Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER
No. 80
Series of 2017

SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF PHYSICAL EDUCATION (BPEd)

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," and in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012, and by virtue of Commission *en banc* (CEB) Resolution No. 724-2017 dated October 3, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

ARTICLE I
INTRODUCTION

Section 1 Rationale

Based on the *Guidelines for the Implementation of CMO No. 46 s. 2012*, this PSG implements the "shift to learning competency-based standards/outcomes-based education" in response to the 21st Century Philippine Teacher Education framework. Furthermore, **this PSG is anchored on the salient features of K to 12 Enhanced Curriculum (RA 10533),** the **Philippine Qualifications Framework (EO 83, s. 2012),** the **National Competency-Based Teacher Standards (NCBTS)** now the **Philippine Professional Standards for Teachers (D.O. 42, s. 2017)** and other relevant documents. It specifies the 'core competencies' expected of **Bachelor of Physical Education (BPEd)** graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions."

Physical Education (PE) is both a discipline and a teaching profession. As a curricular discipline, it promotes an understanding of the centrality of movement in daily life, in all its forms---from meeting functional requirements, providing opportunities for social interaction, analyzing the influence of contexts to one's well-being, to acknowledging physical activity and sports participation as significant cultural and health practices. It contributes to the formation of constructive behaviors for managing the stress of academic and work demands; providing the necessary 'break' from sedentary activities in the classroom and workplace; and developing school loyalty and nationalism through the sporting culture, which in turn significantly shapes an individual's identity.

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PE is therefore, dominated by movement and fitness education content, and aimed at physical literacy and the physical activity dispositions of all learners from the basic to the tertiary education levels. Physical literacy serves as the foundation for confident, enjoyable and sustained participation in a wide range of physical activities. Building on this foundation, PE seeks to be health optimizing in the way it supports the learners in accessing, evaluating and making informed decisions about their own and others' health, safety and well-being. Thus, it empowers learners to be reflective, self-regulated and self-directed throughout their lives.

PE achieves this through a coherent and cohesive program of (1) instruction (e.g. curricular/credit courses); (2) recreational physical activities (e.g. exercise, sports, dance, adventure) pursued beyond the classroom such as in-school and off-campus as well as (3) competitive and organized sports (e.g. intramurals, extramurals, high-level or elite performance), to ensure that there is a seamless pathway for developing physical literacy and physical activity habits. The PE Program thus, provides for multiple and a variety of engagement and means of representation, action, and expression to ascertain that opportunities are inclusive of all contexts and learners.

By its very nature, PE is inclusive, offering a broad spectrum of physical activities suitable to all learners of all abilities and ages. It is a process that is developmentally appropriate in the way it engages participants based on their growth and maturation characteristics, as well as their changing activity patterns. It is a collaborative experience based on a common set of understanding of what physical activity is all about and on this basis, brings individuals, groups and communities together. Finally, it is a lifelong process as it empowers and challenges the participant to take responsibility for his or her own ability to lead active lifestyles for healthier lives, and to positively influence others.

PE, in recognizing this fundamental humanity of all, serves therefore as an important scaffold to the goal of producing "graduates imbued with values reflective of a humanist orientation, [who are equipped to] think through the ethical and social implications of a given course of action and are competent to learn continuously throughout life." Thus, the Filipino learner who is fully cognizant of his role in the life of the nation and the larger community, will be able to live meaningfully in a complex, rapidly changing and globalized world by actively engaging himself in his community and the nation's development issues and concerns.

ARTICLE II
AUTHORITY TO OPERATE

Section 2 Government Recognition

All private higher education institutions (PHEIs) intending to offer **Bachelor of Physical Education** must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing **Bachelor of Physical Education major in School**

Physical education (BPE-SPE) program are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local colleges and universities should likewise strictly adhere to the provisions in these policies and standards.

ARTICLE III
GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirement and the specific professional courses.

Section 3 The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes, which are given in Article IV Section 6. The Technical Committee designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is here prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum the Technical Committee employed a curriculum map which is shown in Article V Section 9 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach the Technical Committee also determined appropriate curriculum delivery methods shown in Article V Section 10. The sample course syllabi given in Article V Section 11 show some of these methods.

Based on the curriculum and the means of its delivery, the Technical Committee determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty. See Article VI.

Section 4 The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Article VII.

ARTICLE IV
PROGRAM SPECIFICATION

Section 5 Program Description

5.1 Degree Name

The program shall be called **Bachelor of Physical Education (BPEd)**.

5.2 Nature of the Field of Study

As a teaching profession, PE is a seamless activity of designing and delivering learning activities, providing quality instruction, managing the classroom and assessing student learning, modeling as well as mentoring, This requires a deep, broad and integrated knowledge of the subject matter and its learners, which in turn informs the PE teacher's choices in terms of meaningful curricular content, the creation of inclusive learning environments and the employment of effective learning strategies.

As a curricular subject, PE is aimed at physical literacy, which serves as the foundation for confident, enjoyable and sustained participation in a wide range of physical activities. Thus, it consists of developmentally appropriate activities. PE also aims to optimize health through learning experiences aimed at the formation of physical activity and healthy eating habits, as well as dispositions. These learning experiences likewise extend beyond the classroom; hence, student learning must be reinforced through programs on school and community recreation, as well as organized, competitive sports. Moreover, the PE teacher must communicate enthusiasm for their subject matter in a positive, caring manner. Finally, PE draws from the knowledge base of the allied fields: exercise and sports sciences, life sciences, social and behavioral sciences; and employs interdisciplinary instruction as a means to permeate all aspects of the learners' lives and develop them integrally.

5.3 Program Goals

The BPEd is a four-year program aimed at equipping graduates with the competencies to meet the psychomotor, cognitive and affective needs of learners. These consist of: (1) a strong and substantial foundation of the subject matter (disciplinary knowledge) that informs their curricular choices when planning, designing, implementing and assessing learning activities (curriculum and program planning, implementation, monitoring and evaluation); (2) an understanding of the scope and sequence of various movement forms; as well as elements, strategies and tactics of these various movements in a multitude of settings (movement competency and proficiency) that enables them to meet the needs of learners to know how, be able to do and how to learn; (3) expert knowledge of pedagogy for maximizing student engagement, mentoring students and modeling respect for differences in gender, ability and culture; (4) reflective practice that (a) propels them to set high standards for and hold themselves

accountable to the professional standards (professional accountability and responsibility); (b) enables them to identify gaps in their current competencies and pursue professional development opportunities; and (c) assists them in studying the impact of their teaching on student learning; and (5) building and cultivating relationships with colleagues, stakeholders, other professionals and learning communities; advocating for PE, being role models of integrity and professional excellence, as well as leaders in the service of education.

5.4 Specific Professions/Careers/Occupations for graduates

- Physical Education Teacher in Basic Education
- Dance and Sports Club Moderator
- School-based Sports Program and Events Moderator/Coordinator

5.5 Allied Fields

Physical Education is allied with the exercise and sports sciences, life sciences and the social sciences (i.e., philosophy, anthropology, history and education).

Section 6 Program Outcomes

The minimum standards for the **Bachelor of Physical Education (BPEd)** program are expressed in the following minimum set of learning outcomes:

6.1 Common to all programs in all types of schools

The graduates have the ability to:

a. articulate and discuss the latest developments in the specific field of practice. (Philippine Qualifications Framework level 6 descriptor)
b. effectively communicate orally and in writing using both English and Filipino
c. work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
d. act in recognition of professional, social, and ethical responsibility
e. preserve and promote "Filipino historical and cultural heritage" (based on RA 7722)

6.2 Common to the discipline (Teacher Education)

a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
b. Demonstrate mastery of subject matter/discipline.
c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.

e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.[1]
f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
g. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.
h. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

6.3 Specific to a sub-discipline and a major (Physical Education)

a. **PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices critical to the educational and learning processes.

b. **PO2-Movement and Competency and Proficiency:**
   1. Demonstrate skillful performance in a variety of physical activities.
   2. Adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive)

c. **PO3-Curriculum and Program Planning, Implementation, Monitoring and Evaluation:**
   1. Critically examine the curriculum (e.g. content, pedagogy and assessments) and program, and enhance (e.g. innovate) them necessarily.
   2. Plan and implement safe and effective physical activity programs to address the needs of individual and groups in school and/or non-school settings.
   3. Monitor and evaluate physical activity programs in school and/or non-school settings.
   4. Use appropriate assessments in, as and for student or client learning.
   5. Use information, media and technology in pedagogy and for lifelong learning.

d. **PO4-Professional Accountability and Responsibility:**
   1. Demonstrate firm work/professional ethics.
   2. Cultivate solidarity by working and dealing with/relating to others harmoniously.
   3. Promote the advancement of the profession by making sense of and getting involved in current discourse that impact on the profession.
   4. Pursue lifelong learning for personal and professional development.

e. **PO5-Communication:**
   1. Communicate effectively with PE practitioners, other professionals and stakeholders.
   2. Use oral, written, and technology formats deftly.

[1] *Program Outcome "e" common to the Teacher Education discipline under Section 6.2. is anchored on the CHED-UNESCO ICT Competency Standards for Teacher Education in Annex D.*

6.4 Common to a horizontal type as defined in CMO 46, 2012

a. Graduates of professional institutions demonstrate service orientation in their respective professions
b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support "national, regional and local development plans" (RA7722).

All private higher education institutions (PHEI), may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

Section 7 Performance Indicators

Program Outcomes	Performance Indicators
PO1-Disciplinal Knowledge: Apply scientific and evidence-based practices critical to the educational and learning processes.	1. Discuss foundation of PE and Health, and the essentials of fitness and health and analyze scientifically the body parts and how it functions in various physical movement and activities 2. Use a concept map in explaining motor learning and development of learners based on their growth and maturation characteristics. 3. Analyze the mechanisms of non-contact injury and the role of fundamental movement skills in mitigating this. 4. Explain how the body responds, adjusts and adapts to exercise. 5. Plan and organize developmentally-appropriate Physical Education and Health activities 6. Conduct scientific research in Physical Education and Health Education
PO2-Movement Competency and Proficiency: 1.Demonstrate skillful performance in a variety of physical activities. 2. Adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive)	1. Demonstrate mastery of all fundamental movement patterns and adapt motor skills to a variety of physical activity settings. 2. Evaluate critical elements of motor skills and performance. 3. Maintain a health-enhancing level of fitness based on age- and sex-specific criterion-referenced standards.

