

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE LEVEL STANDARDS**

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

**K to 12 BASIC EDUCATION CURRICULUM**

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

**Key Stage 1**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 1</b>	Body management Movement skills Rhythms and dance Games and sports Physical fitness	Body Awareness	Space Awareness	Qualities of Effort	Relationships
		Participation in enjoyable singing games, action songs, simple games, Chasing/Fleeing type games and mimetics.			
<b>GRADE 2</b>	Body management Movement skills Rhythms and dance Games and sports Physical 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			
<b>GRADE 3</b>	Body management Movement skills Rhythms and dance Games and sports Physical 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.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1a - Scope and Sequence of Physical Education from Grades 4-6**

**Key Stage 2**

Grade Level	Strands	Q1	Q2	Q3	Q4
		<b>Health-Enhancing Fitness 1</b>			
<b>GRADE 4</b>	Physical fitness	Assessments of physical activities 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	
		<b>Health-Enhancing Fitness 2</b>			
<b>GRADE 5</b>	Physical fitness	Assessments of physical activities 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	
		<b>Health-Enhancing Fitness 3</b>			
<b>GRADE 6</b>	Physical fitness	Assessments of physical activities 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 enhancing activities, ensuring that they are integrative and inclusive in context.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1d - Scope and Sequence of Physical Education from Grades 7-10**

**Key Stage 3**

Grade Level	Strands	Q1	Q2	Q3	Q4
<b>GRADE 7</b>		<b>Personal Fitness</b>			
	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 dances	
<b>GRADE 8</b>		<b>Family and School Fitness</b>			
	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
<b>GRADE 9</b>		<b>Community Fitness</b>			
	Physical fitness	Lifestyle & Weight Management (Physical activities and eating habits)			
	Games and sports	Sports officiating			Active Recreation (indoor & outdoor)
	Rhythms and dance		Social, ballroom dances and Festival dances		
<b>GRADE 10</b>		<b>Societal Fitness</b>			
	Physical fitness	Lifestyle & Weight Management (Physical activities 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.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**Table 1d - Scope and Sequence of Physical Education and Health from Grades 11-12**

