



### SYLLABUS IN PE – PATHFIT 3 1ST semester, A.Y. 2024-2025

#### UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

#### UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other relevant fields of study. It shall undertake research and extension services, and provides progressive leadership in its area of specialization.

#### STRATEGIC GOALS

- Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- Observe strict implementation of the laws as well as the policies and regulations of the University.
- Acquire with urgency state-of-the-art resources for its service areas;
- Bolster the relationship of the University with its local and international customers and partners.
- Leverage the qualifications and competences in personnel action and staffing.
- Evaluate the efficiency and responsiveness of the University systems and processes.

#### UNIVERSITY OBJECTIVES

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university.

**Program Objectives and its relationship to University Goals:**

<b>PROGRAM OBJECTIVES (PO)</b>	<b>UNIVERSITY OBJECTIVES</b>						
	a	b	c	d	e	f	g
In harmony with the vision and mission of the University and guided by the goals of the College, the Bachelor of Science in Industrial Technology (BSIT) Program has the following objectives:							
a) Assume Professional, Technical, managerial and leadership roles in industrial organizations with the desired competence in the fields of practice such as Automotive Technology, Civil technology, Drafting Technology Electrical Technology, Electronics Technology, Food Service Management and its allied disciplines.	/						
b) Innovate explicit and modern technologies in the advancement of the economy, society, technology and environmental sustainability.						/	
c) Generate research-based information and technologies at par from international standards; and							/
d) Promote and transfer knowledge and technologies for effective and efficient school-industry partnership						/	

**1. Course Code**

: PATH-Fit 3

**2. Course Title**

: DANCE AND SPORTS (Folk Dance)

**3. Pre-requisite**

: PathFIT 1 and PATHFIT 2

**4. Credit**

: 2 Units

**5. Course Description:**

Dance and Sports is a course that will provide physical activities for the purpose of optimizing health and fitness through various dances and sports. The course provides the fundamental skills and techniques that is needed in dance and sports. The learners will be able to choose from a menu of course offerings in dance, sports and outdoor and adventure activities. Through skills training, exercise drills, game play and independent or self-directed PAs, fitness levels will be enhanced. In conjunction with this fitness levels, PA participation and dietary/eating patterns are evaluated to monitor one's progress and achievement of personal fitness dietary goals.I

**6. Course Learning Outcomes and Relationships to Program Educational Objectives**

<b>Course Learning Outcomes</b>	<b>Program Objectives</b>						
	a	b	c	d			
At the end of the semester, the students can:							
a) Conclude the content knowledge and understanding and its cultural, historical, and theoretical context of the chosen dance and sports through written outputs and performance task.	/						
b) Execute fundamental skills, movements and techniques of the chosen dance and sports through school-based culminating performances and exhibitions.	/						
c) Demonstrate the sense of community, fair-play, cultural sensitivity, diversity and respect.	/						

d) Participate in moderate to vigorous physical activities (MVPA) in accordance to national and global recommendations on physical activities for health.

/

e) Adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding.

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## 7. Course Content

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcome-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Learning Outcomes	Program Objectives	Values Integration
<b>Topic: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (8 hours)</b>						
1. Discuss the VMGO of the University, classroom policies, scope of the course, course requirements and grading system.	1.1 Student can be aware of and appreciative of the University's VMGO, classroom policies, course overview, requirements and grading system.	Class Discussion & Participation  Oral Questioning / Recitation	Class Attendance  Reflection Paper	a, b, d, e,	a, b, f	Value of appreciation  Students become loyal and dedicated to their Alma Mater and to their own objectives.
<b>Topic 2: Dance (8 hours)</b>						
Introduction to Dance a. History and Nature of Dance b. Benefits of Dance c. Phases of Dance Program and Purpose of Dance d. Elements of Movement Space, Movement Qualities and Elements of Rhythm e. Basic Natural Movements, Basic Dance Positions (Arms and Feet) and Dance Formations commonly used	a.) Identify the history and nature of dance, benefits of dance, phases of dance program, purpose of dance, elements of movement space, movement qualities, elements of rhythm, basic natural movements, basic dance positions (arms and feet), and dance formations commonly used; and  b. Execute the basic natural movements, basic dance	Class Discussion & Participation  Online Research  Oral Questioning / Recitation  Skills Demonstration	<ul style="list-style-type: none"> <li>Unit Quiz</li> <li>Graded Recitation</li> <li>Performance Task</li> <li>Individual</li> <li>Performance Task</li> <li>Group</li> <li>Performance Task</li> <li>Infographics</li> <li>Actual</li> <li>Demonstration</li> </ul>	A,b,c,d,e	a, b, c, e	Value of participation and honesty  The students learn to appreciate the subject and pledge to be diligent for the subject.

