



Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# **K to 12 Curriculum Guide**

## **HEALTH**

(Grade 1 to Grade 10)

August 2016

## K to 12 BASIC EDUCATION CURRICULUM

### CONCEPTUAL FRAMEWORK

The Kindergarten to Grade 12 (“K to 12”) Health curriculum aims to assist the Filipino learner in attaining, sustaining and promoting life-long health and wellness. The learning experience through the program provides opportunities for the development of health literacy competencies among students and to enhance their over-all well-being.

Health Education from Kindergarten to Grade 10 focuses on the physical, mental, emotional, as well as the social, moral and spiritual dimensions of holistic health. It enables the learners to acquire essential knowledge, attitudes, and skills that are necessary to promote good nutrition; to prevent and control diseases; to prevent substance misuse and abuse; to reduce health-related risk behaviors; to prevent and control injuries with the end-view of maintaining and improving personal, family, community, as well as global health.

Health Education emphasizes the development of positive health attitudes and relevant skills in order to achieve a good quality of living. Thus, the focus on skills development is explicitly demonstrated in the primary grade levels. Meanwhile, a comprehensive body of knowledge is provided in the upper year levels to serve as a foundation in developing desirable health attitudes, habits and practices.

In order to facilitate the development of health literacy competencies, the teacher is highly encouraged to use developmentally-appropriate learner-centered teaching approaches. This includes scaffolding on student experience and prior learning; utilizing culture-responsive scenarios and materials; incorporating arts, and music in imparting health messages; engaging learners in meaningful games and cooperative learning activities; and using life skills and value-based strategies particularly in discussing sensitive topics such as substance abuse and sexuality. The teacher is also advised to use differentiated instruction in order to cater to the learners’ various needs and abilities.

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## Conceptual Framework of Health Education



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### HEALTH CONTENT AREAS

**Injury Prevention, Safety and First Aid:** Discusses the causes, costs, and prevention of accidents and injuries while performing various activities at home, in school or in the community. Prevention can be done through the promotion of safe environments, the development of safety programs, procedures and services, which includes first aid education and disaster preparedness programs.

**Community and Environmental Health:** Situates the learner as an integral part of the community and the environment, with a great responsibility of protecting the environment, with the support of individual and community actions and legislation promoting a standard of health, hygiene and safety in food and water supply, waste management, pollution control, pest control, as well as the delivery of primary health care.

**Consumer Health:** Focuses on the application of consumer knowledge and skills in the effective evaluation, selection and use of health information, products, and services.

**Family Health:** Covers information on the human life cycle and also on family dynamics that influence an individual's development of ideals, values and standards of behavior with regard to sexuality and responsible parenthood.

**Growth and Development:** Emphasizes developmental milestones and health concerns during puberty and adolescence with focus on personal health and the development of self-management skills to cope with life's changes.

**Nutrition:** Addresses the importance of eating healthy and establishing good eating habits especially for children and adolescents as a way to enhance health and prevent diseases.

**Personal Health:** Comprises personal health habits and practices that promote physical, mental, social, emotional, and moral-spiritual health and prevent or manage personal health issues and concerns.

**Prevention and Control of Diseases and Disorders:** Involves the prevention and control of both communicable and non-communicable diseases and disorders through the development of health habits and practices and the adoption of health programs supported by legislation with provisions on school and community health services.

**Substance Use and Abuse:** Highlights the prevention and control of the use, misuse, and abuse of substances and drugs by providing comprehensive information on the nature of abused substances, the negative impact of substance abuse on the individual, family and society in general; and the importance of learning and using resistance skills to protect oneself from drug risk-taking behaviors.

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### CHARACTERISTICS OF THE HEALTH CURRICULUM

**Culture-responsive:** Uses the cultural knowledge, prior experiences, and performance styles of the diverse student body to make learning more appropriate and effective for them (Gay, 2000).

**Epidemiological:** Relates to the incidence, prevalence and distribution of diseases in populations, including detection of the sources and causes of epidemics.

**Health and Life skills-based:** Applies life skills to specific health choices and behaviors.

**Holistic:** Analyzes the interrelationship among the factors that influence the health status, the areas of health, and the dimensions of health (physical, mental, social, emotional, moral and spiritual).

**Learner-centered:** Focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning.

**Preventive:** Characterizes something that helps people take positive health action in order to prevent diseases and to achieve optimum health.

**Rights-based:** Advances the understanding and recognition of human rights, as laid down in the *Universal Declaration of Human Rights* and other international human rights instruments.

**Standards and outcomes-based:** Requires students to demonstrate that they have learned the academic standards set on specific content and competencies.

**Values-based:** Promotes an educational philosophy based on valuing self, others and the environment, through the consideration of ethical values as the bases of good educational practice.

## K to 12 BASIC EDUCATION CURRICULUM

### Key Stage Standards

K – 3	4 – 6	7 – 10
The learner demonstrates an understanding and observance of healthy habits and practices in achieving wellness.	The learner demonstrates an understanding of how changes, which are part of growth and development, impact health practices that help achieve and sustain optimum health and well-being.	The learner demonstrates an understanding of key health concepts related to the achievement, sustainability and promotion of wellness as it improves the quality of life of the individual, the family and the larger community.

### Grade Level Standards

GRADE LEVEL	STANDARDS
<b>Grade 1</b>	The learner demonstrates an understanding of the essential concepts related to nutrition and personal health as well as knowledge in injury-prevention, safety and first aid, as factors in facilitating the development of healthy habits and practices among individuals.
<b>Grade 2</b>	The learner demonstrates an understanding of personal health; family health; the prevention and control of diseases and disorders; as well as injury prevention, safety and first aid, which are factors that facilitate the development of healthy habits and practices.
<b>Grade 3</b>	The learner demonstrates an understanding and knowledge in the following: nutrition; prevention and control of diseases and disorders; consumer health; and community and environmental health—factors which help in facilitating the development of healthy habits and practices.
<b>Grade 4</b>	The learner demonstrates an understanding of nutrition; prevention and control of diseases and disorders; substance use and abuse; and injury prevention, safety and first aid, leading to the achievement of optimum health and well-being.

## K to 12 BASIC EDUCATION CURRICULUM

GRADE LEVEL	STANDARDS
<b>Grade 5</b>	The learner demonstrates an understanding of the nature of personal health; growth and development; substance use and abuse; and community and environmental health, which helps to achieve optimum health and well-being.
<b>Grade 6</b>	The learner demonstrates an understanding of personal health, prevention and control of diseases and disorders; consumer health; and injury prevention, safety and first aid to achieve optimum health and well-being.
<b>Grade 7</b>	The learner demonstrates an understanding of growth and development; nutrition; personal health and injury prevention, safety and first aid to achieve, sustain, and promote personal health and wellness.
<b>Grade 8</b>	The learner demonstrates understanding of family health and prevention and control of diseases and disorders (communicable and non-communicable to achieve, sustain, and promote family health and wellness.
<b>Grade 9</b>	The learner demonstrates understanding of community and environmental health; injury prevention, safety and first aid); and prevention of substance use and abuse to achieve, sustain, and promote community health and wellness
<b>Grade 10</b>	The learner demonstrates understanding of consumer health; national and global health trends, issues and concerns (); the development of a health plan and exploration of careers in health to achieve, sustain, and promote health and wellness.

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<b>Grading Period</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>
<b>First Quarter</b>	Nutrition	Personal Health/ Nutrition	Nutrition	Nutrition	Personal Health	Personal Health	Growth and Development	Family Health I	Community and Environmental Health	Consumer Health
<b>Second Quarter</b>	Personal Health	Personal Health Prevention and Control of Diseases & Disorders	Personal Health Prevention and Control of Diseases & Disorders	Prevention and Control of Diseases & Disorders	Personal Health/ Growth & Development	Prevention and Control of Diseases & Disorders	Nutrition	Family Health II	Injury Prevention, Safety and First Aid (Unintentional Injuries)	Health Trends, Issues and Concerns (National Level)
<b>Third Quarter</b>	Personal Health	Family Health	Consumer Health	Substance Use and Abuse	Substance Use and Abuse	Consumer Health/ Environmental Health	Personal Health	Prevention and Control of Diseases and Disorders (Communicable)	Substance Use and Abuse  (Drug scenario)	Health Trends, Issues and Concerns  (Global Level)
<b>Fourth Quarter</b>	Injury Prevention, Safety and First Aid	Injury Prevention, Safety and First Aid	Injury Prevention, Safety & First Aid /Community & Environmental Health	Injury Prevention, Safety & First Aid	Injury Prevention, Safety & First Aid/Community and Environmental Health	Injury Prevention, Safety & First Aid/ Consumer Health	Injury Prevention, Safety and First Aid (Intentional Injuries)	Prevention and Control of Diseases and Disorders (Non-Communicable)	Substance Use and Abuse (Gateway drugs)	Planning for a Health Career

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**GRADE 1**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 - NUTRITION – 1<sup>ST</sup> QUARTER (H1N)</b>					
A. Healthful and less healthful foods 1. Water and milk vs. soft drinks 2. Fruits and vegetables vs. sweets, salty and processed food	The learner...  understands the importance of good eating habits and behavior	The learner...  practices healthful eating habits daily	The learner...  1. distinguishes healthful from less healthful foods	<b>H1N-Ia-b-1</b>	1. BLLM PDF 24. Wastong Nutrisyon. Aralin 5. 2. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia, et.al 1997. pp. 17-19.* 3. Moving Onward with Science and Health 1. Teacher’s Manual. Dungan-Ramirez, Cristeta. 1997. p. 19.* 4. Science and Health 1. Teacher’s Manual. Coronel, Carmelita. 1997. pp. 24-25.* 5. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 37.* 6. Science for Everyone 1. de Lara, Ruth. 1997. pp. 20-21, No.4, 38.* 7. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita A. 1997. No.5 pp. 35-36.* 8. Science and Health For Life 2. Caralde, Lourdes R. et. al. 1997. p. 31.*
B. Consequences of eating less healthful food			2. tells the consequences of eating less healthful foods	<b>H1N-Ic-d-2</b>	Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 39-40.*
C. Good eating habits 1. Eat regular meals. 2. Eat a healthful breakfast daily. 3. Chew food thoroughly.			3. practices good decision-making skill in food choices	<b>H1N-Ie-f-3</b>	1. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia C. et. al. 1997. p. 19.* 2. Science and Health 1. Santiago, Ma. Lourdes B. 1997. pp. 20-21.* 3. Science and Health Today 1. Teacher’s Manual. Apolinario, Nenita A. 1997. pp. 25-28.* 4. Science and Health Today 1. Apolinario, Nenita A. 1997. p. 37.* 5. Growing with Science and Health 2.

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>C. Good eating habits</p> <ol style="list-style-type: none"> <li>1. Eat regular meals.</li> <li>2. Eat a healthful breakfast daily.</li> <li>3. Chew food thoroughly.</li> </ol>	<p>The learner...  understands the importance of good eating habits and behavior</p>	<p>The learner...  practices healthful eating habits daily</p>	<p>4. practices good eating habits that can help one become healthy</p>	<p><b>H1N-Ig-j-4</b></p>	<p>Domanais, Lucia C. 1997. pp. 33-34.* 6. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 40, 59.* 7. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla B. et. al. 1997. pp. 29-30.*</p> <p>1. Science and Health 1. Banez, Resurrection S. et. al. 1997. p. 46.* 2. Science and Health 1. Teacher’s Manual. Banez, Resurrection S. et. al. 1998. pp. 13-14.* 3. Science and Health Today 1. Teacher’s Manual. Apolinario, Nenita A. 1997. pp. 27-28.* 4. Science and Health Today 1. Apolinario, Nenita A. 1997. pp. 38-39.* 5. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth G. 1997. Application p. 39.* 6. Science for Everyone 1. de Lara, Ruth G. 1997. p. 42.* 7. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia V. et. al. 1997. p. 17.* 8. Science Around Us 2. Garcia, Ligaya B. et. al. 1997. pp. 27-28.* 9. Science and Health 2. Apostol, Joy A. et. al. 1997. p. 36.* 10. Science and Health For Life 2. Carale, Lourdes R. et. al. 1997. pp. 36-37, 39.* 11. Science and Health Today 2. Apolinario, Nenita A. 1997. pp. 38-39, 42-43.* 12. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn U. et. al. 1999. pp. 57-59.* 13. Science and Health 3. Teacher’s Manual. Jacinto, Emilio. et. al. 1997. pp. 36-38.* 14.</p>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 – PERSONAL HEALTH – 2<sup>ND</sup> QUARTER (H1PH)</b>					
A. Health habits and hygiene 1. Proper behavior during mealtime. 2. Proper hand washing 2.1 before and after eating 2.2 after using the toilet 2.3 when the hands get dirty 3. Washing the feet when dirty, before going to bed, and after wading in flood waters 4. Taking a bath every day 5. Wiping hands and face with a clean handkerchief 6. Covering cough and sneeze with clean handkerchief or tissue paper when coughing or sneezing 7. Coughing or sneezing into the crook of the elbow rather than the hand 8. Wearing clean	The learner...  demonstrates understanding of the proper ways of taking care of one's health	The learner...  practices good health habits and hygiene daily	1. identifies proper behavior during mealtime	<b>H1PH-IIa-b-1</b>	1. Science and Health 1. Banez, Resurrection. et. al. 1998. Teacher's Manual. p. 26.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 38-39.* 3. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 27-28.*
			2. demonstrates proper hand washing	<b>H1PH-IIc-d-2</b>	1. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. p. 20.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-24.* 3. Science and Health Today 2. Apolinario, Nenita. 1997. p. 32.*
			3. realizes the importance of washing hands	<b>H1PH-IIe-3</b>	1. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 20-21.* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-25.* 3. Science for Daily Use 1. Menguigo, Perla. et. al. 1997. p. 49.*
			4. practices habits of keeping the body clean & healthy	<b>H1PH-IIf-i-4</b>	1. Growing with Science and Health 1. Teacher's Manual. Domanais, Lucia. et. al. 1997. pp. 27-29, 33-35.* 2. INTO THE FUTURE: Science and Health 1. Estrella, Sonia. et. al. 1997. pp. 18-30.* 3. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 22-28.* 4. Moving Onward with Science and Health 1. Teacher's Manual. Dungan-Ramirez, Cristeta. et. al. 1997. pp. 8-14, 25.*

