 Republic of the Philippines
Department of Education

DepEd Complex, Meralco Avenue

Pasig City

K to 12 Curriculum Guide

PHYSICAL EDUCATION

(Grade 1 to Grade 10)

August 2013

**K TO 12 PHYSICAL EDUCATION**

**CURRICULAR FRAMEWORK**

K to 12 Basic Education Program: An Overview

Essentially, the K to 12 curriculum proposed in 2011 seeks to develop 21st century skills among its learners. These include the cognitive skills of critical thinking, problem-solving and creative thinking; the social or interpersonal skills of communication, collaboration, leadership and cross-cultural skills; self- management skills of self-monitoring and self-direction, as well as task or project management skills, and personal characteristics typified in ethics, civic responsibility and accountability.

The Curricular Philosophy of the K to 12 PE Curriculum

Fitness and movement education content dominates the K to 12 PE curriculum. It is comprised of value, knowledge, skills and experiences in physical activity participation in order to (1) achieve and maintain health-related fitness (HRF), as well as (2) optimize health. In particular, it endeavors to instill an understanding of why HRF is important so that the learner can translate HRF knowledge into action. Self-management is thus, an important skill. In addition, it has been recognized that fitness and healthy PA behaviors must take the family and other environmental settings (e.g. school, community and larger society) into consideration. This curricular orientation is a paradigm shift from the previous sports-dominated PE curriculum aimed at athletic achievement.

Learning Approaches

In the early grades the child is taught the ‘what’ and ‘how’ of the movement. This progresses to an understanding of the ‘why’ of the movement which is achieved by developing more mature movement patterns and motor skills in a wide range and variety of exercise, sports and dance activities to specifically enhance fitness parameters. Finally, the learner builds on these knowledge and skills in order to plan, set goals and monitor his participation in physical activities (exercise, sports and dance) and constantly evaluate how well he has integrated this into his personal lifestyle. This implies the provision of ongoing and developmentally-appropriate activities so that the learners can practice, create, apply and evaluate the knowledge, understanding and skills necessary to maintain and enhance their own as well as other’s fitness and health through participation in physical activities.

The curriculum also allows for an inclusive approach that understand and respect the diverse range of learners which takes into account their needs, strengths and abilities. This is to ensure that all learners have equivalent opportunities and choices in Physical Education.

The curriculum therefore emphasizes knowing the ‘what’, ‘how’ and ‘why’ of movement. It focuses on developing a learner’s understanding of how the body responds, adjusts and adapts to physical activities. This will equip the learner to become self-regulated and self-directed because he knows what he ought to do and actually does it; and he is equally confident in influencing his own peers, family, immediate community, and ultimately, his society. These are all valuable 21st century skills which the K to 12 PE curriculum aspires for.

The K to 12 PE curriculum prioritizes the following standards:

1. Habitual physical activity participation to achieve health-enhancing fitness.
2. Competent in movement and motor skills requisite to various physical activity performance.
3. Value physical activities for enjoyment, challenges and social interaction.
4. Understand various movement concepts, principles, strategies and tactics as they apply to the learning of physical activity.

Learning Strands

 The program has five learning strands:

1. Body management which includes body awareness, space awareness, qualities and relationships of movements and how these are used dynamically in various physical activities.
2. Movement skills relate to the fundamental movement patterns and motor skills that form the basis of all physical activities.
3. Games and sports comprise simple, lead-up and indigenous games; as well as individual, dual and team sports in competitive and recreational settings.
4. Rhythms and dances include rhythmical movement patterns; the promotion and appreciation of Philippine folk dance, indigenous and traditional dances as well as other dance forms.
5. Physical fitness includes assessment through fitness tests and records, interpreting, planning and implementing appropriate programs that support fitness and health goals.

 Learning Outcomes

The K to 12 PE curriculum supports the students in accessing, synthesizing and evaluating information, making informed decisions, enhancing and advocating their own and others’ fitness and health. The knowledge, understanding and skills underpin the competence, confidence and commitment required for all students who live and active life for fitness and health.

**PHYSICAL LITERACY**

Fundamental

Movement Skills

Fundamental

Motor skills

Activity-specific

Activity

**Rhythms & Dances**

**Games & Sports**

MOVE TO LEARN, LEARN TO MOVE

**A graduate who lives an active life for fitness and lifelong health**

**Body Management**

 **K ----1---2---3---4---5---6---7---8----9---10---11---12**

Activity-Based

Developmentally Appropriate

Standard based

Integrated

Inclusive

.

**Figure 1. The Conceptual Framework of Physical Education**

Learning Area Standard

|  |
| --- |
| The learner demonstrates understanding of the concept of physical fitness and physical activity in achieving, sustaining, and promoting an active life for fitness and health  |

Key Stage Standards

|  |  |  |  |
| --- | --- | --- | --- |
| **Strands** | **K - 3** | **4 – 6** | **7 - 10** |
|  | The learner demonstratesunderstanding of movement concepts and skills in preparation for active participation in various physical activities. | The learner demonstratesunderstanding of principles in movement and fitness for active participation in various physical activities. | The learner demonstratesunderstanding of integrating physical activity behaviors in achieving an active lifestyle.  |
| **Body Management** |  |  |  |
| **Movement Skills** |  |  |  |
| **Physical Fitness** |  |  |  |
| **Games and Sports** |  |  |  |
| **Rhythms and Dance** |  |  |  |

GRADE LEVEL STANDARDS

|  |  |
| --- | --- |
| **Grade Level** |  **Grade Level Standards** |
| **Grade 1** | The learner demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities. |
| **Grade 2** |
| **Grade 3** |
| **Grade 4** | The learner demonstrates understanding of the importance of Physical activity and Physical fitness through participation and assessment.  |
| **Grade 5** |
| **Grade 6** |
| **Grade 7** | The learner demonstrates understanding of personal fitness in achieving an active lifestyle. |
| **Grade 8** | The learner demonstrates understanding of family and school fitness in sustaining an active lifestyle. |
| **Grade 9** | The learner demonstrates understanding of community fitness in sustaining and promoting an active lifestyle. |
| **Grade 10** | The learner demonstrates understanding of societal fitness in promoting an active lifestyle. |

