

DESIGNATION OF PROF. MARIA CECILIA N. REYES AS ASSISTANT DIRECTOR FOR ACADEMIC AFFAIRS



REPUBLIC OF THE PHILIPPINES
TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS

Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines
Telefax: (046) 416-4920
Email: cavite@tup.edu.ph | Website: www.tup.edu.ph



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February 9, 2022

CAMPUS ORDER

No. 10 s. 2022

DESIGNATION OF PROF. MARIA CECILIA N. REYES AS ASSISTANT DIRECTOR FOR ACADEMIC AFFAIRS

1. For the information of all concerned, PROF. MARIA CECILIA N. REYES is hereby designated as Assistant Director for Academic Affairs in this Campus effective February 15, 2022, vice Dr. Alexander E. Mag-isa who is resigning from the designation effective February 14, 2022.
2. Relative to this, Prof. Reyes shall sustain the smooth operation of the office and perform routine function inherent of the position.
3. As such, she shall be entitled to claim Representation and Transportation Allowance (RATA) commensurate to this designation, subject to the usual accounting and auditing rules and regulation.
4. Please be guided accordingly.


MYRNA M. TEPORA, Ph. D.
Campus Director

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	OAA	COURSE SYLLABUS

COURSE CODE: PE 1

COURSE TITLE: PHYSICAL FITNESS

I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

II. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

III. Campus Goals


1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

IV. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University

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V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

VI Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

VII. Course Contents

- a. Course Code: **PE1**
- b. Course Title: **Physical Fitness**
- c. Pre-requisite/Co-requisite: **None**
- d. Course Description: **This course deals with the foundation of physical Fitness and help students to develop their physical condition and well. The high light of the course is to develop their personal body conditioning program.**
- e. Credit units: **2**
- f. Class Schedule: **2 hrs./week**

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	OAA	COURSE SYLLABUS

VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate and discuss the latest developments in the specific field of practice.	✓		
(b)	Effectively communicate orally and in writing using both English and Filipino.	✓		
(c)	Work effectively and independently in multi-disciplinary and multi-cultural teams	✓		
(d)	Act in recognition of professional, social, and ethical responsibility.	✓		
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).	✓		

IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES				
	A	B	C	D	E
<i>After completing this course, the student must be able to:</i>					
1. Understand the principles of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle	I			I	
2. Demonstrate the different skills in basic and advanced skills	I	E	E		
3. Execute the proper etiquette of exercises and workouts	I	E	E	I	
4. Demonstrates competency in a variety of motor skills and movement patterns.	I	E	E		
5. Apply the value of respect, determination, and self-discipline	E		E	I	
6. Provide knowledge, understanding, and appreciation to individual workouts and exercise.	I	E	E	I	
7. Develop a healthy response to physical activities through the fulfillment of basic physical needs.	E		E	I	
8. Demonstrate knowledge of rules, safety, and performance techniques in selected workout or exercise activities	I	E	E	I	



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COURSE SYLLABUS

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X. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Onsite)	ASSESS-MENT TOOLS
1	CLO5	Checking of registration forms Attendance and Uniforms Grading System Rules and regulations Other requirements of the course Distribution of hand-outs	<ol style="list-style-type: none"> Identify course content and the activity includes in course syllabus Listen attentively during class discussion Follow the rules and regulation in Physical Education 	Class Discussion	Course Syllabus TUP Handbook	Synchronous	Assignment No. 1
2	CLO5, CLO7, CLO8	Physical Education A. Definition of Physical Education B. Objective of Physical Education C. Importance of Physical Education	<p><i>Cognitive:</i></p> <ol style="list-style-type: none"> Define the physical education and purpose physical education program. Acquire body awareness with regards to its parts and movement <p><i>Affective:</i></p> <ol style="list-style-type: none"> Appreciate the benefits of physical education program 	Lecture/ Discussion	Physical Education - Physical Fitness and Gymnastic. www.google.com Images	Onsite	Quiz No. 1



