



MABALACAT CITY COLLEGE

INSTITUTE OF ARTS AND SCIENCES

First Semester A.Y. 2023-2024

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



VISION: 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):

(Based on CMO No. 75 series of 2017 –Policies, standards and guidelines for Bachelor of Secondary Education Major in English)

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

- Possess broad knowledge of language and literature for effective learning
- Use English as a global language in a multilingual context as it applies to the teaching of language and literature
- Acquire extensive reading background in language, literature, and allied fields
- Demonstrate proficiency in oral and written communication
- Shows competence in employing innovative language and literature teaching approaches, methodologies, and strategies
- Use technology in facilitating language learning and teaching
- Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature
- Display skills and abilities to be a reflective and research- oriented language and literature teacher

NUMBER OF UNITS: 2





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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

Week	Topic	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Development Goals (SDG) Coherence
GLOBAL KNOWLEDGE					
1	Orientation: School and Class room Policies <ul style="list-style-type: none"> ❖ Regulation ❖ Requirements ❖ Grading System ❖ VMGO A. Introduction to Tertiary Physical Education Program	<ul style="list-style-type: none"> ❖ Power point Presentation for Discussion ❖ Lecture ❖ Brain Storming 	Acquainted on the policies, rules and regulation, requirements and grading system of the subject. <ul style="list-style-type: none"> ❖ Discuss the role of Tertiary Physical education 	Essay on the Introduction to Tertiary Physical Education Program Quantity: 50-70 words. Rubrics: Understanding/Content - 10 points Organization – 5 points	SDG No. 3 & 4 Good Health and Well-Being Quality Education





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				<p>Couse requirements:</p> <ul style="list-style-type: none">❖ Fitness Watch❖ Weekly program routine exercises❖ Pre BMI result <p>Performance task:</p> <ul style="list-style-type: none">• Choose Specific Routine Exercises e.g. Muscular Strenth, Cardio Endurance) <p>Submitting process: Video Recordings link using Tiktok/FB Reels</p> <p>Rubrics:</p>	
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				Video quality: 40% Proper demonstration : 60%	
2-3	<p>B. Movement Concepts</p> <ul style="list-style-type: none"> ❖ Basic Movement Skills <p>C. PAR-Q</p> <p>D. Fitness</p> <ul style="list-style-type: none"> ❖ Components of Physical Fitness 	<ul style="list-style-type: none"> ❖ Lecture/discussion on the Movement Concepts ❖ Group Dynamics ❖ Demonstration ❖ Hand-outs ❖ Performance Activity ❖ Determine level of readiness through PAR-Q ❖ Lecture/discussion on Physical Fitness components ❖ Video Presentation on how to perform Health- 	<ul style="list-style-type: none"> ❖ Explore the movement concepts in terms of body awareness, space, effort and relationships. ❖ Performing the Basic Movement Skills ❖ Find out the level of readiness through PAR-Q ❖ Differentiate health-related to skill-related components ❖ List down the components of fitness 	<p>Performance task:</p> <ul style="list-style-type: none"> • Choose Specific Routine Exercises e.g. Muscular Strength, Cardio Endurance) <p>Submitting process: Video Recordings link using Tiktok/FB Reels</p> <p>Physical Routine Exercises (1st submission of video recordings of 1st to 5th Daily Routine Exercises *For 1st week</p> <p>Rubrics:</p>	SDG No. 3 Good Health and Well-Being





