	APP-Inquiry		<p>Pamprosesong Tanong, p. 179</p> <ol style="list-style-type: none"> <li>Ano ang nararamdaman mo habang binabasa mo ang paliwanag ni Pres. William McKinley tungkol sa pagsakop ng America sa ating bansa? Bakit?</li> <li>Katanggap-tanggap ba ang paliwanag ni Pres. McKinley kung bakit nito sinakop ang Pilipinas? Bakit?</li> <li>Nakabuti ba sa ating bansa ang pagsakop ng mga Amerikano? Pangatuwiranat.</li> <li>Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan.</li> <li>Sa panahong ito, paano ka makatutulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?</li> </ol>	/			
18. Salamat sa Iyo!	APP-Inquiry		<p>Pamprosesong Tanong, p. 181</p> <ol style="list-style-type: none"> <li>Ano ang nararamdaman mo habang ginagawa mo ang sulat pasasalamat at habang binabasa ng iyong kamag-aral at ng iba pa ang liham?</li> <li>Bilang isa sa mga nakinabang sa mga pamanang ito sa kasalukuyan, paano mo ito mapapagayaman?</li> <li>Kung mabibigyan ka ng pagkakataon, anong bagay ang gusto mong maipamana sa susunod na henerasyon? Bakit?</li> </ol>	/			
19. Aking Repleksiyon!	APP-Integrative		<p>Pasulatin ang mga mag-aaral ng sariling repleksiyon na maglalaman ng kanilang nararamdaman at naranasan sa pagsagot sa mga Gawain ng aralin. Ipatala ang mga</p>	/			

				<p>mahahalagang bagay na kaniyang natutunan at kung paano ito nakatulong sa pagpapabuti ng kaniyang sarili. Ipasulat din ang mga bagay nan is nilang baguhin o paunlarin sa kaniyang sarili tungo sa pagiging produktibo at responsableng indibidwal. p. 181</p>					
3	1. Makinig, Mag-isip, Magpahayag (3Ms)	APP-Inquiry	<p>Iparinig sa mga mag-aaral ang awiting Tatsulok. Isulat ang lyrics sa cartolina o manila paper upang makasabay sila sa awitin. Maaaring ipakinig ito ng dalawang beses, depende sa pangangailangan ng mga mag-aaral. Pagkatapos ay ipasuri ang awit gamit ang pamprosesong tanong. p. 183</p>	/					
	2. Hagdan ng Karunungan	APP-Inquiry	<p>Sagot na Initial sa tanong na: Ano ang kaugnayan ng Rebolusyong pangkaisipan sa Rebolusyong Amerikano at Pranses? p. 186</p>	/					
	3. Hula-Arawan	APP-Inquiry	<p>Pamprosesong Tanong. p. 188</p> <ol style="list-style-type: none"> <li>1. Ano ang ipinakikita ng larawan?</li> <li>2. Sino-sino ang taong bumubuo sa larawan?</li> <li>3. Mayroon bang pagkakahati o pagkakatapat ang mga taong makikita rito?</li> <li>4. Sino ang kinakatawan ng mga sundalo?</li> <li>5. Sino naman ang kinakatawan ng taong bayan?</li> <li>6. Ano ang mensaheng nais ipabatid ng larawan?</li> <li>7. Mayroon ka bang naranasan, nabasa, narinig, o nasaksihang katulad ng sitwasyong nasa larawan? Ikuwento ito sa klase.</li> <li>8. Sa iyong pananaw, positibo ba ang mensaheng ipinakikita ng larawan? Pangatuwiran.</li> </ol>	/					
	4. Tala-hanayan (3-2-1 Chart)	APP-Inquiry	<p>Pamprosesong Tanong. p. 189</p> <ol style="list-style-type: none"> <li>1. Ano-anong pangkaisipang politikal, ekonomikal, medikal, at pilosopikal ang</li> </ol>	/					

				<p>simbol at kumalat sa malaking bahagi ng Europe?</p> <ol style="list-style-type: none"> <li>2. Paano binago ng iba-ibang kaisipan ang pagtingin ng mga Europeo sa kanilang pinuno at pamahalaan?</li> <li>3. Naging makatuwiran kaya ang mga kaisipang ipinanukala ng mga Philosophes? Pangatuwiran.</li> <li>4. Paano binago ng Rebolusyong Pangkaisipan ang pagtingin ng maraming mamamayan sa: <ol style="list-style-type: none"> <li>a. relihiyon</li> <li>b. pamahalaan</li> <li>c. ekonomiya</li> <li>d. kalayaan</li> </ol> </li> </ol>							
			5. Pulong-Isip	APP-Inquiry				<p>Pamprosesong Tanong, p. 191</p> <ol style="list-style-type: none"> <li>1. Ano-ano ang pangyayaring nagbunsod sa pagsilang ng Rebolusyong Amerikano?</li> <li>2. Ano ang naging epekto ng labis na pagbubuwis ng Great Britain sa kamalayan ng mga Amerikano?</li> <li>3. Paano hinarap ng mga Amerikano ang malakas na puwersang militar ng Great Britain?</li> <li>4. Paano binago ng pananagumpay ng mga Amerikano ang tingin ng daigdig sa Great Britain? United States? Pangatuwiran.</li> <li>5. Maihahantula ba ang karanasang ito nang lumaban ang mga Pilipino para sa kalayaan mula sa mga mananakop? Pangatuwiran.</li> </ol>	/		
			6. Diyagram ng Pag-unawa	APP-Inquiry				<p>Pamprosesong Tanong, p. 193</p> <ol style="list-style-type: none"> <li>1. Paano nakaapekto ang kalagayang panlipunan ng karamihang mamamayang Pranses sa pagsibol ng rebolusyon?</li> <li>2. Ano ang sinisimbolo ng pagbagsak ng Bastille sa pamahalaang monarkiya?</li> </ol>	/		

					<p>3. Naging makatuwiran ba ang paghingi ng mga Pranses sa pagbabago ng lipunan? Pangatuwiranan.</p> <p>4. Paano namuhay ang mga Pranses sa panahong rebolusyunaryo?</p> <p>5. Bakit hindi napigil ng puwersang monarkal ang rebolusyong Pranses?</p> <p>6. Paano kumalat ang kaisipang liberal sa kabuuan ng Europe?</p> <p>7. Paano binago ng Rebolusyong Pranses ang heograpiyang politikal ng Europe?</p> <p>8. May pagkakatulad ba ang karanasan ng mga ordinaryong Pranses sa mga Pilipino partikular sa pagsisingil ng mataas na buwis? Pangatuwiranan.</p>	/			
		7. Turn-Back Time (Timeline Plotting)	APP-Chrono-Them		Pabuuin ng timeline ang mga mag-aaral, p. 195				
		8. Malaala Mo Kaya?	APP-Inquiry		<p>Pamprosesong Tanong, p. 198</p> <p>1. Paano nakaapekto ang Rebolusyong Intelektuwal sa pagsibol ng damdaming nasyonalismo?</p> <p>2. Ano ang ginampanan ng mga kaisipang radikal sa Rebolusyong Ruso?</p> <p>3. Paanong nakatulong ang wikang Latin at relihiyong Katolisismo sa pagusbong ng damdaming nasyonalismo sa Latin America?</p> <p>4. Naging madali ba ang pag-usbong ng damdaming nasyonalismo sa Africa? Patunayan ang iyong sagot.</p> <p>5. Batay sa karanasan ng mga bansa sa ibang bahagi ng daigdig, kailan nadarama ang nasyonalismo?</p> <p>6. Ikaw, paano mo naipakikita ang iyong pagkamakabayang? Magbigay ng halimbawa.</p>	/			

	9. Who's Who in the Revolution? Personality and History	APP-Inquiry	<p>Pamprosesong Tanong, p. 199</p> <ol style="list-style-type: none"> <li>1. Ibigay ang mga bagong impormasyong iyong nalaman sa gawaing isinagawa?</li> <li>2. Ano ang iyong naramdaman habang binabasa mo ang talambuhay ng mga personalidad na sangkot sa rebolusyon?</li> <li>3. Paano isinakatuparan ng mga taong ito ang mga radikal na ideya sa kanilang bansa.</li> <li>4. Sa iyong palagay, lubusan bang naisakatuparan ng mga personalidad na ito ang kanilang naisin? Pangatuwiran.</li> <li>5. Kung ikaw ang nasa kanilang posisyon, gagawin mo rin ba ang kanilang ginawa? Bakit oo? Bakit hindi?</li> </ol>	/		
	10. Hagdan ng Karunungan...	APP-Inquiry	<p>Sagot na Refined sa tanong na: Ano ang kaugnayan ng Rebolusyong pangkaisipan sa Rebolusyong Amerikano at Pranses? p. 200</p>	/		
	11. Kuwentong may Kuwenta (Tanungin mo sila...)	APP-Inquiry	<p>Pamprosesong Tanong, p. 202</p> <ol style="list-style-type: none"> <li>1. Sino ang taong iyong nakapanayam tungkol sa itinakdang paksa?</li> <li>2. Batay sa iyong nakalap na impormasyon, ano ang naging karanasan ng iyong kinapanayam sa kaniyang pagsama sa EDSA I?</li> <li>3. Nakita o naramdaman mo ba ang katuwaan, kasiyahan, o kalungkutan na ipinakita ng iyong kinapanayam?</li> <li>4. Ano ang iyong naramdaman habang ikaw ay nakikinig sa iyong kinapanayam?</li> <li>5. Ibigay ang iyong natutuhan mula sa kuwentong iyong narinig mula sa kinapanayam.</li> </ol>	/		
	12. Lesson Closure: A Good Ending	APP-Conceptual	<p>Punan ang closure note. p. 203</p>	/		

		13. Pangako Sa 'yo (Reflection Journal)	APP-Inquiry	Paano mo maipakikita ang pagmamahal sa bayan sa iyong pang-araw-araw na pamumuhay, bukod sa pagbili ng mga produktong Pilipino? p. 203	/				
		14. Hagdan ng Karunungan...	APP-Inquiry	Sagot na Final sa tanong na: Ano ang kaugnayan ng Rebolusyong pangkaisipan sa Rebolusyong Amerikano at Pranses? p. 204	/				
		15. Gallery Walk/ Every Child A Tour Guide	APP-Interdisciplinary	Ang mga mag-aaral ang magsasagawa ng isang open exhibit tungkol sa mga kaganapan at naging pamana ng mga pangyayaring nagbunsod sa transpormasyon sa daigdig tungo sa makabagong panahon. Ipagawa ito nang pangkatan lalo na sa paghahanda ng mga materyales na gagamitin sa eksibit. Magagamit ng mga mag-aaral ang mga malikhaing poster, editorial cartoon, collage at biograpiya ng mga indibidwal na bahagi ng aralin. pp. 204-205	/				
4	1	1. Konseptong Nais Ko, Hulaan Mo	APP-Inquiry	Pamprosesong Tanong, p. 217 1. Ano ang mahihinuha sa salitang iyong nabuo? 2. May magkakaugnay bang salita? Kung mayroon, paano ito nagkaugnay? 3. Ano ang kaugnayan nito sa naganap na Unang Digmaang Pandaigdig?	/				
		2. Graphic Organizer	APP-Inquiry	Pamprosesong Tanong, p. 218 1. Ano ang naging batayan mo sa pagsagot ng gawain? 2. Bakit kaya nagkaroon ng digmaan? 3. Ipaliwanag ang mga posibleng mangyari sa panahon ng digmaan? 4. May pagkakatulad ba ang kasagutan mo sa kasagutan ng kaklase mo? Sa paanong paraan?	/				
		3. Larawang Suri	APP-Inquiry	Pamprosesong Tanong, p. 219 1. Ano ang ideyang ipinakikita ng mga larawan?	/				

					<p>2. Kung magiging saksi ka sa ganitong pangyayari, ano ang posible mong maramdaman?</p> <p>3. Paano kaya maiiwasan ang mga digmaan sa daigdig?</p>						
	4. Story Map	APP-Inquiry			<p>Pamprosesong Tanong, p. 220</p> <ol style="list-style-type: none"> <li>1. Sino-sinong pinuno ang nanguna sa Unang Digmaang Pandaigdig?</li> <li>2. Saang bahagi ng daigdig naganap ang pinakamainit na labanan?</li> <li>3. Ipaliwanag ang simula, mahahalagang labanan, mga kasunduang naganap, at naging wakas ng Unang Digmaang Pandaigdig.</li> <li>4. Paano nakaapekto ang digmaang ito sa mundo?</li> </ol>	/					
	5. Pangkat Namin: The Best Ito	APP-Inquiry			<p>Pamprosesong Tanong, p. 221</p> <ol style="list-style-type: none"> <li>1. Ano-ano ang dahilan ng Unang Digmaang Pandaigdig?</li> <li>2. Ilarawan ang mahahalagang pangyayaring naganap sa Unang Digmaang Pandaigdig</li> <li>3. Bakit napilitan ang United States na makisangkot sa digmaan?</li> <li>4. Ipaliwanag ang epekto o bunga ng Unang Digmaang Pandaigdig?</li> <li>5. Nakabuti ba ang usapang pangkapayapaan na pinangunahan ng Alyadong Bansa? Bakit?</li> <li>6. Bakit nagkaroon pa rin ng lihim na kasunduan na lingid kay Pangulong Wilson?</li> <li>7. Bakit hindi naging kasiya-siya sa ibang bansang kasangkot sa Unang Digmaang Pandaigdig ang kasunduan sa Versailles?</li> <li>8. Paano nagsikap ang mga pinuno ng mga bansa na wakasan ang Unang Digmaang Pandaigdig?</li> </ol>	/					

			APP-Inquiry	<p>Pamprosesong Tanong, p. 223</p> <ol style="list-style-type: none"> <li>1. Paano ipinakita ng mga lider ang kanilang paghahangad sa kapayapaan?</li> <li>2. Kung isa ka sa kanila, gagawin mo rin ba ang kanilang ginawa? Bakit?</li> <li>3. Sa iyong palagay, epektibo ba ng kanilang hakbang upang makamit ang tunay na kapayapaan?</li> </ol>	/			
			APP-Integrative	<p>7. Magpaliwanag</p> <p>Ipaliwanag ang kahulugan ng bawat pahayag sa pamamagitan ng pag-uugnay nito sa paksang tinalakay. P. 223</p>	/			
			APP-Interdisciplinary	<p>8. Islogan Ko, para sa Bayan</p> <p>Pagawain ang mga mag-aaral ng islogan na nagpapahiwatig ng kanilang matinding pagtutol sa mga kaguluhan at digmaan sa daigdig.</p>	/			
			APP-Inquiry	<p>9. Imahinasyon Ko sa Mapayapang Mundo</p> <p>Pamprosesong Tanong, pp. 226-227</p> <ol style="list-style-type: none"> <li>1. Ano ang mensaheng nais ipabatid ng awit (Imagine by John Lennon)?</li> <li>2. Aling bahagi ng awit ang pumukaw nang lubos sa iyong pansin? Bakit?</li> <li>3. Paano mo ilalarawan ang isang bagong daigdig batay sa awitin?</li> <li>4. Sa iyong palagay, posible kayang magkaroon ng tunay na pagkakaisa, kapayapaan, at pagtutulungan ang mga bansa sa daigdig? Ipaliwanag.</li> <li>5. Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?</li> </ol>	/			
			APP-Inquiry	<p>10. Damdamin ng mga Sundalo, Aalamin Ko</p> <p>Pamprosesong Tanong, pp. 229-230</p> <ol style="list-style-type: none"> <li>1. Ano ang magkakatulad na mensahe ng mga sundalo?</li> <li>2. Ano ang naramdaman mo habang binabasa ang kanilang telegrama at talaarawan? Bakit?</li> <li>3. Anong aral na napulot mo mula sa teksto? Ipaliwanag.</li> </ol>	/			

		11. Reflection Journal	APP-Inquiry							Paano nabagoang iyong pananaw, bilang isang mag-aaral, pagkatapos mong malaman ang naging epekto ng Unang Digmaang Pandaigdig sa buhay at ari-arian ng mga tao? Paano mo maipapakita ang pagmamalasakit sa iyong bansa?, p. 230
2		1. Hula, Hoop!	APP-Conceptual							Alamin ang tintutukoy ng mga pangungusap. p. 231
		2. Right Angle Approach	APP-Conceptual							Ipatukoy kung ano ang Facts at Views sa mga pahayag tungkol sa Ikalawang Digmaang Pandaigdig.
		3. Map Talk	APP-Integrative							Magagamit ang mapa upang malaman ang dating kaalaman ng mga mag-aaral tungkol sa aralin. p. 233
		4. I-R-F Chart	APP-Inquiry							Ipasulat ang Initial na kasagutan ng mga mag-aaral tungkol sa tanong na: "Sa kabila ng pagsisikap ng mga bansa na wakasan ang Unang Digmaang Pandaigdig at magkaroon ng kapayapaan, bakit nagkaroon pa rin ng Ikalawang Digmaang Pandaigdig?" p. 234
		5. Magpangkat-pangkat Tayo	APP-Conceptual							Pagtalakay gamit ang graphic organizer p. 234-235
		6. Up the Stairs Timeline	APP-Chrono-Them							Upang matiyak ang pag-unawa ng mga mag-aaral sa mahahalagang pangyayaring nagbigay-daan sa Ikalawang Digmaang Pandaigdig, ipagagawa ang Up the Stairs Timeline. p. 236
		7. Tri-Story	APP-Inquiry							Pamprosesong Tanong, p. 238 1. Bakit lumaganap sa ibang kontinente ang digmaan? 2. Bakit sumali ang United States sa digmaan?



