

INSTITUTE OF ARTS AND SCIENCES

First Semester A.Y. 2023-2024





<u>VISION:</u>Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

MISSION: The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

COURSE DESCRIPTION:

This course provides training in different movement patterns and core engagement in conjunction with principles of healthy eating and a physically active life. Students will be able to adapt and transfer the movement competency in different context.

PROGRAM INTENDED LEARNING OUTCOMES (PILO) (BASED ON CMO):

(Program Intended Learning Outcomes (PILO) Based on CMO No. 76 series of 2017 – Policies, standards and guidelines for Bachelor in Early Childhood Education)

At the end of this program, students will have the ability to:

- Demonstrate high level of content and pedagogical knowledge
- Demonstrate appreciation for diversity
- Manifest collaborative skills
- Demonstrate innovative thinking
- Possess critical and problem-solving skills
- Advocate for children's rights, equity, community, nationalism, and democratic ideas
- Pursue lifelong learning







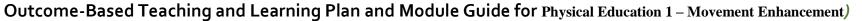






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NUMBER OF UNITS: 2

LEARNING OUTCOMES:

At the end of this course, the students should be able to:

- 1. Discuss the importance of learning the concepts of physical fitness in achieving physically active and healthy lifestyle;
- 2. Improve their fitness from baseline (pre-test) and (post-test) levels;
- 3. Display movement competence and confidence;
- 4. Discover physical strengths and weaknesses by engaging in different self-testing activities necessary for self-improvement;
- 5. Provide students the training in different movement patterns and exercises that will develop and motivate them to be physically fit at all times.
- 6. Evaluate a personal food log based on dietary recommendations; and
- 7. Apply the concept regarding physical training needed to achieve, adapt, and enhance strength;
- 8. Participate and/or conduct a fitness event.

COURSE OUTLINE

Wee k	Торіс	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Developmen t Goals (SDG) Coherence
		GLOBAL KNOWLEDGE			
1	Orientation: School and Class room Policies Regulation Requirements Grading System VMGO	❖ Power point Presentation for Discussion	Acquainted on the policies, rules and regulation, requirements and grading system of the subject.	Essay on the Introduction to Tertiary Physical Education Program Quantity: 50-70 words.	SDG No. 3 & 4 Good Health and Well- Being Quality Education
	A. Introduction to Tertiary	LectureBrain Storming	Discuss the role of Tertiary		













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Physical Education	Physical	- 10 points
Program	education	Organization – 5
		points
		Couse requirements:
		Fitness Watch
		Weekly
		program
		routine
		exercises • Pre BMI result
		The Bivin Tesuit
		Performance task:
		• Choose
		Specific
		Routine
		Exercises
		e.g. Muscular Strenth, Cardio
		Endurance)
		Submitting process:
		Video Recordings link
		using Tiktok/FB Reels
		Rubrics:
		KUDIICS:













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			Video quality: 40% Proper demonstration 60%	
2-3	B. Movement Concepts * Basic Movement Skills	 Lecture/discussionontheMovement Concepts Group Dynamics Demonstration Hand-outs Performance Activity 	 ★ Explore the movement concepts in terms of body awareness, space, effort and relationships. ★ Performing the Basic Movement Performance task: Choose Specific Routine Exercises Exercises e.g. Muscular Strenth, Cardio Endurance) 	SDG No. 3 Good Health and Well- Being
	C. PAR-Q	❖ Determine level of readiness through PAR-Q	Skills Find out the level of readiness through PAR-Q Submitting process Video Recordings I using Tiktok/FB Reference to the process Physical Rough Exercises	ink els tine
	D. FitnessComponents of Physical Fitness	Lecture/discussiononPhysical Fitness components	 Differentiate health-related skill-related components List down the components of (1st submission of video recordings of to 5th Daily Routi Exercises *For 1st week 	£1 st
		❖ Video Presentation on how to perform Health-	fitness Rubrics:	













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E. Physical Fitness Testing	related Physical Fitness Test Individual Performance		Video quality: 40% Proper demonstration: 60%
Physical Activity Log	 Performance activities(Physical Fitness Test) Monitoring fitness through Physical Fitness Test Battery Individual/group physical activities based on the PA category and frequency outside of PE classes 	 Perform the different Physical Fitness Test within the group. Record the different Physical Fitness Test Results Identify and interpret the strengths and weaknesses based on the pretest result. Monitor fitness goals relative to standards Take part in physical activities outside of PE Classes. 	