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			<ol style="list-style-type: none"> 2. Listen attentively during class discussions. 3. Develop a positive outlook in life. <p><i>Psychomotor:</i></p> <ol style="list-style-type: none"> 1. Show enjoyment of every movement of your body during exercise 				
3-4	CLO2, CLO4, CLO5, CLO7, CLO8	Conducting of Pre-Physical Fitness test at home (BMI, core strength, 12 minutes run, sit and reach, standing long jump, Stick drop test, Push-ups, speed test, stork balance, octagon)	<p>Cognitive:</p> <ol style="list-style-type: none"> 1. Identify the different Physical Fitness Test 2. Differentiate Physical Fitness Test and its function <p>Affective:</p> <ol style="list-style-type: none"> 1. Appreciate the benefits of Physical Fitness Test 2. Listen attentively during class demonstration. <p>Psychomotor:</p> <ol style="list-style-type: none"> 1. Perform the different Physical Fitness Test 	<ul style="list-style-type: none"> - Lecture - Video presentation - Demonstration 	Physical Fitness book/Module	Onsite/Synchronous/Hyflex	Activity No. 1
5	CLO6, CLO8	Principle of exercise	<p>Cognitive:</p> <ol style="list-style-type: none"> 1. Describe a physically fit person <p>Affective:</p> <ol style="list-style-type: none"> 1. Appreciate the benefits derived 	<ul style="list-style-type: none"> -Discussion -Collaborative Learning 	https://www.mvariety.com/sports/bbj-fitness-corner-the-7-principles-of-exercise/article_33ead42a-e588-11eb-acd-fb71911e90bc.html#:~:text=JERRY%	Onsite	Quiz No. 2



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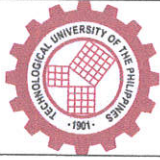
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COURSE SYLLABUS

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			<p>from being physically fit</p> <p><i>Psychomotor:</i></p> <p>1. Engage in different physical activities to improve one's fitness level</p>		<p>20Diaz%2C%20a%20certified%20National,adaptation%2C%20recovery%2C%20and%20reversibility.</p>		
6	CLO1, CLO6, CLO8	<p>Workout training program</p> <ul style="list-style-type: none"> -Nutrition -Guidelines for exercise 	<p><i>Cognitive:</i></p> <p>1. Describe a physically fit person</p> <p><i>Affective:</i></p> <p>1. Appreciate the benefits derived from being physically fit</p> <p><i>Psychomotor:</i></p> <p>1. Engage in different physical activities to improve one's fitness level</p>	<ul style="list-style-type: none"> -Discussion -Collaborative Learning 	<p>https://www.excellenceinfitness.com/blog/nutrition-for-fitness-training-the-facts-you-need-to-know</p>	Onsite	Activity No. 2
7	CLO4, CLO5, CLO7, CLO8	Cardiovascular Workout	<p><i>Cognitive:</i></p> <p>1. Identify workouts for cardiovascular</p> <p><i>Affective:</i></p> <p>1. Appreciate the benefits derived from being physically fit</p> <p><i>Psychomotor:</i></p> <p>1. Engage in different physical activities to</p>	<ul style="list-style-type: none"> -Discussion -Demonstration 	<p>https://www.medicalnewstoday.com/articles/cardio-exercises-at-home</p>	Onsite	Activity No. 3



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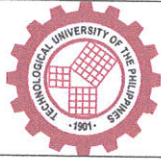
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COURSE SYLLABUS

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			improve one's fitness level				
8-9	CLO2,CLO3,CLO4 ,CLO5,CLO8	Flexibility and agility exercise	<p>Cognitive: 1. State the good benefits of flexibility and agility exercise</p> <p>Affective: 1. Appreciate the benefits derived from being physically fit 2. Distinguish the different type of exercise in Flexibility and agility</p> <p>Psychomotor: 1. Engage in different physical activities to improve one's fitness level 2. Participate actively during class discussions</p>	-Discussion -Demonstration	https://orthoinfo.aaos.org/en/staying-healthy/flexibility-exercises-for-young-athletes/	Onsite	Activity No. 4
10	CLO4,CLO6, CLO8	Midterm Examination				Onsite	Written Exam - Practical Exam
11	CLO2,CLO3,CLO4 ,CLO5,CLO8		<p>Cognitive: 1. Identify workouts for Muscular Strength/muscular endurance exercise</p>	-Discussion - Demonstration	https://www.healthline.com/health/exercise-fitness/muscular-strength	Onsite	Activity No. 5