				ng kapayapaan, bakit nagkaroon pa rin ng Ikalawang Digmaang Pandaigdig?" p. 243				
	13. Kapayapaan, Palalaganapin Natin Ito	APP-Inquiry		Pamprosesong Tanong, p. 243 1. Tungkol saan ang Proklamasyon ni dating Pangulong Gloria Macapagal-Arroyo? 2. Sa iyong palagay, bakit mahalagang magkaroon ng "National Peace Consciousness Month" ang isang bansa? Ipalawanag. 3. Bilang mag-aaral, paano ka makatutulong sa pagpapalaganap ng kapayapaan sa iyong komunidad?	/			
3	1. Mga Letrang Ito: Ayusin Mo!	APP-Inquiry		Pamprosesong Tanong, p. 246 1. Anong ideya ang mabubuo mo tungkol sa mga salitang iyong nabuo? 2. May ugnayan kaya ang bawat salita? 3. Paano mo maiugnay ang mga salitan ito sa mga kasalukuyang isyu sa bansa? Ipalawanag.	/			
	2. Donuts Game	APP-Inquiry		Pamprosesong Tanong, p. 247 1. Sa mga salitang nabuo sa unang gawain, alin sa palagay mo ang magkakaugnay? 2. Bakit naging magkakaugnay ang salitang iyong napili?	/			
	3. Mga Larawang Ito Suriin Mo	APP-Inquiry		Mundo ng Tunggalian, Ayon sa Larawan: Pag-aralang mabuti ang mga larawan. Sagutin ang mga tanong na nasa loob ng talahanayan. pp. 248-249	/			
	4. ABC Brainstorm Strategy	APP-Inquiry		Pamprosesong Tanong, p. 250 1. Ilang salita ang naisulat mo? 2. Ano ang ginawa mong batayan sa pagsagot? 3. Naging madali ba sa iyo ang pagsagot sa mga gawain? Bakit?	/			



							<p>8. Sa iyong palagay, nakabuti ba ang Fascism, Komunismo, at Nazism sa buhay ng karaniwang tao sa Russia, Italy, at Germany? Bakit?</p> <p>9. Ipaliwanag ang mga salik na nagbigay daan upang yakapin ng mga bansa ang kanilang ideolohiya.</p> <p>10. Ano ang bahaging ginagampanan ng puwersang demokrasya at komunismo sa kalagayan ng tao?</p> <p>11. Paano nagkakaiba-iba ang ideolohiyang sinusunod ng mga bansa?</p> <p>12. Paano nauugnay ang puwersang pangkabuhayan ng bansa sa kalagayang politikal nito?</p>				
	8. Triad Web	APP-Conceptual				/	<p>Sa tulong ng Triad Web, paghambing ang personalidad at katangian ng tatlong pinuno. Isulat sa tatsulok ang magkakatulad na paniniwala ng tatlong pinuno at sa tatlong bilog ang kanilang pagkakaiba. p. 253</p>				
	9. Punto Por Punto	APP-Inquiry				/	<p>Aling ideolohiya ang dapat pairalin sa Pilipinas? Demokrasya o Komunismo?, p. 254</p>				
	10. Pag-Isipan Mo, Araling Ito	APP-Conceptual				/	<p>Ipasulat sa cloud callout ang mga salita at terminolohiyang may kaugnayan sa paksa. p. 255</p>				
	11. Compare and Contrast	APP-Conceptual				/	<p>Paghambing ang demokrasya at komunismo gamit ang graphic organizer. p. 256</p>				
	12. Discussion Web	APP-Inquiry				/	<p>Sagutin ang core question ng Oo o Hindi. Kung sang sagot ay Oo, isulat ang paliwanag ng sagot sa ilalim ng Oo. Kung ang sagot ay Hindi, isulat ang paliwanag sa ilalim ng Hindi. p. 257</p>				
	13. Opinyon Mo, Say Mo	APP-Inquiry				/	<p>Pamprosesong Tanong, p. 257</p> <p>1. Paano pinalaganap ng mga superpower ang kanilang impluwensiya?</p>				

	14. Bili Tayo		APP-Inquiry							2. Nakabuti ba ang impluwensiyang iniwan ng mga superpowers sa mga bansang pumanig sa kanila? Pangatuwiran	/												
										Pamrosesong Tanong, p. 258 1. Kung ikaw ay nasa supermarket at kailangan mong mamili ng limang produkto na nasa tindahan ni Juan de la Cruz, aling mga produkto ang iyong bibilhin? Isulat sa ibaba. 2. Bakit mo binili ang nasabing mga produkto? Pangatuwiran. Isulat din sa kasunod na talahanayan ang iyong sagot.	/												
	15. Nararamdaman MO, Iguhit Mo!		APP-Inquiry							Pamrosesong Tanong, p. 259 1. Ano ang iyong ideya tungkol sa salitang neokolonyalismo? 2. Bakit kaya nagkaroon nito? 3. Ipaliwanag ang mga patakaran at impluwensiyang ipinatupad ng mga makapangyarihang bansa sa mga bansang kontrolado nila? 4. Paano naapektuhan ng patakarang ito ang ekonomiya ng mga bansang papaunlad pa lamang?	/												
	16. Laro Tayo		APP-Inquiry							Pamrosesong Tanong, p. 261 1. Batay sa gawaing ito, nakabuti ba o nakasama ang neokolonyalismo sa daigdig? 2. Ngayong nalaman mo ang negatibong epekto nito, ano ang nararapat mong gawin? Bakit?	/												
	17. ABC Brainstorm Strategy		APP-Inquiry							Pamrosesong Tanong, p. 261 1. Ilang salita ang nadagdag sa dating isinagot mo? Ano-ano ito? 2. Paano mo naipaliwanag ang iyong mga sagot?	/												

			APP-Inquiry	Pamprosesong Tanong, p. 265 1. Maituturing bang isang uri ng makabagong neokolonyalismo ang ginagawang pagpasok ng China sa mga bansa ng kontinenteng Africa? Pangatwiranang ang sagot. 2. Sa iyong pananaw nakabubuti ba o nakasama ang pagtulong ng China sa ekonomiya ng mga bansa sa Africa?	/				
			APP-Inquiry	Pasagutan ang mga tanong na ito sa pagtatapos ng paksang-aralin., p. 266	/				
	4		APP-Inquiry	Pasagutan sa mag-aaral ang mga tanong sa p. 267.	/				
			APP-Conceptual	Pahululan sa mga mag-aaral ang watawat o simbolo ng mga organisasyong pandaigdig. pp. 268-269	/				
			APP-Inquiry	Pasagutan ang column na "My Initial Thoughts" sa Generalization Table habang ginagabayan ng mga Pamprosesong Tanong, p. 270	/				
			APP-Inquiry	Pamprosesong Tanong, p. 271 1. Narinig mo na ba ang mga nabanggit na organisasyon sa teksto? Saan? 2. Sa iyong palagay, saklaw ba ng mga organisasyong ito ang mga bansa sa iba't ibang kontinente? 3. Ano ang masasabi mo sa layunin ng mga organisasyong ito? Ipaliwanag ang sagot.	/				
			APP-Inquiry	Pamprosesong Tanong, p. 272 1. Bakit mahalaga ang pagkakaroon ng mga pandaigdigang organisasyon? 2. Paano makatutulong ang mga ito sa pagkakamit ng pandaigdigang	/				

			kapayapaan, kalayaan, at kaunlaran?				
		6. Up Dev Checklist	APP-Inquiry				
						<p>Pamprosesong Tanong, p. 272</p> <p>1. Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanitili ng kapayapaan, pagkakaisa, at pag-unlad?</p> <p>2. Ano sa palagay mo ang mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?</p>	/
		7. Magpalitan Tayo!	APP-Interdisciplinary				
		8. My Generalization Table	APP-Inquiry			<p>Punan ang columns na "My Findings and Corrections" sa Generalization Table. p. 277</p>	/
		9. Pagsusuri ng Balita	APP-Inquiry			<p>Pamprosesong Tanong, pp. 278-279</p> <p>1. Ano ang hakbang na ginawa ng World Bank upang malutas ang suliranin ng kahirapan sa mga bansa sa daigdig? Sang-ayon ka ba sa hakbang na ito ng World Bank? Pangatwiranan.</p> <p>2. Sumasang-ayon ka ba sa World Bank na ang kahirapan ay maituturing na isyung moral? Bakit?</p> <p>3. Sa iyong palagay, narapat nga bang bigyang-pansin din ni Pangulong Jim Yong Kim ang kababaihan? Ano ang maaaring maging bunga nito sa kalagayan ng kababaihan sa buong mundo?</p>	/
		10. 1-2-3 Summary!	APP-Inquiry			<p>Pamprosesong Tanong, p. 279</p> <p>1. Ayon sa balita, bakit sinuspinde ng Organization of Islamic Cooperation ang Syria?</p>	/

					2. Mahalaga ba ang ginawang hakbang ng OIC para sa pagpapanatili ng kapayapaan sa Syria at sa mundo sa kabuuan? Bakit?					
	11. Reaksiyon Mo, Sey Mo!	APP-Inquiry			Pamprosesong Tanong, p. 280 1. Tungkol saan ang balita? Saan daw nangutang ang Pilipinas at para saan ang pangungutang na ito? 2. Sinusuportahan mo ba ang desisyon na ito ng pamahalaan? 3. Nararamdaman ba ang epekto ng pagkakautang ng bansa?	/				
	12. Generalization Table	APP-Inquiry			Punan ang "My Generalization" na column sa talahanayan., p. 281	/				
	13. Synthesis Journal	APP-Inquiry			Ipakita sa mga mag-aaral ang kasunod na Synthesis Journal. Ipasulat sa unang hanay ang mga gawaing kanilang isinagawa at sinagutan. Ang mga natutuanan naman ay ilalagay sa ikalawang hanay. Sa pinakahuling hanay, ipasulat kung paano nila magagamit sa pang-araw-araw na buhay ang kanilang mga natutuhan., p. 282	/				
	14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	APP-Interdisciplinary			Bilang chairperson ng Samahan ng Kabataan, naatasan kang gumawa ng ordinansa na magbibigay solusyon sa suliraning pangkapayapaan sa inyong lugar. p. 283	/				

### Appendix T. Historical Content (Historical Thinking Skills)

Module No.	Lesson/Topic	Theme/s (Historical Content)	Historical Thinking Skill	Evidence/s (Indicate the page number/s)	Degree of Evidence					
					5	4	3	2	1	
1	1	CS-HEI1	NONE	Kapaligiran bilang pinagkukunan ng pangangailangan ng tao; gayon din ang pakikiayon ng tao sa mga pagbabagong nagaganap sa kanyang kapaligiran, p. 13, see also pp. 12, 15, 16, 25, 27						/
	2	CS-AC1	ANAHISEVI-SEC	Upper Palaeolithic Period – unang pamayanan sa anyong mga campsite na kadalasang matatagpuan sa mga lambak, p. 41 Catal Huyuk – pamayanang Neolitiko, p. 43	/					
		CS-CAC1	ANAHISEVI-SEC	Pagpipinta sa katawan at pagguhit sa bato, p. 41; Cro-Magnon – lumikha ng sining ng pagpipinta sa kuweba, p. 42; Paggamit ng kasangkapang makinis na bato, p. 42; Paghahabi, paggawa ng mga alahas, salamin at kutsilyo, p. 43; Pagpapanday ng mga kagamitang yari sa tanso at bakal, p. 44; Mga larawan tungkol sa mga ambag ng mga sinaunang tao, p. 51	/					
	3	CS-AC1	ANAHISEVI-SEC	Mesopotamia, pp. 57-58; Indus, pp. 58-59; Tsino, p. 60; Africa (Egypt), p. 61; Mesoamerica, pp. 62-63	/					
		CS-CAC1	ANAHISEVI-SEC	Mga kabihasnang umusbong sa Mesopotamia: Sumer, Akkad, Babylonian, Assyrian, Chaldean at Persian, pp. 67-69; Harappa, Mohenjo-Daro, pp. 70-73; Imperyong Gupta, p. 78; Tsino, pp. 81-84; Egyptian, pp. 86-90; Mesoamerica, pp. 96-98; Summary of Contributions of ancient civilizations, pp. 104-108	/					
2	1	CS-HECP2	ANAHISEVI-SEC	Timeline of Events Greek Civilizations, p. 134; Timeline Roman Civilization, p. 157 (Error: It should be Kabihasnang Roman and not Greece).	/					
		CS-CHECP2	ANAHISEVI-SEC	Dark ages, p. 137; Digmaang Peloponnesian, p. 149; Ginintuang Panahon ng Athens, pp. 151-154; Digmaang Punic, pp. 163-165 Minoan- metal, bahay na yari sa laryo bricks, Sistema ng pagsulat, mandaragat, palakasan: boksing, pp. 134-135 Mycenean – mitilohiyang Greek, p. 136 Greek, karapatang bomoto, magkaroon ng ari-arian, humawak ng posisyon at ipagtaggol ang sarili sa korte, pp. 139-140	/					

				<p>Ceramics, p. 142; Socrates, Plato, Aristotle, pp. 153-154; Aqueduct, Baroko, paggawa ng sandata, pagtatanim ng ubas at paggawa ng alak, p. 159</p> <p>Graphic organizer on the contributions of Roman Civilization (Comment: It lacks organization), p. 166</p> <p>Timeline of Important events, pp. 184-186</p> <p>Migrasyong Austronesian, pp. 215-219</p> <p>Kabihasnang Maya- pyramid, p. 187; Picture – pyramid, p. 189; Produktong pangkalakal (mais, asin, tapa, pinatuyong isda, pulot-pukyutan, kahoy, at balat ng hayop), p. 188</p> <p>Proseso ng pagtatanim (with pictures), pp. 193-194</p> <p>Pagtatanim ng taro o gabi, yam o ube, breadfruit, p. 217</p> <p>Micronesia – pera (stone money), p. 218</p> <p>Timeline with pictures (Pangyayaring nagbigay-daan sa Pag-usbong ng Europe sa Panahong Medieval) p. 229</p>		
	2	CS-HECP2	ANAHISEVI-SEC			
		CS-CHECP2	ANAHISEVI-SEC			
	3	CS-HETP2	ANAHISEVI-SEC			
		CS-CHETP2	ANAHISEVI-SEC			
3	1	CS-HEMW3	ANAHISEVI-SEC			
		CS-ISGS3	ANAHISEVI-SEC			
	2	CS-HEMW3	ANAHISEVI-SEC			
		CS-ISGS3	ANAHISEVI-SEC			

3	CS-HEMW3		ANAHISEVI-SEC	Rebolusyong Amerikano, pp. 386-394; French Revolution, pp. 401-402; Napoleonic Wars, pp. 406-410	/				
	CS-IPGS3		ANAHISEVI-SEC	Kaisipang political, p. 378	/				
	CS-IEGS3		ANAHISEVI-SEC	Kaisipang Pang-ekonomiya, p. 383	/				
	CS-ISGS3		ANAHISEVI-SEC	Rebolusyong Siyentipiko – Rebolusyong Pangkaisipan (Comment: Very brief. It is just an introduction on Enlightenment.) p. 377	/				
4	CS-IDWP4	1	ANAHISEVI-SEC	Digmaan sa Silangan, p. 454, see also p. 452; Kasunduang Pangkapayapaan, pp. 457-460	/				
	CS-IDAU4		ANAHISEVI-SEC	Kasunduang Pangkapayapaan, pp. 452, 457-458, 459-460	/				
	CS-IDAC4		ANAHISEVI-SEC	Kasunduang Pangkapayapaan, pp. 452, 457-458, 459-460	/				
	CS-IDCD4		ANAHISEVI-SEC	Kasunduang Pangkapayapaan, pp. 452, 457, 459-460	/				
	CS-ICWP4		ANAHISEVI-SEC	Kasunduang Pangkapayapaan, pp. 457-460	/				
	CS-ICAU4		ANAHISEVI-SEC	Digmaan sa Karagatan, p. 455; Kasunduang Pangkapayapaan, pp. 457-460	/				
	CS-ICAC4		ANAHISEVI-SEC	Digmaan sa karagatan, p. 455; Kasunduang Pangkapayapaan, pp. 457-460	/				
	CS-ICAD4		ANAHISEVI-SEC	Kasunduang Pangkapayapaan, pp. 457-459-460	/				
	CS-IDWP4	2	ANAHISEVI-SEC	United Nations, pp. 484-485	/				
	CS-IDAU4		ANAHISEVI-SEC	United Nations, pp. 484-485	/				
	CS-IDAC4		ANAHISEVI-SEC	United Nations, pp. 484-485	/				

	CS-IDCD4	ANAHISEVI-SEC	United Nations, pp. 484-485	/	
	CS-ICWP4	ANAHISEVI-SEC	United Nations, pp. 484-485	/	
	CS-ICAU4	ANAHISEVI-SEC	United Nations, pp. 484-485	/	
	CS-ICAC4	ANAHISEVI-SEC	Ang France ay nakipag-alyansa sa Russia laban sa Germany, pp. 475; United Nations, pp. 484-485	/	
	CS-ICAD4	ANAHISEVI-SEC	United Nations, pp. 484-485	/	
3	CS-IDWP4	ANAHISEVI-SEC	"Kapayapaan, lupain at tinapay", p. 502; Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS-IDAU4	ANAHISEVI-SEC	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS-IDAC4	ANAHISEVI-SEC	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS-IDCD4	ANAHISEVI-SEC	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS-ICWP4	ANAHISEVI-SEC	Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511	/	
	CS-ICAU4	ANAHISEVI-SEC	Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509;	/	
			Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511		

			ANAHISEVI-SEC	<p>Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509;</p> <p>Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511</p>	/			
		CS-ICAD4	ANAHISEVI-SEC	<p>Sa pamamagitan ng Marshall Plan, tiniyak ng United States ang pagbangon ng kanlurang Europe bilang kapanalig sa kanluran. Sa silangan, tiniyak din nito ang pagbangon ng Japan sa pamamahala ni Heneral Douglas MacArthur, p. 509;</p> <p>Nagkasundo sina Gorbachev ng Soviet Union at Ronald Reagan ng America na tapusin na ang Arms Race upang maituon ang badyet sa ekonomiya at pangangailangan ng nakararami, p. 511</p> <p>*Comment on the entire Lesson 3: Focused mainly on descriptions and narrations. Failed to discuss extensively the importance of dialogue and collective action.</p>	/			
	4	CS-IDWP4	ANAHISEVI-SEC	Organization Islamic Cooperation, ASEAN, Organization of American States, p. 527	/			
		CS-IDAU4	ANAHISEVI-SEC	Organization of American States, p. 527	/			
		CS-IDAC4	ANAHISEVI-SEC	European Union, Organization of American States, ASEAN p. 527	/			
		CS-IDCD4	ANAHISEVI-SEC	European Union, Organization of American States, ASEAN pp. 527, 532-533; World Bank, p. 530	/			
		CS-ICWP4	ANAHISEVI-SEC	Organization Islamic Cooperation, ASEAN, Organization of American States, p. 527	/			
		CS-ICAU4	ANAHISEVI-SEC	Organization of American States, p. 527	/			

	CS-ICAC4	ANAHISEVI-SEC	Organization of American States, European Union, ASEAN p. 527			/	
	CS-ICAD4	ANAHISEVI-SEC	Organization of American States, European Union, ASEAN, p. 527; World Bank, p. 530			/	
			*Comment on Lesson 4: Failed to show the importance of dialogue and collective action. The content is just pure description of organization.				

