

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

Grade: 11/12

Core Subject Title: Introduction to the Philosophy of the Human Person

Semester: 1

No. of Hours/ Semester: 80

Pre-requisite:

Core Subject Description: An initiation to the activity and process of philosophical reflection as a search for a synoptic vision of life. Topics to be discussed include the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, being unto death.

Course objectives: At the end of the course, the student should be able to:

1. Reflect on their daily experiences from a holistic point of view
2. Acquire Critical and Analytical Thinking skills
3. Apply their critical and analytical thinking skills to the affairs of daily life
4. Become truthful, environment-friendly and service-oriented
5. Actively committed to the development of a more humane society
6. Articulate their own philosophy of life

Over-all Standard for Grade 12: The learner should be able to demonstrate a capacity for a critical and analytical reflection from the perspective of a holistic and profound vision of life.

First Grading Period: The meaning and method of doing philosophy in relation to the human person as an embodied being in the world and the environment

Standard Content: The student should be able to show an understanding of the activity of doing philosophy of the human person as an embodied being in the world and the environment

Foundational Concept: Understanding the meaning and process of doing philosophy of the human person as an embodied being in the world and the environment as a means towards a holistic understanding of life.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|------------------------------|---|--|--|------------------------|
| 1. Doing Philosophy | The learner understands the meaning and process of doing philosophy | The learner reflects on a concrete experience in a philosophical way | 1.1. Distinguish a holistic perspective from a partial point of view | PPT11/12-Ia-1.1 |
| | | | 1.2. Recognize human activities that emanated from deliberate reflection | PPT11/12-Ib-1.2 |
| | | | 1.3. Realize the value of doing philosophy in obtaining a broad perspective on life | PPT11/12-Ib-1.3 |
| | | | 1.4. Do a philosophical reflection on a concrete situation from a holistic perspective | PPT11/12-Ic-1.4 |
| 2. Methods of philosophizing | The learner demonstrates various | The learner evaluate opinions | 2.1. Distinguish opinion from truth | PPT11/12-Ic-2.1 |
| | | | 2.2. Analyze situations that show the difference | PPT11/12-Id-2.2 |

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|---|---|--|---|------------------------|
| | ways of doing philosophy | | between opinion and truth | |
| | | | 2.3. Realize that the methods of philosophy lead to wisdom and truth | PPT11/12-Id-2.3 |
| | | | 2.4. Evaluate opinions | PPT11/12-Ie-2.4 |
| 3. The human person as an embodied spirit | The learner understands the human person as an embodied spirit | The learner distinguishes his/her own limitations and the possibilities for his/her transcendence | 3.1. Recognize own limitations and possibilities | PPT11/12-If-3.1 |
| | | | 3.2. Evaluate own limitations and the possibilities for their transcendence | PPT11/12-Ig-3.2 |
| | | | 3.3. Recognize how the human body imposes limits and possibilities for transcendence | PPT11/12-Ih-3.3 |
| | | | 3.4. Distinguish the limitations and possibilities for transcendence | PPT11/12-Ii-3.4 |
| 4. The human person in their environment | The learner understands the interplay between humans and their environments | The learner is able to demonstrate the virtues of prudence and frugality towards his/her environment | 4.1. Notice disorder in an environment | PPT11/12-Ii-4.1 |
| | | | 4.2. Notice things that are not in their proper place and organize them in an aesthetic way | PPT11/12-Ii-4.2 |
| | | | 4.3. Show that care for the environment contributes to health, well-being and sustainable development | PPT11/12-Ij-4.3 |
| | | | 4.4. Demonstrate the virtues of prudence and frugality towards environments | PPT11/12-Ij-4.4 |

Second Grading Period: Human Living

Standard Content: The learner is able to show an understanding of philosophy within the context of the human person as free, intersubjective, immersed in society and oriented towards death.

Fundamental Concept: The learner is able to understand that doing philosophy within the context of the human person as free, intersubjective, immersed in society, and oriented towards their impending death will lead to a deeper understanding of the human person.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--------------------------------|--|--|--|-------------------------|
| 5. Freedom of the human person | The learner understands the human person's freedom | The learner shows situations that demonstrate freedom of | 5.1. Realize that "all actions have consequences." | PPT11/12-IIa-5.1 |
| | | | 5.2. Evaluate and exercise prudence in choices | PPT11/12-IIa-5.2 |
| | | | 5.3. Realize that: | PPT11/12-IIb-5.3 |

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| | | choice and the consequences of choices | a. Choices have consequences b. Some things are given up while others are obtained in making choices | |
| | | | 5.4. Show situations that demonstrate freedom of choice and the consequences of their choices | PPT11/12-IIc-5.4 |
| 6. Intersubjectivity | The learner understands intersubjective human relations | The learner performs activities that demonstrate an appreciation for the talents of persons with disabilities and those from the underprivileged sectors of society | 6.1. Realize that intersubjectivity requires accepting differences and not to imposing on others | PPT11/12-IIc-6.1 |
| | | | 6.2. Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society | PPT11/12-IIId-6.1 |
| | | | 6.3. Explain that authentic dialogue means accepting others even if they are different from themselves | PPT11/12-IIId-6.3 |
| | | | 6.4. Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society | PPT11/12-Iie-6.4 |
| 7. The Human Person in Society | The learner understands the interplay between the individuality of human beings and their social contexts | The learner evaluates the formation of human relationships and how individuals are shaped by their social contexts | 7.1. Recognize how individuals form societies and how individuals are transformed by societies | PPT11/12-IIIf-7.1 |
| | | | 7.2. Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual) | PPT11/12-IIg-7.2 |
| | | | 7.3. Explain how human relations are transformed by social systems | PPT11/12-IIg-7.3 |
| | | | 7.4. Evaluate the transformation of human relationships by social systems and how societies transform individual human beings. | PPT11/12-IIh-7.4 |
| 8. Human persons as oriented towards their impending death | The learner understands human beings as oriented towards their impending death | The learner writes a philosophical reflection on the meaning of his/her own life | 8.1. Recognize the meaning of his/her own life | PPT11/12-IIh-8.1 |
| | | | 8.2. Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life | PPT11/12-IIi-8.2 |
| | | | 8.3. Explain the meaning of life (where will all these lead to) | PPT11/12-IIi-8.3 |
| | | | 8.4. Reflect on the meaning of his/her own life. | PPT11/12-IIi-8.4 |

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Code Book Legend

Sample: PPT12-Ia-1.1

| LEGEND | | SAMPLE | |
|--|---|---|-----------------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Introduction to Philosophy of the Human Person | PPT11/12 |
| | Grade Level | Grade 11 or 12 | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | First Quarter | I |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week one | a |
| | | | - |
| Arabic Number | Competency | Distinguish a holistic perspective from a partial point of view | 1.1 |

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References:

<http://pilosopotasyo.tripod.com/agnes.html>

<http://pilosopotasyo.tripod.com/albert.html>

<http://pilosopotasyo.tripod.com/boris.html>

<http://pilosopotasyo.tripod.com/conscience.pdf>

<http://pilosopotasyo.tripod.com/ekon.html>

<http://pilosopotasyo.tripod.com/etika.html>

<http://pilosopotasyo.tripod.com/excon.html>

<http://pilosopotasyo.tripod.com/exordine.html>

<http://pilosopotasyo.tripod.com/ferriols2.pdf>

<http://pilosopotasyo.tripod.com/halagangmoral.html>

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<http://pilosopotasyo.tripod.com/telos.html>

<http://pilosopotasyo.tripod.com/totoo.html>

<http://pilosopotasyo.tripod.com/una.html>