	positions and dance formations commonly used in a dance routine					
<b>Topic 3: Introduction to Folk Dance (8 hours)</b>						
3.1 General Classifications of Philippine Folk Dance 3.1.1 Geographical Extent of Origin 3.1.2 According to Nature 3.1.3 According to Movements 3.1.4 According to Formations 3.2 According to Types of Philippine Dances 3.3 Special Classification of Dance 3.4 Objectives of Philippine Folk Dance 3.5 Definition of Folk Dance 3.6 Folk Dance Terminology 3.7 Values of Folk Dance 3.8 Factors Affecting Folk Dance 3.9 Characteristics of Philippine Folk Dance 3.10 Do's and Don'ts in in Philippine dance	a. Categorize the different classifications of Philippine folk dances. b. Identify the importance of Do's and Don'ts in dancing. c. Create simple booklet showing the different classification of dances.	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Interactive Discussion</li> <li>• Question and Answer/Recitation</li> <li>• Skills Demonstration</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Quiz</li> <li>• Graded Recitation</li> <li>• Performance Task</li> <li>• Individual</li> <li>• Performance Task</li> <li>• Group</li> <li>• Performance Task</li> <li>• Infographics</li> <li>• Film/Clip/Video</li> <li>• Analysis</li> <li>• Actual Demonstration</li> </ul>	A,b, c d e	a, b, c, d	<p>Value of participation and honesty</p> <p>The students learn to appreciate the subject and pledge to be diligent for the subject.</p>

<b>MIDTERM EXAMINATIONS</b>						
<b>Topic 4: Basic Dance Steps in Folk Dance (8 hours)</b>						
4.1 Basic Dance steps in 2/4- Time Signatures 4.2 Basic Dance Steps in 3/4- Time Signatures 4.3 Basic Dance Steps in 4/4- Time Signatures	<p>a. Identify the dance steps in 2/4, ¾, and 4/4-time signatures.</p> <p>b. Execute the Philippine Folk Dance steps in 2/4, 3/4 and 4/4-time signatures.</p> <p>c. Compose 8 figures of dance combinations either in 2/4, ¾, and 4/4 time signatures with 16 counts per figure.</p> <p>d. Perform own dance composition of dance combinations.</p>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Interactive Discussion</li> <li>• Question and Answer/Recitation</li> <li>• Skills Demonstration</li> <li>• Skills Presentation</li> <li>• □ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Quiz</li> <li>• Graded Recitation</li> <li>• Performance Task</li> <li>• Individual</li> <li>• Performance Task</li> <li>• Group</li> <li>• Performance Task</li> <li>• Actual</li> <li>• Demonstration</li> </ul>	A,b,c	d, c, e, f	Value of participation  The students learn to appreciate the subject and pledge to be diligent for the subject.
<b>Topic 5: Selected Philippine Folk Dance (Folk Dance) (8 hours)</b>						
5.1 Alay 5.2 Alitaptap 5.3 Escotis 5.4 Cariñosa 5.5 Virginia 5.6 Tarek	<p>a. Identify the Philippine Folk dances;</p> <p>b. Perform the selected Philippine Folk dance with proper steps, counting and music; and</p> <p>c. Preserve culture through dancing Philippine Folk dance.</p>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Interactive Discussion</li> <li>• Question and Answer/Recitation</li> <li>• Skills Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Quiz</li> <li>• Graded Recitation</li> <li>• Performance Task</li> <li>• Actual</li> <li>• Demonstration</li> <li>• Culminating</li> <li>• Activity</li> </ul>	a,b,c,d	d, c, e,	Value of participation  The students learn to appreciate the subject and pledge to be diligent for the subject.

		Demonstration • Skills Presentation	• (Classroom- Based • and School- Based			
<b>FINALS</b> CULMINATION ACTIVITY						
<b>TOTAL: 40 hours</b>						

## 8. Course Evaluation

### Course Requirements

1. Attendance
2. Virtual Class Participation/Recitation/Demonstration
3. Handouts/notes – individual (photocopy)
4. Midterm and Final Examination
5. Practicum

### Grading System:

**Written Task** 25%

- Portfolio
- Unit test
- Written reports
- Written reflections
- Quizzes
- Assignments

**Performance Task** 25%

- Group Presentation
- Group Work

Group Discussion  
Class Recitation  
Class Activities  
Class Attendance/Participation  
Practicum

**Mid/Final Exams**                    50%  
    100%

**Schedule of Examination:**

Midterm	-
Final	-
Classes End	-

## **References:**

### **Books and Journals**

1. Ancheta, Adelito T., LMA Printing Press, Inc. 445 Tamsui Avenue, Bayan Luma, Imus Cavite 4103, Physical Education for Rhythm and Dance, 2005
2. Apolinario, M. L., Collao, M. E., Gabayan, P.A and Kamus G.M.P. (2017) Dance for Life. Health Optimizing Physical Education for Senior High School, (pp 123-128)
3. Ancheta, A.T.(copyright, 2021) Physical Education for Rhythm and Dance (p 3) Printed by LMA Printing Press, Inc.445 Tamsui Avenue, Bayan Luma Imus, Cavite 4103
4. Aquino, F.R. (1996) Manila, Philippines Philippine Folk dances Volume Five (pp 1-2) (10-14)
5. Gabao, Larry A. of Philippine Normal School, Dance With Me, copyright 2000
6. Introduction: Dance as Social Life and Cultural Practice : accessed June 25, 2020

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3. Ladaran T.B. (2020, July 27). Classification of Dance P.E 2 Physical Education. <http://hnup.e.weebly.com/about-us.html>
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5. PSU-DPE YouTube Channel ([https://www.youtube.com/channel/UCv\\_KOU6D9OlakzV0S1JpC6w](https://www.youtube.com/channel/UCv_KOU6D9OlakzV0S1JpC6w))
6. Villano, A. (2019). 5 women who pioneered Filipino Folk and Modern Dance. Retrieved <https://r3.rappler.com/life-and-style/arts-and-culture/226660-women-of-filipino-dance>. Accessed 17 August 2020

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