**On Structure with Disabilities: Inclusion in the Physical Education Courses At De La Salle- College Of Saint Benilde, Antipolo Campus,**

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| **ARTICLE INFO** | **ABSTRACT** | |
| **Corresponding Author:**  **\* Jomar S. Tianio**  1PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo City***.***  E-mail*:* [*\*jomar.tianio@antipolo.benilde.edu.ph*](mailto:*jomar.tianio@antipolo.benilde.edu.ph)*,* | | De La Salle-College of Saint Benilde visions "Benilde for all" by creating an inclusive academic environment that can accommodate all students, especially those with disabilities. Through the nature, activities, and facilities of Physical Education (PE) courses, students with disabilities in Antipolo Campus find PE courses a challenge. Thus, the study wants to determine the students' instructional needs and testing accommodations in taking PE, and create syllabi that include activities and assessments that fit their needs. Using descriptive research, data were gathered from the identified students with disabilities from the academic year 2021 to 2022 through a validated questionnaire checklist. The research revealed that most of the student- respondents: (a) have physical disabilities; (b) strongly disagree that the existing PE activities were suited and designed for them; (c) agree that the Physical Education facilities meet their needs; and (d) strongly agree for PE instructional and testing accommodations. As a result, the researcher refined the PE courses syllabi that are more inclusive by aligning to the CHED requirements and accommodating students with disabilities*.* |
| **Keywords:** special education, inclusive education, Physical Education, people with disabilities, De La Salle-College of Saint Benilde, tertiary education. | | |

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# ABSTRACT

De La Salle-College of Saint Benilde visions "Benilde for all" by creating an inclusive academic environment that can accommodate all students, especially those with disabilities. Through the nature, activities, and facilities of Physical Education (PE) courses, students with disabilities in Antipolo Campus find PE courses a challenge. Thus, the study wants to determine the students' instructional needs and testing accommodations in taking PE, and create syllabi that include activities and assessments that fit their needs. Using descriptive research, data were gathered from the identified students with disabilities from the academic year 2021 to 2022 through a validated questionnaire checklist. The research revealed that most of the student- respondents: (a) have physical disabilities; (b) strongly disagree that the existing PE activities were suited and designed for them; (c) agree that the Physical Education facilities meet their needs; and (d) strongly agree for PE instructional and testing accommodations. As a result, the researcher refined the PE courses syllabi that are more inclusive by aligning to the CHED requirements and accommodating students with disabilities.

**Keywords**:

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# INTRODUCTION

Physical (PE) in tertiary education promotes students' general health and wellbeing. For instance, developing speed, flexibility, and endurance of people with developmental disabilities using Zumba showed a significant improvement in speed, flexibility, and endurance of people with disabilities (Hilapo et. al 2016), quality of life (Donath, et al., 2014), body composition (Ljubojevic et al., 2014), cardiovascular fitness and endurance, and develops and maintains joint flexibility, muscular strength, and balance (Alberta, 2015).

However, these advantages of PE courses can be fully realized, but with challenges especially with students with disabilities who are joined together with regular PE course offerings. Generally, Hildt (2020) defines disability as any damaged condition of either the body or the mind; this makes it more difficult for an individual to perform specific tasks and to interact with the surrounding environment. Also, having a disability affects a person's movement, vision, hearing, thinking, memory, learning, communication, mental health, social interactions, and other things. Thus, disability, in the context of education, limits the movement of students in terms of doing activities and restricts them to participating in interactive activities.

In recent years, the Philippines has paid more attention to people with disabilities (PWDs). In 2015, the National Statistics Office (NSO) agreed that 3.805 million, or 3.7% of the country's 102.8 million household residents have impairments; the most common types of impairments are attention-deficit/hyperactivity disorder, blindness or vision, brain injury, deaf/hard-of-hearing, learning disability, medical disability, physical disability, mental disability, and speech and language disability. Most of these PWDs live with their families, but some live with charities, government and non-government organizations, etc. PWDs face all kinds of discrimination and are often left out of their communities' social, cultural, political, and economic life. In many situations, people with disabilities are more likely to be poor, but they are often not taken into account or included enough in development programs (UN DESA, 2022).

This negative condition of people with disabilities can be seen in education. According to Wieringo (2015), there is a high rate of dropout among special education students at the secondary level. The reasons are personal, student-related, institutional, and programmatic (Bello, 2006; Schulte & Villwock, 2004; Woods, 2007, as cited by Wieringo, 2015). There were problems with certain school programs, lack of institutional support or leadership, and lack of support for teachers in the terms of training and adjustments for students with disabilities in their special education. (Wieringo, 2015). Hence, there is a need for a deeper understanding of special and inclusive education in order to address these problems.

Additionally, there is a growing recognition of the need to improve understanding of disability from developing programming perspectives to supporting the design, implementation, and monitoring of effective and inclusive development programs. For example, addressing the needs and priorities of people with disabilities requires context- specific information about the lived experience of disability and how it intersects with access to essential areas of life such as health, education, employment, and social inclusion (Marella et al., 2016).

In De La Salle-College of Saint Benilde (DLS-CSB), Pasion (2017) narrated that Benilde's advocacy for inclusive education started in 1991 when they introduced a short course for persons with hearing disabilities. This was developed into an entire program in 2000 and eventually became the School of Deaf Education and Applied Studies (SDEAS).

In pursuit of a more inclusive education, in 2015, Benilde started accommodating persons with disabilities (PWDs) in higher education. Due to their varying limitations, accepting PWDs has not been easy for colleges and universities. This is the challenge that the College wishes to overcome with its formation of Center for Inclusive Education. Dr. Catherine Deen (2015) explained that:

We want to create a society that's not just thought of us as equal but equitable. We want to make sure that people who need support to be able to access higher education get the necessary support that they need to be able to access it.

It means that Benilde institutionalizes its commitment to create a quality and proper school environment that is impartial and inclusive regardless of social and economic status and physical abilities.

In 2018, Benilde's Antipolo campus started to accommodate people with disabilities, which became the impulse to conduct the study; PE instructors had challenges to accommodate students with disabilities in terms of instruction, evaluation, and activities because they are blended with other students. Thus, there is a need to identify the experiences of the students with disabilities while taking their PE courses in order to accommodate student needs and create a more accommodating PE courses syllabi that will meet the required course competencies.

# OBJECTIVES OF THE STUDY

This research focuses on students with disabilities at De La Salle-College of Saint Benilde, Antipolo Campus. This research intends to: (a) identify the profile of students with disabilities regarding age, gender, courses, and disabilities; (b) determine the challenges and difficulties encountered by these students in their Physical Education (PE) courses when it comes to PE activities, facilities, instructional accommodation, and testing accommodation; and (c) develop a more inclusive PE syllabi that include activities will address the challenges and difficulties of the students with disabilities.

**Considering these objectives, the paper will focus on these questions:**

1. What is the profile of the respondents in terms of:
   1. Age;
   2. Gender;
   3. Course; and
   4. Disabilities?
2. What are the challenges and difficulties encountered by the respondents in their Physical Education courses in terms of:
   1. Physical Education Activities;
   2. Physical Education facilities; and
   3. challenges and difficulties encountered?
3. In what manner are the instructional accommodation and testing accommodation extended to the respondents based on their respective educational needs?
4. What activities for PE courses can ensure inclusivity and accommodation to students with disabilities?

# THEORY

This research study utilized Vygotsky's inclusion theory (1987-1988) that is well- known for its practice-oriented method of education for children with disabilities. According to Vygotsky (1983), the social aspect of a child's biological impairment determines his or her development and opens up a new perspective for the socialization and acculturation of students with disabilities, and their overall remediation. This means that determining the nature of the impairment will help to craft a personalized instruction that will meet their personal and educational needs. Remediation fits the holistic development that the students need to show progress, development, and independence.

Through a personalized treatment to education, it took Vygotsky many years to develop his one-of-a-kind vision for the future model of special education, which he called "inclusion based on positive differentiation" (Vygotsky, 1993, p. 54). Inclusion theory focuses on a more optimistic instruction known as "a positive deferential approach" (Kozulin, 1990; Yaroshevsky, 1993, as cited in Vygotsky, 1993, p.54), which refers to a favorable societal outlook on a disabled child based on the child's strengths rather than the child's weaknesses. This magnifies the potential of the students to develop based on what they can do rather than what they cannot do. In addition to Isah's research (2014), specialists who are already engaged in inclusive education should be given adequate instructional materials and encouraged to continue their efforts to reach out to all learners, particularly those with disabilities. Thus, inclusive education happens when adequate infrastructure and educational support will be given to students with disabilities, which echo what the College aims to achieve. According to Benilde' s President, Br. Fernandez (2019), Benildean students need to be equipped and challenged to innovate for inclusion through immersion in various experiences that will shape their values and character while preparing them for the world, and learning and living out the Benildean Expressions of the Lasallian Core Values of faith, communion in mission, and zeal for service.

# METHODOLOGY

The researcher used descriptive research in the study. According to McCombes (2019), descriptive research aims to correctly and methodically characterize a population, circumstance, or phenomena. It can answer what, where, when, and how, but not why. Also, this research tool helps the researcher to describe the situation of the students with disabilities in Physical Education (PE) courses at De La Salle- College of Saint Benilde, Antipolo Campus.

In addition, questionnaire checklist was used as the instrument to gather data. It was used to measure the challenges and difficulties encountered by eight students with

disabilities in academic year 2021-2022 in their Physical Education courses namely: Physical Education 1 Physical Fitness (PEONEPF), Physical Education 2 Dance (PETWODA), Physical Education 3 Individual Sports (PETRID), and Physical Education 4 Team Sports (PEFORTS) at Benilde Antipolo.

The researcher coded and entered the data into the coding sheet using the appropriate statistical treatment. The following statistical methods were used to conduct a more in-depth evaluation of the students' responses: to determine the respondent's frequency profile, percentages and mean were used; for the challenges and difficulties encountered by the students with disabilities in PE courses, ranking, percentage, and weighted mean were used. The researcher used a weighted mean for the instructional accommodation and testing accommodation extended to the respondents based on their individual educational needs. For the final problem, the researcher created an inclusive syllabi of all PE courses by including activities that ensure the accommodation of students with disabilities.

