



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



K to 12 Curriculum Guide

HEALTH

(Grade 1 to Grade 10)

December 2013

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.

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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.

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Grade Level Standards

GRADE LEVEL	STANDARDS
Grade 1	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.
Grade 2	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.
Grade 3	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.
Grade 4	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.
Grade 5	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.
Grade 6	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.
Grade 7	The learner demonstrates an understanding of growth and development; nutrition; personal health and prevention and control of diseases and disorders (Non-communicable) to achieve, sustain, and promote personal health and wellness.
Grade 8	The learner demonstrates understanding of family health; prevention and control of diseases and disorders (communicable); and prevention of substance use and abuse to achieve, sustain, and promote family health and wellness.
Grade 9	The learner demonstrates understanding of community and environmental health; injury prevention, safety and first aid (Unintentional and Intentional Injury); and prevention of substance use and abuse to achieve, sustain, and promote community health and wellness
Grade 10	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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Health Content Matrix for Grades 1 to 10

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

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GRADE 1**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 1 - NUTRITION – 1ST QUARTER (H1N)					
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	H1N-Ia-b-1	
B. Consequences of eating less healthful food			2. tells the consequences of eating less healthful foods	H1N-Ic-d-2	
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	H1N-Ie-f-3	
			4. practices good eating habits that can help one become healthy	H1N-Ig-j-4	
Grade 1 – PERSONAL HEALTH – 2ND QUARTER (H1PH)					
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	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	H1PH-IIa-b-1	
			2. demonstrates proper hand washing	H1PH-IIc-d-2	
			3. realizes the importance of washing hands	H1PH-IIe-3	
			4. practices habits of keeping the body clean & healthy	H1PH-IIf-i-4	
			5. realizes the importance of practicing good health habits	H1PH-IIj-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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 clothes appropriate to the activity 9. Having enough rest and sleep 10. Maintaining good posture 11. Engaging in physical activity					
Grade 1 – FAMILY HEALTH – 3RD QUARTER (H1FH)					
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	H1FH-IIIa-1	
			2. discusses the effect of clean water on one’s health	H1FH-IIIb-2	
			3. discusses how to keep water at home clean	H1FH-IIIc-3	
			4. practices water conservation	H1FH-IIId-e-4	
			5. explains the effect of indoor air on one’s health	H1FH-IIIf-g-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. identifies sources of indoor air pollution	H1FH-IIIIf-g-6	
			7. practices ways to keep indoor air clean	H1FH-IIIIf-g-7	
B. Ways to keep the healthful home environment			8. explains the effect of a home environment to the health of the people living in it	H1FH-IIIh-i-8	
			9. describes ways on how family members can share household chores in keeping a healthful home environment	H1FH-IIIh-i-9	
			10. demonstrates how to keep the home environment healthful	H1FH-IIIj-10	
Grade 1 – INJURY PREVENTION, SAFETY AND FIRST AID – 4th QUARTER (H1IS)					
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	H1IS-IVa-1	
			2. gives personal information, such as name and address to appropriate persons	H1IS-IVb-2	
			3. identifies appropriate persons to ask for assistance	H1IS-IVc-3	
			4. demonstrates ways to ask for help	H1IS-IVc-4	
B. Preventing childhood Injuries			5. follows rules at home and in school.	H1IS-IVd-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
1. Safety rules at home 2. Safety rules in school, including fire and other disaster drills 3. Safety with animals			6. follows rules during fire and other disaster drills	H1IS-IVe-6	
			7. observes safety rules with stray or strange animals	H1IS-IVf-7	
			8. describes what may happen if safety rules are not followed	H1IS-IVg-8	
C. Ways by which people are intentionally helpful or harmful 1. Good touch and bad touch 2. Protection against violent or unwanted behaviors of others			9. describes ways people can be intentionally helpful or harmful to one another	H1IS-IVh-9	
			10. distinguishes between good and bad touch	H1IS-IVi-10	
			11. practices ways to protect oneself against violent or unwanted behaviors of others	H1IS-IVj-11	

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GRADE 2**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2- NUTRITION – 1ST QUARTER (H2N)					
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)	H2N-Ia-5	
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)			2. discusses the importance of eating a balanced meal	H2N-Ib-6	
			3. discusses the important functions of food	H2N-Icd-7	
			4. describes what constitutes a balanced diet	H2N-Ie-8	
			5. considers Food Pyramid and Food Plate in making food choices	H2N-If-h-9	
			6. displays good decision-making skills in choosing the right kinds of food to eat	H2N-Ii-j-10	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2 – PERSONAL HEALTH – 2ND QUARTER (H2PH)					
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	The learner... 1. describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions	H2PH-IIa-e-6	
			2. describes ways of caring for the mouth/teeth	H2PH-Iif-h-7	
			3. displays self-management skills in caring for the sense organs	H2PH-Ii-j-8	
B. Development of self-management skills					
Grade 2 – FAMILY HEALTH – 3RD QUARTER (H2FH)					
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	H2FH-IIIa-b-11	
			2. demonstrates good family health habits and practices	H2FH-IIIc-d-12	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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 feelings	3. explains the benefits of healthy expressions of feelings	H2FH-IIIe-f-13	
			4. expresses positive feelings in appropriate ways	H2FH-IIIg-h-14	
			5. demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	H2FH-IIIi-j-15	
			6. displays respect for the feelings of others	H2FH-IIIj-16	
Grade 2 – INJURY PREVENTION, SAFETY AND FIRST AID - 4TH QUARTER (H2IS)					
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... 1. discusses one’s right and responsibilities for safety	H2IS-IVa-12	
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			2. identifies hazardous areas at home	H2IS-Ivb-c-13	
			3. identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	H2IS-Ivd-e-14	
			4. recognizes warning labels that identify harmful things and substances	H2IS-IVf-15	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>matches, knives, pointed materials, electrical equipment and household chemicals)</p> <p>2.5. Never touch a hot oven/cooking material</p>			5. explains rules for the safe use of household chemicals	H2IS-IVg-16	
			6. follows rules for home safety	H2IS-IVh-17	
<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/shoving)</p> <p>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>			7. identifies safe and unsafe practices and conditions in the school	H2IS-IVi-18	
			8. practices safety rules during school activities	H2IS-IVj-19	