### Appendix U. Learning Activities (Historical Thinking Skills)

Module No.	Lesson No.	Title of Activity	Theme (Learning Activities)	Historical Thinking Skill	Evidence/s (Indicate as well the page number)	Degree of Evidence					
						5	4	3	2	1	
1	1	1. GEOpardy!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 10						1
		2. Graffiti Wall	PS-APRO1	MAHISCO-COMP	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11		/				
			PS-APRE1	MAHISCO-COMP	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11		/				
			PS-BEPG1	MAHISCO-COMP	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11		/				
			PS-BEFG1	MAHISCO-COMP	Paano maipakikita ang pag-unawa sa kahalagahan ng mga pamanang ipinagkaloob ng mga sinaunang kabihasnang nagtagumpay sa hamong dulot ng kapaligiran nito?, p. 11		/				
		3. Tukoy-tema-Aplikasyon	NONE	NONE	The activity is not based on any of the themes for the module., See p. 14						/
		4. KKK Geocard	NONE	NONE	The activity is not based on any of the themes for the module., See p. 20						/
		5. Dito sa Amin	NONE	NONE	The activity is not based on any of the themes for the module., See p. 21						/
		6. Three Words in One	NONE	NONE	The activity is not based on any of the themes for the module., See p. 26						/

		7. Illustrated World Map	NONE	NONE	The activity is not based on any of the themes for the module., See p. 29				/
		8. The Map Dictates	NONE	NONE	The activity is not based on any of the themes for the module., See p. 30				/
		9. Crossword Puzzle	NONE	NONE	The activity is not based on any of the themes for the module., See p. 35				/
		10. My Travel Reenactment	PS-APRE1	MAHISCO-CONTEXT	Hindi malilimitang paglalakbay sa ibang lugar, p. 36		/		
		11. Modelo ng Kultura	PS-APRE1	MAHISCO-COMP	Bagay na tumutukoy sa lahi, wika, at relihiyon ng bansa, p. 37		/		
	2	1. Kung Ikaw Kaya?	PS-BEPG1	MAHISCO-CONTEXT	Isiping isa ka sa mga taong nabuhay noong sinaunang panahon, p. 39		/		
		2. I-R-F Chart	PS-APRE1	CHRONOREAS-CAUS	Paano umunlad ang pamumuhay ng tao noong sinaunang panahon?, p. 40	/			
		3. I-Tweet Mo	PS-APRE1	CHRONOREAS-CAUS	Paano naganap ang pag-unlad sa kultura ng mga sinaunang tao batay sa kasangkapan, kabuhayan, at iba pang aspekto ng pamumuhay?, p. 45	/			
		4. Tower of Hanoi	PS-BEPG1	CRESUPHISAR-ARG	Maipagmamalaki ba ng kasalukuyang henerasyon ang ginawang ito ng mga sinaunang tao?, p. 46	/			
		5. Ano Ngayon Chart	PS-BEPG1	MAHISCO-COMP	Maisip din ang kahalagahan ng mga konseptong ito sa kasalukuyang pamumuhay; Nararapat din iugnay ang mga pangyayari ng nakaraan sa kasalukuyan, p. 47	/			
		6. Archaeologist at Work	PS-BEPG1	MAHISCO-CONTEXT	Bakit mahalaga ang artifact na ito sa kasalukuyang panahon?, p. 49				/
	3	1. Picture Frame	NONE	NONE	The activity is not based on any of the themes for the module., See p. 53				/
		2. WQF Diagram	NONE	NONE	The activity is not based on any of the themes for the module., See p. 54				/
		3. Triple Matching Type	NONE	NONE	The activity is not based on any of the themes for the module., See p. 64				/
		4. Geography Checklist	PS-APRE1	MAHISCO-COMP	Paghahambing ng mga kabihasaan, p. 64-65	/			

	5. Complete It!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 69-70	/
	6. Tatak-Kabihanan sa Timog Asya	PS-BEPG1	MAHISCO-CONTEXT	Ambag ng kabihansang Indus at Panahong Vedic at ang kapakinabangan nito sa kasalukuyan, pp. 74-75	/
	7. Empire Diagram	PS-APRE1	ANAHISEVI-SEC	Mga tanyag na pinuno ng Imperyo, p. 80	/
	8. Maramihang Pagipili sa Tsart	PS-BEPG1	MAHISCO-CONTEXT	Mga ambag ng mga dinastiya sa Tsina sa kasalukuyan, p. 85	/
	9. Walk to Ancient Egypt	NONE	NONE	The activity is not based on any of the themes for the module., See	/
	10. Tracing the Beginning Chart	NONE	NONE	The activity is not based on any of the themes for the module., See	/
	11. Pagbuo ng K-Web Diagram	NONE	NONE	The activity is not based on any of the themes for the module., See	/
	12. Kabihanan (Pathway Diagram)	PS-APRE1	ANAHISEVI-SEC	Mga tanyag na pinunong namahala sa iba't ibang sinaunang kabihansan sa daigdig, pp. 101-102	/
	13. Gallery of Ancient Rulers	PS-APRE1	MAHISCO-COMP	Bakit siya naging tanyag sa kasaysayan?, pp. 102-103	/
		PS-BEPG1	MAHISCO-CONTEXT	Para sa iyo, ano ang pinakamahalagang taglayin ng isang pinuno?, pp. 102-103	/
	14. K-A-K Organizer	PS-BEPG1	CHRONOREAS-CAUS	Bakit maituturing na dakilang pamana ang mga ambag na ito?, p. 109	/
	15. Thank You Letter	PS-APRO1	CHRONOREAS-CAUS	Pagbibigay-kabuluhan sa pamana ng mga sinaunang kabihansan, p. 110	/
		PS-APRE1	MAHISCO-CONTEXT	Liham pasalamat tungkol sa mga pamana ng mga sinaunang kabihansan, p. 110	/
		PS-BEPG1	MAHISCO-CONTEXT	Sariling saloobin tungkol sa mahalagang papel na ginampanan nito sa buhay ng tao, p. 110	/
	16. Maimpluwensiyang Kabihansan	PS-BEPG1	CHRONOREAS-CAUS	Ang impluwensiya ng pamanaang ito sa daigdig at sa ating bansa sa kasalukuyang panahon, p. 111	/
	17. POKUS NGAYON: Preserbasyon ng mga Pamana ng	PS-APRE1	MAHISCO-CONTEXT	Panukalang proyektong may layuning ipreserba ang mga dakilang pamanaang mula sa iyong bansa, pp. 112-115	/



Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Evidence/s (Indicate as well the page number)	Degree of Evidence				
						5	4	3	2	1
2	1	1. Ano ang Gusto ko?	PS-COCP2	MAHISCO-COMP	Makikita sa larawan ang isang tipikal na tagpo sa isang lungsod-estadosa Europe noong panahong klasikal., pp. 130-131	/				
		2. I-R-F Chart	PS-COCP2	CHRONOREAS-CAUS	Paano nakaimpluwensiya ang Panahong Klasikal sa Europe sa pag-unlad ng pandaigdigang kamalayan?, p. 131	/				
		3. Mapa-Suri	NONE	NONE	The activity is not based on any of the themes for the module., See p. 132					/
		4. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 133-137					/
		5. Daloy ng mga Pangyayari	PS-COCP2	CHRONOREAS-CAUS	Sa iyong palagay, ano ang epekto ng nabanggit na mga kabihanan sa pag-usbong ng Kabihasnang Greek?, pp. 137-138	/				
		6. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 139-145					/
		7. Paghahambing	NONE	NONE	The activity is not based on any of the themes for the module., See p. 146					/
		8. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 151-154					/
		9. A-K-B Chart	NONE	NONE	The activity is not based on any of the themes for the module., See p. 150					/
		10. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 151-154					/
		11. Talahanayan, Punan Mo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 154					/
		12. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See p. 155					/
		13. Greece...Sa Isang Tingin	PS-COCP2	CHRONOREAS-CAUS	Bakit itinuturing na isang Kabihasnang Klasikal ang Kabihasnang Greek?, p. 156	/				
		14. Magbasa at Matuto	PS-COCP2	CHRONOREAS-CAUS	Ano ang kahalagahan ng pagkakaroon ng nakasulat na batas para sa mga plebeian? p. 158-166	/				

	15. Lagumin Mo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 167				/
	16. Magbasa at Matuto	PS-COCP2	CHRONOREAS-CAUS	Ano ang kahalagahan ng isang mabuting pinuno sa pananatili ng isang imperyo?, pp. 169-175	/			
	17. Rome... Sa Isang Tingin	NONE	NONE	The activity is not based on any of the themes for the module., See p. 176				/
	18. Pagsulat ng Sanaysay	PS-COCP2	CHRONOREAS-CAUS	Bakit maikuturing na Kabihansang Klasikal ang Kabihansan ng mga Romano?, p. 176	/			
	19. I-R-F Chart	PS-COCP2	CHRONOREAS-CAUS	Paano naimpluwensiyahan ang Panahong Europe sa pag-unlad ng pandaigdigang kamalayan?, p. 177	/			
2	1. Imbestigasaysay	PS-ACCP2	CHRONOREAS-CAUS	Palatandaan ng isang maunlad na kabihansan ang metatag na arkitektura na ipinatayo., p. 181	/			
	2. SKK- Paglalakbay	PS-COCP2	CHRONOREAS-CAUS	Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang mamamayan sa mga nabanggit na kontinente tungo sa pagbuo ng sariling pagkakakilanlan?, p. 182	/			
	3. Sulyap sa Nakaraan	PS-COCP2	MAHISCO-COMP	Anong konklusyon ang iyong mabubuo tungkol sa pag-usbong ng mga kabihansan sa daigdig?, p. 183	/			
	4. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 187-190				/
	5. Ipalitwanag Mo	PS-COCP2	CRESUPHISAR-ARG	Patunayang may mataas na kabihansan ang mga Mayan., p. 191	/			
	6. Exit Card	PS-COCP2	MAHISCO-COMP	Naunawaan ko na nakaraang aralin na...., p. 191	/			
	7. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 192-195				/
	8. Daloy ng mga Pangyayari	NONE	NONE	The activity is not based on any of the themes for the module., See p. 196				/
	9. Pagsulat ng Sanaysay	PS-COCP2	CHRONOREAS-CAUS	Anu-ano ang kanilang mga kontribusyon at bakit ito mahalaga?, pp. 196-197	/			
	10. Pagsusuri ng aking Natutuhan	NONE	NONE	The activity is not based on any of the themes for the module., See p. 197				/
	11. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 198-200				/
	12. Sino Sila?	PS-COCP2	CHRONOREAS-CAUS	Mga nagawa ng bawat pinuno ng Kabihansang Inca at ang kahalagahan ng nagawa., p. 201	/			

				NONE		The activity is not based on any of the themes for the module., See p. 201				/
				NONE		The activity is not based on any of the themes for the module., See p. 202				/
			PS-COCP2	CHRONOREAS-CAUS		Mga kontribusyon ng mga Kabihasnang Maya, Aztec, at Inca, p. 202	/			
			NONE	NONE		The activity is not based on any of the themes for the module., See pp. 203-206				/
			NONE	NONE		The activity is not based on any of the themes for the module., See p. 207				/
			NONE	NONE		The activity is not based on any of the themes for the module., See pp. 208-213				/
			PS-COCP2	CHRONOREAS-CAUS		Mga mahalagang nagawa ng mga pinuno ng Kabihasnang Africa., p. 214	/			
			NONE	NONE		The activity is not based on any of the themes for the module., See p. 214				/
			PS-COCP2	CHRONOREAS-CAUS		Mga kahalagahan ng mga kontribusyon ng Imperyong Ghana, Mali at Songhai., p. 214	/			
			NONE	NONE		The activity is not based on any of the themes for the module., See pp. 215-219				/
			NONE	NONE		The activity is not based on any of the themes for the module., See p. 220				/
			PS-COCP2	ANAHISEVI-SEC		Magsaliksik tungkol sa kultura ng mga taga-Pacific Islands at ihambing ito sa kulturang Pilipino., p. 220	/			
			PS-COCP2	CHRONOREAS-CAUS		Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang mamamayan sa mga nabanggit na kontinente tungo sa pagbuo ng sariling pagkakakilanlan?, p. 220	/			
			PS-ACCP2	MAHISCO-CONTEXT		Gumawa ng dalawang pahinang pamphlet na nagsusulong ng adbokasiya upang mapangalagaan ang mga kontribusyon nito sa kasalukuyan., p. 221	/			
			PS-COCP2	CHRONOREAS-CAUS		Paano nakaimpluwensiya ang mga pangyayari at mga tugon sa hamon ng mga sinaunang	/			



	14. Sa Madaling Salita	PS-COTP2	CHRONREAS-CAUS	Mga pangyayaring nagbigay-daan sa Pag-usbong ng Europe sa Panahong Medieval, p. 247	/		
	15. Comic-suri	NONE	NONE	The activity is not based on any of the themes for the module., See p. 248			/
	16. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 249-252			/
	17. Alam Ko Na	NONE	NONE	The activity is not based on any of the themes for the module., See p. 253			/
	18. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 253-254			/
	19. Photo-suri	NONE	NONE	The activity is not based on any of the themes for the module., See p. 255			/
	20. Magbasa at Matuto	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 256-259			/
	21. Dahilan-Epekto	PS-COTP2	MAHISCO-COMP	Paano mo maiugnay sa kasalukuyang panahon ang mga pangyayaring nabasa mo sa mga teksto?, p. 260	/		
	22. Sa Madaling Salita	PS-COTP2	CHRONOREAS-CAUS	Paano nakatulong ang pag-usbong ng mga bayan at lungsod sa pag-usbong ng Europe sa panahong Medieval?, p. 261	/		
	23. A-R Guide	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 261-263			/
	24. Bumuo at Matuto	PS-COTP2	CHRONOREAS-CAUS	Mga kontribusyon ng mga pangyayari na nagbigay-daan sa pag-usbong ng Europe sa Panahong Medieval, pp. 264-265	/		
	25. Makasaysayang Paglalakbay	PS-COCP2	CHRONOREAS-CAUS	Ano ang kontribusyon ng iba-ibang panahon na tinalakay sa modyul na ito sap ag-unlad ng Pandaigdigang kamalayan?, p. 265	/		
		PS-COTP2	CHRONOREAS-CAUS	Ano ang kontribusyon ng iba-ibang panahon na tinalakay sa modyul na ito sap ag-unlad ng Pandaigdigang kamalayan?, p. 265	/		
	26. Video-Kasaysayan	PS-ACCP2	MAHISCO-CONTEXT	Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/		

				PS-ACTP2	MAHISCO- CONTEXT	Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/					
				PS-COCP2	MAHISCO- CONTEXT	Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/					
				PS-COTP2	MAHISCO- CONTEXT	Pagbuo ng isang video tungkol sa pagmamalaki at pagpapahalaga sa isang pamanang Klasikal at Transisyunal na Panahon, pp. 266-268	/					

Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Evidence/s (Indicate as well the page number)	Degree of Evidence					
						5	4	3	2	1	
3	1	1. Word Hunt	NONE	NONE	The activity is not based on any of the themes for the module., pp. 281-283						/
		2. Kilalanin Mo!	PS-CATCOM3	MAHISCO-COMP	Mayroon ka bang kilala na may pagkakatulad sa nasa larawan?, pp. 283-284	/					
		3. Think-Pair-Share	PS-CATCOU3	CHRONOREAS-CAUS	Paano nakaapekto ang paglakas ng Europe sa transpormasyon ng mga bansa at rehiyon sa daigdig at sa pagbuo ng pandaigdigng kamalayan?, p. 285	/					
		4. Pamana ng Nakaraan	NONE	NONE	The activity is not based on any of the themes for the module., See p. 286						/
		5. Burgis Ka!	PS-CATCOM3	MAHISCO-COMP	Halaga sa Lipunan (Noon at Ngayon), pp. 287-290	/					
		6. Magbasa at Unawain	PS-CATCOU3	CRESUPHISAR-ARG	Pabor ka ba na ito ang gamiting sistemang pang-ekonomiya ng ating bansa? Bakit?, pp. 290-292	/					
		7. Hagdan ng Pag-unawa!	PS-CATCOU3	CRESUPHISAR-ARG	Pabor ka ba na ang mamuno sa ating bansa ay hari at reyna?, pp. 292-297	/					
		8. Discussion Web	PS-CAMCOU3	CRESUPHISAR-ARG	Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
			PS-CAMCOM3	CRESUPHISAR-ARG	Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
			PS-CAMSE3	CRESUPHISAR-ARG	Malaki pa rin ba ng impluwensiya ng Simbahan sa kasalukuyan? Patunayan. pp. 297-298	/					
		9. Oo o Hindi	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 298-299						/
		10. Magtutungan Tayo!	PS-CATCOU3	CRESUPHISAR-ARG	Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay., pp. 299-309	/					
			PS-CATCOM3	CRESUPHISAR-ARG	Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay., pp. 299-309	/					

			PS-CAMCOU3	CRESUPHISAR-ARG	Nagaganap pa rin ba ang mga pangyayari sa Panahon ng Renaissance sa kasalukuyan? Magbigay ng mga patunay, pp. 299-309	/			
			PS-CAMSE3	CRESUPHISAR-ARG	Kung ikaw ay mabibigyan ng pagkakataon na mag-ambag ng anumang bagay sa ating bansa, anong bagay at saang larangan mo pipiling makapagbahagi ng mga ito? Pangatuwiran., pp. 299-309	/			
		11. Palitan Tayo!	PS-CAMSE3	CRESUPHISAR-ARG	Sa kasalukuyan, nakaapekto ba sa inyong paniniwala sa Diyos ang pagkakaroon ng iba't-ibang denominasyon ng relihiyon sa iyong paligid? Bakit?, pp. 309-315	/			
		12. Tayain Mo!	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 315-316				/
		13. Think-Pair-Share	PS-CATCOU3	CHRONOREAS-CAUS	Paano nakaapekto ang paglakas ng Europe sa transpormasyon ng mga bansa at rehiyon sa daigdig at sa pagbuo ng pandaigdigang kamalayan?, p. 317	/			
		14. Pagnilayan Mo!	PS-CAMCOU3	CRESUPHISAR-ARG	Sa kasalukuyan, mayroon na tayong batas kaugnay ng pagpapalano ng pamilya: ang <i>Republic Act 10354 (The Responsible Parenthood and Reproductive Health Act of 2012)</i> . Sa iyong palagay, makatutulong ba ito upang mabawasan ang mabiiis na paglaki ng populasyon? Ipaliwanag., pp. 318-319	/			
			PS-CAMCOM3	CRESUPHISAR-ARG	Sakaling dumating ka na sa panahong ikaw ay magpapamilya, kaninong paniniwala ang iyong susundin; ang Simbahang Katoliko o ang sa pamahalaan? Bakit?, pp. 318-319	/			
			PS-CAMSE3	MAHISCO-CONTEXT	Bilang mag-saral, ano ang maaitulong mo upang mabawasan ang mabiiis na paglaki ng populasyon at ang hindi mabuting epekto nito?, pp. 318-319	/			

				Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang iniwan ng mga pangyayaring kaugnay ng paglakas ng Europe?, pp. 320-321		/			
				Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan?, pp. 320-321	MAHISCO-COMP	PS-CATCOU3	MAHISCO-COMP		/
				Reflection Journal, p. 321	MAHISCO-CONTEXT	PS-CATSE3	MAHISCO-CONTEXT		/
	2			The activity is not based on any of the themes for the module., See p. 322	NONE	NONE	NONE		/
				Pictures in p. 324; Pamprosesong mga tanong, p. 325	MAHISCO-COMP	PS-CAMCOU3	MAHISCO-COMP		/
				Pictures in p. 324; Pamprosesong mga tanong, p. 325	MAHISCO-COMPT	PS-CAMCOM3	MAHISCO-COMPT		/
				Pictures in p. 324; Pamprosesong mga tanong, p. 325	MAHISCO-COMP	PS-CAMSE3	MAHISCO-COMP		/
				Halagang natutuhan sa kasalukyan, p. 325	CHRONOREAS-CAUS	PS-CATCOU3	CHRONOREAS-CAUS		/
				Halagang natutuhan sa kasalukyan, p. 325	CHRONOREAS-CAUS	PS-CATCOM3	CHRONOREAS-CAUS		/
				Halagang natutuhan sa kasalukyan, p. 325	CHRONOREAS-CAUS	PS-CATSE3	CHRONOREAS-CAUS		/
				Epekto ng Unang Yugto ng Kolonisasyon, p. 337	CHRONOREAS-CAUS	PS-CATCOU3	CHRONOREAS-CAUS		/
				Kung ikaw ang naataasang maglakbay sa isang lugar na wala pang nakarating, papayag kaba? Bakit?, p. 339	CRESUPHISAR-ARG	PS-CATSE3	CRESUPHISAR-ARG		/
				Sa kasalukuyang panahon, katanggap-tanggap bang manakop pa rin ang mga makapangyarihang bansa? Bakit?, p. 340	CRESUPHISAR-ARG	PS-CAMCOU3	CRESUPHISAR-ARG		/
				Sakaling may bansang makapangyarihan na nagnanais sumakop sa iyong bansa, ano ang iyong gagawin?, p. 340	CRESUPHISAR-ARG	PS-CAMSE3	CRESUPHISAR-ARG		/

						7. Mabuti o Masama?	PS-CATSE3	CRESUPHISAR-ARG	Pabor ka ba na muling mapasailalim sa mga mananakop ang atig bansa? Bakit?, p. 341	/														
							PS-CAMSE3	CRESUPHISAR-ARG	Pabor ka ba na muling mapasailalim sa mga mananakop ang atig bansa? Bakit?, p. 341	/														
						8. Ikaw at Ako. Lahat Tayo!	PS-CATCOU3	CHRONOREAS-CAUS	Bakit dapat pahalagahan ng mundo ang naiambag ng mga rebolusyong ito sa panahon natin ngayon?, p. 353	/														
							PS-CATSE3	CRESUPHISAR-ARG	Nakatutulong ba ang mga imbensiyon ng Rebolusyong Industriyal sa pang-araw araw mong pamumuhay? Patunayan., p. 352	/														
						9. May Ginawa Ako! Ikaw Ba?	PS-CATCOU3	MAHISCO-CONTEXT	Sa kasalukuyang panahon, paano tayo natutulungan ng kanilang mga kontribusyon?, p. 354	/														
							PS-CATSE3	MAHISCO-CONTEXT	Bilang isang mag-aaral, paano mo mabibigyang halaga ang naging kontribusyon nila?, p. 354	/														
						10. Magsurvey Tayo!	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 354-355														/	
						11. I-collage Mo Ako!	PS-CATSE3	MAHISCO-CONTEXT	Sa pang-araw-araw mong pamumuhay, paano nakatutulong sa iyo ang mga pamanang ito?, pp. 355-356	/														
						12. Huwag Mo Akong Sakupin	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 357-363														/	
						13. Punuan Mo Ako!	PS-CATCOU3	CRESUPHISAR-ARG	Sa kasalukuyang panahon, makabubuti pa ba sa mga bansa ang pananakop? Bakit?, p. 364	/														
						14. Talahanayan ng Pananakop	PS-CATCOU3	CRESUPHISAR-ARG	Nakaapekto ba sa kasalukuyang ugnayan ng mga bansang nanakop at sinakop ang mga pangyayari sa panahon ng pananakop? Patunayan., p. 364	/														
							PS-CAMCOU3	CRESUPHISAR-ARG	Sa kasalukuyang panahon, makabubuti pa ba sa mga bansa ang pananakop? Bakit?, p. 364	/														
						15. Timbangin Mo!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 365														/	

			16. Bahagdan ng Aking Pag-unlad	PS-CATCOU3	CHRONOREAS-CAUS	Halaga ng natutuhan sa kasalukuyan, p. 366			/	
				PS-CATCOM3	CHRONOREAS-CAUS	Halaga ng natutuhan sa kasalukuyan, p. 366			/	
				PS-CATSE3	CHRONOREAS-CAUS	Halaga ng natutuhan sa kasalukuyan, p. 366			/	
			17. Manifest Destiny (This activity contains a primary source material written in English.)	PS-CATCOU3	CRESUPHISAR-ARG	Nakabuti ba sa ating bansa ang pagsakop ng mga Amerikano? Pangatuwiran., p. 368	/			
				PS-CAMCOU3	CRESUPHISAR-ARG	Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan., p. 369	/			
				PS-CAMSE3	MAHISCO-CONTEXT	Sa panahong ito, paano ka makatutulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?, p. 369	/			
			18. Salamat Sa Iyo!	PS-CATSE3	MAHISCO-CONTEXT	Liham pasasalamat para sa mga pamana ng mga pangyairing naganap, pp. 369-370	/			
			19. Aking Repleksiyon!	PS-CAMSE3	MAHISCO-CONTEXT	Ano ang nararamdaman mo habang ginagawa mo ang sulat pasasalamat at habang binabasa ng iyong kamag-aral at ng iba pa ang liham?; Bilang isa sa mga nakikinabang sa mga pamanang ito sa kasalukuyan, paano mo ito mapapagyaman?; Kung mabibigyan ka ng pagkakataon, anong bagay ang gusto mong maipamana sa susunod na henerasyon? Bakit?, p. 370	/			
	3		1. Makinig, Mag-isip, Magpahayag	PS-CAMSE3	MAHISCO-COMP	Ano ang kaugnayan ng awiting ito (Tatulok) sa kasalukuyang karanasan ng maraming Pilipino?, p. 373	/			







Module No.	Lesson No.	Title of Activity	Theme/s	Historical Thinking Skills	Evidence/s (Indicate as well the page number)	Degree of Evidence				
						5	4	3	2	1
4	1	1. Konseptong Nais Ko, Hulaan Mo 2. Graphic Organizer 3. Larawang Suri	NONE NONE PS-APCOU4	NONE NONE CRESUPHISAR-ARG	The activity is not based on any of the themes for the module., See pp. 446-447 The activity is not based on any of the themes for the module., See pp. 448 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449 Paano kaya maiiwasan ang mag digmaan sa daigdig?, p. 449	/	/	/	/	/
		4. Story Map	NONE	NONE	The activity is not based on any of the themes for the module., See p. 460	/	/	/	/	/
		5. Pangkat Namin: The Best ito	PS-APCOU4	MAHISCO-CONTEXT	Isadula ang pagpupulong ng mga bansa upang makamit ang kapayapaang pandaigdig., p. 461	/	/	/	/	/
		6. Kapayapaan, Hangad Ko	PS-APCOU4	ANAHISEVI-SEC	Paano ipinakita ng mga lider ang kaniilang paghahangad sa kapayapaan?, p. 463	/	/	/	/	/
		7. Magpaliwanag Tayo	PS-APCOU4	ANAHISEVI-PRIM	Ipaliwanag ang kahulugan ng pahayag ni Pangulong Woodrow Wilson na: "Ang united States ay lumahok sa digmaan upang gawing mapayapa ang mundo para sa demokrasya.", p. 463	/	/	/	/	/
		8. Islogan Ko, para sa Bayan	PS-APCOM4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/	/	/	/	/
			PS-AUCOM4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig., p. 464	/	/	/	/	/

			PS-ACCOM4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig, p. 464	/			
			PS-APCOU4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig, p. 464	/			
			PS-AUCOU4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig, p. 464	/			
			PS-ACCOU4	MAHISCO-CONTEXT	Gumawa ng islogan na nagpapahiwatig ng iyong matinding pagtutol sa mga kaguluhan at digmaan sa daigdig, p. 464	/			
		9. Imahinasyon Ko sa Mapayapang Mundo	PS-APCOU4	CRESUPHISAR-ARG	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulongan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/			
			PS-AUCOU4	CRESUPHISAR-ARG	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulongan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/			
			PS-ACCOU4	CRESUPHISAR-ARG	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulongan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/			
			PS-ADCOU4	CRESUPHISAR-ARG	Sa iyong palagay, possible kayang magkaroon ng tunay na pagkakaisa, kapayapaan at pagtutulongan ang mga bansa sa daigdig? Bilang isang kabataan, paano ka makatutulong upang magkaroon ng pambansang pagkakaisa at kaunlaran ang bansa?, p. 464	/			

		10. Damdamin ng mga Sundalo, Aalamín Ko	PS-APCOU4	ANAHISEVI-PRIM	Ano ang naramdaman mo habang binabasa ang kanilang telegrama at talaarawan? Bakit? ; (The reading material for the activity is a Primary Source written in a foreign language, i.e. English). pp. 465-469	/			
		11. Reflection Journal	PS-APCOU4	CRESUPHISAR-ARG	Bilang isang mag-aaral, nabago ba ng iyong pananaw tungkol sa digmaan matapos ang naging epekto ng Unang Digmaang Pandaigdig sa buhay at ari-arian ng mga tao? Ipalawanag ang sagot.; Paano mo maipapakita ang iyong pagmamalasakit sa bansa?, p. 469	/			
			PS-AUCOU4	CRESUPHISAR-ARG	Bilang isang mag-aaral, nabago ba ng iyong pananaw tungkol sa digmaan matapos ang naging epekto ng Unang Digmaang Pandaigdig sa buhay at ari-arian ng mga tao? Ipalawanag ang sagot.; Paano mo maipapakita ang iyong pagmamalasakit sa bansa?, p. 469	/			
			PS-ACCOU4	CRESUPHISAR-ARG	Bilang isang mag-aaral, nabago ba ng iyong pananaw tungkol sa digmaan matapos ang naging epekto ng Unang Digmaang Pandaigdig sa buhay at ari-arian ng mga tao? Ipalawanag ang sagot.; Paano mo maipapakita ang iyong pagmamalasakit sa bansa?, p. 469	/			
2		1. Hula, Hoop!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 470				/
		2. Right Angle Approach	NONE	NONE	The activity is not based on any of the themes for the module., See p. 471				/
		3. Map Talk	NONE	NONE	The activity is not based on any of the themes for the module., See p. 472				/
		4. I-R-F Chart	NONE	NONE	The activity is not based on any of the themes for the module., See p. 473				/
		5. Magpangkat-pangkat Tayo!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 474				/
		6. Up the Stairs Timeline	NONE	NONE	The activity is not based on any of the themes for the module., See p. 477				/

	7. Tri-Story!	NONE	NONE	The activity is not based on any of the themes for the module., See p. 478-481				/
	8. History Frame	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 481-484				/
	9. Semantic Web	PS-APCOU4	CHRONOREAS-CAUS	Sa kasalukuyan, ano ang ginagawang mga hakbang ng UN upang maisulong ang kapayapaan sa daigdig?, pp. 484-486	/			
	10. I-R-F Chart	NONE	NONE	The activity is not based on any of the themes for the module., See p. 486				/
	11. Reflection Journal	PS-APCOM4	MAHISCO-CONTEXT	Paano ka makatutulong upang maiwasan ang ganitong pangyayari? (referring to pictures of the results of wars), p. 487	/			
	12. I-R-F	NONE	NONE	The activity is not based on any of the themes for the module., See p. 488				/
	13. Kapayapaan, Papalaganapin Natin Ito!	PS-APCOM4	MAHISCO-CONTEXT	Bilang mag-aaral, paano ka makatutulong sa pagpapalaganaap ng kapayapaan sa iyong komunidad?, p. 492	/			
3	1. Mga Letrang Ito: Ayusin Mo!	NONE	CRESUPHISAR-ARG	Sa iyong palagay, bakit mahalagang magkaroon ng National Peace Consciousness Month ang isang bansa? Ipaliwanag., p. 492	/			
	2. Donuts Game	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 493				/
	3. Mga Larawang Ito Surin Mo	NONE	NONE	The activity is not based on any of the themes for the module., See p.494				/
	4. ABC Brainstorm Strategy	NONE	NONE	The activity is not based on any of the themes for the module., See p. 495				/
	5. Talahanayan, Punan Mo!	PS-ADCOU4	CHRONOREAS-CAU	The activity is not based on any of the themes for the module., See p. 496				/
	6. Hagdan ng mga Ideya	PS-ADCOU4	ANAHISEVI-SEC	Paano nakaapekto ang ideolohiya ng bansa sa pag-unlad ng kabuhayan nito? p. 500 Anuman ang ideolohiya ng bawat isa, nararapat na ito ay makatugon sa pangangailangan ng mga mamamayan at maging daan sa pag-unlad ng bansa., p. 501	/			

		7. Paniniwala Ko, Gets Mo	NONE	NONE	The activity is not based on any of the themes for the module., See. 507				/
		8. Triad Web	NONE	NONE	The activity is not based on any of the themes for the module., See p. 508				/
		9. Punto por Punto	NONE	NONE	The activity is not based on any of the themes for the module., See p. 508				/
		10. Pag-sipan Mo, Araling Ito	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 509-511				/
		11. Compare and Contrast	NONE	NONE	The activity is not based on any of the themes for the module., See p. 512				/
		12. Discussion Web	NONE	NONE	The activity is not based on any of the themes for the module., See p. 512				/
		13. Opinyon Mo, Say mo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 513				/
		14. Bili Tayo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 513				/
		15. Nararamdaman Mo, Iguhit Mo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 517				/
		16. Laro Tayo	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 518-519				/
		17. ABC Brainstorm Strategy	NONE	NONE	The activity is not based on any of the themes for the module., See p. 519				/
		18. Pagsusuri sa Makabagong Mundo	NONE	NONE	The activity is not based on any of the themes for the module., See p. 520				/
		19. Tapos Na!	NONE	NONE	The activity is not based on any of the themes for the module.(Not specific), See, p. 523				/
	4	1. The Queen Wants to Know!	NONE	NONE	The activity is not based on any of the themes for the module., See pp. 524-525				/
		2. Gotta Guess the Flag	NONE	NONE	The activity is not based on any of the themes for the module., See p. 525				/
		3. Generalization Table	NONE	NONE	The activity is not based on any of the themes for the module., See p. 526				/

	4. Org-Outliner	NONE	NONE	NONE		The activity is not based on any of the themes for the module., See p. 528				/
	5. Organisasyon, Mahalaga Ba Ito?	NONE	NONE	NONE		The activity is not based on any of the themes for the module., See p. 529				/
	6. UP Dev Checklist	PS-APCOU4	CRESUPHISAR-ARG	CRESUPHISAR-ARG		Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531	/			
		PS-AUCOU4	CRESUPHISAR-ARG	CRESUPHISAR-ARG		Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531	/			
		PS-ACCOU4	CRESUPHISAR-ARG	CRESUPHISAR-ARG		Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531	/			
		PS-ADCOU4	CRESUPHISAR-ARG	CRESUPHISAR-ARG		Paano nakatutulong ang mga organisasyong pandaigdig sa pagpapanatili ng kapayapaan, pagkakaisa at pag-unlad?; Sa palagay moano mangyayari kung walang organisasyong katulad ng World Bank, IMF, at WTO sa taas na nagsusulong ng pagkakaisa, kapayapaan, at kaunlaran?, pp. 530-531	/			
	7. Magpalitan Tayo	PS-ACCOU4	MAHISCO-CONTEXT	MAHISCO-CONTEXT		Role playing: Mabuting naidudulot ng trade bloc sa mga miyembro ng ASEAN Free Trade Agreement at North American Free Trade Agreement., pp. 533-534	/			

			PS-ADCOU4	MAHISCO-CONTEXT	Role playing: Mabuting naidulot ng trade bloc sa mga miyembro ng ASEAN Free Trade Agreement at North American Free trade Agreement., pp. 533-534	/			
			NONE	NONE	The activity is not based on any of the themes for the module., (Just to reinforce the lesson), See p. 534	/			/
		8. My Generalization Table	NONE	NONE	The activity is not based on any of the themes for the module., See p. 535	/			/
		9. Pagsusuri ng Balita	NONE	NONE	Mahalaga ba ang ginawang hakbang ng Organization of Islamic Cooperation para sa pagpapanatili ng kapayapaan sa Syria at sa mundo sa kabuuan? Bakit?, See pp. 537-538	/			/
		10. 1-2-3 Summary	PS-APCOU4	CRESUPHISAR-ARG	Sinusuportahan mo ba ang desisyon na ito ng pamahalaan?, pp. 539-540	/			/
		11. Reaksiyon Mo, Sey Mo!	PS-AUCOU4	CRESUPHISAR-ARG	Sinusuportahan mo ba ang desisyon na ito ng pamahalaan?, pp. 539-540	/			/
		12. Generalization Table	PS-ACCOU4	CRESUPHISAR-ARG	The activity is not based on any of the themes for the module., See p. 541	/			/
		13. Synthesis Journal	NONE	NONE	The activity is not based on any of the themes for the module., See p. 542	/			/
		14. Gawin at Isakatuparan para sa Bayan, Kaya Ko Ito!	PS-APCOM4	MAHISCO-CONTEXT	Bilang chairperson ng Samahan ng Kabataan, ikaw ay inatasang gumawa ng ordinansa na magbibigay solusyon sa suliraning pangkapayapaan sa inyong lugar., pp. 543-545	/			/