Program Outcomes	Performance Indicators
PO3-Program Planning, Implementation, and Evaluation: 1. Critically examine the curriculum (e.g. content, pedagogy and assessments) and program, and enhance (e.g. innovate) them necessarily. 2. Plan and implement safe and effective physical activity programs to address the needs of the individual in school and/or industry settings. 3. Monitor and evaluate physical activity programs in school and/or non-school settings. 4. Use appropriate assessments in, as and for student or client learning. 5. Use information, media and technology in pedagogy and for lifelong learning.	1. Analyze existing curriculum and programs of Physical Education and Health Education in the Enhanced Basic Education Program 2. Implement planned developmentally appropriate and inclusive programs that address the diverse needs of all students/clients. 3. Utilize assessment result to improve instruction. 4. Engage in a reflective practice in setting one's goals and in monitoring one's progress.
PO4-Professional Accountability and Responsibility: 1. Promote the advancement of the profession. 2. Pursue lifelong learning for personal and professional development.	1. Participate in activities that enhance professional collaboration and lead to personal growth and career development. 2. Maintain professional integrity by adhering to ethical behaviors and discerning boundaries of competence. 3. Keep abreast with current developments in Physical Education.
PO5-Communication: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.	1. Synthesize evidence from a variety of sources to shed light to current issues in the field. 2. Develop evidence-based arguments. 3. Justify a program proposal to diverse audiences. 4. Use appropriate language in oral and written communication.

ARTICLE V
CURRICULUM

Section 8 Curriculum Description

Higher Education Institutions (HEIs) offering the Bachelor of Physical Education (BPEd) program may exercise flexibility in their curricular offering. However, the following Physical Education courses are prescribed as minimum requirements to be implemented.

Section 9 Sample Curriculum

9.1 Curriculum Components

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
A. General Education (CMO 20, Series 2012)	**12**	**3**	**36**
B. Professional Education Courses			**42**
Foundation/Theory and Concepts	***4***	***3***	***12***
The Child and Adolescent Learner and Learning Principles	1	3	
The Teaching Profession	1	3	
The Teacher and the Community, School Culture and Organizational Leadership	1	3	
Foundation of Special and Inclusive Education	1	3	
Pedagogical Content Knowledge	***6***	***3***	***18***
Facilitating Learner-centered Teaching	1	3	
Assessment in Learning 1	1	3	
Assessment in Learning 2	1	3	
Technology for Teaching and Learning 1*	1	3	
The Teacher and the School Curriculum	1	3	
Building and Enhancing New Literacies Across the Curriculum	1	3	
Experiential Learning Courses	***3***		***12***
Field Study 1	1	3	
Field Study 2	1	3	
Practice Teaching/Teaching Internship with Action Research	1	6	
C. Specialization Courses			**63**
Foundation/Theory and Concepts in PE	***6***	***3***	***18***
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	1	3	
Anatomy and Physiology of Human Movement	1	3	
Physiology of Exercise and Physical Activity	1	3	
Principles Motor Control and Learning of Exercise, Sports and Dance	1	3	
Research 1	1	3	
Sports and Exercise Psychology	1	3	
Contextualized Courses in PE	***4***	***3***	***12***
Curriculum and Assessment for Physical Education and Health Education	1	3	
Process of Teaching PE & Health Education	1	3	
Technology for Teaching and Learning 2* (Technology Application in Teaching PE and Health Education including Instructional Materials Development)	1	3	

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
Applied Motor Control and Learning of Exercise, Sports and Dance	1	3	
Content-Performance Courses in PE	***11***	***3***	***33***
Movement Education	1	3	
Dance			
▪ Philippine Traditional Dances	1	3	
▪ International Dance and other Forms	1	3	
Games, Sports and Recreation			
▪ Individual and Dual Sports (Racket Sports, Athletics, Martial Arts)	1	3	
▪ Team Sports (Soccer/Football, Basketball, Volleyball, Baseball, Softball, Non-traditional: Ultimate, Handball, Floorball, Futsal, Sepak Takraw)	1	3	
▪ Philippine Traditional Games	1	3	
▪ Swimming and Aquatics	1	3	
Health Education			
▪ Coordinated School Health Program	1	3	
▪ Personal, Community and Environmental Health	1	3	
▪ Emergency Preparedness and Safety Management	1	3	
▪ Drug Education, Consumer Health Education and Healthy Eating	1	3	
D. Elective Courses (2 from the menu)			**6 units**
Administration and Management of Physical Education and Health Education Programs	1	3	
Contemporary Issues in PE and Sports	1	3	
Outdoor and Adventure Education	1	3	
Non-traditional Games and Sports	1	3	
Sports and Exercise Psychology	1	3	
Prevention and Management of Exercise- and Sports-related Injuries	1	3	
Music in the K-12 Curriculum	1	3	
Arts in the K-12 Curriculum	1	3	
E. Mandated Courses			**12**
PE 1-4	4	2	**8**
NSTP	2	3	**6**

Summary	Units
A. General Education Courses	**36**
B. Professional Education Courses	**42**
C. Specialization Courses *Foundation/Theory and Concepts Courses in PE* *Contextualized Courses in PE* *Content-Performance Courses in PE*	**63**
D. Elective Courses	**6**
E. PE & NSTP	**14**
TOTAL	**161**

1. Offer the courses based on the availability of faculty and resources.
2. Not all General Education courses need to be completed in First Year or Second Year.
3. Ensure that sequential subjects are scheduled accordingly e.g. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

9.2 Program of Study (Distribution of Courses)

1st Year			
1st Semester		**2nd Semester**	
Course	**Units**	**Course**	**Units**
Understanding the Self/ Pag-unawa sa Sarili (GE)	3	Mathematics in the Modern World/ Matematika sa Makabagong Daigdig (GE)	3
Readings in Philippine History/ Mga Babasahin hinggil sa Kasaysayan ng Pilipinas (GE)	3	Purposive Communication/ Malayuning Komunikasyon (GE)	3
The Contemporary World/ Ang Kasalukuyang Daigdig (GE)	3	Art Appreciation/ Pagpapahalaga sa Sining (GE)	3
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	3	Physiology of Exercise and Physical Activity	3
Anatomy and Physiology of Human Movement	3	Principles Motor Control and Learning of Exercise, Sports and Dance	3
PE 1	2	PE2	2
NSTP 1	3	NSTP2	3
Total	**20**	**Total**	**20**

Summer 1	
Course	**Units**
Physiology of Exercise and Physical Activity	**3**
Applied Motor Control and Learning of Exercise, Sports and Dance	**3**
Individual and Dual Sports (Racket Sports, Athletics, Martial Arts)	**3**
TOTAL	**9**

2nd Year			
1st Semester		**2nd Semester**	
Course	**Units**	**Course**	**Units**
Science, Technology and Society/ Agham, Teknolohiya at Lipunan (GE)	3	Elective (GE)	3
Ethics/ Etika (GE)	3	Elective (GE	3
Elective (GE)	3	Life and Works of Rizal (GE)	3

2nd Year			
1st Semester		2nd Semester	
Course	Units	Course	Units
Movement Education	3	International Dance and other Forms	3
The Child and Adolescent Learners and Learning Principles	3	The Teacher and the Community, School Culture and Organizational Leadership	3
The Teaching Profession	3	Foundation of Special and Inclusive Education	3
PE3	2	PE4	2
Total	20	Total	20

Summer 2	
Course	Units
Swimming and Aquatics	3
Emergency Preparedness and Safety Management	3
TOTAL	6

3rd Year			
1st Semester		2nd Semester	
Course	Units	Course	Units
Philippine Traditional Games and Sports	3	Team Sports (Soccer/Football, Basketball, Volleyball, Baseball, Softball, Non-traditional: Ultimate, Handball, Floorball, Futsal, Sepak Takraw)	3
Coordinated School Health Program	3	Sports and Exercise Psychology	3
Personal, Community and Environmental Health	3	Drug Education, Consumer Health Education and Healthy Eating	3
Specialization Elective 1 (choose from the menu of courses)	3	Specialization Elective 2 (choose from the menu of courses)	3
Curriculum and Assessment for Physical Education and Health Education	3	Process of Teaching PE & Health Education	3
Assessment in Learning 1	3	Assessment in Learning 2	3
Building and Enhancing New Literacies Across the Curriculum	3	Technology for Teaching and Learning 1	3
The Teacher and the School Curriculum	3	Facilitating Learner-centered Teaching	3
Total	24	Total	24

Summer 3	
Course	Units
Research 1	3
Technology Application 2 (Teaching PE and Health Education including Instructional Materials Development	3
TOTAL	6

4th Year			
1st Semester		2nd Semester	
Course	Units	Course	Units
Field Study 1 (Observations of Teaching-Learning in Actual School Environment)	3	Practice Teaching/Teaching Internship	6
Field Study 2 (Participation and Teaching Assistantship)	3		
Total	6	Total	6

Section 10 Sample Curriculum Map (for Specialization courses)

CODES:
E (*Enabling*): Facilitates the achievement of the terminal outcome
R (*Reinforced*): Enhancement of existing competency/ contributory to the program outcomes
T (*Terminal*):The achieved course outcome(s)

Specialization Courses	PO1	PO2	PO3	PO4	PO5
Foundation/Theory and Concepts in PE					
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	T	R	E	E	R
Anatomy and Physiology of Human Movement	T	R	E	E	R
Physiology of Exercise and Physical Activity	T	R	E	E	R
Principles of Motor Control and Learning of Exercise, Sports and Dance	E	T	R	R	R
Research 1	T	R	E	E	R
Sports and Exercise Psychology	T	R	E	E	R
Contextualized Courses in PE					
Curriculum and Assessment for Physical Education and Health Education	E	R	T	T	R
Process of Teaching PE & Health Education	E	R	T	T	R
Technology for Teaching and Learning 2 (Technology Application in Teaching PE and health Education including Instructional Materials Development)	E	R	T	T	R
Applied Motor Control and Learning of Exercise, Sports and Dance	E	R	T	T	R
Content-Performance Courses in PE					
Movement Education	E	T	T	R	R
Dance					
Philippine Traditional Dances	E	T	R	R	R
International Dance and other Forms	E	T	R	R	R
Games, Sports and Recreation					
Individual and Dual Sports (Racket Sports and Athletics)	E	T	R	R	R
Team Sports I (Soccer, Basketball, Volleyball, and Softball, Non-traditional: Ultimate, Handball, Floorball, Futsal)	E	T	R	R	R
Philippine Traditional Games and Sports	E	T	R	R	R
Swimming and Aquatics	E	T	R	R	R