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GRADE 3**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 3 – NUTRITION – 1ST QUARTER (H3N)					
<p>A. Good Nutrition and Health</p> <ol style="list-style-type: none"> 1. Concept of Malnutrition 2. Forms of malnutrition(undernutrition and overnutrition) <ol style="list-style-type: none"> 2.1. Protein-Energy Malnutrition (PEM) 2.2. Micronutritional Deficiencies <ol style="list-style-type: none"> 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 	<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>The learner...</p> <ol style="list-style-type: none"> 1. describes a healthy person 	H3N-Ia-b-11	
			<ol style="list-style-type: none"> 2. explains the concept of malnutrition 	H3N-Ia-b-12	
			<ol style="list-style-type: none"> 3. identifies nutritional problems 	H3N-Ic-d-13	
			<ol style="list-style-type: none"> 4. describes the characteristics, signs and symptoms, effect of the various forms of malnutrition 	H3N-Ie-f-14	
			<ol style="list-style-type: none"> 5. discusses ways of preventing the various forms of malnutrition 	H3N-Ie-f-15	
			<ol style="list-style-type: none"> 6. identifies the nutritional guidelines for Filipino 	H3N-Ig-h-16	
			<ol style="list-style-type: none"> 7. discusses the different nutritional guidelines 	H3N-Ii-17	
			<ol style="list-style-type: none"> 8. realizes the importance of following nutritional guidelines 	H3N-Ij-18	
			<ol style="list-style-type: none"> 9. describes ways of maintaining healthy lifestyle 	H3N-Ij-19	
<p>B. Nutritional Guidelines for Filipinos (with emphasis on items with *)</p> <ol style="list-style-type: none"> 1. Eat variety of foods every day to get the nutrients needed by the body* 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 3. Eat more vegetables, and 					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>fruits everyday to get the essential vitamins, minerals and fiber for regulation of body processes*</p> <p>4. Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and repair of body tissues*</p> <p>5. Consume milk, milk products and other calcium-rich foods, such 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>			10. evaluates one’s lifestyle	H3N-Ij-20	
			11. adopts habits for a healthier lifestyle	H3N-Ij-21	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 3 – PERSONAL HEALTH / PREVENTION AND CONTROL OF DISEASES AND DISORDERS - 2ND QUARTER (H3PH/DD)					
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...		
B. Common Childhood Diseases 1. Common diseases 2. General risk factors 2.1. Heredity 2.2. Environment 2.3. Lifestyle 3. Effects			1. describes a healthy and an unhealthy person	H3PH-IIa-9	
			2. identifies common childhood diseases	H3DD-Iib-d-1	
			3. identifies risk factors for diseases	H3DD-Iib-d-2	
			4. discusses the different risk factors for diseases	H3DD-Iib-d-3	
			5. gives an example of health condition under each risk factor	H3DD-Iib-d-4	
			6. explains the effects of common diseases	H3DD-Iib-d-5	
			7. explains measures to prevent common diseases	H3DD-Iie-g-6	
			8. explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases	H3DD-IIh-7	
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 Sleep 3.3. Regular Physical Activities 4. Specific protection through immunization 5. Regular health and dental check-up			9. demonstrates good self-management and good-decision making-skills to prevent common diseases	H3DD-Ii-j-8	
Grade 3 - CONSUMER HEALTH – 3RD QUARTER (H3CH)					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	H3CH-IIIa-b-1	
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)			2. explain the components of consumer health	H3CH-IIIa-b-2	
			3. identify different factors that influence the choice of goods and services	H3CH-IIIb-c-3	
			4. discusses the different factors that influence choice of goods and services	H3CH-IIIb-c-4	
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 regarding a defective or fraudulent good/service)			5. describes the skills of a wise consumer	H3CH-IIIId-e-5	
			6. demonstrates consumer skills for given simple situations	H3CH-IIIId-e-6	
D. Consumer Rights 1. Right to basic needs 2. Right to safety 3. Right to information				7. identifies basic consumer rights	H3CH-IIIIf-g-7

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> 4. Right to choose 5. Right to representation 6. Right to redress 7. Right to consumer education 8. Right to a healthy environment 			8. practices basic consumer rights when buying	H3CH-III f-g-8	
<p>E. Consumer Responsibility</p> <ul style="list-style-type: none"> 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 consumption) 5. Solidarity-(organize together as consumers to develop strength and influence to promote and protect interests) 			9. identify consumer responsibilities	H3CH-III h-9	
			10. discusses consumer responsibilities	H3CH-III i-10	
<p>F. Sources of reliable health information</p> <ul style="list-style-type: none"> 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, 			11. identifies reliable sources of health information	H3CH-III j-11	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
brochures, and magazines produced by health professionals or legitimate health institutions					
Grade 3 – INJURY PREVENTION, SAFETY AND FIRST AID – 4TH QUARTER (H3IS)					
<p>A. Road safety</p> <ol style="list-style-type: none"> 1. Road safety practices as pedestrian <ol style="list-style-type: none"> 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 1.3. Obey traffic rules and road signs 1.4. Walk facing traffic (best chance to see approaching vehicles) 1.5. Walk on the sidewalk 1.6. Be aware of bikers and runners while walking. 2. Road safety as passenger <ol style="list-style-type: none"> 2.1. Choosing a safe spot to sit on 2.2. Using the designated loading and unloading zones 2.3. Keep all body parts inside the vehicle 2.4. Line up properly when entering boarding vehicle and allow exiting passengers to get off first. 	<p>The learner...</p> <p>demonstrates understanding of risks to ensure road safety and in the community.</p>	<p>The learner...</p> <p>demonstrates consistency in following safety rules to road safety and in the community.</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. explains road safety practices as a pedestrian 2. demonstrates road safety practices for pedestrian 3. explains basic road safety practices as a passenger 4. demonstrates road safety practices as a passenger 5. explains the meaning of traffic signals and road signs 	<p>H3IS-Iva-b-19</p> <p>H3IS-Iva-b-20</p> <p>H3IS-Ivc-d-21</p> <p>H3IS-Ivc-d-22</p> <p>H3IS-IVe-23</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> 2.5. Step down only from the vehicle when it comes to a complete stop 2.6. Not running into the street 2.7. Do not distract the driver 3. Road hazards and accident prevention <ul style="list-style-type: none"> 3.1. Road hazards such as open manhole, slippery surface, crowded sidewalk, uneven surface, poor lighting 3.2. Self-management skills 			<ul style="list-style-type: none"> 6. describes dangerous, destructive, and disturbing road situations that need to be reported to authorities 	H3IS-IVf-24	
<ul style="list-style-type: none"> B. Community safety <ul style="list-style-type: none"> 1. Hazards in the community <ul style="list-style-type: none"> 1.1. Natural hazards(landslide, volcano, earthquake, typhoon, tsunami, etc.) 1.2. Human-caused hazards (crime and violent acts) 2. Safety guidelines <ul style="list-style-type: none"> 2.1. Participate in family/community disaster drills 2.2. Be vigilant (do not talk to strangers; do not invite a stranger to the house; do not accept anything from a stranger) 2.3. Report to a trusted adult or authority any suspicious looking person or suspicious actions 2.4. Use safe routes for walking in the community 			<ul style="list-style-type: none"> 7. displays self-management skills for road safety. 	H3IS-IVg-25	
	<ul style="list-style-type: none"> 8. identifies hazards in the community 	H3IS-IVh-26			
	<ul style="list-style-type: none"> 9. follows safety rules to avoid accidents in the community 	H3IS-IVi-27			
	<ul style="list-style-type: none"> 10. recommends preventive action for a safe community 	H3IS-IVj-28			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2.5. Know places/people to go when seeking help.					

