

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

Grade: 11/12

Subject Title: Empowerment Technologies (for the Strand)

No. of Hours/ Semester: 80 hours/ semester

Prerequisite (if needed):N/A

Description: Information and communication technologies as a tool for curating, contextualizing, collaborating, and creating content and experiences for learning in the professional tracks.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>QUARTER 1 WEEKS 1–2</p> <p>Information and Communication Technology covering the topics of:</p> <ol style="list-style-type: none"> 1. The current state of ICT technologies (i.e., Web 2.0, 3.0, convergent technologies, social, mobile, and assistive media) 2. Online systems, functions, and platforms 	<p><i>The learners demonstrate an understanding of:</i></p> <p>ICT in the context of global communication for specific professional track</p>	<p><i>The learners shall be able to:</i></p> <p>at the end of the 2-week period independently compose an insightful reflection paper on the nature of ICT in the context of their lives, society, and professional tracks (Arts, Tech-Voc, Sports, Academic)</p>	<p><i>The learners:</i></p> <ol style="list-style-type: none"> 1. compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges 	<p>CS_ICT11/12-ICTPT-Ia-b-1</p>
<p>Online safety, security, ethics, and etiquette</p>			<ol style="list-style-type: none"> 2. apply online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks 	<p>CS_ICT11/12-ICTPT-Ia-b-2</p>
<p>Contextualized online search and research skills</p>			<ol style="list-style-type: none"> 3. use the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational 	<p>CS_ICT11/12-ICTPT-Ia-b-3</p>

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			challenges	
<p>WEEKS 3–4</p> <p>Applied productivity tools with advanced application techniques</p> <p><i>These advanced tools and techniques currently include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Mail merge and label generation 2. Custom animations and timing 3. Hyperlinking in presentations 4. Integrating images and external material in word processors 5. Embedded files and data 6. Advanced and complex formulas and computations 	<p><i>The learners demonstrate an understanding of:</i></p> <p>the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks</p>	<p><i>The learners shall be able to:</i></p> <p>at the end of the 2-week period independently apply advanced productivity tools to create or develop ICT content for use in specific professional tracks</p> <p><i>These may be in the form of, but not limited to:</i></p> <ol style="list-style-type: none"> 1. Calculating spread sheet of athletic statistics (Sports) 2. Layout of catalogue of creative works (Arts) 3. Materials/ ingredients projections for batches of baked goods (Tech- Voc) 4. Letterhead/ business card design (Business/ Academic) 	<p><i>The learners:</i></p> <p>4. uses common productivity tools effectively by maximizing advanced application techniques.</p>	CS_ICT11/12-ICTPT-Ic-d-4
			<p>5. creates an original or derivative ICT content to effectively communicate or present data or information related to specific professional tracks.</p>	CS_ICT11/12-ICTPT-Ic-d-5
<p>WEEKS 5–6</p> <p><i>Imaging and Design For the Online Environment covering the topics of</i></p> <ol style="list-style-type: none"> 1. Basic principles of graphics and layout 	<p>how to manipulate text, graphics, and images to create ICT content intended for an online environment</p>	<p>at the end of the 2-week period independently apply the techniques of image manipulation and graphic design to create original or derivative ICT content from existing images, text and graphic</p>	<p>6. evaluate existing websites and online resources based on the principles of layout, graphic, and visual message design.</p>	CS_ICT11/12-ICTPT-Ie-f-6