**Table 1a - Scope and Sequence of Physical Education from Grades 1-3**

**Key Stage 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Strands** | **Q1** | **Q2** | **Q3** | **Q4** |
| **GRADE 1** | Body managementMovement skillsRhythms and danceGames and sportsPhysical fitness | Body Awareness | Space Awareness | Qualities of Effort | Relationships |
| Participation in enjoyable singing games, action songs, simple games, Chasing/Fleeing type games and mimetics. |
| **GRADE 2** | Body managementMovement skillsRhythms and danceGames and sportsPhysical fitness | Body Shapes and Body Actions | Locations, Directions, Levels, Pathways and Planes | Time, Force and Flow | Person, Objects, Sound and Environment |
| Participation in enjoyable activities in different locomotor, non- locomotor and manipulative activities, folk dances, rhythmic routines (ribbon, hoop, balls, indigenous/improvised materials), relays and races |
| **GRADE 3** | Body managementMovement skillsRhythms and danceGames and sportsPhysical fitness | Body Shapes and Body Actions | Locations, Directions, Levels, Pathways and Planes | Time, Force and Flow | Person, Objects, Sound and Environment |
| Participation in enjoyable and challenging activities in different locomotor, non- locomotor and manipulative activities, simple folk dance, rhythmic routines (ribbon, hoop, balls, etc.) Lead-up and organized games (indigenous) and corrective exercises. |

**Note: The scope and sequence for Grades 1 to 3 activities are integrative and inclusive in context.**

**Table 1a - Scope and Sequence of Physical Education from Grades 4-6**

**Key Stage 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Strands** | **Q1** | **Q2** | **Q3** | **Q4** |
|  |  | **Health-Enhancing Fitness 1** |
| **GRADE 4** | Physical fitness | Assesssments of physical activity and physical fitness (Health-related and skill-related) |
| Games and sports  | Target games, striking/fielding games,  | Invasion games |  |
| Rhythms and dance |  | Folk, indigenous, ethnic, traditional and Creative dances |
|  |  | **Health-Enhancing Fitness 2** |
| **GRADE 5** | Physical fitness  | Assesssments of physical activity and physical fitness (Health-related and skill-related) |
| Games and sports  | Target games, striking/fielding games | Invasion games | Wall/net games, invasion games |
| Rhythms and dance |  | Folk, indigenous, ethnic, traditional and Creative dances |
|  |  | **Health-Enhancing Fitness 3** |
| **GRADE 6** | Physical fitness  | Assesssments of physical activity and physical fitness (Health-related and skill-related) |
| Games and sports  | Target games, striking/fielding games | Invasion games |  |
| Rhythms and dance |  | Folk, indigenous, ethnic, traditional and Creative dances |

**Note: The scope and sequence for Grades 4 to 6 are focused on health and skill ehancing activities, ensuring that they are integrative and inclusive context.**

**Table 1d - Scope and Sequence of Physical Education from Grades 7-10**

**Key Stage 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Strands** | **Q1** | **Q2** | **Q3** | **Q4** |
| **GRADE 7** |  | **Personal Fitness** |
| Physical fitness | Exercise programs: Training Guidelines, FITT Principle |
| Endurance and Muscle-and bone- strengthening activities |
| Games and sports | Individual and Dual sports |   |
| Rhythms and dance |  | Folk/indigenous, ethnic, traditional/festival  |
| **GRADE 8** |  | **Family and School Fitness**  |
| Physical fitness | Physical activity programs: Training Guidelines, FITT Principle |
|  | Endurance and Muscle-and bone- strengthening activities |
| Games and sports | Team Sports |  |
| Rhythms and dance |  | Folk dances with Asian influence |
| **GRADE 9** |  | **Community Fitness** |
| Physical fitness | Lifestyle & Weight Management **(**Physical activity and eating habits**)** |
| Games and sports | Sports officiating |  | Active Recreation **(**indoor & outdoor**)** |
| Rhythms and dance |  | Social, ballroom dances and Festival dance |  |
| **GRADE 10** |  | **Societal Fitness** |
| Physical fitness | Lifestyle & Weight Management **(**Physical activity and eating habits**)** |
| Games and sports | Active Recreation **(**Sports**)** |  |
| Rhythms and dance |  | Active Recreation **(**Other dance forms-Hip-hop, Street Dance, Cheer dance, Contemporary, etc.**)** |

**Note: The scope and sequence for Grades 7 to 10 are thematically organized; ensure that they are integrative and inclusive context.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Strands** | **Semester 1** | **Semester 2** |
|  |  | **Q1** | **Q2** | **Q3** | **Q4** |
| **GRADE 11** | **Fitness/Exercise** | **HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 1 and 2)** |
| **Aerobic, muscle and bone-strengthening activities** |  |
| **Sports** |  | **Individual, dual and team sports** |
|  |  | **HEALTH OPTIMIZING PHYSICAL EDUCATION (H.O.P.E 3 and 4)** |
| **GRADE 12** | **Dance** | **Traditional, contemporary, ethnic, folk and social dances** |  |
| **Recreation** |  | **Aquatic and mountiniring activities** |

**Note: Students can elect from the menu of physical activity courses**

**TIME ALLOTMENT FOR PHYSICAL EDUCATION**

|  |  |
| --- | --- |
| **Grade Level** | **Time Allotment** |
| Kindergarten | Integrated with other subject areas |
| Grades 1 - 6 | 40 minutes / week |
| Grades 7 – 10 | 60 minutes / week |
| Grades 11 - 12 | 120 minutes / week |

**GRADE – 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Body Awareness****(**Differrent body parts and its movements**)**  | *The learner . . .* demonstrates understanding of body awareness in preparation for participation in physical activities. | *The learner . . .* performs enjoyable movements on body awareness with coordination | *The learner . . .* * describes the differentparts of the body and its movements through enjoyable physical activities
* creates shapes by using different body parts
* shows balance on one, two, three, four and five body parts
* exhibits transfer of weight
* recognizes the importance of participating in fun and enjoyable physical activities
* engages in fun and enjoyable physical activities with coordination

*Suggested learning activities** action songs
* singing games
* simple games
* chasing and fleeing games
* mimetics
 | **PE1BM-Ia-b-1****PE1BM-Ic-d-2****PE1BM-Ie-f-3****Misosa IV- M4****PE1BM-Ig-h-4****Misosa IV- M4****PE1PF-Ia-h-1****PE1PF-Ia-h-2** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| **SECOND QUARTER/ SECOND GRADING** |  |
| **Space Awareness****(**Moving in different directions at spatial levels**)** | *The learner . . .* demonstrates understanding ofspace awareness in preparation for participation in physical activities. | *The learner . . .* performs movement skills in a given space with coordination. | *The learner . . .* * identifies locomotor skills
* demonstrates moving within a group without bumping or falling using locomotors skills
* executes locomotor skills while moving in different directions at different spatial levels
* engages in fun and enjoyable physical activities with coordination
* defines acceptable responses to challenges, successes, and failures during participation in motor fitness activities
* demonstrates acceptable responses to challenges, successes, and failures during participation in physical activities

