

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – CORE SUBJECT**

Grade: 11

Core Subject Title: Physical Education and Health

Quarter: First and Second

No. of Hours/ Quarter: 20 hours/semester

Pre-requisite:

Core Subject Description: *Physical Education and Health* offers experiential learning for learners to adopt an active life for fitness and lifelong health. The knowledge, skills and understanding which include physical and health literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others’ fitness and health.

This course on exercise for fitness enables the learner to set goals , monitor one’s participation in aerobic and muscle- and bone-strengthening activities and constantly evaluate how well one has integrated this into one’s personal lifestyle. It consists of an array of offerings which learners can choose from.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Health-optimizing P.E. (H.O.P.E.) 1 Exercise for Fitness a. Aerobic activities b. Muscle- and bone strengthening activities (resistance training)	<i>The learner...</i> Demonstrates understanding of fitness and exercise in optimizing one’s health as a habit; as requisite for physical activity assessment performance, and as a career opportunity	<i>The learner...</i> Leads fitness events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Distinguishes aerobic from muscle-and bone-strengthening activities	PEH11FH-Ia-1
			2. Explains how to optimize the energy systems for safe and improved performance	PEH11FH-Ib-c-2
			3. Relates health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance	PEH11FH-Id-3
			4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or sports events)	PEH11FH-Ie-4
			5. Recognizes the role of physical activity assessments in managing one’s stress	PEH11FH-If-5
			6. Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one’s diet	PEH11FH-Ig-i-6

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			7. Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).	PEH11FH-Ii-j-7
			8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	PEH11FH-Ia-t-8
			9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	PEH11FH-Ik-t-9
			10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	PEH11FH-Ik-t-10
			11. Identifies school and community resources in case of an injury or emergency	PEH11FH-Ii-j-11
			12. Demonstrates proper etiquette and safety in the use of facilities and equipment	PEH11FH-Ia-t-12
			13. Participates in an organized event that addresses health/fitness issues and concerns	PEH11FH-Ik-o-13
			14. Recognizes the value of optimizing one’s health through participation in physical activity assessments	PEH11FH-Id-t-14
			15. Displays initiative, responsibility and leadership in fitness activities	PEH11FH-Ik-t-15

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			16. Realizes one’s potential for health-and fitness related career opportunities	PEH11FH-Ip-q-16
			17. Organizes fitness event for a target health issue or concern	PEH11FH-Io-t-17

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – CORE SUBJECT**

Grade: 11

Core Subject Title: Physical Education and Health

Quarter: Third and Fourth

No. of Hours/ Quarter: 20 hours/semester

Pre-requisite:

Core Subject Description: *Physical Education and Health* offers experiential learning for learners to adopt an active life for fitness and lifelong health. The knowledge, skills and understanding which include physical and health literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others' fitness and health.

This course is comprised of individual, dual and team sports in competitive and recreational settings. It consists of an array of offerings which learners can choose from.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Health-optimizing P.E. (H.O.P.E.) 2 Sports a. Individual and Dual sports b. Team sport	<i>The learner...</i> Demonstrates understanding of sports in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity	<i>The learner...</i> Leads sports events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Discusses the nature of the different sports activities	PEH11FH-IIa-18
			2. Explains how to optimize the energy systems for safe and improved performance	PEH11FH-IIb-c-2
			3. Illustrates the relationship of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance	PEH11FH-IIId-3
			4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or sports events)	PEH11FH-IIe-4
			5. Describes the role of physical activity assessments in managing one's stress	PEH11FH-IIIf-5
			6. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	PEH11FH-IIg-i-6
			7. Sets FITT goals based on training principles to achieve and/or maintain HRF.	PEH11FH-IIi-j-7

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	PEH11FH-IIa-t-8
			9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	PEH11FH-IIk-t-9
			10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	PEH11FH-IIk-t-10
			11. Identifies school and community resources in case of an injury or emergency	PEH11FH-IIi-j-11
			12. Demonstrates proper etiquette and safety in the use of facilities and equipment	PEH11FH-IIa-t-12
			13. Participates in an organized event that addresses health/sports issues and concerns	PEH11FH-IIk-o-13
			14. Explains the value of optimizing one’s health through participation in physical activity assessment	PEH11FH-IIId-t-14
			15. Displays initiative, responsibility and leadership in sports activities	PEH11FH-IIk-t-15
			16. Recognizes one’s potential for health-and sports related career opportunities	PEH11FH-IIp-q-16

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			17. Organizes sports event for a target health issue or concern	PEH11FH-IIo-t-17

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Grade: 12

Core Subject Title: Physical Education and Health

Quarter: First and Second

No. of Hours/ Quarter: 20 hours/semester

Pre-requisite:

Core Subject Description: *Physical Education and Health* offers experiential learning for learners to adopt an active life for fitness and lifelong health. The knowledge, skills and understanding which include physical and health literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others' fitness and health.

