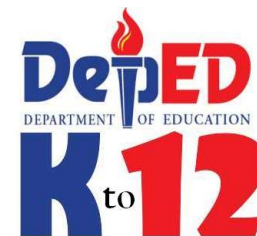




Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue
Pasig City



K to 12 Curriculum Guide

PHYSICAL EDUCATION

(Grade 1 to Grade 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

CURRICULAR FRAMEWORK

K to 12 Basic Education Program: An Overview

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

The Curricular Philosophy of the K to 12 PE Curriculum

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

Move to learn is the context of physical activity as the means for learning, while Learn to move embodies the learning of skills, and techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercise, games, sports, dance and recreation.

Learning Outcomes

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

The K to 12 PE Curriculum prioritizes the following standards:

1. Habitual physical activity participation to achieve and maintain health-enhancing levels of fitness.
2. Competence in movement and motor skills requisite to various physical activity performances.
3. Valuing physical activities for enjoyment, challenge, social interaction and career opportunities.
4. Understanding various movement concepts, principles, strategies and tactics as they apply to the learning of physical activity.

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Learning Approaches

Physical literacy is consists of movement, motor- and activity-specific skills. In the early grades the learners are taught the 'what,' 'why' and 'how' of the movement. This progresses to an understanding of the 'why' of the movement which is achieved by developing more mature movement patterns and motor skills in a wide range and variety of exercise, sports and dance activities to specifically enhance fitness parameters. The learners builds on these knowledge and skills in order to plan, set goals and monitor their participation in physical activities (exercise, sports and dance) and constantly evaluate how well they have integrated this their personal lifestyle. This implies the provision of ongoing and developmentally-appropriate activities so that the learners can practice, create, apply and evaluate the knowledge, understanding and skills necessary to maintain and enhance their own as well as others' fitness and health through participation in physical activities.

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

The curriculum emphasizes knowing the 'what', 'how' and 'why' of movement. It focuses on developing the learners' understanding of how the body responds, adjusts and adapts to physical activities. This will equip the learner to become self-regulated and self-directed as a result of knowing what should be done and actually doing it; is the learners are equally confident in influencing their peers, family, immediate community, and ultimately, society. These are all valuable 21st century skills which the K to 12 PE Curriculum aspires for the learners to develop.

Learning Strands

The program has five learning strands:

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

The acquisition of physical literacy serves as the foundation for lifelong physical activity participation which is critical to maintaining and promoting health. Thus, the health strand in the senior high school (SHS) is seamlessly integrated in the PE curriculum. This strand optimizes the learner's potential for health and wellbeing and contributes to building healthy, active communities. Thus, the course title, Health-optimizing PE or H.O.P.E.