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 4**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 4 – NUTRITION – 1ST QUARTER (H4N1)					
A. Reading Food Labels 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	H4N-Ia-22	
			2. explains the importance of reading food labels in selecting and purchasing foods to eat	H4N-Ib-23	
			3. demonstrates the ability to interpret the information provided in the food label	H4N-Ic-e-24	
			4. analyzes the nutritional value of two or more food products by comparing the information in their food labels	H4N-If-g-25	
B. Food Safety Principles 1. Keep clean 2. Wash hands properly before preparing and eating food 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			5. describes ways to keep food clean and safe	H4N-If-g-26	
			6. discusses the importance of keeping food clean and safe to avoid disease	H4N-Ih-i-27	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
and pests that can transmit disease					
C. Food-borne Diseases 1. Diarrhea 2. Typhoid Fever 3. Dysentery 4. Cholera 5. Amoebiasis 6. Food poisoning 7. Hepatitis A			7. identifies common food-borne diseases	H4N-Ij-26	
			8. describes general signs and symptoms of food-borne diseases	H4N-Ij-27	
Grade 4 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS – 2ND QUARTER (H4DD)					
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 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 4. Transmission of Communicable diseases(routes for spread of infectious	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	H4DD-IIa-7	
			2. identifies the various disease agents of communicable diseases	H4DD-IIb-9	
			3. enumerates the different elements in the chain of infection	H4DD-Iic-d-10	
			4. describes how communicable diseases can be transmitted from one person to another.	H4DD-Iie-f-11	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>diseases) 4.1 direct transmission e.g. skin to skin</p> <p>4.2 indirect transmission such as airborne e.g. common colds, influenza, tuberculosis vector borne e.g. malaria, dengue, rabies, leptospirosis</p>					
<p>B. Common Communicable Diseases</p> <ol style="list-style-type: none"> 1. by Virus (dengue fever, common colds, influenza, chickenpox, measles, mumps) 2. by Bacteria (boil, sty, tuberculosis) 3. by Fungi (ringworm, hletes foot, tineaflava"an-an") 4. by Parasites <ol style="list-style-type: none"> 4.1 parasitic worm(roundworm, tapeworm, hookworm) 4.2 pediculosis 			<p>5. describes common communicable diseases</p>	<p>H4DD-Iig-h-12</p>	
<p>C. Prevention and Control of Common Communicable Diseases (Breaking the Chain of Infection at respective points)</p>			<p>6. demonstrates ways to stay healthy and prevent and control common communicable diseases</p>	<p>H4DD-Ii-j-13</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ol style="list-style-type: none"> 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) 			7. identifies ways to break the chain of infection at respective	H4DD-Ii-j-14	
			8. practices personal habits and environmental sanitation to prevent and control common communicable diseases	H4DDIII-j-15	
Grade 4 – SUBSTANCE USE AND ABUSE – 3RD QUARTER (H4SU)					
A. Uses of Medicines <ol style="list-style-type: none"> 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... 1. Describes uses of medicines	H4S-IIIa-1	
B. Types of Medicines <ol style="list-style-type: none"> 1. Over-the-counter (non-prescription) 2. Prescription 			2. Differentiates prescription from non-prescription medicines	H4S-IIIb-2	
C. Medicine Misuse and Abuse <ol style="list-style-type: none"> 1. Self- Medication 2. Improper use (overdosage, excessive use) 3. Dependence 4. Addiction 			3. Describes ways on how medicines are misused and abused	H4S-IIIc-d-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	H4S-IIIId-e-4	
E. Proper Use of Medicines 1. Use under adult supervision 2. Read and check labels 3. Consult with physician 4. Follow instructions and medical prescription 5. Check expiration date 6. Observe proper storage 7. Buy from reliable source			5. describes the proper use of medicines	H4S-IIIIf-g-5	
			6. explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	H4S-IIIi-j-6	
Grade 4 – INJURY PREVENTION, SAFETY AND FIRST AID – 4TH QUARTER(H1IS)					
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	H4IS-IVa-28	
			2. demonstrates proper response before, during, and after a disaster or an emergency situation	H4IS-IVb-d-29	
			3. relates disaster preparedness and proper response during emergency situations in preserving lives	H4IS-IVe-30	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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			4. describes appropriate safety measures during special events or situations that may put people at risk	H4IS-Ivf-g-31	
			5. describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	H4IS-Ivh-j-32	
			6. advocates the use of alternatives to firecrackers and alcohol in celebrating special events	H4IS-Ivh-j-33	