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
clothes appropriate to the activity 9. Having enough rest and sleep 10. Maintaining good posture 11. Engaging in physical activity	The learner...  demonstrates understanding of the proper ways of taking care of one's health	The learner...  practices good health habits and hygiene daily			5. OUR WORLD of SCIENCE and HEALTH 1. Santiago, Erlinda. 1997. pp. 20-22, 25-26, 35-36.* 6. Science and Health 1. Teacher's Manual. Banez, Resurrection. et. al. 1998. pp. 25-29.* 7. Science and Health 1. Banez, Resurrection. et. al. 1998. pp. 16-20.* 8. Science and Health Today 1. Apolinario, Nenita. 1997. pp. 23-31, 53-56.* 9. Science and Health Today 1. Teacher's Manual. Apolinario, Nenita. 1997. pp. 21, 23, 37-38.* 10. Science for Daily Use 1. Menguito, Perla. et. al. 1997. pp. 49-50.* 11. Science for Everyone 1. de Lara, Ruth. 1997. pp. 14-16 ,22-26, 31, 41, 44-45.* 12. Science for Everyone 1. Teacher's Manual. de Lara, Ruth. 1997. No.1 p. 22, No.3 p. 23, Evaluation p. 39.* 13. Science and Health 2. Apostol, Joy. 1997. p. 39.* 14. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp. 30-32.* 15. Growing with Science and Health 3. Teacher's Manual. Balagtas, Marilyn. et. al. 1999. p. 57.*
			5. realizes the importance of practicing good health habits	<b>H1PH-IIj-5</b>	1. Infed modules pdf (Street Children) PDF. Pag aayos ng katawan. 2. Infed modules pdf (Street Children) PDF. Bata Bata Maglaro Tayo. 3. Infed modules pdf (various sectors and other groups). Ang galing ng dating. 4. Growing with Science and Health 1. Teacher's Manual. Domanais, Lucia. et. al. 1997. pp. 27-29, 33-35.*

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<p>A. Health habits and hygiene</p> <ol style="list-style-type: none"> <li>1. Proper behaviour during mealtime.</li> <li>2. Proper hand washing               <ol style="list-style-type: none"> <li>2.1 before and after eating</li> <li>2.2 after using the toilet</li> <li>2.3 when the hands get dirty</li> </ol> </li> <li>3. Washing the feet when dirty, before going to bed, and after wading in flood waters</li> <li>4. Taking a bath every day</li> <li>5. Wiping hands and face with a clean handkerchief</li> <li>6. Covering cough and sneeze with clean handkerchief or tissue paper when coughing or sneezing</li> <li>7. Coughing or sneezing into the crook of the elbow rather than the hand</li> <li>8. Wearing clean clothes appropriate to the activity</li> <li>9. Having enough rest and sleep</li> <li>10. Maintaining good posture</li> </ol>	<p>The learner...  demonstrates understanding of the proper ways of taking care of one's health</p>	<p>The learner...  practices good health habits and hygiene daily</p>			<ol style="list-style-type: none"> <li>5. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 24-28.*</li> <li>6. OUR WORLD of SCIENCE and HEALTH 1. Santiago, Erlinda. 1997. pp. 23, 37.*</li> <li>7. Science and Health 1. Teacher's Manual. Banez, Resurrection. et. al. 1998. pp. 16-17, 25-29.*</li> <li>8. Science and Health Today 1. Apolinario, Nenita. 1997. p. 29.*</li> <li>9. Science for Everyone 1. Teacher's Manual. de Lara, Ruth. 1997. pp.14-16, No.4&amp;5 pp.24,37-38.*</li> <li>10. Science for Everyone 1. de Lara, Ruth. 1997. pp.14-16,22-23,25,29,41-42,45*</li> <li>11. Science and Health 2. Apostol, Joy. 1997. pp.38-39*</li> <li>12. Science and Health Today 2. Apolinario, Nenita. 1997. Application pp.33-34, No.6 pp.36, 41-42*</li> <li>13. Exploring Science 3. Madriaga, Lucita, 2000 pp. 30-32,35*</li> <li>14. Growing with Science and Health 3. Teacher's Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp.52-54*</li> <li>15. Science and Health for Better Life 3. Teacher's Manual.PRODED. IMDC/DepED. Abracia,Norma M. et.al. 1985,1989. pp.8-13</li> <li>16. Science for Everyone 3. Teacher's Manual. de Lara, Ruth . 1997. pp.36-38*</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	
11. Engaging in physical activity						
<b>Grade 1 – FAMILY HEALTH – 3<sup>RD</sup> QUARTER (H1FH)</b>						
A. Characteristics of a healthful home environment 1. Clean water 2. Clean indoor air	The learner...  understands the importance of keeping the home environment healthful.	The learner...  consistently demonstrates healthful practices for a healthful home environment.	The learner...  1. describes the characteristics of a healthful home environment	<b>H1FH-IIIa-1</b>	1. Growing with Science and Health 1. Teacher’s Manual. Domanais, Lucia, et.al. 1997. pp.164-165* 2. Science and Health Today 1. Apolinario, Nenita. 1997. pp.40-42* 3. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.37* 4. Science around us 3. Garcia, Ligaya, et.al. 1997. pp.39* 5. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/DepED. Abracia, Norma M. et.al. 1985, 1989. pp.13-15	
			2. discusses the effect of clean water on one’s health		<b>H1FH-IIIb-2</b>	1. BLLM PDF 24 , Ang Tubig ay Mahalaga. Aralin 1,2, Manwal 2. Science and Health 1. Santiago, Lourdes. 1997. pp.28* 3. Science and Health 1. Teacher’s Manual. Coronel, Carmelita. 1997. pp.90-92* 4. Science for Everyone 1. de Lara, Ruth. 1997. pp.19* 5. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.4 pp.19* 6. Science and Health Today 2. Apolinario, Nenita. 1997. pp. 178* 7. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997. No.4 pp. 134-135*
			3. discusses how to keep water at home clean			<b>H1FH-IIIc-3</b>
A. Characteristics of a	The learner...	The learner...				

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
healthful home environment 1. Clean water 2. Clean indoor air	understands the importance of keeping the home environment healthful.	consistently demonstrates healthful practices for a healthful home environment.	4. practices water conservation	<b>H1FH-IIIde-4</b>	1. Science and Health 1. Teacher’s Manual. Santiago, Ma.Lourdes. 1997. pp.99* 2. Science and Health 1. Santiago, Ma.Lourdes. 1997. pp.165-166* 3. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.6 pp.131* 4. Exploring Science 3. Alsim-Madriga, Lucita. 2000. pp.179-182* 5. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp.171-173* 6. Science Around Us 3. Garcia,Ligaya, et.al. 1997. pp.173-175* 7. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et al. 1997. pp.166-167*
			5. explains the effect of indoor air on one’s health	<b>H1FH-IIIfg-5</b>	1. Moving Onward with Science and Health 1. Cristeta Dungan-Ramirez. 1997. pp.33* 2. Science for Everyone 1. de Lara, Ruth. 1997. pp.18* 3. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.5 pp.20* 4. Science and Health Today 2. Apolinario, Nenita. 1997. pp. 180* 5. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997. No.5&6 pp. 135*
			6. identifies sources of indoor air pollution	<b>H1FH-IIIfg-6</b>	1. Science for Everyone 1. de Lara, Ruth. 1997. pp.166* 2. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. No.7 pp.132* 3. Science and Health Today 2. Apolinario, Nenita. 1997. pp. 185-186* 4. Science for Daily Use 2. Menguito, Perla, et.al. 1997. pp.174-175*
			7. practices ways to keep indoor air clean	<b>H1FH-IIIfg-7</b>	1. Science and Health 1. Teacher’s Manual. Santiago, Ma.Lourdes, 1997.pp.101-102* 2. Science for Daily Use 2. Menguito, Perla,
	The learner...	The learner...			

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					et.al . 1997. pp.176-177*
B. Ways to keep the healthful home environment	understands the importance of keeping the home environment healthful.	consistently demonstrates healthful practices for a healthful home environment.	8. explains the effect of a home environment to the health of the people living in it	<b>H1FH-IIIhi-8</b>	<ol style="list-style-type: none"> <li>1. PILOT School MTB_MLE Health TG Q1-Q4 Grade 3 . Q1 W9&amp;10 pp.22-25</li> <li>2. Science for Everyone 1. Teacher’s Manual. de Lara, Ruth. 1997. pp.130-132*</li> <li>3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et al. 1997 pp.152-153*</li> <li>4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.164-165*</li> <li>5. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn, et. al. SEMP/TEEP. 1999. pp. 60-61.*</li> </ol>
			9. describes ways on how family members can share household chores in keeping a healthful home environment	<b>H1FH-IIIhi-9</b>	<ol style="list-style-type: none"> <li>1. Pilot School MTB_MLE Health TG Q1-Q4 Grade 3 Q1 W9&amp;10 pp. 22-25.</li> <li>2. BLLM PDF 24, Ang Aming mga Gawain, Aralin 1, Manwal.</li> <li>3. Moving Onward with Science and Health 1. Dungan-Ramirez, Cristeta. 1997. pp. 190-194.*</li> <li>4. Moving Onward with Science and Health 1. Teacher’s Manual. Dungan-Ramirez, Cristeta. 1997. pp. 85-87.*</li> <li>5. Science for Everyone 1. de Lara, Ruth. 1997. pp. 164-166.*</li> </ol>
			10. demonstrates how to keep the home environment healthful	<b>H1FH-IIIj-10</b>	<ol style="list-style-type: none"> <li>1. Pilot School MTB_MLE Health TG Q1-Q4 Grade 3 Q1 W9&amp;10 pp. 22-25.</li> <li>2. Science and Health 1. Banez, Resurrection. et. al. 1998. pp. 178-180.*</li> <li>3. Science Around Us 2. Garcia, Ligaya. et. al. 1997. pp. 166-167.*</li> <li>4. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp. 38-41.*</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 1 – INJURY PREVENTION, SAFETY AND FIRST AID – 4<sup>th</sup> QUARTER (H1IS)</b>					
A. Knowing personal information and ways to ask for help	The learner...  demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	The learner...  appropriately demonstrates safety behaviors in daily activities to prevent injuries	The learner...  1. identifies situations when it is appropriate to ask for assistance from strangers	<b>H1IS-IVa-1</b>	
			2. gives personal information, such as name and address to appropriate persons	<b>H1IS-IVb-2</b>	
			3. identifies appropriate persons to ask for assistance	<b>H1IS-IVc-3</b>	
			4. demonstrates ways to ask for help	<b>H1IS-IVc-4</b>	
			5. follows rules at home and in school.	<b>H1IS-IVd-5</b>	
B. Preventing childhood Injuries 1. Safety rules at home 2. Safety rules in school, including fire and other disaster drills 3. Safety with animals	The learner...  demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	The learner...  appropriately demonstrates safety behaviors in daily activities to prevent injuries	6. follows rules during fire and other disaster drills	<b>H1IS-IVe-6</b>	
			7. observes safety rules with stray or strange animals	<b>H1IS-IVf-7</b>	
			8. describes what may happen if safety rules are not followed	<b>H1IS-IVg-8</b>	Science Around Us 3. Garcia, Ligaya. et. al. 1997. pp. 71-73.*
C. Ways by which people are intentionally helpful or harmful 1. Good touch and			9. describes ways people can be intentionally helpful or harmful to one another	<b>H1IS-IVh-9</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
bad touch 2. Protection against violent or unwanted behaviors of others			10. distinguishes between good and bad touch	<b>H1IS-IVi-10</b>	
			11. practices ways to protect oneself against violent or unwanted behaviors of others	<b>H1IS-IVj-11</b>	

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GRADE 2**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 2- NUTRITION – 1<sup>ST</sup> QUARTER (H2N)</b>					
A. Healthy Food and the Body 1. Provides energy 1.1 Carbohydrates and Fats 2. Promotes growth and body-building 2.1 Protein 3. Regulates body functions 3.1 Vitamins and Minerals	The learner...  understands the importance of eating a balanced diet.	The learner...  1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet.  2. consistently practices good health habits and hygiene for the sense organs	1. states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	<b>H2N-Ia-5</b>	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal 1-7 2. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.26-28*
B. Guide in Eating Balanced diet 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old)	The learner...  understands the importance of eating a balanced diet.		2. discusses the importance of eating a balanced meal	<b>H2N-Ib-6</b>	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal pp.8-13 2. Growing with Science and Health 2. Domanais, Lucia. 1997. pp. 27-29* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997 pp.14-17* 4. Science and Health 2. Teacher’s Manual. Apostol, Joy. 1997. pp.13-15* 5. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp.19-21* 6. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.29* 7. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. 1999 pp.47-49* 8. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.30-32* 9. Science and Health for Better Life 3. Teacher’s Manual.PRODED. IMDC/ DepED. Abracia, Norma M. et. al. 1985,1989. pp.4-5
B. Guide in Eating	The learner...	The learner...			