## Appendix V. Assessment/Evaluation Tools (Historical Thinking Skills)

### Assessment/Evaluation Tools Summary

Module No.	Pre-test				
	Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)	Historical Thinking Skill	Evidence/s (Indicate as well the page number)	Degree of Evidence
					5 4 3 2 1
1	1	LC-EFGT11	NONE	Limang tema ng heograpiya, p. 4	/
	2	LC-PDPH12	ANAHISEVI-SEC	Pinakamaagang panahon sa pag-unlad ng tao, p. 4	/
	3	LC-OACI3	ANAHISEVI-SEC	Kabihasan, p. 4	/
	4	LC-ACCI3	ANAHISEVI-SEC	Hangng Gardens, p. 4	/
	5	LC-EPTW11	NONE	Klima ng Indonesia, pp. 4-5	/
	6	LC-ESACI3	NONE	Wika, p. 5	/
	7	LC-PDPH12	ANAHISEVI-SEC	Prosesong naganap sa mga sinaunang tao, p. 5	/
	8	LC-PDPH12	ANAHISEVI-SEC	Yugto ng Pag-unlad ng tao, p. 5	/
	9	LC-GDPI3	ANAHISEVI-SEC	Nanirahan ang mga sinunang tao sa tabi ng ilog, pp. 5-6	/
	10	LC-GDPI3	ANAHISEVI-SEC	Natuklasan ng mga nomadikong tao ang matabang lupain sa pagitan ng Euphrates at Tigris, p. 6	/
	11	LC-ESACI3	ANAHISEVI-SEC	Mas mataas ang posisyon ng mga paring Egyptian kaysa sa mga mandirigma, p. 6	/
	12	LC-ACCI3	CHRONOREAS-CAUS	Peano pinahalagahan sa kasalukuyang panahon ang mga pamana ng mga sinaunang tao?, p. 7	/
	13	LC-EFGT11	NONE	Alin sa mga sumusunod na pahayag ang tumutukoy sa konsepto ng lugar bilang isa sa mga tema ng heograpiya?, p. 7	/
	14	LC-ERBACI3	CHRONOREAS-CAUS	Peano mapapanatili ang mabuting ugnayan ng mga tagasunod ng iba't-ibang relihiyon sa kabila ng pagkakaiba ng kaniilang paniniwalá?, p. 7	/
	15	LC-ACCI3	CHRONOREAS-CAUS	Peano napakikinabangan sa kasalukuyan ang sistemang agrikultura na pinasimulan ng mga sinaunang tao noong panahong neolitiko?, p. 7	/
	16	LC-ACCI3	ANAHISEVI-SEC	Ano ang kahalagahan ng kalakalan sa mga sinaunang tao na napakikinabangan pa rin sa kasalukuyan?, p. 8	/
	17	LC-GDPI3	MAHISCO-COMP	Alin sa mga sumusunod na pahayag ang nagpapakita ng ugnayan ng heograpiya-kasaysayan?, p. 8	/
	18	LC-EPACI3	ANAHISEVI-SEC	May mahusay na pinunong namamahala sa lungsod-estado, p. 8	/
		LC-ESACI3	ANAHISEVI-SEC	May sistema ng pagsulat, p. 8	/
		LC-ESACI3	ANAHISEVI-SEC	May aktibong pagpapalitan ng mga produkto, p. 8	/
	19	LC-ACCI3	ANAHISEVI-SEC	Bakit karapat-dapat haangan ang mga sinaunang kabihasang umunlad sa Mesoamerica?, pp. 8-9	/
		LC-GDPI3	ANAHISEVI-SEC	Nagtagumpay ang mga katutubo na makapagtatag ng mahusay na pamayanan sa kabila ng mga hamon ng kapaligiran sa kaniilang buhay, pp. 8-9	/
	20	LC-ACCI3	CRESUPHISAR-ARG	Ano ang isang patunay na kapaki-pakinabang ang mga pamanang handog ng mga sinaunang kabihasan sa kasalukuyang panahon?, p. 9	/

Assessment/Evaluation Tools Summary

Module No.	Post-test					Degree of Evidence				
	Item No.	Theme/s (Assessment/Evaluation Tools: Post-Test)	Historical Thinking Skill	Evidence/s (Indicate as well the page number)	Degree of Evidence					
					5		4	3	2	1
1	1	LC-EFGT11	NONE	Limang tema ng heograpiya, p. 49						/
	2	LC-PDPH12	ANAHISEVI-SEC	Rebolusyong agrikultural, p. 49						/
	3	LC-GDP13	ANAHISEVI-SEC	Kabihasnang nabuo sa pagitan ng dalawang ilog, p. 49						/
	4	LC-ACC13	ANAHISEVI-SEC	Unang urban o city planning, p. 49						/
	5	LC-EPFW11	NONE	Klima ng Greenland, pp. 49-50						/
	6	LC-ERBAC13	ANAHISEVI-SEC	Relihiyon, p. 50						/
	7	LC-PDPH12	ANAHISEVI-SEC	Panahong Neolitiko, p. 50						/
	8	LC-PDPH12	ANAHISEVI-SEC	Panahong Paleolitiko, p. 50						/
	9	LC-GDP13	ANAHISEVI-SEC	Karaniwang umuunlad sa mga lambak-ilog ang mga sinaunang kabihasan sa daigdig, pp. 50-51						/
	10	LC-EFGT11	NONE	Temang heograpikal, p. 51						/
	11	LC-GDP13	ANAHISEVI-SEC	Silk Road, p. 51						/
	12	LC-ACC13	ANAHISEVI-SEC	Pamana ng kabihasang Egyptian, p. 51						/
	13	LC-EPFW11	ANAHISEVI-SEC	Konsepto ng lokasyon, p. 52						/
	14	LC-EEAC13	NONE	Wika, p. 52						/
	15	LC-ACC13	ANAHISEVI-SEC	Kahalagahan ng metal, p. 52						/
	16	LC-PDPH12	ANAHISEVI-SEC	Pag-unlad ng tao, p. 52						/
	17	LC-GDP13	ANAHISEVI-SEC	Ugnayang heograpiya-kasaysayan, p. 53						/
	18	LC-GDP13	ANAHISEVI-SEC	Nomadiko, p. 53						/
	19	LC-GDP13	ANAHISEVI-SEC	Narapat na makapamuhay ang tao ayon sa kaniyang kapaligiran, p. 53						/
	20	LC-ACC13	ANAHISEVI-SEC	Kontribusyon ng mga sinaunang kabihasan, p. 54						/

Assessment/Evaluation Tools Summary

Module No.	Pre-test					Evidence/s (Indicate as well the page number)	Degree of Evidence			
	Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)	Historical Thinking Skill	Degree of Evidence						
				5	4			3	2	1
2	1	LC-ECG21	ANAHISEVI-SEC	Polis bilang isang lungsod-estado, pp. 121-122					/	
	2	LC-ERC21	ANAHISEVI-SEC	Uring panlipunan ng sinaunang Rome, p. 122					/	
	3	LC-ECIP22	ANAHISEVI-SEC	Nahabati sa tatlong malalaking pangkat ang mga pulo sa Pacific, p. 122					/	
	4	LC-ERC21	ANAHISEVI-SEC	Ang Holy Roman Empire ang sinasabing bumuhay sa Imperyong Roman, p. 122					/	
	5	LC-CEC23	ANAHISEVI-SEC	Ang krusada ay isang ekspedisyong military na inilunsad ng Kristiyanong European dahil sa panawagan ni Pope Urban II, p. 122					/	
	6	LC-EMMC21	ANAHISEVI-SEC	Umusbong ang kabihasnang Minoan sa isla ng Crete., p. 123					/	
	7	LC-ACCC21	ANAHISEVI-SEC	Mataas na kaalaman ng mga Greek sa larangan ng Astronomiya., p. 123					/	
	8	LC-ACCC21	ANAHISEVI-SEC	Demokrasya, p. 124					/	
	9	LC-BECCAM22	ANAHISEVI-SEC	Alin sa mga kabihasnang America ang umusbong noong panahong Pre-historic?, p. 124					/	
	10	LC-ELMP23	ANAHISEVI-SEC	Piyudalismo, p. 125					/	
	11	LC-ELMP23	ANAHISEVI-SEC	Manor, p. 126					/	
	12	LC-ELMP23	ANAHISEVI-SEC	Isa sa mga epekto ng pag-unlad ng sistemang pagsasaka noong unang bahagi ng Panahong Medieval ang pagtaas ng populasyon., p. 127					/	
	13	LC-EMMC21	ANAHISEVI-SEC	Ang kabihasnang Minoan ay yumaman dahil sa pakikipagkalakalan sa ibayong dagat., p. 127					/	
	14	LC-ECG21	ANAHISEVI-SEC	Ang sinaunang Greece ay binubuo ng iba't-ibang lungsod-estado na ang bawat isa ay Malaya at may sariling pamahalaan., p. 127					/	
	15	LC-EHRE23	ANAHISEVI-SEC	Ano ang pangunahing dahilan ng pag-usbong ng Rome bilang pinakamakapangyarihan sa Mediterranean?, p. 127					/	
	16	LC-BECCAF22	MAHISCO-COMP	Paano nakatulong ang heograpiikal na lokasyon ng mga kaharian ng Mali at Songhai sa pag-unlad nito?, p. 128					/	
	17	LC-ECIP22	ANAHISEVI-SEC	Alina ng nagilarawan sa sinaunang kabuhayan ng mga tao sa mga pulo ng Pacific?, p. 128					/	
	18	LC-ELMP23	ANAHISEVI-SEC	Sa panahon ng Piyudalismo, ang lipunan ay nahahati sa tatlong uri: pari, kabalyero at serf., pp. 128-129					/	
	19	LC-ELMP23	ANAHISEVI-SEC	Sistemang Piyudalismo, p. 128					/	
	20	LC-BECC23	ANAHISEVI-SEC	Paglakas ng kapangyarihan ng kapapahan (Papacy), p. 129					/	

Assessment/Evaluation Tools Summary

Module No.	Post-test				Evidence/s (Indicate as well the page number)	Degree of Evidence				
	Item No.	Theme/s (Assessment/Evaluation Tools: Post-Test	Historical Thinking Skill	Evidence/s		5	4	3	2	1
2	1	LC-ECCG21	ANAHISEVI-SEC	Ang sinaunang kabihansang Greece ay binubuo ng mga lungsod-estadong malaya at may sariling pamahalaan. p. 117	/					
	2	LC-ECG21	ANAHISEVI-SEC	Ang sinaunang Greece ay binubuo ng iba't ibang lungsod-estado. p. 117-118	/					
	3	LC-EECAM22	ANAHISEVI-SEC	Kabihansan sa America, p. 118	/					
	4	LC-ELMP23	ANAHISEVI-SEC	Manor, p. 119	/					
	5	LC-ELMP23	ANAHISEVI-SEC	Panahong Medieval, p. 120	/					
	6	LC-ACCC21	ANAHISEVI-SEC	Kaalaman ng mga Greek sa larangan ng Astronomiya, p. 121	/					
	7	LC-ACCC21	ANAHISEVI-SEC	Democracy, p. 122	/					
	8	LC-ACCC21	ANAHISEVI-SEC	Malikhain ang mga amabag ng mga Romano sa sining, p. 123	/					
	9	LC-ECIP22	ANAHISEVI-SEC	Ang mga pulo sa Pacific ay napaliligiran ng mga anyong tubig. P. 123-124	/					
	10	LC-EHRE23	ANAHISEVI-SEC	Charlemagne, p. 124	/					
	11	LC-ELMP23	ANAHISEVI-SEC	Piyudalismo, p. 125	/					
	12	LC-ELMP23	ANAHISEVI-SEC	Sistemang Piyudalismo, p. 125	/					
	13	LC-ECG21	ANAHISEVI-SEC	Sinaunang Greece, pp. 125-126	/					
	14	LC-EMMC21	ANAHISEVI-SEC	Kabihansang Minoan, p. 126	/					
	15	LC-ERC21	ANAHISEVI-SEC	Tagumpay ng Rome sa Digmaang Punic, p. 126	/					
	16	LC-AAAA22	ANAHISEVI-SEC	Kabihansang Maya (pyramide), p. 127	/					
	17	LC-AAAA22	ANAHISEVI-SEC	Pinahalagahan ni Mansa Musa ang karunungan, p. 127	/					
	18	LC-CEC23	ANAHISEVI-SEC	Krusada, pp. 127-128	/					
	19	LC-ELMP23	ANAHISEVI-SEC	Piyudalismo, p. 128	/					
	20	LC-ELMP23	ANAHISEVI-SEC	Pamamaraan ng pagsasaka, p. 128	/					

Module No.		Assessment/Evaluation Tools Summary				Evidence/s (Indicate as well the page number)	Degree of Evidence				
Pre-test		Item No.	Theme/s (Assessment/Evaluation Tools: Pre-test)	Historical Thinking Skill	5		4	3	2	1	
3		1	LC-ABOU31	ANAHISEVI-SEC		/					
		2	LC-AREN31	ANAHISEVI-SEC		/					
		3	LC-ACACH31 LC-AREF31	ANAHISEVI-SEC		/					
		4	LC-AREN31	ANAHISEVI-SEC		/					
		5	LC-AREN31	ANAHISEVI-SEC		/					
		6	LC-ACACH31	ANAHISEVI-SEC		/					
		7	NONE	NONE		/					
		8	LC-VMER31	ANAHISEVI-SEC		/					
		9	LC-EFPIC32	ANAHISEVI-SEC		/					
		10	LC-ECESPIM32	ANAHISEVI-SEC		/					
		11	NONE	NONE		/					
		12	LC-ECESPIM32	ANAHISEVI-SEC		/					
		13	LC-BE32	ANAHISEVI-SEC		/					
		14	LC-ECESPIM32	ANAHISEVI-SEC		/					
		15	LC-ESR32	ANAHISEVI-SEC		/					
		16	LC-EIR32	ANAHISEVI-SEC		/					
		17	LC-ECESPIM32	ANAHISEVI-SEC		/					
		18	LC-VREN31	ANAHISEVI-SEC		/					
		19	LC-VREF31	ANAHISEVI-SEC		/					
		20	LC-ECESPIM32	ANAHISEVI-SEC		/					

Assessment/Evaluation Tools Summary

Module No.	Post-test				Evidence/s (Indicate as well the page number)	Degree of Evidence				
	Item No.	Theme/s (Assessment/Evaluation Tool: Post-test)	Historical Thinking Skill			5	4	3	2	1
3	1	LC-VREN31	ANAHISEVI-SEC		Prinsipyo ng rule by consent, p. 207					/
	2	LC-VREN31	ANAHISEVI-SEC		Praise of Folly, p. 207					/
	3	LC-VREF31	ANAHISEVI-SEC		Ninety-Five Theses, p. 207					/
	4	LC-EFFIC32	ANAHISEVI-SEC		Paghanap ng pampalasa o spices at gininto, p. 207					/
	5	LC-EIR32	ANAHISEVI-SEC		Pinalitan ang gawaing manwal sa mga kabukiran ng mga bagong iminentong makinarya, p. 207					/
	6	LC-RJAR33	ANAHISEVI-SEC		Pag-aima ng mga Amerikano sa lumalaking buwis na ipinataw ng mga Ingles tulad ng Stamp Act noong 1765. pp. 207-208					/
	7	LC-ACN33	ANAHISEVI-SEC		Bawat rebiyon o bansa sa daigdig ay may nabuhay na tagapagtaguyod ng nasyonalismo, p. 208					/
	8	LC-AREN31	ANAHISEVI-SEC		Sa italya sumibol ang ang Renaissance dahil dito nagtatago ang mga kaisipan mula sa Siangan (Asya) at Kanluran (Europe), p. 208					/
	9	LC-VREN31	ANAHISEVI-SEC		Niccolo Machiavelli "The end justifies the means", p. 208					/
	10	LC-VREF31	ANAHISEVI-SEC		Ang Repormasyon ay hindi sinadyang nakapagpatag ng Simbahang Katoliko, pp. 208-209					/
	11	Repeated item (same with number 10)	ANAHISEVI-SEC		p. 209					/
	12	LC-BE32	ANAHISEVI-SEC		Pinaniniwalaan ni Hobbes na ang tao ay litkas ang kasamaan o kaguluhan, p. 209					/
	13	LC-EIR32	ANAHISEVI-SEC		Malaki ang natulong ng Rebolusyong Industriyal sa pag-angat ng ekonomiya ng Europe. p. 209					/
	14	LC-EIR32	ANAHISEVI-SEC		Ang pag-lakas ng ekonomiya ng Great Britain ay dahil sa Rebolusyong Industriyal, p. 209					/
	15	LC-ERIRFAR33	ANAHISEVI-SEC		Illustration of the causes and effects of the American and French Revolutions, p. 210					/
	16	LC-EFFIC32	ANAHISEVI-SEC		Kolonisasyon at imperialismo, p. 210					/
		LC-BE32			Enlightenment, p. 210					/
		LC-VYACH31			Katurang humamon sa Simbahan ay ang ideya na ang araw at hindi ang daigdig ang sentro ng solay system, p. 210					/
	17	Missing item								/
	18	LC-ABOU31	ANAHISEVI-SEC		Bourgeoisie, p. 211					/
	19	NONE	NONE		The item talks about Medieval Period and Crusades, which were discussed in the previous module. Thus, this is no longer included in the competency. p. 212					/
	20	LC-VREF31	ANAHISEVI-SEC		Mga bunga ng Repormasyon, p. 212					/