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 mountaineering activities	

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

## K to 12 BASIC EDUCATION CURRICULUM

### 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

**K to 12 BASIC EDUCATION CURRICULUM**

**GRADE 7**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>FIRST QUARTER / FIRST GRADING PERIOD</b>					
<p><b>Exercise Programs:</b></p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p><b>a. individual sports</b></p> <ol style="list-style-type: none"> <li>1. running</li> <li>2. rhythmic sportive gymnastics</li> <li>3. swimming</li> </ol> <p><b>b. dual sports</b></p> <ol style="list-style-type: none"> <li>1. badminton</li> <li>2. table tennis</li> <li>3. tennis</li> </ol> <p><b>c. combative sports</b></p> <ol style="list-style-type: none"> <li>1. arnis(anyo)</li> <li>2. taekwondo(poomsae)</li> <li>3. karate(kata)</li> </ol> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <p>designs an individualized exercise program to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <ol style="list-style-type: none"> <li>1. undertakes physical activity and physical fitness assessments</li> </ol>	<b>PE7PF-Ia-h-23</b>	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> <li>2. sets goals based on assessment results</li> </ol>	<b>PE7PF-Ia-24</b>	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> <li>3. identifies training guidelines and FITT principles</li> </ol>	<b>PE7PF-Ib-25</b>	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> <li>4. recognizes barriers(low level of fitness, lack of skill and time) to exercise</li> </ol>	<b>PE7PF-Ib-26</b>	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> <li>5. prepares an exercise program</li> </ol>	<b>PE7PF-Ic-27</b>	OHSP PE 1 Q1 – module 1
			<ol style="list-style-type: none"> <li>6. describes the nature and background of the sport</li> </ol>	<b>PE7GS-Id-5</b>	<ol style="list-style-type: none"> <li>1. OHSP PE 1 Q2 module1</li> <li>2. OHSP PE 1 Q2 module2</li> <li>3. OHSP PE 1 Q2 module3</li> <li>4. OHSP PE 1 Q3 module 1</li> <li>5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al 2012. P. 69.*</li> <li>6. EdukasyongPangkatawan,Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 73-74.90.*</li> <li>7. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. Et.al. DepEd. 1994. Pp. 164. 173. 181-182.268</li> </ol>
			<ol style="list-style-type: none"> <li>7. executes the skills involved in the sport</li> </ol>	<b>PE7GS-Id-h-4</b>	<ol style="list-style-type: none"> <li>1. OHSP PE 1 Q2 module1</li> <li>2. OHSP PE 1 Q2 module2</li> <li>3. OHSP PE 1 Q2 module3</li> <li>4. OHSP PE 1 Q3 module 1</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p><b>Exercise Programs:</b></p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p><b>a. individual sports</b></p> <ol style="list-style-type: none"> <li>1. running</li> <li>2. rhythmic sportive gymnastics</li> <li>3. swimming</li> </ol> <p><b>b. dual sports</b></p> <ol style="list-style-type: none"> <li>1. badminton</li> <li>2. table tennis</li> <li>3. tennis</li> </ol> <p><b>c. combative sports</b></p> <ol style="list-style-type: none"> <li>1. arnis(anyo)</li> <li>2. taekwondo(poomsae)</li> <li>3. karate(kata)</li> </ol> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p><i>The learner . . .</i></p> <p>designs an individualized exercise program to achieve personal fitness</p>			<ol style="list-style-type: none"> <li>5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 72-73.*</li> <li>6. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285.</li> </ol>
			8. monitors periodically one’s progress towards the fitness goals	<b>PE7PF-Id-h-28</b>	OHSP PE 1 Q1 – module 1
			9. distinguishes from fallacies and misconceptions about the physical activity participation	<b>PE7PF-Id-29</b>	OHSP PE 1 Q1 – module 1
			10. performs appropriate first aid for sports-related injuries (e.g. cramps,sprain, heat exhaustion)	<b>PE7PF-Id-30</b>	OHSP PE 1 Q1 – module 1
			11. assumes responsibility for achieving personal fitness	<b>PE7PF-Id-h-31</b>	OHSP PE 1 Q1 – module 1
			12. keeps the importance of winning and losing in perspective	<b>PE7PF-Id-h-32</b>	OHSP PE 1 Q1 – module 1
<b>• SECOND QUARTER/ SECOND PERIOD</b>					
<p><b>Exercise Programs:</b></p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of guidelines and principles in</p>	<p><i>The learner . . .</i></p> <p>modifies the individualized exercise program to achieve</p>	13. undertakes physical activity and physical fitness assessments	<b>PE7PF-IIa-h-23</b>	OHSP PE 1 Q1 – module 1
			14. reviews goals based on assessment results	<b>PE7PF-IIa-24</b>	OHSP PE 1 Q1 – module 1

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
strengthening Activities: <b>a. individual sports</b> 1. running 2. rhythmic sportive gymnastics 3. swimming  <b>b. dual sports</b> 1. badminton 2. table tennis 3. tennis  <b>c. combative sports</b> 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) Note: Activities dependent on teacher capability and school resources.	exercise program design to achieve personal fitness	personal fitness	15. addresses barriers (low level of fitness, lack of skill and time) to exercise	<b>PE7PF-IIb-33</b>	OHSP PE 1 Q1 – module 1
			16. describes the nature and background of the sport	<b>PE7GS-IIId-5</b>	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. P. 69.* 6. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 73-74. 90.* 7. Edukasyong Pangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al.DepEd. 1994. Pp. 164. 173. 181-182. 268
			17. executes the skills involved in the sport	<b>PE7GS-IIId-h-4</b>	1. OHSP PE 1 Q2 module1 2. OHSP PE 1 Q2 module2 3. OHSP PE 1 Q2 module3 4. OHSP PE 1 Q3 module1 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 72-73.* 6. Edukasyong Pangkatwan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285
			18. monitors periodically one’s progress towards the fitness goals	<b>PE7PF-IIId-h-28</b>	OHSP PE 1 Q1 – module 1
			19. performs appropriate first aid for sports-related injuries (e.g.cramps,sprain, heat	<b>PE7PF-IIId-30</b>	OHSP PE 1 Q1 – module 1