*Suggested learning activities** action songs
* singing games
* simple games
* chasing and fleeing games
* mimetics

  | **PE1BM-IIa-b-5****Misosa IV- M1****PE1BM-IIc-e-6****Misosa IV- M1** **PE1BM-IIf-h-7****Misosa IV- M1****PE1PF-IIa-h-2****PE1PF-IIa-h-3****PE1PF-IIa-h-4** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| **THIRD QUARTER/ THIRD GRADING** |  |
| **Qualities of Effort****(**Slow and fast, heavy and light, free and bound movements**)** | *The learner . . .* demonstrates understanding of qualities of effort in preparation for participation in physical activities.   | *The learner . . .*  performs movements of varying qualties of effort with coordination. | *The learner . . .* * describes the difference between slow and fast, heavy and light, free and bound movements
* demonstrates contrast between slow and fast speeds while using locomotor skills
* demonstrates the difference between heavy and light while moving
* demonstrates the difference between free and bound
* engages in fun and enjoyable physical activities
* describes the characteristics of a good team player
* differentiates sharing from cooperating
* demonstrates the characteristics of sharing and cooperating in physical activities

*Suggested learning activities** action songs
* singing games
* simple games
* chasing and fleeing games
* mimetics
 | **PE1BM-IIIa-b-8****PE1BM-IIIc-d-9****Misosa IV -M1****PE1BM-IIIe-f-10****PE1BM-IIIg-h-11****PE1PF-IIIa-h-2****PE1PF-IIIa-h-6****PE1PF-IIIa-h-7****PE1PF-IIIa-h-8** |
| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| **FOURTH QUARTER/ FOURTH GRADING** |  |
|  **Movement Relationships****(**Relationship to a moving or stationary object/person**)** | *The learner . . .* demonstrates understanding of relationships of movement skills in preparation for participation in physical activities.  | *The learner . . .* performs movements in relation to a stationary or moving object/person with coordination.  | *The learner . . .* * identifies movement relationships
* demonstrates relationship of movement
* performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns
* engages in fun and enjoyable physical activities
* manifests interest in participating in physical activities
* follows simple instructions and rules
* enjoys participating in physical activities

*Suggested learning activities** action songs
* singing games
* simple games
* chasing and fleeing games
* mimetics
 | **PE1BM-IVa-b-12****PE1BM-IVc-e-13****PE1BM-IVf-h-14****Misosa VI -M1****PE1PF-IVa-h-2****PE1PF-IVa-h-9****PE1PF-IVa-h-10****PE1PF-IVa-h-11** |

**GRADE – 2**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Body Shapes (**Straight, curl, wide and twisted**) and Body Actions (**Walking, standing, sitting**)** | *The learner . . .* demonstrates understanding of body shapes and body actions in preparation for various movement activities   | *The learner . . .* performs body shapes and actions properly. | *The learner . . .* * describes body shapes and actions
* explores body shapes and actions
* creates body shapes and actions
* demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support
* demonstrates movement skills in response to sound and music
* exhibits correct body posture

 * assesses body posture
* engages in fun and enjoyable physical activities

*Suggested learning activities** movement skills activities **(**locomotor, non-locomotor and manipulative skills**)**
* folk dances **(**Alitaptap/Rabong**)**
* rhythmic routines **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**
* relays and races
 | **PE2BM-Ia-b-1****PE2BM-Ic-d-15****PE2BM-Ie-f-2****PE2BM-Ig-h-16****Misosa V -M1****PE2MS-Ia-h-1****PE2PF-Ia-h-12****Misosa VI M1-M5****PE2PF-Ia-h-13****PE2PF-Ia-h-2** |
| **SECOND QUARTER/ SECOND GRADING** |  |
| **Locations (**Behind,infront, under, over, **personal space**, **general space)**  **Directions** **(**linear-forward and backward, lateral- sideward, and multi-directional**) Levels (**High, middle, low**)**  **Pathways (**Straight, curve, zigzag**) and Planes (**Diagonal, horizontal, vertical, and rotational**)**  | *Th The learner . . .* demonstrates understanding of locations, directions, levels, pathways and planes | *Th The learner . . .* performs movements accurately involving locations, directions, levels, pathways and planes. | *The learner . . .** describes movements in a location, direction, level, pathway and plane
* moves in:
* personal and general space
* forward, backward, and sideward directions
* high, middle, and low levels
* straight, curve, and zigzag pathways
* diagonal and horizontal planes

 * demonstrates movement skills in response to sounds and music
* observes correct posture and body mechanics while performing movement activities
* engages in fun and enjoyable physical activities

*Suggested learning activities** movement skills activities **(**locomotor, non-locomotor and manipulative skills**)**
* folk dances
* rhythmic routines **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**
* relays and races
 | **PE2BM-IIa-b-17****Misosa IV -M1****PE2BM-IIc-h-18****PE2BM-IIc-h-18.1****PE2BM-IIc-h-18.2****PE2BM-IIc-h-18.3****PE2BM-IIc-h-18.4****PE2BM-IIc-h-18.5****PE2MS-IIa-h-1****PE2PF-IIa-h-14****PE2PF-IIa-h-2** |
|  **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| **THIRD QUARTER/ THIRD GRADING** |  |
| **Time (**slow, slower, slowest/fast, faster, fastest**) Force (**light, lighter, lightest/strong, stronger, strongest**) and Flow (**smoothness of movement**)**  | *The learner . . .* demonstrates understanding of movement in relation to time, force and flow | *The learner . . .* performs movements accurately involving time, force, and flow. | *The learner . . .* * describes movements in a location, direction, level, pathway and plane
* moves:
* at slow, slower, slowest/fast, faster, fastest pace
* using light, lighter, lightest/strong, stronger, strongest force
* with smoothness
* demonstrates movement skills in response to sound and music
* engages in fun and enjoyable physical activities

 * observes correct posture and body mechanics while performing movement activities

Suggested learning activities* movement skills activities locomotor, non-locomotor and manipulative skills
* folk dances **(**Alitaptap/Rabong**)**
* rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials)
* relays and races
 | **PE2BM-IIIa-b-17****PE2BM-IIIc-h-19****PE2BM-IIIc-h-19.1****PE2BM-IIIc-h-19.2****PE2BM-IIIc-h-19.3****PE2MS-IIIa-h-1****PE2PF-IIIa-h-2****PE2PF-IIIa-h-14** |

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FOURTH QUARTER/ FOURTH GRADING** |  |
| **Person** **(**Invidual, partner, group**)**, **Objects** **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**, **Sound**, **Environment** (indoor and outdoor settings) | *The learner . . .* demonstrates understanding of movement activities relating to person, objects, music and environment | *The learner . . .* performs movement activities involving person, objects, music and environment correctly | *The learner . . .* * familiarizes in various movement activities involving person, objects, music and environment
* moves:
* individually, with partner, and with group
* with ribbon, hoop, balls, and any available indigenous/improvised materials
* with sound
* in indoor and outdoor settings
* demonstrates movement skills in response to sound
* engages in fun and enjoyable physical activities
* observes correct body posture and body mechanics while performing movement activities