Assessment/Evaluation Tools Summary						
Module No.	Pre-test					
	Item No.	Theme/s (Assessment/Evaluation Tool: Pre-test)	Historical Thinking Skill	Evidence/s (Indicate as well the page number)	Degree of Evidence	
					5	4 3 2 1
4	1	LC-BEFWW41	ANAHISEVI-SEC	Pangyayari na naganap noong Unang Digmaang Pandaigdig, p. 438	/	
	2	LC-BEFWW41	ANAHISEVI-SEC	Sa kanlurang Europe, nagana pang pinakamainit na labanan sa panahon ng Unang Digmaang Pandaigdig, p. 439	/	
	3	LC-EPI43	ANAHISEVI-SEC	Idcolohiya at uri ng pamahalaan, p. 439	/	
	4	LC-BENC43	ANAHISEVI-SEC	Ang saring pagkakakilanlan ay nawawala dahil sa impluwensiyang dayuhan, p. 439	/	
	5	LC-ECSWW42	ANAHISEVI-SEC	Ikinagalit ni Hitler ang probisyon ng Treaty of Versailles, p. 440	/	
	6	LC-EAPFWW41	ANAHISEVI-SEC	Treaty of Paris, p. 440	/	
	7	LC-EPEC43	ANAHISEVI-SEC	Demokrasya, Komunismo, pp. 440-441	/	
	8	LC-AEFWW41	ANAHISEVI-SEC	Nahati ang Korea at Vietnam matapos ang Unang Digmaang Pandaigdig, p. 441	/	
	9	LC-WOPUCD44	ANAHISEVI-SEC	United Nations, p. 441	/	
	10	LC-ECFWW41	ANAHISEVI-SEC	Naging hudyat/dahilan sa pagsisimula ng Unang Digmaang Pandaigdig, p. 441	/	
	11	LC-AESWW42	ANAHISEVI-SEC	Isang bagong daigdig ang umusbong pagkalipas ng Ikalawang Digmaang Pandaigdig, pp. 441-442	/	
	12	LC-WOPUCD44	ANAHISEVI-SEC	Mga nagtatakda ng pagiging kaanib ng United Nations, p. 442	/	
	13	LC-AEFWW41, LC-AESWW42	ANAHISEVI-SEC	Mga epekto ng Digmaan, p. 442	/	
	14	LC-AECW43	ANAHISEVI-SEC	Cold War, p. 442-443	/	
	15	LC-EWOPC44, LC-EWOPD44	ANAHISEVI-SEC	Asia-Pacific Economic Cooperation, p. 443	/	
	16	LC-ELSWW42	ANAHISEVI-SEC	Ang kasunduan sa Versailles ang nagsilbing binhi ng World War II, p. 443	/	
	17	LC-EPEC43	ANAHISEVI-SEC	Karapatan ng mga mamamayan, p. 443	/	
	18	LC-AECW43	ANAHISEVI-SEC	Malaki ang naging epekto ng Cold War sa ekonomiya ng mga bansa sa Asya at Kanluran, pp. 443-444	/	
	19	NONE (Invalid Item because of its inaccurate content)	NONE (Invalid Item because of its inaccurate content)	United States Manhattan Project, Hiroshima at Nagasaki sa Japan (Questionable content, re: bombang nukleyar)	/	
	20	No/Missing Item				

Assessment/Evaluation Tools Summary

Module No.	Post-test				Historical Thinking Skill	Evidence/s (Indicate as well the page number)	Degree of Evidence			
	Item No.	Theme/s (Assessment/Evaluation Tool: Post-test)					5	4	3	2
4	1	LC-EFCWW41	ANAHISEVI-SEC	Pangyayaring nagging dahilan ng pagsiklab ng unang digmaang pandaigdig, p. 286	/					
	2	LC-EEFWW41	ANAHISEVI-SEC	Pangyayaring naganap noong unang digmaang pandaigdig, p. 286	/					
	3	LC-EPI43	ANAHISEVI-SEC	Ideolohiya at uri ng pamahalaan, p. 287	/					
	4	LC-AEFWW41 LC-AESWW42	ANAHISEVI-SEC	Mga naidudulot ng digmaan sa isang bansa, p. 287	/					
	5	LC-AECW43 LC-AEFWW41 LC-AESWW42	ANAHISEVI-SEC	Ihambing ang digmaang pandaigdig at Cold War, p. 288	/					
	6	LC-EEDFWW41	ANAHISEVI-SEC	Kasunduan ng mga bansa na nagbigay hudyat sa pagwawakas ng World War, p. 289	/					
	7	LC-EPEC43	ANAHISEVI-SEC	Demokrasya, komunismo, p. 289	/					
	8	LC-AEFWW41	ANAHISEVI-SEC	Nabati ang Korea at Vietnam matapos ang World War I	/					
	9	LC-WOPUCD44	ANAHISEVI-SEC	Bakit mahalaga ang pagkakaroon ng mga organisasyong pandaigdig? p. 290	/					
	10	NONE (Invalid Item because of its inaccurate content)	NONE (Invalid Item because of its inaccurate content)	Alin sa mga sumusunod ang nararapat ipatupad ng mga bansa sa daigdig tungkol sa paggamit ng sandatang nukleyar? pp. 290-291 *(Error in the content of the reading material: nuclear weapon should be changed into atomic bomb with reference to the bombing of Nagasaki and Hiroshima, see p. 290 of the Teaching Guide)	/					
	11	LC-EPEC43	ANAHISEVI-SEC	Karapatan ng mga mamamayan, p. 291	/					
	12	LC-EENC43	ANAHISEVI-SEC	Ang sariling pagkakakilanlan ay nawawala dahil sa impluwensiyang dayuhan, p. 291	/					
	13	LC-AECW43	ANAHISEVI-SEC	Cold war ang tawag sa digmaan ng nagtutunggaling ideolohiya, p. 291	/					
	14	LC-AESWW42	ANAHISEVI-SEC	Bansang nakaranas ng pinakamatinding pinsala na dulot ng mga Aleman noong Ikalawang Digmaang Pandaigdig, p. 291	/					
	15	LC-EEFWW41	ANAHISEVI-SEC	Sinasabing sa kanlurang Europe nagana pang pinakamainit na labanan sa panahon ng World War I, p. 291	/					
	16	LC-ECWW42	ANAHISEVI-SEC	Pagkagalit ni Adolf Hitler sa mga probisyon ng kasunduan sa Versailles, p. 292	/					
	17-19	LC-WOPUCD44	ANAHISEVI-SEC	Pangalan ng mga organisasyong pandaigdig na nagsusulong ng pagkakaisa, kapayapaan at pag-unlad, p. 292	/					
	20	LC-WOPUCD44	ANAHISEVI-SEC	United Nations, p. 292	/					

## Appendix W. Contextualization (Historical Thinking Skills)

Teaching Guide No.	Lesson No.	Title of Historical Content/Learning Activity/Assessment Tool	Theme (Contextualization)	Historical Thinking Skill	Evidence of Contextualization (Indicate as well the page number)	Degree of Evidence				
						5	4	3	2	1
1	1	Tukoy-Tema-Aplikasyon	CONTEXT	MAHISCO-CONTEXT	May tropikal na klima ang Pilipinas., p. 5	/				
		My Travel Reenactment	CONTEXT	MAHISCO-CONTEXT	Makibahagi sa iyong pangkat tungkol sa mga hindi malilimutang paglalakbay sa isang lugar., p. 14	/				
	3	Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasnang Daigdig	CONTEXT	MAHISCO-CONTEXT	Ikaw ang tagapangulo ng National Committee on the Preservation of Cultural Heritage ng iyong bansa..., p. 45	/				
2	1	E-Postcard	CONTEXT	MAHISCO-CONTEXT	Higit na mauunawaan ng mag-aaral ang aralin kung maiugnay ito sa kanilang sariling karanasan at kakayahan. p. 83	/				
	2	Anong Konek?	CONTEXT	MAHISCO-CONTEXT	Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang nanirahan sa mga Pulo ng Pacific, p. 94	/				
		AdBakit?	CONTEXT	MAHISCO-CONTEXT	Higit na mauunawaan ng mag-aaral ang paksa kung ito ay maiugnay sa sariling karanasan at kakayahan. p. 95	/				
3	1	Magbasa at Unawain!	CONTEXT	MAHISCO-CONTEXT	Pabor ka ba na ito (merkantilismo) ang gamiting sistemang pang-ekonomiya sa ating bansa?...Bakit?, p. 141	/				
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	Kung ikaw ay mabibigyan ng pagkakataon na mag-ambag ng anumang bagay sa ating bansa, anong bagay at saang larangan mo pipiling makapagbahagi nito? Pangatuwiran., p. 148	/				
		Pamprosesong Tanong	CONTEXT	MAHISCO-CONTEXT	Sa kasalukuyan, nakaapekto ba sa iyong paniniwala sa Diyos ang pagkakaroon ng iba't ibang denominasyon ng relihiyon sa paligid? Bakit?, p. 151	/				

2	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Sakaling may bansang makapangyarihan na nagbabalak sakupin ang [ating] saringling bansa, ano ang iyong gagawin?, p. 166	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Pabor ka ba na muling mapasailalim sa mga mananakop ang ating bansa kung ang layunin ay mapaulad ito? Bakit?, p. 168	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Sa iyong pananaw, anong rebolusyon ang maaaring maganap sa kasalukuyan na may Malaki ring maitutulong sa pang-araw-araw na pamumuhay?, p. 169	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang ito? Magbigay ng halimbawa., p. 172	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Sa kasalukuyan, nararanasan pa rin bas a Pilipinas ang epekto ng pananakop? Patunayan., p. 175	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Sa panahong ito, paano ka makakatulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?, p. 179	/
3	Makinig, Mag-isip, Magpahayag (3Ms)	CONTEXT	MAHISCO- CONTEXT	Ang awiting tatsulok ay orihinal na awitin ng bandang Buklod bilang reaksiyon sa polisiyang militarasyon ng dating Pang. Corazon Aquino; Ano ang kaugnayan ng awiting ito sa kasalukuyang karanasan ng maraming Pilipino., p. 185	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Maihahambing ba ang karanasang ito (Rebolusyong Amerikano) nang lumaban ang mga Pilipino mula sa mga mananakop para sa kalayaan? Pangatuwiran., p. 191	/
	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	May pagkakatulad ba ng karanasan ng mga ordinaryong Pranses sa mga ordinaryong Pilipino, particular sa mataas na buwis? Pangatuwiran., p. 193	/
	Pangako Sa'yo (Reflection Journal)	CONTEXT	MAHISCO- CONTEXT	Paano mo maipapakita ang pagmamahal sa bayan sa iyong pang araw-araw na pamumuhay, bukod sa pagbili ng mga produktong Pilipino?, p. 203	/

		Post-test (Item No. 7)	CONTEXT	MAHISCO- CONTEXT	Kinilala si Vladimir Lenin at Josef Stalin bilang tagagising ng damdaming nasyonalismo ng mga Ruso... Hindi rin malilimutan si Dr. Jose Rizal at Andres Bonifacio ng Pilipinas., p. 208	/	
		Post-test (Item No. 15)	CONTEXT	MAHISCO- CONTEXT	EDSA Revolution, Pagkamatay ni Ninoy, Pagpapatais kay Marcos, p. 210	/	
4	2	Kapayapaan, Palaganapin Natin!	CONTEXT	MAHISCO- CONTEXT	Nais ng lahat ng bansa na magkaroon ng panloob na kapayapaan sa kamilang bansa. Sa Pilipinas, may proklamasyong inilabas si dating Pangulong Gloria Macapagal-Arroyo na naglalayong palaganapin ang kapayapaan sa bansa. Ito ay ang Proclamation 675., pp. 243-244	/	
	3	Bili Tayo	CONTEXT	MAHISCO- CONTEXT	Tindahan ni Juan Dela Cruz, Bibingka, CD ng OPM Music, Marikina Shoes, Filipiniana Dress, p. 258	/	
	4	Pamprosesong Tanong	CONTEXT	MAHISCO- CONTEXT	Saan daw nangungutang ang Pilipinas at para saan ang pangungutang na ito?, p. 280	/	
		Gawin para sa Bayan... Kaya ko ito!	CONTEXT	MAHISCO- CONTEXT	Naatasan kang maging chairperson ng samahan ng mga kabataan sa Barangay X. Naharap sa suliraning pangkatahimikan ang inyong Barangay dahil sa ilang pangkat ng kabataan na tumatambay at umiinom ng alak hanggang hatinggabi...., p. 283-284	/	
		Post-test (Test Item No. 11)	CONTEXT	MAHISCO- CONTEXT	Nasa ibaba ang mga bagay na maaaring maranasan ng mga mamamayang naninirahan sa United States at Pilipinas, alin ang hindi kabilang?..., p. 291	/	

## Appendix X. Teaching Approaches (Historical Thinking Skills)

Module No.	Lesson No.	Title of Learning Activity	Theme (Teaching Approaches)	Historical Thinking Skill	Evidence (Indicate as well the page number)	Degree of Evidence				
						5	4	3	2	1
1	1	1. GEOpardy!	APP-Integrative	NONE	Layunin nito na kunin ang iskema ng mga mag-aaral tungkol sa terminong may kaugnayan sa heograpiya. p. 3					/
		2. Graffiti Wall	APP-Integrative	NONE	Layunin ng gawaing ito na matukoy ang kaalaman ng mga mag-aaral tungkol sa heograpiya ng daigdig. p. 4					/
		3. Tukoy-Tema-Aplikasyon	APP-Inquiry	NONE	Pamprosesong Tanong, p. 6 1. Magbigay ng sariling reaksiyon tungkol sa heograpiya ng bansang napili ayon sa limang tema nito. 2. Bakit magkakaugnay ang limang tema ng heograpiya sa pag-aaral ng katangiang pisikal ng bansa? 3. Paano nakatulong ang mga temang ito sa iyong pag-unawa sa heograpiya ng isang bansa?					/
		4. KKK GeoCard Completion	APP-Inquiry	NONE	Paano nakaimpluwensiya ang naturang konsepto sa buhay ng tao at iba pang nabubuhay na organismo sa daigdig sa kasalukuyan?, p. 7					/
		5. Dito sa Amin	APP-Multidisciplinary	NONE	Tatayahin sa gawaing ito ang pagkaunawa ng mga mag-aaral tungkol sa klima ng daigdig., p. 7					/
		6. Three Words in One	APP-Inquiry	NONE	Pamprosesong Tanong, p. 9 1. Ano ang mga katangi-tanging paglalarawan sa bawat kontinente? 2. Sa anong aspekto nagkakatulad o nagkakaiba ang mga kontinente? 3. Bakit mahalagang pag-aralan ang mga paglalarawan tungkol sa mga kontinente ng Daigdig?					/

	7. Illustrated World Map	APP-Inquiry	NONE	<p>Pamprosesong Tanong, p. 10-11</p> <ol style="list-style-type: none"> <li>1. Ano ang halimbawa ng mga anyong lupa at anyong tubig na makikita sa mapa?</li> <li>2. Bakit maiuugnay ang pamumuhay ng tao sa anyong lupa o tubig na kanilang pinaninirahan?</li> <li>3. Paano nakaaapekto ang mga anyong lupa at tubig sa pag-unlad ng kabuhayan ng tao?</li> </ol>			/
	8. The Map Dictates...	APP-Inquiry	NONE	<p>Pamprosesong Tanong, p. 12</p> <ol style="list-style-type: none"> <li>1. Ano ang masasabi mo tungkol sa daigdig bilang isang planeta?</li> <li>2. May epekto ba ang kalagayang pisikal ng daigdig sa mga organism at tao? Bakit mo ito nasabi?</li> <li>3. Bakit mahalagang magkaroon ng kaalaman tungkol sa ating kapaligiran at sa heograpiya ng daigdig sa pangkalahatan?</li> </ol>			/
	9. Crossword Puzzle	APP-Inquiry	NONE	<p>Pamprosesong Tanong, p. 13</p> <ol style="list-style-type: none"> <li>1. Ano ang ibig sabihin ng heograpiyang pantao? Ano ang pagkakaiba nito sa pisikal na heograpiya?</li> <li>2. Ano-ano ang saklaw ng heograpiyang pantao? Ipalawanag ang bawat isa.</li> <li>3. Bakit mahalagang pag-aralan ang heograpiyang pantao?</li> <li>4. Paano nakaaapekto ang heograpiyang pantao sa pagkakakilanlan ng indibiduwal o isang pangkat ng tao?</li> <li>5. Paano magiging instrumento ang heograpiyang pantao sa pagkakaaisa ng mga tao sa daigdig?</li> </ol>			/
	10. My Travel Reenactment	APP-Inquiry	NONE	<p>Pamprosesong Tanong, p. 14</p> <ol style="list-style-type: none"> <li>1. Tungkol saan ang ipinakitang dula ng iyong pangkat?</li> <li>2. Anong konsepto ang maiuugnay sa binasang kuwento at isinagawang dula?</li> <li>3. Paano pinatunayan sa dula ang kaugnayan ng pisikal na heograpiya at pamumuhay ng tao?</li> <li>4. Bakit mahalagang magkaroon ng kaalaman tungkol sa pisikal na katangian ng daigdig?</li> </ol>			/



				<p>2. Nakabuti ba ang pagbabagong ito sa pamumuhay ng mga sinaunang tao? Patunayan.</p> <p>3. Maipagmamalaki ba ng kasalukuyang henerasyon ang ginawang ito ng mga sinaunang tao? Pangatuwiran.</p> <p>4. Ano ang gustong ipahiwatig ng mga kongklusyon at ebidensiyang nakatala sa Tower of Hanoi Chart tungkol sa pag-unlad ng kultura ng mga sinaunang tao sa daigdig?</p>				
	5. Ano Ngayon? Chart	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 22</p> <p>1. Gaano kahalaga ang mga pag-unlad na naganap noong sinaunang panahon?</p> <p>2. Paano hinubog ng mga pagbabagong ito ang kasalukuyang pamumuhay ng tao?</p> <p>3. Sa iyong palagay, alin sa mga pagbabago sa pamumuhay ng tao ang may pinakamalaking epekto sa kasalukuyan?</p>	/			
	6. Archaeologist at Work!	APP-Inquiry	MAHISCO-COMP	<p>Pamprosesong Tanong, p. 24</p> <p>1. Ano ang kaugnayan ng mga artifact sa pagtukoy sa kultura ng mga taong nabuhay sa Catal Hüyük?</p> <p>2. Ano ang mga patunay na ang Catal Hüyük ay lumitaw noong panahong Neolitiko?</p> <p>3. Ano ang kongklusyong mabubuo batay sa paghahambing ng buhay sa Catal Hüyük at sa kasalukuyang pamumuhay?</p>	/			
3	1. Picture Frame	APP-Inquiry	ANAHISEVI-SEC	<p>Pamprosesong Tanong, p. 26</p> <p>1. Ano ang salitang mabubuo sa itaas ng mga frame?</p> <p>2. Batay sa mga guhit na nasa loob ng tatlong frame, ano ang iyong pagkakaunawa sa salitang "kabihanan?"</p>	/			
	2. WQF (Words, Questions, Facts) Diagram	APP-Inquiry	CRESUPHISAR-ARG	<p>2. Sa kahon ng "Q" (questions), bumuo ng 3-5 tanong na nais mong masagot tungkol sa paksa., p. 29</p>	/			

		APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 30</p> <ol style="list-style-type: none"> <li>1. Ano-anong katangiang pisikal ng mga sinaunang kabihasan ang may pagkakatulad sa isa't isa?</li> <li>2. Bakit nakaapekto ang mga anyong lupa at tubig ng isang lugar sa pagtataguyod ng kabihasan?</li> <li>3. Alin sa kalagayang heograpikal ng kabihasan ang may malaking impluwensiya sa pamumuhay ng mga taong nanirahan dito? Ipaliwanagang sagot.</li> </ol>	/	
	4. Geography Checklist	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 32</p> <ol style="list-style-type: none"> <li>1. Alin sa mga katangiang heograpikal ng mga sinaunang kabihasan ng daigdig ang may malaking pagkakatulad sa isa't isa?</li> <li>2. Bakit kaya karaniwang may magkakatulad na katangiang heograpikal ang mga sinaunang kabihasan?</li> <li>3. Ano ang epekto ng mga katangiang heograpikal sa pamumuhay ng mga sinaunang tao?</li> <li>4. Para sa iyo, alin sa mga katangiang heograpikal ng mga sinaunang kabihasan ang narapat na mapangalagaan? Ipaliwanag ang sagot.</li> </ol>	/	
	5. Complete It!	APP-Inquiry	CHRONOREAS-CAUS	<p>Pamprosesong Tanong, p. 33</p> <ol style="list-style-type: none"> <li>1. Paano nagsimula at nagwakas ang kabihasnang Mesopotamia?</li> <li>2. Sino-sino ang mga pinunong namahala sa Imperyo?</li> <li>3. Ano ang naging paraan ng kanilang pamamahala?</li> <li>4. Bakit sinasabing ang kasaysayan ng Mesopotamia ay "pag-usbong at pagbagsak ng mga kabihasan?"</li> </ol>	/	
	6. Tatak-Kabihasan sa Timog Asya	APP-Inquiry	ANAHISEVI-SEC	<p>Pamprosesong Tanong, p. 34</p> <ol style="list-style-type: none"> <li>1. Ano ang dalawang lungsod na umunlad sa lambak-ilog ng Indus?</li> <li>2. Paano mallalarawan ang pamumuhay ng mga tao sa panahong Vedic?</li> </ol>	/	



					4. Anong aral ang iyong natutuhan sa naging katangian at kakayahan ng mga sinaunang tao na mapaunlad ang kanilang pamumuhay?					
		11. Pagbuo ng Kabihasanan-Web Diagram	APP-Conceptual	NONE	Talakayin ang mahahalagang konseptong nakapaloob sa K-Web Dayagram., p. 39-40					/
		12. Kabihasanan Pathway Diagram	APP-Chrono-Them	ANAHISEVI-SEC	Batay sa pag-unawa sa binasang kasaysayan, kukumpletuhin ng mga miyembro ang Pathway Diagram sa pamamagitan ng paglalagay sa mahahalagang pangyayari ayon sa tamang pagkakasunud-sunod ng mga ito. p. 40-41	/				
		13. Gallery of Ancient Rulers	APP-Inquiry	MAHISCO-CONTEXT	Pamprosesong Tanong, p. 41 1. Ano ang mahalagang katangian ng napiling pinuno? 2. Bakit siya naging tanyag sa kasaysayan? 3. Maipagmamalaki ba ng inyong pangkat ang piniling pinuno? Ipaliwanag. 4. Para sa iyo, ano ang pinakamahalagang katangiang dapat taglayin ng isang pinuno? Ipaliwanag.	/				
		14. Kabihasanan-Ambag-Kabuluhan Organizer	APP-Inquiry	ANAHISEVI-SEC	Pamprosesong Tanong, p. 42 1. Ano-ano ang pamana/ambag ng mga sinaunang kabihasan sa daigdig? 2. Ano ang kabuluhan ng mga nabanggit na ambag sa pamumuhay ng mga sinaunang taong nanirahan sa kani-kanilang kabihasan? 3. Bakit maituturing na dakilang pamana ang mga ambag na ito?	/				
		15. Thank You Letter	APP-Integrative	MAHISCO-CONTEXT	Batay sa natutuhan ng mga mag-aaral tungkol sa bahaging ginampanan ng heograpiya sa pag-unlad ng mga sinaunang kabihasan sa daigdig, magpasulat ng liham pasalamat. p. 43	/				

		16. Maimpluwensiya ng Kabihasnan	APP-Inquiry	MAHISCO-CONTEXT	<p>Pamprossong Tanong, p. 44</p> <ol style="list-style-type: none"> <li>1. Sa anong aspekto ng pamumuhay ng mga Pilipino maiuugnay ang pamanang tinukoy sa diyagram?</li> <li>2. Ano ang kapakinabangang dulot ng naturang pamana sa mga Pilipino? Magbigay ng halimbawa.</li> <li>3. Bakit maimpluwensiya ang piniling pamana sa mga tao?</li> <li>4. Kung ikaw ay nabuhay sa kabihasnang nagkalob ng nasabing pamana, ano ang iyong reaksiyon?</li> <li>5. Ano ang iba pang bagay na maituturing na pamana ng mga sinaunang tao sa kasalukuyang kabihasnang? Bakit mo ito itinuring na isang pamana?</li> </ol> <p>Preservation of Cultural Heritage, p. 45</p>	/		
2	1	17. Pokus Ngayon: Preserbasyon ng mga Pamana ng mga Sinaunang Kabihasnan ng Daigdig	APP-Interdisciplinary	MAHISCO-CONTEXT	<p>1. Ano ang Gusto ko?</p> <p>2. I-R-F Chart</p> <p>3. Mapa-Suri</p> <p>4. Magbasa at Matuto</p> <p>Talakayin ang sagot ng mga mag-aaral sa pamamagitan ng gabay na tanong, p. 74</p> <p>Ipasagot ang bahaging "Initial Questions" ng Gawain 2., p. 74</p> <p>Mahalagang maunawaan ng mag-aaral ang kaugnayan ng heograpiya ng Greece sa pag-usbong ng kabihasnang ditto., p. 75</p> <p>Pure reading activity. p. 75</p>	/	/	/
			APP-Inquiry	ANAHISEVI-SEC		/		
			APP-Inquiry	ANAHISEVI-SEC		/		
			APP-Multidisciplinary	MAHISCO-COMP		/		
			NONE	NONE				/





	17. Rome... Sa Isang Tingin	APP-Inquiry	ANAHISEVI-SEC	Bakit matuturing na Kabihasnang Klasikal ang nabuong Kabihasnang mga Roman?, p. 82	/	
	18. Pagsulat ng Sanaysay	APP-Integrative	ANAHISEVI-SEC	Ang sagot sa gawaing ito ay batay sa pagkaunawa ng mag-aaral., p. 83	/	
	19. I-R-F Chart	APP-Inquiry	ANAHISEVI-SEC	Pabalikan sa mga mag-aaral ang tanong na inilalahad sa bahagi ng Alamin., p. 83	/	
	20. E-Postcard	APP-Integrative	MAHISCO-CONTEXT	Higit na mauunawaan ng mag-aaral ang aralin kung maunugnay ito sa kaniyang sariling karanasan at kakayahan. p. 83	/	
	21. I-R-F Chart	APP-Inquiry	ANAHISEVI-SEC	Sa puntong ito, ipasagot sa mga mag-aaral ang huling bahagi, ang "Final", p. 84	/	
2	1. Imbestigasaysayan	APP-Inquiry	ANAHISEVI-SEC	Ipalahad sa mga mag-aaral ang kaniilang sagot., p. 86	/	
	2. SKK-Paglalabay	APP-Inquiry	ANAHISEVI-SEC	Tanggapin ang lahat ng sagot at ipaalala na gawing gabay ang tanong sa susunod na bahagi ng gawain., p. 86	/	
	3. Sulyap sa Nakaraan	APP-Integrative	MAHISCO-COMP	Talakayin ang kaugnayan ng mga nakaraang aralin sa mga paksang tataalakayin sa Aralin 2., p. 86	/	
	4. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	Upang kawili-wili at malalim ang pagtalakay ng nilalaman, gamitin ang mapa at mga kaugnay na tanong, mga larawan, at graphic organizer na matatagpuan sa Yunit 2., pp. 86-87	/	
	5. Ipaliwanag Mo	APP-Conceptual	ANAHISEVI-SEC	Ang sagot sa bahaging ito ay batay sa pagkakunawa ng mag-aaral sa paksa., p. 87	/	
	6. Exit Card	APP-Integrative	ANAHISEVI-SEC	Layunin nitong masuri kung naunawaan ng mag-aaral ang nakaraang paksa., p. 87	/	
	7. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	Gamitin ang mapa, mga gabay na tanong, larawan at mga graphic organizer na bahagi ng teksto upang mapadali at mas maging malinaw ang pag-unawa sa teksto., p. 88	/	



				2. Bakit tinawag na Trans-Sahara ang kalakalan sa pagitan ng Carthage at Sudan? 3. Saang mga lugar maaaring umusbong ang kabihanan o imperyo? Bakit?					
	18. Magbasa at Matuto	APP-Conceptual	ANAHISEVI-SEC	Gamitin ang mapa, larawan, graphic organizer na makikita sa teksto upang higit na maunawaan ng mag-aaral ang nilalaman nito. Maaari ring gumamit ng mga multimedia devices sa pagtalakay ng nilalaman ng teksto.	/				
	19. History Makers	APP-Conceptual	ANAHISEVI-SEC	Punan ang talahanayan tungkol sa mahalagang nagawa ng mga pinuno ng bawat imperyo. P. 92	/				
	20. Triple Venn Diagram	APP-Conceptual	NONE	Ang nilalaman ng Triple Venn Diagram ay batay sa sagot ng mag-aaral. p. 92	/				/
	21. KKK	APP-Conceptual	ANAHISEVI-SEC	Punan ang talahanayan tungkol sa mga kontribusyon ng bawat imperyo at kahalagahan nito. p. 93	/				
	22. Magbasa at Matuto	APP-Conceptual	NONE	Gamitin ang mga larawan, mapa, at graphic organizer na makikita sa pagtalakay sa paksa., p. 93	/				/
	23. Pagsagot sa Chart	APP-Conceptual	NONE	Punan ang chart, p. 94	/				/
	24. Anong Konek?	APP-Inquiry	MAHISCO-CONTEXT	Bigyan sila ng laya na suriin kung aling bahagi ng kulturang Pilipino ang may kaugnayan o pagkakahawig sa kultura ng mga mamamayang nanirahan sa mga Pulo ng Pacific. Maaaring gumamit ng powerpoint presentation sa paglahad ng isinagawang pananaliksik. p. 94	/				
	25. Ang Aking Paglalakbay	APP-Inquiry	NONE	Maaaring balikan ang mga tanong at mga bahagi ng aralin na hindi pa gaanong naunawaan ng mag-aaral. Magsagawa ng reinforcement, re-teaching o magbigay ng karagandang Gawain sa mga bahagi ng paksa na hindi malinaw sa mag-aaral. p. 94	/				/

	26. AdBakit?	APP-Inquiry	MAHISCO-CONTEXT	Higit na maunawaan ng mag-aaral ang paksa kung ito ay maiugnay sa sariling karanasan at kakayahán. p. 95	/		
	27. Ang Aking Paglalakbay	APP-Inquiry	NONE	Suriin kung naharoon ng pagbabago at pag-unlad sa kaalaman at pag-unawa ng mag-aaral tungkol sa paksa. P. 95			/
3	1. Photo-Suri	APP-Inquiry	NONE	Talakayin ang sagot ng mga mag-aaral sa pamamagitan ng gabay na tanong, p. 97			/
	2. Anticipation-Reaction Guide	APP-Integrative	NONE	Ipaalala sa mag-aaral na ang layunin ng Gawain ay upang mataya ang kanilang dating kaalaman tungkol sa paksa. p. 97			/
	3. Daloy ng Kasaysayan	APP-Integrative	MAHISCO-COMP	Upang mapag-ugnay ang unang aralin at kasalukuyang aralin ng Yunit 2, hayaang balikan ng mag-aaral ang natutuhan sa pamamagitan ngpagsusuri ng kasunod na dayagram. p. 98	/		
	4. Magbasa at Matuto	NONE	NONE	Pure reading activity. p. 99			/
	5. Diyagram ng Aking Natutuhan	APP-Conceptual	NONE	Punan ang talahanayan ng mga katibayan/pagpapaliwanag			/
	6. 3-2-1 Chart	APP-Conceptual	NONE	Punan ang tsart ng kaukulang sagot. p. 100			/
	7. Sa Madaling Salita	APP-Inquiry	NONE	Atasan ang mga mag-aaral ng punan ang tsart ng isang maikling sanaysay na sasagot sa tanong. p. 100			/
	8. Magbasa at Matuto	NONE	NONE	Pure reading activity. p. 102			/
	9. Paggawa ng Timeline	APP-Chrono-Them	CHRONOREAS-PERIOD	Atasan ang mag-aaral na punan ang timeline. p. 102	/		
	10. Sa Madaling Salita	APP-Inquiry	CHRONOREAS-CAUS	Atasan ang mag-aaral na punan ang tsart ng isang maikling sanaysay na sasagot sa tanong. Magagabayan ang mag-aaral na bumuo ng	/		



					ang kaugnayan ng dalawang mahalagang konsepto sa kasaysayan. p. 107				
	19. Photo-Suri	APP-Inquiry	ANAHISEVI-SEC		Ipaalala sa mga mag-aaral na mahalagang bigyang-pansin ang mga katanungan bilang gabay sa pagsusuri. p. 107				/
	20. Magbasa at Matuto	APP-Inquiry	NONE		Aatasan din ang bawat pangkat na sagutin ang mga katanungan sa bawat kahon. p. 108				/
	21. Dahilan-Epekto	APP-Conceptual	ANAHISEVI-SEC		Ang sagot sa tsart ay batay sa pag-unawa ng mag-aaral. p. 108				/
	22. Sa Madaling Salita	APP-Inquiry	NONE		Atasan ang mag-aaral na punan ang tsart ng isang maikling sanaysay na sasagot sa tanong. Magagabayan ang mag-aaral na bumuo ng kongklusyon sa bawat aralin at ang lahat ng mabuong kongklusyon ay magagamit sa pagbuo ng pangkalahatang kongklusyon. p. 108				/
	23. Anticipation-Reaction Guide	APP-Integrative	NONE		Pabalikan sa mga mag-aaral ang mga pahayag na inilahad sa Alamin. p. 110				/
	24. Bumuo at Matuto	APP-Conceptual	NONE		Maaaring hatiin ang klase sa pangkat at atasan ang bawat pangkat na punan ang talahanayan. Kung maaari, hayaan ang mga mag-aaral na gumawa ng powerpoint presentation at ilahad sa klase ang output ng bawat grupo. p. 110				/
	25. Makasaysayang Paglalakbay	APP-Inquiry	ANAHISEVI-SEC		Ano ang kontibusyon ng iba't ibang panahon na tinalakay sa modyul na ito sa pag-unlad ng Pandaigdigang kamalayan? p. 112				/
	25. Video-Kasaysayan	APP-Interdisciplinary	ANAHISEVI-SEC		Isang video na nagpapakita ng pagmamalaki at pagpapahalaga sa isang pamana ng Klasikal at Transisyunal na Panahon. p. 113				/
3	1. Word Hunt	APP-Integrative	CHRONOREAS-CAUS		Ang gawaing ito ay naglalayong matukoy ang kaalaman ng mga mag-aaral tungkol sa mga salik sa paglakas ng Europe. p. 133				/

		2. Kilalamin Mo!	APP- Conceptual	ANAHISEVI-SEC	Magpakita ng larawang may kaugnayan sa mga salik sa paglaktas ng Europe. Magagamit din ang mga mungkahing larawan. Ipasuri ito sa mga mag-aaral. Pagkatapos ay ipasulat ang kanilang nalalaman tungkol sa mga larawan. p. 135	/		
		3. Think-Pair-Share	APP-Integrative	CHRONOREAS-CAUS	Ang gawaing ito ay naglalayong matukoy ang kaalaman ng mga mag-aaral tungkol sa paglaktas ng Europe. p. 137	/		
		4. Pamana ng Nakaraan	APP-Integrative	NONE	Ang gawaing ito ay balik-aral sa nakaraang aralin at paghahanda sa pagtalakay ng bagong paksa. p. 139			/
		5. Burgis Ka!	APP- Conceptual	ANAHISEVI-SEC	Matapos mabasa ng mga mag-aaral ang teksto, ipakumpleto sa kanila ang himihinging impormasyon ng cloud call out at concept map. p. 140	/		
		6. Magbasa at Matuto	APP-Inquiry	ANAHISEVI-SEC	Ipasagot sa kanila ang pamprosesong tanong sa ibaba upang mas malalim na matalakay ang mga konsepto ng kaugnay ng merkantilismo. p. 141	/		
		7. Hagdan ng Pag-unawa	APP-Inquiry	NONE	Gamitin ang pamprosesong tanong upang matalakay at maproseso ang gawaing ito. p. 142			/
		8. Discussion Web	APP-Inquiry	CRESUPHISAR-ARG	Talakayin ang tanong at bumuo ng ebidensya o suporta sa panig ng Oo at Hindi. p. 143		/	
		9. OO o HINDI!	APP-Integrative	NONE	Pagkatapos matalakay ang mga salik sa paglaktas ng Europe, tatayain ng gawaing ito kung naunawaan ng mga mag-aaral ang mahahalagang konsepto ng tinalakay. p. 145			/
		10. Magtutungan Tayo!	APP- Conceptual	NONE	Palagyan ng datos ang concept definition map para sa mas malinaw na daloy ng impormasyon. p. 147			/
		11. Palitan Tayo!	APP- Conceptual	NONE	Palagyan ng himihinging impormasyon ang Contrast-Compare Map, p. 150			/