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			exhaustion)		
			20. assumes responsibility for achieving personal fitness	<b>PE7PF-IIId-h-31</b>	OHSP PE 1 Q1 – module 1
			21. keeps the importance of winning and losing in perspective	<b>PE7PF-IIId-h-32</b>	OHSP PE 1 Q1 – module 1
<b>THIRD QUARTER/ THIRD PERIOD</b>					
<b>Exercise Programs:</b>  Training Guidelines, FITT Principles  Endurance, 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 . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	22. undertakes physical activity and physical fitness assessments	<b>PE7PF-IIIa-h-23</b>	OHSP PE 1 Q1 – module 1
			23. reviews goals based on assessment results	<b>PE7PF-IIIa-34</b>	OHSP PE 1 Q1 – module 1
			24. addresses barriers (low level of fitness, lack of skill and time) to exercise	<b>PE7PF-IIIb-33</b>	OHSP PE 1 Q1 – module 1
			25. describes the nature and background of the dance	<b>PE7RD-IIIId-1</b>	OHSP PE 1 Q 4 – module 1
			26. executes the skills involved in the dance	<b>PE7RD-IIIId-h-4</b>	OHSP PE 1 Q 4 – module 1
			27. monitors periodically one’s progress towards the fitness goals	<b>PE7PF-IIIId-h-28</b>	OHSP PE 1 Q1 – module 1
			28. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	<b>PE7PF-IIIId-30</b>	OHSP PE 1 Q1 – module 1
			29. assumes responsibility for achieving personal fitness	<b>PE7PF-IIIId-h-31</b>	OHSP PE 1 Q1 – module 1
			30. keeps the importance of winning and losing in perspective	<b>PE7PF-IIIId-h-32</b>	OHSP PE 1 Q1 – module 1

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>FOURTH QUARTER/ FOURTH PERIOD</b>					
<p><b>Exercise Programs:</b></p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk (Tinikling)/ indigenous, ethnic, traditional/ festival dance</p> <p>Note: Dances available in the area can be selected.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner . . . modifies the individualized exercise program to achieve personal fitness</p>	31. undertakes physical activity and physical fitness assessments	<b>PE7PF-IVa-h-23</b>	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	<b>PE7PF-IVa-34</b>	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	<b>PE7PF-IVb-33</b>	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	<b>PE7RD-IVc-1</b>	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	<b>PE7RD-IVd-h-4</b>	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	<b>PE7PF-IVd-h-28</b>	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	<b>PE7PF-IVd-30</b>	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	<b>PE7PF-IVh-35</b>	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	<b>PE7PF-IVd-h-31</b>	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in perspective	<b>PE7PF-IVd-h-32</b>	OHSP PE 1 Q1 – module 1

