



# SPORTS TRACK

## CONTENT, DELIVERY, AND ASSESSMENT



In this learning session, the participants will be able to:

1. activate prior knowledge on the content and key features of the K-12 SHS Sports curriculum
2. acquire better understanding of the curriculum guide (CS, PS, LCs) for SHS Sports Track
3. discuss the relationship among the CG, TG and LMs



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**GAME  
KANABABA?**

**Which of the following is not a key feature of the K-12 curriculum?**

- A. constructivism**
- B. integration**
- C. Peace Education**
- D. Differentiated Instruction.**

# C. Peace Education



**Which of the following is not a 21<sup>st</sup> Century Skills?**

- A. Physical Literacy Skills**
- B. Learning & Innovation Skills**
- C. Communication Skills**
- D. Life & Career Skills**

# A.Physical Literacy Skills

**How many  
subjects are there  
in the SHS Sports  
Track?**



# 31 Total Subjects

15

***Core Subjects***

16

***Track Subjects***

7

*Applied Track  
Subjects*

9

*Specialized Track  
Subjects*

## Senior High School Subjects

**Core Subjects**

*same  
content*

*same  
competencies*

**Applied  
Track Subjects**

*different  
content*

*same  
competencies*

**Specialized  
Track Subjects**

*different  
content*

*different  
competencies*

**It answers the question:  
what should students know  
and do?**

**A. Content Standards**

**B. Performance Standards**

**C. Learning Competencies**

**D. Curriculum Framework**

## A. Content Standards

# Q3: Agree or Disagree

**Performance Standard  
demonstrates conceptual  
understanding of content and  
skill acquisition**



# Agree

**Q4: True or False**

**P e r f o r m a n c e**

**Standards answers**

**the question: what**

**should students do**

# False

**Which of the following sports track courses is concerned with the topics on the origin, control, and learning of motor skills?**

- A. Fundamentals of Coaching**
- B. Human Movement**
- C. Safety and First Aid**
- D. Psychosocial Aspects of Sports and Exercise**

## **B. Human Movement**



**Q6: What does the given code signify?**

**SP\_HM11-la-c-1**

Sports Track  
Human Movement  
Grade 11  
Quarter 1  
week 1 to 3  
competency no. 1

# **DISCUSSION**

## **Features of the Curriculum**

The key features embedded in all the curriculum documents include:

- a. spiral progression
- b. 21<sup>st</sup> century skills
- c. integration
- d. differentiated instruction
- e. learner-centeredness
- f. contextualization
- g. constructivism