Specialization Courses	PO1	PO2	PO3	PO4	PO5
Health Education					
Coordinated School Health Education Program	E	T	R	R	R
Personal, Community and Environmental Health	E	T	R	R	R
Emergency Preparedness and Safety Management	E	T	R	R	R
Drug Education, Consumer Health and Healthy Eating	E	T	R	R	R
Electives					
Administration and Management of Physical Education and Health Education Programs	E	T	R	R	R
Contemporary Issues in PE, Health and Sports	T	E	R	R	R
Outdoor and Adventure Education	T	E	T	R	R
Non-traditional Games and Sports	E	T	R	R	R
Exercise Prescription and Programming	E	T	R	R	R
Music in the K-12 Curriculum	E	R	R	R	R
Arts in the K-12 Curriculum	E	T	R	R	R

Section 11 Sample Means of Curriculum Delivery

- Lecture / discussion
- Use of cooperative / active learning strategies such as games, role play, project-based learning, dialogues, journals, buzz sessions, brain storming, concept mapping, think-pair-share, counsel brainstorming exercise
- Return demonstration
  Scenario-thinking
- Exposure trip (local or international)
- Community/Industry immersion
- Self-assessment
- Reflective learning experience
- Case analysis
- Creation of individual learning portfolio
- Community/Industry mapping exercise
- Critique or reflections
- Partnership and linkage

Section 12 Sample Syllabi for Selected Core Courses
(Please see attached Annexes)

ARTICLE VI
REQUIRED RESOURCES

Section 13 Administration

Dean/Department Head

The Dean/Department Head of the college offering the degree shall be employed full-time and must possess the following qualifications:

1. Filipino Citizen
2. Holder of Doctorate degree in Education or related field
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT)
4. With a total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience.

Section 14 Faculty

A. General Requirements

1. As a general rule, master's degree in physical education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have an appropriate master's degree in the field they are assigned to teach.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:

1. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in allied fields.

C. Full-time faculty members of the college

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

E. Faculty Development

The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other allied fields;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

Section 15 Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate

CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the Bachelor of Physical Education Program.

Section 16 Laboratory and Physical Facilities

1. Science Laboratory is necessary for Science courses in the GE
2. Lecture rooms with technology support
3. Playground
4. Dance Studio
5. Fitness Assessment Equipment
6. Playing Courts/Facilities
7. Resistance Training Equipment
8. Swimming Pool
9. Track and Field Oval

In the absence of facilities specified in nos. 8 and 9, the institution may execute a Memorandum of Agreement with nearby facilities.

A. Educational Technology Laboratory

The TEI should have access to an educational technology laboratory with appropriate equipment and software as indicated in the course specifications. The same laboratory shall serve to allow preparation, presentation and viewing of audio-visual materials to support instruction.

B. Laboratory School or Cooperating Schools

The TEI should maintain a facility within which the students can undertake their field study. This facility may be a laboratory school administered by the TEI. In cases when TEI has no laboratory school, the TEI must have a long-term memorandum of agreement with a Department of Education cooperating school or with a cluster of cooperating schools within which student can undertake their field study and practicum courses.

Section 17 Admission and Retention Policy

The basic requirement for eligibility for admission of a student to the Teacher Education program shall be graduates from Senior High School level recognized by the Department of Education.

TEIs must have in place a selective admission policy for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:

1. an admission examination developed and validated by the TEI
2. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
3. an admission examination developed and validated by private testing centers and used by TEI for a fee;

4. some other standardized tests for teaching aptitude; or
5. some other national qualifications examinations which may be developed in the future.

ARTICLE VII
COMPLIANCE OF HEIs

Using the ***CHED Implementation Handbook for OBE and ISA*** as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

Section 18 The complete set of program outcomes, including its proposed additional program outcomes.

Section 19 Its proposed **curriculum** and its justification including a curriculum map.

Section 20 Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 21 Proposed **outcomes-based syllabus** for each course.

Section 22 Proposed system of program assessment and evaluation

Section 23 Proposed system of program **Continuous Quality Improvement (CQI)**.

For existing programs, CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.

ARTICLE VIII
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24 **Transitory Provision**

HEIs that have been granted permit or recognition for the **Bachelor of Physical Education major in School Physical Education** and **Bachelor of Secondary Education major in MAPEH** programs are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) shall also comply with the requirements herein set forth. However, the curriculum shall be implemented effective Academic Year 2018-2019.

Section 25 **Sanctions**

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

Section 26 Repealing Clause

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

Section 27 Effectivity Clause

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, November 2, 2017

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:
ANNEX A: SAMPLE OBE COURSE SYLLABUS
ANNEX B: COURSE DESCRIPTIONS OF PROFESSIONAL EDUCATION COURSES
ANNEX C: COURSE DESCRIPTIONS OF PE MAJOR COURSES
ANNEX D: ICT COMPETENCY STANDARDS FOR TEACHERS
ANNEX E: OBE COURSE SYLLABUS FOR TTL1
ANNEX F: GLOSSARY OF TERMS
ANNEX G: ALTERNATIVE PERFORMANCE INDICATORS

ANNEX A
SAMPLE COURSE SYLLABUS

Course Title	**Anatomy and Physiology of Human Movement**
Course Description	The course provides an understanding of the structure of the body and how they operate as systems. Students use anatomical models and digital media to provide a basis for understanding the structure and function of the human body in terms of how it responds and adapts to physical activities in all its forms.
Course Credit	3.0 units
Contact Hours	3 hours per week
Course Classification	Specialization-Core
Instructor	
Consultation Time	
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** 1. Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders 2. Use oral, written, and technology formats deftly.

SAMPLE LEARNING PLAN

WEEKS	INTENDED LEARNING OUTCOMES	TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS
1-6	• Recognize the course objectives, outcomes, requirements and class policies. • Clarify the assessment tasks, and grading criteria. • Use correct anatomical terminology to describe body directions, regions and body planes or sections. • Locate and name the major body cavities and their subdivisions, and list the major organs in each cavity or subdivision.	1. Structural Organization of the Human Body from Cellular to the Systemic Level 2. Interrelationships of 3. Support and movement of the body a. Bones and the skeleton (axial and appendicular) b. Joints c. Muscles, the muscular system	• Course syllabus discussion • Lecture • Observation of movements • Film-showing • Draw and label anatomical parts • Debate on any of the following topics: 1. Impact of resistance training among children 2. Fact vs. fiction: Common sports practices on recovery from fatigue 3. Form vs. function: Body	• Short quizzes Quiz 1: Anatomical terms Quiz 2: Bones and the skeleton Quiz 3: Muscular system • Week 6-Exam 1: Anatomical terms; support and movement of the body • Debate (Week 4)

WEEKS	INTENDED LEARNING OUTCOMES	TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS
	• Compare and contrast the structure of the four bone classes and provide examples of each class. • Describe the gross anatomy of a typical long and flat bone. • Describe osteogenesis, remodelling and repair. • Explain how hormonal controls and physical stress regulate bone remodelling. • Name the major parts of the axial and appendicular skeletons and describe their relative functions. • Classify joints structurally and functionally. • Name the most common joint injuries and discuss the symptoms and problems associated with each. • Compare and contrast the basic types of muscle tissues. • Describe the gross structure of a skeletal muscle with respect to location and names of its connective tissue coverings. • Describe the ways in which ATP is regenerated during skeletal muscle contraction. • Explain the possible causes of muscle fatigue. • Compare and contrast the effects of aerobic and resistance exercise		image and resistance training	

WEEKS	INTENDED LEARNING OUTCOMES	TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS
	on skeletal muscles and on other body systems. • Explain the function of prime movers, anatagonists, synergists and fixators. • Name and identify the major muscles of the body			
7-9	• Explain the structural and functional divisions of the nervous system. • Name the major regions of the adult brain. • Distinguish between a concussion and a contusion. • Describe the cause (if known) and major signs and symptoms of CVAs and Alzheimer's disease. • Distinguish between autonomic and somatic reflexes. • Distinguish between stretch and tendon reflexes. • Describe the 2 major mechanisms by which hormones bring about their effects on their target tissues. • Explain how hormone release is regulated.	1. Regulation and integration of the body a. Central and peripheral nervous systems b. Autonomic nervous system c. Endocrine system	• Lecture • Debate on any of the following topics: 1. "No pain, no gain": A closer look at pain 2. To stretch or not to stretch: Impact on optimum performance 3. Athletes looking good and doing better with anabolic steroids	• Quiz 4: Major endocrine organs • Week 9-Exam 2: Regulation and integration of the body
10-14	• Trace the pathway of blood through and from the heart. • Name and explain the effects of various factors involved in regulation of stroke volume and heart rate. • Explain the role of the autonomic	1. Maintenance of the body a. Cardiovascular system b. Respiratory system c. Digestive system	• Lecture • Film-showing • Debate on any of the following topics: 1. Physical inactivity and CVDs 2. Acclimatization training:	• Quiz 5: The cardiovascular system • Quiz 6: The respiratory system Week 13-Exam 3: • Cardiovascular and

WEEKS	INTENDED LEARNING OUTCOMES	TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS
	nervous system in regulating cardiac output. • Describe the structure and function of blood vessels. • Explain the relationship among blood flow, blood pressure and resistance. • Explain the causes of cardiovascular diseases (e.g. athero-, arteriosclerosis, hypertension). • Explain the mechanics of breathing. • Relate the following laws to the events of inspiration and expiration: Boyle's, Dalton's and Henry's • Describe how oxygen and carbon dioxide are transported in the blood • Explain respiratory adjustments during exercise. • List and define briefly the major processes occurring during digestive system activity.		Impact on human performance 3. E-cigarettes: Danger to one's health	respiratory systems
15-18	• Identify important dietary sources of the 6 major nutrients. • Describe consequences of excess or deficit in vitamins. • Summarize the important events and products of glycolysis, the Krebs cycle, and the electron transport chain.	2. Nutrition and metabolism a. Nutrients b. Metabolic processes c. Body energy balance 3. Course wrap-up and performance evaluation	• Lecture • Film-showing • Quizzes and exam • Debate on any of the following topics: 1. Diets are popular but not exercise 2. Obesity: Magical solution	• Quiz 7: Nutrients • Quiz 8: Metabolism • Week 17-Exam 4: Digestive system, nutrition and metabolism

WEEKS	INTENDED LEARNING OUTCOMES	TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS
	• Distinguish among glycogenesis, glycogeneloysis and gluconeogenesis. • Describe current theories of food intake regulation. • Explain body energy balance. • Name several factors that influence metabolic rate.		wanted 3. The biggest loser and Master chefs: What have we gained from television?	

