



DLSHSI
 DE LA SALLE HEALTH SCIENCES INSTITUTE
Nurturing Life



College of Humanities and Sciences

Lourdes E. Campos, MD Building
 City of Dasmariñas, Cavite, Philippines
 Trunk Lines: (63) (46) 481-8000 (63) (2) 988-3100
 DLSHSI URL: www.dlshsi.edu.ph
 CHS URL: <https://sites.google.com/site/dlshsichs/>

Local: 5007 (Dean's Secretary) | 1412 (Dean)
 1345 (Dept. of Integrated Humanities and Sciences)
 1408 (Dept. of Chemistry)
 1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

COURSE SYLLABUS

DEPARTMENT	: Integrated Humanities and Sciences
COURSE CODE AND COURSE TITLE	: GE-PHED 101/(Physical Fitness and Self-Testing Activities)
NUMBER OF UNITS	: 2
PRE-REQUISITE	: None
CLASS DAYS AND CLASS TIME	: _____
ROOM	: _____
INSTRUCTOR/PROFESSOR	: _____
CONSULTATION HOURS	: _____

COURSE DESCRIPTION:

This course involves basic movement skills for body mechanics, self-testing skills, basic motor skills, perceptual and manipulative skills, and other movement activities for the improvement and maintenance of health and physical fitness.

LEARNING OUTCOMES:

- LO 1: Understanding of basic concepts across the domains of knowledge
- LO 2: Critical, analytical, and creative thinking
- LO 3: Appreciation of the human condition
- LO 4: Capacity to personally interpret the human experience
- LO 5: Ability to view the contemporary world from both Philippine and global perspectives
- LO 6: Ability to appreciate and contribute to artistic beauty
- LO 7: Understanding and respect for human rights
- LO 8: Ability to contribute personally and meaningfully to the country's development
- LO 9: Working effectively in a group
- LO 10: Basic work-related skills and knowledge

LEARNING PLAN:

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
<p>Orientation</p> <ol style="list-style-type: none"> 1. Syllabus 2. Class policies 3. Gym Usage 4. Course Requirements 	<p>Exhibit awareness and knowledge of the facilities and equipment in the De La Salle Animo Center, grading system and house rules.</p>	<p>Establishing rapport with the class thru game entitled “Getting to Know”.</p> <p>Discussion of the Expectations of both Professor and Students.</p> <p>Field observation</p>	<p>Presentation of Expectations</p>
<p>Physical Education Program/Physical Fitness</p> <ol style="list-style-type: none"> 1. Meaning/Importance of Physical Education 2. Functions of Physical Education <ol style="list-style-type: none"> 2.1. Biological 2.2. Integrative 2.3. Social 3. Objectives of Physical Education 4. Importance of Physical Fitness 5. Components of Physical Fitness <ol style="list-style-type: none"> 5.1. Health Related Fitness 5.2. Performance Related Fitness 	<p>Explain the meaning and significance of Physical Education.</p> <p>Discuss the functions and objectives of Physical Education.</p> <p>Differentiate and relate Health related fitness from Performance related fitness in daily activities.</p>	<p>Lecture-Discussion</p> <p>Group Discussion</p> <p>Inquiry-based learning</p> <p>Discovery learning</p>	<p>Written Test</p>
<p>Physical Fitness Test (Pre-test)</p> <ol style="list-style-type: none"> 1. Curl-ups 2. Push-ups 3. Sit-and-reach 4. Standing Long jump 5. Step-test 	<p>Determine BMI, target heart rate, maximum heart rate and resting heart rate and explain its importance in one’s physical fitness.</p> <p>Explain and relate Physical Fitness test and how each Component affects fitness.</p>	<p>Lecture-Demonstration Method</p> <p>Individual performance</p> <p>Buddy system</p>	<p>Practical Tests:</p> <p>Execution of the different fitness test individually.</p>