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GRADE 5**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5 – PERSONAL HEALTH – 1ST QUARTER (H5PH)					
<p>A. Mental, Emotional and Social Health</p> <ol style="list-style-type: none"> 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 	<p>The learner... demonstrates understanding of mental, emotional, and social health concerns</p>	<p>The learner... practices skills in managing mental, emotional and social health concerns</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. describes a mentally, emotionally and socially healthy person 	H5PH-Ia-b-10	
			<ol style="list-style-type: none"> 2. suggests ways to develop and maintain one’s mental and emotional health 	H5PH-Ic-11	
			<ol style="list-style-type: none"> 3. recognizes signs of healthy and unhealthy relationships 	H5PH-Id-12	
			<ol style="list-style-type: none"> 4. explains how healthy relationships can positively impact health 	H5PH-Ie-13	
			<ol style="list-style-type: none"> 5. discusses ways of managing unhealthy relationships 	H5PH-If-14	
			<ol style="list-style-type: none"> 6. describes some mental, emotional and social health concerns 	H5PH-Ig-15	
<p>B. Healthy and Unhealthy relationships</p> <ol style="list-style-type: none"> 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 					
<p>C. Mental, Emotional and Social Health Concerns (include ways on how these negatively impact one’s health and wellbeing)</p> <ol style="list-style-type: none"> 1. Social anxiety 					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> 2. Mood swings 3. Teasing 4. Bullying, including cyber bullying 5. Harassment 6. Emotional and physical abuse 7. Other stressful- situations 			7. discusses the effects of mental, emotional and social health concerns on one’s health and wellbeing	H5PH-Ih-16	
D. Preventing and Managing Mental, Emotional and Social Health Concerns <ul style="list-style-type: none"> 1. Practicing life skills (communication/assertiveness/self-management/decision-making) 			8. demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	H5PH-Ii-17	
<ul style="list-style-type: none"> 2. Finding Resources and Seeking Help 			9. identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns.	H5PH-Ij-18	
Grade 5 – GROWTH AND DEVELOPMENT/ PERSONAL HEALTH - 2ND QUARTER (H5GD/PH)					
A. Changes during Puberty <ul style="list-style-type: none"> 1. Physical Changes (secondary sexual characteristics such as hair growth, voice change, breast development, menstruation) 2. Emotional and Social Changes 	The learner... demonstrates understanding of the different changes, health concerns and management strategies during puberty Understands basic concepts regarding sex and gender	The learner... demonstrates health practices for self-care during puberty based on accurate and scientific information The learner... Demonstrates respect for the decisions that people make with regards to gender identity and gender roles.	The learner... 1. describes the physical, emotional and social changes during puberty	H5GD-Ia-b-1	
			2. accepts changes as a normal part of growth and development	H5GD-Ia-b-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>B. Puberty-related Health Myths and Misconceptions</p> <ol style="list-style-type: none"> 1. On Menstruation <ol style="list-style-type: none"> 1.1. not taking a bath 1.2. not carrying heavy loads 1.3. avoiding sour and salty food 1.4. no physical activities 1.5. use of menarche for facial wash 2. On Nocturnal Emissions <ol style="list-style-type: none"> 2.1. not related to preoccupation with sexual thought 3. On Circumcision <ol style="list-style-type: none"> 3.1 at the appropriate maturational stage 			<p>3. describes common misconceptions related on puberty</p>	H5GD-Ic-d-3	
			<p>4. assesses the issues in terms of scientific basis and probable effects on health</p>	H5GD-Ic-d-4	
<p>C. Puberty-related Health Issues and Concerns</p> <ol style="list-style-type: none"> 1. Nutritional issues 2. Mood swings 3. Body odor 4. Oral health concerns 5. Pimples/Acne 6. Poor Posture 7. Menstruation-related Concerns (Pre-menstrual Syndrome, Dysmenorrhea, and other abnormal conditions) 8. Early and Unwanted Pregnancy 9. Sexual Harassment 			<p>5. describes the common health issues and concerns during puberty</p>	H5GD-Ie-f-5	
			<p>6. accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them</p>	H5GD-Ie-f-6	
			<p>7. demonstrates empathy for persons undergoing these concerns and problems</p>	H5GD-Ig-h-7	
			<p>8. discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy</p>	H5GD-Ig-h-8	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	H5GD-Ii-9	
			10. practices proper self-care procedures	H5GD-Ii-10	
			11. discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	H5GD-Ii-11	
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	H5GD-Ij-12	
			13. identifies factors that influence gender identity and gender roles	H5GD-Ij-13	
			14. discusses how family, media, religion, school and society in general reinforce gender roles	H5GD-Ij-14	
			15. gives examples of how male and female gender roles are changing	H5GD-Ij-15	
Grade 5 – SUBSTANCE USE AND ABUSE – 3RD QUARTER (H5SU)					
A. Nature of Gateway Drugs 1. Caffeine (products with caffeine include coffee, tea and cola drinks) 2. Tobacco	The learner... understands the nature and effects of the use and abuse of caffeine,	The learner... demonstrates the ability to protect one’s health	The learner... 1. explains the concept of gateway drugs	H5SU-IIIa-7	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. Alcohol	tobacco and alcohol	by refusing to use or abuse gateway drugs.	2. identifies products with caffeine	H5SU-IIIb-8	
			3. discusses the nature of caffeine, nicotine and alcohol use and abuse	H5SU-IIIc-9	
B. Effects of Gateway Drugs 1. Caffeine 2. Tobacco 3. Alcohol			4. describes the general effects of the use and abuse of caffeine, tobacco and alcohol	H5SU-III d-e-10	
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	H5SU-III f-g-11	
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	H5SU-III h-12	
			7. follows school policies and national laws related to the sale and use of tobacco and alcohol	H5SU-III i-j-13	
Grade 5 – INJURY, SAFETY AND FIRST AID – 4TH QUARTER (H6PH)					
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	The learner... practices appropriate first aid principles and procedures for common injuries	The learner... 1. explains the nature and objectives of first aid	H5IS-IVa-34	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>B. First aid principles</p> <ol style="list-style-type: none"> 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. 	<p>injuries</p>		<ol style="list-style-type: none"> 2. discusses basic first aid principles 	<p>H5IS-IVb-35</p>	
<p>C. Basic First Aid for Common Injuries and Conditions</p> <ol style="list-style-type: none"> 1. Wounds 2. Nosebleed 3. Insect bite 4. Animal bite 5. Burn and scald 6. Food poisoning 7. Fainting 8. Musculoskeletal injuries (sprain, strain, musclecramps, dislocation and fracture) 			<ol style="list-style-type: none"> 3. demonstrates appropriate first aid for common injuries or conditions 	<p>H5IS-IV-c-j-36</p>	