Course Policies	1. Students are allowed a maximum of 7 absences regardless of excuse. 2. Students exceeding the 15-minute grace period will be marked absent. 3. It shall be the instructor's prerogative to allow any student to make-up for a missed requirement upon presentation of proof of excuse.
Suggested Learning Resources (e.g. Textbooks and References)	1. American College of Sports Medicine (2011). Quantity and quality of exercise for developing and maintaining cardiorespiratory, musculoskeletal, and neuromotor fitness in apparently healthy adults: Guidance for prescribing exercise. Medicine & Science in Sports and exercise, 43(7), 1334-1359. 2. Bushman, B. (2011). *American College of Sports Medicine's complete guide to fitness and health.* Champaign, Illinois: Human Kinetics. 3. Kotecki, J.E. (2011). *Physical activity and health: An interactive approach, 3rd ed.* Sudbury, MA: Jones and Bartlett Learning. 4. Marieb, Elaine N. and Hoehn, Katja (2007). *Human anatomy and physiology, 7th Edition.* Pearson Benjamin Cummings.

Prepared by:	Verified by:	Approved by:
Faculty	College Dean	Office of the Registrar

ANNEX B

DESCRIPTION OF PROFESSIONAL EDUCATION COURSES

Course Title	The Child and Adolescent Learners and Learning Principles
Course Description	This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Facilitating Learner Centered Teaching
Course Description	This course explores the fundamental principles, processes and practices anchored on learner-centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teaching Profession
Course Description	This course deals with the teacher as a person and as a professional within the context of national and global teachers' standards and educational philosophies. It will include professional ethics, core values, awareness of professional rights, privileges and responsibilities as well as the teachers' roles in the society as a transformative agent of change.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Technology for Teaching and Learning 1
Course Description	This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Assessment in Learning 1
Course Description	This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes on the use of assessment of, as, and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Assessment in Learning 2
Course Description	This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process- and product-oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based and product-based assessment.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teacher and the School Curriculum
Course Description	This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curriculariists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-à-vis various context of teaching-learning and curricular reforms shall be given emphasis.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	The Teacher and the Community, School Culture and Organizational Leadership
Course Description	This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Foundation of Special and Inclusive Education
Course Description	This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Building and Enhancing New Literacies Across the Curriculum
Course Description	This course introduces the concepts of new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy and (g) arts and creativity literacy. Field based- interdisciplinary explorations and other teaching strategies shall be used in this course.
Course Credits	3 units
Contact Hours	3 hours/Week
Pre-requisite	

Course Title	Experiential Learning (Field Studies and Teaching Internship)
Course Description	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a.) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching. The NCBTS domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.
Course Credits	12 units (FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)
Contact Hours	FS 1 & 2 (6 hrs per week for one semester taken with 2 or 3 academic subjects) Practice Teaching – 6 units (Fulltime 30-40 hrs per week) for one semester
Prerequisite	All required academic subjects for the degree should be taken before Practice Teaching.

Course Title	Field Study 1- Observations of Teaching-Learning in Actual School Environment
Course Description	This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional and major/specialization subjects

Course Title	Fields Study 2- Participation and Teaching Assistantship
Course Description	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the Internship.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional subjects and major subjects

Course Title	Teaching Internship
Course Description	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done both in the in-campus or off campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
Course Credit	6 units
Contact Hours	40 hours per week full time (no academic units allowed)
Pre-requisite	Field Study 1 & 2

ANNEX C

COURSE DESCRIPTIONS OF PE SPECIALIZATION/MAJOR COURSES

(Foundation/Theory and Concepts in PE)

Course Name	**Philosophy and Socio-anthropological Foundations of Physical Education and Sports**
Course Description	A study of the diverse justifications on the educational value of PE and an examination how the various structures, patterns, organizations, and institutions in culture and society create, relate to, and influence physical education and sports; discussion of the historic tradition of mind/body and theoretical/practical knowledge dualism; conceptual analysis of the issues of sport as a human activity and the distinction and relationship between PE and sport.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	

Course Name	**Anatomy and Physiology of Human Movement**
Course Description	The course provides an understanding of the structure of the body and how they operate as systems. Students use anatomical models and digital media to provide a basis for understanding the structure and function of the human body in terms of how it responds and adapts to physical activities in all its forms.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	Science Anatomy Lab
Learning Resources (e.g. Textbooks and References)	Clement, Annie & Artman, Betty G. 1996 The Teaching of Physical Skills, WCB Brown & Benchwork Howley, Edward T. & Franks, Don B. 1992 Health Fitness Instructor's Handbook 2nd Edition Human Kinetics Books, Champaign, Illinois Jensen, Clayne R. et. al. 1983 Applied Kinesiology and Biomechanics 3rd edition McGraw Hill Book Company.

Course Name	Physiology of Exercise and Physical Activity
Course Description	The course provides an understanding of the physiological responses of the body to the acute and chronic stresses of exercise and training stimuli, and the adaptations that result from these. Students are expected to: (1) define the physiological responses and adaptations to exercise and training of different types, intensities and duration; and (2) report and interpret physiological data and refute the fallacies usually associated with exercise performance; (3) discuss the mechanisms and effects of exercise and physical activity on pathology.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None

Course Name	Principles of Motor Control and Learning of Exercise, Sports and Dance
Course Description	This course covers human information processing in relation to the development of motor skills. The student should be able to apply structure, present and evaluate effective learning situations when teaching human movement.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	

Course Name	Research I
Course Description	Deals with the general concepts and methods of research focused on the physical and health education specializations. The emphasis is on the actual experience in the research process from the conceptualization of the problem to gathering of support literature and corresponding methodology. A research proposal is a requirement in the course.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Laboratory/Equipment/ Materials/Chemicals (if any)	Research Lab and Related Facilities
Learning Resources (e.g. Textbooks and References)	Balajadia-Ducut, Ruth M. and Diana B. Pangilinan. Manual of Standards for Research. University of the Assumption, 2006. Miller, David K. Measurement by the Physical Educator. McGraw-Hill, 2001. Thomas, Jerry R. and Jack K. Nelson. Research Methods in Physical Activity. U.S.A.: Human Kinetics, 1996.

Course Name	Sports and Exercise Psychology
Course Description	This course provides an understanding of the social, psychological and environmental factors that influence exercise behavior, sports participation and performance through observations and analysis of sports and exercise settings.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None

(Contextualizad Courses in PE)

Course Name	Applied Motor Control and Learning of Exercise, Sports and Dance
Course Description	This course covers the application of motor control and learning concepts and principles to exercise, sports and dance. The student should be able to skillfully break down various movement skills and devise relevant strategies to enhance the acquisition of motor learning for students. The learner of this course should be able to utilize their potential student's movement competencies to progress into more complex activities.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	

Course Name	Curriculum and Assessment in Physical Education and Health Education for K-12
Course Description	Covers the basic understanding of K-12 PE and Health curriculum. It covers the analysis of K-12 Physical Education and Health Education Curriculum and explores the different curriculum models in PE and Health. Assessment in the K-12 PE and Health is also tackled in the course. Curriculum and Assessment analysis in the K-12 PE and Health is expected at the end of the course.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Program Specialization Outcomes	**PO3-Program Planning, Implementation, and Evaluation:** 1. Critically examine the curriculum (e.g. content, pedagogy and assessments) and program, and enhance (e.g. innovate) them necessarily. 2. Plan and implement safe and effective physical activity programs to address the needs of the individual in school and/or industry settings. 3. Use appropriate assessments in, as and for student or client learning. **PO4-Professional Accountability and Responsibility:** 1. Promote the advancement of the profession.

	2. Pursue lifelong learning for personal and professional development. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	**Classroom**
Learning Resources (e.g. Textbooks and References)	K-12 Curriculum Guide in PE and Health

Course Name	**Process of Teaching PE and Health**
Course Description	The course provides students with opportunities to study, discuss, organize, and practice instructional methods for teaching PE and Health in the K-12 PE and Health curriculum. It explores various processes in teaching PE and Health. A demonstration teaching employing various instructional strategies and methodologies is expected in the course. Deals with concepts, principles and theories for the proper identification of the different types of disabling conditions. It includes competencies in the teaching of the physical and motor needs of students with disabilities. A 20-hour practicum includes observation of special education classes in any private or public schools and the preparation of modified physical education activities program address the physical, emotional, mental and social needs of students with disabilities.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO3-Program Planning, Implementation, and Evaluation:** 1. Critically examine the curriculum (e.g. content, pedagogy and assessments) and program, and enhance (e.g. innovate) them necessarily. 2. Plan and implement safe and effective physical activity programs to address the needs of the individual in school and/or industry settings. 3. Use appropriate assessments in, as and for student or client learning. **PO4-Professional Accountability and Responsibility:** 1. Promote the advancement of the profession. 2. Pursue lifelong learning for personal and professional development. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.

Laboratory/Equipment/ Materials/Chemicals (if any)	Classroom
Learning Resources (e.g. Textbooks and References)	Anspaugh, David J. and Gene Ezell. Teaching Today's Health 6th ed. Allyn and Bacon, 2001. Aquino, Gaudencio V. Effective Teaching, 3rd ed.National Book Store, 2003. Borich, Gary D. Effective Teaching Methods. 5th ed. New Jersey: Pearson Education, Inc., 2004.

