

**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

**K to 12 BASIC EDUCATION CURRICULUM**

**GRADE 7**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>	
<b>GRADE 7 - GROWTH AND DEVELOPMENT – 1<sup>st</sup> Quarter (H7GD)</b>						
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	<b>H7GD-Ia-12</b>		
			2. explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	<b>H7GD-Ib-13</b>	OHSP in Health 1Q1 Module 1 pp.5-6	
			3. analyzes the interplay among the health dimensions in developing holistic health;	<b>H7GD-Ib-14</b>		
			4. practices health habits to achieve holistic health;	<b>H7GD-Ic-15</b>		
			B. Stages of growth and development (infancy to old age)	5. describes developmental milestones as one grow	<b>H7GD-Id-e-16</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et.al.1994. pp.120-123
				C. Changes in the health dimensions during adolescence	6. recognizes that changes in different health dimensions are normal during adolescence;	<b>H7GD-Id-e-17</b>
7. describes changes in different aspects of	<b>H7GD-Id-</b>	1. OHSP in Health 1Q1 Module 2 pp.9-10 2. Edukasyong Pangkatawan, Kalusugan at				

**K to 12 BASIC EDUCATION CURRICULUM**

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C. Changes in the health dimensions during adolescence	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.	growth that happen to boys and girls during adolescence;	<b>e-18</b>	Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
			8. recognizes that changes in different dimensions are normal during adolescence'	<b>H7GD-If-h-19</b>	1. OHSP in Health 1Q1 Module 2 pp.5-7 2. Edukasyong Pangkatawan, Kalusugan at Musika I. Sr. Mary Placid Abejo, et. al. 1994. pp.120-123
			9. explains that the pattern of change during adolescence is similar but the pace of growth and development is unique for each adolescent;	<b>H7GD-If-h-20</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.120-123
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	<b>H7GD-Ii-j-21</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo Mary Placid Sr. et. al. 1994. pp.62-66,69,76
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	<b>H7GD-Ii-j-22</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76
			12. demonstrates health appraisal procedures during adolescence in order to achieve holistic health	<b>H7GD-Ii-j-23</b>	Edukasyong Pangkatawan, Kalusugan at Musika I. DepEd. Abejo, Mary Placid Sr. et. al. 1994. pp.48-50,54-59,69-71,76

**K to 12 BASIC EDUCATION CURRICULUM**

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			13. avails of health services in the school and community in order to appraise one's health;	<b>H7GD-Ii-j-24</b>	
F. Development of self-awareness and coping skills			14. applies coping skills in dealing with health concerns during adolescence	<b>H7GD-Ii-j-25</b>	
<b>GRADE 7 – NUTRITION – 2<sup>nd</sup> Quarter (H7N)</b>					
A. Nutrition during adolescence B. Nutritional guidelines	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	The learner 1. identifies the right foods during adolescence	<b>H7N-IIa-20</b>	OHSP Health 1 Q3 pp.37-50
			2. follows the appropriate nutritional guidelines for adolescents for healthful eating 2.1 explains the need to select food based on the nutritional needs during adolescence 2.2 follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	<b>H7N-IIb-c-21</b>	OHSP in Health 1 Q3 pp.29

**K to 12 BASIC EDUCATION CURRICULUM**

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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	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	3. identifies the nutritional problems of adolescents	<b>H7N-IIId-f-22</b>	
			4. describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	<b>H7N-IIId-f-23</b>	
			5. discusses ways of preventing and controlling malnutrition and micronutrient deficiencies	<b>H7N-IIId-f-24</b>	
			6. explains the characteristics, signs and symptoms of eating disorders	<b>H7N-IIId-f-25</b>	OHSP in Health 1Q3 pp.61-62
			7. discusses ways of preventing and controlling eating disorders	<b>H7N-IIId-f-26</b>	OHSP in Health 1Q3 pp.62-63
D. Decision-making skills			8. applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	<b>H7N-IIIg-h-27</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

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<b>GRADE 7 – PERSONAL HEALTH – 3<sup>rd</sup> Quarter (H7PH)</b>					
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	1. explains the factors that affect the promotion of good mental health	<b>H7PH-IIIa-b-28</b>	1. Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.142-147.*
B. Understanding stress 1. Eustress 2. Distress			2. explains that stress is normal and inevitable	<b>H7PH-IIIa-b-29</b>	Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21.
			3. differentiates eustress from distress	<b>H7PH-IIIa-b-30</b>	Stres,Stress,Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001.pp.9.
			4. identifies situations that cause feelings of anxiety or stress	<b>H7PH-IIIa-b-31</b>	1. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.6,21. 2. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.4-5. 3. Kaguluhan at Stress, Paghandaan natin. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22.
C. Common areas of stressor that affects adolescents (peer, family, school, community)			5. identifies the common stressors that affect adolescents	<b>H7PH-IIIc-32</b>	1. Pag-unawa sa Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10. 2. Understanding Stress. A&E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.8-10.