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		Muscular Strength/muscular endurance exercise	<p><i>Affective:</i> 1.Appreciate the benefits derived from being physically fit</p> <p><i>Psychomotor:</i> 1.Engage in different physical activities to improve one's fitness level</p>				
12-13	CLO2,CLO3,CLO4 ,CLO5,CLO8	Aerobic Exercise	<p><i>Cognitive:</i> 1. Identify workouts for Aerobic Exercise</p> <p><i>Affective:</i> 1.Appreciate the benefits derived from being physically fit</p> <p><i>Psychomotor:</i> 1.Engage in different physical activities to improve one's fitness level</p>	-lecture -Demonstration	https://my.clevelandclinic.org/health/articles/7050-aerobic-exercise#:~:text=What%20is%20aerobic%20exercise%3F,them%20burn%20fuel%20and%20move.&text=Improves%20cardiovascular%20conditioning.	Onsite	Activity No. 6
14-15	CLO2, CLO3,CLO4,CLO5 ,CLO8	Circuit training	<p><i>Cognitive:</i> 1. Identify workouts for Circuit training</p> <p><i>Affective:</i> 1.Appreciate the benefits derived from being physically fit</p> <p><i>Psychomotor:</i> 1.Engage in different physical activities to</p>	-lecture -Demonstration	https://stretchcoach.com/articles/circuit-training/#:~:text=Circuit%20training%20consists%20of%20a,%2C%20chin%2Dups%20and%20lunges.	Onsite	Activity No. 7



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			improve one's fitness level				
16-17	CLO2, CLO3, CLO4, CLO5, CLO8			-lecture -Demonstration	https://setupforvolleyball.com/quick-attack/	Onsite	Activity No. 8
18	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO8	FINAL OUTPUT	<p><i>Cognitive:</i> 1. Identify and differentiate workouts for fitness and exercise training</p> <p><i>Affective:</i> 1. Appreciate the benefits derived from being fit as a whole being</p> <p><i>Psychomotor:</i> 1. Engage in different physical activities to improve one's fitness level and lifestyle</p>	-Demonstration -Application -Performance		Onsite	Practical Examination



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COURSE SYLLABUS

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XI. Learning Resources/ Textbook(s)

Course Syllabus, TUP Handbook, Physical Education - Physical Fitness and Gymnastic

https://www.mvariety.com/sports/bbj-fitness-corner-the-7-principles-of-exercise/article_33ead42a-e588-11eb-aced-fb71911e90bc.html#:~:text=JERRY%20Diaz%2C%20a%20certified%20National,adaptation%2C%20recovery%2C%20and%20reversibility.

<https://www.excellenceinfitness.com/blog/nutrition-for-fitness-training-the-facts-you-need-to-know>

<https://www.medicalnewstoday.com/articles/cardio-exercises-at-home>

<https://orthoinfo.aaos.org/en/staying-healthy/flexibility-exercises-for-young-athletes/>

<https://www.healthline.com/health/exercise-fitness/muscular-strength>

<https://my.clevelandclinic.org/health/articles/7050-aerobic-exercise#:~:text=What%20is%20aerobic%20exercise%3F,them%20burn%20fuel%20and%20move.&text=Improves%20cardiovascular%20conditioning.>

<https://stretchcoach.com/articles/circuit-training/#:~:text=Circuit%20training%20consists%20of%20a,%2C%20chin%2Dup%20and%20lunges.>

<https://setupforvolleyball.com/quick-attack/>

XII. COURSE REQUIREMENTS/ GRADING SYSTEM

Performance

Physical Activity 25%

Class Participation 20%

Knowledge and Understanding

Practical Examination 30 %

Written Examination 10%

Quiz 5%

Assignment 5%

Proper Attire

Uniform 5%

Total 100%



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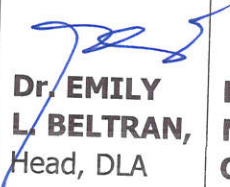

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COURSE SYLLABUS

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XIII. COURSE POLICIES/GUIDELINES

1. Read course Syllabus and course unit
2. Proactively participate in classroom discussions
3. Be mindful in class schedule
4. Always wear proper uniform
5. Respect others as you respect yourselves
6. Accept comments and reactions of classmates on one's opinions openly and graciously.
7. Demonstrate tact and respect when challenging other people's opinions and ideas
8. Always do proper warm-up before doing physical activity
9. Always do cool-down after doing physical activity

COURSE TITLE	DATE EFFECTIVE	REVISION NO. /DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Physical Fitness	September 19, 2022	01/February 10, 2022	 Mr. JESTER C. EIMAN, Faculty, DLA	 Dr. EMILY L. BELTRAN, Head, DLA	 Prof. MARIA CECILIA N. REYES, Assistant Director for Academic Affairs

	<p style="text-align: center;">TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES CAVITE CAMPUS Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines Telefax: (046) 416-4920 Email: cavite@tup.edu.ph Website: www.tup.edu.ph</p>	
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COURSE CODE: PE2

COURSE TITLE: RHYTHMIC ACTIVITIES

I. Vision

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1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
- 3.
4. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