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Adherence</b>	Voluntary, self-regulated and sustained regular participation in exercise program
<b>Anxiety</b>	Negative state of arousal characterized by physical, mental and behavioural manifestations such unpleasant feeling, negative thoughts, excessive sweating, biting of nails and fidgeting
<b>Apparently healthy individual</b>	Adults 18-65 years of age with no noticeable symptoms and have no significant disease or physical condition that prevents them from engaging in physical activities. Children, adolescents, men less than 45 years, and women less than 55 years who have no symptoms of or known presence of heart disease or major cardiovascular disease (CVD) risk factors. Men 45 years or older and women 55 years or older who have no symptoms or known presence of heart disease and with less than two major CVD risk factors. Men 45 years or older and women 55 years or older who have no symptoms or known presence of heart disease and with two or more CVD risk factors.
<b>Arousal</b>	A state of being awake ranging from relaxed to frenzy.
<b>Basic Life Support (BLS)</b>	An emergency procedure that consists of recognizing respiratory or cardiac arrest or both and the proper application of CPR to maintain life until rescuer or advanced life support is available
<b>Bend</b>	Movement that causes the formation of a curve.
<b>Burnout</b>	Exhaustion and diminished interest resulting from long term-stress
<b>Cohesion</b>	The tendency of a group to stick together and remain united in pursuit of a goal.
<b>Collapse</b>	To fall down
<b>Competition environment</b>	This comprises of individuals and material resources where competition is held
<b>Competition environment management</b>	Managing aspect of sports setting where competition is held (athletes and spectators, facilities and equipment, others)
<b>Conflict management</b>	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict thereby enhancing learning and outcomes or performance. Handling conflict (formal protest, verbal disagreements, physical altercation, etc.) among athletes, parents, spectators and others before, during or after the competition=
<b>Cueing</b>	Verbal or physical signal provided in anticipation of a movement.
<b>Dance Mixers</b>	Is a kind of participation dance in a social dance setting that involves changing partners as an integral part. It allows dancer to meet new partners and allow beginners to dance with more advanced dancers.
<b>Deconditioning</b>	To lose fitness

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Dehydration</b>	Excessive loss of body water with an accompanying disruption of metabolic processes
<b>Directions</b>	refer to linear-forward and backward, lateral sideward and multi- directional movement
<b>Disaster</b>	A sudden or serious disruption of life caused by nature or humans that creates or threatens to create injuries to a number of person or properties
<b>Dynamic Flexibility</b>	is doing flexibility exercises while moving
<b>Ethical behaviour</b>	Acting in ways that are consistent with one's personal values and commonly held norms of the society.
<b>Ethical standards</b>	Principles that promote values such as trust, good behaviour, fairness and kindness
<b>Exercise program</b>	A carefully designed plan for improving health or fitness.
<b>Feasibility assessment</b>	Assessment of how beneficial or practical the development of a particular system will be to an event.
<b>First aid</b>	An immediate and temporary care given to a person who suddenly gets ill or injured
<b>Flexibility</b>	Is the ability of a person to bend or stretch without hurting themselves.
<b>Flow</b>	Refers to smoothness of movement
<b>Force</b>	Refers to light, lighter, lightest/strong, stronger and strongest
<b>Gallop</b>	Feet face forward, step forward & close with the trail foot, step & close... (Same foot always leads).
<b>Game statistics</b>	A metric of one's game or competition performance in specific sports terms such as game point average, assists, errors, home runs, etc.
<b>General space</b>	Is an unlimited area where you move from one place to another.
<b>Group dynamics</b>	Behavioural and psychological processes which occur within a group
<b>Head level dribbling</b>	It is dribbling the balloon the head level/head and waist in between.
<b>Heat fatigue</b>	A heat exhaustion which is a milder form of heat-related illness that can occur after prolonged exposure to high temperature.
<b>Heat stroke</b>	A life threatening condition with symptoms of high body temperature, rapid pulse and difficulty of breathing.
<b>Hop</b>	Push off 1 foot, land on same foot. Vertical or horizontal
<b>Hyperthermia</b>	An elevated body temperature due to failed thermoregulation that occurs when the body produces or absorbs more heat that it dissipates
<b>Hypothermia</b>	A condition in which core temperature drops below the required temperature (37 <sup>0</sup> C)for normal metabolism and body functions