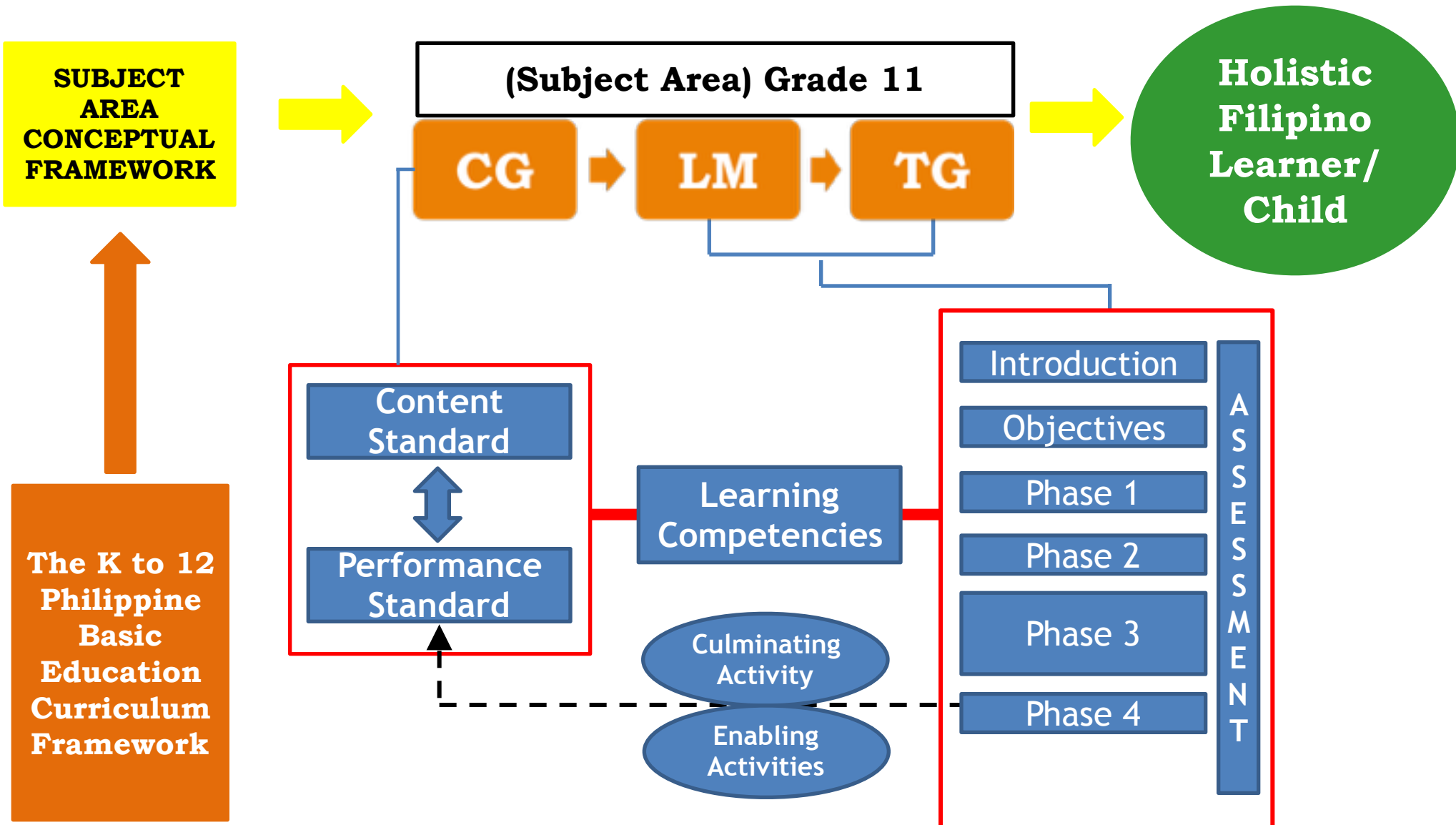
# HOW THESE FEATURES RESPOND TO GOVERNMENT THRUSTS

Government Thrusts	Features	Where to find in the document
GAD	<ul style="list-style-type: none"> <li>•21<sup>st</sup> Century Skills</li> <li>•Spiral Progression</li> <li>•Differentiated instruction</li> <li>•Integration</li> <li>•Learner-centeredness</li> <li>•Contextualization</li> <li>•Constructivism</li> </ul>	<p>Learner's Material</p> <p>Teaching Guides</p>
Climate Change		
Peace Education		
ARH		
Road Safety		
Disaster Risk Reduction Management		
Anti-Bullying Act		



# **Understanding the Connection among the Curriculum Framework (CuF), Conceptual Framework (CF), Curriculum Guide (CG), Learner's Material (LM) and Teacher's Guide (TG)**

# Connection among CuF, CF, CG, LM & TG



# **The Learning Standards**

# The Learning Standards

***Reference: DepEd Order No. 8 S. 2015***

## **Content Standard:**

- **answers the question: *What should students know (knowledge) and do (skills)?***
- **shares the most important and enduring ideas, issues, principles, skills and habits of mind**
- **expresses the desired results**

## **Performance Standard:**

- **answers the question: *How well must students do their work?***
- **presents product or performance as evidence of learning or attainment of content standard**
- **adds value to what students learned**
- **demonstrates conceptual understanding of content and skill acquisition**
- **represents real life, authentic task**
- **encompasses the standard**

# The Learning Standards

## **Nouns in the content standards :**

The conceptual nouns in the content standards indicate the learning episodes, topics and lessons the students must be able to understand.



# The Learning Standards

## **Nouns/verbs in the performance standard:**

The nouns / verbs in the performance standards are the products and performances the students must be able to do and produce in relation to the content standard.