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

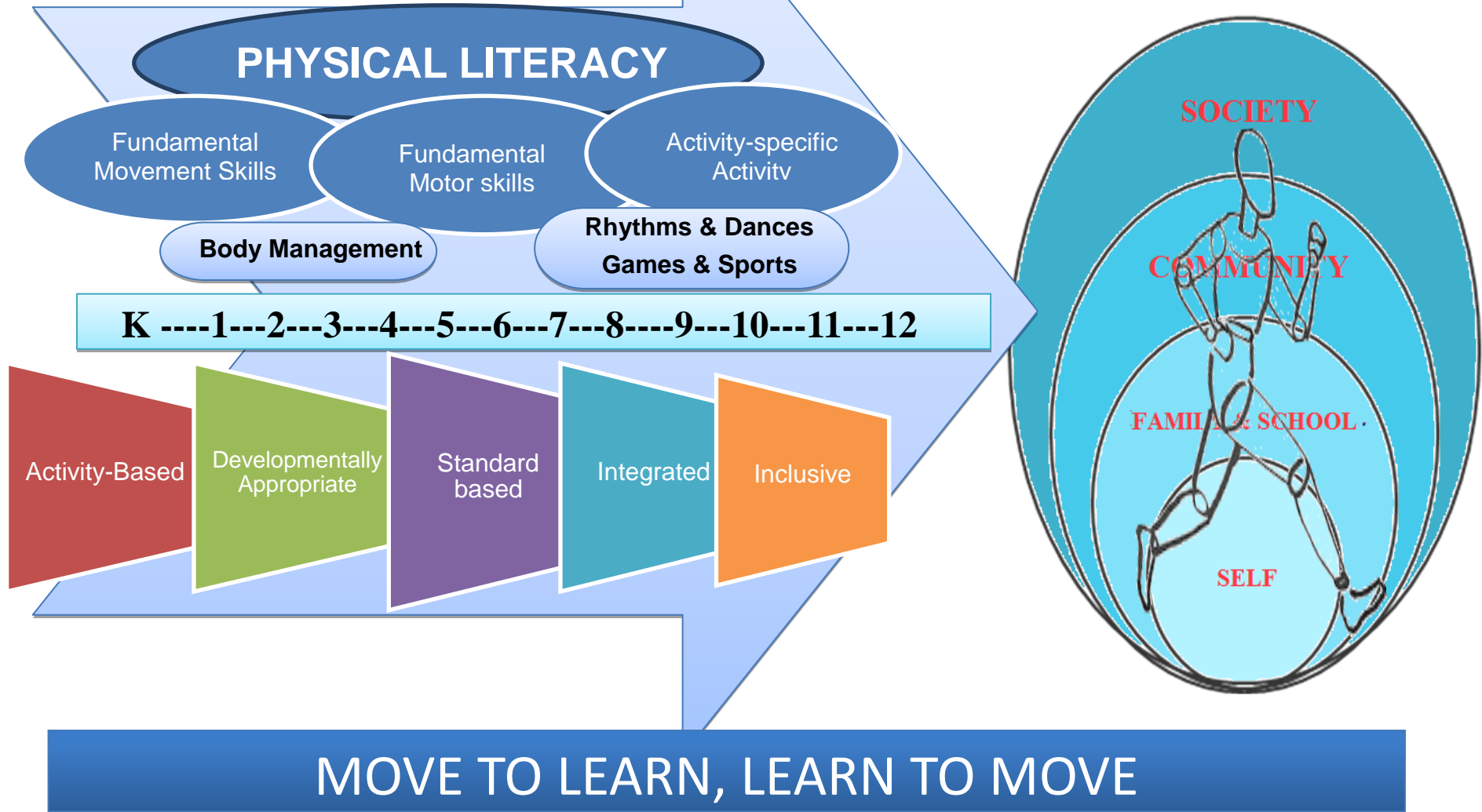


Figure 1. The Conceptual Framework of Physical Education

K to 12 BASIC EDUCATION CURRICULUM

Learning Area Standard

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

Key Stage Standards

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

**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

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 1**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Body Awareness (Different body parts and their movements)	<i>The learner . . .</i> demonstrates understanding awareness of body parts in preparation for participation in physical activities.	<i>The learner . . .</i> performs with coordination enjoyable movements on body awareness .	<i>The learner . . .</i> 1. describes the different parts of the body and their movements through enjoyable physical activities	PE1BM-Ia-b-1	MISOSA 4- module 4
			2. creates shapes by using different body parts	PE1BM-Ic-d-2	
			3. shows balance on one, two, three, four and five body parts	PE1BM-Ie-f-3	MISOSA 4- module 4
			4. exhibits transfer of weight	PE1BM-Ig-h-4	MISOSA 4- module 4
			5. recognizes the importance of participating in fun and enjoyable physical activities	PE1PF-Ia-h-1	MISOSA 4- module 4
			6. engages in fun and enjoyable physical activities with coordination <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	PE1PF-Ia-h-2	MISOSA 4- module 4
SECOND QUARTER/ SECOND GRADING					
Space Awareness (Moving in different directions at spatial levels)	<i>The learner . . .</i> demonstrates understanding of space awareness in preparation for	<i>The learner . . .</i> performs movement skills in a given space with coordination.	7. identifies locomotor skills	PE1BM-IIa-b-5	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falcutila, Rogelio F. et.al. 2013. pp. 303-305

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Space Awareness (Moving in different directions at spatial levels)	participation in physical activities.		8. demonstrates moving within a group without bumping or falling using locomotors skills	PE1BM-IIc-e-6	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Faculita, Rogelio F. et.al. 2013.pp. 304-305
			9. executes locomotor skills while moving in different directions at different spatial levels	PE1BM-IIf-h-7	MISOSA 4- module 1 pp.2-3
			10. engages in fun and enjoyable physical activities with coordination	PE1PF-IIa-h-2	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falculita, Rogelio et.al. 2013. 306-307
			11. illustrates/demonstrate acceptable responses to challenges, successes, and failures during participation in motor fitness activities	PE1PF-IIa-h-3	MISOSA 4- module 1
			12. demonstrates acceptable responses to challenges, successes, and failures during participation in physical activities	PE1PF-IIa-h-4	1. MISOSA 4- module 1 2. Music, Art, Physical Education and Health 2. (Tagalog)DepEd. - Falculita, Rogelio F. et.al. 2013. pp. 311-314
			<i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics 		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
THIRD QUARTER/ THIRD GRADING					
Qualities of Effort (Slow and fast, heavy and light, free and bound movements)	<i>The learner . . .</i> demonstrates understanding of qualities of effort in preparation for participation in physical activities.	<i>The learner . . .</i> performs movements of varying qualities of effort with coordination.	13.describes the difference between slow and fast, heavy and light, free and bound movements	PE1BM-IIIa-b-8	MISOSA 4- module 1
			14. demonstrates contrast between slow and fast speeds while using locomotor skills	PE1BM-IIIc-d-9	MISOSA 4- module 1 p.4
			15. demonstrates the difference between heavy and light while moving	PE1BM-IIIe-f-10	MISOSA 4- module 1
			16. demonstrates the difference between free and bound	PE1BM-IIIg-h-11	MISOSA 4- module 1
			17. demonstrates the difference between free and bound	PE1PF-IIIa-h-2	MISOSA 4- module 1
			18. engages in fun and enjoyable physical activities	PE1PF-IIIa-h-6	MISOSA 4- module 1
			19. enumerates the characteristics of a good team player	PE1PF-IIIa-h-7	
			20. differentiates sharing from cooperating	PE1PF-IIIa-h-8	
			21. demonstrates the characteristics of sharing and cooperating in physical activities <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	PE1PF-IIIa-h-9	
FOURTH QUARTER/ FOURTH GRADING					
Movement Relationships (Relationship to a moving	<i>The learner . . .</i> demonstrates understanding of	<i>The learner . . .</i> performs movements in	22. identifies movement relationships	PE1BM-IVa-b-12	MISOSA 4- module 1
			23. demonstrates relationship of movement	PE1BM-IVc-e-13	MISOSA 4- module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
or stationary object/person)	relationships of movement skills in preparation for participation in physical activities	relation to a stationary or moving object/person with coordination.	24. performs jumping over a stationary object several times in succession, using forward- and-back and side-to-side movement patterns	PE1BM-IVf-h-14	MISOSA 4- module 1
			25. engages in fun and enjoyable physical activities	PE1PF-IVa-h-2	MISOSA 4- module 1
			26. shows interest in participating in physical activities	PE1PF-IVa-h-9	MISOSA 4- module 1
			27. follows simple instructions and rules	PE1PF-IVa-h-10	MISOSA 4- module 1
			28. enjoys participating in physical activities <i>Suggested learning activities</i> ➤ action songs ➤ singing games ➤ simple games ➤ chasing and fleeing games ➤ mimetics	PE1PF-IVa-h-11	MISOSA 4- module 1

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 2**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	<i>The learner . .</i> 1.describes body shapes and actions	PE2BM-Ia-b-1	Music, Art, Physical Education and Health 2. (Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 295-296
			2. demonstrates body shapes and actions	PE2BM-Ic-d-15	Music, Art, Physical Education and Health 2. Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 297-299
			3. creates body shapes and actions	PE2BM-Ie-f-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 300-301
			4. demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	PE2BM-Ig-h-16	1. MISOSA 4 - module 1. 2. Music, Art, Physical Education and Health 2. (Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 300-301
			5. demonstrates movement skills in response to sound and music	PE2MS-Ia-h-1	
			6. exhibits correct body posture	PE2PF-Ia-h-12	MISOSA 6 – module 5
			7. assesses body posture	PE2PF-Ia-h-13	Music, Art, Physical Education and Health 2.(Tagalog) DepeEd. Falculita, Rogelio F. et.al. 2013. pp. 380-382
			8. engages in fun and enjoyable physical activities	PE2PF-Ia-h-2	1. MISOSA 6 – module 1 - 5 2. Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 303-305. 311-314. 375
			<i>Suggested learning activities</i> ➤ movement skills activities (locomotor, non-locomotor and		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	manipulative skills) ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races		
SECOND QUARTER/ SECOND GRADING					
Locations (Behind,infront, under, over, personal space, general space) Directions (linear-forward and backward, lateral- sideward, and multi-directional) Levels (High, middle, low) Pathways (Straight, curved, zigzag) and Planes (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner . . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	9. describes movements in a location, direction, level, pathway and plane	PE2BM-IIa-b-17	MISOSA 4 - module 1
			10. moves in: ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways ➤ diagonal and horizontal planes	PE2BM-IIc-h-18	
			11. demonstrates movement skills in response to sounds and music	PE2MS-IIa-h-1	
			12. observes correct posture and body mechanics while performing movement	PE2PF-IIa-h-14	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 380-381