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>Balanced diet</p> <ol style="list-style-type: none"> <li>1. Food Pyramid for Filipino children (7-12 years old)</li> <li>2. Food Plate for Filipino children (7-12 years old)</li> </ol>	<p>understands the importance of eating a balanced diet.</p>	<ol style="list-style-type: none"> <li>1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet.</li> <li>2. consistently practices good health habits and hygiene for the sense organs</li> </ol>	<ol style="list-style-type: none"> <li>3. discusses the important functions of food</li> </ol>	<p align="center"><b>H2N-Icd-7</b></p>	<ol style="list-style-type: none"> <li>1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.29*</li> <li>2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia. et. al. 1997 pp.14-17*</li> <li>3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et. al. 1997 pp.14-18*</li> <li>4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.23-26*</li> <li>5. Science And Health 2. Apostol, Joy A. et. al. 1997. pp. 35-37*</li> <li>6. Science and Health 2 .Teachers Manual. Apostol, Joy A. et. al. 1997. pp. 13-15.*</li> <li>7. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.27-29*</li> <li>8. Science and Health Today 2. Apolinario, Nenita. 1997 pp.36-38*</li> <li>9. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997. pp.33-40*</li> <li>10. Science for Daily Use 2. Teachers Manual. Menguito, Perla B. et. al. 1997. pp. 19-21.*</li> <li>11. Exploring Science 3. Madriaga, Lucita, 2000. pp. 26-29.*</li> <li>12. Growing with Science and Health 3. Teachers Manual. Balagtas, Marilyn U. et. al. 1999. pp. 47-49.*</li> <li>13. Science and Health 3. Teachers Manual. Jacinto, Emilio S. Jr. et. al. 1997. pp. 30-32.*</li> <li>14. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/ DepED. Abracia, Norma M. et.al. 1985,1989. pp.4-5</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Guide in Eating Balanced diet 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old)		The learner...  1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet.  2. consistently practices good health habits and hygiene for the sense organs	4. describes what constitutes a balanced diet	<b>H2N-Ie-8</b>	1. Growing with Science and Health 2. Domanais, Lucia, et.al. 1997. pp.33-34* 2. Science and Health 2. Apostol, Joy. 1997. pp.35-36* 3. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.38*
			5. considers Food Pyramid and Food Plate in making food choices	<b>H2N-Ifh-9</b>	
			6. displays good decision-making skills in choosing the right kinds of food to eat	<b>H2N-Iij-10</b>	1. Kumain ng Wasto, Maging Malusog . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.34-38 2. Growing with Science and Health 2. Domanais, Lucia C. et. al. 1997. pp. 27-34* 3. Into the Future: Science and Health 2. Estrella, Sonia V. et. al. 1997. pp. 14-17.* 4. Into the Future: Science and Health 2. Teachers Manual. Estrella, Sonia V. et. al. 1997. 14-18* 5. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.25-26, 27-31* 6. Science and Health 2. Apostol, Joy. 1997. pp.37* 7. Science for Daily Use 2. Teachers Manual. Menguito, Perla B. et. al. 1997. pp.19-21, 29-30* 8. Science and Health For Life 2. Carale, Lourdes, et.al. 1997. pp. 27-29,31-32* 9. Growing with Science and Health 3 Teachers Manual. Balagtas, Marilyn U. et. al. 1999. pp. 57-59.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>Grade 2 – PERSONAL HEALTH – 2<sup>ND</sup> QUARTER (H2PH)</b>					
<p>A. Health Habits and hygiene</p> <ol style="list-style-type: none"> <li>1. Care of the eyes, ears, nose               <ol style="list-style-type: none"> <li>1.1 Pediculosis (lice infestation)</li> <li>1.2 Scabies</li> <li>1.3 Sore eyes</li> <li>1.4 Excessive or hardened ear wax (impacted cerumen)</li> </ol> </li> <li>2. Care for the mouth/teeth               <ol style="list-style-type: none"> <li>2.1 Proper tooth brushing and flossing at least twice a day and always before sleeping</li> <li>2.2 Going to the dentist twice a year for dental checkup</li> </ol> </li> </ol>	<p>The learner...</p> <p>demonstrates understanding of the proper ways of taking care of the sense organs</p>	<p>The learner...</p> <p>consistently practices good health habits and hygiene for the sense organs</p>	<p>The learner...</p> <ol style="list-style-type: none"> <li>1. describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions</li> </ol>	<p><b>H2PH-IIa-e-6</b></p>	<ol style="list-style-type: none"> <li>1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.4-5,8-9,12-14,21-22*</li> <li>2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997. pp.4-5,8-9*</li> <li>3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et. al. 1997. pp.4-6,8-10*</li> <li>4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.19-22*</li> <li>5. Science and Health 2. Apostol, Joy. et. al. 1997. pp.23-30*</li> <li>6. Science and Health 2. Teacher’s Manual. Apostol, Joy. et. al. 1997. pp.10-11*</li> <li>7. Science and Health Today 2. Apolinario, Nenita. 1997 pp. 29-35*</li> <li>8. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997 pp.25-32*</li> <li>9. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.14-21*</li> <li>10. Science and Health for Life 2. Teacher’s Manual. Carale, Lourdes R. et. al. 1997. pp. 23-29.*</li> <li>11. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp. 17-19.*</li> <li>12. Science for Everyone 2. Teacher’s Manual. De Lara, Ruth G. 1997. pp. 2-8,21-24.*</li> <li>13. Exploring Science 3. Madriaga, Lucita. 2000. pp.6-7,9-10,12-13.*</li> <li>14. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999 pp.8-11,15-18,21-23,27-29,33-34.*</li> <li>15. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.22-24.*</li> <li>16. Science for Everyone 3. Teacher’s Manual.</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
A. Health Habits and hygiene 1. Care of the eyes, ears, nose 1.1 Pediculosis (lice infestation) 1.2 Scabies 1.3 Sore eyes 1.4 Excessive or hardened ear wax (impacted cerumen) 2. Care for the mouth/teeth 2.1 Proper tooth brushing and flossing at least twice a day and always before sleeping 2.2 Going to the dentist twice a year for dental checkup	The learner...  demonstrates understanding of the proper ways of taking care of the sense organs	The learner...  consistently practices good health habits and hygiene for the sense organs			de Lara, Ruth . 1997. pp.15-17.*
			2. describes ways of caring for the mouth/teeth	<b>H2PH-IIIfh-7</b>	1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.18.* 2. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.22.* 3. Science and Health 2, Apostol, Joy, et. al. 1997. pp.28-29.* 4. Science and Health 2. Teacher’s Manual. Apostol, Joy. 1997. pp.10-11.* 5. Science and Health Today 2. Apolinario, Nenita. 1997 pp.32-35.* 6. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997 pp.25-32.* 7. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et.al. 1997. pp.17-19.* 8. Exploring Science 3. Madriaga, Lucita. 2000. pp. 13.* 9. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999. pp.27-29.
B. Development of self-management skills			3. displays self-management skills in caring for the sense organs	<b>H2PH-IIIfj-8</b>	1. Science and Health 2. Apostol, Joy A. et. al. 1997. pp.34.* 2. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.24.* 3. Science and Health Today 2. Apolinario, Nenita. 1997 pp.28,34-35.* 4. Science and Health Today 2. Teachers Manual. Apolinario, Nenita A. 1997. pp. 28-32.* 5. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp.17-19.* 6. Science for Everyone 2. Teachers Manual. De Lara, Ruth G. 1997. pp. 21-24.*

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					7. Science and Health 3. Teacher’s Manual. Jacinto, Emilio S. Jr., et. al. 1997. pp.22-24.* 8. Science for Everyone 3. Teachers Manual. De Lara, Ruth G. 1997. pp. 15-17.*
<b>Grade 2 – FAMILY HEALTH – 3<sup>RD</sup> QUARTER (H2FH)</b>					
A. Healthy Family Habits and Practices 1. Sharing responsibilities in keeping the house clean 2. Preparing and eating healthy foods together 3. Exercising regularly as a family 4. Doing recreational activities together	The learner...  demonstrates understanding of healthy family habits and practices	The learner...  consistently adopts healthy family The learner...	The learner... 1. describes healthy habits of the family	<b>H2FH-IIIab-11</b>	1. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 2. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/ DepED. Abracia, Norma M. et.al. 1985,1989. pp.13-15.
			2. demonstrates good family health habits and practices	<b>H2FH-IIIcd-12</b>	1. PDF 24 BLLM, Ang Aming mga Gawain Aralin 1. 2. PDF 24 BLLM, Kalusugan Aralin 1, Manwal pp.1-8. 3. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 4. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999. pp.57-59.*
B. Positive Expressions of Feelings	The learner...  demonstrates an understanding of managing one’s feelings and respecting differences	The learner...  demonstrates positive expression of feelings toward family members and ways of coping with negative	3. explains the benefits of healthy expressions of feelings	<b>H2FH-IIIef-13</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.397-400.
			4. expresses positive feelings in appropriate ways	<b>H2FH-IIIgh-14</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Positive Expressions of Feelings	The learner...	feelings	5. demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	<b>H2FH-IIIij-15</b>	
			6. displays respect for the feelings of others	<b>H2FH-IIIj-16</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.401-405.
<b>Grade 2 – INJURY PREVENTION, SAFETY AND FIRST AID - 4<sup>TH</sup> QUARTER (H2IS)</b>					
A. Safety Rights and Responsibilities	The learner...  demonstrates an understanding of rules to ensure safety at home and in school.	The learner...  demonstrates consistency in following safety rules at home and in school.	The learner...		
B. Home Safety 1. Hazards at home 2. Safety Rules 2.1. Walk cautiously especially when using the stairs 2.2. Be aware of rough edges around the house 2.3. Be extra careful when using the bathroom to avoid falls 2.4. Do not play with matches, knives, pointed			1. discusses one’s right and responsibilities for safety	<b>H2IS-IVa-12</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.466.
			2. identifies hazardous areas at home	<b>H2IS-IVbc-13</b>	INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et.al. 1997 pp.13.*
			3. identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	<b>H2IS-IVde-14</b>	1. Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.467-469. 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et.al. 1997 pp.13.*
			4. recognizes warning labels that identify harmful things and substances	<b>H2IS-IVf-15</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.471-472.
			5. explains rules for the safe use of household chemicals	<b>H2IS-IVg-16</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013.pp.473-475.

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>materials, electrical equipment and household chemicals)</p> <p>2.5. Never touch a hot oven/cooking material</p>	<p>The learner... demonstrates an understanding of rules to ensure safety at home and in school.</p>	<p>The learner... demonstrates consistency in following safety rules at home and in school.</p>	<p>6. follows rules for home safety</p>	<p><b>H2IS-IVh-17</b></p>	<p>1. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teachers Manual. Estrella, Sonia, et. al. 1997. Evaluation No.3 , Remedial pp.14.* 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.476-478.</p>
<p>C. School Safety</p> <p>1. Hazards in the school</p> <p>2. Safety Rules</p> <p>2.1. Always wear your school identification card</p> <p>2.2. Observe proper behavior in the corridor and when using the stairs (no pushing/shovin</p>			<p>7. identifies safe and unsafe practices and conditions in the school</p>		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>g) 2.3. Report observed hazards such as damaged equipment, slippery floor, or dangerous material to the teacher or school personnel</p> <p>2.4. Observe playground safety rules (do not climb or jump on high bars; avoid harmful physical contacts with others; report improper behavior to teachers or school personnel)</p>	<p>The learner...  demonstrates an understanding of rules to ensure safety at home and in school.</p>	<p>The learner...  demonstrates consistency in following safety rules at home and in school.</p>	<p>8. practices safety rules during school activities</p>	<p><b>H2IS-IVj-19</b></p>	<p>Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.481-484</p>

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**GRADE 3**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<b>Grade 3 – NUTRITION – 1<sup>ST</sup> QUARTER (H3N)</b>						
A. Good Nutrition and Health 1. Concept of Malnutrition 2. Forms of malnutrition (undernutrition and overnutrition) 2.1. Protein-Energy Malnutrition (PEM) 2.2. Micronutritional Deficiencies 2.2.1. Vitamin A – Night Blindness 2.2.2. Vitamin B – Beri-beri 2.2.3. Vitamin C – Scurvy 2.2.4. Vitamin D – Rickets 2.2.5. Iron – Anemia 2.2.6. Iodine – Goiter 2.2.7. Calcium – Rickets/ Osteoperosis 2.3. Overweight and obesity	The learner...  demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health	The learner...  consistently demonstrates good decision-making skills in making food choices	The learner...  1. describes a healthy person	<b>H3N-Iab-11</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	Weighing Scale, bathroom-type
			2. explains the concept of malnutrition	<b>H3N-Iab-12</b>		
			3. identifies nutritional problems	<b>H3N-Icd-13</b>		
			4. describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	<b>H3N-Ief-14</b>		
			5. discusses ways of preventing the various forms of malnutrition	<b>H3N-Ief-15</b>		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<p>B. Nutritional Guidelines for Filipinos (with emphasis on items with *)</p> <ol style="list-style-type: none"> <li>1. Eat variety of foods every day to get the nutrients needed by the body*</li> <li>2. Breastfeed infants exclusively from birth up to 6 months then give appropriate complementary foods while continuing breastfeeding for 2 years and beyond for optimum growth and development</li> <li>3. Eat more vegetables, and fruits everyday to get the essential vitamins, minerals and fiber for regulation of body processes*</li> <li>4. Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and repair of body tissues*</li> <li>5. Consume milk, milk products and other calcium-rich foods, such</li> </ol>	<p>The learner...  demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health</p>	<p>The learner...  consistently demonstrates good decision-making skills in making food choices</p>	6. identifies the nutritional guidelines for Filipino	<b>H3N-Igh-16</b>	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35.*	
			7. discusses the different nutritional guidelines	<b>H3N-Ii-17</b>	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			8. realizes the importance of following nutritional guidelines	<b>H3N-Ij-18</b>	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			9. describes ways of maintaining healthy lifestyle	<b>H3N-Ij-19</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	
			10. evaluates one's lifestyle	<b>H3N-Ij-20</b>	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.419-421	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<p>as small fish and shellfish everyday for healthy bones and teeth*</p> <p>6. Consume safe foods and water to prevent diarrhea and other food and water-borne diseases*</p> <p>7. Use iodized salt to prevent Iodine Deficiency Disorders</p> <p>8. Limit intake of salty, fried, fatty and sugar-rich foods to prevent cardiovascular diseases*</p> <p>9. Attain normal body weight through proper diet and moderate physical activity to maintain good health and help prevent obesity.</p> <p>10. Be physically active, make healthy food choices, manage stress, avoid alcoholic beverages and do not smoke to help prevent lifestyle-related non-communicable diseases.*</p>	<p>The learner...</p> <p>demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health</p>	<p>The learner...</p> <p>consistently demonstrates good decision-making skills in making food choices</p>	<p>11. adopts habits for a healthier lifestyle</p>	<p><b>H3N-Ij-21</b></p>		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<b>Grade 3 – PERSONAL HEALTH / PREVENTION AND CONTROL OF DISEASES AND DISORDERS - 2<sup>ND</sup> QUARTER (H3PH/DD)</b>						
A. Concept of health and wellness	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	The learner... 1. describes a healthy and an unhealthy person	<b>H3PH-IIa-9</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	
B. Common Childhood Diseases 1. Common diseases 2. General risk factors 2.1. Heredity 2.2. Environment 2.3. Lifestyle 3. Effects	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	2. identifies common childhood diseases	<b>H3DD-IIbcd-1</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.413-416 3. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.32-34.*	
	The learner... demonstrates an understanding of the nature of and the prevention of diseases	The learner... consistently practices healthy habits to prevent and control diseases	3. identifies risk factors for diseases	<b>H3DD-IIbcd-2</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim-Madriaga, Lucita. 2000. pp.32-34.*	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
			4. discusses the different risk factors for diseases	<b>H3DD-IIbcd-3</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
			5. gives an example of health condition under each risk factor	<b>H3DD-IIbcd-4</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
			6. explains the effects of common diseases	<b>H3DD-IIbcd-5</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-34.*	
C. Preventive Measures for Common Childhood Diseases 1. Proper Hygiene 2. Environmental Sanitation 3. Building up one's body resistance through healthy lifestyle 3.1. Proper Nutrition 3.2. Adequate Rest and			7. explains measures to prevent common diseases	<b>H3DD-IIefg-6</b>	1. Pilot School MTB_MLE Health 3. Q2 W1&2 , W3&4, W5&6, W7&8, W9, W10 2. Exploring Science 3. Alsim- Madriaga,Lucita. 2000. pp.32-35.*	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<p>Sleep</p> <p>3.3. Regular Physical Activities</p> <p>4. Specific protection through immunization</p> <p>5. Regular health and dental check-up</p>			<p>8. explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases</p>	<p><b>H3DD-IIh-7</b></p>	<p>1. Pilot School MTB_MLE Health 3. Q2 W1&amp;2 , W3&amp;4, W5&amp;6, W7&amp;8, W9, W10</p> <p>2. Exploring Science 3. Alsim-Madriaga,Lucita. 2000. pp.30-32.*</p> <p>3. Music, Art, Physical Education and Health 2. DepED. Oabel, Edna C., et. al. 2013. pp.429-434</p>	
			<p>9. demonstrates good self-management and good-decision making-skills to prevent common diseases</p>	<p><b>H3DD-IIij-8</b></p>	<p>1. Pilot School MTB_MLE Health 3. Q2 W1&amp;2 , W3&amp;4, W5&amp;6, W7&amp;8, W9, W10</p> <p>2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.417-421</p> <p>3. Exploring Science 3. Alsim-Madriaga,Lucita. 2000. pp.30-34.*</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<b>Grade 3 - CONSUMER HEALTH – 3<sup>RD</sup> QUARTER (H3CH)</b>						
A. Introduction to consumer education and its components (health information, products and services)	The learner...  demonstrates understanding of factors that affect the choice of health information and products	The learner...  demonstrates critical thinking skills as a wise consumer	The learner... 1. defines a consumer	<b>H3CH-IIIab-1</b>	Pilot School MTB_MLE Health 3. Q4 W4 pp.92	
			2. explain the components of consumer health	<b>H3CH-IIIab-2</b>	Pilot School MTB_MLE Health 3. Q1-Q4, Lesson Plan in Grade 3, Q4 W5, W6	
3. identify different factors that influence the choice of goods and services			<b>H3CH-IIIbc-3</b>	Pilot School MTB_MLE Health 3. Q4 W8, W7		
4. discusses the different factors that influence choice of goods and services			<b>H3CH-IIIbc-4</b>	Pilot School MTB_MLE Health 3. Q4 W7, W8 , W9,10		
5. describes the skills of a wise consumer			<b>H3CH-IIIde-5</b>	1. Pilot School MTB_MLE Health 3. Q4 W3 pp.90 , W4 2. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.45-46		
B. Factors that influence the choice of goods and services 1. Personal (interest, preference) 2. Economic (budget) 3. Psychological (emotion) 4. Ethical (values) 5. Environmental/Social (family, peers, media, trends)						
C. Skills of a wise consumer 1. Budgeting 2. Bargaining (negotiation) 3. Data collection (collecting data or learning more about the product through literature, etc.) 4. Comparison buying 5. Communication and assertiveness (writing or reporting a complaint)						