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GRADE 6**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 6 – PERSONAL HEALTH – 1ST QUARTER (H6PH)					
A. Personal Health -Issues and Concerns 1. height and weight(stunted growth, underweight, overweight, obesity) 2. hearing (impacted cerumen, swimmer’s ear, otitis media) 3. vision 4. (astigmatism, myopia, hyperopia,xerophthalmia, strabismus) 5. skin, hair and nail 6. (sunburn, dandruff ,corns, blisters and calluses, ingrown toenails) 7. posture and spine disorders (scoliosis, lordosis, kyphosis) 8. oral/dental problems (cavities, gingivitis, periodontitis, malocclusion, halitosis)	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	The learner... 1. describes personal health issues and concerns	H6PH-Ia-b-18	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>B. Prevention and Management of Personal Health Issues and Concerns</p> <p>1. Developing Self-management Skills (proper nutrition, proper hygiene, regular physical activity, enough rest and sleep, good posture, oral care)</p> <p>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)</p> <p>3. Utilizing School and Community Health Resources</p> <p>3.1. Medical Professionals / Practitioners (doctor, dentist, nurse)</p> <p>3.2. Health Facilities</p> <p>3.3. School Clinic</p> <p>3.4. Barangay Health Station/Rural Health Unit</p>			2. demonstrates self-management skills	H6PH-Ia-b-19	
			3. discusses health appraisal procedures during puberty	H6PH-Ic-20	
			4. explains the importance of undergoing health appraisal procedures	H6PH-Id-f-21	
			5. regularly undergoes health appraisal procedures	H6PH-Id-f-22	
			6. identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns	H6PH-Ig-h-23	
			7. avails of health services in the school and in the community	H6PH-Ig-h-24	
			8. promotes the use of health resources and facilities in the school and in the community	H6PH-Ig-h-25	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 6 – COMMUNITY HEALTH – 2ND QUARTER (H6CMH)					
<p>A. Healthy School and Community Environments</p> <p>1. Characteristics</p> <p>1.1. physical environment (safe, clean, with good air and water quality, aesthetically pleasing, with flexible spaces)</p> <p>1.2. psychosocial environment (warm atmosphere, healthy interpersonal relations, free from abuse and discrimination)</p> <p>2. Ways of Building and Maintaining Healthy School and Community Environments</p>	<p>The learner...</p> <p>understands the importance of keeping the school and community environments healthy.</p>	<p>The learner...</p> <p>demonstrates practices for building and maintaining healthy school and community environments</p>	<p>The learner...</p> <p>1. describes healthy school and community environments</p>	H6CMH-IIa-1	
			<p>2. explains the effect of living in a healthful school and community</p>	H6CMH-IIb-2	
			<p>3. demonstrates ways to build and keep school and community environments healthy</p>	H6CMH-IIc-d-3	
			<p>4. identifies different wastes</p>	H6CMH-IIe-4	
<p>B. Keeping Homes, Schools and Communities Healthy through Proper Waste Management</p> <p>1. Identification and</p>					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Separation of Waste 1.1 Biodegradable 1.1.1 paper 1.1.2 kitchen waste 1.1.3 yard cuttings- 1.2 Non-biodegradable 1.2.1 plastics 1.2.2 styrofoam 1.2.3 glass 1.2.4 cans 1.3 Hazardous waste 1.3.1 chemicals 1.3.2 used batteries 1.3.3 expired medicines 2. Proper Waste Management 2.1 Waste Reduction (reuse) 2.2 Waste Storage (separation of biodegradable from non-biodegradable, tight-fitting storage containers) 2.3 Waste Disposal (composting, recycling, proper disposal of hazardous waste)			5. classifies different types of wastes	H6CMH-IIe-5	
			6. Describes proper ways of waste disposal	H6CMH-IIf-6	
			7. identifies things that can be recycled in school and in the community	H6CMH-IIg-7	
			8. practices proper waste management at home, in school, and in the community	H6CMH-IIh-8	
			9. advocates environmental protection through proper waste management	H6CMH-Ii-j-9	
Grade 6 – ENVIRONMENTAL HEALTH – 3RD QUARTER (H6EH)					
A. Diseases and Disorders caused by Poor Environmental Sanitation 1. Respiratory Diseases	The learner... demonstrates understanding of the health implications of	The learner... consistently practices ways to maintain a healthy environment	The learner... 1. describes diseases and disorders caused by poor environmental	H6EH-IIIa-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Skin Diseases 3. Gastrointestinal Diseases 4. Neurological Impairment (lead and mercury poisoning)	poor environmental sanitation		sanitation		
			2. explains how poor environmental sanitation can negatively impact the health of an individual	H6EH-IIIb-2	
3. discusses ways to keep water and air clean and safe			H6EH-IIIc-3		
4. explains the effect of a noisy environment			H6EH-IIIId-4		
5. suggests ways to control/manage noise pollution			H6EH-IIIE-5		
6. practices ways to control/manage noise pollution			H6EH-IIIIfg-6		
7. explains the effect of pests and rodents to ones health			H6EH-IIIhi-7		
8. identifies some common diseases caused by pests and rodents			H6EH-IIIh-i-8		
9. practice ways to prevent and control pests and rodents			H6EH-IIIj-9		
B. Environmental Sanitation 1. Clean water: access to potable water, making water safer 2. Clean air: prevention of air pollution, tobacco control, anti-smoke belching drives 3. Control of noise pollution Control of pests and rodents					
Grade 6 – CONSUMER HEALTH – 4TH QUARTER (H6CH)					
A. Importance of Consumer Health 1. Wise and informed decision in purchasing	The learner... understands the concepts and principles of selecting	The learner... Consistently demonstrates critical	The learner... 1. explains the importance of consumer health	H6CH-IVa-13	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>products or availing services</p> <p>2. Protection from fraud and malpractice</p> <p>3. Ability to differentiate valid health information from myths and misconceptions</p>	and using consumer health products.	thinking skills in the selection of health products.			
<p>B. Components of Consumer health</p> <p>1. Health information (sources include books, print ads, radio, television , internet)</p> <p>2. Health products (pharmaceutical, cleaning agents, food, personal care products)</p> <p>3. Health services (health professionals, health units, health care plans and programs)</p>			2. enumerates the components of consumer health	H6CH-Ivb-c-14	
			3. describes the different components of consumer health	H6CH-Ivc-d-15	
			4. differentiates over- the- counter from prescription medicines	H6CH-Ivc-d-16	
			4. gives example of over the counter and prescription medicines	H6CH-IVe-17	
			5. explains the uses of some over the counter and prescription medicines	H6CH-IVf-18	
<p>C. Medicines as Health Products : Types and Uses</p> <p>1. Over the Counter (such as antacid, analgesic, antipyretic, antidiarrheal, laxative, and decongestant)</p> <p>2. Prescription (such as antibiotic, antidepressant, and antihypertensive)</p>					

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>D. Evaluating Health Products</p> <ol style="list-style-type: none"> 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 			<p>6. identifies the common propaganda techniques used in advertising</p>	H6CH-IVg-19	
			<p>7. Identifies the common propaganda techniques used in advertising</p>	H6CH-IVg-20	
			<p>8. analyzes packaging and labels of health products</p>	H6CH-IVh-21	
<p>C. Use the modified DECIDE Model in the Selection and Purchase of Health Products</p> <ul style="list-style-type: none"> D-etermine the essential product to purchase. E-xplore the alternatives. C-Consider the consequences of each option I- Identify the factors that you consider important D- Decide what to buy. E- Evaluate your decision. 			<p>9. practices good decision making skills in the selection of health products.</p>	H6CH-IVh-22	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
D. Protection from Fraudulent Health Products 1. Awareness and Vigilance 2. Know How and Where to Seek Help			10. discusses ways to protect oneself from fraudulent health products	H6CH-Ii-j-23	

