

**K to 12 BASIC EDUCATION CURRICULUM
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 in and assessment of physical activities.
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.

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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 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.			
GRADE 2	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			
GRADE 3	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.

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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	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	
		Health-Enhancing Fitness 2			
GRADE 5	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	
		Health-Enhancing Fitness 3			
GRADE 6	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.

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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 dances		
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 activities and eating habits)				
	Games and sports	Sports officiating			Active Recreation (indoor & outdoor)	
	Rhythms and dance		Social, ballroom dances and Festival dances			
GRADE 10		Societal Fitness				
	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.

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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

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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

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GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER/ FIRST GRADING					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . designs a physical activity program for the family/school peers to achieve fitness</p>	<p>The learner. . .</p> <p>1. undertakes physical activity and physical fitness assessments</p>	PE8PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			<p>2. conducts physical activity and physical fitness assessments of family/school peers</p>	PE8PF-Ib -36	OHSP PE 1 Q1 – module 1
			<p>3. sets goals based on assessment results</p>	PE8PF-Ia-24	OHSP PE 1 Q1 – module 1
			<p>4. identifies training guidelines and FITT principles</p>	PE8PF-Ib-25	OHSP PE 1 Q1 – module 1 p.13
			<p>5. recognizes barriers (low level of fitness, lack of skill and time) to exercise</p>	PE8PF-Ib-26	OHSP PE 1 Q1 – module 1
			<p>6. prepares a physical activity program</p>	PE8PF-Ic-27	OHSP PE 1 Q1 – module 1
			<p>7. describes the nature and background of the sport</p>	PE8GS-Id-1	<p>1. EASE PE - module 5 p.4.</p> <p>2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 87-97. 110-118.*</p> <p>3. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114. 123-124.*</p>
			<p>8. executes the skills involved in the sport</p>	PE8GS-Id-h-4	<p>1. EASE PE - module 5 pp.9-13</p> <p>2. Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 88-94.*</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>		<p>The learner . . .</p> <p>designs a physical activity program for the family/school peers to achieve fitness</p>	<p>9. monitors periodically progress towards the fitness goals</p>	<p>PE8PF-Id-h-28</p>	<p>1. OHSP PE 1 Q1 – module 1</p> <p>2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.*</p> <p>3. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*</p>
			<p>10. distinguishes facts from fallacies and misconceptions about physical activity participation</p>	<p>PE8PF-Id-29</p>	<p>OHSP PE 1 Q1 – module 1</p>
			<p>11. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings</p>	<p>PE8PF-Id-30</p>	<p>1. OHSP PE 1 Q1 – module 1</p> <p>2. Enjoy Life with P.E and Health III. Darilag, Agripino G. et.al. 2012. pp. 212-232.*</p> <p>3. EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. P. 52</p>
			<p>12. assumes responsibility for achieving fitness</p>	<p>PE8PF-Id-h-31</p>	<p>OHSP PE 1 Q1 – module 1</p>
			<p>13. displays tolerance and acceptance of individuals with varying skills and abilities</p>	<p>PE8PF-Id-h-37</p>	<p>OHSP PE 1 Q1 – module 1</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
• SECOND QUARTER/ SECOND PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities: team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . 45odifies physical activity program for the family/school peers to achieve fitness</p>	14. undertakes physical activity and physical fitness assessments	PE8PF-Iia-h-23	OHSP PE 1 Q1 – module 1
			15. conducts physical activity and physical fitness assessments of family/school peers	PE8PF-Iia-36	OHSP PE 1 Q1 – module 1
			16. sets goals based on assessment results	PE8PF-Iib-24	OHSP PE 1 Q1 – module 1
			17. recognizes barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-Iid-h-26	OHSP PE 1 Q1 – module 1
			18. prepares a physical activity program	PE8PF-Iic-27	OHSP PE 1 Q1 – module 1
			19. describes the nature and background of the sport	PE8GS-Iic-1	1. EASE PE - module 5 p.4. 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. Pp. 87-97. 110-118.*
			20. executes the skills involved in the sport	PE8GS-IIid-h-4	EASE PE - module 5 pp.9-13
			21. monitors periodically progress towards the fitness goals	PE8PF-IIid-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			22. distinguishes facts from fallacies and misconceptions about physical activity participation	PE8PF-IIid-29	OHSP PE 1 Q1 – module 1
			23. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PE8PF-IIid-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 212-232.* 3. Edukasyong Pangkatawan,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					Kalusugan at Musika I. DepEd. Abejo, Mary Placid. 1994. p. 52
			24. assumes responsibility for achieving fitness	PE8PF-IIId-h-31	OHSP PE 1 Q1 – module 1
			25. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-IIId-h-37	OHSP PE 1 Q1 – module 1
• THIRD QUARTER/ THIRD PERIOD					
Exercise Programs: Training Guidelines, FITT Principles Endurance, 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	26. undertakes physical activity and physical fitness assessments	PE8PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			27. reviews goals based on assessment results	PE8PF-IIIa-34	OHSP PE 1 Q1 – module 1
			28. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-IIIb-33	OHSP PE 1 Q1 – module 1
			29. describes the nature and background of the sport	PE8GS-IIIc-1	1. EASE PE - module 5 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 87-97. 110-118.* 3. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 102-114. 123-124.*
			30. executes the skills involved in the sport	PE8GS-IIIId-h-4	EASE PE - module 5
			31. monitors periodically one’s progress towards the fitness goals	PE8PF-IIIId-h-28	1. OHSP PE 1 Q1 – module 1 2. Enjoy life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* 3. Edukasyong Pangkatawan, kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			32. performs appropriate first aid for sport-related injuries	PE8PF-IIIId-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>team sports (basketball, volleyball, football/futsal, goalball, softball, baseball)</p> <p>Note: Activities dependent on teacher capability and school resources.</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . Modifies a physical activity program for the family/school peers to achieve fitness</p>	(cramps,sprain, heat exhaustion)		<p>II. Darilag, Agripino G. et.al. 2012. pp. 212-232.*</p> <p>3. EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. p. 52</p>
			33. assumes responsibility for achieving fitness	PE8PF-IIIId-h-31	OHSP PE 1 Q1 – module 1
			34. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-IIIId-h-37	OHSP PE 1 Q1 – module 1
• FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</p> <p>Training Guidelines, FITT Principles</p> <p>Endurance, Muscle- and Bone-strengthening Activities:</p> <p>Folk Dances with Asian Influences (Pangalay, Sakuting, Sua-ku-sua, Binislakan)</p>	<p>The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner . . . modifiesna physical activity program for the family/school peers to achieve fitness</p>	35. undertakes physical activity and physical fitness assessments	PE8PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			36. reviews goals based on assessment results	PE8PF-IVa-34	OHSP PE 1 Q1 – module 1
			37. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE8PF-IVb-33	OHSP PE 1 Q1 – module 1
			38. describes the nature and background of the dance	PE8RD-IVc-1	<p>1. OHSP PE 1 Q4</p> <p>2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 143-151.*</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	39. executes the skills involved in the dance	PE8RD-IVd-h-4	OHSP PE 1 Q4
			40. monitors periodically one's progress towards the fitness goals	PE8PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			41. performs appropriate first aid for injuries and emergency situations in dance (cramps, sprain, heat exhaustion, dehydration)	PE8PF-IVd-30	OHSP PE 1 Q1 – module 1
			42. analyzes the effect of exercise and physical activity participation on fitness	PE8PF-IVh-35	OHSP PE 1 Q1 – module 1
			43. assumes responsibility for achieving fitness	PE8PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			44. exerts best effort to achieve positive feeling about self and others	PE8PF-IVd-h-38	OHSP PE 1 Q1 – module 1