6. 50m Run	Perform Physical Fitness Test precisely and with ease.		
FIRST COMPREHENSIVE ASSESSMENT			

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
Dance Aerobics 1. Benefits of dance aerobics 2. Safety measures in dance aerobics 3. Basic Arms/Foot Movements/Combo steps	List down benefits of Aerobics to one's health. Be acquainted on the different safety measures in Dance Aerobics.	Lecture-Demonstration Method Cooperative Learning Group Dynamics Film Viewing	Written Test
Dance Aerobics Routine	Identify the different basic arms and feet movements. Demonstrate the combo steps correctly. Execute the steps with ease and confidence. Design aerobic routines that shall suit the needs of the group. Execute Dance Aerobic routines correctly and with poise.	Lecture-Demonstration Cooperative Learning Practice of skills Group dynamics Graded performance	Group Presentation: Presentation of their own aerobic routine combining the basic movements and combo steps.
Gymnastics 1. Brief Historical Background 2. Stunts 3. Tumbling 4. Pyramids	Explain the importance of Gymnastics in developing physical fitness. Execute proper body mechanics in performing Gymnastics stunts and tumbling. Acquire balancing skills in performing stunts	Lecture-Demonstration Cooperative Learning Practice of individual skills Group dynamics Graded performance	Practical Test: Execution of stunts and tumblings individually Group execution of pyramid stunts

	and pyramids. Ensure that stunts are achievable in all members of the group.		
SECOND COMPREHENSIVE EXAMINATION			

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
Physical Fitness Test (Post-test)	Determine the changes in one's level of physical fitness. Assess improvements in one's level of physical fitness. Appreciate the purpose of re-taking physical fitness testing.	Graded performance Individual performance Buddy system	Practical Test: Execution of the fitness test individually.
Cheer dance Creation	Create/design their own cheer dance routine.	Group Discussion Group performance Cooperative Learning Practice of Skills	Group Presentation: Presentation of their own cheer dance routine (4 minutes)
THIRD COMPREHENSIVE EXAMINATION			

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the output as indicated.

LEARNING OUTCOMES	REQUIRED OUTPUT	DUE DATE
LO 1- LO 10	Group Competition: Students will design and perform a 4-minute Cheer Dance routine.	October 2015

RUBRIC FOR ASSESSMENT:

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	RATING
PERSON-ORIENTED Presentation/ Creativity	The Choreography executed exhibits exemplar innovative steps variations and combinations in collaboration with the group.	The Choreography executed exhibits several innovative steps variations and combinations in collaboration with the group.	The Choreography executed includes innovative steps variations and combinations in collaboration with the group.	The Choreography executed includes very few innovative steps variations and combination in collaboration with the group.	
Content	The dance techniques, degree of difficulty and pyramids are generally included in the different parts of the presentation that show care and respect in the well-being of each member.	The dance techniques, degree of difficulty and pyramids are sometimes included in the different parts of the presentation that show care and respect in the well-being of each member.	The dance techniques, degree of difficulty and pyramids are rarely included in the different parts of the presentation that show care and respect in the well-being of each member.	The dance techniques, degree of difficulty and pyramids are not included in the different parts of the presentation that show care and respect in the well-being of each member.	
GOD-LOVING Execution	The students sustain exceptional performance with high energy level, consistent facial expression, and excellent projection.	The students sustain admirable performance but with moderate energy level, good facial expression and projection.	The students sustain less admirable performance with low energy level, inadequate facial expression and projection.	The students are not able to sustain their level of performance and with poor projection.	
Mastery	The steps are executed perfectly and never missed proper timing with the music as opportunity to reflect on God's goodness.	Occasionally missed the steps and proper timing as opportunity to reflect on God's goodness.	Often missed the steps and proper timing as opportunity to with reflect on God's goodness.	Frequently missed the steps and proper timing as opportunity to reflect on God's goodness.	
PATRIOTIC HEALTH PROFESSIONAL	The routine application is highly useful and beneficial in the over-all impression of the presentation as a design	The routine application is effective with minor inaccuracies in the over-all impression of the presentation	The routine application has marginal use with major inaccuracies in the over-all impression of the	The routine application shows minimal effect and not much effective in the over-all impression of the	