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Locations (Behind, in front, under, over, personal space, general space) Directions (linear-forward and backward, lateral-sideward, and multi-directional) Levels (High, middle, low) Pathways (Straight, curved, zigzag) and Planes (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner. . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	activities		
			13. engages in fun and enjoyable physical activities <i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ movement skills activities (locomotor, non-locomotor and manipulative skills) ➤ folk dances ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ relays and races 	PE2PF-IIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 375. 303-305. 313-314
THIRD QUARTER/ THIRD GRADING					
Time (slow, slower, slowest/fast, faster, fastest) Force (light, lighter, lightest/strong, stronger, strongest) and Flow (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	14. describes movements in a location, direction, level, pathway and plane	PE2BM-IIIa-b-17	
			15. moves: 15.1 at slow, slower, slowest/fast, faster, fastest pace 15.2 using light, lighter, lightest/strong, stronger, strongest force with smoothness	PE2BM-IIIc-h-19	MISOSA 4 - module 1
			16. demonstrates movement skills in	PE2MS-IIIa-h-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita,

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Time (slow, slower, slowest/fast, faster, fastest) Force (light, lighter, lightest/strong, stronger, strongest) and Flow (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	response to sound and music		Rogelio F. et.al.2013.. pp. 309-310
			17. engages in fun and enjoyable physical activities	PE2PF-IIIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 304-305
			18. observes correct posture and body mechanics while performing movement activities Suggested learning activities ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races	PE2PF-IIIa-h-14	1. MISOSA 6 – module 1 2. Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 375. 303-305. 313-314
FOURTH QUARTER/ FOURTH GRADING					
Person (Individual, pair, group), Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound, Environment (indoor and outdoor settings) Person (Individual, pair, group), Objects	<i>The learner . . .</i> demonstrates understanding of movement activities relating to person, objects, music and environment	<i>The learner . . .</i> performs movement activities involving person, objects, music and environment correctly	19. familiarizes in various movement activities involving person, objects, music and environment	PE2BM-IV-a-b-20	MISOSA 5 –module 1
			20. moves: 20.1 individually, with partner, and with group 20.2 with ribbon,	PE2BM-IV-c-h-21	MISOSA 5 –module 1pp.2-3

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
(ribbon, hoop, balls, and any available indigenous/improvised materials), Sound, Environment (indoor and outdoor settings)	<i>The learner . . .</i> demonstrates understanding of movement activities relating to person, objects, music and environment	<i>The learner . . .</i> performs movement activities involving person, objects, music and environment correctly	hoop, balls, and any available indigenous/improvised materials 20.3 with sound 20.4 in indoor and outdoor settings		
			21. demonstrates movement skills in response to sound	PE2MS-IV-a-h-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculta, Rogelio F. et.al.2013. pp. 356-357
			22. engages in fun and enjoyable physical activities	PE2PF-IV-a-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculta, Rogelio F. et.al.2013. pp.313-314
			23. observes correct body posture and body mechanics while performing movement activities Suggested learning activities ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Alitaptap/Rabong) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) relays and races	PE2PF-IV-a-h-14	MISOSA 6 –module 1pp.1-6

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 3**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	<i>The learner . . .</i> 1. describes body shapes and actions	PE3BM-Ia-b-1	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 295-296
			2. performs body shapes and actions	PE3BM-Ic-d-15	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 297-299
			3. creates body shapes and actions	PE3BM-Ie-f-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 300-301
			4. demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	PE3BM-Ig-h-16	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 300-301
			5. demonstrates movement skills in response to sounds and music	PE3MS-Ia-h-1	
			6. identifies conditioning and flexibility exercises that will improve posture	PE3PF-Ia-h-15	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 381-382
			7. performs conditioning and flexibility exercises that will improve body posture	PE3PF-Ia-h-16	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 381-382
			8. engages in fun and enjoyable physical activities	PE3PF-Ia-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 303-305. 313-314
			<i>Suggested learning activities</i> ➤ movement skills activities		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Body Shapes (Straight, curled, wide and twisted) and Body Actions (Walking, standing, sitting)	<i>The learner . . .</i> demonstrates understanding of body shapes and body actions in preparation for various movement activities	<i>The learner . . .</i> performs body shapes and actions properly.	(locomotor, non-locomotor and manipulative skills) ➤ folk dances (Tiklos/Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises		
SECOND QUARTER/ SECOND GRADING					
Locations (Behind, in front, under, over, personal space, general space) Directions (linear-forward and backward, lateral-sideward, and multi-directional) Levels (High, middle, low) Pathways (Straight, curve, zigzag) and Planes (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner . . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	<i>The learner . . .</i> 9. describes movements in a location, direction, level, pathway and plane	PE3BM-IIa-b-17	
			10. moves in: <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways ➤ diagonal and horizontal planes 	PE3BM-IIc-h-18	
			11. demonstrates movement skills in response to sound	PE3MS-IIa-h-1	MISOSA 4 – module 1
			12. identifies conditioning and flexibility exercises that will improve body	PE3PF-IIa-h-15	1. MISOSA 5 - module 1 2. MISOSA 5 - module 5. pp. 1-5