	12. Tayain Mo!	APP- Multidisciplinary	MAHISCO- CONTEXT	Pagsasabuhay ng mga aral ng kinabibilangang relihiyon. p. 152	/	
	13. Think-Pair-Share Chart	APP-Integrative	NONE	Babalikan ng mag-aaral ang Think-Pair-Chare chart na dati nang sinagutan upang punan ang pinal na kasagutan at ang mga pinagkunan ng impormasyon. p. 152		/
	14. Pagnilayan Mo!	APP- Interdisciplinary	NONE	Ipabasa at ipasuri sa mga mag-aaral ang impormasyon tungkol sa pagpapalano ng pamilya na naglalaman ng magkaibang pananaw ng pamahalaan at simbahan. p. 154		/
	15. Ano ang Gusto Mo!	APP-Inquiry	MAHISCO- CONTEXT	Pamprosesong Tanong, p. 156 1. Ano ang iyong napuna sa nabuong mga poster/editorial cartoon? 2. Paano nakatulong sa iyong pang-araw-araw na buhay ang mga pamanang iniwan ng mga pangyayaring kaugnay ng paglakas ng Europe? 3. Paano ipinakita sa poster/editorial cartoon ang naitulong ng mga pamanang iniwan ng paglakas ng Europe sa transpormasyon ng ating daigdig sa kasalukuyan?	/	
	16. Salamin ng Aking Sarili	APP-Integrative	MAHISCO- CONTEXT	Pasulatin ang mga mag-aaral ng repleksiyon tungkol sa mga bagong kaalamang kanilang natutuhan, partikular sa naitulong ng mga kaalamang ito sa kanilang sarili bilang bahagi ng daigdig. Hikyayatin ang mga mag-aaral na balikan at isulat hindi lamang ang mga impormasyong kanilang natutuhan, kundi pati ang mga kasanayang kanilang napaunlad at mahahalagang aral na maiugnay nila sa tunay na buhay. p. 157	/	
2	1. Sasama Ka Ba!	APP-Inquiry	NONE	Pamprosesong Tanong, p. 161 1. Ano ang pabuyang posible mong matanggap kung sasama ka sa paglalayag? 2. Ano-anong panganib ang naghintay sa iyo sakaling sumama ka sa paglalayag?		/





	9. May Ginawa Ako! Ikaw Ba?	APP-Inquiry	MAHISCO-CONTEXT	<p>Pamprosesong Tanong, p. 170</p> <ol style="list-style-type: none"> <li>1. Sino-sino ang personalidad na inyong itinala?</li> <li>2. Ano-ano ang naging kontribusyon nila sa kanilang larangan?</li> <li>3. Paano nakatulong ang kanilang kontribusyon sa paglawak ng kapangyarihan ng Europe?</li> <li>4. Sa kasalukuyang panahon, paano tayo natutungan ng kanilang mga kontribusyon?</li> <li>5. Bilang isang mag-aaral, paano mo mabibigyang halaga ang naging kontribusyon nila?</li> </ol>	/		
	10. Magsurvey Tayo!	APP-Inquiry	NONE	<p>Pamprosesong Tanong, p. 171</p> <ol style="list-style-type: none"> <li>1. Alin sa mga kaisipang binanggit sa survey ang hindi mo naunawaan?</li> <li>2. Ano ang iyong naramdaman habang ginagawa ang pagsagot sa survey?</li> <li>3. Paano nakatulong ang survey na ito sa iyong pag-unawa ng aralin?</li> </ol>			/
	11. I-collage Mo Ako!	APP-Inquiry	MAHISCO-CONTEXT	<p>Pamprosesong Tanong, p. 173</p> <ol style="list-style-type: none"> <li>1. Ano ang iyong masasabi sa nabuong collage?</li> <li>2. Paano ipinakita sa collage ang naitulong ng mga pamanang iniwan sa kabihasnang mga rebolusyong naganap sa paglawak ng kapangyarihan ng Europe?</li> <li>3. Sa pang-araw-araw mong pamumuhay, paano nakatutulong sa iyo ang mga pamanang ito?</li> </ol>	/		
	12. Huwag Mo Akong Sakupin!	APP-Inquiry	ANAHISEVI-SEC	<p>Pasagutan din sa kamila ang mga tanong kaugnay ng teksto, p. 173</p> <p>Anong paraan ng pananakop ang ginamit ng mga Kanluranin sa West Indies, Australia, New Zealand, at Central America?</p>	/		
	13. Punuan Mo Ako!	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 174-175</p> <ol style="list-style-type: none"> <li>1. Bakit naganap ang ikalawang yugto ng imperyalismo at kolonisasyon?</li> <li>2. Bakit naging madali sa mga Kanluranin ang manakop sa mga bansa?</li> <li>3. Alin sa mga mananakop ang pinakamahasay mamahala? Patunayan.</li> </ol>	/		



					<p>2. Katanggap-tanggap ba ang paliwanag ni Pres. McKinley kung bakit nito sinakop ang Pilipinas? Bakit?</p> <p>3. Nakabuti ba sa ating bansa ang pagsakop ng mga Amerikano? Pangatuwiran.</p> <p>4. Sa kasalukuyang panahon, nararanasan pa rin ba ang impluwensiya ng mga Amerikano sa ating bansa? Patunayan.</p> <p>5. Sa panahong ito, paano ka makatutulong upang ipakita sa mundo na ang Pilipinas ay bansang may kakayahang pamahalaan at paunlarin ang sarili?</p> <p>Pamprosesong Tanong, p. 181</p> <p>1. Ano ang nararamdaman mo habang ginagawa mo ang sulat pasalamat at habang binabasa ng iyong kamag-aral at ng iba pa ang liham?</p> <p>2. Bilang isa sa mga nakikinabang sa mga pamanang ito sa kasalukuyan, paano mo ito mapapagyaman?</p> <p>3. Kung mabibigyan ka ng pagkakataon, anong bagay ang gusto mong maipamana sa susunod na henerasyon? Bakit?</p>				
			18. Salamat sa Iyo!	APP-Inquiry	MAHISCO-CONTEXT				
			19. Aking Repleksiyon!	APP-Integrative	MAHISCO-CONTEXT				
			1. Makinig, Mag-isip, Magpahayag (3Ms)	APP-Inquiry	MAHISCO-CONTEXT				
		3							



		5. Pulong-Isip	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 191</p> <ol style="list-style-type: none"> <li>Anu-ano ang pangyayaring nagbunsod sa pagsilang ng Rebolusyong Amerikano?</li> <li>Ano ang naging epekto ng labis na pagbubuwis ng Great Britain sa kamalayan ng mga Amerikano?</li> <li>Paano hinarap ng mga Amerikano ang malakas na puwersang militar ng Great Britain?</li> <li>Paano binago ng pananagumpay ng mga Amerikano ang tingin ng daigdig sa Great Britain? United States? Pangatuwiranan.</li> <li>Maihahantulad ba ang karanasang ito nang lumaban ang mga Pilipino para sa kalayaan mula sa mga mananakop? Pangatuwiranan.</li> </ol>	/	
	6. Diyagram ng Pag-unawa		APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 193</p> <ol style="list-style-type: none"> <li>Paano nakaapekto ang kalagayang paniipunan ng karamihang mamamayang Pranses sa pagsibol ng rebolusyon?</li> <li>Ano ang sinimbolo ng pagbagsak ng Bastille sa pamahalaang monarkiya?</li> <li>Naging makatuwiran ba ang paghingi ng mga Pranses sa pagbabago ng lipunan? Pangatuwiranan.</li> <li>Paano namuhay ang mga Pranses sa panahong rebolusyunaryo?</li> <li>Bakit hindi napigil ng puwersang monarkal ang rebolusyong Pranses?</li> <li>Paano kumalat ang kaisipang liberal sa kabuuan ng Europe?</li> <li>Paano binago ng Rebolusyong Pranses ang heograpiyang politikal ng Europe?</li> <li>May pagkakatulad ba ang karanasan ng mga ordinaryong Pranses sa mga Pilipino partikular sa pagsisingil ng mataas na buwis? Pangatuwiranan.</li> </ol>	/	

	7. Turn-Back Time (Timeline Plotting)	APP-Chrono-Them	CHRONOREAS-PERIOD	Pabuin ng timeline ang mga mag-aaral, p. 195				
	8. Malaala Mo Kaya?	APP-Inquiry	MAHISCO-CONTEXT	<p>Pamprosesong Tanong, p. 198</p> <ol style="list-style-type: none"> <li>1. Paano nakaapekto ang Rebolusyong Intelektuwal sa pagsibol ng damdaming nasyonalismo?</li> <li>2. Ano ang ginampanan ng mga kaisipang radikal sa Rebolusyong Ruso?</li> <li>3. Paanong nakatulong ang wikang Latin at relihiyong Katolisismo sa pag-usbong ng damdaming nasyonalismo sa Latin America?</li> <li>4. Naging madali ba ang pag-usbong ng damdaming nasyonalismo sa Africa?</li> </ol> <p>Patunayan ang iyong sagot.</p> <ol style="list-style-type: none"> <li>5. Batay sa karanasan ng mga bansa sa iba-ibang bahagi ng daigdig, kailan nadarama ang nasyonalismo?</li> <li>6. Ikaw, paano mo naipakikita ang iyong pagkamakabayan? Magbigay ng halimbawa.</li> </ol>	/			
	9. Who's Who in the Revolution? Personality and History	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 199</p> <ol style="list-style-type: none"> <li>1. Ibigay ang mga bagong impormasyong iyong nalaman sa gawaing isinagawa?</li> <li>2. Ano ang iyong naramdaman habang binabasa mo ang talambuhay ng mga personalidad na sangkot sa rebolusyon?</li> <li>3. Paano isinakatuparan ng mga taong ito ang mga radikal na ideya sa kanilang bansa.</li> <li>4. Sa iyong palagay, lubusan bang naisakatuparan ng mga personalidad na ito ang kanilang naisin? Pangatuwiran.</li> <li>5. Kung ikaw ang nasa kanilang posisyon, gagawin mo rin ba ang kanilang ginawa? Bakit oo? Bakit hindi?</li> </ol>	/			



4	1	1. Konseptong Nais Ko, Hulaan Mo	APP-Inquiry	MAHISCO-COMP	biograpiya ng mga indibidwal na bahagi ng aralin. pp. 204-205 Pamprosesong Tanong, p. 217 1. Ano ang mahihinuha sa salitang iyong nabuo? 2. May magkakaugnay bang salita? Kung mayroon, paano ito nagkaugnay? 3. Ano ang kaugnayan nito sa naganap na Unang Digmaang Pandaigdig?	/			
		2. Graphic Organizer	APP-Inquiry	MAHISCO-COMP	Pamprosesong Tanong, p. 218 1. Ano ang naging batayan mo sa pagsagot ng gawain? 2. Bakit kaya nagkakaroon ng digmaan? 3. Ipaliwanag ang mga posibleng mangyari sa panahon ng digmaan? 4. May pagkakatulad ba ang kasagutan mo sa kasagutan ng kaklase mo? Sa paanong paraan?	/			
		3. Larawang Suri	APP-Inquiry	MAHISCO-CONTEXT	Pamprosesong Tanong, p. 219 1. Ano ang ideyang ipinakikita ng mga larawan? 2. Kung magiging saksi ka sa ganitong pangyayari, ano ang posible mong maramdaman? 3. Paano kaya maiwasan ang mga digmaan sa daigdig?	/			
		4. Story Map	APP-Inquiry	ANHISEVI-SEC	Pamprosesong Tanong, p. 220 1. Sino-sinong pinuno ang nanguna sa Unang Digmaang Pandaigdig? 2. Saang bahagi ng daigdig naganap ang pinakamainit na labanan? 3. Ipaliwanag ang simula, mahahalagang labanan, mga kasunduang naganap, at naging wakas ng Unang Digmaang Pandaigdig. 4. Paano nakaapekto ang digmaanang ito sa mundo?	/			
		5. Pangkat Namin: The Best Ito	APP-Inquiry	CHRONOREAS-CAUS	Pamprosesong Tanong, p. 221 1. Ano-ano ang dahitan ng Unang Digmaang Pandaigdig? 2. Ilarawan ang mahahalagang pangyayaring naganap sa Unang Digmaang Pandaigdig	/			

					<p>3. Bakit napilitan ang United States na makisangkot sa digmaan?</p> <p>4. Ipalawanag ang epekto o bunga ng Unang Digmaang Pandaigdig?</p> <p>5. Nakabuti ba ang usapang pangkapayapaan na pinangunahan ng Alyadong Bansa? Bakit?</p> <p>6. Bakit nagkaroon pa rin ng lihim na kasunduan na lingid kay Pangulong Wilson?</p> <p>7. Bakit hindi naging kasiya-siya sa ibang bansang kasangkot sa Unang Digmaang Pandaigdig ang kasunduan sa Versailles?</p> <p>8. Paano nagsikap ang mga pinuno ng mga bansa na wakasan ang Unang Digmaang Pandaigdig?</p>			
	6. Kapayapaan, Hangad ko	APP-Inquiry	CRESUPHISAR-ARG	<p>Pamprosesong Tanong, p. 223</p> <p>1. Paano ipinakita ng mga lider ang kanilang paghahangad sa kapayapaan?</p> <p>2. Kung isa ka sa kanila, gagawin mo rin ba ang kanilang ginawa? Bakit?</p> <p>3. Sa iyong palagay, epektibo ba ang kanilang hakbang upang makamit ang tunay na kapayapaan?</p>	/			
	7. Magpaliwanag	APP-Integrative	MAHISCO-COMP	<p>Ipalawanag ang kahulugan ng bawat pahayag sa pamamagitan ng pag-uugnay nito sa paksang tinalakay. p. 223</p>	/			
	8. Islogan Ko, para sa Bayan	APP-Interdisciplinary	MAHISCO-CONTEXT	<p>Pagawain ang mga mag-aaral ng islogan na nagpapahiwatig ng kanilang matinding pagtutol sa mga kaguluhan at digmaan sa daigdig.</p>	/			
	9. Imahinasyon Ko sa Mapayapang Mundo	APP-Inquiry	MAHISCO-COMP	<p>Pamprosesong Tanong, pp. 226-227</p> <p>1. Ano ang mensaheng nais ipabatid ng awit (Imagine by John Lennon)?</p> <p>2. Aling bahagi ng awit ang pumukaw nang lubos sa iyong pansin? Bakit?</p> <p>3. Paano mo ilalarawan ang isang bagong daigdig batay sa awitin?</p> <p>4. Sa iyong palagay, posible kayang magkaroon ng tunay na pagkakaisa, kapayapaan, at pagtutulungan ang mga bansa sa daigdig? Ipalawanag.</p>	/			



		6. Up the Stairs Timeline	APP-Chrono- Them	CHRONOREAS- PERIOD	Upang matiyak ang pag-unawa ng mga mag-aaral sa mahahalagang pangyayaring nagbigay-daan sa Ikalawang Digmaang Pandaigdig, ipagagawa ang Up the Stairs Timeline. p. 236	/		
		7. Tri-Story	APP-Inquiry	MAHISCO-COMP	Pamprosesong Tanong, p. 238 1. Bakit lumaganap sa ibang kontinente ang digmaan? 2. Bakit sumali ang United States sa digmaan? 3. Kung ikaw ang pangulo ng America ng panahong iyon, luhob ka rin ba sa panganib?	/		
		8. History Frame	APP-Inquiry	CHRONOREAS- CAUS	Pamprosesong Tanong, p. 239 1. Anong pangyayari sa Ikalawang Digmaang Pandaigdig ang tumatak sa iyong isipan? 2. Para sa iyo, ano ang pangkabuuang aral sa naganap na Ikalawang Digmaang Pandaigdig? 3. Paano nakaapekto ang Ikalawang Digmaang Pandaigdig sa larangan ng kabuhayan, politika at kultura ng mga bansang nasangkot o kabilang sa digmaan?	/		
		9. Semantic Web	APP-Inquiry	CHRONOREAS- CAUS	Pamprosesong Tanong, p. 240 1. Ano ang layunin ng United Nations? Nakatulong ba ito upang mawakasan ang Ikalawang Digmaang Pandaigdig? 2. Sa kasalukuyan ano ang ginagawang mga hakbang nito upang maisulong ang kapayapaan sa daigdig? 3. Paano pinanatili ng United Nations ang pagsusulong ng kapayapaan at pagkakaisa sa daigdig?	/		
		10. I-R-F Chart	APP-Inquiry	CHRONOREAS- CAUS	Ipasulat ang Refined na kasagutan ng mga mag-aaral tungkol sa tanong na: "Sa kabila ng pagsisikap ng mga bansa na wakasan ang Unang Digmaang Pandaigdig at magkaroon ng kapayapaan, bakit nagkaroon pa rin ng Ikalawang Digmaang Pandaigdig?"	/		





				7. Paano pinamahalaan ni Hitler ang Germany sa ilalim ng ideolohiyang Nazism? 8. Sa iyong palagay, nakabuti ba ang Fascism, Komunismo, at Nazism sa buhay ng karaniwang tao sa Russia, Italy, at Germany? Bakit? 9. Ipaliwanag ang mga salik na nagbigay daan upang yakapin ng mga bansa ang kanilang ideolohiya. 10. Ano ang bahaging ginagampanan ng puwersang demokrasya at komunismo sa kalagayan ng tao? 11. Paano nagkakaiba-iba ang ideolohiyang sinusunod ng mga bansa? 12. Paano nauugnay ang puwersang pangkabuhayan ng bansa sa kalagayang politikal nito?				
	8. Triad Web	APP-Conceptual	MAHISCO-COMP	Sa tulong ng Triad Web, paghambingin ang personalidad at katangian ng tatlong pinuno. Isulat sa tatsulok ang magkakatulad na paniniwala ng tatlong pinuno at sa tatlong bilog ang kanilang pagkakaiba. p. 253	/			
	9. Punto Por Punto	APP-Inquiry	CRESUPHISAR-ARG	Aling ideolohiya ang dapat pairalin sa Pilipinas? Demokrasya o Komunismo?, p. 254	/			
	10. Pag-Isipan Mo, Araling Ito	APP-Conceptual	MAHISCO-COMP	Ipasulat sa cloud callout ang mga salita at terminolohiyang may kaugnayan sa paksa. p. 255	/			
	11. Compare and Contrast	APP-Conceptual	MAHISCO-COMP	Paghambingin ang demokrasya at komunismo gamit ang graphic organizer. p. 256	/			
	12. Discussion Web	APP-Inquiry	CRESUPHISAR-ARG	Sagutin ang core question ng Oo o Hindi. Kung sang sagot ay Oo, isulat ang paliwanag ng sagot sa ilalim ng Oo. Kung ang sagot ay Hindi, isulat ang paliwanag sa ilalim ng Hindi. p. 257	/			