VII. Course Contents

- a. Course Code : **PE2**
- b. Course Title : **Rhythmic Activities**
- c. Pre-requisite/Co-requisite : **PE1**
- d. Course Description: **This course is designed to acquaint students with enjoyable and wholesome activities to one's satisfaction and happiness and with carry over values. It focus on rhythm, Fundamental rhythmic activities, dance mixer, local and foreign dances, as well as social dance and also convert to sports. Training for the wise use of leisure time is provided. Varied activities taught can become a hobby or interest field, which can be engaged in for wholesome recreation during one's leisure time.**
- e. Credit units : **2**
- f. Class Schedule : **2 hrs./week**

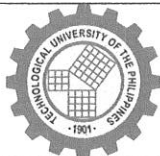
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	OAA	COURSE SYLLABUS

VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate and discuss the latest developments in the specific field of practice.	✓		
(b)	Effectively communicate orally and in writing using both English and Filipino.	✓		
(c)	Work effectively and independently in multi-disciplinary and multi-cultural teams	✓		
(d)	Act in recognition of professional, social, and ethical responsibility.	✓		
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).	✓		

IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES				
	A	B	C	D	E
<i>After completing this course, the student must be able to:</i>					
1. Participate and engage in worthwhile activity during leisure time	E	E	E	E	
2. Apply the learning experience skillfully and proficiency	E	E	E	E	
3. Develop desirable social attitudes to their peers and community.	E	E	E	E	
4. Acquire knowledge of the movement skills inherent to all rhythmic activities	E	E	E	E	
5. Execute the locomotor and non-locomotor movement skills proficiency	D	D	D	D	
6. Explore various movement possibilities with the use of different parts of the body.	D	D	D	D	
7. Express feelings, emotion, and moods through quality movement	D	D	D	D	
8. Actively participate in different dances with grace and proper projection.	D	D	D	D	



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COURSE SYLLABUS

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X. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Onsite)	ASSESSMENT TOOLS
1	CLO 1	<ul style="list-style-type: none"> ✓ Checking of Registration forms ✓ Attendance ✓ Grading System ✓ House rules ✓ Posting of Syllabus and Learning materials 	<ol style="list-style-type: none"> 1. Identify the course content and the activity includes in course syllabus 2. Listen attentively during the class discussion 3. Follow the rules and regulation in Physical education 	Orientation	Course Syllabus TUP Handbook	Synchronous	Assignment no.1
2	CLO1, CLO 2,CLO7	<p>Introduction, meaning, importance and benefits of rhythmic activities/dancing</p> <ul style="list-style-type: none"> ✓ Discussion: definition, importance and benefits of Rhythmic Activities/Dancing 	<ol style="list-style-type: none"> 1. Define the rhythmic activities and importance of dance. 2. Appreciate the benefits of rhythmic activities. 3. Participate actively during class discussion 	Discussion	https://www.studocu.com/ph/document/negros-oriental-state-university/bachelor-of-science-in-business-administration/rhythm-activities-2018/22543536	Onsite	Quiz 1
3	CLO4,CLO6,CLO 7,CLO8	<ul style="list-style-type: none"> ✓ Fundamental of Arms and Feet Position 	<ol style="list-style-type: none"> 1. Identify correctly the fundamental position of arms and feet position. 			Onsite	Performance / Activity 1



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			<ol style="list-style-type: none"> Elaborate the importance of fundamental positions of arms and feet Execute properly the Fundamental positions of Arms and feet. 	Discussion/ Demonstration	https://www.youtube.com/watch?v=-hE-Anpzqyw		
4	CLO3,CLO4,CLO5,CLO6,CLO7	<p>✓ Basic natural movements</p> <ul style="list-style-type: none"> Locomotor Non-Locomotor 	<ol style="list-style-type: none"> Develop skills necessary for recreational enjoyment. Maintain good posture and Physical efficiency. Promote emotional freedom. Developed balance and well-coordinated body. Actively participate in a group in executing the fundamental dance position. 	Discussion/ Demonstration	https://www.coursehero.com/file/95093151/LESSON-3docx/	Onsite	Performance / Activity 2
5	CLO1,CLO2,CLO3,CLO7	<p>✓ Rhythmic Fundamentals</p> <ul style="list-style-type: none"> Dance Classification Elements of Rhythm Elements of movement Space 	<ol style="list-style-type: none"> Identify the basic concepts of rhythm and dance. Enumerate the values derives from the different forms of dances; Identify and define dance terms, concepts and forms. 	Discussion	https://classhall.com/lesson/rhythmic-activities-fundamental-rhythms-dramatic-rhythms-creative-rhythms/#:~:text=Fundamental%20rhythms%20include%20walking%2C%20running,develop%20a%20sense%20of%20rhythm.	Onsite	Quiz 2