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
regarding a defective or fraudulent good/service)	The learner...  demonstrates understanding of factors that affect the choice of health information and products	The learner...  demonstrates critical thinking skills as a wise consumer	6. demonstrates consumer skills for given simple situations	<b>H3CH-IIIde-6</b>	1. Pilot School MTB_MLE Health 3. Q4 W4  2. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.10-11	
D. Consumer Rights 1. Right to basic needs 2. Right to safety 3. Right to information 4. Right to choose 5. Right to representation 6. Right to redress 7. Right to consumer education 8. Right to a healthy environment			7. identifies basic consumer rights	<b>H3CH-IIIfg-7</b>	Pilot School MTB_MLE Health 3. Q4 W3, W4	
			8. practices basic consumer rights when buying	<b>H3CH-IIIfg-8</b>	1. Pilot School MTB_MLE Health 3. Q4 W3,W4	
E. Consumer Responsibility 1. Critical awareness (ask questions on the quality, use and prices of goods and services) 2. Action (assertiveness) 3. Social concern (awareness on the impact of consumption on other citizens) 4. Environmental awareness (understand environmental consequences of			9. identify consumer responsibilities	<b>H3CH-IIIh-9</b>	1. Pilot School MTB_MLE Health 3. Q4 W1, W2, W3 , W4	
			10. discusses consumer responsibilities	<b>H3CH-IIIi-10</b>	Pilot School MTB_MLE Health 3. Q4 W1,W2, W3 , W4	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
consumption) 5. Solidarity-(organize together as consumers to develop strength and influence to promote and protect interests)						
F. Sources of reliable health information 1. Government agencies such as Department of Health, Department of Education, Department of Trade and Industry 2. Health Professionals such as licensed doctor, dentist, nurse, health, educator 3. Printed materials such as health books, pamphlets, brochures, and magazines produced by health professionals or legitimate health institutions			11. identifies reliable sources of health information	<b>H3CH-IIIj-11</b>	Pilot School MTB_MLE Health 3. Q4 W5,W6	
<b>Grade 3 – INJURY PREVENTION, SAFETY AND FIRST AID – 4<sup>TH</sup> QUARTER (H3IS)</b>						
A. Road safety 1. Road safety practices as pedestrian 1.1. Cross safely using the pedestrian lane (with an accompanying adult or cross in groups) 1.2. Follow road crossing procedure: Stop, Look and Listen	The learner...  demonstrates understanding of risks to ensure road safety and in the community.	The learner...  demonstrates consistency in following safety rules to road safety and in the community.	The learner...  1. explains road safety practices as a pedestrian	<b>H3IS-IVab-19</b>	Pilot School MTB_MLE Health 3. Q3 W3	



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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
<p>as open manhole, slippery surface, crowded sidewalk, uneven surface, poor lighting</p> <p>3.2. Self-management skills</p>	<p>The learner... demonstrates understanding of risks to ensure road safety and in the community.</p>	<p>The learner... demonstrates consistency in following safety rules to road safety and in the community.</p>				
<p>B. Community safety</p> <p>1. Hazards in the community</p> <p>1.1. Natural hazards(landslide, volcano, earthquake, typhoon, tsunami, etc.)</p> <p>1.2. Human-caused hazards (crime and violent acts)</p> <p>2. Safety guidelines</p> <p>2.1. Participate in family/community disaster drills</p> <p>2.2. Be vigilant (do not talk to strangers; do not invite a stranger to the house; do not accept anything from a stranger)</p> <p>2.3. Report to a trusted adult or authority any suspicious looking person or suspicious actions</p>			<p>8. identifies hazards in the community</p>	<p><b>H3IS-IVh-26</b></p>	<p>1. Pilot School MTB_MLE Health 3. Q3 W6</p> <p>2. Science and Health Today 2. Teacher’s Manual. Apolinario,Nenita. 1997. pp.137-139.*</p>	
			<p>9. follows safety rules to avoid accidents in the community</p>	<p><b>H3IS-IVi-27</b></p>	<p>Pilot School MTB_MLE Health 3. Q3 W6, W7, W8</p>	
			<p>10. recommends preventive action for a safe community</p>	<p><b>H3IS-IVj-28</b></p>	<p>1. Pilot School MTB_MLE Health 3. Q3 W9,W10</p> <p>2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997.</p>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	<b>EQUIPMENT</b>
2.4. Use safe routes for walking in the community 2.5. Know places/people to go when seeking help.					pp.125-127.*	

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**GRADE 4**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 4 – NUTRITION – 1<sup>ST</sup> QUARTER (H4N1)</b>					
<b>A. Reading Food Labels</b> 1. Name and Description of Food 2. Nutrition Facts (nutrition information panel, ingredients list) 3. Advisory and Warning Statements 4. Directions for Use and Storage 5. Date Markings (Expiration Date and 'best before' date)	The learner...  1. understands the importance of reading food labels in selecting healthier and safer food  2. understands the importance of following food safety principles in preventing common food-borne diseases  3. understands the nature and prevention of food borne diseases	The learner...  1. Understands the significance of reading and interpreting food label in selecting healthier and safer food  2. practices daily appropriate food safety habits to prevent food-borne disease	The learner...  1. identifies information provided on the food label	<b>H4N-Ia-22</b>	
			2. explains the importance of reading food labels in selecting and purchasing foods to eat	<b>H4N-Ib-23</b>	
			3. demonstrates the ability to interpret the information provided in the food label	<b>H4N-Icde-24</b>	Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.11-13
			4. analyzes the nutritional value of two or more food products by comparing the information in their food labels	<b>H4N-Ifg-25</b>	
<b>B. Food Safety Principles</b> 1. Keep clean 2. Wash hands properly before preparing and eating food			5. describes ways to keep food clean and safe	<b>H4N-Ifg-26</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.221-222

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
3. Separate raw from cooked foods 4. Cook food thoroughly particularly chicken 5. Keep food at safe temperature 6. Use clean and safe water in washing foods and cooking/eating utensils 7. Protect food from flies and pests that can transmit disease	The learner...  1. understands the importance of reading food labels in selecting healthier and safer food  2. understands the importance of following food safety principles in preventing common food-borne diseases	The learner...  1. Understands the significance of reading and interpreting food label in selecting healthier and safer food  2. practices daily appropriate food safety habits to prevent food-borne disease	6. discusses the importance of keeping food clean and safe to avoid disease	<b>H4N-Ihi-27</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Sr Abejo, Mary Placid Sr. et.al. 1991. pp.221-222
C. Food-borne Diseases 1. Diarrhea 2. Typhoid Fever 3. Dysentery 4. Cholera 5. Amoebiasis 6. Food poisoning 7. Hepatitis A	3. understands the nature and prevention of food borne diseases		7. identifies common food-borne diseases	<b>H4N-Ij-26</b>	
			8. describes general signs and symptoms of food-borne diseases	<b>H4N-Ij-27</b>	
<b>Grade 4 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS – 2<sup>ND</sup> QUARTER (H4DD)</b>					
A. Communicable diseases 1. Characteristics of Communicable Disease 2. Germs or Disease Agents(pathogen) 2.1. Bacteria 2.2. Virus 2.3. Fungi 2.4. Parasites 3. Elements of the Chain of Infection	The learner...  understands the nature and prevention of common communicable diseases	The learner...  consistently practices personal and environmental measures to prevent and control common communicable diseases	The learner... 1. describes communicable diseases	<b>H4DD-IIa-7</b>	Pilot School MTB_MLE Health Grade 3. Q2 W1&2
			2. identifies the various disease agents of communicable diseases	<b>H4DD-IIb-9</b>	Iwasan ang Mikrobyo. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.6-9

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>3.2. Disease Agent (pathogen)                      3.3. Reservoir                      3.4. Portal of Exit                      3.5. Mode of Transmission                      3.6. Portal of Entry                      3.7. Susceptible Host</p> <p>4. Transmission of Communicable diseases(routes for spread of infectious diseases)                      4.1 direct transmission e.g. skin to skin                       4.2 indirect transmission such as airborne e.g. common colds, influenza, tuberculosis vector borne e.g. malaria, dengue, rabies, leptospirosis</p>	<p>understands the nature and prevention of common communicable diseases</p>		<p>3. enumerates the different elements in the chain of infection</p>	<p><b>H4DD-IIcd-10</b></p>	<p>Iwasan ang Mikrobyo. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.6-9</p>
<p>B. Common Communicable Diseases</p> <p>1. by Virus (dengue fever, common colds, influenza, chickenpox, measles, mumps)                      2. by Bacteria ( boil, sty, tuberculosis)                      3. by Fungi</p>			<p>4. describes how communicable diseases can be transmitted from one person to another.</p>	<p><b>H4DD-IIef-11</b></p>	<p>Pilot School MTB_MLE Health Grade 3. Q1 W1&amp;2 pp.27</p>
			<p>5. describes common communicable diseases</p>	<p><b>H4DD-IIgh-12</b></p>	<p>1. Headways in Science and Health Today 5. Apolinario, Nenita 2000. pp.23-29.*                      2. Headways in Science and Health Today 5. Teacher’s Manual. Fallaria, Rebecca, et. al.1999. pp.13-14.*                      3. INTO THE FUTURE: Science and Health 5. Teacher’s Manual. Llarinas, Jose. et. al. 1999. pp.16-21.*</p>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
(ringworm, hives, foot, tinea, flava, "an-an") 4. by Parasites 4.1 parasitic worm (roundworm, tapeworm, hookworm) 4.2 pediculosis	The learner...  understands the nature and prevention of common communicable diseases	The learner...  consistently practices personal and environmental measures to prevent and control common communicable diseases			
C. Prevention and Control of Common Communicable Diseases (Breaking the Chain of Infection at respective points) 1. Disease Agent (ex. sterilization, disinfection) 2. Reservoir (ex. environmental sanitation) 3. Portal of Exit (ex. cough etiquette) 4. Mode of Transmission (ex. proper hygiene) 5. Portal of Entry (ex. protective clothing) 6. Susceptible Host (ex. vaccination, proper nutrition, enough sleep, regular exercise)			6. demonstrates ways to stay healthy and prevent and control common communicable diseases	<b>H4DD-IIij-13</b>	1. Pilot School MTB_MLE Health Grade 3. Q2 W1&2 pp.28-29 2. Headways in Science and Health Today 5. Apolinario, Nenita. 2000. pp.31-34.* 3. Headways in Science and Health Today 5. Teacher's Manual. Fallaria, Rebecca, et al. 1999. pp.13-14.*
			7. identifies ways to break the chain of infection at respective	<b>H4DD-IIij-14</b>	Pilot School MTB_MLE Health Grade 3 Q2 W1&2 pp.28-29
			8. practices personal habits and environmental sanitation to prevent and control common communicable diseases	<b>H4DDIIij-15</b>	1. Pilot School MTB_MLE Health Grade 3. Q2 W1&2 pp.28-29 2. Let's clean the environment . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.24-26.

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>			
<b>Grade 4 – SUBSTANCE USE AND ABUSE – 3<sup>RD</sup> QUARTER (H4SU)</b>								
A. Uses of Medicines 1. Protection 2. Prevention 3. Cure	The learner...  Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	The learner...  Practices the proper use of medicines	The learner...	<b>H4S-IIIa-1</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.286-287			
B. Types of Medicines 1. Over-the-counter (non-prescription) 2. Prescription			1. Describes uses of medicines			2. Differentiates prescription from non-prescription medicines	<b>H4S-IIIb-2</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.288-289
C. Medicine Misuse and Abuse 1. Self- Medication 2. Improper use (overdosage, excessive use) 3. Dependence 4. Addiction			3. Describes ways on how medicines are misused and abused			<b>H4S-IIIcd-3</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.290-293	
D. Potential Dangers Associated with Medicine Misuse and Abuse 1. Physical harm such as deafness due to antibiotic misuse 2. Psychological harm			4. describes the potential dangers associated with medicine misuse and abuse			<b>H4S-IIIde-4</b>		
E. Proper Use of Medicines 1. Use under adult supervision 2. Read and check labels			5. describes the proper use of medicines			<b>H4S-IIIfg-5</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.290	

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3. Consult with physician 4. Follow instructions and medical prescription 5. Check expiration date 6. Observe proper storage 7. Buy from reliable source	The learner...  Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	The learner...  Practices the proper use of medicines	6. explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	<b>H4S-IIIij-6</b>	Edukasyong Pangkatawan, Kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991. pp.288-289
<b>Grade 4 – INJURY PREVENTION, SAFETY AND FIRST AID – 4<sup>TH</sup> QUARTER(H1IS)</b>					
A. Safety guidelines during disasters and other emergency situations 1. Typhoon 2. Storm Surge 3. Flood 4. Landslide 5. Volcanic eruption 6. Earthquake 7. Tsunami	The learner...  demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	The learner...  practices safety measures during disasters and emergency situations.	The learner...  1. recognizes disasters or emergency situations	<b>H4IS-IVa-28</b>	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000 pp.232-234.* 2. Science for Daily Use 5. Teacher’s Manual. Tan, Conchita. 2000. pp.102-105.* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 pp.138-141.*
			2. demonstrates proper response before, during, and after a disaster or an emergency situation	<b>H4IS-IVb-d-29</b>	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000 pp.235-237.* 2. Science for Daily Use 5. Teacher’s Manual. Tan, Conchita. 2000. pp.102-105.* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 pp.138-141.*
			3. relates disaster preparedness and proper response during emergency situations in preserving lives	<b>H4IS-IVe-30</b>	1. Headways in Science and Health Today 5. Apolinario, Nenita. 2000. pp.236-237.* 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997 p.139.*

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Safety guidelines for other situations or events that may lead to injury or emergency 1. Firecrackers during holidays especially New Year 2. Alcohol drinking and rowdy crowds during fiestas, parties, holidays and other special events	The learner...  demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	The learner...  practices safety measures during disasters and emergency situations.	4. describes appropriate safety measures during special events or situations that may put people at risk	<b>H4IS-IVfg-31</b>	
			5. describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	<b>H4IS-IVhij-32</b>	
			6. advocates the use of alternatives to firecrackers and alcohol in celebrating special events	<b>H4IS-IVhij-33</b>	