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Adherence	Voluntary, self-regulated and sustained regular participation in exercise program
Anxiety	Negative state of arousal characterized by physical, mental and behavioural manifestations such unpleasant feeling, negative thoughts, excessive sweating, biting of nails and fidgeting
Apparently healthy individual	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.
Arousal	A state of being awake ranging from relaxed to frenzy.
Basic Life Support (BLS)	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
Bend	Movement that causes the formation of a curve.
Burnout	Exhaustion and diminished interest resulting from long term-stress
Cohesion	The tendency of a group to stick together and remain united in pursuit of a goal.
Collapse	To fall down
Competition environment	This comprises of individuals and material resources where competition is held
Competition environment management	Managing aspect of sports setting where competition is held (athletes and spectators, facilities and equipment, others)
Conflict management	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=
Cueing	Verbal or physical signal provided in anticipation of a movement.
Dance Mixers	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.
Deconditioning	To lose fitness

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

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

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

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Safety awareness	Knowledge of safety issues and of potential hazards to reduce risk and threat to life
Self-efficacy	Belief in one's ability to complete a task or reach one's goal.
Simulation	The act of imitating the behaviour of some situation or process by means of something similar for the purpose of studying and training
Skip	Step forward, hop on that foot while bringing other foot forward to step and hop and switch. Slide
Slash	Longer movements but powerful like punches (picture a slashing sword)
Slide	Step to the side, close with other foot, step to the side again, close with other...
Sport-life balance	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.
Static Flexibility	Is doing flexibility exercises on a stationary position.
Stress	Anything that poses threat or challenge to body and/or mind.
Stretch	Extend the limbs or muscles, or the entire body.
Stretching	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.
Sway	Swing unsteadily; rock by moving back and forth sideways.
Swing	Move or walk in a to and fro or swaying manner.
Tiklos	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
Time	Refers to slow, slower, slowest/fast, faster, fastest.
Tumbang Preso	Is the game that will test your skills in running, walking, and dodging in slow and fast pace in varying directions.
Turn	Partial or full rotation of the body while shifting the base of support (spin to make yourself dizzy)
Twist	Rotate body or body parts around a stationary base (twist upper body back and forth, keep feet still)
Waist level	Is dribbling the ball on the waist level/waist and knee in between. Waist level
Walk	Using the feet to advance the steps.

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CODE BOOK LEGEND

Sample: PE2PF-IIa-h-14

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

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REFERENCES

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- Aquino, Francisca R. *Dances for All Occasions*. (Manila: National Bookstore, 1985)
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