UNIVERSITY MISSION AND VISION

We, the academic community of Holy Angel University, declare ourselves to be a Catholic University. We dedicate ourselves to our core purpose, which is to provide accessible quality education that transforms students into persons of conscience, competence, and compassion. We commit ourselves to our vision of the University as a role-model catalyst for countryside development and one of the most influential, best-managed Catholic universities in the Asia-Pacific region. We will be guided by our core values of Christ-centeredness, integrity, excellence, community, and societal responsibility. All these we shall do for the greater glory of God. LAUS DEO SEMPER!

SCHOOL OF EDUCATION

VISION

The leading Catholic institution of teacher education in the region that serves as a benchmark for quality instruction, research and other best teaching learning practices.

MISSION

To provide quality education that enables students to be critical thinkers, mindful of their responsibilities to society and equipped with holistic education catering to the heart and soul as well as to the body and mind.

GOAL

To offer programs and projects that promote Christ centeredness, integrity, excellence, community and societal responsibility, leadership, scholarship, lifelong learning, effective communication, innovation, gender sensitivity and technological integration.
OBJECTIVES

1. To provide students with the opportunities and exposure to develop them and become highly competent educators, leaders and experts who continuously work for the advancement of educational thinking and practice
2. To instill in the students the spirit of community involvement through relevant programs/projects and become more responsive to the challenges of a progressive and dynamic society
3. To continuously hire academically and professionally qualified and competent faculty equipped with expertise and exposure needed in the practice of the profession
4. To serve as a benchmark for quality instruction, research and best teaching learning practices

BACHELOR OF SECONDARY EDUCATION PROGRAM OUTCOMES

1. Have the basic and higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning
2. Have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students
3. Have a deep and principled understanding of how educational processes relate to larger historical, social, cultural and political processes
4. Have a meaningful and comprehensive knowledge of the subject matter they will teach
5. Can apply a wide range of teaching processes skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)
6. Have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching)
7. Can demonstrate and practice the professional and ethical requirements of the teaching professions
8. Can facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills
9. Can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and the broader social force encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices
10. Can be creative and innovative in thinking of alternative teaching approaches, Take informed risks in trying out these innovative approaches and evaluate the effectiveness of such approaches in improving student learning
11. Are willing and capable to continue learning in order to better fulfill their missions as teachers
SYLLABUS IN GYMNASTICS
Gymnastics and Combative Sports

Course Title: Gymnastics and Combative Sports
Course Code: GYMNASICS
Number of Units: 3 units
Contact Hours per Week: 3 hours
Pre-requisite subject/s: 7FITNESS

COURSE DESCRIPTION:

This course delivers knowledge and physical skills in the various events in sports such as gymnastics and combative sports (Taekwondo, Arnis and Judo – Karate). Exposure to hands-on and practical work is required.

COURSE LEARNING OUTCOMES:

At the end of the course, the students are expected to:

1. Demonstrate mastery of the subject matter.
2. Acquire understanding of the principles and objectives of gymnastics.
3. Explain the historical development of gymnastics.
4. Enumerate and discuss the phases of gymnastic program and different terminologies used in gymnastics.
5. Identify and analyze the fundamental positions and proper body or mechanics in handling the light apparatus in rhythmic gymnastics.
6. Demonstrate the basic positions and floor skills with precision and accuracy.
7. Acquire correct techniques in the execution of the exercise, floor skills, stunts and pyramid building with accuracy, precision, coordination and ease of movements.
8. Create, interpret, and execute simple gymnastic activities such as conditioning exercises, floor exercises, and routines for rhythmic gymnastics using light apparatuses.
9. Demonstrate the fundamental skills properly and accurately.
10. Execute all the necessary strategies in teaching combative sports in the Philippines.
### COURSE CONTENT:

<table>
<thead>
<tr>
<th>Time table</th>
<th>Desired Learning Outcomes</th>
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</table>
| **1 hour** | • Acquire knowledge on the Department Policies and the Subject • Obtain the necessary information on the entire gymnastics lessons. | A) Orientation  
➢ Policies / Rules and Regulation  
➢ Requirements  
➢ Grading System  | • Brainstorming  
• Discussion | Acknowledged and signed the attendance in their index cards | | Student Manual; Department and Subject Policies Syllabi |
| **2 hours** | • Trace the historical development of gymnastics. • Enumerate and explain the common terms used in gymnastics. • Recall the values of gymnastics. • Discuss the essential gain for good teaching in gymnastics. | B) Concepts of Gymnastics  
➢ History of Gymnastics  
➢ Definition of Terms  
C) Phases of the Gymnastics Program  
D) Objective / Goals of Gymnastics  
➢ Suggestions for Teaching  
➢ Suggestions to Teachers of Gymnastics  | • Lecture/ discussion  
• Brainstorming  
• Demonstration  
• Performance activities | | | |
| **3 hours** | • Develop correct movement skills. • Develop and apply | E) Body Awareness  
➢ The Body  
➢ The Posture  
➢ The Body  | • Lecture-discussion  
• Demonstration | | | |
<table>
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<tbody>
<tr>
<td></td>
<td>postural principles on daily life activities.</td>
<td>F) Movements Types of Movements Five Distinct sports under the umbrella of gymnastics Artistic gymnastics (men’s &amp; women’s) Aerobic gymnastics Acrobatic gymnastics Rhythmic gymnastics</td>
<td>• Interpretation • Group Dynamics • Performance Activities</td>
<td>the correctly. (Rubrics) Students obtain 60% of items in the quiz correctly.</td>
<td>Rex Bookstore. QC International Rulebook. Books on Skill Acquisitions</td>
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<tr>
<td>6 hours</td>
<td>Plan a program of regular exercises to practice the use of the basic positions in exercising.</td>
<td>G) Basic Positions where most exercise begins Standing position Sitting position Kneeling position Lying position Arm support positions Four-base positions Hand positions</td>
<td>• Demonstration • Group Presentation • Performance Activity</td>
<td>• Practical Test • Individual • Performance activity Students obtain 60% in their creative presentation of the basic position where most exercise begins correctly. (Rubrics)</td>
<td>Dinoso, C. P. (1982). Gymnastic Book. Rex Bookstore. QC International Rulebook. Books on Skill Acquisitions</td>
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## GYMNASTICS

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<tr>
<td>3 hours</td>
<td>• Perform well the various exercises needed to condition the body. • Interpret a sample exercise for beginner and intermediate levels. • With musical accompaniment, create some conditioning exercises. • Perform with ease the different types of stunts. • Distinguish the four types of stunts.</td>
<td>H) The Conditions and Warm-Up Program &gt; Parts of the Body to Condition &gt; Conditioning exercises for beginners &gt; Conditioning exercises for intermediate level &gt; Guide in using the Conditioning exercises in Attaining Floor skills Stunts &gt; Formation in teaching stunts &gt; Type of stunts</td>
<td>• Demonstration • Group Interpretation • Group Dynamics • Performance activities • Demonstration</td>
<td>• Practical Test • Group Presentation • Create an Individual written instruction for conditioning exercise. • Practical Test</td>
<td>Students obtain 60% in their creative presentation of the condition and warm-up program correctly. (Rubrics)</td>
<td>Dinoso, C. P. (1982). Gymnastic Book. Rex Bookstore. QC International Rulebook. Books on Skill Acquisitions</td>
</tr>
</tbody>
</table>

| 3 hours    | PRELIMINARY EXAMINATION | J) Floor Skills > Values of floor exercise > Safety precautions > The Floor skills • Skills in | • Movement Exploration • Creative Human Pyramid Building • Demonstration | • Practical Test (group activity) • By Pair in creating a pyramid building (drawing) | Students obtain 60% in their creative presentation of the pyramid building | Dinoso, C. P. (1982). Gymnastic Book. Rex Bookstore. QC International Rulebook. Books on Skill Acquisitions |

| 5 hours    | • Acquire correct techniques in the execution of pyramid building. • Create a pyramid, applying the different skills in gymnastics. | | | | | |