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6-7	CLO1,CLO2,CLO3,CLO4,CLO6.CLO7,CLO8	<ul style="list-style-type: none"> ✓ Contemporary Dance <ul style="list-style-type: none"> • Definition • Brief History • Basic Dance steps • Dance Routine 	<ol style="list-style-type: none"> 1. To provide the opportunities for the students to develop dance techniques. 2. To develop student passion for the arts. 3. Perform movement from different dance techniques with attention to alignment, style and rhythm. 	Discussion and Demonstration	https://www.masterclasses.com/articles/what-is-contemporary-dance	Onsite/Hyflex	Performance / Activity 3
8-9	CLO1,CLO2,CLO3,CLO4,CLO6.CLO7,CLO8	<ul style="list-style-type: none"> ✓ Cultural Dance <ul style="list-style-type: none"> • Definition • Brief History • Basic Dance steps (Particular dance) 	<ol style="list-style-type: none"> 1. To foster patriotism and nationalism through the study of our dances 2. To arouse better appreciation of Philippines music and folk dances. 3. To develop a graceful and rhythmic coordination of body movements that will improve postures. 	Discussion and Demonstration	https://study.com/learn/lesson/different-cultural-dances-forms-styles-around-world.html	Onsite	Performance / Activity 4
10		MIDTERM EXAMINATION				Onsite	
11-12	CLO1,CLO2,CLO3,CLO4,CLO6.CLO7,CLO8	<ul style="list-style-type: none"> ✓ Social Dance <ul style="list-style-type: none"> • Definition • Brief History • Basic dance steps • Dance Routine 		Discussion and Demonstration	https://www.heritageinstitute.com/danceinfo/descriptions/social.htm	Onsite	Performance / Activity 5



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13-14	CLO1,CLO2,CLO3,CLO4,CLO6.CLO7,CLO8	<ul style="list-style-type: none"> ✓ Ballroom Dance • Definition • Brief History • Basic Dance steps • Dance Routine <p>(MODERN STANDARD DANCE)</p>	<ol style="list-style-type: none"> 1. Identify the origin of ballroom dancing. 2. Define terminologies in own words. 3. Execute correctly the hold, positions and formations in the ballroom dancing. 4. Appreciate the importance of ballroom dancing in our health. 	Discussion and Demonstration	https://www.istd.org/dance/dance-genres/modern-ballroom/	Onsite	Performance / Activity 6
15-16	CLO1,CLO2,CLO3,CLO4,CLO6.CLO7,CLO8	<ul style="list-style-type: none"> ✓ Ballroom Dance • Definition • Brief History • Basic Dance steps • Dance Routine <p>(LATIN DANCE)</p>	<ol style="list-style-type: none"> 1. Identify the origin of ballroom dancing. 2. Define terminologies in own words. 3. Execute correctly the hold, positions and formations in the ballroom dancing. 4. Appreciate the importance of ballroom dancing in our health. 	Discussion and Demonstration	https://socialdance.stanford.edu/syllabi/ballroom.html	Onsite	Performance / Activity 8
17		Make up Class and Completion of requirements					
18		Final Examination				Onsite	Practicum Exam



XI. Learning Resources/ Textbook(s)




College of Sports, Physical Education and Recreation Students

XII. COURSE REQUIREMENTS/ GRADING SYSTEM

Performance	
Physical Activity	25%
Class Participation	20%
Knowledge and Understanding	
Practical Examination	30 %
Written Examination	10%
Quiz	5%
Assignment	5%
Proper Attire	
Uniform	<u>5%</u>
Total	100%

XIII. COURSE POLICIES/GUIDELINES

1. Read course Syllabus and course unit.
2. Proactively participate in classroom discussions.
3. Be mindful in class schedule.
4. Always wear proper uniform.
5. Respect activity.
6. Always do cool-down after doing physical activity others as you respect yourselves.
7. Accept comments and reactions of classmates on one’s opinions openly and graciously.
8. Demonstrate tact and respect when challenging other people’s opinions and ideas.
9. Always do proper warm-up before doing physical.

COURSE TITLE	DATE EFFECTIVE	REVISION NO. /DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Rhythmic Activities	March 06, 2023	01/February 28, 2023	 Ms. Micah Joyce J. Manalo, Faculty, DLA	 Dr. EMILY L. BELTRAN, Head, DLA	 Prof. MARIA CECILIA N. REYES, Assistant Director for Academic Affairs