Suggested learning activities* movement skills activities locomotor, non-locomotor and manipulative skills
* folk dances **(**Alitaptap/Rabong**)**
* rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials)
* relays and races
 | **PE2BM-IV-a-b-20****Misosa V -M1****PE2BM-IV-c-h-21****Misosa V -M1****PE2BM-IV-c-h-21.1****PE2BM-IV-c-h-21.2****PE2BM-IV-c-h-21.3****PE2BM-IV-c-h-21.4****PE2MS-IV-a-h-1****PE2PF-IV-a-h-2****PE2PF-IV-a-h-14****Misosa VI -M1** |

**GRADE – 3**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Body Shapes** (Straight, curl, wide and twisted) **and Body Actions** (Walking, standing, sitting) | *The learner . . .* demonstrates understanding of body shapes and body actions in preparation for various movement activities  | *The learner . . .* performs body shapes and actions properly. | *The learner . . .* * describes body shapes and actions
* explores body shapes and actions
* creates body shapes and actions
* demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support
* demonstrates movement skills in response to sounds and music
* identifies conditioning and flexibility exercises that will improve posture

 * performs conditioning and flexibility exercises that will improve body posture
* engages in fun and enjoyable physical activities

*Suggested learning activities** movement skills activities **(**locomotor, non-locomotor and manipulative skills**)**
* folk dances **(**Tiklos/Kunday-kunday**)**
* rhythmic routines **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**
* lead up, organized and indigenous games
* corrective exercises
 | **PE3BM-Ia-b-1****PE3BM-Ic-d-15****PE3BM-Ie-f-2****PE3BM-Ig-h-16****PE3MS-Ia-h-1****PE3PF-Ia-h-15****PE3PF-Ia-h-16****PE3PF-Ia-h-2** |
| **SECOND QUARTER/ SECOND GRADING** |  |
| **Locations (**Behind,infront, under, over, **personal space**, **general space)**  **Directions** **(**linear-forward and backward, lateral- sideward, and multi-directional**) Levels (**High, middle, low**)**  **Pathways (**Straight, curve, zigzag**) and Planes (**Diagonal, horizontal, vertical, and rotational**)**  | *The learner . . .* demonstrates understanding of locations, directions, levels, pathways and planes | *The learner . . .* performs movements accurately involving locations, directions, levels, pathways and planes. | *The learner . . .** describes movements in a location, direction, level, pathway and plane
* moves in:
* personal and general space
* forward, backward, and sideward directions
* high, middle, and low levels
* straight, curve, and zigzag pathways
* diagonal and horizontal planes

 * demonstrates movement skills in response to sound
* identifies conditioning and flexibility exercises that will improve body mechanics

 * performs conditioning and flexibility exercises that will improve body mechanics
* engages in fun and enjoyable physical activities

*Suggested learning activities** movement skills activities **(**locomotor, non-locomotor and manipulative skills**)**
* folk dances (Tiklos/ Kunday-kunday)
* rhythmic routines **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**
* lead up, organized and indigenous games
* corrective exercises
 | **PE3BM-IIa-b-17****PE3BM-IIc-h-18****PE3BM-IIc-h-18.1****PE3BM-IIc-h-18.2****PE3BM-IIc-h-18.3****PE3BM-IIc-h-18.4****PE3BM-IIc-h-18.5****PE3MS-IIa-h-1****Misosa IV-M1****PE3PF-IIa-h-15****Misosa V-M1****PE3PF-IIa-h-16****Misosa VI-M5****PE3PF-IIa-h-2** |
| **THIRD QUARTER/ THIRD GRADING** |  |
| **Time** (slow, slower, slowest/fast, faster, fastest **Force** (light, lighter, lightest/strong, stronger, strongest) **and Flow** (smoothness of movement)  | *The learner . . .* demonstrates understanding of movement in relation to time, force and flow. | *The learner . . .* performs movements accurately involving time, force, and flow. | *The learner . . .* * describes movements in a location, direction, level, pathway and plane
* moves:
* at slow, slower, slowest/fast, faster, fastest pace
* using light, lighter, lightest/strong, stronger, strongest force
* with smoothness
* demonstrates movement skills in response to sound
* engages in fun and enjoyable physical activities
* identifies conditioning and flexibility exercises that will improve body mechanics

 * performs conditioning and flexibility exercises that will improve body mechanics

Suggested learning activities* movement skills activities locomotor, non-locomotor and manipulative skills
* folk dances (Tiklos/ Kunday-kunday)
* rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials)
* lead up, organized and indigenous games
* corrective exercises
 | **PE3BM-IIIa-b-17****Misosa IV-M1****PE3BM-IIIc-h-19****PE3BM-IIIc-h-19.1****PE3BM-IIIc-h-19.2****PE3BM-IIIc-h-19.3****PE3MS-IIIa-h-1****PE3PF-IIIa-h-2****PE3PF-IIIa-h-15****Misosa V-M1****PE3PF-IIIa-h-16****Misosa V-M1** |
| **FOURTH QUARTER/ FOURTH GRADING** |  |
| **Person** **(**Invidual, partner, group**)** **Objects (**ribbon, hoop, balls, and any available indigenous/improvised materials**)**, Sound and Environment **(**indoor and outdoor settings**)** | *The learner . . .* demonstrates understanding of movement activities relating to person, objects, music and environment  | *The learner . . .* performs movement activities involving person, objects, music and environment correctly | *The learner . . .* * familiarizes in various movement activities involving person, objects, music and environment
* moves:
* individually, with partner, and with group
* with ribbon, hoop, balls, and any available indigenous/improvised materials
* with sound
* in indoor and outdoor settings
* demonstrates movement skills in response to sounds and music
* engages in fun and enjoyable physical activities
* identifies conditioning and flexibility exercises that will improve posture

 * performs conditioning and flexibility exercises that will improve body mechanics

 Suggested learning activities* movement skills activities locomotor, non-locomotor and manipulative skills
* folk dances **(**Tiklos/Kunday-kunday**)**
* rhythmic routines **(**ribbon, hoop, balls, and any available indigenous/improvised materials**)**
* lead up, organized and indigenous games
* corrective exercises
 | **PE3BM-IV-a-b-20****Misosa IV-M5****PE3BM-IV-c-h-21****PE3BM-IV-c-h-21.1****PE3BM-IV-c-h-21.2****PE3BM-IV-c-h-21.3****PE3BM-IV-c-h-21.4****PE3MS-IV-a-h-1****PE3PF-IV-a-h-2****PE3PF-IV-a-h-15****PE3PF-IV-a-h-16** |