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**GRADE 5**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 5 – PERSONAL HEALTH – 1<sup>ST</sup> QUARTER (H5PH)</b>					
A. Mental, Emotional and Social Health 1. Characteristics of a Healthy Person (mentally, emotionally and socially) 2. Ways to Develop and Nurture One’s Mental Health 3. Ways to Stay Emotionally Healthy	The learner...  demonstrates understanding of mental emotional, and social health concerns	The learner...  practices skills in managing mental, emotional and social health concerns	The learner...  1. describes a mentally, emotionally and socially healthy person	<b>H5PH-Iab-10</b>	
			2. suggests ways to develop and maintain one’s mental and emotional health	<b>H5PH-Ic-11</b>	
3. recognizes signs of healthy and unhealthy relationships			<b>H5PH-Id-12</b>	Pilot School Health Grade 3. Q1 W9&10 pp.22-25	
4. explains how healthy relationships can positively impact health			<b>H5PH-Ie-13</b>	Pilot School Health Grade 3. Q1 W9&10 pp.22-25	
5. discusses ways of managing unhealthy relationships			<b>H5PH-If-14</b>	Pilot School Health Grade 3. Q1 W9&10 pp.22-25	
6. describes some mental, emotional and social health concerns			<b>H5PH-Ig-15</b>		
B. Healthy and Unhealthy relationships 1. Signs of Healthy Relationships (loving family, genuine friendships) 2. Importance of Healthy Relationships in Maintaining Health 3. Signs of Unhealthy Relationships 4. Managing Unhealthy Relationships					
C. Mental,Emotional and Social Health Concerns (include ways on how these negatively impact one’s health and wellbeing) 1. Social anxiety 2. Mood swings					

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<ol style="list-style-type: none"> <li>3. Teasing</li> <li>4. Bullying, including cyber bullying</li> <li>5. Harassment</li> <li>6. Emotional and physical abuse</li> <li>7. Other stressful- situations</li> </ol>	The learner...  demonstrates understanding of mental emotional, and social health concerns	The learner...  practices skills in managing mental, emotional and social health concerns	<ol style="list-style-type: none"> <li>7. discusses the effects of mental, emotional and social health concerns on one's health and wellbeing</li> </ol>	<b>H5PH-Ih-16</b>	
D. Preventing and Managing Mental, Emotional and Social Health Concerns <ol style="list-style-type: none"> <li>1. Practicing life skills (communication/assertiveness/self-management/decision-making)</li> <li>2. Finding Resources and Seeking Help</li> </ol>			<ol style="list-style-type: none"> <li>8. demonstrates skills in preventing or managing teasing, bullying, harassment or abuse</li> </ol>	<b>H5PH-Ii-17</b>	<ol style="list-style-type: none"> <li>1. OHSP Health 1 Q1 Module 1 Reading 1 p.6, Module 2 Reading 3 pp.11-17</li> <li>2. OHSP Health 1 Q2 pp.17-20</li> </ol>
			<ol style="list-style-type: none"> <li>9. identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns.</li> </ol>	<b>H5PH-Ij-18</b>	<ol style="list-style-type: none"> <li>1. OHSP Health 1 Q1 Module1 Reading 1 pp.6, Module 2 Reading 3, pp.11-17</li> <li>2. OHSP Health 1 Q2 pp.17-20</li> </ol>
<b>Grade 5 – GROWTH AND DEVELOPMENT/ PERSONAL HEALTH - 2<sup>ND</sup> QUARTER (H5GD/PH)</b>					
A. Changes during Puberty <ol style="list-style-type: none"> <li>1. Physical Changes (secondary sexualcharacteristicssuch as hair growth, voice change, breast development, menstruation)</li> <li>2. Emotional and Social Changes</li> </ol>			The learner... <ol style="list-style-type: none"> <li>1. describes the physical, emotional and social changes during puberty</li> </ol>	<b>H5GD-Iab-1</b>	<ol style="list-style-type: none"> <li>1. OHSP Health 1 Q1 Module 2 Reading 1 pp.5-8</li> <li>2. Headways in Science and Health Today 5. Rebecca Fallaria, et.al. 1999. pp.12.*</li> <li>3. Science for Daily Use 5. Teacher's Manual. Tan Conchita. 2002. pp.4-7.*</li> </ol>
			<ol style="list-style-type: none"> <li>2. accepts changes as a normal part of growth and development</li> </ol>	<b>H5GD-Iab-2</b>	<ol style="list-style-type: none"> <li>1. OHSP Health 1 Q1 Module 2 Reading 1 pp.5-8</li> <li>2. Headways in Science and Health Today 5. Rebecca Fallaria, et.al. 1999. pp.12.*</li> <li>3. Science and Health for better Life 5. IMDC-DepED.PRODED. Bracia,Norma, et.al. 1992. pp.51</li> <li>4. INTO THE FUTURE: SCIENCE AND</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
					HEALTH 5. Teacher’s Manual. Llarinas,Jose. et.al. 1999. pp.6-9.*
<p>B. Puberty-related Health Myths and Misconceptions</p> <ol style="list-style-type: none"> <li>1. On Menstruation               <ol style="list-style-type: none"> <li>1.1. not taking a bath</li> <li>1.2. not carrying heavy loads</li> <li>1.3. avoiding sour and salty food</li> <li>1.4. no physical activities</li> <li>1.5. use of menarche for facial wash</li> </ol> </li> <li>2. On Nocturnal Emissions               <ol style="list-style-type: none"> <li>2.1. not related to preoccupation with sexual thought</li> </ol> </li> <li>3. On Circumcision               <ol style="list-style-type: none"> <li>3.1 at the appropriate maturational stage</li> </ol> </li> </ol>			3. describes common misconceptions related on puberty	<b>H5GD-Icd-3</b>	
			4. assesses the issues in terms of scientific basis and probable effects on health	<b>H5GD-Icd-4</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11
<p>C. Puberty-related Health Issues and Concerns</p> <ol style="list-style-type: none"> <li>1. Nutritional issues</li> <li>2. Mood swings</li> <li>3. Body odor</li> <li>4. Oral health concerns</li> <li>5. Pimples/Acne</li> <li>6. Poor Posture</li> <li>7. Menstruation-related Concerns (Pre-menstrual Syndrome,</li> </ol>			5. describes the common health issues and concerns during puberty	<b>H5GD-Ief-5</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13
			6. accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them	<b>H5GD-Ief-6</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
Dysmenorrhea, and other abnormal conditions) 8. Early and Unwanted Pregnancy 9. Sexual Harassment			7. demonstrates empathy for persons undergoing these concerns and problems	<b>H5GD-Igh-7</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10
			8. discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	<b>H5GD-Igh-8</b>	
D. Self -care and Management of Puberty-related Health Issues and Concerns  1. Self-management Skills/Responsibility for personal health(proper diet, proper hygiene, oral care, care during menstruation/circumcision, breast self-examination) 2. Seeking the Advice of Professionals/Trusted and Reliable Adults			9. demonstrates ways to manage puberty-related health issues and concerns	<b>H5GD-Ii-9</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			10. practices proper self-care procedures	<b>H5GD-Ii-10</b>	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			11. discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	<b>H5GD-Ii-11</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
E. Sex and Gender  1. Sex (male, female or intersex) 2. Gender Identity (girl/woman, boy/man or transgender) 3. Gender Roles (masculine, feminine, androgynous) 4. Factors that Influence Gender Identity and Gender Roles			12. differentiates sex from gender	<b>H5GD-Ij-12</b>	
			13. identifies factors that influence gender identity and gender roles	<b>H5GD-Ij-13</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132
			14. discusses how family, media, religion, school and society in general reinforce gender roles	<b>H5GD-Ij-14</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132,134
			15. gives examples of how male and female gender roles are changing	<b>H5GD-Ij-15</b>	
<b>Grade 5 – SUBSTANCE USE AND ABUSE – 3<sup>RD</sup> QUARTER (H5SU)</b>					
A. Nature of Gateway Drugs 1. Caffeine (products with caffeine include coffee, tea and cola drinks) 2. Tobacco 3. Alcohol	The learner...  understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner...  demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.	1. explains the concept of gateway drugs	<b>H5SU-IIIa-7</b>	Droga: Maling gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.4
			2. identifies products with caffeine	<b>H5SU-IIIb-8</b>	
			3. discusses the nature of caffeine, nicotine and alcohol use and abuse	<b>H5SU-IIIc-9</b>	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED 1998. pp.9-12
			4. describes the general effects of the use and abuse of caffeine,	<b>H5SU-IIId-10</b>	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.9-15
B. Effects of Gateway Drugs 1. Caffeine 2. Tobacco					

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
3. Alcohol	The learner...  understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner...  demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.	tobacco and alcohol		
C. Impact of the Use and Abuse of Gateway Drugs 1. Individual 2. Family 3. Community			5. analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community	<b>H5SU-III<sup>fg</sup>-11</b>	Mga Nakalululong at Mapanganib na Droga. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22-23,30-31
D. Prevention and Control of Use and Abuse of Gateway Drugs 1. Development of Life Skills (resistance, decision-making, communication, assertiveness) 2. Observance of Policies and Laws such as school policies and national law (RA 9211 or the Tobacco Regulation Act of 2003)			6. demonstrates life skills in keeping healthy through the non-use of gateway drugs	<b>H5SU-III<sup>h</sup>-12</b>	1. Addictive & Dangerous Drugs. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.20-23 2. Mga Nakalululong at Mapanganib na Droga. DepED. 2001. pp.24-25
			7. follows school policies and national laws related to the sale and use of tobacco and alcohol	<b>H5SU-III<sup>ij</sup>-13</b>	Addictive and Dangerous Drugs. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.19
<b>Grade 5 – INJURY, SAFETY AND FIRST AID – 4<sup>TH</sup> QUARTER (H6PH)</b>					
A. Nature and Objectives of First Aid 1. prolong life 2. alleviate suffering/lessen pain 3. prevent further injury	The learner...  demonstrates understanding of basic first aid principles and procedures for common injuries	The learner...  practices appropriate first aid principles and procedures for common injuries	The learner...	<b>H5IS-IVa-34</b>	Science and Health for a better Life 5. IMDC-DepED.PRODED. Bracia, Norma,et.al.1992 . pp.32-34
B. First aid principles 1. Ensure that it is safe to intervene 2. First aider's safety first 3. Conduct initial assessment 4. Take immediate action. First things first. 5. Get help.			1. explains the nature and objectives of first aid		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
C. Basic First Aid for Common Injuries and Conditions <ol style="list-style-type: none"> <li>1. Wounds</li> <li>2. Nosebleed</li> <li>3. Insect bite</li> <li>4. Animal bite</li> <li>5. Burn and scald</li> <li>6. Food poisoning</li> <li>7. Fainting</li> <li>8. Musculoskeletal injuries (sprain, strain, musclecramps, dislocation and fracture)</li> </ol>			3. demonstrates appropriate first aid for common injuries or conditions	<b>H5IS-IV-c-j-36</b>	Science and Health for a better Life 5. IMDC-DepED.PRODED. Bracia, Norma, et.al.1992 . pp.32-34

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**GRADE 6**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 6 – PERSONAL HEALTH – 1<sup>ST</sup> QUARTER (H6PH)</b>					
<p>A. Personal Health -Issues and Concerns</p> <ol style="list-style-type: none"> <li>height and weight(stunted growth, underweight, overweight, obesity)</li> <li>hearing (impacted cerumen, swimmer’s ear, otitis media)</li> <li>vision</li> <li>(astigmatism, myopia, hyperopia,xerophthalmia, strabismus)</li> <li>skin, hair andand nail</li> <li>(sunburn, dandruff ,corns, blisters and calluses, ingrown toenails)</li> <li>posture and spine disorders (scoliosis, lordosis, kyphosis)</li> <li>oral/dental problems (cavities, gingivitis, periodontitis, malocclusion, halitosis)</li> </ol>	<p>The learner...</p> <p>Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them</p>	<p>The learner...</p> <p>practices self-management skills to prevent and control personal health issues and concerns</p>	<p>The learner...</p> <ol style="list-style-type: none"> <li>describes personal health issues and concerns</li> </ol>	<p><b>H6PH-Iab-18</b></p>	<ol style="list-style-type: none"> <li>OHSP Health 1 Q1 Module 1, Reading 2</li> <li>OHSP Health 1 Q2 Module 1 pp.10-13</li> <li>Edukasyong Pangkatawan, kalusugan, at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1991.pp.46-52, 69-76</li> </ol>
<p>B. Prevention and Management of Personal Health Issues and Concerns</p> <ol style="list-style-type: none"> <li>Developing Self-management Skills (proper nutrition, proper hygiene, regular physical activity, enough rest and sleep, good posture, oral care)</li> </ol>			<ol style="list-style-type: none"> <li>demonstrates self-management skills</li> </ol>	<p><b>H6PH-Iab-19</b></p>	<ol style="list-style-type: none"> <li>Science and Health for the Better Life 5. IMDC-DepED.PRODED. Abracia, Norma,et.al.1995. pp.49</li> <li>Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.62-64;72-80</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
2. Undergoing Health Appraisal Procedures (height and weight measurement, breast self-examination for girls, hearing test, vision screening, scoliosis test and health and dental examinations) 3. Utilizing School and Community Health Resources 3.1. Medical Professionals / Practitioners (doctor, dentist, nurse) 3.2. Health Facilities 3.3. School Clinic 3.4. Barangay Health Station/Rural Health Unit	The learner...  Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them	The learner...  practices self-management skills to prevent and control personal health issues and concerns	3. discusses health appraisal procedures during puberty	<b>H6PH-Ic-20</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12-13 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			4. explains the importance of undergoing health appraisal procedures	<b>H6PH-Id-f-21</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 8-9 Screening test 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			5. regularly undergoes health appraisal procedures	<b>H6PH-Id-f-22</b>	1. OHSP Health 1Q1 Module 1 Reading 2 2. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED Abejo, Mary Placid Sr. et. al. 1991. pp.49-50;54-59;69-71.
			6. identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns	<b>H6PH-Igh-23</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12 2. Project Ease Module 1 Lesson 3 pp. 10
			7. avails of health services in the school and in the community	<b>H6PH-Igh-24</b>	1. OHSP Health 1Q1 Module 1 Reading 2 pp. 12 2. OSHP Health 1Q4 pp.14 3. Edukasyong Pangkatawan,Kalusugan,at Musika I. DepED. Abejo, Mary Placid Sr. et. al. 1991. pp.53