Course Name	**Technology for Teaching and Learning 2* (Technology Application in Teaching Physical Education and Health Education)**
Course Description	Deals with the teaching and learning framework for integrating technology in the teaching of PE and Health. It includes material preparation and the use of technology as an aid for meaningful teaching and learning of PE and Health. A demonstration teaching applying technology is expected at the end of the course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO3-Program Planning, Implementation, and Evaluation:** 1. Critically examine the curriculum (e.g. content, pedagogy and assessments) and program, and enhance (e.g. innovate) them necessarily. 2. Plan and implement safe and effective physical activity programs to address the needs of the individual in school and/or industry settings. 3. Use appropriate assessments in, as and for student or client learning. **PO4-Professional Accountability and Responsibility:** 1. Promote the advancement of the profession. 2. Pursue lifelong learning for personal and professional development. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Laboratory/Equipment/ Materials/Chemicals (if any)	**Classroom, computer lab**

(Content-Performance Courses in PE)

Course Name	**Movement Education**
Course Description	The course provides understanding of the movement concepts in terms of the body, space, effort and relationship that will aid a student in making connection between physical movement, personal meaning and aesthetic expression.
Course Credits	**3 units**

Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	**PE Classroom**
Learning Resources (e.g. Textbooks and References)	*Barrow, Harold M. (1983).* MAN AND MOVEMENT. Philadelphia: Lea and Febiger. *Capel, Susan. (1997).* LEARNING TO TEACH PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS. London. *Dauer, Victor and Robert P. Pangrazi.* DYNAMIC PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN. New York: Macmillan Publishing Company, 1989. Dougherty, Neil J. and Dianne Bonanno. CONTEMPORARY APPROACHES TO THE TEACHING OF PHYSICAL EDUCATION. New York: Macmillan Publishing Company, 1979. *Graham, George, et. al.* CHILDREN MOVING. California: Mayfield Publishing Company, 2001. *Joyce, Mary.* FIRST STEPS IN TEACHING CREATIVE DANCE. California: Mayfield Publishing Company, 1980.

(DANCE)

Course Name	**Philippine Traditional Dances**
Course Description	Applies practical skills and understanding the rudiments of folk dancing from the raw materials of published and unpublished dances. Analysis of dance instructions and technical interpretations from the written materials are underscored. Emphasis is given to valuing the context of dance as basis for interpreting dance movements with underpinning of preserving the legacy of the Filipino heritage.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency:** Demonstrate skillful performance in a variety of physical activities. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	

Laboratory/Equipment/ Materials/Chemicals (if any)	Dance Room/ Hall
Learning Resources (e.g. Textbooks and References)	Alejandro, Reynaldo. 1978. Philippine Dance Vera-Reyes, Inc. Amilbangsa, Ligaya. 1983. Pangalay Filipinas Foundation Aquino, Francisca R. Philippine Folk Dances Vols. I, II, III, IV, V and VI Fajardo, Libertad.1979. Visayan Folk Dances Vols. I, Gabao, Larry A. Dance with Me. PNU Press Sayaw: Dances of the Philippine Islands. Phil Folk Dance Society

Course Name	**International Dance and other Forms**
Course Description	Focuses on dance skill and techniques of other dances of the regions such as Asian and Western- originated dances from Europe and America. Other dance forms shall be introduced like ballet, jazz and social dances of South American culture.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	Dance Hall or Gymnasium
Learning Resources (e.g. Textbooks and References)	World History of Dance by Curt Sacks 1950 Foreign Folk Dances by Francisca R. Aquino 1978 See the World in Dances by Libertad V. Fajardo Dances for All Occasions by Francisca R. Aquino Customs of the World Edited by W. Hutchinson Delhi India Reprint 1984 Encyclopedia of Dance by Lincoln Kistein 1978 International Folk Dancing USA Betty Casey 1981 Dance A While by Harris Pittmar Waller 5th Edition 1978

(GAMES, SPORTS AND RECREATION)

Course Name	**Individual and Dual Sports (Racket Sports and Athletics)**
Course Description	Deals with the acquisition of sports specific skills whereby the relevant rules are integrated in the instruction. Two different sports preferably any racket sports and athletics shall constitute this single course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**

Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.

Course Name	**Team Sports (i.e. Soccer, Basketball, Volleyball, Softball, Ultimate, Handball, Floorball, Futsal)**
Course Description	Deals with the acquisition of sports specific skills whereby the relevant rules are integrated in the instruction. Any three different sports shall constitute this single course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	Playing Field, Volleyball and Basketball Courts, gymnasium
Learning Resources (e.g. Textbooks and References)	Physical Education Handbook, International Rule book etc.

Course Name	**Philippine Traditional Games and Sports**
Course Description	The course reintroduces Philippine games and sports as a form of physical activity in conjunction with the rules and cultural contexts. (Laro ng Lahi, Arnis, Sipa). Purposeful play and improvisation constitute the activities of the said course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: 1. Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 2. Communicate effectively with PE practitioners, other professionals and stakeholders.

	3. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	Playing Field, gymnasium
Learning Resources (e.g. Textbooks and References)	Physical Education Handbook, International Rule book etc.

Course Name	**Swimming and Aquatics**
Course Description	Requires scientific acquisition of knowledge and skills in managing the body in water. Basic and developmental skills for scientific swimming are introduced as well as games and other activities done. Life saving skills is likewise encouraged in the course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	**Swimming pool, natural waters (sea, river)**
Learning Resources (e.g. Textbooks and References)	American Red Cross 1991 Life Saving and Water Safety Blakiston Sons & Co. Philadelphia Costill D.K.E.N. Maglischop & A.B. Ricardson 1992 Handbook of Sport Medicine and Science Swimming Katz, Jane Ed. D. 1992 Updated, Swimming for total fitness Dolphine Book, New York

(HEALTH EDUCATION)

Course Name	**Coordinated School Health Education Program**
Course Description	Deals with the activities and services designed to promote the student's optimum development. The eight health-related areas cover all aspects of the school environment. This include family and community health involvement, comprehensive school health education, physical education, school health services, nutrition services, counseling and psychological social services, healthy school environment and school site, and health promotion for staff.
Course Credits	**3 units**
Contact	**3 hours**

Hours/week	
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	School and Community Setting
Learning Resources (e.g. Textbooks and References)	Anspaugh, David J. and Gene Ezell. 1998. Teaching Today's Health. Allyn and Bacon: Boston Anderson, CL 1980 School Health Practice St. LouiseL The C.V. Mosby Co.

Course Name	**Personal, Community, and Environmental Health**
Course Description	The course covers the different contents of Personal, Community, and Environmental Health. It deals with the understanding of health related issues and concerns about personal, community, and environmental Health. Practical activities concerning personal, community, and environmental health are required in the course.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	**Classroom, community setting**
Learning Resources (e.g. Textbooks and References)	

Course Name	Emergency Preparedness and Response Management
Course Description	Demonstrates theory and practice of preparing for and responding to emergencies in the workplace. Partnership to other related agencies is encouraged such as Red Cross, Department of Local Government and other private institutions.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	

Course Name	Drug Education, Consumer Health, and Nutrition
Course Description	The course covers the different contents of Drug Education, Consumer Health, and Nutrition. It deals with the understanding of health related issues and concerns about drug education, consumer health, and nutrition. Practical activities concerning drugs, consumerism, and nutrition are required in the course.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Program Specialization Outcomes	**PO2-Movement Competency and Proficiency**: Demonstrate skillful performance in a variety of physical activities. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	Classroom, community setting

(ELECTIVE COURSES)

Course Name	Administration and Management of Physical Education and Health Education Programs
Course Description	Prepares the students with the organization and management function as necessary for the implementation of various physical and health activities in the school setting. It tackles the different management functions as applied in various Physical Education and Health Education Programs. Students are expected to organize and manage Physical Education and Health Education activities.

Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication**: 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Course Outline	
Laboratory/Equipment/ Materials/Chemicals (if any)	**Gymnasium and related facilities**
Learning Resources (e.g. Textbooks and References)	Bucher & Krotee 1987 Management of PE and Sporta Missouri Mosby Books Dauer, Victor P. and Robert P. Pangrazi. 1989.Dynamic Physical Education for Children. 9thed.New York: Mcmillan Publishing Company.

Course Name	**Non-traditional Team Sports**
Course Description	Provides playing skills and performances in non-traditional team sports like ultimate, handball, floorball, futsal etc. The course will cover the historical development, facilities and equipment, basic skills, strategies, and rules of each sport.
Course Credits	**3 units**
Contact Hours/week	**3 hours**
Prerequisite	None

ANNEX D
ICT COMPETENCYSTANDARDS FOR TEACHERS

COMPETENCIES	PERFORMANCE INDICATORS
Domain 1: Understanding ICT in Education	
1.1.1 Demonstrate awareness of policies affecting ICT in education	1.1.1.1 Discuss national ICT policies affecting classroom practices
1.2.1 Comply with ICT policies as they affect teaching-learning	1.2.1.1 Implement ICT policies in teaching-learning
1.3.1 Contextualize ICT policies to the learning environment	1.3.1.1 Incorporate ICT policies in the design and implementation of teaching-learning activities.
Domain 2: Curriculum and Assessment	
2.1.1 Demonstrate understanding of concepts, principles, and theories of ICT systems as they apply to teaching-learning	2.1.1.1 Discuss ICT concepts, principles and theories in various teaching-learning processes
	2.1.1.2 Use technology tools in the assessment process
2.2.1 Evaluate digital and non-digital learning resources in response to student's diverse needs	2.2.1.1 Select digital and non-digital learning resources in reference to the student learning preferences
	2.2.1.2 Revise digital learning resources in response to varied needs of students
2.2.2 Develop digital learning resources to enhance teaching-learning	2.2.2.1 Produce digital learning material designed to enhance teaching-learning
2.3.1 Use ICT as a tool to develop 21st century skills: Information, Media and Technology Skills, Learning and Innovation Skills, Life and Career Skills, and Effective Communications Skills.	2.3.1.1 Integrate ICT in teaching plans that require learners to connect the content of the lesson to society
Domain 3: Pedagogy	
3.1.1. Apply relevant technology tools for classroom activities	3.1.1.1 Design a technology-enhanced lesson to support learning
	3.1.1.2 Deliver the lesson using appropriate digital tools or applications
	3.1.1.3 Assist students to reflect on their own learning using technology tools
3.2.1 Use ICT knowledge to solve complex problems and support student collaborative activities	3.2.1.1 Use varied teaching strategies like project-based learning that integrate technology tools to support thinking and collaboration
3.3.1 Model collaborative knowledge construction in face-to-face and virtual environments	3.3.1.1 Initiate flexible learning through online communications (synchronous / asynchronous modality)