# The Learning Standards

## **The adjectives/ adverbs in the performance standard**

The adjectives and adverbs determine the assessment criteria or components from which the rubric must be crafted.

**e.g. proficiently, creatively, effectively, actively, powerful, short etc.**

# The Learning Standards

## **Learning Standards**

- **Each subject area has a program standard.**
- **Each subject has a key stage standard.**
- **Each grade level has a grade level standard.**
- **Each quarter has a content and performance standard.**

# **WORKSHOP**

## **The Learning Standards**

# The Learning Standards

## Answer the Unpacking CS/PS Worksheet.

UNPACKING CS/PS WORKSHEET	
<p>Directions: Identify the elements of Learning Standards (LS) Content by:</p> <ul style="list-style-type: none"><li>• looking at nouns in the CS which identify the big ideas/concept</li><li>• looking at main verbs in the PS which identify the performance or product; the nouns that entail the key ideas necessary for the performance or product</li><li>• looking for adjectives and adverbs which point out criteria for assessment</li></ul> <p>Write the elements in the appropriate boxes.</p>	
<p><b>Content Standard:</b> (write the Content Standard here)</p>	<p><b>Performance Standard:</b> (write the Performance Standard here)</p>
<p><b>What are the Key Concepts in the Content Standard?</b> (write the nouns here)</p>	<p><b>What are the Skills (Product/Performance) to be developed?</b> (write the nouns/verbs here)</p>
<p><b>What are the Criteria for Assessment?</b> (write the adjectives and adverbs here)</p>	

# **The Learning Competencies**

# The Learning Competencies (LCs)

You should notice that:

1. ***The Learning Competencies (LCs) are coded.***  
This was initiated in order to identify learning competencies that are connected and exhibited spiral progression (from Kinder to Grade 10). These LCs bear the same code number. This is also connected to the creation of the LRMDs or Learning Resources Management and Development System.



# The Learning Competencies (LCs)

## K to 12 BASIC EDUCATION CURRICULUM CODE BOOK LEGEND

Sample: **PE2PF-IIa-h-14**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
First Entry	Learning Area and Strand/ Subject or Specialization	Physical Education	PE2	Body Management	BM
	Grade Level	Grade 2		Movement Skills	MS
Uppercase Letter/s	Domain/Content/ Component/ Topic	Physical Fitness	PF	Physical Fitness	PF
			-	Games and Sports	GS
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Second Quarter	II	Rhythms and Dance	RD
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week/Lesson Number	Week/Lesson one to eight	a-h		
			-		
Arabic Number	Competency	Observes correct posture and body mechanics while performing movement activities	14		

# The Learning Competencies (LCs)

You should notice that:

2. ***There are deliberate iteration of LCs.*** Iteration of learning competencies was done to give teachers ample time to tackle the LCs and also to develop mastery among the learners. Spiral progression was taken into account in the iteration by identifying a focus on a particular segment of the LC and/or by the use of the sub-competencies, for a suggested time period.

Quarter I	<i>The learner:</i>	<i>The learner:</i>	<i>The learner:</i>	
<b>A. The Artists' Anatomy: the body as the instrument</b> 1. The Skeletal System (posture and the spine) 2. The Tissues of the body (the joints and muscles) 3. The Integumentary System (the skin) 4. The Organs  <b>B. Health in the Arts</b> 1. The body structure and possible problems	demonstrates an understanding of how the body functions in the creative work environment	1. displays a knowledge of: movements and habits that help prevent industry-related injuries; and	1. identifies the parts of the body involved in the creation/performance of different art forms	<b>AD_PPD12-Ia-c-1</b>
		2. the maintenance of physical and personal well-being	2. identifies possible industry-related injuries and their causes	<b>AD_PPD12-Id-e-2</b>
			3. identifies hazardous materials used in art production	<b>AD_PPD12-If-g-3</b>

# The Learning Competencies (LCs)

You should notice that:

3. ***The Learning Competencies (LCs) are distributed within a nine-week period*** (number of weeks varies according to learning area). The 10th week of the quarter is reserved for the periodical tests and for some interruptions in the school days (e.g. typhoon, regular holidays, etc.).

**(Refer to your copy of the Curriculum Guide)**