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Locations (Behind,in front, under, over, personal space, general space) Directions (linear-forward and backward, lateral-sideward, and multi-directional) Levels (High, middle, low) Pathways and Planes (Straight, curve, zigzag) (Diagonal, horizontal, vertical, and rotational)	<i>The learner . . .</i> demonstrates understanding of locations, directions, levels, pathways and planes	<i>The learner . . .</i> performs movements accurately involving locations, directions, levels, pathways and planes.	mechanics		
			13. performs conditioning and flexibility exercises that will improve body mechanics	PE3PF-IIa-h-16	MISOSA 6- Module 5. pp.1-6.
			14. engages in fun and enjoyable physical activities <i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ movement skills activities (locomotor, non-locomotor and manipulative skills) ➤ folk dances (Tiklos/ Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises 	PE3PF-IIa-h-2	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 345. 313-314
THIRD QUARTER/ THIRD GRADING					
Time (slow, slower, slowest/fast, faster, fastest) Force and Flow (light, lighter, lightest/strong, stronger, strongest) (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	15. describes movements in a location, direction, level, pathway and plane	PE3BM-IIIa-b-17	MISOSA 4 – module 1 pp.3-4
			16. moves: <ul style="list-style-type: none"> ➤ at slow, slower, slowest/fast, faster, fastest pace ➤ using light, lighter, lightest/strong, stronger, strongest force with smoothness 	PE3BM-IIIc-h-19	
			17. demonstrates movement skills in response to	PE3MS-IIIa-h-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Time (slow, slower, slowest/fast, faster, fastest) Force (light, lighter, lightest/strong, stronger, strongest) and Flow (smoothness of movement)	<i>The learner . . .</i> demonstrates understanding of movement in relation to time, force and flow	<i>The learner . . .</i> performs movements accurately involving time, force, and flow.	sound		
			18. engages in fun and enjoyable physical activities	PE3PF-IIIa-h-2	
			19. identifies conditioning and flexibility exercises that will improve body mechanics	PE3PF-IIIa-h-15	MISOSA 5 – module 1. pp.1-5
			20. performs conditioning and flexibility exercises that will improve body mechanics Suggested learning activities <ul style="list-style-type: none"> ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Tiklos/ Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games ➤ corrective exercises 	PE3PF-IIIa-h-16	MISOSA 5 – module 1.

FOURTH QUARTER/ FOURTH GRADING

Person (Individual, pair, group) Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound and Environment	<i>The learner . . .</i> demonstrates understanding of movement activities relating to person, objects, music and environment	<i>The learner . . .</i> performs movement activities involving person, objects, music and environment correctly	<i>The learner . . .</i> 21. participates in various movement activities involving person, objects, music and environment	PE3BM-IV-a-b-20	MISOSA 4 – module 5. pp.3-5
			22. moves: <ul style="list-style-type: none"> ➤ individually, with partner, and with 	PE3BM-IV-c-h-21	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>(indoor and outdoor settings)</p> <p>Person (Individual, pair, group)</p> <p>Objects (ribbon, hoop, balls, and any available indigenous/improvised materials), Sound and Environment (indoor and outdoor settings)</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of movement activities relating to person, objects, music and environment</p>	<p><i>The learner . . .</i></p> <p>performs movement activities involving person, objects, music and environment correctly</p>	<ul style="list-style-type: none"> group <ul style="list-style-type: none"> ➤ with ribbon, hoop, balls, and any available indigenous/improvised materials ➤ with sound ➤ in indoor and outdoor settings 		
			<p>23. demonstrates movement skills in response to sounds and music</p>	<p>PE3MS-IV-a-h-1</p>	
			<p>24. engages in fun and enjoyable physical activities</p>	<p>PE3PF-IV-a-h-2</p>	
			<p>25. identifies conditioning and flexibility exercises that will improve posture</p>	<p>PE3PF-IV-a-h-15</p>	
<p>26. performs conditioning and flexibility exercises that will improve body mechanics</p> <p>Suggested learning activities</p> <ul style="list-style-type: none"> ➤ movement skills activities locomotor, non-locomotor and manipulative skills ➤ folk dances (Tiklos/Kunday-kunday) ➤ rhythmic routines (ribbon, hoop, balls, and any available indigenous/improvised materials) ➤ lead up, organized and indigenous games corrective exercises 	<p>PE3PF-IV-a-h-16</p>				

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GRADE 4**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
<p>Assessment of physical activities and physical fitness</p> <p>Target games (Tumbangpreso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato, basagang palayok, kickball)</p> <p>Note: Games are not limited to the above listed activities</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of participation and assessment of physical activities and physical fitness</p>	<p><i>The learner . . .</i></p> <p>participates and assesses performance in physical activities.</p> <p>assesses physical fitness</p>	<p><i>The learner . . .</i></p> <p>1. describes the physical activity pyramid</p>	PE4PF-Ia-16	
			2. explains the indicators for fitness	PE4PF-Ia-17	
			3. assesses regularly participation in physical activities based on physical activity pyramid	PE4PF-Ib-h-18	
			4. explains the nature/background of the games	PE4GS-Ib-1	EASE PE - module 2. pp. 6-7, 12-13.
			5. describes the skills involved in the games	PE4GS-Ib-2	EASE PE - module 2.
			6. observes safety precautions	PE4GS-Ib-h-3	
			7. executes the different skills involved in the game	PE4GS-Ic-h-4	
			8. recognizes the value of participation in physical activities	PE4PF-Ib-h-19	
			9. displays joy of effort, respect for others and fair play during participation in physical activities	PE4PF-Ib-h-20	
			10. explains health and skill related fitness components	PE4PF-Ia-21	
			11. identifies areas for improvement	PE4PF-Ib-h-22	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER/ SECOND PERIOD					
Assessment of physical activities and physical fitness Invasion games (agawan base, lawin at sisiw, agawanpanyo) Note: Games are not limited to the above listed activities	<i>The learner . . .</i> demonstrates understanding of participation in and assessment of physical activities and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	12. describes the Philippines physical activity pyramid	PE4PF-IIa-16	
			13. explains the indicators for fitness	PE4PF-IIa-17	
			14. assesses regularly participation in physical activities based on physical activity pyramid	PE4PF-IIb-h-18	
			15. explains the nature/background of the games	PE4GS-IIb-1	
			16. describes the skills involved in the games	PE4GS-IIb-2	
			17. observes safety precautions	PE4GS-IIb-h-3	
			18. executes the different skills involved in the game	PE4GS-IIc-h-4	
			19. recognizes the value of participation in physical activities	PE4PF-IIb-h-19	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	PE4PF-IIb-h-20	
			21. explains health and skill related fitness components	PE4PF-IIa-21	
22. identifies areas for improvement	PE4PF-IIb-h-22				
THIRD QUARTER / THIRD GRADING					
Assessment of physical activities and physical fitness Folk (Liki/Ba-Ingles), indigenous, ethnic,	<i>The learner . . .</i> demonstrates understanding of participation and assessment of	<i>The learner . . .</i> participates and assesses performance in physical activities.	23. describes the Philippines physical activity pyramid	PE4PF-IIIa-16	
			24. explains the indicators for fitness	PE4PF-IIIa-17	
			25. assesses regularly participation in physical	PE4PF-IIIb-h-18	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
traditional and creative dances Note: Dances available in the area can be selected.	physical activity and physical fitness	assesses physical fitness	activities based on physical activity pyramid		
			26. explains the nature/background of the dance	PE4GS-IIIb-1	
			27. describes the skills involved in the dance	PE4GS-IIIb-2	
			28. observes safety precautions	PE4GS-IIIb-h-3	
			29. executes the different skills involved in the dance	PE4GS-IIIC-h-4	
			30. recognizes the value of participation in physical activities	PE4PF-IIIb-h-19	
			31. displays joy of effort, respect for others during participation in physical activities	PE4PF-IIIb-h-20	
			32. explains health and skill related fitness components	PE4PF-IIIa-21	
			33. identifies areas for improvement	PE4PF-IIIa-22	
FOURTH QUARTER/ FOURTH PERIOD					
Assessment of physical activities and physical fitness Folk (Liki/Ba-Ingles), indigenous, ethnic, traditional and creative dances Note: Dances available in the area can be selected.	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	34. describes the Philippines physical activity pyramid	PE4PF-IVa-16	
			35. explains the indicators for fitness	PE4PF-IVa-17	
			36. assesses regularly participation in physical activities based on Philippines physical activity pyramid	PE4PF-IVb-h-18	
			37. explains the nature/background of the dance	PE4RD-IVb-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Assessment of physical activities and physical fitness</p> <p>Folk (Liki/Ba-Ingles), indigenous, ethnic, traditional and creative dances</p> <p>Note: Dances available in the area can be selected.</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of participation and assessment of physical activity and physical fitness</p>	<p><i>The learner . . .</i></p> <p>participates and assesses performance in physical activities.</p> <p>assesses physical fitness</p>	38. describes the skills involved in the dance	PE4RD-IVb-2	
			39. observes safety precautions	PE4RD-IVb-h-3	
			40. executes the different skills involved in the dance	PE4RD-IVc-h-4	
			41. recognizes the value of participation in physical activities	PE4PF-IVb-h-19	
			42. displays joy of effort, respect for others during participation in physical activities	PE4PF-IVb-h-20	
			43. explains health and skill related fitness components	PE4PF-IVa-21	
			44. identifies areas for improvement	PE4PF-IVb-h-22	