# **RESULTS**

**Table 1 Profile of the respondents**

|  |  |  |
| --- | --- | --- |
| **AGE** | **FREQUENCY** | **PERCENTAGE** |
| 26 and above | 1 | 12.50 |
| 22 - 25 | 4 | 50.00 |
| 18 - 21 | 3 | 37.50 |
| **Total** | **8** | **100.00** |
| **Mean Age** | **22.63** |  |

|  |  |  |
| --- | --- | --- |
| **GENDER** | **FREQUENCY** | **PERCENTAGE** |
| Male | 6 | 87.50 |
| Female | 2 | 12.50 |
| **Total** | **8** | **100.00** |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **FREQUENCY** | | **PERCENTAGE** |
| **BSA** | **2** | | **25.00** |
| **BSBA** | **2** | | **25.00** |
| **ABCO** | **4** | | **50.00** |
| **Total** | **8** | | **100.00** |
|  |  | |  |
| **DISAB** | | **ILITIES** | |
| **Physical disabilities** | | **Clinically Diagnosed Mental Health** | |
| Dwarfism | | Depression | |
| Orthopedic Disabilities | |  | |
| Weak right and Left foot – Brain Surgery | |  | |
| Enlarged heart, diabetes, chronic arthritis, hypertension, Obesity and  Hemophilia | |  | |

Table 1 illustrates the frequency and percentage of eight student-respondents regarding age, gender, course and disabilities. According to (Student Profile - Students With No Speech, 2018), the purpose of profiling students with disabilities is to: (a) get to know them, (b) capture key information from medical and allied health reports, school- based assessments and reports, and family/student input, and (c) provide the background information that is relatively constant for a student, The majority of the respondents are male (87.50 %), from Bachelor of Arts in Communication (ABCO) program (50%), and with physical disabilities such as: dwarfism, orthopedic disabilities, weak right and left food-brain surgery, enlarged heart, diabetes, chronic arthritis, hypertension, and obesity.

## Table 2 Challenges and Difficulties as Addressed in Physical Education Activities

|  |  |  |
| --- | --- | --- |
| **ITEM** | **WEIGHTED MEAN** | **INTERPRETATION** |
| 1. The Physical Education activities of DLS- CSBA are suited for students with disabilities | 1.38 | Strongly Disagree |
| 2. The given Physical Education activities of DLS-CSBA are easily executed by students with disabilities. | 1.75 | Disagree |
| 3. DLS-CSBA Physical Education activities are designed for students with disabilities. | 1.38 | Strongly Disagree |
| 4. DLS-CSBA Physical Education Activities promote the physical health of students with disabilities. | 2.13 | Disagree |
| 5. DLS-CSBA Physical Education activities stimulate and motivate the students' disabilities to perform PE subjects. | 2.25 | Disagree |
| **Grand Weighted Mean** | **1.78** | **Disagree** |

As noted in table 2, two items got the same "strongly disagree." The first item is "*The Physical Education activities of DLS-CSBA are suited for the students with disabilities*;" and the second item is "*DLS-CSBA Physical Education activities are designed for special-needs students*." Both items have the same weighted mean of 1.38. According to a student's response to this problem, "*This is the course that I found most difficult, to be honest. Knowing that I lack balance because of my orthopedic disability, I found it hard to perform well. I felt self-doubt and anxious within myself as a person with a disability, but thankfully, our professor was considerate enough to give me other alternative activities*." The response shows that the difficulties come with the limitation to mobilities which the PE courses demand. This limitation leads to student anxiety and insecurity.

However, it is noteworthy that their professors have already addressed these challenges by giving alternative activities. Imms et al. (2017) mentioned that when we talk about participation of students with disabilities in a particular PE activities, we are not just talking about showing up, we are talking about actively participating. Students with disabilities who participate in school activities are more likely to succeed academically and personally.

In addition, IDEA (2020) cited that Physical Education activities play an essential role in a student's overall educational experience because it lays the groundwork for lifelong healthy living. Physical education aims to develop physically literate individuals with the knowledge, skills, and confidence to engage in healthy physical activity for the rest of their lives. Individuals with disabilities can benefit significantly from an active lifestyle: it reduces the risk of secondary health problems and can positively influence all levels of functioning (Hidde et al. 2004). As part of a student's general education, a quality physical education program, specially designed, if necessary, can help foster physical, emotional, and social skills for life.

## Table 3 Challenges and Difficulties as Addressed in Physical Education Facilities

|  |  |  |
| --- | --- | --- |
| **ITEM** | **WEIGHTED MEAN** | **INTERPRETATION** |
| 1. The Gymnasium or Physical Education facilities of DLS-CSBA are appropriate for the student's disabilities. | 3.88 | Agree |
| 2. Students with disabilities can easily access the DLS-CSBA Physical Education facilities. | 4.00 | Agree |
| 3. DLS-CSBA Physical Education facilities are designed for students with disabilities. | 3.88 | Agree |
| **Grand Weighted Mean** | **3.92** | **Agree** |

Table 3 shows the challenges and difficulties as addressed in Physical Education Facilities. Based on the results, all eight respondents agreed that the facilities of Benilde Antipolo are not barriers to their study of Physical Education courses. Also, with a total weighted mean of 3.92, they agreed that Benilde Antipolo facilities are appropriate, easy to access, and designed for students with disabilities. According to one of the students' feedback, "*none so far, I did not experience any difficulties because I use the elevator when going to the gym, and my PE Instructors always lend a helping hand whenever they feel I need it.".* Relating it to Bano et al. (2013), providing educational facilities and opportunities per students' needs also help them to develop their maximum satisfaction with their educational institutions. As much as these students with disabilities are satisfied, there are better chances for academic achievements.

Additionally, on the research of Harun, et. al (2019), people with disabilities are in a group with long-term physical, mental, intellectual, and sensory impairments, as well as any other factors that impede their full participation in community life. This is because they require extensive care and require specialized facilities for their daily tasks (Bano, et. al, 2013). Students with disabilities in higher education are one of the groups that require special attention from an institution. People with disabilities who fall into these categories need accommodations that can help them succeed in school, as well as in extracurricular activities and college amenities that are accessible to them.

## Table 4 In what manner are the instructional accommodation and testing accommodation extended to the respondents based on their respective educational needs

***Instructional Accommodation Extended to the Respondents***

|  |  |  |
| --- | --- | --- |
| **ITEM** | **WEIGHTED MEAN** | **INTERPRETATION** |
| 1. The DLS-CSBA Physical Education Instructor modifies or adjusts teaching materials in PE subjects for students with disabilities. | 4.75 | Strongly Agree |
| 2. The DLS-CSBA Physical Education Instructor modifies and adjusts the Instructions of Physical Education activities for the students with disabilities. | 4.75 | Strongly Agree |
| 3. The DLS-CSBA Physical Education Instructor repeats the Physical Education activities instructions for the students with disabilities in case they didn't understand. | 4.88 | Strongly Agree |
| **Grand Weighted Mean** | **4.79** | **Strongly Agree** |

Table 4 shows the manner of instructional accommodation extended to the respondents, and the findings imply that the majority of the respondents strongly agree. With the weighted mean of 4.79, students agree that the PE Instructors modify or adjust teaching materials, instructional directions and in Physical Education courses for the students with disabilities. The respondents explain that in terms of instructional accommodation, *"They [PE Instructors] were kind enough to explain when I had questions with the task, especially when I had little knowledge about it since it is a physical activity I do not normally do;"* another student mentioned that the *"teachers understand my situations and gave me more time to do the activities. Highly recommended".* Based on the study by Lovett (2021), accommodations are designed to adjust the task requirements for a student in some way without directly altering the student's skill levels. Interventions attempt to change the tasks without changing the expected skill levels so that the student can participate in the course's instruction and assessment practices.

Also, according to Morin (2022) the course accommodation will affect how students learn the same material as their classmates. It is a change in the material being presented to or expected of students. However, along the process, Instructors also need to consider that students with disabilities also have unique talents and needs to keep in mind when creating activities. Accommodations are designed to ensure that all students, including those with disabilities, have equal access to education and the chance to succeed.

## Table 5 Testing Accommodation Extended to the Respondents

|  |  |  |
| --- | --- | --- |
| **ITEM** | **WEIGHTED MEAN** | **INTERPRETATION** |
| 1. The DLS-CSBA Physical Education Instructor allows the students with disabilities to extend the time of submission of Physical Activities and exams. | 4.88 | Strongly Agree |
| 2. The DLS-CSBA Physical Education Instructor allows students with disabilities to relax or take breaks while participating in the assigned PE exercises and exams. | 4.88 | Strongly Agree |
| 3. The Physical Education Instructor at DLS- CSBA revised and modified the PE activities and assessments for students with disabilities. | 4.88 | Strongly Agree |
| **Grand Weighted Mean** | **4.88** | **Strongly Agree** |

Table 5 presents the testing accommodation extended to the respondents. Similarly, to the other table, all respondents strongly agreed testing accommodations are observed by the PE Instructors with a weighted mean of 4.88. This means that they are proactive in addressing immediate needs of their students. For instance, PE Instructors allow students with disabilities to extend the time of submission of Physical Education Activities and exams. Respondents also strongly agreed that their PE Instructors allow them with disabilities to relax or take breaks while participating in the assigned activities. According to one of the respondents' feedback, *"I feel thankful that my professor in this class was considerate enough to cater to my personal concerns regarding my disability."* Another student said that, *"it [PE course] is very well accommodated based on my disabilities."* In relation to this, Burns et al. (2020) discovered that the most popular recommendations for accommodations were extended time, splitting work into smaller pieces, and preference for sitting. Furthermore, the most frequent accommodation, longer time on examinations, has been repeatedly shown to improve student performance regardless of handicap status (Cahan et al., 2016). More broadly, testing accommodations make all students feel more at ease when taking a test (Leja, 2013), which is another important reason they are desired.

Moreover, based on the study of Elia (2022) during an examination, testing accommodations should not be provided for the first time. It is assumed that the student has sufficient experience with specific testing accommodations. This is especially important when using adaptive tools, specialized equipment, or assistive technology devices, or when receiving accommodations that require specific procedures, such as using a scribe or having tests read aloud. Testing accommodations must be made available across all placement settings (special classes, general education classes, and so on) and are not limited to the traditional school year. It means that when making exams, it should be similar or inspired by the previous course activities.

***Inclusive Physical Education Activities***

Considering the profile of the students with disabilities in Benilde Antipolo and the results concerning the challenges and difficulties experienced by these students, the researchers propose that activities must be differentiated based on multiple intelligences and disability limitations, but ensuring that competencies are met.