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2. Principles of visual message design using infographics 3. Online file formats for images and text 4. Principles and basic techniques of image manipulation 5. Basic image manipulation using offline or open-source software 6. Combining text, graphics, and images 7. Uploading, sharing, and image hosting platforms <i>Usable platforms/ applications currently include but are not limited to:</i> 1. <i>Google Sketch Up (freeware)</i> 2. <i>GIMP (open source/ freeware)</i>		elements for use in specific professional tracks. <i>These may be in the form of, but not limited to:</i> 1. <i>Team/ athlete/ league recruitment posters (Sports)</i> 2. <i>Logo or crest for a community, school organization or barkada (Arts)</i> 3. <i>Labeling and manual of operation for tools and equipment (Tech-Voc)</i> 4. <i>Presentation of cafeteria patronage data (Business/ Academic)</i>	7. use image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose	CS_ICT11/12-ICTPT-Ie-f-7
			8. create an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks	CS_ICT11/12-ICTPT-Ie-f-8
WEEKS 7–8 Online platforms as tools for ICT content development covering the topics of: 1. The nature and purposes of online platforms and applications 2. Basic web design principles and elements 3. Web page design using templates and online WYSIWYG platforms	the principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks	at the end of the 2-week period independently apply the principles and techniques of design using online creation tools, platforms, and applications to create original or derivative ICT content for use in specific professional tracks <i>These may be in the form of, but not limited to:</i> 1. <i>Survey instruments using Google forms (Business/</i>	9. evaluate existing online creation tools, platforms and applications in developing ICT content for specific professional tracks	CS_ICT11/12-ICTPT-Ig-h-9
			10. apply web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks	CS_ICT11/12-ICTPT-Ig-h-10

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<p><i>These online platforms currently include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>Presentation/ visualization (Prezi, Soho, Slideshare, mindmeister)</i> <i>Cloud computing (Google Drive, Evernote, Dropbox)</i> <i>Social Media (Twitter, Facebook, Tumblr)</i> <i>Web Page Creation (Wix, Weebly)</i> <i>File Management (zamzar, word2pdf)</i> <i>Mapping (Google Maps, Wikimapia)</i> 		<p><i>Academic)</i></p> <ol style="list-style-type: none"> <i>Athletic match-ups and league standings using Mindmeister (Sports)</i> <i>Catalogues/Swatches/ options for products and services using Prezi (Tech-Voc)</i> <i>Online photo album of artistic works or photographs using Picasa (Arts)</i> <i>Online music production using Sibelius (Music)</i> 	<ol style="list-style-type: none"> create an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional tracks 	<p align="center">CS_ ICT11/12-ICTPT-Ig-h-11</p>
<p>WEEKS 9–10</p> <p>Collaborative development of ICT content covering the topics of:</p> <ol style="list-style-type: none"> Team structure and dynamics for ICT content Online collaborative tools and processes Project management for ICT content Curating existing content for use on the web <p><i>Online collaborative tools that may be used currently include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>Google Docs/ MS Office 365</i> 	<p>the key learnings from the previous weeks, which they will synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner</p>	<p>at the end of the 2-week period and quarter collaboratively develop an online portal or website to showcase and share existing and previously developed content</p> <p><i>These may be in the form of, but not limited to:</i></p> <ol style="list-style-type: none"> <i>Online newsletter</i> <i>Blog</i> <i>Issuu online "magazine"</i> 	<ol style="list-style-type: none"> evaluate the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or intended audience/ viewer of an ICT project share and showcase existing or previously developed material in the form of a collaboratively designed newsletter or blog site intended for a specific audience or viewer 	<p align="center">CS_ ICT11/12-ICTPT-Ii-j-12</p> <p align="center">CS_ ICT11/12-ICTPT-Ii-j-13</p>

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<p>2. Prezi 3. Google Chat/ Hangouts 4. Skype/ Viber/ Kakao Talk/ WeChat/ Line</p> <p><i>Platforms that may be currently used to host newsletters and similar ICT content include but are not limited to:</i></p> <p>1. Presentation/ visualization (Prezi, Soho, Slideshare, Mindmeister) 2. Cloud computing (Google Apps) 3. Social Media (Facebook Pages, Tumblr) 4. Web Page Creation (Wix, Weebly) 5. Blog sites (Blogger, Wordpress, Livejournal, Issuu)</p>				
<p>QUARTER 2 WEEK 11</p> <p>Multimedia and ICTs covering the topics of:</p> <p>1. Rich content in the online environment and the user experience 2. multimedia and interactivity 3. Web 2.0, Web 3.0, and user participation in the web</p> <p><i>Types of rich and multimedia content currently include but</i></p>	<p><i>The learners demonstrate an understanding of:</i></p> <p>how rich media content and interactivity affects and changes the user experience in the delivery and consumption of ICT content</p>	<p><i>The learners:</i></p> <p>at the end of the week independently assess one's experience along a range of online rich content on the basis of the usability of the interface</p>	<p><i>The learners:</i></p> <p>14. explore the principles of interactivity and rich content in the context of Web 2.0 and the participation of the user in the online experience</p>	<p>CS_ICT11/12-ICTPT-IIk-14</p>