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GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 7 - GROWTH AND DEVELOPMENT – 1st Quarter (H7GD)					
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	H7GD-Ia-12	OHSP in Health 2010 SEC
			2. explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	H7GD-Ib-13	OHSP in Health 2010 SEC
			3. analyzes the interplay among the health dimensions in developing holistic health;	H7GD-Ib-14	OHSP in Health 2010 SEC
			4. practices health habits to achieve holistic health;	H7GD-Ic-15	OHSP in Health 2010 SEC
B. Stages of growth and development (infancy to old age)			5. describes developmental milestones as one grow	H7GD-Id-e-16	OHSP in Health 2010 SEC
C. Changes in the health dimensions during adolescence			6. recognizes that changes in different health dimensions are normal during adolescence;	H7GD-Id-e-17	OHSP in Health 2010 SEC
			7. describes changes in different aspects of growth that happen to boys and girls during adolescence;	H7GD-Id-e-18	OHSP in Health 2010 SEC
			8. recognizes that changes in different dimensions are normal during adolescence'	H7GD-If-h-19	OHSP in Health 2010 SEC
			9. explains that the pattern of change during adolescence is similar but the pace of growth and development is unique for each adolescent;	H7GD-If-h-20	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	H7GD-Ii-j-21	
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	H7GD-Ii-j-22	
			12. demonstrates health appraisal procedures during adolescence in order to achieve holistic health	H7GD-Ii-j-23	
			13. avails of health services in the school and community in order to appraise one's health;	H7GD-Ii-j-24	
F. Development of self-awareness and coping skills			14. applies coping skills in dealing with health concerns during adolescence	H7GD-Ii-j-25	
GRADE 7 – NUTRITION – 2nd Quarter (H7N)					
A. Nutrition during adolescence	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	15. identifies the right foods during adolescence	H7N-IIa-20	2010 SEC I EASE Health Educ
B. Nutritional guidelines			16. follows the appropriate nutritional guidelines for adolescents for healthful eating 16.1 explains the need to select food based on the nutritional needs during adolescence 16.2 follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	H7N-IIb-c-21	2010 SEC I EASE Health Educ

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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			17. identifies the nutritional problems of adolescents	H7N-IIId-f-22	2010 SEC I EASE Health Educ
			18. describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	H7N-IIId-f-23	2010 SEC I EASE Health Educ
			19. discusses ways of preventing and controlling malnutrition and micronutrient deficiencies	H7N-IIId-f-24	2010 SEC I EASE Health Educ
			20. explains the characteristics, signs and symptoms of eating disorders	H7N-IIId-f-25	2010 SEC I EASE Health Educ
			21. discusses ways of preventing and controlling eating disorders	H7N-IIId-f-26	2010 SEC I EASE Health Educ
D. Decision-making skills			22. applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	H7N-IIg-h-27	2010 SEC I EASE Health Educ
GRADE 7 – PERSONAL HEALTH – 3rd Quarter (H7PH)					
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	23. explains the factors that affect the promotion of good mental health	H7PH-IIIa-b-28	OHSP Health
B. Understanding stress 1. Eustress 2. Distress			24. explains that stress is normal and inevitable	H7PH-IIIa-b-29	
			25. differentiates eustress from distress	H7PH-IIIa-b-30	
			26. identifies situations that cause feelings of anxiety or stress	H7PH-IIIa-b-31	
C. Common areas of stressor that affects adolescents (peer, family, school, community)			27. identifies the common stressors that affect adolescents	H7PH-IIIc-32	
			28. identifies physical responses of the body to stress	H7PH-IIIc-33	
D. Coping with stress			29. identifies people who can provide support in stressful situations	H7PH-IIIc-34	
	30. differentiates healthful from unhealthy strategies in coping	H7PH-IIIId-e-35			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Coping with Dying and Death			with stress		
			31. demonstrates various stress management techniques that one can use every day in dealing with stress	H7PH-IIIId-e-36	
			32. explains the importance of grieving	H7PH-IIIId-e-37	
			33. demonstrates coping skills in managing loss and grief	H7PH-IIIId-e-38	
			34. recognizes triggers and warning signs of common mental disorders	H7PH-IIIIf-h-39	
E. Types and Management of Common Mental Disorders 3. Identifying triggers and warning signs 4. Prevention coping and treatment 4.1 Mood disorders, bipolar, schizophrenic, Obsessive Compulsive Disorder (OCD), Obsessive Compulsive Personality Disorder (OCPD), post-traumatic			35. discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders	H7PH-IIIIf-h-40	
GRADE 7 – PREVENTION AND CONTROL OF DISEASES AND DISORDER (Non-communicable and Lifestyle Diseases) – 4th Quarter (H7DD)					
A. Introduction to non-communicable diseases (NCDs)	The learner demonstrates understanding of non-communicable diseases for a healthy life.	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases.	The learner	H7DD-IVa-24	
B. Common non-communicable diseases 1. Allergy 2. Asthma 3. Cardiovascular diseases 4. Cancer 5. Diabetes			36. discusses the nature of non-communicable diseases		
			37. explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible	H7DD-IVb-d-25	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
6. Arthritis 7. Renal failure			complications		
			38. corrects myth and fallacies about non-communicable diseases	H7DD-IVe-26	
C. Prevention and control of non-communicable disease			39. practices ways to prevent and control non-communicable diseases	H7DD-IVf-27	
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)			40.demonstrates self-monitoring to prevent non-communicable diseases	H7DD-IVg-h-28	
E. Programs and policies on non-communicable disease prevention and control			41. promotes programs and policies to prevent and control non-communicable and lifestyle diseases	H7DD-IVg-h-29	
42. Agencies responsible for non-communicable disease prevention and control			42. identifies agencies responsible for non-communicable disease prevention and control	H7DD-IVg-h-30	