**K to 12 BASIC EDUCATION CURRICULUM**

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	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	6. identifies physical responses of the body to stress	<b>H7PH-IIIc-33</b>	<ol style="list-style-type: none"> <li>1. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18.</li> <li>2. Kaguluhan at Stress, Paghandaan natin. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.pp.18-22.</li> <li>3. Pagharap sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.p.8.</li> <li>4. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.15-18.</li> </ol>
D. Coping with stress			7. identifies people who can provide support in stressful situations	<b>H7PH-IIIc-34</b>	<ol style="list-style-type: none"> <li>1. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22.</li> <li>2. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22.</li> </ol>
			8. differentiates healthful from unhealthful strategies in coping with stress	<b>H7PH-IIId-e-35</b>	<ol style="list-style-type: none"> <li>1. Stress,Stress,Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.20-21.</li> </ol>
			9. demonstrates various stress management techniques that one can use every day in dealing with stress	<b>H7PH-IIId-e-36</b>	<ol style="list-style-type: none"> <li>1. Pag-unawa sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED.2001. pp.22-25.</li> <li>2. Understanding Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.22.</li> <li>3. Pagharap sa Stress. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.29-33.</li> </ol>

**K to 12 BASIC EDUCATION CURRICULUM**

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Coping with Dying and Death	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	10. explains the importance of grieving	<b>H7PH-IIIId-e-37</b>	
			11. demonstrates coping skills in managing loss and grief	<b>H7PH-IIIId-e-38</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153,163-164.*
E. Types and Management of Common Mental Disorders 1. Identifying triggers and warning signs 2. Prevention coping and treatment 3. Mood disorders, bipolar, schizophrenic, Obsessive Compulsive Disorder (OCD), Obsessive Compulsive Personality Disorder) (OCPD), post-traumatic			12. recognizes triggers and warning signs of common mental disorders	<b>H7PH-IIIIf-h-39</b>	
			13. discusses the types, sign, symptoms, and prevention, treatment and professional care in managing common mental health disorders	<b>H7PH-IIIIf-h-40</b>	Edukasyong Pangkatawan, Kalusugan, at Musika III. Adriano,Celia,et.al. 1999. pp.148-153.*



**K to 12 BASIC EDUCATION CURRICULUM**

<b>GRADE 7 – PREVENTION AND CONTROL OF DISEASES AND DISORDER (Non-communicable Diseases) – 4<sup>th</sup> Quarter (H7DD)</b>					
<p>A. Introduction to non-communicable diseases (NCDs)</p> <p>B. Common non-communicable diseases</p> <ol style="list-style-type: none"> <li>1. Allergy</li> <li>2. Asthma</li> <li>3. Cardiovascular diseases</li> <li>4. Cancer</li> <li>5. Diabetes</li> <li>6. Arthritis</li> <li>7. Renal failure</li> </ol> <p>C. Prevention and control of non-communicable disease</p> <p>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)</p> <p>E. Programs and policies on non-communicable disease prevention and control</p> <p>F. Agencies responsible for non-communicable disease prevention and control</p>	<p>The learner demonstrates understanding of non-communicable diseases for a healthy life</p>	<p>The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases</p>	1. discusses the nature of non-communicable diseases	<b>H7DD-IVa-24</b>	EASE Health Education III Module 6.
			2. explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications	<b>H7DD-IVb-d-25</b>	<ol style="list-style-type: none"> <li>1. EASE Health Education III Module 6.</li> <li>2. Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.</li> </ol>
			3. corrects myth and fallacies about non-communicable diseases	<b>H7DD-IVe-26</b>	
			4. practices ways to prevent and control non-communicable diseases	<b>H7DD-IVf-27</b>	<ol style="list-style-type: none"> <li>1. EASE Health Education III Module 6.</li> <li>2. Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18-21.</li> </ol>
			5. demonstrates self-monitoring to prevent non-communicable diseases	<b>H7DD-IVg-h-28</b>	<ol style="list-style-type: none"> <li>1. EASE Health Education III Module 6.</li> <li>2. Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.</li> </ol>
			6. promotes programs and policies to prevent and control non-communicable and lifestyle diseases	<b>H7DD-IVg-h-29</b>	<ol style="list-style-type: none"> <li>1. EASE Health Education III Module 6.</li> <li>2. Ang Respiratory System. A&amp;E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.25-26.</li> </ol>
			7. identifies agencies responsible for non-communicable disease prevention and control	<b>H7DD-IVg-h-30</b>	EASE Health Education III Module 6 pp.13.

## K to 12 BASIC EDUCATION CURRICULUM

### 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)

## K to 12 BASIC EDUCATION CURRICULUM

### 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

**K to 12 BASIC EDUCATION CURRICULUM  
GLOSSARY**

<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

## K to 12 BASIC EDUCATION CURRICULUM

### 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

## K to 12 BASIC EDUCATION CURRICULUM

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