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	<p>E. Physical Fitness Testing</p> <p>Physical Activity Log</p>	<p>related Physical Fitness Test</p> <ul style="list-style-type: none"> ❖ Individual Performance ❖ Performance activities(Physical Fitness Test) ❖ Monitoring fitness through Physical Fitness Test Battery <p>Individual/group physical activities based on the PA category and frequency outside of PE classes</p>	<ul style="list-style-type: none"> ❖ 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 pre-test result. ❖ Monitor fitness goals relative to standards <p>Take part in physical activities outside of PE Classes.</p>	<p>Video quality: 40% Proper demonstration : 60%</p> <p>Physical Routine Exercises (2nd submission of video recordings of 1st to 5th Daily Routine Exercises *For Second week</p> <p>Rubrics: Video Quality: 40% Improvement skills demonstration: 60%</p> <p>Narrative report for 1st and 2nd week routing exercises: 15 points</p> <p>Rubric Completeness – 10 points</p>	
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				<p>Short Reflection – 5 points</p> <p>Physical Routine Exercises (3rd submission of video recordings of 1st to 5th Daily Routine Exercises *For third week</p> <p>Rubrics:</p> <p>Video Quality: 40% Improvement skills demonstration: 60%</p> <p>Narrative report for 1st</p>	
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				and 2 nd week routing exercises: 15 points Rubric Completeness – 10 points Short Reflection – 5 points	
4-5	<p>F. Part 1: Core Stability and Loco motor Skills Training</p> <ul style="list-style-type: none"> ❖ Directional and Movement Terms ✓ 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 ✓ Proximal v.s. distal ✓ Abduction v.s. Adduction 	<ul style="list-style-type: none"> ❖ Lecture-Discussion ❖ Brain Storming ❖ Hand-outs ❖ Demonstration ❖ Lecture/discussion on the Directional and Movement Terms used in Physical Activities ❖ Illustration ❖ Performance Activity ❖ Hand-outs ❖ Group Performance Activity 	<ul style="list-style-type: none"> ❖ Define core stability and loco motor skills training ❖ Classify the different Directional and movement terms used in physical activity ❖ Execute properly the different movement used in physical activities 	<p>Performance task: Stationary Exercises</p> <ul style="list-style-type: none"> ➤ e.g.:push ups, plank, leg extension elliptical, zumba etc.. <p>Submitting process: Video recordings using tiktok/fb reels</p>	SDG No. 3 Good Health and Well-Being





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	<ul style="list-style-type: none">✓ Plantar v.s. Dorsi❖ Breathing and Bracing	<ul style="list-style-type: none">❖ Performance Activity Demonstration	<p>Achieve proper breathing and bracing in physical activity</p> <p>Achieve proper breathing and bracing in physical activity</p>	<p>Physical Routine Exercises (4th submission of video recordings 1st to 5th Daily Routine exercises (Stationary Exercises)</p> <p>Rubrics:</p> <p>Video Quality: 40% Improvement skills demonstration: 60%</p> <p>Narrative report for 4th week routing exercises: 15 points</p> <p>Rubric Completeness – 10 points Short Reflection – 5 points</p>	
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				<p>Performance task: Physical Routine Exercises (5th submission of video recordings 1st to 5th Daily Routine exercises (Stationary Exercises) e.g.:push ups, plank, leg extension elliptical, zumba etc..</p> <p>Rubrics: Video Quality: 40% Improvement skills demonstration: 60%</p>	
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				<p>Narrative report for 4th week routing exercises: 15 points</p> <p>Rubric Completeness – 10 points Short Reflection – 5 points</p>	
6-8	<p>❖ Stabilization/Non Loco motor Sills:</p> <ul style="list-style-type: none"> • Dead bug Series • Rolling • Planks • Bird dog Series • Squat Sequence • Exercise Progression and Regression <p>Physical Activity Log</p>	<ul style="list-style-type: none"> ❖ Demonstration ❖ Drills ❖ Work-out ❖ Group Dynamics ❖ Performance Activities 	<ul style="list-style-type: none"> • Execute different non-loco motor skills training <p>Take part in physical activities outside of PE Classes</p>	<p>Performance task: Physical Routine Exercises (6th Submission of video recordings 1st to 5th Daily Routine Exercise (Stability non locomotor exercises)</p> <p>e.g.: bending, stretching,extending, turning, raising, twisting, rotating and swinging</p> <p>❖ For 6th to 8th week</p>	
		<p>❖ Individual/Group Physical Activitiesbasedonthe PA category and frequency outsideofPE classes</p>			





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				<p>Rubrics:</p> <p>Video Quality: 40% Improvement skills demonstration: 60%</p> <p>Narrative report for 4th week routing exercises: 15 points</p> <p>Rubric Completeness – 10 points Short Reflection – 5 points</p>	
NATIONAL KNOWLEDGE					
9	<p>NOVEMBER 6,7,8 , 2023 Complete Video Presentation Post BMI Result MIDTERM EXAM</p>				
10-11	<p>❖ Execute the different loco motor skills training.</p>	<p>G. Part 2 : Loco motor Skills Training</p> <ul style="list-style-type: none"> • Crawling Series • Landing and Jumping • Hopping • Running 	<ul style="list-style-type: none"> ❖ Group Dynamics ❖ Collaborative Learning ❖ Demonstration 	<p>Requirements :</p> <p>Provide Weekly Exercises program using :Loco motor skills training</p>	