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GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
<p>Assessment of physical activity and physical fitness</p> <p>Target games (Tumbangpreso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato/,basagangpalayok, kickball)</p> <p>Note: Games are not limited to the above listed activities</p>	<p><i>The learner . . .</i></p> <p>demonstrates understanding of participation and assessment of physical activity and physical fitness</p>	<p><i>The learner . . .</i></p> <p>participates and assesses performance in physical activities.</p> <p>assesses physical fitness</p>	<p><i>The learner . . .</i></p> <p>1. describes the Philippines physical activity pyramid</p>	PE5PF-Ia-16	
			2. explains the indicators for fitness	PE5PF-Ia-17	
			3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-Ib-h-18	
			4. explains the nature/background of the games	PE5GS-Ib-1	Ease P.E - Module 2. pp. 4. 6-7. 12-13
			5. describes the skills involved in the games	PE5GS-Ib-2	
			6. observes safety precautions	PE5GS-Ib-h-3	
			7. executes the different skills involved in the game	PE5GS-Ic-h-4	
			8. recognizes the value of participation in physical activities	PE5PF-Ib-h-19	
			9. displays joy of effort, respect for others and fair play during participation in physical activities	PE5PF-Ib-h-20	
			10. explains health and skill related fitness components	PE5PF-Ia-21	
			11. identifies areas for improvement	PE5PF-Ib-h-22	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER / SECOND GRADING					
Assessment of physical activities and physical fitness Invasion games (agawan base, lawin at sisiw, agawanpanyo) Note: Games are not limited to the above listed activities	<i>The learner . . .</i> demonstrates understanding of participation in and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	12. describes the Philippines physical activity pyramid	PE5PF-IIa-16	
			13. explains the indicators for fitness	PE5PF-IIa-17	
			14. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-IIb-h-18	
			15. explains the nature/background of the games	PE5GS-IIb-1	
			16. describes the skills involved in the games	PE5GS-IIb-2	
			17. observes safety precautions	PE5GS-IIb-h-3	
			18. executes the different skills involved in the game	PE5GS-IIc-h-4	
			19. recognizes the value of participation in physical activities	PE5PF-IIb-h-19	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	PE5PF-IIb-h-20	
			21. explains health and skill related fitness components	PE5PF-IIa-21	
			22. identifies areas for improvement	PE5PF-IIb-h-22	
THIRD QUARTER/ THIRD PERIOD					
Assessment of physical activities and physical fitness	<i>The learner . . .</i> demonstrates	<i>The learner . . .</i> participates and	23. describes the Philippines physical activity pyramid	PE5PF-IIIa-16	
			24. explains the indicators for fitness	PE5PF-IIIa-17	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Folk (Cariñosa/ Polka saNayon), indigenous, ethnic, traditional and creative dances</p> <p>Note: Dances available in the area can be selected.</p>	<p>understanding of participation and assessment of physical activity and physical fitness</p>	<p>assesses performance in physical activities.</p> <p>assesses physical fitness</p>	<p>25. assesses regularly participation in physical activities based on the Philippines physical activity pyramid</p>	<p>PE5PF-IIIb-h-18</p>	
			<p>26. explains the nature/background of the dance</p>	<p>PE5RD-IIIb-1</p>	<p>1. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 127. 134. 143. 152. 153.*</p> <p>2. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. p. 31.*</p>
			<p>27. describes the skills involved in the dance</p>	<p>PE5RD-IIIb-2</p>	<p>Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*</p>
			<p>28. observes safety precautions</p>	<p>PE5RD-IIIb-h-3</p>	
			<p>29. executes the different skills involved in the dance</p>	<p>PE5RD-IIIc-h-4</p>	<p>Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*</p>
			<p>30. recognizes the value of participation in physical activities</p>	<p>PE5PF-IIIb-h-19</p>	
			<p>31. displays joy of effort, respect for others during participation in physical activities</p>	<p>PE5PF-IIIb-h-20</p>	
			<p>32. explains health and skill related fitness components</p>	<p>PE5PF-IIIa-21</p>	
			<p>33. identifies areas for improvement</p>	<p>PE5PF-IIIb-h-22</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Assessment of physical activities and physical fitness Folk (Cariñosa/ Polka saNayon), indigenous, ethnic, traditional and creative dances Note: Dances available in the area can be selected.	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	34. describes the Philippines physical activity pyramid	PE5PF-IVa-16	
			35. explains the indicators for fitness	PE5PF-IVa-17	
			36. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE5PF-IVb-h-18	
			37. explains the nature/background of the dance	PE5RD-IVb-1	1. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. 1999. p. 31.* 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 127. 134. 143. 152. 153.*
			38. describes the skills involved in the dance	PE5RD-IVb-2	Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-161.*
			39. observes safety precautions	PE5RD-IVb-h-3	
			40. executes the different skills involved in the dance	PE5RD-IVc-h-4	Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 128-169.*
			41. recognizes the value of participation in physical activities	PE5PF-IVb-h-19	
			42. displays joy of effort, respect for others during participation in physical activities	PE5PF-IVb-h-20	
			43. explains health and skill related fitness components	PE5PF-IVa-21	
44. identifies areas for improvement	PE5PF-IVb-h-22				

