

**K to 12 BASIC EDUCATION CURRICULUM**

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

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**GRADE 4**

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

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

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

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

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

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

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



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### GLOSSARY

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

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### GLOSSARY

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

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

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### Code Book Legend

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

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

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

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