**GRADE – 4**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Target games (**Tumbang preso, tamaang-tao/batuhang bola, tatsing**), striking/fielding games (**syato/,basagang palayok, kickball**)** Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE4PF-Ia-17**Misosa VI-M2**PE4PF-Ia-18PE4PF-Ib-h-19PE4GS-Ib-1PE4GS-Ib-2PE4GS-Ib-h-3PE4GS-Ic-h-4PE4PF-Ib-h-20PE4PF-Ib-h-21PE4PF-Ia-22**Misosa VI-M3**PE4PF-Ib-h-23 |
| **SECOND QUARTER/ SECOND PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Invasion games (**agawan base, lawin at sisiw, agawan panyo**)**Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE4PF-IIa-17PE4PF-IIa-18PE4PF-IIb-h-19PE4GS-IIb-1PE4GS-IIb-2PE4GS-IIb-h-3PE4GS-IIc-h-4PE4PF-IIb-h-20**Misosa VI-M3**PE4PF-IIb-h-21PE4PF-II*a*-22PE4PF-IIb-h-23 |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (**Liki/Ba-Ingles**), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE4PF-IIIa-17**Misosa VI-M2**PE4PF-IIIa-18PE4PF-IIIb-h-19PE4GS-IIIb-1PE4GS-IIIb-2PE4GS-IIIb-h-3PE4GS-IIIc-h-4PE4PF-IIIb-h-20**Misosa VI-M4**PE4PF-IIIb-h-21PE4PF-III*a*-22**Misosa VI-M3**PE4PF-IIIb-h-23 |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (**Liki/Ba-Ingles**), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE4PF-IVa-17PE4PF-IVa-18PE4PF-IVb-h-19PE4GS-IVb-1PE4GS-IVb-2PE4GS-IVb-h-3PE4GS-IVc-h-4PE4PF-IVb-h-20PE4PF-IVb-h-21PE4PF-IVa-22**Misosa VI-M3**PE4PF-IVb-h-23 |

**GRADE – 5**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Target games (**Tumbang preso, tamaang-tao/batuhang bola, tatsing**), striking/fielding games (**syato/,basagang palayok, kickball**)** Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE5PF-Ia-17PE5PF-Ia-18PE5PF-Ib-h-19PE5GS-Ib-1PE5GS-Ib-2PE5GS-Ib-h-3PE5GS-Ic-h-4PE5PF-Ib-h-20PE5PF-Ib-h-21PE5PF-Ia-22**Misosa VI-M3**PE5PF-Ib-h-23 |
| **SECOND QUARTER/ SECOND PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Invasion games (agawan base, lawin at sisiw, agawan panyo)**Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE5PF-IIa-17PE5PF-IIa-18PE5PF-IIb-h-19PE5GS-IIb-1PE5GS-IIb-2PE5GS-IIb-h-3PE5GS-IIc-h-4PE5PF-IIb-h-20PE5PF-IIb-h-21PE5PF-II*a*-22**Misosa VI-M3**PE5PF-IIb-h-23 |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (Cariñosa/ Polka sa Nayon), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE5PF-IIIa-17PE5PF-IIIa-18PE5PF-IIIb-h-19PE5GS-IIIb-1PE5GS-IIIb-2PE5GS-IIIb-h-3PE5GS-IIIc-h-4PE5PF-IIIb-h-20PE5PF-IIIb-h-21PE5PF-III*a*-22**Misosa VI-M3**PE5PF-IIIb-h-23 |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (Cariñosa/ Polka sa Nayon), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE5PF-IVa-17PE5PF-IVa-18PE5PF-IVb-h-19PE5GS-IVb-1PE5GS-IVb-2PE5GS-IVb-h-3PE5GS-IVc-h-4PE5PF-IVb-h-20PE5PF-IVb-h-21PE5PF-IVa-22**Misosa VI-M3**PE5PF-IVb-h-23 |

**GRADE – 6**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Target games (Tumbang preso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato/,basagang palayok, kickball)** Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE6PF-Ia-17PE6PF-Ia-18PE6PF-Ib-h-19PE6GS-Ib-1PE6GS-Ib-2PE6GS-Ib-h-3PE6GS-Ic-h-4PE6PF-Ib-h-20PE6PF-Ib-h-21PE6PF-Ia-22PE6PF-Ib-h-23 |
| **SECOND QUARTER/ SECOND PERIOD**  |  |
| **Assessment of physical activity and physical fitness****Invasion games (agawan base, lawin at sisiw, agawan panyo)**Note: Games are not limited to the above listed activities | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the games
* describes the skills involved in the games
* observes safety precautions
* executes the different skills involved in the game
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others and fair play during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE6PF-IIa-17PE6PF-IIa-18PE6PF-IIb-h-19PE6GS-IIb-1PE6GS-IIb-2PE6GS-IIb-h-3PE6GS-IIc-h-4PE6PF-IIb-h-20PE6PF-IIb-h-21PE6PF-II*a*-22PE6PF-IIb-h-23 |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE6PF-IIIa-17PE6PF-IIIa-18PE6PF-IIIb-h-19PE6GS-IIIb-1PE6GS-IIIb-2PE6GS-IIIb-h-3PE6GS-IIIc-h-4PE6PF-IIIb-h-20PE6PF-IIIb-h-21PE6PF-III*a*-22PE6PF-IIIb-h-23 |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Assessment of physical activity and physical fitness****Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of participation and assessment of physical activity and physical fitness  | *The learner . . .* participates and assesses performance in physical activities. assesses physical fitness | *The learner . . .* * describes the Phillipine physical activity pyramid
* explains the indicators for fitness
* assesses regularly participation in physical activities based on the Phillipine physical activity pyramid
* explains the nature/background of the dance
* describes the skills involved in the dance
* observes safety precautions
* executes the different skills involved in the dance
* recognizes the value of participation in physical activities
* displays joy of effort, respect for others during participation in physical activities
* explains health and skill related fitness components
* identifies areas for impovement
 | PE6PF-IVa-17PE6PF-IVa-18PE6PF-IVb-h-19PE6GS-IVb-1PE6GS-IVb-2PE6GS-IVb-h-3PE6GS-IVc-h-4PE6PF-IVb-h-20PE6PF-IVb-h-21PE6PF-IVa-22PE6PF-IVb-h-23 |

**GRADE – 7**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:1. **individual sports**
2. running
3. rhythmic sportive gymnastics
4. swimming
5. **dual sports**
6. badminton
7. table tennis
8. tennis
9. **combative sports**
10. arnis **(**anyo**)**
11. taekwondo **(**poomsae**)**
12. karate **(**kata**)**