## Table 6 Sample of the Regular PE Week Plan for Regular Students

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Intended Learning Outcomes (ILO's)** | **Teaching and Learning**  **Activities (TLA's)** | **Assessment Tasks (AT's)** | **Evaluation Strategies (ES's)** | **Resources** | **Due Date** |
| Week 3 | A. Physical Fitness Test   * Health- * related fitness compone nts test   o Cardio   * vascular enduran ce   o Muscula  r Strength  and Enduran ce | * Define health related fitness * Perform PFT (Health- related components) * Appreciate the essence of developing our health- related exercise. | * Health Related Fitness 1. Jogging for 30 times.   Muscular Strength 1.Push- up for boys  and knee push up for the girls  2. Sit ups | Practical test such as Jogging for 30 times moving around the basketball gym.  Muscular Strength and Endurance   1. how many times can boys do push-ups and how many times can girls do the knee push-ups. 2. Sit ups (They count the number of repetitions they can complete in order to gauge their muscular   strength and endurance) | Outcome based evaluation using Rubrics.  Link for the Rubrics  [PHYSICAL](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [FITNESS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [RUBRICS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [PEONEPF](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [https://doc](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [s.google.c](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [om/docum](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [ent/d/1lTK](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [TzWvLUe](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [Oi8tUMBY](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [GB2m37Y](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [5iQdR2zf6](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dapX7m0t](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [Q/edit?usp](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [=sharing](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) | Youtube https://www.y outube.com/ watch?v=1C dwOe- 5OaA&t=40s | ***1 hour after the instructio ns of the instructor*** |

Table 6 illustrates the week 3-course plan for Physical Education One Physical Fitness (PEONEPF) regular class. The topics are different health-related fitness components such as Cardiovascular and muscular strength and endurance, which aims the students to define Health-related fitness, perform Health-related fitness exercises and appreciate the essence of developing our health thru exercise. Therefore, the course will have a practical test such as Jogging 30 times moving around the basketball gym to measure their cardiovascular or stamina and muscular strength and endurance. The male students will perform push-ups, knee push-ups for females, and sit-ups for both. To

evaluate the activities under the application of fitness knowledge, the students must learn how to perform the different assigned exercises in every component of selected physical fitness. For application skills, the students must actively engage in the exercise for the specific activity.

## Table 7 Sample of the Enhanced PE Week Plan for students with Disabilities

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Intended Learning Outcomes (ILO's)** | **Teaching and Learning**  **Activities (TLA's)** | **Assessment Tasks (AT's)** | **Evaluation Strategies (ES's)** | **Resources** | **Due Date** |
| Week 3 | A. Physical Fitness Test   * Health- * related fitness compone nts test   o Cardio   * vascular enduran ce   o Muscula  r Strength  and Enduran ce | * Define health related fitness * Perform PFT (Health- related components) * Appreciate the essence of developing our health- related exercise. | * Health Relate d Fitnes s   1.  Jogging for 10 minutes.  Muscular Strength 1.Push-up for boys and knee push up for the girls  2. Sit ups  **For students with disabilitie s**,  They perform wheelchair exercise for 15 minutes to measure their cardio vascular or  stamina and for Muscular strength and endurance they are using | Practical test such as Jogging for 30 times moving around the basketball gym.  Muscular Strength and Endurance   1. how many times can boys do push-ups and how many times can girls do the knee push-ups. 2. Sit ups (They count the number of repetitions they can complete in order to gauge their muscular strength and endurance) Performance test or practical test.   **For students with disabilities**,  To measure their Cardio  vascular | Outcome based evaluation using Rubrics.  Link for the Rubrics  [PHYSICAL](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [FITNESS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [RUBRICS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [PEONEPF](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [https://doc](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [s.google.c](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [om/docum](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [ent/d/1lTK](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [TzWvLUe](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [Oi8tUMBY](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [GB2m37Y](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [5iQdR2zf6](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dapX7m0t](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [Q/edit?usp](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [=sharing](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) | Youtube https://www.y outube.com/ watch?v=1C dwOe- 5OaA&t=40s | Note: For those students with disabilities, they can submit their activities or quiz 20 to  25 minutes after the deadline |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Dumbbells in specific hand movement s | stamina they performing 15 minutes continuous exercises such as.   1. Swing your arms back 16 counts 2. Alternate arm swing for 16 counts 3. Repeat 1 and for 32 counts 4. March in place (Arms only) 16 counts 5. Scrub it down at your sides16 counts 6. Scrub out to your side 16 counts. 7. Repeat exercise 5 in reverse (16 counts) 8. Palm in and out. (16 times) 9. Hand cross over (16 times) 10. Repeat all the exercises to finish the 15 minutes to measure their cardio Vascular or stamina, |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Then to measure their muscular strength and endurance using dumbbells (10 lbs.)   1. Overhead lift both arms (how many times they can) 2. Chest press both arms (how many times they can) 3. Hammer Down (how many times they can) |  |  |  |

Table 7 presents the week 3-course plan for Physical Education One Physical Fitness (PEONEPF) for students with disabilities. The topics are the same as a regular class. However, it modifies the activities to achieve the goals of the said course. This subject has a practical test designed for students with disabilities; although the physical activities offered to differ from a regular class, they are still aligned with PEONEPF's competencies.

Students with disabilities must complete a series of exercises for 15 minutes in order to gauge their level of cardiovascular fitness or stamina. These exercises include swinging their arms back, alternate arm swings, marching in place (using only their arms), scrubbing their hands in and out, palms in and out, and hand crossings. For muscular strength and endurance, the students must carry out alternative dumbbell exercises like lifting both arms overhead, chest pressing both arms, and hammering down for as many repetitions as possible.

To assess the activities under the application of fitness knowledge, students with disabilities must learn how to perform the assigned exercises in every component of selected physical fitness, and for the application skills, students must actively participate in the exercise for the specific activity.

# CONCLUSION AND RECOMMENDATION

This study aims to create an inclusive PE course for Benilde Antipolo students who have disabilities. Based on the answers of the eight student-respondents, the research revealed that most of the student- respondents: (a) have physical disabilities; (b) strongly disagree that the existing PE activities were suited and designed for them; (c) agree that the Physical Education facilities appropriately meet their needs during classes; and (d) strongly agree that PE instructional and testing accommodations are being implemented such as leniency in submission and considerable short breaks during activities. Therefore, from these results, the researchers inferred that differentiated instructions and activities must be included in the PE courses in order to accommodate learning needs and meet the most essential course competencies. For future studies, it is recommended to implement the enhanced PE course syllabi and evaluate its effectiveness to meet the needs of the students with disabilities.

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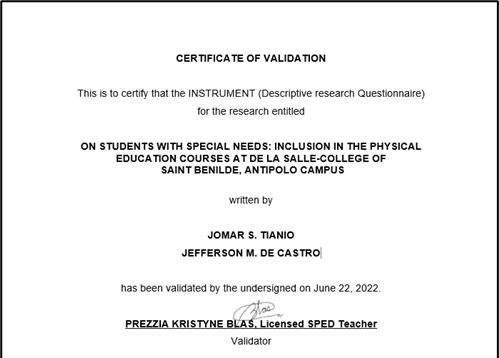
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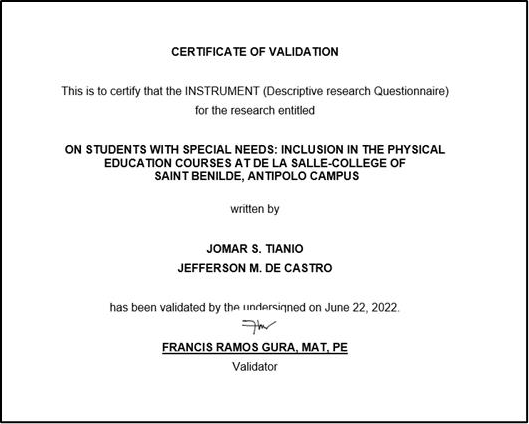
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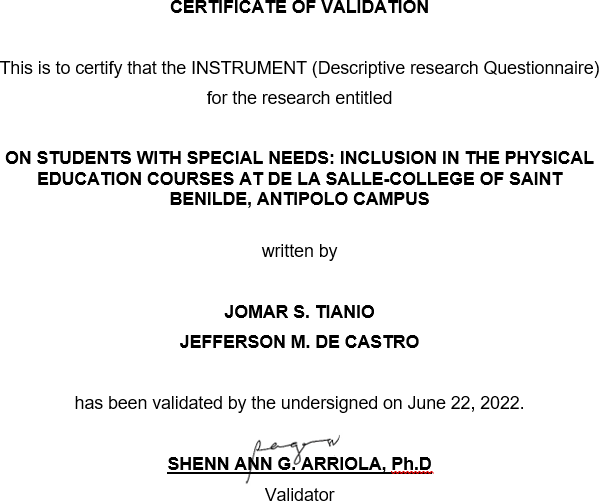
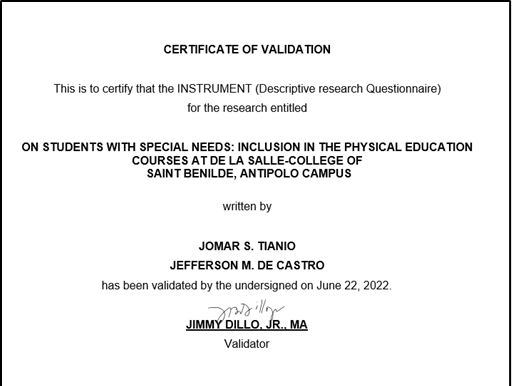
# APPENDICES

1. Appendix A

# **Validation of questionnaires**



1. 