Domain 4: Technology Tools	
4.1.1 Demonstrate competence in the technical operations of technology tools and systems as they apply to teaching and learning	4.1.1.1 Perform basic trouble shooting and maintenance of technology tools and systems;
	4.1.1.2 Use productivity and other tools in everyday work.
4.2.1 Use technology tools to create new learning opportunities to support communities of learners	4.2.1.1 Make technology tools-based instructional materials to improve student learning;
	4.2.1.2 Produce ICT-based teaching and learning tools in collaboration with students.
4.2.2 Demonstrate proficiency in the use of technology tools to support teaching and learning	4.2.2.1 Propose or recommend technology and policy innovations related to promoting continuous learning among students
Domain 5: Organization and Administration	
5.1.1 Manage technology-assisted instruction in an inclusive classroom environment	5.1.1.1 Facilitate flexible learning environment that enhances collaboration with the use of technology tools.
5.2.1 Exhibit leadership in shared decision-making using technology tools	5.2.1.1 Lead group activities using technology tools.
Domain 6: Teacher Professional Learning	
6.1.1 Explore existing and emerging technology to acquire additional content and pedagogical knowledge.	6.1.1.1 Use technology tools to search for, manage, analyze, integrate and evaluate information that can be used to support professional learning
	6.1.1.2 Evaluate technology resources in terms of appropriateness, quality, usability, accessibility, and cost effectiveness.
6.1.3 Utilize technology tools in creating communities of practice	6.1.3.1 Use technology tools to collaborate and share resources among communities of practice
6.2.1 Collaborate with peers, colleagues and stakeholders to access information in support of professional learning.	6.2.1.1 Identify educational sites and portals suitable to their subject area
	6.2.1.2 Join online expert and learning communities
	6.2.1.3 Use resources from relevant mailing lists and online journals
	6.2.1.4 Evaluate and compare useful and credible web resources to be shared with other students
	6.2.1.5 Active membership to local and global learning communities to maintain access to creative applications of technology that help enhance student learning

Domain 7: Teacher Disposition	
7.1.1 Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	7.1.1.1 Discuss safety issues in obtaining resource materials from local area network-based and the internet
	7.1.1.2 Comply with intellectual property laws including the fair use of educational content
	7.1.1.3 Institute mechanisms to ensure child online safety and prevent cyberbullying
7.1.2 Show positive attitude towards the use of technology tools	7.1.2.1 Practice standard netiquette in sharing and utilizing shared materials among learning communities.
	7.1.2.2 Provide support to learners' digital culture and behaviors.
	7.1.2.3 Utilize smart devices for building the positive relationships between teachers and students.

ANNEX E
OBE Course Syllabus

Course Syllabus Template

Course Name	***Technology for Teaching and Learning 1***
Course Credits	3 units
Course Description	Technology for Teaching and Learning 1 (TTL1). This is a 3-unit introductory course that explores basic knowledge and skills and values in the use of technology for teaching and learning. This course include ICT Policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility.
Contact Hours/week	3 hours
Prerequisite	*None*
Course Outcomes	1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.

COURSE OUTLINE AND TIMEFRAME	
	Course Content/Subject Matter
Week 1	A. Introduction to Technology for Teaching and Learning
Week 2	B. ICT Policies and Safety Issues in Teaching and Learning
Week 3-4	C. Theories and Principles in the Use and Design of Technology-Driven Lessons
Week 5-6	D. ICT in Various Content Areas
Week 7-9	E. ICT and Conventional Learning Materials to Enhance Teaching and Learning
Week 10-11	F. Technology Tools in a Collaborative Classroom Environment and Relevance and Appropriateness in the Use of Technology in Teaching and Learning
Week 12	G. Innovative Technologies for Teaching-Learning and Assessment Task
Week 13	H. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model
Week 14-15	I. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources

Week 16-17	J. Educational Sites and Portals
One week (or an equivalent of three hours)	Allotted for the Midterm and the Final Exams

Alignment of Course Outcomes with Summative Assessment Tasks

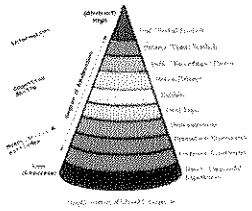
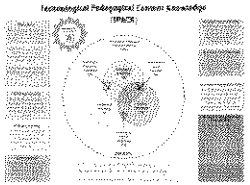
Course Objectives	Summative Assessment Task	Details
1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching and learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	e-Portfolio • Blog Entries / Posts in the Freedom Wall / Tweets in the Classroom-Made Twitter Wall A Lesson Plan Integrating Technology Midterm and Final examinations	In this required output, the students are expected to organize their reflections and insights using a Reflection Guide Model (e.g. Gibb's reflection Model.) Ideas, and opinions on the topic discussed during sessions which may be posted in blogs can also be included in the ePortfolio. A Selection Rubrics by Smaldino, S. et al. (2008) can be used as criteria for grading. Different outputs made in the class, filing them all together can done in a portoflio or in an electronic portfolio such as foliofor.me. In this task, students are expected to create a lesson plan showing clearly the integration of appropriate and innovative technologies in the teaching-learning activities and assessment tasks using the ASSURE Model. The criteria in the rubrics shall focus on the integration of technologies and the ability to demonstrate ethical and legal responsibilities in the use of resources. These tasks are given to evaluate the students' knowledge and understanding of concepts and principles of technology integration in instruction and approprotae attitudes and values in becoming a teacher. These are given to validate the results of their practical activities and to prepare them for the licensure examination.

LEARNING PLAN

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
1. **Understand ICT in Education** 1.1 Define basic concepts in understanding ICT in Education	**Unit 1- Introduction to Technology for Teaching and Learning** A. Basic Concepts to be defined: 1. Technology 2. Information and Communication 3. Educational technology 4. Technology, Media and Learning 5. Instructional System and Instructional technology 6. Technology Tools B. Roles of ICT in Teaching for Learning	Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Ballado, R. (2012). *Basic concepts in educational technology 1*. Manila, PH: Rex Bookstore Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar Publishing Co. http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/ http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/roleofictinlearning.asp	Brief Lecture: With the aid of a powerpoint presentation, provide an overview of the subject Technology for Teaching and Learning. Small Group discussion: Give graphic organizers of the different concepts to be defined through the use of concept mapping Whole group discussion: Present to the whole class group outputs. Individual Research: Encourage students to validate the concept map and conceptual definitions	Use a rating scale for the concept map developed by each group. Pen and Paper test	OHP / Multimedia Projector Computer / Laptop Graphic organizers	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
1.2 Enumerate the national ICT policies affecting classroom practices	**Unit 2. ICT Policies and Safety Issues in Teaching and Learning** A. ICT National or International Policies That Are Applicable to Teaching and Learning	Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar *Publishing* Co. Documents: • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary • RA 10844, Sec. 3 (An Act Creating the Department of ICT, Defining its Powers and Functions, Appropriating Funds, and Other Purposes) • SEAMEO INNOTECH (2010) Report Status of ICT Integration in	Forum With Resource Person: Invite a resource person to talk on ICT national and international policies applied to teaching and learning	Posting of comments ICT policies in Freedom Wall/Blog	Freedom Wall in the classroom/ Blog Created and Administered by the Teacher	1 week
1.3 Describe the implementation ICT policies in teaching-learning	B. Safety Issues in ICT		Group Interviews: Organize small groups to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning.	Checklist on the practices that address safety issues	Accomplished Checklist Powerpoint presentations	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
		Education in Southeast Asian Countries				
1.4 Identify ICT policies that are incorporated to the design and implementation of teaching-learning activities	C. Uses of ICT Policies in the Teaching and Learning Environment		Individual Research: Encourage students to research on other school ICT Policies and best practices Class Observation (Field Study): Observe how ICT policies are utilized in the classroom. Facilitate the Creation the Classroom ICT Policies agreed upon by all learners	Accomplished observation guide Learners' written description and opinions on their newly crafted ICT Classroom policies	Class Observation Guide on the utilization of ICT policies in the classroom	
2. Identify learning theories and principles applied in the use and design of learning lessons with technology 2.1 Identify learning principles and theories that are applied in technology driven teaching-	**Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons** A.Learning Theories and Principles in: 1. Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching)	Lucido, P. & Corpuz, B. (2012). Educational technology 1 2nd edition. Lorimar Publishing Co. https://www.youtube.com/watch?v=p-eSxgRetvk	Active Learning with Teacher-Led Discussion on Dale's Cone of Experience and how its principles and theories are utilized in the technology-driven teaching and learning	Reflection Posted on the online Blog/ 'Classroom-made Twitter Wall'	Online Class Blog or Site/ 'Classroom-made Twitter Wall'	1.5 hours

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
learning models.						
	2.TPACK (Technology, Pedagogy and Content Knowledge)	TPACK in Two Minutes https://www.youtube.com/watch?v=FagVSQIZELY Heinich, R. (2003). Instructional media and technologies for learning. (7th edition). Upper saddle, New York: Merril Prentice Hall Newby, T.J. (2011). Educational technology for teaching and learning. (4th ed.) Boston: Pearson Education, Inc. Roblyer, M.D. (2003). Integrating educational technology into teaching. (3rd ed.) Upper Saddle, New York: Merrill Prentice Hall	Image Analysis: Students analyze and explain the image/diagram. The teacher synthesizes. A brief lecture on TPACK 	Restricted Essay	Video clip Multimedia Projector Computer	1.5 hours
	3.ASSURE Model (Analyze Learners, State Objectives,	Smaldino,S. et al. (2005). Instructional technology and	(Active Learning in a Brief Lecture given by the teacher) The FishBowl		Metacards	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	Select Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	media for learning. 8th ed. New Jersey: Pearson Prentice Hall pp. 53-65	Activity: Learners are given metacards and asked to write a question of clarification about the topic (i.e. questions concerning the application of the topic to practical concepts). Teacher draws these questions from the bowl and answers the questions or asks the class to answer them. (This could be done during or after the input.) Think-Pair and Share: In pairs, students will discuss about the ASSURE Model and create their own ASSURE lesson	Checklist on the Elements included in a lesson using the ASSURE Model and the rating scale	Fish Bowl Container	1 week