Note: Activities dependent on teacher capability and school resources. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness | *The learner . . .* designs an individualized exercise program to achieve personal fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* sets goals based on assessment results
* identifies training guidelines and FITT principles
* recognizes barriers **(**low level of fitness, lack of skill and time**)** to exercise
* prepares an exercise program
* describes the nature and background of the sport
* executes the skills involved in the sport
* monitors periodically one’s progress towards the fitness goals
* distinguishes between facts, fallacies and misconceptions
* performs appropriate first aid for sports-related injuries (e.g. cramps,sprain, heat exhaustion)
* assumes responsibility for achieving personal fitness
* keeps the importance of winning and losing in perspective
 | **PE7PF-Ia-h-23****PE7PF-Ia-24****PE7PF-Ib-25****PE7PF-Ib-26****PE7PF-Ic-27****PE7GS-Id-5****PE7GS-Id-h-6****PE7PF-Id-h-28****PE7PF-Id-29****PE7PF-Id-30****PE7PF-Id-h-31****PE7PF-Id-h-21** |
| **SECOND QUARTER/ SECOND PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:1. **individual sports**
2. running
3. rhythmic sportive gymnastics
4. swimming
5. **dual sports**
6. badminton
7. table tennis
8. tennis
9. **combative** sports
10. arnis **(**anyo**)**
11. taekwondo **(**poomsae**)**
12. karate **(**kata**)**

Note: Activities dependent on teacher capability and school resources. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness | *The learner . . .* modifies the individualized exercise program to achieve personal fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* reviews goals based on assessment results
* addresses barriers **(**low level of fitness, lack of skill and time**)** to exercise
* describes the nature and background of the sport
* executes the skills involved in the sport
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for sports-related injuries (e.g.cramps,sprain, heat exhoustion)
* assumes responsibility for achieving personal fitness
* keeps the importance of winning and losing in perspective
 | **PE7PF-IIa-h-23****PE7PF-IIa-24****PE7PF-IIb-26****PE7GS-IId-5****PE7GS-IId-h-6****PE7PF-IId-h-28****PE7PF-IId-30****PE7PF-IId-h-31****PE7PF-IId-h-32** |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:Folk **(**Tinikling**)**/indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness | *The learner . . .* modifies the individualized exercise program to achieve personal fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* reviews goals based on assessment results
* addresses barriers **(**low level of fitness, lack of skill and time**)** to exercise
* describes the nature and background of the dance
* executes the skills involved in the dance
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for dance-related injuries (e.g. cramps,sprain, heat exhaustion)
* assumes responsibility for achieving personal fitness
* keeps the importance of winning and losing in perspective
 | **PE7PF-IIIa-h-23****PE7PF-IIIa-24****PE7PF-IIIb-26****PE7RD-IIId-1****PE7RD-IIId-h-2****PE7PF-IIId-h-28****PE7PF-IIId-30****PE7PF-IIId-h-31****PE7PF-IIId-h-32** |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:Folk **(**Tinikling**)**/indigenous, ethnic, traditional/ festival dance Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness | *The learner . . .* modifies the individualized exercise program to achieve personal fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* reviews goals based on assessment results
* addresses barriers **(**low level of fitness, lack of skill and time**)** to exercise
* describes the nature and background of the dance
* executes the skills involved in the dance
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for dance-related injuries (e.g. cramps,sprain, heat exhaustion)
* analyzes the effect of exercise and physical activity participation on fitness
* assumes responsibility for achieving personal fitness
* keeps the importance of winning and losing in perspective
 | **PE7PF-IVa-h-23****PE7PF-IVa-24****PE7PF-IVb-26****PE7RD-IVd-1****PE7RD-IVd-h-2****PE7PF-IVd-h-28****PE7PF-IVd-30****PE7PF-IVh-32****PE7PF-IVd-h-31****PE7PF-IVd-h-32** |

**GRADE – 8**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:team sports **(**basketball, volleyball, football/futsal, goalball, softball, baseball**)**Note: Activities dependent on teacher capability and school resources. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | *The learner . . .* designs a physical activity program for the family/school peers to achieve fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* conducts physical activity and physical fitness assessments of family/school peers
* sets goals based on assessment results
* identifies training guidelines and FITT principles
* recognizes barriers **(**low level of fitness, lack of skill and time**)** to exercise
* prepares a physical activity program
* describes the nature and background of the sport
* executes the skills involved in the sport
* monitors periodically progress towards the fitness goals
* distinguishes between facts, fallacies and misconceptions
* performs appropriate first aid for injuries and emergency situations in physical activity and sport settings
* assumes responsibility for achieving fitness
* displays tolerance and acceptance of individuals with varying skills and abilities
 | **PE8PF-Ia-h-23****PE8PF-Ib -32****PE8PF-Ia-24****PE8PF-Ib-25****PE8PF-Ib-26****PE8PF-Ic-27****PE8GS-Id-5****PE8GS-Id-h-6****PE8PF-Id-h-28****PE8PF-Id-29****PE8PF-Id-30****PE8PF-Id-h-31****PE8PF-Id-h-33** |
| **SECOND QUARTER/ SECOND PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)Note: Activities dependent on teacher capability and school resources. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | *The learner . . .* modifies a physical activity program for the family/school peers to achieve fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* conducts physical activity and physical fitness assessments of family/school peers
* sets goals based on assessment results
* recognizes barriers **(**low level of fitness, lack of skill and time**)** to exercise
* prepares a physical activity program
* describes the nature and background of the sport
* executes the skills involved in the sport
* monitors periodically progress towards the fitness goals
* distinguishes between facts, fallacies and misconceptions
* performs appropriate first aid for injuries and emergency situations in physical activity and sport settings
* assumes responsibility for achieving fitness
* displays tolerance and acceptance of individuals with varying skills and abilities
 | **PE8PF-IIa-h-23****PE8PF-IIa-24****PE8PF-IIb-26****PE8GS-IId-h-6****PE8PF-IId-h-28****PE8PF-IId-30****PE8PF-IId-h-31****PE8PF-IId-h-28****PE8PF-IId-29****PE8PF-IId-30****PE8PF-IId-h-31****PE8PF-IId-h-33** |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)Note: Activities dependent on teacher capability and school resources. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | *The learner . . .* modifies a physical activity program for the family/school peers to achieve fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* reviews goals based on assessment results
* addresses barriers **(**low level of fitness, lack of skill and time**)** to exercise
* describes the nature and background of the sport
* executes the skills involved in the sport
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for dance-related injuries (cramps,sprain, heat exhaustion)
* assumes responsibility for achieving fitness
* displays tolerance and acceptance of individuals with varying skills and abilities
 | **PE8PF-IIIa-h-23****PE8PF-IIIa-24****PE8PF-IIIb-26****PE8RD-IIId-1****PE8RD-IIId-h-2****PE8PF-IIId-h-28****PE8PF-IIId-30****PE8PF-IIId-h-31****PE8PF-IIId-h-33** |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Exercise Programs:**Training Guidelines, FITT PrinciplesEndurance, Muscle- and Bone-strengthening Activities:Folk Dances with Asian Influence **(**Pangalay, Sakuting, Sua-ku-sua, Binislakan**)**Note: Dances available in the area can be selected. | *The learner . . .* demonstrates understanding of guidelines and principles in exercise program design to achieve fitness | *The learner . . .* modifies a physical activity program for the family/school peers to achieve fitness  | *The learner . . .* * undertakes physical activity and physical fitness assessments
* reviews goals based on assessment results
* addresses barriers **(**low level of fitness, lack of skill and time**)** to exercise
* describes the nature and background of the dance
* executes the skills involved in the dance
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for injuries and emergency situations in dance **(**cramps,sprain, heat exhaustion, dehydration**)**
* analyzes the effect of exercise and physical activity participation on fitness
* assumes responsibility for achieving fitness
* exerts best effort to achieve positive feeling about self and others
 | **PE8PF-IVa-h-23****PE8PF-IVa-24****PE8PF-IVb-26****PE8RD-IVd-1****PE8RD-IVd-h-2****PE8PF-IVd-h-28****PE8PF-IVd-30****PE8PF-IVh-32****PE8PF-IVd-h-31****PE8PF-IVd-h-34** |