1. Appendix B
2. Research Questionnaires:

# **DE LA SALLE-COLLEGE OF SAINT BENILDE**

1. Antipolo City

# **On Students with Disabilities: Inclusion in the Physical Education Courses at De La Salle-College of Saint Benilde, Antipolo Campus**

1. Part I.

# **Directions: Answer the following questions. Profile of the respondents**

1. Name: \_ \_ Age:

# **Gender: \_ Course: Disabilities: Part II**

1. Different challenges and difficulties encountered by the respondents in their Physical Education courses.

# **5 – Strongly Agree 4 - Highly Agree**

1. 3 – Agree

# **– Slightly Agree 1 – Not Agree**

* 1. Physical Education Activities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. No. | 1. Question | 1. 5 | 1. 4 | 1. 3 | 1. 2 | 1. 1 |
| 1. 1. | 1. The Physical Education activities of De La Salle-College of Saint Benilde Antipolo is suited for the students with disabilities. |  |  |  |  |  |
| 1. 2. | 1. The given Physical Education activities of De La Salle-College of Saint Benilde Antipolo are easily executed by students with disabilities. |  |  |  |  |  |
| 1. 3. | 1. De La Salle-College of Saint Benilde Antipolo Physical Education activities are designed to the students with disabilities. |  |  |  |  |  |
| 1. 4. | 1. De La Salle-College of Saint Benilde Antipolo Physical Education Activities promote physical health of students with disabilities. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5.** | De La Salle-College of Saint Benilde Antipolo Physical Education activities stimulate and motivate the students with disabilities to perform PE subjects. |  |  |  |  |  |

# Physical Education Facilities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Question** | **5** | **4** | **3** | **2** | **1** |
| **1.** | The Gymnasium or Physical Education facilities of De La Salle- College of Saint Benilde Antipolo is appropriate for the students with disabilities. |  |  |  |  |  |
| **2.** | Students with disabilities can easily access the De La Salle- College of Saint Benilde Antipolo Physical Education facilities. |  |  |  |  |  |
| **3.** | DLS-CSBA Physical Education facilities are designed to students with disabilities. |  |  |  |  |  |

* 1. **What are the specific challenges and difficulties you encountered in the following;**

# Physical Education Activities

* + 1. **Physical Education Course; (Just write N/A if you have not taken the course yet)**

# Physical Education One Physical Fitness (PEONEPF)

**Physical Education Two Dance (PETWODA)**

**Physical Education Three Individual Sports (PETRIID)**

# \_

**Physical Education Four Team Sports PEFORTS**

# Physical Education Facilities Gymnasium

Physical Education Equipment

# Part III

**To what manner are the instructional accommodation and testing accommodation extended to the respondents based on their respective educational needs?**

# 5 – Strongly Agree 4 - Highly Agree

**3 – Agree**

# 2 – Slightly Agree 1 – Not Agree

**Instructional Accommodations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Question** | **5** | **4** | **3** | **2** | **1** |
| **1.** | The De La Salle-College of Saint Benilde Antipolo Physical Education Instructor modifies or adjusts teaching materials in PE subjects for students with disabilities. |  |  |  |  |  |
| **2.** | The De La Salle-College of Saint Benilde Antipolo Physical Education Instructor modifies and adjust the Instructions of Physical Education activities for the students with disabilities. |  |  |  |  |  |
| **3.** | The De La Salle-College of Saint Benilde Antipolo Physical Education Instructor repeat the Physical Education activities instructions for the students with disabilities in case they didn't understand. |  |  |  |  |  |

# Testing Accommodations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Question** | **5** | **4** | **3** | **2** | **1** |
| **1.** | The De La Salle-College of Saint Benilde Antipolo Physical Education Instructor allow the students with disabilities to extend the time of submission of Physical Activities and exams. |  |  |  |  |  |
| **2.** | The De La Salle-College of Saint Benilde Antipolo Physical Education Instructor allows students with disabilities to relax or take breaks while participating in the assigned PE exercises and exams. |  |  |  |  |  |
| **3.** | The Physical Education Instructor at De La Salle-College of Saint Benilde Antipolo revised and modified the PE activities and assessments for students with disabilities. |  |  |  |  |  |

Students Feed back

1. How are you accommodation in your Physical Education based on your educational needs? Instructional Accommodations

Testing Accommodations

1. What recommendation/s can you give to address the challenges and problems you encountered in your Physical Education courses?

# Appendix C

**Suggested Course Outline for Students with Disabilities Physical Education One Physical Fitness (PEONEPF)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Intended Learning Outcomes**  **(ILO's)** | **Teaching and Learning Activities (TLA's)** | **Assessment Tasks (AT's)** | **Evaluation Strategies (ES's)** | **Resources** | **Due Date** |
| Week 1 | A. Course Orientation   * PE Program * Overview of PE * Course Content * Grading System, Class Policies | * Explain the grading system and class policies * Define the Definition of the course program * Recognized the essence of Physical Education Subjects in daily   life. | * Analyzing game * Discussion and lecture method to be use. | * Personal insights on the course | Goal based Strategies | * Google * SlideShare * Youtube * Course Syllabus |  |
| Week 2 (2 Hours) | A. Physical Fitness   * Definition of Fitness * Components of Physical Fitness * Benefits of Physical Fitness   B. Health and Heart Rate Monitoring   * (THR) Target Heart Rate Zone * (TMHR) Theoretical Maximal Heart Rate * PMHR (Personal Maximal Heart Rate * (BMI) Body Mass Index | * Discuss the overview of physical education, its goals and values * Identify Physical Fitness, its components and benefits | * Discussion and lecture method to be use. * Explanation step by step how to compute the | * Long quiz. * Computatio n of Heart and Health Monitoring | Outcome- based evaluation | * Introduce references and suggested activities * Presentation of audio-visual materials internet sources) * Definition of terms * Lecture - Demonstration * https://youtu.be/ iL6iQrH\_YhI      * https://youtu.be/ SLQAZlKybrQ | *Note: For those students with disabilities, they can submit their activities or quiz 10 to 15 minutes after the deadline* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week 3 | A. Physical Fitness Test   * Health-   related fitness components test  Cardio vascular endurance  Muscul ar Strength and Endurance | * Define health related fitness * Perform PFT (Health- related components)   •Appreciate the essence of developing our health-related exercise. | * Health Related Fitness   1. Jogging for 10 minutes.   Muscular Strength   1. Push-ups for boys   and knee push up for the girls   1. Sit-ups   **For students with disabilities**,  They perform wheelchair exercises for 15 minutes to measure their cardiovascular or stamina  and for Muscular strength and endurance, they are using Dumbbells in specific hand movements. | Practical test such as Jogging for 30 times moving around the basketball gym.  Muscular Strength and Endurance   1. how many times can boys do push- ups and how many times can girls do the knee   push-ups.   1. Sit ups (They count the number of repetitions they can complete in order to gauge their muscular strength and endurance) Performance test or practical test.   **For students with disabilities**,  To measure their Cardio vascular stamina they  performing 15 minutes continuous exercises such as.   1. Swing your arms back 16 counts 2. Alternate arm swing for 16 counts 3. Repeat 1 and for 32 counts 4. March in place (Arms only) 16 counts 5. Scrub it down at your | Outcome based evaluation using Rubrics.  Link for the Rubrics  [PHYSICAL](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [FITNESS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [RUBRICS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [PEONEPF](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [https://docs.g](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [oogle.com/do](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [cument/d/1lT](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [KTzWvLUeOi](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [8tUMBYGB2](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [m37Y5iQdR2](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [zf6dapX7m0t](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [Q/edit?usp=s](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [haring](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) | Youtube https://www.youtu be.com/ watch?v=1CdwOe  -5OaA&t=40s | Note: For those students with disabilities, they can submit their activities or quiz 20 to 25 minutes after the deadline |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | sides16 counts   1. Scrub out to your side 16 counts. 2. Repeat exercise 5 in reverse (16 counts) 3. Palm in and out. (16 times) 4. Hand cross over (16 times) 5. Repeat all the exercises to finish the 15 minutes to measure their cardio Vascular or stamina, Then to measure their muscular strength and endurance using dumbbells (10 lbs.) 6. Over head lift both arms (how many times they can) 7. Chest press both arms (how many times they can) 8. Hammer Down (how many times they can) |  |  |  |
| Week 4 (2 hours) | Physical Fitness Exercise   * Definition of Terms * Types of Exercises * Different exercise based on the different components | * Define non- locomotor movement. * Discuss the phases of Identify the types of aerobic exercises * Discuss the phases of an aerobic workout | For students with disabilities, Activity 2 Extreme Exercise that measures Non- Locomotor Movements  Just Perform the ff.   1. Alternating Jobs for 30 seconds 2. Alternating Uppercuts 30 seconds | Practical test using Rubrics  Link for the Rubrics  [PHYSICAL](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [FITNESS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [RUBRICS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [PEONEPF](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [https://docs.g](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [oogle.com/do](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [cument/d/1lTK](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [TzWvLUeOi8t](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) | Outcome based evaluation using Rubrics. | Youtube [https://www.yout](https://www.youtube.com/watch?v=ddgbv1-Np5w) [ube.com](https://www.youtube.com/watch?v=ddgbv1-Np5w)  [/watch?v=ddgbv1-](https://www.youtube.com/watch?v=ddgbv1-Np5w) [Np5w](https://www.youtube.com/watch?v=ddgbv1-Np5w) | *Note: For those students with disabilities, they can submit their activities 20 to*  *25 minutes after the deadline* |

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|  |  |  | 1. Speed Bags for 30 seconds 2. Speed Bags other side for 30 Seconds 3. Roundhouse Punches for 30 Seconds 4. Power Breathing for 30 seconds 5. Repeat from 1 to 7 | [UMBYGB2m3](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [7Y5iQdR2zf6](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dapX7m0tQ/e](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dit?usp=shari](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [ng](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) |  |  |  |
| Week 5-6  (4 hours) | Physical Fitness Exercise   * Definition of Terms * Types of Exercises * Different exercise based on the different components | * Conceptualize an aerobic workout * Compose and choreograph an aerobic- dance exercise * Recognize the essence of Physical Fitness. | The students will create, compose and conceptualize they own aerobic dance workout. | Practical test using Rubrics  Link for the Rubrics  [PHYSICAL](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [FITNESS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [RUBRICS](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [PEONEPF](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [https://docs.g](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [oogle.com/do](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [cument/d/1lTK](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [TzWvLUeOi8t](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [UMBYGB2m3](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing)  [7Y5iQdR2zf6](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dapX7m0tQ/e](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [dit?usp=shari](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) [ng](https://docs.google.com/document/d/1lTKTzWvLUeOi8tUMBYGB2m37Y5iQdR2zf6dapX7m0tQ/edit?usp=sharing) | Outcome based evaluation using Rubrics. | Youtube [www.youtube.co](http://www.youtube.com/watch?v=ddgbv1-Np5w) [m](http://www.youtube.com/watch?v=ddgbv1-Np5w)  [/watch?v=ddgbv1](http://www.youtube.com/watch?v=ddgbv1-Np5w)  [-Np5w](http://www.youtube.com/watch?v=ddgbv1-Np5w) | *Note: For those students with disabilities, they can submit their activities 20 to*  *25 minutes after the deadline* |
| Week 7  (2 hours) | **MIDTERM EXAMINATION** | * Exams are a type of educational activity. They can provide students with a new perspective on the material. They also provide students with feedback that can be used to enhance their understanding. To identify and correct   weaknesses. | The teacher will administer the Midterm Examination. | Assessing the skills of the students using a test. | Midterm Examination | Google youtube Wikipedia | 1 hour and 30 minutes to finish the exam.  *Note: Students with disabilities can submit their quiz 5 to 10 minutes after the deadline.* |

