

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – SPORTS TRACK**

**Grade:** 11

**Core Subject Title:** Fitness Testing and Basic Exercise Programming

**Semester:** Second

**No. of Hours/Semester:** 80 hours/semester

**Pre-requisite:**

**Core Subject Description:** This course will enable the learner to administer tests and programs for physical fitness and performance enhancement.

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>FITNESS TESTING &amp; EXERCISE PROGRAMMING</b>  I. Testing health-related fitness parameters: A. Cardio-respiratory endurance B. Muscular fitness C. Flexibility D. Body composition  II. Testing skill-related fitness parameters: A. Speed B. Power C. Agility D. Balance E. Coordination F. Reaction time  III. Exercise programming for healthy individuals	<i>The learner...</i>  demonstrates understanding of the concept of testing to formulate/adopt basic fitness	<i>The learner...</i>  administers accurately appropriate basic exercise programs for different fitness and performance goals	<i>The learner...</i>  1. distinguishes the proper tests for specific fitness parameters;	<b>SP_FT11-IIa-b-1</b>
			2. demonstrates the correct performance of fitness test procedures;	<b>SP_FT11-II-c-f-2</b>
			3. evaluates test results based on age, exercise readiness (PAR-Q), and physical activity status;	<b>SP_FT11-IIg-k-3</b>
			4. realizes the importance of test results as a means to set fitness or performance goals, formulate exercise programs, and monitor progress;	<b>SP_FT11-IIa-t-4</b>
			5. devises exercise programs based on set fitness or performance goals and fitness test results using the principles of specificity, overload, progression, individuality, recovery, and variety;	<b>SP_FT11-III-p-5</b>
			6. illustrates the proper performance of the exercises;	<b>SP_FT11-III-p-6</b>
			7. makes adjustments to training parameters (FITT) according to training response; and	<b>SP_FT11-IIq-s-7</b>
			8. recognizes the value of sound program design and constant monitoring in the attainment of fitness and performance goals.	<b>SP_FT11-IIa-t-8</b>

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**Code Book Legend**

**Sample: SP\_FT11-IIa-b-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Sports	<b>SP_FT11</b>
	Grade Level	Grade 11	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Fitness Testing and Exercise Programming	
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	<b>II</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to two	<b>a-b</b>
			-
<b>Arabic Number</b>	Competency	distinguishes the proper tests for specific fitness parameters	<b>1</b>

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**References:**

- Australian Curriculum Assessment and Reporting Authority. *The Shape of the Australian Curriculum: Health and Physical Education*. Sydney: Australian Curriculum Assessment and Reporting Authority, 2012.
- Centers for Disease Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical Education Classes. An Action Guide*. 2009, <http://www.prevent.org/actionguides>
- Centers for Disease Control and Prevention. *The Association between School-based Physical Activity, including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services, 2010.
- Michigan Department of Education. *Physical Education Content Standards and Benchmarks*. Michigan: Michigan Department of Education, 2007.
- Ministerial Committee for School Sport and Physical Activity. *Review Report: Future Development of School Sport and Physical Activity Presented to the Minister for Education and Training and Minister for the Arts*. Queensland Government: Department of Education, Training and the Arts, 2007.
- National Association for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-side Comparison*. 2009, [www.naspeinfo.org](http://www.naspeinfo.org)
- National Association for Sport and Physical Education (NASPE). *Appropriate Instructional Practice Guidelines for Elementary School Physical Education: A Position Statement from the National Association for Sport and Physical Education (3<sup>rd</sup> edition)*. 2010, [www.naspeinfo.org](http://www.naspeinfo.org)
- National Association for Sport and Physical Education. *College/University Physical Activity Instruction Programs: A Critical Piece in the Education of Young Adults*. 2007, [www.aahperd.org/naspe](http://www.aahperd.org/naspe).
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- National Association for Sport and Physical Education. *The Scope and Sequence of Fitness Education for PReK-16 Programs: NASPE Fitness Education Project*. 2013, [www.aahperd.org/naspe](http://www.aahperd.org/naspe)
- Rusby, Sheelagh. *Physical Education: A Policy Statement*. UK: Dumfries & Galloway, 2013.
- SPARK. *Scope and Sequence: Early Childhood through High School*. 2007, <http://www.sparkpe.org/scope.pdf>
- UNESCO. *UNESCO: International Charter of Physical Education and Sport*. 2015, <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>