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**Notes:**
- Ensure to review and verify all information in the document for accuracy.
- The table format helps organize the information clearly.
- The learning outcomes and activities are specific and directly related to the course content and subject matter.
- The assessment tasks and evaluation tools are aligned with the learning outcomes, ensuring comprehensive coverage.
- The use of headings and subheadings enhances readability and understanding.
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</table>
| 3 hours    | Acquire moderate skills in performing girl’s or boy’s floor exercises. | Standing positions  
- Skills in kneeling positions  
- Skills in sitting positions  
- Other skills on the “tummy” back and inverted positions | Lecture Demonstration  
- Group Interpretation  
- Group Dynamics  
- Performance Activities | Practical Test  
| 7 hours    | Describe and explain the different kinds of aerial skills.  
- Create and execute a routine on the floor exercise. | K) Rhythmic gymnastics  
- Music  
- Formations  
- Basic positions on | Demonstration  
- Performance activities  
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|            | • Differentiate basic PE in rhythmic gymnastics from competitive rhythmic gymnastics. Recognize the different apparatus used in rhythmic gymnastics | • Ball exercises  
• Wand exercises  
• Ring exercises  
• Dumbbell exercises | exercise routine correctly. (Rubrics) | Rulebook. Books on Skill Acquisitions |
| 3 hours    |                           |                               |                                               |                                |                |                   |
| 2 hours    | • Trace and State the historical background of combative sports (arnis and taekwondo).  
• Illustrate, describe, and discuss the facilities and equipment of combative sports (arnis and taekwondo).  
• State and carry out the etiquette of combative sports (arnis and taekwondo).  
• Enumerate and explain the safety precautions | L. Combative Sports  
a. Introduction to Combative Sports  
1. Historical Background  
2. Facilities and Equipment  
3. Etiquette  
4. Safety Precautions | • Recitation  
• Quiz  
• Seatwork  
• Demonstration Skill Test | Can pass at least 60% of the written test.  
Can design a complete diagram and timeline of arnis de mano and taekwondo.  
<table>
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</table>
|            | of combative sports (arnis and taekwondo). | B. Official Rules and Regulations in Combative Sports  
1. Arnis De Mano  
2. Taekwondo | • Brainstorming  
• Discussion  
• Seatwork | labeling and measurements of the two combative sports (arnis de mano and taekwondo).  
• Modeled the proper etiquette and safety measures while executing arnis de mano and taekwondo. | Can recite and define at least 60% of the rules and regulations in arnis de mano and taekwondo. | Lopez, Lorna Fe., et al. Physical Education, Health and Music 1. Manila: Rex Bookstore, Philippines. 1994  
Ferrie, Eddie. |

3 hours • State, discuss and demonstrate the official rules and regulations of combative sports (arnis and taekwondo) with mastery and correctness.
<table>
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</table>
| 4 hours    | • Carry out the fundamental skills of combative sports (arnis and taekwondo) with mastery, correctness and ease of movement. | C. Fundamental Skills 1. Arnis De Mano 2. Taekwondo | • Discussion  
• Demonstration  
Skill test | • Demonstrated the fundamental skills of arnis de mano and taekwondo | Can perform at least 80% of the skills in arnis de mano and taekwondo | Taekwondo: Traditional art and Modern Sport. India: The Crowood Press Ltd. 1989
Presas. Remy P. Modern Arnis “Philippine Style
<table>
<thead>
<tr>
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</table>
| 2 hours    | • Demonstrate anyo/poomsae with correctness and accuracy. | D. Poomsae/Anyo  
1. Taeguk or Palque Poomsae  
2. H-form | • Demonstration  
• Group Skill Test | • Executed with accuracy and precision anyo and poomsae | Can perform at least 80% of Poomsaye/Anyo | Yates, Keith D. and Robbins, Bryan.  
Taekwondo Basic. India.  
Goodwill Publishing House. 2000 |
| 3 hours    | • Trace and State the historical background of PencakSilat  
• Describe, and discuss the facilities and equipment of M. Combative Sports (PencakSilat)  
a. Introduction to Combative Sports  
1. Historical Background | | • Recitation  
• Quiz  
• Seatwork  
• Demonstratin  
• Skill Test | • Discussed the time line on the historical background of PencakSilat. | Can pass at least 60% of the written test. | Garis, Paksi, How to learn PencakSilat,  
WWW.GARISPA KSI.COM |
<table>
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<tbody>
<tr>
<td></td>
<td>PencakSilat</td>
<td>2. Facilities and Equipment</td>
<td>• Presented the correct diagram and picture on the facilities and equipment with correct labeling and measurements of PencakSilat</td>
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<td>3. Etiquette</td>
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<td>4. Safety Precautions</td>
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<tr>
<td>2 hours</td>
<td>• Enumerate and explain the safety precautions of PencakSilat</td>
<td>B. Official Rules and Regulations in PencakSilat</td>
<td>• Brainstorming</td>
<td>• Conducted a panel discussion on the rules and regulations in officiating PencakSilat</td>
<td>Can recite and define at least 60% of the rules and regulations in PencakSilat</td>
<td>Garis, Paksi, How to learn PencakSilat, <a href="http://WWW.GARISPA">WWW.GARISPA</a> KSI.COM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Fundamental Skills in PencakSilat</td>
<td>• Discussion</td>
<td>• Demonstrated the fundamental skills of PencakSilat</td>
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<td>• Skill test</td>
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<tr>
<td>2 hours</td>
<td>• State, discuss and demonstrate the official rules and regulations of PencakSilat</td>
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<td></td>
<td>• Carry out the fundamental skills of PencakSilat with mastery, correctness and ease of movement.</td>
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**FINAL EXAMINATION**
GYMNASTICS