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Implements</b>	An instrument, tool, or utensil for accomplishing work.
<b>Inclusion</b>	The principle of ensuring participation of all learners.
<b>Indigenous game</b>	Is a native game in one place specially in a region or country
<b>Jump</b>	Take off 1 or 2 feet, land on 2 feet. Vertical or horizontal
<b>Knee level dribbling</b>	Is dribbling the ball on the knee level/below.
<b>Kunday</b>	Literary means move the hands gracefully somewhat like a kumintang
<b>Lead-up games</b>	Is an organize game that can be used to improve the locomotor skills like catching and throwing/passing.
<b>Leap</b>	Take off 1 foot, cover a large distance. Land on other foot. Use several running steps to lead into the leap
<b>Levels</b>	Refer to high, Middle, and Low movements
<b>Life skills</b>	Behaviours used appropriately and responsibly in the management of personal affairs
<b>Location</b>	Refer to behind, in front, under, over, personal space, and general space
<b>Luksong tinik</b>	Is an indigenous/native game played by three or more players using hand as tinik.
<b>Manipulative skills</b>	Are done with the use of light implements. It is also a combination of locomotor and non-locomotor movements.
<b>Motivational strategies</b>	Techniques or exercises used to improve a participant's drive and persistence toward his/her goal.
<b>Motor control</b>	The process by which the central nervous system produces purposeful and coordinated movement in its interaction with the rest of the body and the environment
<b>Motor learning</b>	A set of internal processes associated with practice or experience leading to relatively permanent changes and the capability for skilled behaviour
<b>Movement screen</b>	An assessment technique for identifying imbalances in mobility and stability during the performance of fundamental movement patterns. The assessment results can be used for the prevention of non-contact injuries and optimization of performance.
<b>Movements</b>	Is a change of position of body or body parts in space
<b>Objects</b>	Refers to ribbons, hoops, balls, and any available indigenous/improvised materials
<b>Parameter</b>	A measurable factor of a set that defines a system.
<b>PAR-Q</b>	Physical Activity Readiness Questionnaire
<b>Performance</b>	Measures taken to perform better in sports or exercise.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>enhancement</b>	
<b>Performance goal</b>	Specific personal standard unaffected by the performance of others
<b>Person</b>	Refers to individual partners, group.
<b>Personal best</b>	The highest performance achieved by an athlete expressed in quantitative terms (time, score, distance, etc.).
<b>Personal or self-space</b>	Is a given space when you move in your fixed position.
<b>Physical activity</b>	Any bodily activity that enhances or maintains physical fitness, health and wellness Any bodily movement produced by skeletal muscles that requires energy expenditure
<b>Physical fitness</b>	A state of good health and well-being of an individual
<b>Planes</b>	Refer to a diagonal, horizontal, vertical, rotational
<b>Preventive activities</b>	Activities that help avoid injuries
<b>Promotional strategies</b>	A careful plan for spreading the word about a product or service to stakeholders and the broader public.
<b>Psychological impact</b>	Mental, emotional, or behavioural consequence.
<b>Psychosocial</b>	Individual and social factors influencing participation, performance, adherence and well-being in sports and exercise
<b>Pull</b>	Exert force on object to move it towards source of force
<b>Punch</b>	Use forceful actions with various body parts – hands, feet knees, elbows.
<b>Push</b>	Try to move away by pressure.
<b>Recreation instruction</b>	Teaching sports and other related activities as leisure pursuits.
<b>Rehabilitative activities</b>	Activities designed to restore something to its former condition.
<b>Rhythmic routine</b>	Is an activity that helps us express our feeling to a person and the objects used.
<b>Ring</b>	Is one of the many implements that can be used in rhythmic routines.
<b>Risk assessment</b>	Assessment of threats, problems and other concerns that may arise in an event.
<b>Run</b>	Move fast by using the feet, with one foot off the ground at any given time