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. promotes the use of health resources and facilities in the school and in the community	<b>H6PH-Igh-25</b>	OHSP Health 1Q1 Module 1 Reading 2 MY HEALTH PLAN OF ACTION pp. 14-15
<b>Grade 6 – COMMUNITY HEALTH – 2<sup>ND</sup> QUARTER (H6CMH)</b>					
<p>A. Healthy School and Community Environments</p> <ol style="list-style-type: none"> <li>1. Characteristics                             <ol style="list-style-type: none"> <li>1.1. physical environment (safe, clean, with good air and water quality, aesthetically pleasing, with flexible spaces)</li> <li>1.2. psychosocial environment (warm atmosphere, healthy interpersonal relations, free from abuse and discrimination)</li> </ol> </li> <li>2. Ways of Building and Maintaining Healthy School and Community Environments</li> </ol>	<p>The learner... understands the importance of keeping the school and community environments healthy.</p>	<p>The learner... demonstrates practices for building and maintaining healthy school and community environments</p>	<p>The learner... 1.describes healthy school and community environments</p>	<b>H6CMH-IIa-1</b>	
			<p>2. explains the effect of living in a healthful school and community</p>	<b>H6CMH-IIb-2</b>	
			<p>3. demonstrates ways to build and keep school and community environments healthy</p>	<b>H6CMH-IIc-d-3</b>	<ol style="list-style-type: none"> <li>1. EASE Health ED II Module 1 Lesson 2 pp.5</li> <li>2. Enjoy Life with P.E and Health II. Darilag Agripino, et.al. 2012. pp.176.*</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>B. Keeping Homes, Schools and Communities Healthy through Proper Waste Management</p> <p>1. Identification and Separation of Waste</p> <p>1.1 Biodegradable</p> <p>1.1.1 paper</p> <p>1.1.2 kitchen waste</p> <p>1.1.3 yard cuttings-</p> <p>1.2 Non-biodegradable</p> <p>1.2.1 plastics</p> <p>1.2.2 styrofoam</p> <p>1.2.3 glass</p> <p>1.2.4 cans</p> <p>1.3 Hazardous waste</p> <p>1.3.1 chemicals</p> <p>1.3.2 used batteries</p> <p>1.3.3 expired medicines</p> <p>2. Proper Waste Management</p> <p>2.1 Waste Reduction (reuse)</p> <p>2.2 Waste Storage (separation of biodegradable from non-biodegradable, tight-fitting storage containers)</p> <p>2.3 Waste Disposal (composting, recycling, proper disposal of hazardous waste)</p>	<p>The learner... understands the importance of keeping the school and community environments healthy.</p>	<p>The learner... demonstrates practices for building and maintaining healthy school and community environments</p>	4. identifies different wastes	<b>H6CMH-IIe-4</b>	<ol style="list-style-type: none"> <li>EASE Health ED II Module 1, Lesson 3 pp.7,6-10</li> <li>Let's clean up the environment. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18</li> <li>Edukasyong Pangkatawan, Kalusugan, at Musika IV. Sacdalan, Guinevere, et.al. 1999. pp.130-131*</li> </ol>
			5. classifies different types of wastes	<b>H6CMH-IIe-5</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> <li>Edukasyong Pangkatawan, Kalusugan, at Musika IV. Sacdalan, Guinevere, et.al. 1999. pp.130-131*</li> </ol>
			6. Describes proper ways of waste disposal	<b>H6CMH-IIf-6</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> <li>Enjoy Life with P.E and Health II. Darilag,Agripino,et.al.2012.pp.172-175.*</li> </ol>
			7. identifies things that can be recycled in school and in the community	<b>H6CMH-IIg-7</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp.6-10</li> </ol>
			8. practices proper waste management at home, in school, and in the community	<b>H6CMH-IIh-8</b>	<ol style="list-style-type: none"> <li>EASE Health II Module 1, Lesson 3 pp. 6-10</li> <li>Enjoy Life with P.E and Health II. Darilag,Agripino,et.a;.2012. p.176.*</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
	The learner...  understands the importance of keeping the school and community environments healthy.	The learner...  demonstrates practices for building and maintaining healthy school and community environments	9. advocates environmental protection through proper waste management	<b>H6CMH-IIIj-9</b>	1. EASE Health II Module 1, Lesson 3 pp. 6-10 2. Let's clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001 pp.21-26
<b>Grade 6 – ENVIRONMENTAL HEALTH – 3<sup>RD</sup> QUARTER (H6EH)</b>					
A. Diseases and Disorders caused by Poor Environmental Sanitation 1. Respiratory Diseases 2. Skin Diseases 3. Gastrointestinal Diseases 4. Neurological Impairment (lead and mercury poisoning)	The learner...  demonstrates understanding of the health implications of poor environmental sanitation	The learner...  consistently practices ways to maintain a healthy environment	The learner...  1. describes diseases and disorders caused by poor environmental sanitation	<b>H6EH-IIIa-1</b>	1. EASE Health ED III Module 6 Lesson 2 ASTHMA 8-9 2. EASE Health ED II Module 1 Lesson 2 3. Let's clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.15
			2. explains how poor environmental sanitation can negatively impact the health of an individual	<b>H6EH-IIIb-2</b>	1. EASE Health ED II Module 1 Lesson 2 pp.4 2. Wanted: Clean and Fresh Air. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.15-16
			3. discusses ways to keep water and air clean and safe	<b>H6EH-IIIc-3</b>	1. EASE Health ED II Module 2 Lesson 1 & 2 2. Science and Health for better Life 5. IMDC-DepED.PRODED. Abracia, Norma, et.al.1992. pp.125-126
B. Environmental Sanitation 1. Clean water: access to potable water, making water safer 2. Clean air: prevention of air pollution, tobacco control, anti-					

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
smoke belching drives 3. Control of noise pollution Control of pests and rodents	The learner...  demonstrates understanding of the health implications of poor environmental sanitation	The learner...  consistently practices ways to maintain a healthy environment	4. explains the effect of a noisy environment	<b>H6EH-III d-4</b>	1. EASE Health ED II Module 2 Lesson 3 pp.11 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.155-157.*
			5. suggests ways to control/manage noise pollution	<b>H6EH-III e-5</b>	Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.157.*
			6. practices ways to control/manage noise pollution	<b>H6EH-III fg-6</b>	EASE Health ED II Module 2 Lesson 3 ACTIVITY 8 pp.12
			7. explains the effect of pests and rodents to ones health	<b>H6EH-III hi-7</b>	1. Project EASE Module 1 Lesson1 pp.3 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.173-174.*
			8. identifies some common diseases caused by pests and rodents	<b>H6EH-III hi-8</b>	1. Project EASE Module 1 Lesson1 pp.3-4 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.174-176.*
			9. practice ways to prevent and control pests and rodents	<b>H6EH-III j-9</b>	1. Project EASE Module 1 Lesson1 pp.3 , Lesoon2 pp.8 2. Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinerve,et.al.1999. pp.175-176.*

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>Grade 6 – CONSUMER HEALTH – 4<sup>TH</sup> QUARTER (H6CH)</b>					
A. Importance of Consumer Health 1. Wise and informed decision in purchasing products or availing services 2. Protection from fraud and malpractice 3. Ability to differentiate valid health information from myths and misconceptions	The learner...  understands the concepts and principles of selecting and using consumer health products.	The learner...  consistently demonstrates critical thinking skills in the selection of health products.	The learner...  1. explains the importance of consumer health	<b>H6CH-IVa-13</b>	Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-9
B. Components of Consumer health 1. Health information ( sources include books, print ads, radio, television , internet) 2. Health products (pharmaceutical, cleaning agents, food, personal care products) 3. Health services (health professionals, health units, health care plans and programs)			1. enumerates the components of consumer health		
			2. describes the different components of consumer health	<b>H6CH-IVcd-15</b>	1. Pilot School MTB-MLE Health 3. Q4 W5 & W6 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.190-191.*
C. Medicines as Health Products : Types and Uses 1. Over the Counter (such as antacid, analgesic, antipyretic, antidiarrheal, laxative, and decongestant) 2. Prescription (such as antibiotic, antidepressant, and					
		4. gives example of over the counter and prescription medicines	<b>H6CH-IVe-17</b>		

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
antihypertensive)	The learner...  understands the concepts and principles of selecting and using consumer health products.	The learner...  consistently demonstrates critical thinking skills in the selection of health products.	5. explains the uses of some over the counter and prescription medicines	<b>H6CH-IVf-18</b>	Pilot School MTB_MLE Health TG Q4 W9 pp.103-105
D. Evaluating Health Products 1. Ask questions (What is the motive of the ad? What is misleading about the ad?) 2. Identify the propaganda techniques used (testimonial, reward, bandwagon, scientific, novelty, humor, fear, plain folks, snob, glittering generality, slogan, false image, and others) 3. Read packaging and label			6. identifies the common propaganda techniques used in advertising	<b>H6CH-IVg-19</b>	1. Pilot School MTB_MLE Health TG Q4 W9 pp.103-105 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.191-192 3. Project EASE Module 1 Lesson1 pp.3-4
			7. Identifies the common propaganda techniques used in advertising	<b>H6CH-IVg-20</b>	1. Pilot School MTB_MLE Health TG Q4 W9 pp.103-105 2. Edukasyong Pangkatawan, Kalusugan at Musika III. Adriano,Celia,,et.al.1999. pp.191-192.* 3. Project EASE Module 1 Lesson1 pp.3-4
			8. analyzes packaging and labels of health products	<b>H6CH-IVh-21</b>	1. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-9

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>E. Use the modified DECIDE Model in the Selection and Purchase of Health Products</p> <p><b>D</b>-etermine the essential product to purchase.  <b>E</b>-xplore the alternatives.  <b>C</b>-Consider the consequences of each option  <b>I</b>- Identify the factors that you consider important  <b>D</b>- Decide what to buy.  <b>E</b>- Evaluate your decision.</p>	<p>The learner...</p> <p>understands the concepts and principles of selecting and using consumer health products.</p>	<p>The learner...</p> <p>consistently demonstrates critical thinking skills in the selection of health products.</p>	<p>9. practices good decision making skills in the selection of health products.</p>	<p><b>H6CH-IVh-22</b></p>	
<p>F. Protection from Fraudulent Health Products</p> <ol style="list-style-type: none"> <li>1. Awareness and Vigilance</li> <li>2. Know How and Where to Seek Help</li> </ol>			<p>11. discusses ways to protect oneself from fraudulent health products</p>	<p><b>H6CH-IVij-23</b></p>	<p>Buying Wisely. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.35-38</p>

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**GRADE 7**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	
<b>GRADE 7 - GROWTH AND DEVELOPMENT – 1<sup>st</sup> Quarter (H7GD)</b>						
A. Holistic health	The learner...  demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner...  appropriately manages concerns and challenges during adolescence to achieve holistic health.	The learner...			
			1. discusses the concept of holistic health	<b>H7GD-Ia-12</b>		
			2. explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	<b>H7GD-Ib-13</b>	OHSP in Health 1Q1 Module 1 pp.5-6	
			3. analyzes the interplay among the health dimensions in developing holistic health;	<b>H7GD-Ib-14</b>		
			4. practices health habits to achieve holistic health;	<b>H7GD-Ic-15</b>		
			B. Stages of growth and development (infancy to old age)	5. describes developmental milestones as one grow	<b>H7GD-Id-e-16</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et.al.1994. pp.120-123
				C. Changes in the health dimensions during adolescence	6. recognizes that changes in different health dimensions are normal during adolescence;	<b>H7GD-Id-e-17</b>
7. describes changes in different aspects of	<b>H7GD-Id-</b>	1. OHSP in Health 1Q1 Module 2 pp.9-10 2. Edukasyong Pangkatawan, Kalusugan at				

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
C. Changes in the health dimensions during adolescence	The learner...  demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner...  appropriately manages concerns and challenges during adolescence to achieve holistic health.	growth that happen to boys and girls during adolescence;	<b>e-18</b>	Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
			8. recognizes that changes in different dimensions are normal during adolescence'	<b>H7GD-If-h-19</b>	1. OHSP in Health 1Q1 Module 2 pp.5-7 2. Edukasyong Pangkatawan, Kalusugan at Musika I. Sr. Mary Placid Abejo, et. al. 1994. pp.120-123
			9. explains that the pattern of change during adolescence is similar but the pace of growth and development is unique for each adolescent;	<b>H7GD-If-h-20</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
D. Management of health concerns during adolescence (poor eating habits, lack of sleep, lack of physical activity, dental problems, body odor, postural problems, as well as other problems in other health dimensions)			10. identifies health concerns during adolescence	<b>H7GD-Ii-j-21</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo Mary Placid Sr. et. al. 1994. pp.62-66,69,76
E. Health appraisal procedures (height and weight measurement, breast self-examination for girls, hearing test, vision screening, scoliosis test, health exam, and dental exam)			11. explains the proper health appraisal procedures	<b>H7GD-Ii-j-22</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76
			12. demonstrates health appraisal procedures during adolescence in order to achieve holistic health	<b>H7GD-Ii-j-23</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
			13. avails of health services in the school and community in order to appraise one's health;	<b>H7GD-Ii-j-24</b>	
F. Development of self-awareness and coping skills			14. applies coping skills in dealing with health concerns during adolescence	<b>H7GD-Ii-j-25</b>	
<b>GRADE 7 – NUTRITION – 2<sup>nd</sup> Quarter (H7N)</b>					
A. Nutrition during adolescence B. Nutritional guidelines	The learner demonstrates understanding of nutrition for a healthy life during adolescence	The learner makes informed decisions in the choice of food to eat during adolescence	The learner 1. identifies the right foods during adolescence	<b>H7N-IIa-20</b>	OHSP Health 1 Q3 pp.37-50
			2. follows the appropriate nutritional guidelines for adolescents for healthful eating 2.1 explains the need to select food based on the nutritional needs during adolescence 2.2 follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	<b>H7N-IIb-c-21</b>	OHSP in Health 1 Q3 pp.29

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
C. Nutrition problems of adolescents 1. Malnutrition and micronutrient deficiencies 2. Eating disorders 2.1 Anorexia nervosa 2.2 Bulimia 2.3 Compulsive eating disorder	The learner demonstrates understanding of nutrition for a healthy life during adolescence	The learner makes informed decisions in the choice of food to eat during adolescence	3. identifies the nutritional problems of adolescents	<b>H7N-II-d-f-22</b>	
			4. describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	<b>H7N-II-d-f-23</b>	
			5. discusses ways of preventing and controlling malnutrition and micronutrient deficiencies	<b>H7N-II-d-f-24</b>	
			6. explains the characteristics, signs and symptoms of eating disorders	<b>H7N-II-d-f-25</b>	OHSP in Health 1Q3 pp.61-62
			7. discusses ways of preventing and controlling eating disorders	<b>H7N-II-d-f-26</b>	OHSP in Health 1Q3 pp.62-63
D. Decision-making skills			8. applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	<b>H7N-II-g-h-27</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 7 – PERSONAL HEALTH – 3<sup>rd</sup> Quarter (H7PH)</b>					
A. Mental Health (An Introduction)	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	1. explains the factors that affect the promotion of good mental health	<b>H7PH-IIIa-b-28</b>	1. Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.142-147.*
B. Understanding stress 1. Eustress 2. Distress			2. explains that stress is normal and inevitable	<b>H7PH-IIIa-b-29</b>	Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21.
			3. differentiates eustress from distress	<b>H7PH-IIIa-b-30</b>	Stres,Stress,Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001.pp.9.
			4. identifies situations that cause feelings of anxiety or stress	<b>H7PH-IIIa-b-31</b>	1. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21. 2. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.4-5. 3. Kaguluhan at Stress, Paghandaan natin. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22.
C. Common areas of stressor that affects adolescents (peer, family, school, community)			5. identifies the common stressors that affect adolescents	<b>H7PH-IIIc-32</b>	1. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10. 2. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10.