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GRADE 8

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8 – FAMILY HEALTH I – 1st Quarter (H8FH)					
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.)	H8FH-Ia-16	
			2. discusses sexuality as an important component of one’s personality	H8FH-Ia-17	
			3. explains the dimensions of human sexuality	H8FH-Ia-18	
			4. analyzes the factors that affect one’s attitudes and practices related to sexuality and sexual behaviors	H8FH-Ib-19	
			5. assesses personal health attitudes that may influence sexual behavior	H8FH-Ic-d-20	
			6. relates the importance of sexuality to family health	H8FH-Ic-d-21	
			7. identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	H8FH-Ie-g-22	
			8. applies decision-making skills in managing sexuality-related issues	H8FH-Ih-23	
B. Teenage concerns <ul style="list-style-type: none"> • Identity crisis • Sexual identity and Sexual behaviors • Pre-marital sex, teenage pregnancies, and abortion 					
C. Development of decision-skills in managing sexuality related issues					
GRADE 8 – FAMILY HEALTH II – 2nd Quarter (H8FH)					
A. Dating, courtship, and marriage	The learner... demonstrates an understanding of responsible parenthood for a	The learner... makes informed and values-based decisions in preparation for	9. defines basic terms (dating, courtship, marriage)	H8FH-IIa-24	
			10. explains the importance of courtship and dating in choosing a lifelong partner	H8FH-IIa-25	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
B. Maternal Health concerns 1. Pre-pregnancy (blighted ovary, ectopic pregnancy, polycystic ovary, myoma) 2. During pregnancy (pre-eclampsia, placenta previa, gestational, diabetes,) 3. Post pregnancy (post-partum disorder, sepsis)	healthy family life	responsible parenthood	40. identifies marital practices and setup across cultures	H8FH-IIa-26				
			11. analyzes behaviors that promote healthy relationship in marriage and family life	H8FH-IIa-27				
			12. describes the factors that contribute to a successful marriage	H8FH-IIb-28				
			13. discusses various maternal health concerns (pre-during-post pregnancy)	H8FH-IIc-d-29				
			14. discusses pregnancy-related concerns	H8FH-IIc-d-30				
			15. explains the importance of maternal nutrition during pregnancy	H8FH-IIe-f-31				
			16. discusses the importance of newborn screening, and the APGAR scoring system for newborns	H8FH-IIe-f-32				
			17. explains the importance of prenatal care and post natal care	H8FH-IIe-f-33				
			18. discusses the essential newborn protocol (<i>Unang Yakap</i>) and initiation of breastfeeding	H8FH-IIe-f-34				
			19. enumerates the advantages of breastfeeding for both mother and child	H8FH-IIe-f-35				
			20. recognizes the importance of immunization in protecting children's health	H8FH-IIe-f-36				
			C. Responsible parenthood			21. analyzes the importance of responsible parenthood	H8FH-IIg-h-37	
						22. explains the effects of family size on family health	H8FH-IIg-h-38	
23. examines the important roles and responsibilities of parents in child rearing and care	H8FH-IIg-h-39							
24. explains the effects of rapid population growth on the health of	H8FH-IIg-h-40							

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			the nation		
			25.enumerates modern family planning methods (natural and artificial)	H8FH-Iig-h-41	
GRADE 8 – PREVENTION AND CONTROL OF DISEASES AND DISORDERS (Communicable) – 3rd Quarter (H8DD)					
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	41. discusses the stages of infection	H8DD-IIIa-15	
B. Top 10 leading causes of morbidity and mortality in the Philippines			42. analyzes the leading causes of morbidity and mortality in the Philippines	H8DD-IIIa-16	
C. Most common communicable diseases and its prevention and control 1. Acute Respiratory Infections 2. Pneumonia 3. Bronchitis 4. Influenza 5. Tuberculosis (TB) 6. Dengue 7. Sexually Transmitted Infections (STIs) 8. HIV and AIDS			43. discusses the signs, symptoms, and effects of common communicable diseases	H8DD-IIIb-c-17	
			44. corrects misconceptions, myths, and beliefs about common communicable diseases	H8DD-IIIb-c-18	
			45. enumerates steps in the prevention and control of common communicable diseases	H8DD-IIIb-c-19	
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		46. analyzes the nature of emerging and re-emerging diseases	H8DD-IIIId-e-20		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
E. Development of personal life skills to prevent and control communicable diseases			47. demonstrates self-monitoring skills to prevent communicable diseases	H8DD-IIIIf-h-21	
F. Programs and policies on communicable disease prevention and control			48. promotes programs and policies to prevent and control communicable diseases	H8DD-IIIIf-h-22	
G. Agencies responsible for communicable disease prevention and control			49. identifies agencies responsible for communicable disease prevention and control	H8DD-IIIIf-h-23	
GRADE 8 - PREVENTION OF SUBSTANCE USE AND ABUSE (GATEWAY DRUGS: CIGARETTE AND ALCOHOL) – 4th Quarter (H8S)					
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	50. discusses gateway drugs	H8S-IVa-27	
B. Protective and Risk Factors in the Use of Cigarettes and Alcohol			51. identifies reasons why people smoke cigarettes	H8S-IVa-28	
			77. analyzes the negative health impact of cigarette smoking 77.1 describes the harmful short- and long-term effects of cigarette smoking on the different parts of the body 77.2 discusses the dangers of mainstream, second hand and third hand smoke; 78. explain the impact of cigarette smoking on the family, environment, and community	H8S-IVb-c-29	
C. Prevention, and Control of Gateway Drugs			79. identifies reasons for drinking and for not drinking alcohol	H8S-IVd-30	
	80. analyzes the negative health impact of drinking alcohol 1.1 describes the harmful short- and long-term effects of drinking alcohol 81. interprets blood alcohol concentration (BAC) in terms of	H8S-IVe-f-31			

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			physiological changes in the body		
			82.explains the impact of drinking alcohol on the family, and community	H8S-IVg-h-32	
			83. discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages 83.1 apply resistance skills in situations related to cigarette and alcohol use	H8S-IVg-h-33	
			84. follows policies and laws in the family, school and community related to cigarette and alcohol use		
			85.suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)	H8S-IVg-h-34	

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GRADE 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 – COMMUNITY AND ENVIRONMENTAL HEALTH – 1ST QUARTER (H9CE)					
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	1. defines community and environmental health	H9CE-Ia-8	G7-LM EASE Health Educ
			2. describes a healthy community	H9CE-Ia-9	G7-LM EASE Health Educ
			3. explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	H9CE-Ib-d-10	
			4. discusses the nature of environmental issues	H9CE-Ib-d-11	G7-LM EASE Health Educ
			5. analyzes the effects of environmental issues on people’s health	H9CE-Ib-d-12	G7-LM EASE Health Educ
B. Prevention and Management of Environmental Health Issues 1. Personal responsibility 2. Social consciousness 3. Environmental policies and laws			6. suggests ways to prevent and manage environmental health issues	H9CE-Ie-f-13	
C. Collective Action for the Environment			7. participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	H9CE-Ig-h-14	G7-LM EASE Health Educ