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.Integrate media and technology in various content areas 3.1 Review teaching plans that require learners to connect the content of the lesson to society	**Unit 4. ICT in Various Content Areas** A. 21st Century Literacy Skills Digital Literacy Skills • Media • Information • ICT literacy B. Instructional Design Models • Gagne's Nine Events • Bloom's Revised Taxonomy • ADDIE • Merill's Principles of Instruction	K to 12 Curriculum Guides (DepEd, 2012) Lucido, P. & Corpuz, B. (2012). *Educational technology* 2. Quezon City, PH: Lorimar Publishing Co. Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Williams, M. (2000). Integrating technology into teaching and learning: An Asia Pacific perspective. Singapore: Prentice Hall UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 56-59 Bellanca, J & Brandt, R. (2010). 21st Century Skills: Rethinking How Students Learn (Leading Edge)	Brief Lecture: Explain 21st century literacy skills with emphasis on digital literacy skills. Research on Instructional Design Models and Collaborative Work on designing an infographics or a visual image of the assigned Instructional Design Model to be presented in class	Oral examination	Multimedia Projector Laptop Teacher-made/ Teacher-prepared samples of infographics	2 weeks

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.2 Introduce sample technology-enhanced lessons to support learning	C. Technology Enhanced Teaching Lesson Exemplars	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar Analysis of a teaching plan exemplar – identifying the elements in designing a lesson and discussing the possibilities of technology integration Demonstration: Demonstrate a sample technology-enhanced lesson	Lesson exemplar analysis output Demonstration Guide	A Lesson Plan exemplar Checklist focusing on how technology is integrated in the lesson	
3.3 Select ICT and conventional learning materials designed to enhance teaching-learning	D. ICT and Conventional Learning Materials to Enhance Teaching Learning 1. Digital Learning Resources a. Google Docs b. Survey Monkey c. Others 2. Conventional Learning Resources a. Flip charts b. Realia c. Others	http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html http://www.edtechteacher.org/gafe/	Group research and presentation of the digital learning materials identified as appropriate and feasible in a given teaching-learning context	Presentation of selected instructional media appropriate for the teaching and learning context	multimedia equipment	3 weeks

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.6 Identify flexible learning through online communications (synchronous / asynchronous modality)	E. Distance Learning Types of Online Distance Learning • Synchronous • Asynchronous	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Melton, R. (2002). Planning and Developing Open and Distance Learning A Quality Assurance Approach unesdoc.unesco.org/images/0012/001284/128463e.pdf	Forum-Discussion: Conduct a forum on Distance Learning Demonstration and hands-on exploration on the synchronous and asynchronous online distance learning using the Class Site	KWL Chart • What I Know • What I Want to know • What I Learned Checklist	Teacher-made Class Site (e.g. google site, weebly, etc.) Skype KWL Chart template	
3.7 Describe flexible learning environment that enhances collaboration with the use of technology tools.	F. Technology Tools in a Collaborative Classroom Environment	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Brief Lecture on the different technology tools in a collaborative classroom environment Small Group Discussion-Student Led	Paper and Pencil Test	google docs	2 weeks
3.8 Reflect on the use of technology and on its relevance and appropriateness	G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning Principles in Selecting Instructional Materials based on their Appropriateness and Feasibility	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall Eayde, M. & Lockyer, M. (2013). Tools for Learning Retrieved from: http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1413&context=asdp	Based on the lesson demonstrated, the class will analyze and determine the appropriateness and use of technology. (Variation: Based on a lesson plan exemplar) Class presentation of their evaluation of instructional materials used in the lesson	Reflective narrative or Entries in the 'Classroom Twitter Wall' in the classroom/Blog Created and Administered by the Teacher	Gibb's Reflection Cycle template Online Class Blog or Site/ 'Classroom-made Twitter Wall'	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	• Appropriateness (Target Learners and Instruction) • Authenticity (Dependable) • Interest • Cost (Economy) • Organization and Balance And other considerations: Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)	apers		Self or Peer Evaluation of their assessment	Rubric focusing on the appropriateness of the material in instruction	
4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 4.1 Identify Technology-assisted tools in the assessment of learning	**Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task** A. ICT and Assessment in Learning 1. Assessment Tools	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall Victoria State Government (2013). Assessment Tools. Retrieved from: http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx	Students' research on examples of technology-assisted tools in assessment in learning	Reporting and Feedbacking	Assessment tools	1 week

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	B.Tools in evaluating appropriate assessment tools (ex. checklist, rating scale)	http://www.edtechteacher.org/assessment UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 60-63 Angelo, T. & Cross, K.P. (1993). Classroom Assessment Techniques 2nd Ed.. A Handbook for College Teachers	Workshop on the formulation of tools to evaluate assessment tools	Workshop output		
Demonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies	C. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Lesson planning	Rubrics for assessing lesson plans Critiquing of lessons plans Revising of lesson plans	ASSURE Model	1 week
5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources 5.1Show, give examples, observe social, ethical, and legal responsibility in the use of technology tools and resources	**Unit 6. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources** A. Digital Citizenship • Nine Elements of Digital Citizenship B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers	http://www.digitalcitizenship.net/ http://www.eduscapes.com/sessions/socialtech/ Smaldino, S. et al. (2008). *Instructional technology and media*	Lecture-discussion on the nine elements of digital citizenship Group research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers *Talk it Out* (from Global Digital Citizen Foundation) An activity	Written exam Rubrics assessing research outputs	Computer/ laptop Multimedia projector Computers A Worksheet for *Talk it Out*	2 weeks

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
		for learning, 8th ed. New Jersey: Pearson Prentice Hall	on taking a stance on an issue and defending it Learners are given a scenario primarily focusing on social, ethical and legal responsibilities in the Use of technology Analysis of the different cases involving social, ethical and legal issues on technology use		Scenarios	
5.2 Identify examples of compliance of IPR in educational setting.	C. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights Copyright Law (Part IV)	www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf	Group Research on the Intellectual Property Rights in the Educational Setting Class presentation of research outputs (e.g. poster, infographics, hootboard, etc.)	Rubrics assessing research presentations and outputs	RA 8293 Document An act prescribing the intellectual property code and establishing the intellectual property office, providing for its powers and functions, and for other purposes	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.3 Enumerate digital safety rules that ensure child online safety and prevent cyberbullying	D. Digital Safety Rules • Rule 1: Research before you register • Rule 2: Discriminate • Rule 3: Think before typing • Rule 4: Require ID • Rule 5: Trust your gut	www.safekids.com/kids-rules-for-online-safety www.educationworld.com/a-tech/tech/tech044.shtml www.collegeview.com/articles/artice/smart-students-in-a-digital-world	Four As Activity: *You Know the Rules* (from Global Digital Citizenship Foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they make and why? Abstraction, Analysis & Application Forum Discussion on the digital safety rules	Class formulated Guide on Digital Safety Rules	Computer / Laptop Multimedia Projector	
5.4 Discuss safety rules in obtaining resource materials from local area network-based and the internet	E. Cyberbullying	https://www.stopbullying.gov/cyberbullying/what-is-it/	Debate on Cyberbullying Small group Discussion	Posters and digital campaign materials	video clips on cyberbullying	
5.5 Describe the community of learners as netizens who share and utilize digital materials.	F. Netizens in Cyberspace Active Citizenship		Brief Lecture		Posters	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.6 Practice standard netiquette in sharing and utilizing shared materials among learning communities.	G. Netiquette (social conventions online)	Abushakara, N. (2016). Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette. Create Space Independent Publishing Platform Tuffley, D. (2014). Email etiquette: Netiquette for the information age. Altiora Publications	Advocacy Campaign Forum			
5.7 Show/ demonstrate support to school learners as part of learning community in their digital culture and behaviors			Joining social media site Role playing on how to support school learners as part of learning community	Rubrics assessing behavior in social media sites	Rubrics	
5.8 Identify educational sites and portals suitable to their subject area	H. Educational Sites and Portals	Diaz, C.G. and Declaro, R.A.(2013). UNESCO training guide on ICT multimedia integration for teaching and learning. Retrieved from Creative Commons License http://creativecommons.org/licenses/by-sa/3.0 https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about	Group Research to identify educational sites and portals Presentation and Sharing of Research Outputs (e.g. Infographics, Digital advertisement, brochure, bulletin board display / online bulletin board)	Pencil and Paper Tests List of educational Sites	Multimedia Projector	2 weeks

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.9 Join online expert and learning communities	I. Online Communities of Learning e.g. • Facebook • Twitter • Instagram • Webinar	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education	Practicum on sample strategies on how to join experts' learning communities	Rating scale Reflection	Online learning sites Gibb's Reflective Cycle template	
5.10 Use resources from relevant mailing lists and online journals	J. Online Resources e.g. • Opensource • multimedia resources; video sites • finding images • music and audio; webcasts • locate web resources by topic • Others		Group Research and Application of the identified relevant mailing list and online journals	Check list		
5.11 Describe technology tools that are used in group activities.	K. Collaborative Projects i.e. The Problem-Based Project or Project-Based Project	http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx	Student Led-Group Discussion Lecture	Pencil and Paper Test	Multimedia Projector	
5.12 Use technology tools to collaborate and share resources among communities of practice	L. Technology Tools for Collaborative Work e.g. • google drive • edmodo • bubbl.us • Wikispaces	http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/	Lecture-Demonstration Workshop / hands-on experience on the tools Online Chat Session	Practical Test	internet connectivity	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	• Others					