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| Week 8  (2 hours) | **Midterm Break and Grade Consultation** | * Grade Consultation Day (GCD) is a chance for De Lasalle-College of Saint Benilde students to voice any concerns regarding the grades posted online by their professors during the scheduled release of   grades. | The teacher will give the initial Midterm grade to the students |  |  |  |  |
| Week 8  (4 HRS) | A. Tae Bo Aerobics   * History * Arm and Leg Movements * High and Low Impact * Performance Test | * Discuss the origin of Tae Bo aerobics * Identify the various movements involved * Demonstrate Tae Bo aerobics exercises | * Sharing of personal insights on the related activities   For students with disabilities, (Performance Task)   * The students will perform sitting Tae Bo * They will imitate the Tae Bo designed for the PWD or wheelchaired individual. | Rubric for Tae Bo Aerobic- Dance Exercise/Work out Presentation | Outcomes based evaluation | Youtube Google Wikipedia  youtube.com/wat ch?  v=1CdwOe- 5OaA | *Note: For those students with disabilities, they can submit their activities 20 to*  *25 minutes after the deadline* |
| Week 10-  11  (4 hours) | Part II Taebo Aerobics Exercise   * Arm and Leg Movements * High and Low Impact   Performance Test | * Conceptualize Taebo aerobic workout * Compose and choreograph a Taebo aerobic- dance exercise thru video recording * Recognize the essence of   Physical Fitness. | * The students will create, compose and conceptualize they own Taebo aerobic dance workout. | * Rubric for Tae Bo Aerobic- Dance Exercise/ Workout Presentation | Outcomes based evaluation | Youtube Google Wikipedia  [www.youtube.com](http://www.youtube.com/)  /watch? v=1CdwOe- 5OaA | *Note: For those students with disabilities, they can submit their activities 20 to*  *25 minutes after the deadline* |
| Week 12-  13  (6 HRS) | B. Zumba   * History * Arm and Leg Movements * Present an example of Zumba exercise. | * Define Zumba * Identify the various movements involved in zumba * Demonstrate an example of Zumba Dancing | * Sharing of personal insights on the related activities   For students with disabilities, (Performance Task)   * The students will perform sitting Zumba * They will imitate the sitting Zumba designed for the PWD or   wheelchaired individual. | * Sharing of personal insights on the related activities * Rubric for Zumba Exercise/Wo rkout thru video Presentation | Outcomes based evaluation | Youtube Google Wikipedia  [www.youtube.com](http://www.youtube.com/)  / watch?v=  Fw8yb9snxoo | *Note: For those students with disabilities, they can submit their activities 20 to*  *25 minutes after the deadline* |

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| Week 14  (2 HRS) | Final Examination | * Presentation of Aerobic exercise they learned in PEONEPF * Application of all exercise taught to the   class | For the students with disabilities, they perform the sitting exercise taught to them. | Performance Test and Presentation of Final Performance Dance Exercise Rubrics. | Outcomes based evaluation  Video Submission | Youtube Google Wikipedia | 2 week after the discussions |

# Physical Education Two Dance (PETWODA)

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| **Weeks** | **Topics** | **Intended Learning Outcomes (ILO's)** | **Teaching and Learning Activities (TLA's)** | **Assessment Tasks (AT's)** | **Evaluation Strategies**  **(ES's)** | **Resources** | **Due Date** |
| Week 1  (2 HRS) | * A. Module Zero for all courses: * Syllabus * Course Outline major examination schedules * Introductory Video (if applicable) * House Rules * Grading System * Course Requirements * Netiquette Guidelines * (WAIVER) | * Identifying the differences between each competency. * Explain the different course outlines and the Physical Education waiver. * Appreciate the essence of BenEx in the application of Physical Education | Short Game QUIK Three T  THINK TALK and TYPE  Discussion | It mainly was Related to the interest in the Student Courses Program.  Self-Reflection (essay) | Goal-based Strategies | Google SlideShare Internet Youtube | Submission of an essay after class.  *Note: Students with disabilities can submit their quiz 5*  *to 10 minutes after the deadline.* |
| Week 2 (2 hours) | History of Ballroom Dances   * History of Ballroom Dances * Basic steps of Ballroom Dances (Cha- Cha, Swing, Waltz, and Tango. | * Executing the different commands that of the gentleman and lady's footwork. * Creating dance combinations based on the existing competencies * Demonstrating Beneldian Values | Discussion method.  The teacher will discuss the History of Ballroom dances and demonstration of basic steps. | Quizzes (20 items) about the discussion of Ballroom Dances | Knowledge- Based evaluation | Google SlideShare Internet Youtube | Submission of quiz After the lecture.  *Note: Students with disabilities can submit their quiz 5*  *to 10 minutes after the deadline.* |

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| Week 3  (2 HRS) | Demonstration of Basic Dance Steps;   * Swing | * Identifying the different basic dance steps of swing. * Execute and demonstrate figures 1 up to 8 of the dance swing. * Appreciate the essence of swing dance. | The teacher will demonstrate the different figures of the Swing dance.  **For Students with Disabilities**  The teacher will demonstrate the Swing dance design for a person with disabilities. The steps were based on the movements shown on youtube. | Practical test using Rubrics  Ballroom Dance Rubrics. [https://docs.go](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ogle.com/docu](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ment/d/1beoM](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1LVvfl7sALuK](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [-](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [ivi6vbBOJ5alh](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1w4XKNvXxlq](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [cI/edit](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) | Outcomes- based evaluation | Google SlideShare Internet Youtube  Swing dance for regular class [https://www.youtub](https://www.youtube.com/watch?v=nuoHDiHVjt4) [e.com/watch?v=nu](https://www.youtube.com/watch?v=nuoHDiHVjt4) [oHDiHVjt4](https://www.youtube.com/watch?v=nuoHDiHVjt4)  **Swing Dance design for PWDs** [https://youtu.be/k5x](https://youtu.be/k5xOkzQZLno) [OkzQZLno](https://youtu.be/k5xOkzQZLno) | *Note: Students with disabilities can submit their activities or quiz 20 to 25 minutes after the deadline.* |
| Week 4  (2 HRS) | Swing Dance Part II | * The students will conceptualize their own swing dance choreography using the basic steps. * Recognize the essence of performing swing dance to improving our health. | The students will create and choreograph their own swing dance.  **For Students with disabilities**  They will create their swing dance choreography based on basic swing steps designed for persons with disabilities. | Practical test using Rubrics  Ballroom Dance Rubrics. [https://docs.go](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ogle.com/docu](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ment/d/1beoM](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1LVvfl7sALuK](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [-](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [ivi6vbBOJ5alh](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1w4XKNvXxlq](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [cI/edit](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) | Outcomes based evaluation | Swing dance for regular class [https://www.youtub](https://www.youtube.com/watch?v=nuoHDiHVjt4) [e.com/watch?v=nu](https://www.youtube.com/watch?v=nuoHDiHVjt4) [oHDiHVjt4](https://www.youtube.com/watch?v=nuoHDiHVjt4)  **Swing Dance design for PWDs** [https://youtu.be/k5x](https://youtu.be/k5xOkzQZLno) [OkzQZLno](https://youtu.be/k5xOkzQZLno) | *Note: For those students with disabilities, they can submit their activities 20*  *to 25 minutes after the deadline* |
| Week 5  (2 HRS) | Demonstration of Basic Dance Steps;   * Chacha | * Identifying the different basic dance steps of Chacha * Execute and demonstrate figures 1 up to 8 of the dance chacha. * Appreciate the essence of chacha dance. | The teacher will demonstrate the different figures of the Chacha dance.  **For Students with Disabilities**  The teacher will demonstrate the chacha dance design for a person with disabilities. The steps were based on the movements shown on youtube. | Practical test using Rubrics  Ballroom Dance Rubrics. [https://docs.go](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ogle.com/docu](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ment/d/1beoM](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1LVvfl7sALuK](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [-](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [ivi6vbBOJ5alh](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1w4XKNvXxlq](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [cI/edit](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) | Outcomes- based evaluation | Google SlideShare Internet Youtube  chacha dance for regular class [https://www.youtub](https://www.youtube.com/watch?v=ISMueCnzmyU) [e.com/watch?v=IS](https://www.youtube.com/watch?v=ISMueCnzmyU) [MueCnzmyU](https://www.youtube.com/watch?v=ISMueCnzmyU)  **chacha Dance design for PWDs** [https://www.youtub](https://www.youtube.com/watch?v=bbpHiyw3dd4) [e.com/watch?v=bb](https://www.youtube.com/watch?v=bbpHiyw3dd4) [pHiyw3dd4](https://www.youtube.com/watch?v=bbpHiyw3dd4) | *Note: For those students with disabilities, they can submit their activities or quiz 20 to 25 minutes after the deadline* |
| Week 6  (2 hours) | Chacha Dance Part II | * The students will conceptualize their own Chacha   dance choreography | The students will create and choreograph their | Practical test using Rubrics | Outcomes based evaluation | Swing dance for regular class [https://www.youtub](https://www.youtube.com/watch?v=nuoHDiHVjt4) | *Note: For those students with disabilities,*  *they can* |

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|  |  | using the basic steps.   * Recognize the essence of dance chacha to improve our health. | own Chacha Dance.  **For Students with disabilities**  They will create their chacha dance choreography based on basic chacha steps designed for persons with disabilities. | Ballroom Dance Rubrics. [https://docs.go](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ogle.com/docu](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [ment/d/1beoM](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1LVvfl7sALuK](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [-](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit)  [ivi6vbBOJ5alh](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [1w4XKNvXxlq](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) [cI/edit](https://docs.google.com/document/d/1beoM1LVvfl7sALuK-ivi6vbBOJ5alh1w4XKNvXxlqcI/edit) |  | [e.com/watch?v=nu](https://www.youtube.com/watch?v=nuoHDiHVjt4) [oHDiHVjt4](https://www.youtube.com/watch?v=nuoHDiHVjt4)  **Swing Dance design for PWDs** [https://youtu.be/k5x](https://youtu.be/k5xOkzQZLno) [OkzQZLno](https://youtu.be/k5xOkzQZLno) | *submit their activities 20*  *to 25 minutes after the deadline* |
| Week 7  (2 hours) | **MIDTERM EXAMINATION** | * Exams are a type of educational activity. They can help students see the material from a different angle. They also give students feedback that they can use to improve their understanding. Identifying and correcting flaws. | The teacher will administer the Midterm Examination. | Assessing the skills of the students using the test. | Midterm Examination | Google youtube Wikipedia | 1 hour and  30 minutes to finish the exam.  *Note: Students with disabilities can submit their quiz 5*  *to 10 minutes after the deadline.* |
| Week 8  (2 hours) | **Midterm Break and Grade Consultation** | Grade Consultation Day (GCD) is a chance for De Lasalle-College of Saint Benilde students to voice any concerns regarding the grades posted online by their professors during the scheduled release of grades. | The teacher will give the initial Midterm grade to the students |  |  |  |  |
| Week 9  (2 HRS) | History of Philippine Folk Dance   * Basic Dance Position of the Arms and Feet * Different classificatio n of Philippine Folk Dance. | * Define the Philipine folk dance. * Executing the different fundamental dance skills in Philippine Folk Dance. * Identify the different kinds of Philippine Folk dance based on the classification. * Creating dance combinations based on the | Discussion method.  The teacher will discuss the History of Ballroom dances and demonstration of fundamental skills in folk dance. | Quizzes (20 items) about the discussion of Philippine Folk Dance | Knowledge- Based evaluation | Google SlideShare Internet Youtube | Submission of quiz After the lecture.  *Note: Students with disabilities can submit their quiz 5*  *to 10 minutes after the deadline.* |