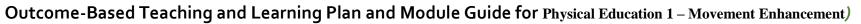








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		points	
		Physical Routine Exercises (3 rd submission of video recordings of 1 st to 5 th Daily Routine Exercises *For third week	
		Rubrics:	
		Video Quality: 40% Improvement skills demonstration: 60%	
		Narrative report for 1 st and 2 nd week routing exercises: 15 points	













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4-5	F. Part 1: Core Stability and Loco motor Skills Training Directional and Movement Terms Anterior v. a. Posterior	 Lecture-Discussion Brain Storming Hand-outs Demonstration Lecture/discussion Demonstration Demonstration Demonstration A Lecture/discussion Directional And 	 Define core stability and loco motor skills training Classify the 	Rubric Completeness – 10 points Short Reflection – 5 points Performance task: Stationary Exercises • e.g.:push ups, plank, leg extension elliptical, zumba etc	SDG No. 3 Good Health and Well- Being
	 ✓ Anterior v.s. Posterior ✓ Superior v.s. Interior ✓ Supine v.s. Prone ✓ Lateral v.s. Medial ✓ Contra-lateral v.s. Ipsi Lateral ✓ Flexion ✓ Extension ✓ Rotation v.s. Circumduction 	 Lecture/discussion on the Directional and Movement Terms used in Physical Activities Illustration Performance Activity Hand-outs Group Performance Activity 	different Directional and movement terms used in physical activity Execute properly the different	zumba etc Submitting process:	
	 ✓ Proximal v.s. distal ✓ Abduction v.s. Adduction ✓ Plantar v.s. Dorsi 		movement used in physical activities	Video recordings using tiktok/fb reels Physical Routine Exercises (4th submission of	













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❖ Breathing and Bracing	❖ Performance Activity Demonstration		video recordings 1 st to 5 th Daily Routine exercises (Stationary Exercises)
		Achieve proper breathing and bracing in physical activity Achieve proper breathing and bracing in physical activity	Rubrics: Video Quality: 40% Improvement skills demonstration: 60%
			Narrative report for 4th week routing exercises: 15 points Rubric Completeness – 10 points Short Reflection – 5 points













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	Performance task: Physical Routine Exercises (5 th submission of video recordings 1 st to 5 th Daily Routine exercises (Stationary Exercises) e.g.:push ups, plank, leg extension elliptical, zumba etc
	Rubrics: Video Quality: 40% Improvement skills demonstration: 60% Narrative report for 4th week routing exercises: 15 points













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				Rubric Completeness – 10 points Short Reflection – 5 points
6-8	 Stabilization/Non Loco motor Sills: Dead bug Series Rolling Planks Bird dog Series Squat Sequence Exercise Progression and Regression Physical Activity Log 	 Demonstration Drills Work-out Group Dynamics Performance Activities * Individual/Group Physical Activitiesbasedonthe PA category and frequency outsideofPE classes	Execute different non-loco motor skills training Take part in physical activities outside of PE Classes	Performance task: Physical Routine Exercises (6 th Submission of video recordings 1 st to 5 th Daily Routine Exercise (Stability non locomotor exercises) e.g.: bending, stretching, extending, turning, raising, twisting, rotating and swinging For 6 th to 8 th week Rubrics: Video Quality: 40% Improvement skills demonstration: 60%