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 6**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Assessment of physical activities and physical fitness Target games (Tumbang preso, tamaang-tao/batuhang bola, tatsing), striking/fielding games (syato/,basagang palayok, kickball) Note: Games are not limited to the above listed activities	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	<i>The learner . . .</i> 1. describes the Philippines physical activity pyramid	PE6PF-Ia-16	
			2. explains the indicators for fitness	PE6PF-Ia-17	
			3. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE6PF-Ib-h-18	
			4. explains the nature/background of the games	PE6GS-Ib-1	EASE P.E Module 2 pp.6-7,12-13
			5. describes the skills involved in the games	PE6GS-Ib-2	EASE P.E Module 2 pp.6-7,12-13
			6. observes safety precautions	PE6GS-Ib-h-3	
			7. executes the different skills involved in the game	PE6GS-Ic-h-4	
			8. recognizes the value of participation in physical activities	PE6PF-Ib-h-19	
			9. displays joy of effort, respect for others and fair play during participation in physical activities	PE6PF-Ib-h-20	
			10. explains health and skill related fitness components	PE6PF-Ia-21	
			11. identifies areas for improvement	PE6PF-Ib-h-22	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
SECOND QUARTER/ SECOND PERIOD					
Assessment of physical activities and physical fitness Invasion games (agawan base, lawin at sisiw, agawan panyo) Note: Games are not limited to the above listed activities	<i>The learner . . .</i> demonstrates understanding of participation in and assessment of physical activities and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	12. describes the Philippines physical activity pyramid	PE6PF-IIa-16	
			13. explains the indicators for fitness	PE6PF-IIa-17	
			14. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE6PF-IIb-h-18	
			15. explains the nature/background of the games	PE6GS-IIb-1	
			16. describes the skills involved in the games	PE6GS-IIb-2	
			17. observes safety precautions	PE6GS-IIb-h-3	
			18. executes the different skills involved in the game	PE6GS-IIc-h-4	
			19. recognizes the value of participation in physical activities	PE6PF-IIb-h-19	
			20. displays joy of effort, respect for others and fair play during participation in physical activities	PE6PF-IIb-h-20	
			21. explains health and skill related fitness components	PE6PF-IIa-21	
			22. identifies areas for improvement	PE6PF-IIb-h-22	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
THIRD QUARTER/ THIRD PERIOD					
Assessment of physical activities and physical fitness Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances Note: Dances available in the area can be selected.	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	23. describes the Philippines physical activity pyramid	PE6PF-IIIa-16	
			24. explains the indicators for fitness	PE6PF-IIIa-17	
			25. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE6PF-IIIb-h-18	
			26. explains the nature/background of the dance	PE6RD-IIIb-1	
			27. describes the skills involved in the dance	PE6RD-IIIb-2	
			28. observes safety precautions	PE6RD-IIIb-h-3	
			29. executes the different skills involved in the dance	PE6RD-IIIc-h-4	
			30. recognizes the value of participation in physical activities	PE6PF-IIIb-h-19	
			31. displays joy of effort, respect for others during participation in physical activities	PE6PF-IIIb-h-20	
			32. explains health and skill related fitness components	PE6PF-IIIa-21	
			33. identifies areas for improvement	PE6PF-IIIb-h-22	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
Assessment of physical activities and physical fitness Folk (Itik-itik for girls and Maglalatik for boys), indigenous, ethnic, traditional and creative dances Note: Dances available in the area can be selected.	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	34. describes the Philippines physical activity pyramid	PE6PF-IVa-16	
			35. explains the indicators for fitness	PE6PF-IVa-17	
			36. assesses regularly participation in physical activities based on the Philippines physical activity pyramid	PE6PF-IVb-h-18	
			37. explains the nature/background of the dance	PE6RD-IVb-1	
			38. describes the skills involved in the dance	PE6RD-IVb-2	
			39. observes safety precautions	PE6RD-IVb-h-3	
			40. executes the different skills involved in the dance	PE6RD-IVc-h-4	
			41. recognizes the value of participation in physical activities	PE6PF-IVb-h-19	
			42. displays joy of effort, respect for others during participation in physical activities	PE6PF-IVb-h-20	
			43. explains health and skill related fitness components	PE6PF-IVa-21	
			44. identifies areas for improvement	PE6PF-IVb-h-22	

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GRADE 7

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

K to 12 BASIC EDUCATION CURRICULUM

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>a. individual sports</p> <ol style="list-style-type: none"> 1. running 2. rhythmic sportive gymnastics 3. swimming <p>b. dual sports</p> <ol style="list-style-type: none"> 1. badminton 2. table tennis 3. tennis <p>c. combative sports</p> <ol style="list-style-type: none"> 1. arnis(anyo) 2. taekwondo(poomsae) 3. karate(kata) <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"> 5. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 72-73.* 6. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. Pp. 166-170. 175-178. 183-185. 269-285.
			8. monitors periodically one’s progress towards the fitness goals	PE7PF-Id-h-28	OHSP PE 1 Q1 – module 1
			9. distinguishes from fallacies and misconceptions about the physical activity participation	PE7PF-Id-29	OHSP PE 1 Q1 – module 1
			10. performs appropriate first aid for sports-related injuries (e.g. cramps,sprain, heat exhaustion)	PE7PF-Id-30	OHSP PE 1 Q1 – module 1
			11. assumes responsibility for achieving personal fitness	PE7PF-Id-h-31	OHSP PE 1 Q1 – module 1
			12. keeps the importance of winning and losing in perspective	PE7PF-Id-h-32	OHSP PE 1 Q1 – module 1
• SECOND QUARTER/ SECOND PERIOD					
<p>Exercise Programs:</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	PE7PF-IIa-h-23	OHSP PE 1 Q1 – module 1
			14. reviews goals based on assessment results	PE7PF-IIa-24	OHSP PE 1 Q1 – module 1

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
strengthening Activities: a. individual sports 1. running 2. rhythmic sportive gymnastics 3. swimming b. dual sports 1. badminton 2. table tennis 3. tennis c. combative sports 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	PE7PF-IIb-33	OHSP PE 1 Q1 – module 1
			16. describes the nature and background of the sport	PE7GS-IIId-5	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	PE7GS-IIId-h-4	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	PE7PF-IIId-h-28	OHSP PE 1 Q1 – module 1
			19. performs appropriate first aid for sports-related injuries (e.g.cramps,sprain, heat	PE7PF-IIId-30	OHSP PE 1 Q1 – module 1