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Safety awareness</b>	Knowledge of safety issues and of potential hazards to reduce risk and threat to life
<b>Self-efficacy</b>	Belief in one's ability to complete a task or reach one's goal.
<b>Simulation</b>	The act of imitating the behaviour of some situation or process by means of something similar for the purpose of studying and training
<b>Skip</b>	Step forward, hop on that foot while bringing other foot forward to step and hop and switch. Slide
<b>Slash</b>	Longer movements but powerful like punches (picture a slashing sword)
<b>Slide</b>	Step to the side, close with other foot, step to the side again, close with other...
<b>Sport-life balance</b>	The need to equip the learner with skills to manage the demands of one's study and training through integral formation. This is significant to an athlete's performance, longevity in the sport and preparation for life after sport.
<b>Static Flexibility</b>	Is doing flexibility exercises on a stationary position.
<b>Stress</b>	Anything that poses threat or challenge to body and/or mind.
<b>Stretch</b>	Extend the limbs or muscles, or the entire body.
<b>Stretching</b>	Is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately fixed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone.
<b>Sway</b>	Swing unsteadily; rock by moving back and forth sideways.
<b>Swing</b>	Move or walk in a to and fro or swaying manner.
<b>Tiklos</b>	Is a dance which refers to a group of peasants who agree to work for each other one day each week to clear the forest, prepare the soil for planting
<b>Time</b>	Refers to slow, slower, slowest/fast, faster, fastest.
<b>Tumbang Preso</b>	Is the game that will test your skills in running, walking, and dodging in slow and fast pace in varying directions.
<b>Turn</b>	Partial or full rotation of the body while shifting the base of support (spin to make yourself dizzy)
<b>Twist</b>	Rotate body or body parts around a stationary base (twist upper body back and forth, keep feet still)
<b>Waist level</b>	Is dribbling the ball on the waist level/waist and knee in between. Waist level
<b>Walk</b>	Using the feet to advance the steps.

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

**Sample: PE2PF-IIa-h-14**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Physical Education	<b>PE2</b>	Body Management	EL
	Grade Level	Grade 2		Movement Skills	MS
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Physical Fitness	<b>PF</b>	Physical Fitness	PF
			-	Games and Sports	GS
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>	Rhythms and Dance	RD
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to eight	<b>a-h</b>		
			-		
<b>Arabic Number</b>	Competency	Observes correct posture and body mechanics while performing movement activities	<b>14</b>		

## K to 12 BASIC EDUCATION CURRICULUM

### REFERENCES

- Alejandro, Reynaldo, *Philippine Dance*, (New Manila: Vera-Reyes, Inc., 1978)
- American Red Cross, *Life Saving and Water Safety*, (USA: Blakiston Sons and Co. Philadelphia., 1991)
- Aquino, Francisca R. *Dances for All Occasions*. (Manila: National Bookstore, 1985)
- Aquino, Francisca R. *Foreign Folk Dances*. (Manila: National Bookstore, 1987)
- Aquino, Francisca R. *Philippine Folk Dances Vols. I, II, III, IV, V and VI*. (Manila: National Book Store, 1987)
- Aquino, Gaudencio V. *Effective Teaching, 3<sup>rd</sup>ed.*(Manila: National Book Store, 2003)
- Austin, George. *Swimming for Fitness*. (London: London A and C Blad Co., 1994)
- Balajadia-Ducut, Ruth M. and Pangilinan, Diana B. *Manual of Standards for Research*. (Manila: University of the Assumption Press, 2006)
- Baum, Gartner T. *Measurement for Evaluation in PE* (USA: Boston Houghter Mifflin, 2000)
- Borich, Gary D. *Effective Teaching Methods. 5<sup>th</sup>ed.* (New Jersey: Pearson Education, Inc., 2004)
- Bowe, Franl. *Birth to five; Early Childhood Special Education*: (New York: Delmar, 1995)
- Brooks, George. *Exercise Physiology*. (USA: California Mayfield Publishing, 2000)
- Brown, D. *Dance and Choreography*. (New York: Mamiston Publishing, D., 2008)
- Bucher, Charles A., *Foundations of Physical Education and Sports 12<sup>th</sup> edition*. (USA: Mosby-Year Book, Inc., 1989)
- Bucher, Charles and Krotee, March. *Management of PE and Sport*. (USA: Missouri Mosby Books, 1987)
- Bush, Paul. *All you wanted know about swimming*. (New Delhi: New Down Press, 2007)
- Butler, Richard J. *Sports Psychology in Action*. (England: Butterworth Heinemann Ltd., 1996)
- Bureau of Secondary Education, Department of Education. *Basic Education Curriculum*. Pasig City, 2002.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 1991.