Suggested Readings and References	
	Abushakara, N. (2016). *Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette*. Create Space Independent Publishing Platform Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Angelo, T. and Cross, K.P. (1993). *Classroom Assessment Techniques 2nd Ed.*. A Handbook for College Teachers Chiles, D. (2014). *Internet etiquette: Netiquette fundamentals, rules and optimization.* Diaz, C.G. and Declaro, R.A.(2013). *UNESCO training guide on ICT multimedia integration for teaching and learning.* Retrieved from Creative Commons License http://creativecommons.org/licenses/by-sa/3.0 Heinich, R. (2003). *Instructional media and technologies for learning.* (7th edition). Upper saddle, New York: Merril Prentice Hall www.safekids.com/kids-rules-for-online-safety www.educationworld.com/a-tech/tech/tech044.shtml www.collegeview.com/articles/artice/smart-students-in-a-digital-world https://www.stopbullying.gov/cyberbullying/what-is-it/ http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/ http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html http://www.edtechteacher.org/assessment http://www.edtechteacher.org/gafe/ Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar Publishing Co. Melton, R. (2002). *Planning and Developing Open and Distance Learning A Quality Assurance Approach* Newby, T.J. (2011). *Educational technology for teaching and learning.* (4th ed.) Boston: Pearson Education, Inc. Roblyer, M.D. (2003). *Integrating educational technology into teaching.* (3rd ed.) Upper Saddle, New York: Merril Prentice Hall Smaldino, S. et al. (2005). *Instructional technology and media for learning.* 8th ed. New Jersey: Pearson Prentice Hall

	Smaldino, S. et al. (2008). *Instructional technology and media for learning,* 8th ed. New Jersey: Pearson Prentice Hall Tuffley, D. (2014). Email etiquette: Netiquette for the information age. Altiora Publications TPACK in Two Minutes https://www.youtube.com/watch?v=FaqVSQIZELY UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 56-59 Williams, M. (2000). Integrating technology into teaching and learning: An Asia Pacific perspective. Singapore: Prentice Hall www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf OurICT http://www.ourict.co.uk/ Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: http://www.ourict.co.uk/formative-assessment-tools/ Documents: • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary • SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia • K to 12 Curriculum Guides (DepEd, 2012) • Senior High School Curriculum Guides retrieved from https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQQXdVMFVDS2C/edit
Course Requirements	Suggested: A lesson plan exemplar with an appropriate integration of technology Written long exam (Midterm and Finals) ePortfolio • A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall' Class Active Participation (group work, mini-outputs in tasks, among others)
Grading System	Suggested: **Midterm** 40% -- Written long exam (Midterm) 30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall' 30% -- Class Active Participation (group work, mini-outputs in tasks, among others) **Finals** 25% -- A lesson plan exemplar with an appropriate integration of technology 30% -- Summative Exam (Finals) 20% - ePortfolio 25% -- Class Active Participation (group work, mini-outputs in tasks, among others)
Classroom Policies	

ANNEX F
GLOSSARY OF TERMS

Adapted physical education: Developmentally appropriate activities for students with limitations who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program
Advanced Skills: Skills used in sport applications
Aerobic activity: Light to vigorous intensity physical activity that requires more oxygen than sedentary behavior and thus promotes cardiovascular fitness and other health benefits (e.g. jumping rope, biking, swimming, running; playing soccer, basketball, or volleyball)
Agility: A skill-related component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy
Anaerobic activity: Intense physical activity that is short in duration and requires a breakdown of energy sources in the absence of sufficient oxygen. Energy sources are replenished as an individual recovers from the activity. Anaerobic activity (e.g., sprinting during running, swimming, or biking) requires maximal performances during a brief period.
Assessment: Process that enables teachers to evaluate a student's performance, knowledge or achievement
Athletics: Structured participation in organized sports
Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving
Basic Skills: Skills that utilized either locomotor (e.g. walk, run, jump, skip, gallop) or manipulative (e.g. throw, catch, kick, strike) fundamental movements
Body composition: A health-related component of physical fitness that relates to the relative amounts of muscle, fat, bone and other vital parts of the body
Cardiovascular fitness: A health-related component of physical fitness that relates to ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity
Competence: Sufficient ability to enjoy safe participation in an activity; the ability to perform and apply skills
Complex Skills: Skills that combine two or more locomotor and/or manipulative fundamental movements
Content Area: The categories of skill students should possess as a result of instruction
Coordination: A skill-related component of physical fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately
Developmentally appropriate: Those aspects of teaching and learning that change with the age, experience and ability of the learner
Directionality: An awareness of space outside the body involving knowledge of directions in relation to right and left, in and out, up and down
Disaster Response: An immediate action responding to a situation in land, water and natural calamities (i.e. flood, typhoon)
Duration: Amount of time spent participating in a physical activity session
Exercise: Activities that are planned and structured, and that maintain or improve one or more of the components of physical fitness; leisure time physical activity conducted with the intention of developing physical fitness
Fine Motor Coordination: Movement involving limited movement of parts of the body in the performance of precise movements (e.g. writing, tying shoelaces.)
Fitness: A state of well-being that allows people to perform daily activities with vigor, participate in a variety of physical activities, and reduce their risks for health problems
Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint
Force: The strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement
Frequency: The number of physical activity sessions during a specific time period (e.g. 1

week)
Fundamental motor skills: Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching
Gross-motor coordination: Performing skills involving large muscle groups
Health-related physical fitness: Consists of those components of physical fitness that have a relationship with good health: body composition, cardiovascular fitness, flexibility, muscular endurance and strength
Intensity: How vigorously an individual must exercise to improve in fitness; the rate of energy expenditure
Interpersonal communication skills: Verbal or non-verbal abilities that help to share feelings, thoughts and information with another person in a positive manner
Interpersonal social skills: Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance
Lead-up games: Games that utilize basic skills and strategies related to specific sports and activities
Leisure activity: Physical activity undertaken during discretionary time
Lifestyle activity: Physical activity typically performed on a routine basis (e.g. walking, climbing stairs, mowing or raking the yard), which is usually light to moderate in intensity
Locomotor skills: Skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping and hopping
Low-organized games: Activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways
Manipulative skills: Skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as volleyball) or continuous control of an object such as a hoop
Mature form: The basic movement that can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement; the most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances; using the critical elements of a skill (e.g. step with the opposite foot when throwing)
Morbidity: The rate of disease or proportion of diseased people
Mortality: The rate or proportion of death from all causes
Motor skills: Non-fitness abilities that improve with practice (learning) and relate to one's ability to perform specific sports and other motor tasks
Movement concepts: A generalized idea concerning human motion (e.g. the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver)
Movement concepts and principles: Relates to the cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management
Muscular endurance: A health-related component of physical fitness that relates to the muscle's ability to continue to perform without fatigue
Muscular strength: The ability of muscles to exert a force one time
Non-locomotor skills: Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking
Perceptual motor skills: Movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality
Performance Indicator: The indices of quality that specify how competent a student must be to meet the standard
Physical Activity: Physical movement involving the large skeletal muscles; a wide variety of activities that promote health and well-being; bodily movement that is produced by the

contraction of skeletal muscle and that substantially increases energy expenditure
Physical Fitness: A set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety
Physical Literacy: A composite of fundamental movement, motor and activity-specific skills that serves as the foundation for confident, enjoyable and sustained participation in a wide range of physical activities.
Power: Skill-related component of physical fitness relating to the ability of the rate at which one can perform work
Psychomotor development: Area of learning involving the attainment of movement skills and competencies needed for a lifetime of activity
Quality physical education programs: Those that are developmentally appropriate and provide a progressive, systematic curriculum
Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the reaction to it
Recess: A time set aside for children to engage in free, usually unstructured, play
Rhythm/s: Involves motion that possesses regularity and a predictable pattern often involving music such as dance patterns and jumping rope
Rudimentary Application: Movements acquired during the first year of life concerning stability (control of head/neck/truck, sitting, standing), locomotion (crawling, creeping, upright gait), and manipulation (reaching, grasping, releasing)
Sequential: Following one movement pattern to the next in an orderly pattern
Skill-related physical fitness: Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills: agility, balance, coordination, power, speed and reaction time
Space awareness: Perception of where the body moves, including general and self space, directions, pathways, levels, and extensions
Specialized movement skill: Movement skills used specifically for structured sports and games, as opposed to skills fundamental to many sports (i.e. lay up shot, volleyball spike, golf drive, tennis forehand); skills basic to a movement form (basketball chest pass, soccer dribble, fielding a softball with a glove)
Speed: A skill-related component of physical fitness that relates to the ability to perform a movement within a short period of time
Sport: A general term for structured physical activities and athletics
Standard: The agreed upon level of accomplishment; what all students must know and be able to do as a result of instruction
Strength: The ability of the muscle to exert force
Stress management: The ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors
Team sports: Includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer

ANNEX G
ALTERNATIVE PERFORMANCE INDICATORS

Graduates of Bachelor of Physical (BPEd) should be able to:

a. understand sports history, foundation of physical education and sports, and the essentials of fitness and wellness, analyze scientifically and understand the body parts and how it functions in various physical movement and activities;
b. define the importance of physical education, lifelong sports, fitness and exercise and recite and relate sports historical accounts in relation to present – day and cultural activities and trends;
c. demonstrate proficiency and efficiency in all movement forms;
d. apply movement concepts and principles to the learning and development of physical/motor activities;
e. demonstrate responsible personal and social behavior through participation in different physical activity settings;
f. exhibit moral and ethical standards in social and physical activities;
g. demonstrate physical skills, leadership and managerial capabilities in all activities and programs for both normal and differently abled individuals;
h. exhibit and promote active and healthy lifestyle, value of fitness and experience and lifelong activity;
i. conduct research and prepare technical reports on sports and physical education studies and related fields;
j. develop proficiency in verbal and written communication skills via reports, presentations, and work outputs in various physical, sports activities and as research produce.
k. develop new medium and pedagogy of learning and teaching physical education, health and safety education.
l. present feasible and workable plan for organization, supervision and management of physical education, and sports competitions leagues and other related activities;
m. demonstrate pedagogical skills in dealing and teaching with all types of students, clientele and people with disabilities;
n. organize and supervise programs and activities for physical education fitness, sports, tourism and cultural programs;
o. understand legal and professional administrative, supervisory and managerial functions and programs; and
p. develop an assessment and evaluation tools in the planning and preparation of physical education activities, sports and wellness programs.
q. engage in social cultural and educational transcending activities through participation and performance.