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<p><i>are not limited to:</i></p> <ol style="list-style-type: none"> 1. <i>Video and audio, embedded and on-demand</i> 2. <i>Online games, tests, and courseware</i> 3. <i>Web-, game-, pod-, and vod-casting</i> 				
<p>WEEK 12</p> <p>ICTs as platform for change covering the topics of:</p> <ol style="list-style-type: none"> 1. ICT as medium for advocacy and developmental communication 2. The social power of social media 3. Digital citizenship and the Filipino people <p><i>Samples of this phenomenon include but are not limited to:</i></p> <ol style="list-style-type: none"> 1. <i>EDSA and Cardinal Sin's call to action via radio broadcast</i> 2. <i>EDSA Dos and the use of text messaging to mobilize people</i> 3. <i>Million People March against Pork barrel via Facebook</i> 4. <i>Disaster relief operations and mobilization via Internet and text brigades</i> 	<p>ICT as a tool, medium, and force in bringing about action and mobilize change in a population, society, or culture.</p>	<p>at the end of the week independently articulate how ICT tools and platforms have changed the way people communicate, and how social change has been brought about by the use of ICTs</p>	<ol style="list-style-type: none"> 15. share anecdotes of how he/she has used ICTs to be part of a social movement, change, or cause to illustrate aspects of digital citizenship 	<p align="center">CS_ ICT11/12-ICTPT-III-15</p>

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<p>Weeks 17–18</p> <p>Publishing an ICT Project covering the topics of:</p> <ol style="list-style-type: none"> 1. Uploading and website management 2. Promotion, traction and traffic monitoring 3. Evaluation through user feedback/ interaction 	<p>how to manage an online ICT Project for Social Change</p>	<p>at the end of the 2-week period independently and collaboratively co-manage an online ICT Project for Social Change through available tools, resources, and platforms</p>	<p>20. demonstrate how online ICT Projects for Social Change are uploaded, managed, and promoted for maximum audience impact</p>	CS_ ICT11/12-ICTPT-IIq-r20
			<p>21. generate a technical report interpreting data analytics, e.g. Google, Facebook, or similar traffic data on the general aspects of search visibility, reach, and virality</p>	CS_ ICT11/12-ICTPT-IIq-r21
<p>WEEK 19</p> <p>Sustaining an ICT Project for Social Change covering the topics of:</p> <ol style="list-style-type: none"> 1. Updating content and maintaining traffic to an ICT Project for Social Change 2. Monitoring social impact of advocacies communicated via an ICT Project for Social Change 	<p>how to maintain and sustain the operation of an ICT Project for Social Change</p>	<p>at the end of the week independently evaluate the performance of an advocacy via an ICT Project for Social Change through available monitoring tools and evaluating techniques such as user interviews, feedback forms, and Analytics data</p>	<p>22. generate a report on the performance of their ICT Project for Social Change on the basis of data gathered from available monitoring tools and evaluating techniques</p>	CS_ ICT11/12-ICTPT-IIIs-22
<p>WEEK 20</p> <p>Reflecting on the ICT learning process covering the topics of:</p>	<p>how to reflect on the nature of ICT and the manner by which the learning process has changed his/her world view.</p>	<p>at the end of the week independently reflect on the ICT learning process and how his/her world view has evolved over the past semester</p>	<p>23. create a reflexive piece or</p>	

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ICT, the self, and society		<i>Outputs during this week may be in the form of, but not limited to:</i> <ol style="list-style-type: none"> 1. <i>Video blog</i> 2. <i>Presentation or image gallery</i> 3. <i>Website</i> 4. <i>Illustrated document</i> 5. <i>Podcast or webcast</i> 	output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester	CS_ICT11/12-ICTPT-IIt-23

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Code Book Legend

Sample: **CS_ ICT11/12-ICTPT-IIIt-23**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Applied Track Subject_ICT	CS_ ICT11/12
	Grade Level	Grade 11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Empowerment Technologies (for the Strand)	ICTPT
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	II
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week 20	t
			-
Arabic Number	Competency	create a reflexive piece or output using an ICT tool, platform, or application of choice on the learning experience undergone during the semester	23