

K to 12 BASIC EDUCATION CURRICULUM

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	Injury Prevention, Safety and First Aid (Unintentional Injuries)	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)	Substance Use and Abuse (Drug scenario)	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	Injury Prevention, Safety and First Aid (Intentional Injuries)	Prevention and Control of Diseases and Disorders (Non-Communicable)	Substance Use and Abuse (Gateway drugs)	Planning for a Health Career

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GRADE 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	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal 1-7 2. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.26-28*
B. Guide in Eating Balanced diet 1. Food Pyramid for Filipino children (7-12 years old) 2. Food Plate for Filipino children (7-12 years old)	The learner... understands the importance of eating a balanced diet.		2. discusses the importance of eating a balanced meal	H2N-Ib-6	1. PDF 24 BLLM Wastong Nutrisyon Aralin 1. Manwal pp.8-13 2. Growing with Science and Health 2. Domanais, Lucia. 1997. pp. 27-29* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997 pp.14-17* 4. Science and Health 2. Teacher’s Manual. Apostol, Joy. 1997. pp.13-15* 5. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp.19-21* 6. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.29* 7. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. 1999 pp.47-49* 8. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.30-32* 9. Science and Health for Better Life 3. Teacher’s Manual.PRODED. IMDC/ DepED. Abracia, Norma M. et. al. 1985,1989. pp.4-5
B. Guide in Eating	The learner...	The learner...			

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2 – PERSONAL HEALTH – 2ND QUARTER (H2PH)					
<p>A. Health Habits and hygiene</p> <ol style="list-style-type: none"> 1. Care of the eyes, ears, nose <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	<p>The learner...</p> <p>demonstrates understanding of the proper ways of taking care of the sense organs</p>	<p>The learner...</p> <p>consistently practices good health habits and hygiene for the sense organs</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions 	<p>H2PH-IIa-e-6</p>	<ol style="list-style-type: none"> 1. Growing with Science and Health 2. Domanais, Lucia. 1997. pp.4-5,8-9,12-14,21-22* 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Estrella, Sonia, et. al. 1997. pp.4-5,8-9* 3. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et. al. 1997. pp.4-6,8-10* 4. Science Around Us 2. Garcia, Ligaya, et. al. 1997. pp.19-22* 5. Science and Health 2. Apostol, Joy. et. al. 1997. pp.23-30* 6. Science and Health 2. Teacher’s Manual. Apostol, Joy. et. al. 1997. pp.10-11* 7. Science and Health Today 2. Apolinario, Nenita. 1997 pp. 29-35* 8. Science and Health Today 2. Teacher’s Manual. Apolinario, Nenita. 1997 pp.25-32* 9. Science and Health For Life 2. Carale, Lourdes, et. al. 1997. pp.14-21* 10. Science and Health for Life 2. Teacher’s Manual. Carale, Lourdes R. et. al. 1997. pp. 23-29.* 11. Science for Daily Use 2. Teacher’s Manual. Menguito, Perla, et. al. 1997. pp. 17-19.* 12. Science for Everyone 2. Teacher’s Manual. De Lara, Ruth G. 1997. pp. 2-8,21-24.* 13. Exploring Science 3. Madriaga, Lucita. 2000. pp.6-7,9-10,12-13.* 14. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999 pp.8-11,15-18,21-23,27-29,33-34.* 15. Science and Health 3. Teacher’s Manual. Jacinto, Emilio, et. al. 1997. pp.22-24.* 16. Science for Everyone 3. Teacher’s Manual.

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					7. Science and Health 3. Teacher’s Manual. Jacinto, Emilio S. Jr., et. al. 1997. pp.22-24.* 8. Science for Everyone 3. Teachers Manual. De Lara, Ruth G. 1997. pp. 15-17.*
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-IIIab-11	1. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 2. Science and Health for Better Life 3. Teacher’s Manual. PRODED. IMDC/ DepED. Abracia, Norma M. et.al. 1985,1989. pp.13-15.
			2. demonstrates good family health habits and practices	H2FH-IIIcd-12	1. PDF 24 BLLM, Ang Aming mga Gawain Aralin 1. 2. PDF 24 BLLM, Kalusugan Aralin 1, Manwal pp.1-8. 3. Exploring Science 3. Lucita Alsim-Madriaga. 2000. pp.40-41.* 4. Growing with Science and Health 3. Teacher’s Manual. Balagtas, Marilyn.U. et. al. SEMPT. 1999. pp.57-59.*
B. Positive Expressions of Feelings	The learner... demonstrates an understanding of managing one’s feelings and respecting differences	The learner... demonstrates positive expression of feelings toward family members and ways of coping with negative	3. explains the benefits of healthy expressions of feelings	H2FH-IIIef-13	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.397-400.
			4. expresses positive feelings in appropriate ways	H2FH-IIIgh-14	

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>materials, electrical equipment and household chemicals)</p> <p>2.5. Never touch a hot oven/cooking material</p>	<p>The learner... demonstrates an understanding of rules to ensure safety at home and in school.</p>	<p>The learner... demonstrates consistency in following safety rules at home and in school.</p>	<p>6. follows rules for home safety</p>	<p>H2IS-IVh-17</p>	<p>1. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teachers Manual. Estrella, Sonia, et. al. 1997. Evaluation No.3 , Remedial pp.14.* 2. Music, Art, Physical Education and Health 2. Oabel, Edna C., et.al. DepED. 2013. pp.476-478.</p>
<p>C. School Safety</p> <p>1. Hazards in the school</p> <p>2. Safety Rules</p> <p>2.1. Always wear your school identification card</p> <p>2.2. Observe proper behavior in the corridor and when using the stairs (no pushing/shovin</p>			<p>7. identifies safe and unsafe practices and conditions in the school</p>		<p>H2IS-IVi-18</p>

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

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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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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

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