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|  |  | existing competencies   * Demonstrating Beneldian Values |  |  |  |  |  |
| Week 10  (2 HRS) | Philippine Folk Dance (Muslim Dance) Janggay. | * Define the history of Janggay dance. * Execute the different basic steps and figures of janggay dance. * Appreciate the essence of Muslim dance as part of our culture in our country. * Demonstrating Beneldian Values | Video Motivation.  Demonstration of basic steps of Janggay Dance  **For students with disabilities**  They perform and imitate the hand movements of the dance janngay. | Practical test using Rubrics.  Rubrics for Philippine Folk Dance  [https://docs.go](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ogle.com/docu](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ment/d/1dbpW](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [zx4uT4xZZXj5](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [k29ZCt1jX-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [jEpCL93-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit)  [H9Lw2asOo/e](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [dit](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) | Outcomes- based evaluation | Youtube Google Wikipedia Janggay Dance  [https://www.youtub](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [e.com/watch?v=cS](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [2Rqw0K\_-c&t=39s](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) | The students will present the basic steps of Janngay 30 minutes after practice.  The students will present the basic steps of Janngay 30 minutes after practice.  *Note: For those students with disabilities, they can submit their activities 20*  *to 25 minutes*. |
| Week 11  (2 hours) | Janggay Muslim Dance Part II | * The students will Choreograph their own Janggay Muslim dance applying the basic steps and figures of the dance. * Recognize the essence of Muslim dance as part of our history and culture. | The students will create and choreograph their own Janggay Dance.  **For Students with disabilities**  They will create their Janggay dance choreography based on the basic steps, but they only perform the hand movements. | Practical test using Rubrics  Rubrics for Philippine Folk Dance  [https://docs.go](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ogle.com/docu](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ment/d/1dbpW](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [zx4uT4xZZXj5](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [k29ZCt1jX-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [jEpCL93-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit)  [H9Lw2asOo/e](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [dit](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) | Outcomes based evaluation | Janggay Dance  [https://www.youtub](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [e.com/watch?v=cS](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [2Rqw0K\_-c&t=39s](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) | The students will present their Janngay Dance choreograph y 30 minutes after practice.  *Note: For those students with disabilities, they can submit their activities 20*  *to 25 minutes after the deadline* |
| Week 12  (2 hours) | Philippine Folk Dance (Rural) Itik- Itik. | * Define the history of Itil-itik dance. * Execute the different basic steps and figures of Itik-itik dance. | Video Motivation.  Demonstration of basic steps of Itik- itik Dance | Practical test using Rubrics.  Rubrics for Philippine Folk Dance  [https://docs.go](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ogle.com/docu](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ment/d/1dbpW](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [zx4uT4xZZXj5](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [k29ZCt1jX-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) | Outcomes- based evaluation | Youtube Google Wikipedia  Itik-itik Dance  [https://www.youtub](https://www.youtube.com/watch?v=G6nt3B1mh94) [e.com/watch?v=G6](https://www.youtube.com/watch?v=G6nt3B1mh94) [nt3B1mh94](https://www.youtube.com/watch?v=G6nt3B1mh94) | The students will present the basic steps of Janngay 30 minutes after practice.  The students  will present the basic |

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|  |  | * Appreciate the essence of itik- itik dance as part of our culture in our country. * Demonstrating Beneldian Values | **For students with disabilities**  They only perform and imitate the hand movements of the dance Itik- itik. | [jEpCL93-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit)  [H9Lw2asOo/e](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [dit](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) |  | Postalgirl: Philippine Dance & Festival Postcards | Philippines culture,  Cultural dance, Philippines | steps of Janngay 30 minutes after practice.  *Note: For those students with disabilities, they can submit their activities 20*  *to 25 minutes.* |
| Week 13-  14 (4HRS) | Final Requirement | * Application of their learning in Philippine Folk dance * Presentati on of Janggay dance and Itik itik dance with appropriate costume. | Final presentation of of Janggay and Itik-itik Dance  **For students with disabilities**  They only perform and imitate the hand movements of the dance Itik- itik and Janggay. | Performance Test and Presentation of Final Performance Dance Exercise Rubrics.  Rubrics for Philippine Folk Dance  [https://docs.go](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ogle.com/docu](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [ment/d/1dbpW](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [zx4uT4xZZXj5](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [k29ZCt1jX-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [jEpCL93-](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit)  [H9Lw2asOo/e](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) [dit](https://docs.google.com/document/d/1dbpWzx4uT4xZZXj5k29ZCt1jX-jEpCL93-H9Lw2asOo/edit) | Outcomes based evaluation  Video Submission | Youtube Google Wikipedia  Itik-itik Dance  [https://www.youtub](https://www.youtube.com/watch?v=G6nt3B1mh94) [e.com/watch?v=G6](https://www.youtube.com/watch?v=G6nt3B1mh94) [nt3B1mh94](https://www.youtube.com/watch?v=G6nt3B1mh94)  Postalgirl: Philippine Dance & Festival Postcards | Philippines culture,  Cultural dance, Philippines  Janggay Dance  [https://www.youtub](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [e.com/watch?v=cS](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) [2Rqw0K\_-c&t=39s](https://www.youtube.com/watch?v=cS2Rqw0K_-c&t=39s) | The presentation of the final requirement is two weeks after the discussions. |

**Physical Education Three Individual/Dual Sport (PETRIID)**

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| **Weeks** | **Topics** | **Intended Learning Outcomes (ILO’s)** | **Teaching and Learning Activities (TLA’s)** | **Assessment**  **Tasks (AT’s)** | **Evaluation Strategies**  **(ES’s)** | **Resources** | **Due Date** |
| Week 1  (2 HRS) | A. Module 0   * Individual and Dual sports * Overview of PETRIID * Course Content * Grading System, Class Policies * Definition of TAEKWONDO | * Explain the grading system and class policies * Discuss the overview of Individual and Dual sports, its goals and values * Identify the Tenants of Taekwondo, components and benefits. | 4 Pic 1 word game  Analyzing game  Synchronous | Mostly Related to the interest of the Student Courses Program.  Self- Reflection  Constructed Response Questions. | Goal based Strategies | Google SlideShare Internet Youtube | Submission of reflection after the lecture.  *Note: Students with disabilities can submit their reflection5 to 10 minutes after the deadline.* |

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|  | * Five Tenets of Taekwondo * Basic Skills   **For students with disabilities.**   * Individual and Dual sports * Overview of PETRIID * Course Content * Grading System, Class Policies * Definition of Chess * How to play chess. | * Identify different belts use in Taekwondo class and its classification * Recognize the value of taekwondo to improve our health.   **Objectives For students with disabilities.**   * Discuss the overview of Individual and Dual sports, its goals and values * Explain the grading system and class policies * Identify the different moves in chess. * Appreciate the game chess to enhance our critical thinking skills. |  |  |  |  |  |
| Week 2  (2 HRS) | Taekwondo basic skills  History Definition of Terms Types of Exercises Phases of a Taekwondo Work-out Concept of Making in  Taekwondo skills  **For Students with disabilities**  History of Chess Different chess function.  How to play chess. | * Discuss the historical background and development of Taekwondo. * Identify the types of exercises, movements in TKD hand and foot locomotor and non- locomotor movement. * Discuss the phases of a Form of hand and stances * Different vocabulary uses in Taekwondo class   **For students with disabilities.** | * Video Motivation of Taekwondo and Chess. * Demonstration of basic skills in Taekwondo. | Quiz 20 items  Constructed Response Questions. | Knowledge- based evaluation | Google SlideShare Internet Youtube | Submission of quiz after the lecture.  *Note: Students with disabilities can submit their quiz 5 to 10 minutes after the deadline.* |