**GRADE – 9**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
| **Lifestyle and Weight Management (**physical activitiy and eating habits**)****Sports Officiating** | *The learner . . .* demonstrates understanding of lifestyle and weight management to promote community fitness  | *The learner . . .* maintains an active lifestyle to influence the physical activity participation of the communitypractices healthy eating habits that support an active lifestyle | *The learner ...** undertakes physical activity and physical fitness assessments
* assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate
* determines risk factors **(**obesity, physical inactivity, poor nutrition, smoking**)** for major non-communicable diseases lifestyle-related **(**e.g.diabetes, heart disease, stroke, cancer**)**
* officiates pratice and competitive games
* distinguishes among facts, myths and misinformation associated with eating habits
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)
* involves oneself in community service through sports officiating and physical activity programs
* recognizes the needs of others in a real life and meaningful way
 | **PE9PF-Ia-h-23****PE9PF-Ia-35****PE9PF-Ia-36****PE9GS-Ib-d-37****PE9PF-Ia-29****PE9PF-Ib-h-38****PE9PF-Ib-30****PE9PF-Ie-h-39****PE9PF-Ie-h-40** |
| **SECOND QUARTER/ SECOND PERIOD** |  |
| **Social** (community dance, mixers, festival)  **and Ballroom dances**  **(**Cha-cha, rock and roll**)** | *The learner . . .* demonstrates understanding of lifestyle and weight management to promote community fitness  | *The learner . . .* maintains an active lifestyle to influence the physical activity participation of the communitypractices healthy eating habits that support an active lifestyle | *The learner ...** undertakes physical activity and physical fitness assessments
* assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* distinguishes among facts, myths and misinformation associated with eating habits
* describes the nature and background of the dance
* executes the skills involved in the dance
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)
* involves oneself in community service through dance activities in the community
* recognizes the needs of others in a real life and meaningful way
 | **PE9PF-IIa-h-23****PE9PF-IIa-35****PE9PF-IIa-36****PE9PF-IIb-29****PE9RD-IIb-1****PE9RD-IIb-h-2****PE9PF-IIb-h-38****PE9PF-IIb-h-30****PE9PF-IIg-h-39****PE9PF-IIa-h-40** |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Social** (community dance, mixers, festival)  **and Ballroom dances**  **(**Cha-cha, rock and roll**)** | *The learner . . .* demonstrates understanding of lifestyle and weight management to promote community fitness  | *The learner . . .* maintains an active lifestyle to influence the physical activity participation of the communitypractices healthy eating habits that support an active lifestyle | *The learner ...** undertakes physical activity and physical fitness assessments
* assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* distinguishes among facts, myths and misinformation associated with eating habits
* describes the nature and background of the dance
* executes the skills involved in the dance
* monitors periodically one’s progress towards the fitness goals
* performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)
* involves oneself in community service through dance activities in the community
* recognizes the needs of others in a real life and meaningful way
 | **PE9PF-IIIa-h-23****PE9PF-IIIa-35****PE9PF-IIIa-36****PE9PF-IIIb-29****PE9RD-IIIb-1****PE9RD-IIIb-h-2****PE9PF-IIIb-h-38****PE9PF-IIIb-h-30****PE9PF-IIIg-h-39****PE9PF-IIIa-h-40** |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
| **Active Recreation**1. **Indoor**

1.individual and dual sports2. team sports 3. dances1. **Out door**
2. Hiking
3. Camping
4. Orienteering
5. Biking

Note: Activities not limited tothe above list | *The learner . . .* demonstrates understanding of lifestyle and weight management to promote community fitness  | *The learner . . .* maintains an active lifestyle to influence the physical activity participation of the communitypractices healthy eating habits that support an active lifestyle | *The learner...** discusses the nature and background of indoor and outdoor recreational activities
* participates in active recreation
* advocates community efforts to increase participation in physical activities and improve nutrition practices

 * practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community
 | **PE9GS-IVa-1****PE9GS-IVb-h-3****PE9PF-IVb-h-41****PE9PF-IVb-h-42** |

**GRADE – 10**

| **CONTENT** | **CONTENT STANDARDS** | **PERFORMANCE STANDARDS** | **LEARNING COMPETENCIES** | **CODE** |
| --- | --- | --- | --- | --- |
| **FIRST QUARTER /FIRST GRADING PERIOD**  |  |
|  **Lifestyle and Weight Management (**physical activitiy and eating habits**)** **Active Recreation (**sports**)**Suggested activities1. individual and dual sports
2. teams sports
3. fitness activities **(**strengthtraining, running and walking for fitness, yoga, group exercises**)**
 | *The learner . . .* demonstrates understanding of lifestyle and weight management to promote societal fitness | *The learner . . .* maintains an active lifestyle to influence the physical activity participation of the community and societypractices healthy eating habits that support an active lifestyle | *The learner ...** assesses physical activity, exercise and eating habits
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school
* applies correct techniques to minimize risk of injuries
* analyzes the effects of media and technology on fitness and physical activity
* critiques **(**verifies and validates) media information on fitness and physical activity issues
* expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs
 | **PE10PF-Ia-h-35****PE10PF-Ia-36****PE10PF-Ib-h-41****PE10GS-Ib-h-4****PE10PF-Ib-42****PE10PF-Ib-43****PE10PF-Ib-h-44** |
| **SECOND QUARTER/ SECOND PERIOD** |  |
| * **Lifestyle and Weight Management (**physical activitiy and eating habits**)**