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

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER/ FOURTH PERIOD					
<p>Exercise Programs:</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	PE7PF-IVa-h-23	OHSP PE 1 Q1 – module 1
			32. reviews goals based on assessment results	PE7PF-IVa-34	OHSP PE 1 Q1 – module 1
			33. addresses barriers (low level of fitness, lack of skill and time) to exercise	PE7PF-IVb-33	OHSP PE 1 Q1 – module 1
			34. describes the nature and background of the dance	PE7RD-IVc-1	OHSP PE 1 Q 4 – module 1
			35. executes the skills involved in the dance	PE7RD-IVd-h-4	OHSP PE 1 Q 4 – module 1
			36. monitors periodically one’s progress towards the fitness goals	PE7PF-IVd-h-28	OHSP PE 1 Q1 – module 1
			37. performs appropriate first aid for dance-related injuries (e.g. cramps, sprain, heat exhaustion)	PE7PF-IVd-30	OHSP PE 1 Q1 – module 1
			38. analyzes the effect of exercise and physical activity participation on fitness	PE7PF-IVh-35	OHSP PE 1 Q1 – module 1
			39. assumes responsibility for achieving personal fitness	PE7PF-IVd-h-31	OHSP PE 1 Q1 – module 1
			40. keeps the importance of winning and losing in perspective	PE7PF-IVd-h-32	OHSP PE 1 Q1 – module 1

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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>	9. monitors periodically progress towards the fitness goals	PE8PF-Id-h-28	<ol style="list-style-type: none"> OHSP PE 1 Q1 – module 1 Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 162-166.* Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 9-10.*
			10. distinguishes facts from fallacies and misconceptions about physical activity participation	PE8PF-Id-29	OHSP PE 1 Q1 – module 1
			11. performs appropriate first aid for injuries and emergency situations in physical activity and sport settings	PE8PF-Id-30	<ol style="list-style-type: none"> OHSP PE 1 Q1 – module 1 Enjoy Life with P.E and Health III. Darilag, Agripino G. et.al. 2012. pp. 212-232.* EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. P. 52
			12. assumes responsibility for achieving fitness	PE8PF-Id-h-31	OHSP PE 1 Q1 – module 1
			13. displays tolerance and acceptance of individuals with varying skills and abilities	PE8PF-Id-h-37	OHSP PE 1 Q1 – module 1

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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
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	(cramps,sprain, heat exhaustion)		II. Darilag, Agripino G. et.al. 2012. pp. 212-232.* 3. EdukasyongPangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. p. 52
			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					
Exercise Programs: Training Guidelines, FITT Principles Endurance, Muscle- and Bone-strengthening Activities: Folk Dances with Asian Influences (Pangalay, Sakuting, Sua-ku-sua, Binislakan)	The learner . . . demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner . . . modifiesna physical activity program for the family/school peers to achieve fitness	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	1. OHSP PE 1 Q4 2. Enjoy Life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 143-151.*

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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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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	The learner . . . 1. undertakes physical activity and physical fitness assessments	PE9PF-Ia-h-23	OHSP PE 1 Q1 – module 1
			2. assesses eating habits based on the Philippine Food Pyramid/My Food Plate	PE9PF-Ia-39	OHSP PE 1 Q1 – module 1
			3. determines risk factors (obesity, physical inactivity, poor nutrition, smoking) for major non communicable diseases lifestyle-related (e.g. diabetes, heart disease, stroke, cancer)	PE9PF-Ia-40	OHSP PE 1 Q1 – module 1
			4. officiates practice and competitive games	PE9GS-Ib-h-5	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 - modules 1 3. OHSP PE 1 Q2 - modules 2 4. OHSP PE 1 Q2 - modules 3 5. EdukasyongPangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. Pp. 101-124.*
			5. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-Ia-29	OHSP PE 1 Q1 – module 1
			6. monitors periodically one's progress towards the fitness goals	PE9PF-Ib-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.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Lifestyle and Weight Management (physical activity and eating habits) Sports Officiating	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle			Pp. 9-10.*
			7. performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)	PE9PF-Ib-30	1. OHSP PE 1 Q1 – module 1 2. Enjoy Life with P.E and Health. Darilag, Agripino G. et.al. 2012. Pp. 212-232.* 3. EdukasyongPangkatawan, Kalusugan at Musika I. Abejo, Mary Placid. et.al. DepEd. 1994. P. 52
			8. involves oneself in community service through sports officiating and physical activity programs	PE9PF-Ie-h-41	OHSP PE 1 Q1 – module 1
			9. recognizes the needs of others in real life and in meaningful ways	PE9PF-Ie-h-42	OHSP PE 1 Q1 – module 1
SECOND QUARTER/ SECOND PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	10. undertakes physical activity and physical fitness assessments	PE9PF-IIa-h-23	OHSP PE 1 Q1 – module 1
			11. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIa-39	OHSP PE 1 Q1 – module 1
			12. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIa-40	OHSP PE 1 Q1 – module 1
			13. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIb-29	OHSP PE 1 Q1 – module 1
			14. describes the nature and background of the dance	PE9RD-IIb-1	1. OHSP PE 1 Q4 – module 1 2. EdukasyongPangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56. 63. 64. 68. 71. 73.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle			3. Edukasongpangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere. et.al. 1999. pp. 37. 42. 44. 49. 51. 55.*
			15. executes the skills involved in the dance	PE9RD-IIb-h-4	OHSP PE 1 Q4 – module 1
			16. monitors periodically one’s progress towards the fitness goals	PE9PF-IIb-h-28	OHSP PE 1 Q1 – module 1
			17. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)	PE9PF-IIb-h-30	OHSP PE 1 Q1 – module 1
			18. involves oneself in community service through dance activities in the community	PE9PF-IIg-h-41	OHSP PE 1 Q1 – module 1
			19. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIa-h-42	OHSP PE 1 Q1 – module 1
THIRD QUARTER/ THIRD PERIOD					
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that	20. undertakes physical activity and physical fitness assessments	PE9PF-IIIa-h-23	OHSP PE 1 Q1 – module 1
			21. assesses eating habits based on the Philippine Food Pyramid/MyFoodPlate	PE9PF-IIIa-39	OHSP PE 1 Q1 – module 1
			22. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE9PF-IIIa-40	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Social (community dance, mixers, festival) and Ballroom dances (Cha-cha, rock and roll)	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	23. distinguishes facts from myths and misinformation associated with eating habits	PE9PF-IIIb-29	OHSP PE 1 Q1 – module 1
			24. describes the nature and background of the dance	PE9RD-IIIb-1	1. OHSP PE 1 Q4 – module 1 2. EdukasyongPangkatawan, Kalusugan at Musika IV. Buenviaje, Paz. et.al. DepEd. 1992. Pp. 49. 52. 54. 56.. 63. 64. 68. 71. 73. 3. EdukasyongPangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. et.al. 1999. Pp. 37. 42. 44. 49. 51. 55.*
			25. executes the skills involved in the dance	PE9RD-IIIb-h-4	OHSP PE 1 Q4 – module 1
			26. monitors periodically one’s progress towards the fitness goals	PE9PF-IIIb-h-28	OHSP PE 1 Q1 – module 1
			27. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,sprain, heat exhaustion)	PE9PF-IIIb-h-30	OHSP PE 1 Q1 – module 1
			28. involves oneself in community service through dance activities in the community	PE9PF-IIIg-h-41	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			29. recognizes the needs of others in real life and in meaningful ways	PE9PF-IIIa-h-42	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
Active Recreation a. Indoor 1.individual and dual sports 2. team sports 3. dances b. Out door 1. Hiking 2. Camping 3. Orienteering 4. Biking Note: Activities not limited to the above list	The learner . . . demonstrates understanding of lifestyle and weight management to promote community fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	30. discusses the nature and background of indoor and outdoor recreational activities	PE9GS-IVa-6	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3
			31. participates in active recreation	PE9GS-IVb-h-7	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 - module 1
			32. advocates community efforts to increase participation in physical activities and improve nutrition practices	PE9PF-IVb-h-43	OHSP PE 1 Q1 – module 1
			33. practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community	PE9PF-IVb-h-44	OHSP PE 1 Q1 – module 1