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|  |  | * Discuss the historical background of chess * Explain the different move of the official in chess. * Basic Rules and regulation   of chess. | **For Students with Disabilities.**   * Demonstration of how to play chess. |  |  |  |  |
| Week 3  (2 hours) | Stances in Taekwondo  **For Students with disabilities.**  Dry run of playing chess. | * Define the different Stances in Taekwondo * Execute the different strike and blocks in Taekwondo. * Appreciate the essence of Taekwondo in time of self- defense.   **For students for disabilities**   * Identify the different moves in chess. * Execute properly the different function of the official in the Chess thru playing it. * Appreciate the essence of playing chess in developing Critical Thinking skills. | Demonstration of different stances in Taekwondo.  Let the students perform the stances and strike in Taekwondo.  **For students with disabilities**  Let the students play or experience the game chess before the competition in the class. | Rubrics in Taekwondo Stances and strike.  [https://docs.](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [google.com/d](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [ocument/d/1](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [EWdl6yEUsZIn](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [oenpF82yV6FY](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [GpUrs8QnMRiv](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [d-I7urs/edit](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit)  **For students with disabilities**  Applications of Rules according to FIDE LAWS. | Performance  -based evaluation | YouTube  Stances in Taekwondo    [https://youtu.be/](https://youtu.be/QMWo1LHUbNw) [QMWo1LHUbNw](https://youtu.be/QMWo1LHUbNw)  Strike in Taekwondo    [https://youtu.be/](https://youtu.be/Plo6BdBdq14) [Plo6BdBdq14](https://youtu.be/Plo6BdBdq14)  How to play chess  [https://www.you](https://www.youtube.com/watch?v=NAIQyoPcjNM) [tube.com/watch?](https://www.youtube.com/watch?v=NAIQyoPcjNM) [v=NAIQyoPcjNM](https://www.youtube.com/watch?v=NAIQyoPcjNM) | Presentation of activity 30 minutes after they practice the different stances and strike in Taekwondo  *Note: Students with disabilities can submit their activity 5*  *to 10 minutes after the deadline* |
| Week 4 – 6  (6 hours) | Self Defense   * Self Defense 1-9 * History * Arm and Leg Movements * Purpose of Movements * Step by Step Movements * Performance Test | * Define the different self- defense in Taekwondo, * Execute the different steps in performing self-defense in Taekwondo. * Appreciate the essence of Taekwondo self-defense in time of trouble. | Demonstration of different self- defense in Taekwondo.  Let the students perform the 9 self-defenses in Taekwondo.  **For students with disabilities**  Let the students play and experience the | Rubrics in Taekwondo Self-defense.  [https://docs.](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [google.com/d](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [ocument/d/1](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [EWdl6yEUsZIn](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [oenpF82yV6FY](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [GpUrs8QnMRiv](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) [d-I7urs/edit](https://docs.google.com/document/d/1EWdl6yEUsZInoenpF82yV6FYGpUrs8QnMRivd-I7urs/edit) | Performance  -based evaluation  **For students with disabilities**  The goal of the game is to checkmate the opponent's king, which  means that | Youtube  Self-defense 1  [https://youtu.be/](https://youtu.be/3slZgrUT-og) [3slZgrUT-og](https://youtu.be/3slZgrUT-og)  Self-defense 2  [https://youtu.be/](https://youtu.be/aG5AJLFtYk4) [aG5AJLFtYk4](https://youtu.be/aG5AJLFtYk4)  Self-defense 3  [https://youtu.be/](https://youtu.be/R7idE4-hBW8) [R7idE4-hBW8](https://youtu.be/R7idE4-hBW8) | Presentation of activity 30 minutes after they practice the different self-defense in Taekwondo.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline.* |

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|  | **For students with disabilities**  Tournament proper  1v1 | **For students with disabilities**   * Develop effective strategies to win the game and have a successful tournament. * Realize the importance of winning the game and organizing a tournament. * Develop sportsmanship, camaraderie through game participation. * Demonstrate respect, honesty and fairness in officiating the game. * 5. Apply skills and knowledge in playing the game. | chess game competition. |  | the king is under immediate attack (in "check") and has no way of escaping. A game can also end in a draw in a variety of ways. | Self-defense 4  [https://youtu.be/](https://youtu.be/zrbj1rOkSFo) [zrbj1rOkSFo](https://youtu.be/zrbj1rOkSFo)  Self-defense 5  [https://youtu.be/](https://youtu.be/VpsqW_p5uxs) [VpsqW\_p5uxs](https://youtu.be/VpsqW_p5uxs)  Self-defense 6  [https://youtu.be/](https://youtu.be/3Rt1MVvmec8) [3Rt1MVvmec8](https://youtu.be/3Rt1MVvmec8)  Self-defense 7  [https://youtu.be/](https://youtu.be/JI7AvOG9v50) [JI7AvOG9v50](https://youtu.be/JI7AvOG9v50)  Self-defense 8  [https://youtu.be/](https://youtu.be/CVVWDIRDfuQ) [CVVWDIRDfuQ](https://youtu.be/CVVWDIRDfuQ)  Self-defense 9  [https://youtu.be/](https://youtu.be/Pkb4qlIRHLg) [Pkb4qlIRHLg](https://youtu.be/Pkb4qlIRHLg) |  |
| Week 7  (2 hours) | **MIDTERM EXAMINATION** | * Exams are a form of learning activity. They can **enable students to see the material from a different perspective**. They also provide feedback that students can then use to improve their understanding. To identify weaknesses and   correct them. |  |  | Midterm Examination | Google youtube Wikipedia | 1 hour and 30 minutes to finish the exam.  *Note: Students with disabilities can submit their exams 5*  *to 10 minutes after the deadline* |
| Week 8  (2 hours) | **Midterm Break and Grade Consultation** | * Grade Consultation Day (GCD) is an opportunity for De Lasalle- College of Saint Benilde students to raise any concerns they have regarding the grades their professors have   posted online |  |  |  |  |  |

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|  |  | during the scheduled release of grades |  |  |  |  |  |
| Week 9  (2 HRS) | A. Poomsae   * Introduction about Poomsae * Arm and Leg Movements   B. Table Tennis   * History of Table Tennis * Basic Skills in Table Tennis * Rules and Regulation of table tennis | * Introduction about Poomsae. * Identify the different hand and feet movements in Taekwondo Poomsae. * Recognize the art of Poomsae.   **For students with disabilities.**   * Define the history of table tennis. * Enumerate the different equipment used in table tennis and explain the different basic skills of the said sports. * Appreciate the essence of playing table tennis to help us improve our health specially for the students with   disabilities. | Sharing of personal insights on the related activities  Video Motivation.  Actual Demonstration of Poomsae  **For students with disabilities.**   * Video Motivation * Actual Demonstration of basic skills in Table Tennis. | SHORT QUIZ  About Poomsae  Constructed Response Questions. | Objective type of test | Youtube Google Wikipedia  **For students with Disabilities**  [https://www.you](https://www.youtube.com/watch?v=uVUFQ420xb4) [tube.com/watch?](https://www.youtube.com/watch?v=uVUFQ420xb4) [v=uVUFQ420xb4](https://www.youtube.com/watch?v=uVUFQ420xb4) | Submission of quiz after the lecture.  *Note: Students with disabilities can submit their quiz 5 to 10 minutes after the deadline.* |
| Week 10  (2 hours) | * Poomsa e 1   **For students with disabilities.**   * Basic skills in table tennis. * Forehan d and Backhan d skills * Proper way how to serve the ball. | * Discuss and demonstrate the Poomsae 1 of taekwondo. * Identify the different forms of Poomsae 1 * Appreciate the different movements of Taekwondo Poomsae   **For students with disabilities**   * Explain the basic skills in table tennis * Demonstrate and execute how to perform the forehand, backhand hit and the proper | Video Motivation.  Actual Demonstration of Poomsae 1  **For students with disabilities.**   * Actual playing of basic skills in Table Tennis. | Performance Test and Presentation of Poomsae 1st Figure  Poomsae Rubrics.  Rubrics in Poomsae  [https://docs.](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [google.com/d](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [ocument/d/1](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [9eJxO5okyImk](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [qMSe8FNlQw8](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [9pnV8SQd0cQ](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [94NyBkfOU/e](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [dit](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) | Performance  -based evaluation | Youtube Google Wikipedia  Poomsae 1  [https://youtu.be/](https://youtu.be/U8Co4AesTj8) [U8Co4AesTj8](https://youtu.be/U8Co4AesTj8)  **For students with disabilities**  Table Tennis skills  [https://www.you](https://www.youtube.com/watch?v=xnMf8J6UFZs) [tube.com/watch?](https://www.youtube.com/watch?v=xnMf8J6UFZs) [v=xnMf8J6UFZs](https://www.youtube.com/watch?v=xnMf8J6UFZs) | Presentation of activity 30 minutes after they practice the different forms in poomsae in Taekwondo.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline.* |

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|  |  | | | way how to serve the ball.   * Appreciate the essence of playing table tennis |  | | **For students with disabilities**  Rubrics for Table Tennis  [https://docs.](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [google.com/d](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [ocument/d/1l](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [MSzgJDNNnlK](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [Dhlo5-](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [fNOoxy5FFWO](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [ORDjR\_LtR\_vR](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) [Nc/edit](https://docs.google.com/document/d/1lMSzgJDNNnlKDhlo5-fNOoxy5FFWOORDjR_LtR_vRNc/edit) | | |  | |  | |  |
| Week 11-  13  (6 HRS) | * Demonstration of Poomsae 2 and 4 * Arm and Leg Movement   **For students with disabilities**  Tournament proper  1v1 | | | * Discuss and demonstrate the Poomsae 2 and 4 of taekwondo. * Identify the different arms and legs forms of Poomsae 2, 3 and 4. * Appreciate the different movements of Taekwondo Poomsae   **For students with disabilities**   * Develop effective strategies to win the game and have a successful tournament. * Realize the importance of winning the game and organizing a tournament. * Develop sportsmanship, camaraderie through game participation. * Demonstrate respect, honesty and fairness in officiating the game. * Apply skills and knowledge in playing the game. | Video Motivation.  Actual Demonstration of Poomsae 2,3 and  4  **For students with disabilities**  Let the students play and experience the table tennis game competition. | | Performance Test and Presentation of Poomsae 2nd up to 4th Figure.  Rubrics in Poomsae  [https://docs.](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [google.com/d](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [ocument/d/1](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [9eJxO5okyImk](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [qMSe8FNlQw8](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [9pnV8SQd0cQ](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [94NyBkfOU/e](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit) [dit](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)  **For students with disabilities.**   * Follow the rules of the game according to ITTF Guidelines. | | | Outcomes based evaluation | | Youtube Google Wikipedia  Poomsae 2  [https://youtu.be/](https://youtu.be/Od6VMA8tRNk) [Od6VMA8tRNk](https://youtu.be/Od6VMA8tRNk)  Poomsae 3  [https://youtu.be/](https://youtu.be/CxeDIygp9Hc) [CxeDIygp9Hc](https://youtu.be/CxeDIygp9Hc)  Poomsae 4  [https://www.you](https://www.youtube.com/watch?v=LWhPxHMqt5s) [tube.com/watch?](https://www.youtube.com/watch?v=LWhPxHMqt5s) [v=LWhPxHMqt5s](https://www.youtube.com/watch?v=LWhPxHMqt5s) | | Presentation of activity 30 minutes after they practice the different forms in poomsae in Taekwondo.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline.* |
| Week 14  (2 hours) | | **Final Requirements** Poomsae 1-4  **For Students with disabilities**  Table Tennis Championship Match | * Conceptualize, compose and choreograph a Poomsae movements with background music. * Application of all of their learning about Taekwondo. * Appreciate the essence of taekwondo to our health and also in time of trouble we can used the self- defense.   **For students with disabilities**.   * Develop effective strategies to win the game and have a successful tournament. * Realize the importance of winning the game and organizing a tournament. * Develop sportsmanship, camaraderie through game participation. * Demonstrate respect, honesty and fairness in officiating the game. * Apply skills and knowledge in playing the game. | | | Final presentation of the students about different Taekwondo Poomsae 1 to 4 with music accompaniment and costume.  **For Students with disabilities**  Actual tournament of Table Tennis game. | | **Poomsae Final Rubrics.**  [**https://docs.**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**google.com/d**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**ocument/d/19**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**eJxO5okyImk**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**qMSe8FNlQw**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**89pnV8SQd0**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**cQ94NyBkfO**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)[**U/edit**](https://docs.google.com/document/d/19eJxO5okyImkqMSe8FNlQw89pnV8SQd0cQ94NyBkfOU/edit)  **For students with disabilities.**  Follow the rules of the game according to ITTF  Guidelines  Winner Team  – 4.0 (100)  Loser Team – 3.0 (90) | Outcomes based evaluation | | Youtube Google Wikipedia Poomsae 1  [https://youtu.be/](https://youtu.be/U8Co4AesTj8) [U8Co4AesTj8](https://youtu.be/U8Co4AesTj8)  Poomsae 2  [https://youtu.be/](https://youtu.be/Od6VMA8tRNk) [Od6VMA8tRNk](https://youtu.be/Od6VMA8tRNk)  Poomsae 3  [https://youtu.be/](https://youtu.be/CxeDIygp9Hc) [CxeDIygp9Hc](https://youtu.be/CxeDIygp9Hc)  Poomsae 4  [https://www.you](https://www.youtube.com/watch?v=LWhPxHMqt5s) [tube.com/watch?](https://www.youtube.com/watch?v=LWhPxHMqt5s) [v=LWhPxHMqt5s](https://www.youtube.com/watch?v=LWhPxHMqt5s) | | Actual presentation and competition. | |