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	6. identifies physical responses of the body to stress	<b>H7PH-IIIc-33</b>	<ol style="list-style-type: none"> <li>1. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18.</li> <li>2. Kaguluhan at Stress, Paghandaan natin. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22.</li> <li>3. Pagharap sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.p.8.</li> <li>4. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18.</li> </ol>
D. Coping with stress			7. identifies people who can provide support in stressful situations	<b>H7PH-IIIc-34</b>	<ol style="list-style-type: none"> <li>1. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22.</li> <li>2. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22.</li> </ol>
			8. differentiates healthful from unhealthful strategies in coping with stress	<b>H7PH-IIId-e-35</b>	<ol style="list-style-type: none"> <li>1. Stress,Stress,Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.20-21.</li> </ol>
			9. demonstrates various stress management techniques that one can use every day in dealing with stress	<b>H7PH-IIId-e-36</b>	<ol style="list-style-type: none"> <li>1. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22-25.</li> <li>2. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22.</li> <li>3. Pagharap sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.29-33.</li> </ol>

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
Coping with Dying and Death	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life	The learner consistently demonstrates skills that promote mental health	10. explains the importance of grieving	<b>H7PH-IIIId-e-37</b>	
			11. demonstrates coping skills in managing loss and grief	<b>H7PH-IIIId-e-38</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153,163-164.*
12. recognizes triggers and warning signs of common mental disorders			<b>H7PH-IIIIf-h-39</b>		
13. discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders			<b>H7PH-IIIIf-h-40</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153.*	
E. Types and Management of Common Mental Disorders 1. Identifying triggers and warning signs 2. Prevention coping and treatment 3. Mood disorders, bipolar, schizophrenic, Obsessive Compulsive Disorder (OCD), Obsessive Compulsive Personality Disorder) (OCPD), post-traumatic					

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<b>GRADE 7 – PREVENTION AND CONTROL OF DISEASES AND DISORDER (Non-communicable Diseases) – 4<sup>th</sup> Quarter (H7DD)</b>					
<p>A. Introduction to non-communicable diseases (NCDs)</p> <p>B. Common non-communicable diseases</p> <ol style="list-style-type: none"> <li>Allergy</li> <li>Asthma</li> <li>Cardiovascular diseases</li> <li>Cancer</li> <li>Diabetes</li> <li>Arthritis</li> <li>Renal failure</li> </ol> <p>C. Prevention and control of non-communicable disease</p> <p>D. Self-monitoring skills to prevent non-communicable diseases (physical activities/regular exercise, healthy eating, not smoking, weight management, routine medical check-up, stress management)</p> <p>E. Programs and policies on non-communicable disease prevention and control</p> <p>F. Agencies responsible for non-communicable disease prevention and control</p>	<p>The learner demonstrates understanding of non-communicable diseases for a healthy life</p>	<p>The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases</p>	1. discusses the nature of non-communicable diseases	<b>H7DD-IVa-24</b>	EASE Health Education III Module 6.
			2. explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications	<b>H7DD-IVb-d-25</b>	<ol style="list-style-type: none"> <li>EASE Health Education III Module 6.</li> <li>Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.</li> </ol>
			3. corrects myth and fallacies about non-communicable diseases	<b>H7DD-IVe-26</b>	
			4. practices ways to prevent and control non-communicable diseases	<b>H7DD-IVf-27</b>	<ol style="list-style-type: none"> <li>EASE Health Education III Module 6.</li> <li>Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.</li> </ol>
			5. demonstrates self-monitoring to prevent non-communicable diseases	<b>H7DD-IVg-h-28</b>	<ol style="list-style-type: none"> <li>EASE Health Education III Module 6.</li> <li>Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.</li> </ol>
			6. promotes programs and policies to prevent and control non-communicable and lifestyle diseases	<b>H7DD-IVg-h-29</b>	<ol style="list-style-type: none"> <li>EASE Health Education III Module 6.</li> <li>Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.</li> </ol>
			7. identifies agencies responsible for non-communicable disease prevention and control	<b>H7DD-IVg-h-30</b>	EASE Health Education III Module 6 pp.13.

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**GRADE 8**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 8 – FAMILY HEALTH I – 1<sup>st</sup> Quarter (H8FH)</b>					
A. Gender and Human Sexuality (Correlate with Values Education; coordinate with Guidance Counselor)	The learner demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	The learner appropriately manages sexually-related issues through responsible and informed decisions	1. identifies basic terms in sexuality (sex, sexuality, gender, etc.)	<b>H8FH-Ia-16</b>	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.4-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			2. discusses sexuality as an important component of one’s personality	<b>H8FH-Ia-17</b>	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.4-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			3. explains the dimensions of human sexuality	<b>H8FH-Ia-18</b>	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.88-93.
			4. analyzes the factors that affect one’s attitudes and practices related to sexuality and sexual behaviors	<b>H8FH-Ib-19</b>	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.94-95.
			5. assesses personal health attitudes that may influence sexual behaviour	<b>H8FH-Ic-d-20</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
	The learner	The learner	6. relates the importance of sexuality to family health	<b>H8FH-Ic-d-21</b>	
B. Teenage concerns <ul style="list-style-type: none"> <li>• Identity crisis</li> <li>• Sexual identity and Sexual behaviors</li> <li>• Pre-marital sex, teenage pregnancies, and abortion</li> </ul>	demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	appropriately manages sexually-related issues through responsible and informed decisions	7. identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	<b>H8FH-Ie-g-22</b>	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.7. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. Module 3 1995. pp.72-73.
C. Development of decision- skills in managing sexuality related issues			8. applies decision-making skills in managing sexuality-related issues	<b>H8FH-Ih-23</b>	1. Reproductive Health . A&E. NFE Accreditation and Equivalency Learning Material. DepED..2001. pp.7-8. 2. A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.74-75.
<b>1. GRADE 8 – FAMILY HEALTH II – 2<sup>nd</sup> Quarter (H8FH)</b>					
A. Dating, courtship, and marriage	The learner... demonstrates an understanding of responsible parenthood for a healthy family life	The learner... makes informed and values-based decisions in preparation for responsible parenthood	1. defines basic terms (dating, courtship, marriage)	<b>H8FH-IIa-24</b>	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.56-59.
			2. explains the importance of courtship and dating in choosing a lifelong partner	<b>H8FH-IIa-25</b>	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.56-60.
B. Maternal Health concerns <ol style="list-style-type: none"> <li>1. Pre-pregnancy (blighted ovary, ectopic pregnancy, polycystic ovary, myoma)</li> <li>2. During pregnancy (pre-eclampsia,</li> </ol>			3. identifies marital practices and setup across cultures	<b>H8FH-IIa-26</b>	
			4. analyzes behaviors that promote healthy relationship in marriage and family life	<b>H8FH-IIa-27</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
placenta previa, gestational, diabetes,) 3. Post pregnancy (post-partum disorder, sepsis	The learner... demonstrates an understanding of responsible parenthood for a healthy family life	The learner... makes informed and values-based decisions in preparation for responsible parenthood	5. describes the factors that contribute to a successful marriage	<b>H8FH-IIb-28</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.231-132.*
			6. discusses various maternal health concerns (pre-during-post pregnancy)	<b>H8FH-IIc-d-29</b>	
			7. discusses pregnancy-related concerns	<b>H8FH-IIc-d-30</b>	
			8. explains the importance of maternal nutrition during pregnancy	<b>H8FH-IIe-f-31</b>	
			9. discusses the importance of newborn screening, and the APGAR scoring system for newborns	<b>H8FH-IIe-f-32</b>	
			10. explains the importance of prenatal care and post natal care	<b>H8FH-IIe-f-33</b>	
			11. discusses the essential newborn protocol ( <i>Unang Yakap</i> ) and initiation of breastfeeding	<b>H8FH-IIe-f-34</b>	
			12. enumerates the advantages of breastfeeding for both mother and child	<b>H8FH-IIe-f-35</b>	
			13. recognizes the importance of immunization in protecting children’s health	<b>H8FH-IIe-f-36</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
C. Responsible parenthood	The learner...  demonstrates an understanding of responsible parenthood for a healthy family life	The learner...  makes informed and values-based decisions in preparation for responsible parenthood	14. analyzes the importance of responsible parenthood	<b>H8FH-IIg-h-37</b>	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.114-116.*
			15. explains the effects of family size on family health	<b>H8FH-IIg-h-38</b>	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.112-113.*
			16. examines the important roles and responsibilities of parents in child rearing and care	<b>H8FH-IIg-h-39</b>	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.114-116.*
			17. explains the effects of rapid population growth on the health of the nation	<b>H8FH-IIg-h-40</b>	Enjoy Life with P.E and Health II. Darilag,Agripino,et.al.2012. pp.197-204.*
			18. enumerates modern family planning methods (natural and artificial)	<b>H8FH-Iig-h-41</b>	Edukasyong Pangkatawan, Kalusugan, at Musika IV. Adriano,Celia,et.al. 1999. pp.119-120.*
<b>GRADE 8 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS (Communicable) – 3<sup>rd</sup> Quarter (H8DD)</b>					
A. Stages of infection	The learner  demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	The learner  consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	1. discusses the stages of infection	<b>H8DD-IIIa-15</b>	
B. Top 10 leading causes of morbidity and mortality in the Philippines			2. analyzes the leading causes of morbidity and mortality in the Philippines	<b>H8DD-IIIa-16</b>	
C. Most common communicable diseases and its prevention and control 1. Acute Respiratory Infections			3. discusses the signs, symptoms, and effects of common communicable diseases	<b>H8DD-IIIb-c-17</b>	1. Ang Respiratory System. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. Pp.18,21 2. Reproductive Health. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.10-14

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
2. Pneumonia 3. Bronchitis 4. Influenza 5. Tuberculosis (TB) 6. Dengue 7. Sexually Transmitted Infections (STIs) 8. HIV and AIDS	The learner demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	4. corrects misconceptions, myths, and beliefs about common communicable diseases	<b>H8DD-IIIb-c-18</b>	
5. enumerates steps in the prevention and control of common communicable diseases			<b>H8DD-IIIb-c-19</b>	A Guidance Manual On the Growing Filipino Adolescent III. DepED. 1995. pp.129	
6. analyzes the nature of emerging and re-emerging diseases			<b>H8DD-IIIId-e-20</b>		
7. demonstrates self-monitoring skills to prevent communicable diseases			<b>H8DD-IIIIf-h-21</b>		
8. promotes programs and policies to prevent and control communicable diseases			<b>H8DD-IIIIf-h-22</b>		
9. identifies agencies responsible for communicable disease prevention and control			<b>H8DD-IIIIf-h-23</b>		
D. Emerging and re-emerging diseases 1. Leptospirosis 2. Severe Acute Respiratory Syndrome (SARS) 3. Chikungunya 4. Meningococemia 5. Foot and Mouth Disease 6. Avian influenza 7. AH1N1 Influenza					
E. Development of personal life skills to prevent and control communicable diseases					
F. Programs and policies on communicable disease prevention and control					
G. Agencies responsible for communicable disease prevention and control					

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 8- PREVENTION OF SUBSTANCE USE AND ABUSE (GATEWAY DRUGS: CIGARETTE AND ALCOHOL) -4TH QUARTER (H8S)</b>					
A. Gateway Drugs 1. Cigarettes 2. Alcohol	The learner demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	The learner demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	1. discusses gateway drugs	<b>H8S-IVa-27</b>	1. EASE Health Education III Module 7 Lesson 1 pp.3-5 2. Mga Nakalululong at Mapanganib na Droga. Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-19
B. Protective and Risk Factors in the Use of Cigarettes and Alcohol			2. identifies reasons why people smoke cigarettes	<b>H8S-IVa-28</b>	Mga Nakalululong at Mapanganib na Droga. Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22
			3. analyzes the negative health impact of cigarette smoking 3.1 describes the harmful short- and long-term effects of cigarette smoking on the different parts of the body 3.2 discusses the dangers of mainstream, second hand and third hand smoke; 3.3 explain the impact of cigarette smoking on the family, environment, and community	<b>H8S-IVb-c-29</b>	1. Droga: Maling Gamit, Masamang Epekto. DepED. 2001. pp.12 2. Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22-23

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Protective and Risk Factors in the Use of Cigarettes and Alcohol	The learner demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	The learner demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	4. identifies reasons for drinking and for not drinking alcohol	<b>H8S-IVd-30</b>	1. EASE Health Education III Module 7 Lesson 2 pp.5-8 2. Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.28
			5. analyzes the negative health impact of drinking alcohol 5.1 describes the harmful short- and long-term effects of drinking alcohol 5.2 interprets blood alcohol concentration (BAC) in terms of physiological changes in the body	<b>H8S-IVe-f-31</b>	Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.29
			6. explains the impact of drinking alcohol on the family, and community	<b>H8S-IVg-h-32</b>	Mga Nakalululong at Mapanganib na Droga Unang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.30-31
C. Prevention, and Control of Gateway Drugs			7. discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages 7.1 apply resistance skills in situations related to cigarette and alcohol use 7.2 follows policies and laws in the family, school and community	<b>H8S-IVg-h-33</b>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			related to cigarette and alcohol use		
			8. suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	<b>H8S-IVg-h-34</b>	

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**GRADE 9**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 9 – COMMUNITY AND ENVIRONMENTAL HEALTH – 1<sup>ST</sup> QUARTER (H9CE)</b>					
A. Concept of community and environmental health  1. Characteristics of a Healthy Community 2. Nature and Health Effects of Environmental Issues (improper waste disposal, pollution, illegal mining, soil erosion, cyanide fishing, pesticide drift, deforestation, oil spill, coral reef degradation, climate change)	The learner...  demonstrates understanding of the principles in protecting the environment for community wellness	The learner...  consistently demonstrates healthful practices to protect the environment for community wellness	9. defines community and environmental health	<b>H9CE-Ia-8</b>	1. EASE Health Education II Module 1 Lesson 2 pp.4-5 2. Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp. 5,9-10
			10. describes a healthy community	<b>H9CE-Ia-9</b>	EASE Health Education II Module 1 Lesson 2 pp.5
			11. explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	<b>H9CE-Ib-d-10</b>	
			12. discusses the nature of environmental issues	<b>H9CE-Ib-d-11</b>	EASE Health Education II Module 1 Lesson 2 pp.5
			13. analyzes the effects of environmental issues on people's health	<b>H9CE-Ib-d-12</b>	EASE Health Education II Module 1 Lesson 2 pp.4-5
B. Prevention and Management of Environmental Health			14. suggests ways to prevent and manage environmental health	<b>H9CE-Ie-f-13</b>	Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
Issues 1. Personal responsibility 2. Social consciousness 3. Environmental policies and laws	The learner...  demonstrates understanding of the principles in protecting the environment for community wellness	The learner...  consistently demonstrates healthful practices to protect the environment for community wellness	issues		pp.21-23,24-26
C. Collective Action for the Environment			15. participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	<b>H9CE-Ig-h-14</b>	EASE Health Education II Module 1 Lesson 2 pp.5
<b>GRADE 9 - PREVENTION OF SUBSTANCE USE AND ABUSE(Drug Scenario) – 2<sup>nd</sup> Quarter (H9S)</b>					
A. Drug Scenario in the Philippines	The learner  demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner  shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	1. describes the drug scenario in the Philippines	<b>H9S-IIa-14</b>	Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.5-6
B. Factors that influence substance use and abuse			2. explains the concept of substance use, misuse, abuse and dependence,	<b>H9S-IIa-15</b>	1. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-13 2. Mga Nakalululong na Droga. Ikalawang bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 8-13

