

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 5

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
					HEALTH 5. Teacher’s Manual. Llarinas,Jose. et.al. 1999. pp.6-9.*
B. Puberty-related Health Myths and Misconceptions 1. On Menstruation 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 2.1. not related to preoccupation with sexual thought 3. On Circumcision 3.1 at the appropriate maturational stage			3. describes common misconceptions related on puberty	H5GD-Icd-3	
			4. assesses the issues in terms of scientific basis and probable effects on health	H5GD-Icd-4	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11
C. Puberty-related Health Issues and Concerns 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,			5. describes the common health issues and concerns during puberty	H5GD-Ief-5	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13
			6. accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them	H5GD-Ief-6	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Dysmenorrhea, and other abnormal conditions) 8. Early and Unwanted Pregnancy 9. Sexual Harassment			7. demonstrates empathy for persons undergoing these concerns and problems	H5GD-Igh-7	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.10
			8. discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	H5GD-Igh-8	
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	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			10. practices proper self-care procedures	H5GD-Ii-10	1. OHSP Health 1 Q1 Module 2 Reading 2 pp.9-11 2. Headways in Science and Health Todays 5. Fallaria, Rebecca, et.al. 1999. pp.12-13.*
			11. discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns	H5GD-Ii-11	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
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	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132
			14. discusses how family, media, religion, school and society in general reinforce gender roles	H5GD-Ij-14	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Abejo, Mary Placid Sr. et.al. 1994. pp.130-132,134
			15. gives examples of how male and female gender roles are changing	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 3. Alcohol	The learner... understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	The learner... demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs.	1. explains the concept of gateway drugs	H5SU-IIIa-7	Droga: Maling gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.4
			2. identifies products with caffeine	H5SU-IIIb-8	
			3. discusses the nature of caffeine, nicotine and alcohol use and abuse	H5SU-IIIc-9	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED 1998. pp.9-12
			4. describes the general effects of the use and abuse of caffeine,	H5SU-IIId-10	Droga: Maling gamit, Masamang epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 1998. pp.9-15
B. Effects of Gateway Drugs 1. Caffeine 2. Tobacco					

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
C. Basic First Aid for Common Injuries and Conditions <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) 			3. demonstrates appropriate first aid for common injuries or conditions	H5IS-IV-c-j-36	Science and Health for a better Life 5. IMDC-DepED.PRODED. Bracia, Norma, et.al.1992 . pp.32-34

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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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