

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 3

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

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<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 fruits everyday to get the essential vitamins, minerals and fiber for regulation of body processes* 4. Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and repair of body tissues* 5. Consume milk, milk products and other calcium-rich foods, such 	<p>The learner... demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health</p>	<p>The learner... consistently demonstrates good decision-making skills in making food choices</p>	6. identifies the nutritional guidelines for Filipino	H3N-Igh-16	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35.*	
			7. discusses the different nutritional guidelines	H3N-Ii-17	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			8. realizes the importance of following nutritional guidelines	H3N-Ij-18	Science and Health Today 2. Teacher's Manual. Apolonario, Nenita.1997 pp.33-35*	
			9. describes ways of maintaining healthy lifestyle	H3N-Ij-19	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.418-419	
			10. evaluates one's lifestyle	H3N-Ij-20	Music, Art, Physical Education and Health 2. Oabel, Edna C., et. al. DepED. 2013. pp.419-421	

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

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

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

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

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

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
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 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. 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 3.1. Road hazards such	The learner... demonstrates consistency in following safety rules to road safety and in the community. The learner... demonstrates understanding of risks to ensure road safety and in the community.	The learner... demonstrates consistency in following safety rules to road safety and in the community.	2. demonstrates road safety practices for pedestrian	H3IS-IVab-20	Pilot School MTB_MLE Health 3. Q3 W3	
			3. explains basic road safety practices as a passenger	H3IS-IVcd-21		
			4. demonstrates road safety practices as a passenger	H3IS-IVcd-22		
			5. explains the meaning of traffic signals and road signs	H3IS-IVe-23	Pilot School MTB_MLE Health 3. Q3 W1	
			6. describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	H3IS-IVf-24	Pilot School MTB_MLE Health 3. Q3 W4	
			7. displays self-management skills for road safety.	H3IS-IVg-25	Pilot School MTB_MLE Health 3. Q3 W5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	EQUIPMENT
as open manhole, slippery surface, crowded sidewalk, uneven surface, poor lighting 3.2. Self-management skills	The learner... demonstrates understanding of risks to ensure road safety and in the community.	The learner... demonstrates consistency in following safety rules to road safety and in the community.				
B. Community safety 1. Hazards in the community 1.1. Natural hazards(landslide, volcano, earthquake, typhoon, tsunami, etc.) 1.2. Human-caused hazards (crime and violent acts) 2. Safety guidelines 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			8. identifies hazards in the community	H3IS-IVh-26	1. Pilot School MTB_MLE Health 3. Q3 W6 2. Science and Health Today 2. Teacher’s Manual. Apolinario,Nenita. 1997. pp.137-139.*	
			9. follows safety rules to avoid accidents in the community	H3IS-IVi-27	Pilot School MTB_MLE Health 3. Q3 W6, W7, W8	
			10. recommends preventive action for a safe community	H3IS-IVj-28	1. Pilot School MTB_MLE Health 3. Q3 W9,W10 2. INTO THE FUTURE: SCIENCE AND HEALTH 2. Teacher’s Manual. Estrella, Sonia, et.al. 1997.	

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

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GLOSSARY

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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