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				Narrative report for 4th week routing exercises: 15 points Rubric Completeness – 10 points Short Reflection – 5 points
		NATIONAL KNOWLEDGE		
9		NOVEMBER 6,7,8 , 2023 Complete Video Presentation Post BMI Result MIDTERM EXAM	1	
10-11	Execute the different loco motor skills training.	 G. Part 2 : Loco motor Skills Training Crawling Series Landing and Jumping Hopping Running Skipping Shuffling Grapevine 	 Group Dynamics Collaborative Learning Demonstration Actual Performance Brain Storming Collaborative Learning Actual 	Requirements: Provide Weekly Exercises program using:Loco motor skills training Choose 3 specific exercise program under loco motor skills training Submitting process:













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Performance	Video recordings using tiktok/fb reels 1st Performance task: Finals (week 10-11) Loco motor skill training program: Crawling Series Landing and Jumping Hopping Running Skipping Shuffling Grapevine
	Rubrics: Video quality :40% Proper Demonstration : 60%





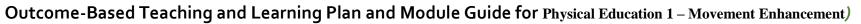








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12-13	A. Circuit Training Program	 Drills Work-out Group Dynamics Performance Activities Demonstration 	 Explain the concept of circuit training Execute the circuit training activity 	using :Circuit Training
				Submitting process: Video recordings using tiktok/fb reels
				Performance task: 2 nd requirements under (Finals) Week 12-13
				Rubrics: Video quality :40% Proper Demonstration : 60%













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				Submitting process: Video recordings using tiktok/fb reels Narrative report: Documentation: 15 Rubrics
		LOCAL KNOWLEDGE		
14-15	H. Healthy Eating Habitsa. Nutrients, their functions and recommended intake (food pyramid)b. Eating Practices	 Lecture-discussion on Nutrition, health, and fitness Lecture/discussion on the guidelines for a healthy diet Applying the recommended dietary allowances and food labels to plan healthy meals 	 Interpreting food labels accurately Evaluating 4 food log based on the Philippine food pyramid 	3 rd Performance task for finals Provide dietary program plan
	❖ Physical Activity Log	 Individual/groupphysicalactivitiesbasedonthe PA category and frequency outsideofPE classes Monitoring fitness through Physical Fitness Test Battery 	❖ Take part in physical activities outside of PE Classes	Rubrics: Content: - 30 % Interpretation: 40 % Presentation: 30 %
			Record the different health-	Submission: through













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	❖ Post-test for Health- related Physical Fitness Test		related Physical Fitness Test Results Identify and interpret the strengths and weaknesses based on the post-test result. Monitor fitness goals relative to standards	email using MS word or PDF
16-17	 I. Aerobic Exercise Basic Aerobic Steps J. Kinds of Aerobic 	 Group Dynamics Collaborative Learning Demonstration Actual Performance 	 Execute the basic Aerobic Steps. 	4 th Performance task for Finals for week 16- 17 Choose 1 aerobic exercises
	Programs	 Brain Storming Collaborative Learning Actual Performance 	 Choreograph and create and Aerobic dance routine 	e.g: Zumba, Combat Fitness Exercise, Latin Aerobics, Hip-Hop Aerobics and Step Aerobics Rubrics: Choreography: 40% Quality: 20 % Proper Demonstration













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		: 40 %	
		Submitting process:	
		Video Recordings using	
	NAME AND ADDRESS OF THE PARTY AND ADDRESS OF T	tiktok or fb reels	

WEEK 18 FINAL EXAM/ OUTPUT JANUARY 18, 19, 20, 2023 Complete Video Presentation Aerobics Exercises POST BMI RESULT

SUMMARY OF REVISIONS:

Revision	Date	Updated by	Short Description of Changes
1.0	November 11, 2019	Genesis G. Dimalanta, Instructor	Created the 1st OBE version based on the CMO 74-82, s. 2017
2.0	July 28, 2020	Dean Marilyn Arcilla	Inclusion of online/virtual Learning Management System (LMS), synchronous and asynchronous teaching/learning activities, and assessment method/task.
3.0	August 03, 2022	Dean Marilyn Arcilla / VPAA Mesa Faculty Member	Inclusion of Sustainable Development Goals Statement (July 2022) Inclusion of Sustainable Development Goals Statement/New
4.0	August 17, 2023	Amiel P. Alfonso/ Richard James Sugay	performance task for assessment/Freedom to choice activity that applicable for their physical performances (August 2023)