Effectiveness	of a fitness program.	as a design of a fitness program.	presentation as a design of a fitness program.	presentation as a design of a fitness program.	
---------------	-----------------------	-----------------------------------	--	--	--

OTHER REQUIREMENTS AND FORMS OF ASSESSMENTS:

Aside from the final output, the students are assessed at other times during the term by the following:

1. Group report/Group Presentation
2. Quizzes/Practical Test/Written Exam
3. At least three (3) laps running around the oval (Must be performed in the Prelim period.)
4. One Research Day/Alternative Class per Term

*Rubric for each method of assessment will be used.

LEVELS OF ASSESSMENT:

The students will be graded according to the following:

PRELIMINARY/MIDTERM	Criteria	FINAL TERM	Criteria
Class Participation/Uniform	25%	Class Participation/Uniform	30%
Practical Test/Quiz/ Assignment	35%	Final Output: Group Competition	70%
Major Examination	40%		
TOTAL	100%		100%

REFERENCES:

Clark, M.(2008). *Personal fitness training*. USA: Lippincott Williams & Wilkins
 Davis,B. Roscoe, J. Roscoe, D. & Bull, R. (2005). *Physical education and the study of sport 5th edition*. USA: Jan Roscoe Publications
 Dwyer, G. (2005). *ACSM'S health related physical fitness assessment manual*. USA: Lippincott Williams & Wilkins
 Fahey, T.D. (2009). *Fit & well (8th ed.)*. New York: The McGraw Hill Companies
 LeBoeuf, M. (2008). *Fit & active*. USA: Human Kinetics, Inc.
 Lumpkin, A. (2005). *Introduction to physical education, exercise science, and sports studies sixth edition*. New York: McGraw Hill Companies, Inc.

Mitchell, S.A., Oslin, J.L. & Griffin, L.L. (2006). *Teaching sport concepts and skills: a tactical games approach, second edition*. USA: Library of Congress
Siedentop, Daryl. (2012). *Introduction to physical education, fitness, and sport*. New York : McGraw-Hill
Tharett, S.J. (2007). *ACSM'S health/fitness facility standards & guidelines (3rd ed.)*. USA: American College of Medicine.
Tulio, Doris D. (2008). *Physical Education for College 4*. Mandaluyong City: National Bookstore.

CLASS POLICIES:

A. Should the students fail to submit requirements:

1. They will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a. They are given a chance to make-up for the said requirement;
 - b. They are given enough time to work on the make-up requirement.
2. They will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - a. The absence is unexcused;
 - b. They are offered a make-up quiz and still fail to show-up during the given time;
 - c. They are given enough time to prepare for the make-up quiz.
3. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.

The deduction will be determined by the subject teacher.

- B. Students who arrive beyond the allowable time for tardiness will be allowed to enter the class but are marked absent. Attendance policies found in the Student Handbook apply.
- C. Students not wearing the prescribed PE uniform will be considered absent.
- D. Eating and drinking are not allowed inside the gym.
- E. Varsity players are excused from taking this course; however, they are required to attend 3 meetings within the prelim period.
- F. Any gym personnel and/or faculty member will be in authority over unbecoming behavior of the student; as such, incident report will be submitted to the Office of the Student Services.
- G. Cheating and other violations would be dealt with in accordance to the provisions stipulated in the Student Handbook.
- H. Gadgets are not allowed during class hours unless needed in class discussions.

All policies (attendance, tardiness, decorum, grievances, etc) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



ELLEN JOY P. PACUDAN, MA

*Cluster Coordinator,
Health and Human Performance and Development*

RECOMMENDING APPROVAL:



ILUMINADA A. RONIO, MSc

Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCh, PhD

Dean