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		<ul style="list-style-type: none">• Skipping• Shuffling• Grapevine	<ul style="list-style-type: none">❖ Actual Performance❖ Brain Storming❖ Collaborative Learning❖ Actual Performance	<p>Choose 3 specific exercise program under loco motor skills training</p> <p>Submitting process: Video recordings using tiktok/fb reels 1st Performance task : Finals (week 10-11)</p> <p>Loco motor skill training program :</p> <ul style="list-style-type: none">• Crawling Series• Landing and Jumping• Hopping• Running• Skipping• Shuffling• Grapevine <p>Rubrics: Video quality :40%</p>	
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				Proper Demonstration : 60%	
12-13	A. Circuit Training Program	<ul style="list-style-type: none"> ❖ Drills ❖ Work-out ❖ Group Dynamics ❖ Performance Activities ❖ Demonstration 	<ul style="list-style-type: none"> ❖ Explain the concept of circuit training ❖ Execute the circuit training activity 	<p>Requirements : Provide Weekly Exercises program using :Circuit Training</p> <p>Choose 3 specific exercise program under circuit training program</p> <p>Submitting process: Video recordings using tiktok/fb reels</p> <p>Performance task : 2nd requirements under (Finals) Week 12-13</p>	





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				<p>Rubrics: Video quality :40% Proper Demonstration : 60%</p> <p>Submitting process: Video recordings using tiktok/fb reels</p> <p>Narrative report: Documentation: 15</p> <p>Rubrics</p>	
LOCAL KNOWLEDGE					
14-15	<p>H. Healthy Eating Habits</p> <p>a. Nutrients, their functions and recommended intake (food pyramid)</p> <p>b. Eating Practices</p>	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Interpreting food labels accurately <p>Evaluating 4 food log based on the Philippine food pyramid</p>	<p>3rd Performance task for finals</p> <p>Provide dietary program plan</p>	





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	<ul style="list-style-type: none"> ❖ Physical Activity Log ❖ Post-test for Health-related Physical Fitness Test 	<ul style="list-style-type: none"> ❖ Individual/group physical activities based on the PA category and frequency outside of PE classes ❖ Monitoring fitness through Physical Fitness Test Battery 	<ul style="list-style-type: none"> ❖ Take part in physical activities outside of PE Classes ❖ Record the different health-related Physical Fitness Test Results ❖ Identify and interpret the strengths and weaknesses based on the post-test result. ❖ Monitor fitness goals relative to standards 	<p>Rubrics:</p> <p>Content: - 30 % Interpretation : 40 % Presentation : 30 %</p> <p>Submission: through email using MS word or PDF</p>	
16-17	<p>I. Aerobic Exercise</p> <ul style="list-style-type: none"> ❖ Basic Aerobic Steps 	<ul style="list-style-type: none"> ❖ Group Dynamics ❖ Collaborative Learning ❖ Demonstration ❖ Actual Performance 	<ul style="list-style-type: none"> ❖ Execute the basic Aerobic Steps. 	<p>4th Performance task for Finals for week 16-17</p> <p>Choose 1 aerobic exercises</p>	





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	<p>J. Kinds of Aerobic Programs</p> <ul style="list-style-type: none"> ❖ Zumba ❖ Combat Fitness Exercise ❖ Latin Aerobics ❖ Hip-Hop Aerobics Step Aerobics 	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Collaborative Learning ❖ Actual Performance 	<ul style="list-style-type: none"> ❖ Choreograph and create and Aerobic dance routine 	<p>e.g: Zumba, Combat Fitness Exercise, Latin Aerobics, Hip-Hop Aerobics and Step Aerobics</p> <p>Rubrics: Choreography: 40% Quality: 20 % Proper Demonstration : 40 %</p> <p>Submitting process: Video Recordings using tiktok or fb reels</p>	
<p>WEEK 18 FINAL EXAM/ OUTPUT JANUARY 18, 19 ,20 , 2023 Complete Video Presentation Aerobics Exercises POST BMI RESULT</p>					

Revision	Date	Updated by	Short Description of Changes
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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)
4.0	August 17, 2023	Amiel P. Alfonso/ Richard James Sugay	Inclusion of Sustainable Development Goals Statement/New performance task for assessment/Freedom to choice activity that applicable for their physical performances (August 2023)

SUMMARY OF REVISIONS:

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

All requirements given 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





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accomplished by the students until the schedule set by the instructor/faculty-in-charge. Final student's output must also 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 utmost 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%

Major Examination 40%

Final

Formative & Summative Assessments 60%

Major Examination 40%

References:





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