## K to 12 BASIC EDUCATION CURRICULUM

- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 1998.
- Bureau of Secondary Education, Department of Education. *Secondary Education Curriculum*. Pasig City, 2010
- Byl, John. *Co-Educational Recreational Games*. (USA: New York Human Kinetics, 2002)
- Capon, Jack. *Perceptual Motor Development*. (USA: Belmont Ca. Fearon Pittman, 1975)
- Clarke, Mary Crisp Clement. *History of Dance*. (London: Obis Publishing, 1981)
- Clement, Annie and Artman, Betty G. *The Teaching of Physical Skills*, (WCB Brown and Benchmark, 1996)
- Corbin, Charles et. al., *Concept on Fitness and Wellness*. (USA: McGraw Hill Higher Education, 2003)
- Danny, Sauder and Swalley Nina. *Simulation and Games as Transition Change*. (USA: John Hopkins University Press, 2000)
- Dauer, Victor P. and Robert P. Pangrazi. *Dynamic Physical Education for Children 9<sup>th</sup>ed.*, (New York: Macmillan Publishing Company, 1989)
- Diñoso, Clarita P. *Gymnastic Book*. (Quezon City: Rex Bookstore, 1982)
- Dutta Pratik. *Strategies on Games, tricky and practice*. (USA: University of Toronto Press, 2004)
- Eisner, Elliot W. *The Educational Imagination, Our Design and Evaluation of School Program 3<sup>rd</sup> Edition*, (New York: Macmillan, 1994)
- Ellington, Henry and Gordon, Monica. *Using Games and Simulations in the Classroom*. (U.K.: Jen University, 1998)
- Fajardo, Libertad V., *Visayan Folk Dances Vols. I*, (Manila: National Book Store, 1979)
- Fajardo, Libertad V. *See the World in Dances*. (Manila: National Book Store, 1967)
- Francis, M. C. *Principles of Classroom Management*. (New Jersey: Eaglewood Cliffs, Prentice Hall, 2006)
- Gabao, Larry A., *Dance with Me*, (Manila: PNU Press, 2007)
- Gallahue, David. and Ozmun, John. *Understanding Motor Development 5<sup>th</sup> edition*. (New York: Human Kinetics, 2002)
- Garrett, William. *Exercise and Sport Science*. (Philadelphia USA: Lippincot and Williams Wilkins, 2000)
- Gogningco, Leonor O., *Dances of the Emerald Isles*. (Quezon City: Ben Lor Publishing, 1980)