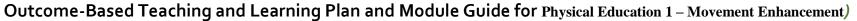






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GENERAL GUIDELINES AND POLICIES:

As the College currently follows Hybrid Delivery of Learning on its instruction, the following general guidelines and policies are set by the School to be followed by the faculty-in-charge and the students of the course.

Attendance

Checking of attendance during face-to-face classes is a requirement and will be strictly observed.

Academic Integrity

Observance of the outmost academic integrity shall be observed by the students of the course. Plagiarism, cheating, and other forms of academic dishonesty shall not be tolerated by the faculty-in-charge nor the Institute.

Accomplishment of Requirements

Allrequirementsgiven by the instructor/faculty-in-charge of the course to the students shall be called/referred to/addressed as "work output". Each work output must be accomplished by the schedule set by the instructor of the course.

Line of Communication

The course's official line of communication shall be through the following:

The outmost respect and courtesy must be observed by students in communicating to their instructor/faculty-in-charge of the course and to their classmates and vice versa. Any form of disrespectful and discourteous way of communication shall not be tolerated by the School.

Instructional Materials (IMs)

Working students may avail of the modular type of teaching. MS Teams on-line platform may be utilized by the instructor/faculty-in-charge of the course to the students – adapting the flexible learning scheme.

Grading System:

Midterm:

Formative & Summative Assessments 60%













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Outcome-Based Teaching and Learning Plan and Module Guide for Physical Education 1 – Movement Enhancement)



Major Examination 40%

Final

Formative & Summative Assessments 60%

Major Examination 40%

References:

A. Books

- 1. Carandang, Jennifer Z.(2008) Physical Education. TCS Publishing House
- 2. Dimapilis, Nenita J., Espeso, Lorna A, Gadilla-Isip, Ma. Luisa(2009)College PE 1 Physical Fitness and Gymnastics. Mindshapes Co., Inc.
- 3. Oyco, Virginia D. (2008). Physical Fitness for College Freshmen. REX Bookstore, Inc.
- 4. Powers, Scoot K, Dodd, Strphen L.(2009). Total Fitness and Wellness. Pearson Benjamin Cummings TM.
- 5. Pineda, Mercy D., Soriano, Lourdes P., Carlos, Mary Chantelle O.(2016). Jimcyville Publications.
- 6. Brandon, Leigh(2010). New Holland Publishers.
- 7. Corbin, Charles et. Al. Concept of Physical Fitness: Active Lifestyle for wellness 11th Edition. New York: The McGraw-Hill Companies, 2003
- 8. Catapang, Jose P. Manual on Physical Fitness. Quezon City, Meriam College Manila. 2000

B. Websites

- 1. https://www.epicertification.com
- 2. https://www.coursehero.com
- 3. www.healthlinkbc.ca
- 4. www.Builtlean.com
- 5. www.theacherph.com







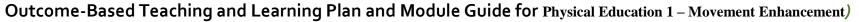






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- 12. https://ncert.nic.in/textbook/pdf/iehp104.pdf
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- 14. https://elliottphysicaltherapy.com/importance-proper-breathing-overall-health/
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- 18. https://study.com/learn/lesson/locomotor-skills-training.html
- 19. https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/healthy-active-living/healthy-active-living-all-grades/skill-developing-our-locomotor-skills/
- 20. https://www.healthline.com/health/
- 21. https://www.youtube.com/results?search_query=https%3A%2F%2Fyoutu.be%2F496nW6ATbPw

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Outcome-Based Teaching and Learning Plan and Module Guide for Physical Education 1 – Movement Enhancement)



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