Course Requirements:
1. Written quiz
2. Recitation
3. Practical test
4. Diagram/Flowchart making
5. Video Presentations
6. Participation

Classroom Policies:
1. Attendance and Punctuality.
   The student is expected to come to class regularly and on time. For absences, please refer to Policy on Absences below.
2. Active class participation.
   The student is expected to participate actively in class recitations, discussions, and other activities as the case maybe. Please refer also to Expectations from Student below.
3. Group work requirements.
   The student is expected to work harmoniously with her groupmates and contribute to the preparation of their group work.
4. Peer group evaluation.
   The student shall also be evaluated by her peers and feedback shall be taken into consideration.

Expectations from students:
   The student’s responsibility is to come to each class prepared. She is also expected to take all examinations on the date scheduled. She is expected to attend each class and participate actively in the discussions.

ACADEMIC DISHONESTY:
   All students are expected to be academically honest. Cheating, lying and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one’s own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student’s name on an attendance sheet; or otherwise practicing scholastic dishonesty.
POLICY on ABSENCES:

The allowed number of absences for students enrolled in a 3 hour class is a maximum of 3 absences - based on student handbook. Request for excused absences or waiver of absences must be presented upon reporting back to class. Special examinations will be allowed only in special cases, such as prolonged illness. It is the responsibility of the student to monitor her own tardy incidents and absences that might be accumulated leading to a grade of “FA.” It is also her responsibility to consult with the teacher, chair or dean should her case be of special nature.

Grading System:

Grading Scheme: 70% Class Standing
30% Major Examination

Formulas:

\[
\text{CSP} - \text{Class Standing Prelim} \quad \text{PE} - \text{Prelim Examination}
\]

\[
\text{CSM} - \text{Class Standing Midterms} \quad \text{ME} - \text{Midterm Examination}
\]

\[
\text{CSF} - \text{Class Standing Final} \quad \text{FE} - \text{Final Examination}
\]

Prelim Grade = 70% (CSP) + 30% (PE)

\[
\text{Midterm Grade} = 70\% \frac{(\text{CSP}) + 30\% \ (\text{PE}) + 70\% \ (\text{CSM}) + 30\% \ (\text{ME})}{2}
\]

\[
\text{Final Grade} = 70\% \frac{(\text{CSP}) + 30\% \ (\text{PE}) + 70\% \ (\text{CSM}) + 30\% \ (\text{ME}) + 70\% \ (\text{CSF})+ 30\% \ (\text{FE})}{3}
\]
<table>
<thead>
<tr>
<th>FINAL GRADE EQUIVALENTS</th>
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<tbody>
<tr>
<td>97-over</td>
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References: including e-books, journals, etc.


Web References
4. http://rsc03.net/track_athletics.html
11. http://www.barrel.net/history.php
14. www.garispaksi.com
15. www.larong_pinoy.weebly.com
CONSULTATION HOURS:

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Room</th>
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