## K to 12 BASIC EDUCATION CURRICULUM

- Gootman, Marilyn. *Classroom Management*. (New Jersey: Eaglewood Cliffs, Prentice Hall, 2008)
- Greenberg, Jerrold et. al., *Physical Fitness and Wellness*. (USA: Simon Schuster Co., 1995)
- Hennessy, Betty F., *Physical Education Source Book*, (Illinois: Human Kinetics Champaign, 1996)
- Henson, Mari. *Game Filipino Children Used to Play*, (Quezon City: Rex Publishing, 2001)
- Hinson, Curt. *Fitness for Children*, (Champaign Illinois: Human Kinetics, 1995)
- Hoeger, Sharon and Hoeger Werner. *Principles and Labs for Fitness and Wellness*. (Wadsworth, 2004)
- Hoeger, Werner. *Fitness and wellness 5<sup>th</sup> edition*. (Callifornia: Mayfield Publishing, 2002)
- Hutchinson, Walter. *Customs of the World*. (Delhi India: Reprint, 1984)
- Jensen, Clayne R., *Applied Kinesiology*. (New York: McGraw Hill, 1977)
- Johnson, Larry I. and Jack K. Nelson. *Practical Measurement for Evaluation in Physical Education 4<sup>th</sup> Ed.*, (London, 1986)
- Jonas, Gerald. *The Power of Dance Around the World*. (UK: BBC Books, 1992)
- Katz, Jane Ed. D. *Updated, Swimming for total fitness Dolphine Book*. (New York, 1992)
- Katz and Brunning , *Swimming for Total Fitness*. (New York: Doubleday Dell Publishing, 2003)
- Kinchner, Glenn. *Physical Education for Elementary School Children*. (UK: W.C. Brown Publishers, 1992)
- Klein, Hans T., *The Arts of Interactive Teaching with cases, simulations, games and methods*, (California: University of California Press, 2002)
- Kogar, Sheila. *Step by step: A complete movement education curriculum*. (Champaign Illinois: Human Kinetics, 2004)
- Kraus, Richard et. al.. *History of Dance in Art and Education*. (New Jersey: Eaglewood Cliffs, 1991)
- Lee, Martin. *Coaching Children in Sport Principles and Practice*. (UK, 1993)
- Lews, Rena et. al.. *Teaching Special Students in the Mainstream*. (Columbus , Ohio: Bell and Howell, 1983)
- McCornick, Brian. *Crossover. The new model of youth basketball*. (USA: Washington D.C., 2008)

## K to 12 BASIC EDUCATION CURRICULUM

- Miller, David K., *Measurement by the Physical Educator*. (Virginia: McGraw-Hill, 2001)
- Morris, Jim Stiehl. *Changing Kids Games*. (Human Kinetics, New York, 1999)
- Nichols, Beverly. *Moving and Learning*. (USA: Von Heffman Press McGraw Hill, 1994)
- Nixon, John E. and Ann Jewett, *Introduction to Physical Education*. (Philadelphia: Saundess Publishing, 1980)
- Ornstein, Allan C., *Strategies for Effective Teacher*. (New York: Collins Publisher, 1990)
- Pangrazi, Robert P. and Darst, Paul W.. *Dynamic Physical Education Curriculum and Instruction for Secondary Students*. (Minnesota: Burgess Co., 1985)
- Ratey, John. *The Revolutionary New Science of Exercise and the Brain*. (New York: Little, Brown and Company, 2010)
- Rosato, Frank. *Fitness and Wellness*. (USA: West Publishing, 1990)
- Cultural Center of the Philippines. *Sayaw: Dances of Phil. Islands Phil. Folk Dance Society Volume 1-7*. (Pasay: Cultural Center of the Philippines, 2010)
- Shaller, Bob. *The Everything Kids Basketball 3<sup>rd</sup> Edition*. (NY USA: F&W Media, Inc., 2009)
- Shapiro, Sherry. *Dance in the World of Change*. (USA: Sheridan Books, 2008)
- Smith – Autard, Jacqueline, *Dance Composition*. (London: AJ Black Limited, 1992)
- Smith – Autard, Jacqueline, *The Art of Dance in Education*. (London: AJ Black Limited, 1992)
- Snow, Donatelle, *Wellness Choices for Health and Fitness*. (San Francisco: Benjamin Cummings Publishing, 1995)
- Sugar, S., *Games that Boost Performance*. (London: University Press, 2005)
- Summers, Morris T., *Sport Psychology. Theory and Application*. (Singapore: John Wiley and Sons, 1995)
- Thomer, David. *Swimming Steps to Success*. (New York, USA: Human Kinetics, 2005)
- Villarus, Basillio Esteban. *Treading though: 45 years of Philippine dance*. (Quezon City: U.P. Press, 2006)