# Physical Education Four Team Sports (PEFORTS)

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| **Weeks** | **Topics** | **Intended Learning Outcomes (ILO’s)** | **Teaching and Learning**  **Activities (TLA’s)** | **Assessment Tasks (AT’s)** | **Evaluation Strategies**  **(ES’s)** | **Resources** | **Due Date** |
| Week 1  and 2 | A. Module 0   * Orientation on the school PE | * Define the different topics under PEFORTS | Analyzing game | Mostly Related to the interest in the | Goal-based Strategies | Google Slide Share | Submission of reflection after the lecture. |

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| (2 HRS) | Policy/ Classroom rules   * Presentation of PEFORTS Syllabus | (Physical Education Four Team Sports).   * Enumerate the different policies during the class. * Appreciate and recognize the subject PE to improve our   healthy life. |  | Student Courses Program.  Self-Reflection |  | Internet Youtube | *Note: Students with disabilities can submit their reflection 5 to 10 minutes after the deadline.* |
| Week 2  (2 hours) | * Introduction to Volleyball and Basketball * History * Equipment and Facilities * Basic rules of the game * Terminologies | * Analyze the nature and rules of the game. * Decipher the different terminologies. * Analyze the history of volleyball and basketball with an emphasis on the contribution of the Filipinos in developing the said sport. * Appreciate the importance of sports and exercise in developing physical fitness and wellness. * Realize the value of participating in team sports in developing teamwork and cooperation. | * The teacher will discuss the Introduction of sports volleyball and basketball. * The teacher also presented how basketball and volleyball became popular in team sports. | 20 Item quiz about Volleyball and Basketball. | Knowledge- based evaluation. | Google youtube wikipedia | Submission of quiz after the lecture.  *Note: Students with disabilities can submit their quiz 5 to 10 minutes after the deadline.* |
| Week 3 (2HRS) | **Different Volleyball Skills**  **Warm-up exercises Activity**   * General warm up * Volleyball stance * Forearm passing * Ball Receiving * Basic Rules in Volleyball   **Volleyball Serve**   * Overhead Serve * Jump Serve | * Execute the proper posture and stance in preparing and executing the forearm pass. * Perform the correct arm position when passing and receiving the ball. * Appreciate the importance of passing and receiving as an offensive and defensive skill. * **For students with disabilities** * They will perform the specific skills in volleyball while in sitting or | Demonstration Different skills in volleyball  Face to face demonstration of basic skills in volleyball. | Practical Test using Rubrics  Skills to be measured.  1. Proper way how to execute the forearm pass, ball receiving, spike and ball. Service.  Rubrics in Volleyball Skills  [https://docs.go](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [ogle.com/docu](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [ment/d/1MgOi](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [MGEeiQZ3Yg](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [aMNKbSHww-](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [ch1bG7RWSb](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [6h4SECJrw/e](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) [dit](https://docs.google.com/document/d/1MgOiMGEeiQZ3YgaMNKbSHww-ch1bG7RWSb6h4SECJrw/edit) | Outcomes based evaluation  Goal based Strategies | Google You tube | The evaluation of basic skills will be done after the time allotted to practice the different skills in volleyball.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline.* |

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|  | * Underhand Serve | wheelchaired position. |  |  |  |  |  |
| Week 4 to  6 (6 hours) | Tournament (5v5) Competition  **For student with disabilities**  5x5 Sitting volleyball | * Develop effective strategies to win the game and have a successful tournament. * Realize the importance of teamwork in winning the game and organizing a tournament. * Develop sportsmanship, camaraderie and teamwork through game participation. * Demonstrate respect, honesty and fairness in officiating the game. * Apply skills and knowledge in playing the game. | Face to face tournament  **For students with disabilities**  The teacher will sort all the students with disabilities and the setup of their game will be sitting volleyball. | The game's objective is to win the sets by the team that first scores 25 points, and matches are usually played in a best three out of five formats. A service ace, a kill (an unreturnable hit), a block that lands on the other team's side of the court, or an error all count for points.  Theoretically, a team could win a match without completing a single kill if its opponents make constant errors such as net violations or hitting a ball out of bounds. Regardless of how it happens, the objective is always to impose your offensive will on the other side while keeping them off balance with solid defense.  **For students with disabilities.**  Their game will depend on the number of students with disabilities and their game can be 6x6 sitting volleyball  tournament or | Outcomes based evaluation | **FIVB rules and regulation** | The evaluation will be done based on the results of the games.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline* |

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|  |  |  |  | 2x2 volleyball setup. |  |  |  |
| Week 7  (2 hours) | **MIDTERM EXAMINATION** | * Exams are a form of learning activity. They can enable students to see the material from a different perspective. They also provide feedback that students can then use to improve their understanding. To identify weaknesses and correct them. |  |  | Midterm Examination | Google youtube Wikipedia | 1 hour and 30 minutes to finish the exam.  *Note: Students with disabilities can finish their exam 5 to 10 minutes after the deadline.* |
| Week 8  2 (hours) | **Midterm Break and Grade Consultation** | Grade Consultation Day (GCD) is an opportunity for De Lasalle-College of Saint Benilde students to raise any concerns they have regarding the grades their professors have posted online during the scheduled release of grades |  | The grade will be post in Assessment BIGSKY |  |  |  |
| Week 9  (2 hours) | **Basic Skills in Basketball**  Pass and Catch   * Continuous Bumping   Overhead passing   * Rules on overhead Passing * Continuous overhead passing drill * Toss and overhead passing drill * Group overhead passing drill * Dribbling 32 times (16 on each side) * Dribbling crossover for 20 times | Discussion and demonstration of basic skills in basketball.   1. Analyze the proper position of the arms and legs when passing the ball. 2. Examine the strategic use of forearm pass. 3. Describe the basic components of the skill.  * Enumerate the different basic skills in basketball * Recognize the function of the umpire and referee in a | Demonstration Different skills in basketball  **For students with disabilities**  The teacher will sort all the students with disabilities and the setup of their game will be wheelchaired basketball. | Practical Test using Rubrics  Skills to be measured.  1. Proper way how to execute the different basic skills in basketball  Rubrics in Basketball  [https://docs.go](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [ogle.com/docu](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [ment/d/1s3MK](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [xrunSr\_f1fRL2](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [lXluT9suqA6l](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [OOK-](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit)  [6Dyjw8\_JxI/ed](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) [it](https://docs.google.com/document/d/1s3MKxrunSr_f1fRL2lXluT9suqA6lOOK-6Dyjw8_JxI/edit) | Outcomes based evaluation  Goal based Strategies | Google Youtube  Basic Skills in Basketball  [https://www.youtu](https://www.youtube.com/watch?v=yby3spQfL14) [be.com/watch?v=](https://www.youtube.com/watch?v=yby3spQfL14) [yby3spQfL14](https://www.youtube.com/watch?v=yby3spQfL14) | The evaluation of basic skills will be done after the time allotted to practice the different skills in basketball.  *Note: Students with disabilities can finish their activity 5 to 10 minutes after the deadline.* |

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|  | * Passing (with a partner) * Successful Chest pass for 16 times * Successful Bounce pass for 16 times * Successful Overhead pass for 16 times.   **For students with disabilities.**  They perform all the basketball skills in wheelchaired position.  How the Wheelchair Basketball Federation of India is working to help  differently-abled athletes in COVID times - The Hindu  Wheelchair basketball more competitive than you'd think | News | Spinal  Cord Injury Zone! | basketball competition.  **For students with disabilities**  The students will perform the specific basketball skills in wheelchair position or sitting position. |  |  |  |  |  |
| Week 10-  13  (8 HRS) | Tournament (5v5)  Competition (Boys)  (3x3)  Competition for the Girls  **For students with disabilities**  3x3 Wheelchair Basketball | * Develop effective strategies to win the game and have a successful tournament. * Realize the importance of teamwork in winning the game and organizing a tournament. * Develop sportsmanshi p, camaraderie and teamwork through game participation. * Demonstrate respect, honesty and fairness in officiating the game. | Face to face tournament | The core objective in a basketball game is to score points by putting the ball inside the hoop (basket) and to prevent the opposing team from doing the same.  A basketball game starts at the center of the court when the ball is thrown high up by the referee and one player from each team competing to gain. | Outcomes based evaluation | **FIBA rules and regulation** | The evaluation will be done based on the results of the games.  *Note: Students with disabilities can extend their game 5 to 10 minutes after the time allotted.* |

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|  |  | * 5. Apply skills and knowledge in playing the game. |  | **For students with disabilities.**  Their game will be based on 3x3 wheelchaired basketball rules. |  |  |  |
| Week 14  (2 hours) | **Final Requirement Championship** | * Develop leadership skills in organizing a tournament and playing the game. * Strategize effective plays by collaborating and cooperating with their teammates/ classmates. * Realize the importance of teamwork in winning the game and organizing a tournament. * Demonstrate hospitality in helping classmates who are having a hard time performing the exercises. | Face to face Tournament | Performance Test the grades of the students is based on the result of the tournament.  Winner Team  – 4.0 (100)  Loser Team – 3.0 (90) | Outcomes based evaluation | Youtube Google Wikipedia | Actual competition |