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
B. Factors that influence substance use and abuse	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	3. discusses risk and protective factors in substance use, and abuse	<b>H9S-IIb-16</b>	1. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18 2. Mga Nakalululong na Droga. Ikalawang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 18
C. Drugs/Substances of abuse 1. Stimulants 2. Depressants 3. Narcotics 4. Hallucinogen 5. Inhalants			4. analyzes situations for the use and non-use of psychoactive substances		
			5. identifies the types of drugs/substances of abuse	<b>H9S-IIc-18</b>	1. EASE Health Education II Module 7 pp.6-16 2. Droga: Maling Gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.9,11
D. Harmful effects of drugs on the body 1. Short-term 2. Long-term			6. corrects myths and misconceptions about substance use and abuse	<b>H9S-IIId-19</b>	
			7. recognizes warning signs of substance use and abuse discusses the harmful short- and long-	<b>H9S-IIId-20</b>	EASE Health Education II Module 7 pp.9-11

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
D. Harmful effects of drugs on the body 3. Short-term 4. Long-term	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	term effects of substance use and abuse on the body		
			8. discusses the harmful effects of substance use and abuse on the individual, family, school, and community	<b>H9S-IIe-f-21</b>	
			9. explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse	<b>H9S-IIe-f-22</b>	
E. Prevention and control of substance use and abuse			10. discusses strategies in the prevention and control of substance use and abuse	<b>H9S-IIe-f-23</b>	1. EASE Health Education II Module 8 pp.6-10 2. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.20-23
			11. applies decision-making and resistance skills to prevent substance use and abuse	<b>H9S-IIg-h-24</b>	1. EASE Health Education II Module 8 pp.10-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al. 2012. pp.255-259.*
			12. suggests healthy alternatives to substance use and abuse	<b>H9S-IIg-h-25</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 9 - INJURY PREVENTION, SAFETY AND FIRST AID (Unintentional) – 3<sup>rd</sup> Quarter (H9IS)</b>					
A. First Aid Basics	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy	1. discusses basic information about first aid (principles, roles, responsibilities, and characteristics of a good aider)	<b>H9IS-IIIa-36</b>	1. EASE Health Education II Module 4 Lesson 1 pp.1-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al 2012. pp.214.*
B. First Aid Guidelines and Procedures Survey the scene 1. Do primary survey of the victim (check for vital signs, assess CAB (Circulation, Airway, Breathing) 2. Ask for help. 3. Do secondary survey of the victim (head-to-toe survey)			2. demonstrates the conduct of primary and secondary survey of the victim (CAB)	<b>H9IS-IIIb-37</b>	1. EASE Health Education II Module 4 Lesson 1 pp.4-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al 2012. pp.214-215.*
			3. assesses emergency situation for unintentional injuries	<b>H9IS-IIIb-38</b>	1. EASE Health Education II Module 4 Lesson 1 pp.6-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.216-223.*
C. Use of Dressing and Bandages (alternatives include clean cloth or, handkerchief) 1. Principles of Wound Dressing (careful handling, large enough to cover the wound, should fit snugly and not cut off circulation) 2. Bandaging Techniques (for the head; forehead; ear, cheek and jaw; burned hand; sprained			4. discusses the function of dressing and bandages	<b>H9IS-IIIc.d-39</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Sr.Mary Placid Abejo,et.al.1994. pp.197-198
			5. explains the principles of wound dressing	<b>H9IS-IIIc.d-40</b>	Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.222.*
			6. demonstrates appropriate bandaging techniques for unintentional injuries	<b>H9IS-IIIc.d-41</b>	EASE Health Education II Module 6 pp.5-11

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
ankle; and dislocated arm)	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy			
D. Transporting the Victim (drag and carry techniques) 1. One-person carry ankle drag, pack strap carry, blanket pull) 2. Two-person carry (two-handed seat, four-handed seat, chair carry ) 3. Three man carry			7. demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	<b>H9IS-IIIe.f-42</b>	1. EASE Health Education II Module 6 pp.5-9 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.233-238.*
E. First aid for common unintentional injuries and medical emergencies 1. musculoskeletal injuries (sprain, strain, fracture, dislocation) 2. bleeding 3. burn (superficial, partial and full-thickness) 4. 5. heat emergencies (heat exhaustion, heat stroke) 6. bleeding 7. poisoning 8. choking 9. drowning 10. heart attack 11. electrocution			8. demonstrates proper first aid procedures for common unintentional injuries	<b>H9IS-IIIg.h-43</b>	1. EASE Health Education II Module 5 pp.5-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al. 2012. pp.223-231.*

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 9 – INJURY PREVENTION, SAFETY AND FIRST AID (Intentional) – 4<sup>th</sup> Quarter (H9IS)</b>					
A. Concept of intentional injuries  B. Types of intentional injuries 1. Bullying (cyber bullying) 2. Stalking 3. Extortion 4. Gang and youth violence 5. Illegal fraternity-related violence 6. Kidnapping and abduction 7. Acts of terror 8. Domestic violence 9. Suicide 10. Sexual victimization and other forms of sexual abuse and harassment	The learner demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries	The learner consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	The learner  12. differentiates intentional injuries from unintentional injuries	<b>H9IS-IVa-d-31</b>	
			13. describes the types of intentional injuries	<b>H9IS-IVa-d-32</b>	
			14. analyzes the risk factors related to intentional injuries	<b>H9IS-IVe-h-33</b>	
C. Prevention and management of intentional injuries • self-protection • preventing self-harm • promoting a culture of non-violence through healthful behaviors • reporting cases of violence to proper authorities			15. identifies protective factors related to intentional injuries	<b>H9IS-IVe-h-34</b>	A Guidance Resource Manual On the Growing Filipino Adolescent III. DepED. 1995 pp.113

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<ul style="list-style-type: none"> <li>seeking help from trusted individuals and health professionals</li> </ul>	<p>The learner</p> <p>demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries</p>	<p>The learner</p> <p>consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries</p>	<p>16. demonstrates ways to prevent and control intentional injuries</p>	<p align="center"><b>H9IS-IVe-h-35</b></p>	

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**GRADE 10**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 10 – CONSUMER HEALTH – 1<sup>st</sup> Quarter (H10CH)</b>					
A. Guidelines and Criteria in the Selection and Evaluation of: 1. Health information 2. Health products 3. Health services	The learner... understands the guidelines and criteria in the selection and evaluation of health information, products, and services.	The learner... demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services.	1. differentiates reliable from unreliable health information, products and services;	<b>H10CH-Ia-b-19</b>	
			2. explains the guidelines and criteria in the selection and evaluation of health information, products and services;	<b>H10CH-Ia-b-20</b>	
B. Health Service Providers 1. health professionals 2. health facilities; 3. health care plans and financing systems (PhilHealth, Health Maintenance Organization, private health insurance)			3. discusses the various forms of health service providers and healthcare plans;	<b>H10CH-Ia-b-21</b>	
			4. selects health professionals, specialists and health care services wisely;	<b>H10CH-Ic-22</b>	
			5. explains the nature and dangers of quackery;	<b>H10CH-Ic-23</b>	Edukasyong Pangkataan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.195-196.*
C. Quackery: Types (medical, nutrition, device) and Harmful Physical and Psychological Effects			6. reports fraudulent health services	<b>H10CH-Ic-24</b>	Edukasyong Pangkataan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.202-204.*
			D. Complementary and Alternative Healthcare Modalities  Herbal medicine (medicinal plants approved by the	7. explains the different kinds of complementary and alternative health care modalities.	<b>H10CH-Id-25</b>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
Department of Health) 1. Acupuncture 2. <i>Ventosa</i> massage cupping therapy 3. Reflexology 4. Naturopathy					
E. Consumer welfare and protection 1. Consumer law 2. Consumer protection agencies and organizations			8. explains the importance of consumer laws to protect public health	<b>H10CH-Id-26</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.203-206.*
			9. identifies national and international government agencies and private organizations that implement programs for consumer protection	<b>H10CH-Ie-f-27</b>	
			10. participates in programs for consumer welfare and protection	<b>H10CH-Ig-h-28</b>	
<b>GRADE 10 – HEALTH TRENDS, ISSUES AND CONCERNS (National Level) – 2<sup>nd</sup> Quarter (H10HC)</b>					
A. Existing National Laws Related to Health Trends, Issues, and Concerns 1. Responsible Parenthood and Reproductive Health Act(RA10354) , 2. Tobacco Regulation Act of 2003 (RA 9211) 3. Comprehensive Dangerous Drugs Act of 2002 (RA 9165) 4. Consumer Act (RA 7394) 5. National Environmental Awareness and Education Act of 2008	The learner demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels	The learner consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns	11. discusses the existing health related laws;	<b>H10HC-IIa-1</b>	1. Mahusay na Pamimili. A&E. NFE Accreditation and Equivalency Learning Material. DepED 2001. pp.35-43 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al. 2012. pp.251-254.* 3. Buying Wisely. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. pp. 35-43
			12. explains the significance of the existing health related laws in safeguarding people’s health;	<b>H10HC-IIb-2</b>	Enjoy Life with P.E and Health II. Darilag, Agripino,et.al 2012. pp.251-254.*
			13. follows existing health related laws	<b>H10HC-IIc-d-3</b>	
			14. critically analyzes the impact of current health trends, issues, and concerns	<b>H10HC-IIc-d-4</b>	

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<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
(RA 9512)Traditional and Alternative Medicine Act of 1997 (RA 8423) 6. Philippine AIDS Prevention and Control Act of 1998 (RA 8504) 7. National Blood Services Act of 1994 (RA 7719) 8. Seat Belts Use Act of 1999 (RA 8750) 9. Cybercrime Prevention Act of 2012 (RA 10175) 10. Anti-Pornography Act (RA 9775)			15. recommends ways of managing health issues, trends and concerns	<b>H10HC-IIe-g-5</b>	
<b>GRADE 10 - HEALTH TRENDS, ISSUES AND CONCERNS (GlobalLevel) – 3<sup>rd</sup> Quarter (H10HC)</b>					
A. Existing Global Health Initiatives 1. Millennium Development Goals (MDGs) 2. WHO Framework Convention on Tobacco Control 3. Global Mental Health Action Plan 4. Global Strategy to Reduce the Harmful Use of Alcohol 5. Global Alliance for Vaccines and Immunizations	The learner...  demonstrates awareness of global health initiatives	The learner...  demonstrates competence in applying knowledge of global health to local or national context global initiatives	16. discusses the significance of global health initiatives; 17. describes how global health initiatives positively impact people’s health in various countries; 18. analyzes the issues in the implementation of global health initiatives;	<b>H10HC-IIIa-1</b>  <b>H10HC-IIIb-c-2</b>  <b>H10HC-IIIb-c-3</b>	
			19. recommends ways of adopting global health initiatives to local or national context	<b>H10HC-IIIId-e-4</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<b>GRADE 10 – Planning for a Health Career – 4<sup>th</sup> Quarter (H10PC)</b>					
A. Planning for a Health Career 1. Importance 2. Components Steps 3. Health Career Pathways Disease prevention and control (Public health) 4. Personal health care 5. Maternal and Child care 6. Mental health Occupational health and safety 7. Community health; 8. Environmental health Drug Prevention and Control 9. Nutrition and dietetics 10. Health education 11. Health promotion Dental health 12. Nursing 13. Medical and Allied Health Emergency Medical Services (EMS) 14. Health Career Orientation Program	The learner...  demonstrates understanding of the concepts in planning a health career	The learner...  prepares an appropriate plan of action in pursuing a health career	20. discusses the components and steps in making a personal health career plan;	<b>H10PC-Iva-b-1</b>	
			21. prepares a personal health career following the prescribed components and steps;	<b>H10PC-Iva-b-2</b>	
			22. explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	<b>H10PC-IVc-d-3</b>	
			23. decides on an appropriate health career path	<b>H10PC-IVc-d-4</b>	

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Community and Environmental Health</b>	Situates the learner as an integral part of his/her community and the environment, with responsibility to help protect the environment, supported by individual and community actions and legislation to promote a standard of health, hygiene and safety in food and water supply, waste management, pollution control, noxious animal control, and the delivery of primary health care
<b>Consumer health</b>	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
<b>Culture-responsive</b>	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
<b>Epidemiological</b>	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
<b>Family Health</b>	The human life cycle related to the personal interactions within the family that nurtures the individual and that provides a home environment that enhances his/her growth as a person and the development of ideals, values and standards of behavior regarding sexuality and responsible parenthood
<b>Growth and Development</b>	Developmental milestones in childhood and adolescence with emphasis on attention to personal health and the development of self-management skills to cope with life's changes.
<b>Health and Life skills-based</b>	Applies life skills to specific health choices and behaviors
<b>Holistic</b>	Analyzes the interrelationship among the factors that influence the health status, the areas of health, and the dimensions of health (physical, mental, social, emotional, moral/spiritual)

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Injury Prevention, Safety and First Aid</b>	Causes, cost, and prevention of accidents and injuries at home, in the school and in the community and in the performance of different activities, through promotion of safe environments, safety programs, procedures and services, including first aid education
<b>Learner-centered</b>	Focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning
<b>Nutrition</b>	Recognition of the nutrients children and adolescents need, analysis of the quality and quantity of their food intake, and development of proper eating habits to meet physiological, psychological and social needs, including diseases and disorders that arise from improper eating habits
<b>Personal Health</b>	Development and daily practice of health behaviors that promote physical, mental, social, emotional, and moral/spiritual health and prevention and management of personal health problems
<b>Prevention and Control of Diseases and Disorders</b>	Prevention and control of communicable and non-communicable diseases and disorders through the development of health habits and practices and health programs supported by legislation and provision of health services in the school and the community
<b>Preventive</b>	Helps people take positive action on their health and lifestyle to prevent disease and achieve optimum health
<b>Rights-based</b>	Furthers the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments
<b>Standards and outcomes-based</b>	Requires students to demonstrate that they have learned the academic standards set on required skills and content

**K to 12 BASIC EDUCATION CURRICULUM  
GLOSSARY**

<b>Substance Use and Abuse</b>	The prevention and control of the use and abuse of substances: their identification; causes; effects on the person, the family, society and the nation
<b>Values-based</b>	Promotes an educational philosophy based on valuing self, others and the environment, through the consideration of ethical values as the bases of good educational practice

## K to 12 BASIC EDUCATION CURRICULUM

### Code Book Legend

#### Sample: H9S-IVg-h-34

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Health	<b>H9</b>
	Grade Level	Grade 9	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Prevention of Substance Use and Abuse	<b>S</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week seven to eight	<b>g-h</b>
			-
<b>Arabic Number</b>	Competency	Suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	<b>34</b>

DOMAIN/ COMPONENT	CODE
Growth and Development	GD
Nutrition	N
Personal Health	PH
Injury Prevention, Safety and First Aid	IS
Family Health	FH
Prevention and Control of Diseases and Disorders	DD
Community and Environmental Health	CE
Prevention of Substance Use and Abuse	S
Consumer Health	CH
Health Trends, Issues and Concerns	HC
Planning for Health and Career	PC

## K to 12 BASIC EDUCATION CURRICULUM

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