 **Active Recreation (**sports**)**Suggested activities1. individual and dual sports
2. teams sports
3. fitness activities **(**strengthtraining, running and walking for fitness, yoga, group exercises**)**
 | *The learner ...*demonstrates understanding of lifestyle and weight management to promote societal fitness | *The learner ...*maintains an active lifestyle to influence the physical activity participation of the community and societypractices healthy eating habits that support an active lifestyle | *The learner...** assesses physical activity, exercise and eating habits
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school
* applies correct techniques to minimize risk of injuries
* analyzes the effects of media and technology on fitness and physical activity
* critiques **(**verifies and validates**)** media information on fitness and physical activity issues
* expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs
 | **PE10PF-IIa-h-35****PE10PF-IIa-36****PE10PF-IIc-h-41****PE10GS-IIc-h-4****PE10PF-IIb-42****PE10PF-IIb-43****PE10PF-IIc-h-44** |
| **THIRD QUARTER/ THIRD PERIOD** |  |
| **Other Dance Forms (**Hip-hop, Street dance, Cheer dance, Contemporary dance**)**  | *The learner ...*demonstrates understanding of lifestyle and weight management to promote societal fitness | *The learner ...*maintains an active lifestyle to influence the physical activity participation of the community and societypractices healthy eating habits that support an active lifestyle | *The learner...** assesses physical activity, exercise and eating habits
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school
* applies correct techniques to minimize risk of injuries
* analyzes the effects of media and technology on fitness and physical activity
* critiques **(**verifies and validates) media information on fitness and physical activity issues
* expresses a sense of purpose and belongingness by participating in physical activity-related community services and programsrecognizes the needs of others in a real life and meaningful way
 | **PE10PF-IIIa-h-35****PE10PF-IIIa-36****PE10PF-IIIc-h-41****PE10GS-IIIc-h-4****PE10PF-IIIb-42****PE10PF-IIIb-43****PE10PF-IIIc-h-44** |
| **FOURTH QUARTER/ FOURTH PERIOD** |  |
|  |  |  |  |  |
| **Other Dance Forms (**Hip-hop, Street dance, Cheer dance, Contemporary dance**)**  | *The learner ...*demonstrates understanding of lifestyle and weight management to promote societal fitness | *The learner ...*maintains an active lifestyle to influence the physical activity participation of the community and societypractices healthy eating habits that support an active lifestyle | *The learner..** assesses physical activity, exercise and eating habits
* determines risk factors for lifestyle diseases **(**obesity, diabetes, heart disease**)**
* engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school
* applies correct techniques to minimize risk of injuries
* analyzes the effects of media and technology on fitness and physical activity
* critiques **(**verifies and validates) media information on fitness and physical activity issues
* expresses a sense of purpose and belongingness by participating in physical activity-related community services and programsrecognizes the needs of others in a real life and meaningful way
 | **PE10PF-IVa-h-35****PE10PF-IVa-36****PE10PF-IVc-h-41****PE10GS-IVc-h-4****PE10PF-IVb-42****PE10PF-IVb-43****PE10PF-IVc-h-44** |

**GRADE - 11**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **CONTENT STANDARD** | **PERFORMANCE STANDARD** | **LEARNING COMPETENCIES** | **CODE** |
| **FIRST SEMESTER** |
| H.O.P.E 1 Fitness/Exercisea. Aerobic actiivitiesb. Muscle and Bone strengthening exercises | *The learner...*demonstrates understanding of fitness and exercise in optimizing one’s health | *The learner...*performs the activity proficiently that leads to a strong desire for independent pursuit | *The learner...** engages in moderate to vigorous physical activities for at least 60 minutes a day
* participates in organized fitness events
* maintains appropriate levels of health related fitness components
* demonstrates proper ethiquete and safety in the use of facilities and equipment
* design a long term plan for self improvement
* displays joy of effort, respect for others, fair play, pursuit and the balance of body, will and mind
* explores one’s potential for health- and fitness related career opportunities
 | **PE11PF-00a-p-45****PE11PF-00m-p-46****PE11PF-00a-p-47****PE11PF-00a-p -48****PE11PF-00o-p-49****PE11PF-00a-p-50****PE11PF-00a-p -51** |
| SECOND SEMESTER |
| H.O.P.E 2 Sportsa. Individual and Dual sportsb. Team sports | *The learner...*demonstrates understanding of sporting activities in optimizing one’s health | *The learner...*performs the activity proficiently that leads to a strong desire for independent pursuit | *The learner...** engages in moderate to vigorous physical activities for at least 60 minutes a day
* participates in organized sports events
* maintains appropriate levels of health related fitness components
* demonstrates proper ethiquete and safety in the use of facilities and equipment
* design a long term plan for self improvement
* displays joy of effort, respect for others, fair play, pursuit and the balance of body, will and mind
* explores one’s potential for health- and fitness related career opportunities
 | **PE11PF-00a-p-45****PE11PF-00m-p-46****PE11PF-00a-p-47****PE11PF-00a-p -48****PE11PF-00o-p-49****PE11PF-00a-p-50****PE11PF-00a-p -51** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **CONTENT STANDARD** | **PERFORMANCE STANDARD** | **LEARNING COMPETENCIES** | **CODE** |

|  |
| --- |
| **THIRD SEMESTER** |
| H.O.P.E 3 Dancea. Traditional (folk and ethnic)b. Modern and contemporaryc. Ballroom (recreational and competitive) d. Cheer dancee. Hip-hop/ street dancef. Festival dance | *The learner...*demonstrates understanding of dancing activities in optimizing one’s health | *The learner...*performs the activity proficiently that leads to a strong desire for independent pursuit | *The learner...** engages in moderate to vigorous physical activities for at least 60 minutes a day
* participates in organized dance events
* maintains appropriate levels of health related fitness components
* demonstrates proper ethiquete and safety in the use of facilities and equipment
* design a long term plan for self improvement
* displays joy of effort, respect for others, fair play, pursuit and the balance of body, will and mind
* explores one’s potential for health- and fitness related career opportunities
 | **PE12PF-00a-p-45****PE12PF-00m-p-46****PE12PF-00a-p-47****PE12PF-00a-p -48****PE12PF-00o-p-49****PE12PF-00a-p-50****PE12PF-00a-p -51** |

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| --- |
| **FOURTH SEMESTER** |
| H.O.P.E 4 Recreationa. Aquaticsb. Mountaineering (hiking, trekking, camping, orienteering) | *The learner...*demonstrates understanding of recreational activities in optimizing one’s health | *The learner...*performs the activity proficiently that leads to a strong desire for independent pursuit | *The learner...** engages in moderate to vigorous physical activities for at least 60 minutes a day
* participates in organized recreational events
* maintains appropriate levels of health related fitness components
* demonstrates proper ethiquete and safety in the use of facilities and equipment
* design a long term plan for self improvement
* displays joy of effort, respect for others, fair play, pursuit and the balance of body, will and mind
* explores one’s potential for health- and fitness related career opportunities
 | **PE12PF-00a-p-45****PE12PF-00m-p-46****PE12PF-00a-p-47****PE12PF-00a-p -48****PE12PF-00o-p-49****PE12PF-00a-p-50****PE12PF-00a-p -51** |

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**K-12 Curriculum Finalization Workshop**

August 11-16, 2013

Development Academy of the Philippine, DAP Tagaytay City

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