This course on dance includes rhythmical movement patterns; the promotion and appreciation of Philippine folk dance, indigenous and traditional dances as well as other dance forms. It consists of an array of offerings which learners can choose from.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Health-optimizing P.E. (H.O.P.E.) 3 Dance a. Traditional (folk and ethnic) b. Modern and contemporary c. Ballroom (recreational and competitive) d. Cheer dance e. Hip-hop/street dance	<i>The learner...</i> Demonstrates understanding of dance in optimizing one's health; as requisite for physical activity assessment performance, and as a career opportunity	<i>The learner...</i> Leads dance events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Discusses the nature of the different dances	PEH12FH-Ia-19
			2. Explains how to optimize the energy systems for safe and improved performance	PEH12FH-Ib-c-2
			3. Describes the connection of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance	PEH12FH-Id-3
			4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or dance events)	PEH12FH-Ie-4
			5. Explains the role of physical activity assessments in managing one's stress	PEH12FH-If-5
			6. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	PEH12FH-Ig-i-6
			7. Sets FITT goals based on training principles to achieve and/or maintain HRF.	PEH12FH-Ii-j-7

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
f. Festival dance			8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	PEH12FH-Ia-t-8
			9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	PEH12FH-Ik-t-9
			10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	PEH12FH-Ik-t-10
			11. Identifies school and community resources in case of an injury or emergency	PEH12FH-Ii-j-11
			12. Demonstrates proper etiquette and safety in the use of facilities and equipment	PEH12FH-Ia-t-12
			13. Participates in an organized event that addresses health/dance issues and concerns	PEH12FH-Ik-o-13
			14. Explains the value of optimizing one’s health through participation in physical activity assessment	PEH12FH-Id-t-14
			15. Displays initiative, responsibility and leadership in sports activities	PEH12FH-Ik-t-15
			16. Recognizes one’s potential for health-and dance related career opportunities	PEH12FH-Ip-q-16
17. Organizes dance event for a target health issue or concern	PEH12FH-Io-t-17			

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This course on recreational activities are associated with outdoor, natural or semi-natural settings; it enables learners to move safely and competently in these settings while making a positive relationship with natural environments and promoting their sustainable use. It consists of an array of offerings which learners can choose from.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Health-optimizing PE (H.O.P.E.) 4 Recreational Activities a. Aquatics b. Mountaineering (hiking, trekking, camping, orienteering)	<i>The learner...</i> Demonstrates understanding of recreation in optimizing one's health as a habit; as requisite for physical activity assessment performance, and as a career opportunity	<i>The learner...</i> Leads recreational events with proficiency and confidence resulting in independent pursuit and in influencing others positively	1. Discusses the nature of different recreational activities	PEH12FH-IIa-20
			2. Explains how to optimize the energy systems for safe and improved performance	PEH12FH-IIb-c-2
			3. Explains relationship of health behaviors (eating habits, sleep and stress management) to health risks factors and physical activity assessment performance	PEH12FH-IIId-3
			4. Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or recreation events)	PEH12FH-IIe-4
			5. Describes the role of physical activity assessments in managing one's stress	PEH12FH-IIIf-5
			6. Self-assesses health-related fitness (HRF) status, barriers to physical activity assessment participation and one's diet	PEH12FH-IIg-i-6
			7. Sets FITT goals based on training principles to achieve and/or maintain HRF.	PEH12FH-IIi-j-7

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			8. Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school	PEH12FH-IIa-t-8
			9. Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort.	PEH12FH-IIk-t-9
			10. Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation	PEH12FH-IIk-t-10
			11. Identifies school and community resources in case of an injury or emergency	PEH12FH-IIi-j-11
			12. Demonstrates proper etiquette and safety in the use of facilities and equipment	PEH12FH-IIa-t-12
			13. Participates in an organized event that addresses health/recreation issues and concerns	PEH12FH-IIk-o-13
			14. Recognizes the value of optimizing one’s health through participation in physical activity assessments	PEH12FH-IIId-t-14
			15. Displays initiative, responsibility and leadership in recreational activities	PEH12FH-IIk-t-15
			16. Recognizes one’s potential for health-and recreation-related career opportunities	PEH12FH-IIp-q-16
			17. Organizes recreational event for a target health issue or concern	PEH12FH-IIo-t-17

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Code Book Legend

Sample: PEH11FH-Ia-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Physical Education and Health	PEH11
	Grade Level	Grade 11	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Fitness and Health	FH
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	First Quarter	I
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	distinguishes aerobic from muscle-and bone-strengthening activities	1

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References:

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