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 - PREVENTION OF SUBSTANCE USE AND ABUSE (Drug Scenario) – 2nd Quarter (H9S)					
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	8.describes the drug scenario in the Philippines	H9S-IIa-14	
B. Factors that influence substance use and abuse			9.explains the concept of substance use, misuse, abuse and dependence,	H9S-IIa-15	
C. Drugs/Substances of abuse 1. Stimulants 2. Depressants 3. Narcotics 4. Hallucinogen 5. Inhalants			10.discusses risk and protective factors in substance use, and abuse	H9S-IIb-16	
			11.analyzes situations for the use and non-use of psychoactive substances	H9S-IIb-17	
			12.identifies the types of drugs/substances of abuse	H9S-IIc-18	
D. Harmful effects of drugs on the body 1. Short-term 2. Long-term			13.corrects myths and misconceptions about substance use and abuse	H9S-IIId-19	EASE Health Educ III
			14.recognizes warning signs of substance use and abuse discusses the harmful short- and long-term effects of substance use and abuse on the body	H9S-IIId-20	
E .Prevention and control of substance use and abuse			15.discusses the harmful effects of substance use and abuse on the individual, family, school, and community	H9S-IIe-f-21	
			16.explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse	H9S-IIIf-f-22	
			17.discusses strategies in the prevention and control of substance use and abuse	H9S-IIe-f-23	
	18.applies decision-making and resistance skills to prevent substance use and abuse	H9S-IIg-h-24			
	19.suggests healthy alternatives to substance use and abuse	H9S-IIg-h-25			
GRADE 9 - INJURY PREVENTION, SAFETY AND FIRST AID (Unintentional) – 3rd Quarter (H9IS)					
A. First Aid Basics	The learner demonstrates understanding of first	The learner performs first aid procedures with	20.discusses basic information about first aid (principles, roles, responsibilities, and characteristics of a good aider)	H9IS-IIIa-36	2010 SEC OHSP Health

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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)	aid principles and procedures	accuracy	21.demonstrates the conduct of primary and secondary survey of the victim (CAB)	H9S-IIIa-15	
			22.assesses emergency situation for unintentional injuries	H9IS-IIIb-38	
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 ankle; and dislocated arm)			23.discusses the function of dressing and bandages	H9IS-IIIc-d-39	
			24.explains the principles of wound dressing	H9IS-IIIc-d-40	2010 SEC OHSP Health
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			25.demonstrates appropriate bandaging techniques for unintentional injuries	H9IS-IIIc-d-41	2010 SEC
			26.demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	H9IS-IIIe-f-42	2010 SEC OHSP Health
			27.demonstrates proper first aid procedures for common unintentional injuries	H9IS-IIIg-h-43	2010 SEC OHSP Health

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
E. First aid for common unintentional injuries and medical emergencies <ol style="list-style-type: none"> 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 					
GRADE 9 – INJURY PREVENTION, SAFETY AND FIRST AID (Intentional) – 4th Quarter (H9IS)					
A. Concept of intentional injuries B. Types of intentional injuries <ol style="list-style-type: none"> 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 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 28. differentiates intentional injuries from unintentional injuries	H9IS-IVa-d-31	
C. Prevention and management of intentional injuries <ul style="list-style-type: none"> • self-protection 			29. describes the types of intentional injuries	H9IS-IVa-d-32	
			30. analyzes the risk factors related to	H9IS-IVe-h-	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> • preventing self-harm • promoting a culture of non-violence through healthful behaviors • reporting cases of violence to proper authorities seeking help from trusted individuals and health professionals			intentional injuries	33	
			31. identifies protective factors related to intentional injuries	H9IS-IVe-h-34	
			32. demonstrates ways to prevent and control intentional injuries	H9IS-IVe-h-35	

GRADE 10

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10 – CONSUMER HEALTH – 1st Quarter (H10CH)					
A. Guidelines and Criteria in the Selection and Evaluation of: <ol style="list-style-type: none"> 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;	H10CH-Ia-b-19	
			2. explains the guidelines and criteria in the selection and evaluation of health information, products and services;	H10CH-Ia-b-20	
B. Health Service Providers <ol style="list-style-type: none"> 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;	H10CH-Ia-b-21	
			4. selects health professionals, specialists and health care services wisely;	H10CH-Ic-22	
			5. explains the nature and dangers of quackery;	H10CH-Ic-23	
			6. reports fraudulent health services	H10CH-Ic-24	
C. Quackery: Types (medical, nutrition, device) and Harmful Physical and Psychological Effects					

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
D. Complementary and Alternative Healthcare Modalities Herbal medicine (medicinal plants approved by the Department of Health) 1. Acupuncture 2. <i>Ventosa</i> massage cupping therapy 3. Reflexology 4. Naturopathy			7. explains the different kinds of complementary and alternative health care modalities.	H10CH-Id-25	
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	H10CH-Id-26	
			9. identifies national and international government agencies and private organizations that implement programs for consumer protection	H10CH-Ie-f-27	
			10. participates in programs for consumer welfare and protection	H10CH-Ig-h-28	
GRADE 10 – HEALTH TRENDS, ISSUES AND CONCERNS (National Level) – 2nd Quarter (H10HC)					
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 (RA 9512)Traditional and Alternative Medicine Act of	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;	H10HC-IIa-1	
			12. explains the significance of the existing health related laws in safeguarding people’s health;	H10HC-IIb-2	
			13. follows existing health related laws	H10HC-IIc-d-3	
			14. critically analyzes the impact of current health trends, issues, and concerns	H10HC-IIc-d-4	
			15. recommends ways of managing health issues, trends and concerns	H10HC-IIe-g-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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)					
GRADE 10 - HEALTH TRENDS, ISSUES AND CONCERNS (GlobalLevel) – 3rd Quarter (H10HC)					
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;	H10HC-IIIa-1	
			17. describes how global health initiatives positively impact people's health in various countries;	H10HC-IIIb-c-2	
			18. analyzes the issues in the implementation of global health initiatives;	H10HC-IIIb-c-3	
			19. recommends ways of adopting global health initiatives to local or national context	H10HC-IIIId-e-4	
GRADE 10 – Planning for a Health Career – 4th Quarter (H10PC)					
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	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;	H10PC-Iva-b-1	
			21. prepares a personal health career following the prescribed components and steps;	H10PC-Iva-b-2	
			22. explores the various health career paths selects a particular health career pathway based on personal	H10PC-IVc-d-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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			competence and interest; participates in a health career orientation program		
			23. decides on an appropriate health career path	H10PC-IVc-d-4	

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Community and Environmental Health	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
Consumer health	Application of consumer skills in the wise evaluation, selection and use of health information, products, and services
Culture-responsive	Uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them (Gay, 2000)
Epidemiological	Studies the incidence and prevalence of disease in large populations, including detection of the source and cause of epidemics
Family Health	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
Growth and Development	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.
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/spiritual)

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GLOSSARY

Injury Prevention, Safety and First Aid	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
Learner-centered	Focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning
Nutrition	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
Personal Health	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
Prevention and Control of Diseases and Disorders	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
Preventive	Helps people take positive action on their health and lifestyle to prevent disease and achieve optimum health
Rights-based	Furtheres the realization 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 required skills and content

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Substance Use and Abuse	The prevention and control of the use and abuse of substances: their identification; causes; effects on the person, the family, society and the nation
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

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Code Book Legend

Sample: H9S-IVg-h-34

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

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