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GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER / FIRST GRADING PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. team sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner . . . demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner . . . maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	The learner . . . 1. assesses physical activity, exercise and eating habits	PE10PF-Ia-h-39	1. OHSP PE 1 Q1 – module 1 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano, Celia T. et.al. 1999. pp. 19-25.* 3. Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid. et.al. 1994. pp. 76-80 4. Enjoy life with P.E and Health II. Darilag, Agripino G. et.al. 2012. pp. 40-45.*
			2. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-Ia-40	OHSP PE 1 Q1 – module 1
			3. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-Ib-h-45	1. OHSP PE 1 Q1 – module 1 2. OHSP PE 1 Q2 – module 1 3. OHSP PE 1 Q2 – module 2 4. OHSP PE 1 Q2 – module 3 5. OHSP PE 1 Q3 – module 1
			4. applies correct techniques to minimize risk of injuries	PE10PF-Ib-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			5. analyzes the effects of media and technology on fitness and physical activity	PE10PF-Ib-46	OHSP PE 1 Q1 – module 1
			6. critiques (verifies and validates) media information on fitness and physical	PE10PF-Ib-47	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			activity issues		
			7. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-Ib-h-48	OHSP PE 1 Q1 – module 1
SECOND QUARTER/ SECOND PERIOD					
Lifestyle and Weight Management (physical activity and eating habits) Active Recreation (sports) Suggested activities 1. individual and dual sports 2. teams sports 3. fitness activities (strength training, running and walking for fitness, yoga, group exercises)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	8. assesses physical activities, exercises and eating habits	PE10PF-IIa-h-39	OHSP PE 1 Q1 – module 1
			9. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIa-40	OHSP PE 1 Q1 – module 1
			10. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIc-h-45	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			11. applies correct techniques to minimize risk of injuries	PE10PF-IIc-h-56	1. EASE PE - module 2 2. EASE PE - module 5 3. OHSP PE 1 Q1 – module 1 4. OHSP PE 1 Q2 – module 1 5. OHSP PE 1 Q2 – module 2 6. OHSP PE 1 Q2 – module 3 7. OHSP PE 1 Q3 – module 1
			12. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIb-46	OHSP PE 1 Q1 – module 1
			13. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIb-47	OHSP PE 1 Q1 – module 1
			14. expresses a sense of purpose and belongingness by participating in physical	PE10PF-IIc-h-48	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			activity-related community services and programs		
THIRD QUARTER/ THIRD PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	15. assesses physical activities, exercises and eating habits	PE10PF-IIIa-h-39	OHSP PE 1 Q1 – module 1
			16. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IIIa-40	OHSP PE 1 Q1 – module 1
			17. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IIIc-h-45	OHSP PE 1 Q4 – module 1
			18. applies correct techniques to minimize risk of injuries	PE10PF-IIIc-h-56	OHSP PE 1 Q4 – module 1
			19. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IIIb-46	OHSP PE 1 Q1 – module 1
			20. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IIIb-47	OHSP PE 1 Q1 – module 1
			21. expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	PE10PF-IIIc-h-48	OHSP PE 1 Q1 – module 1
			22. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1
FOURTH QUARTER/ FOURTH PERIOD					
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	The learner ... demonstrates understanding of lifestyle and	The learner ... maintains an active lifestyle to influence the physical activity participation of the	23. assesses physical activities, exercises and eating habits	PE10PF-IVa-h-39	OHSP PE 1 Q1 – module 1
			24. determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease)	PE10PF-IVa-40	OHSP PE 1 Q1 – module 1

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Other Dance Forms (Hip-hop, Street dance, Cheer dance, Contemporary dance)	weight management to promote societal fitness	community and society practices healthy eating habits that support an active lifestyle	25. engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	PE10PF-IVc-h-45	OHSP PE 1 Q4 – module 1
			26. applies correct techniques to minimize risk of injuries	PE10PF-IVc-h-56	OHSP PE 1 Q4 – module 1
			27. analyzes the effects of media and technology on fitness and physical activity	PE10PF-IVb-46	OHSP PE 1 Q1 – module 1
			28. critiques (verifies and validates) media information on fitness and physical activity issues	PE10PF-IVb-47	OHSP PE 1 Q1 – module 1
			29. expresses a sense of purpose and belongingness by participating in physical activity-related	PE10PF-IVc-h-48	OHSP PE 1 Q1 – module 1
			30. recognizes the needs of others in real life and in meaningful ways	PE10PF-IIIc-h-49	OHSP PE 1 Q1 – module 1

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GLOSSARY

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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GLOSSARY

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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GLOSSARY

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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GLOSSARY

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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GLOSSARY

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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