

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 9

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 – COMMUNITY AND ENVIRONMENTAL HEALTH – 1ST QUARTER (H9CE)					
A. Concept of community and environmental health 1. Characteristics of a Healthy Community 2. Nature and Health Effects of Environmental Issues (improper waste disposal, pollution, illegal mining, soil erosion, cyanide fishing, pesticide drift, deforestation, oil spill, coral reef degradation, climate change)	The learner... demonstrates understanding of the principles in protecting the environment for community wellness	The learner... consistently demonstrates healthful practices to protect the environment for community wellness	9. defines community and environmental health	H9CE-Ia-8	1. EASE Health Education II Module 1 Lesson 2 pp.4-5 2. Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp. 5,9-10
			10. describes a healthy community	H9CE-Ia-9	EASE Health Education II Module 1 Lesson 2 pp.5
			11. explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	H9CE-Ib-d-10	
			12. discusses the nature of environmental issues	H9CE-Ib-d-11	EASE Health Education II Module 1 Lesson 2 pp.5
			13. analyzes the effects of environmental issues on people's health	H9CE-Ib-d-12	EASE Health Education II Module 1 Lesson 2 pp.4-5
B. Prevention and Management of Environmental Health			14. suggests ways to prevent and manage environmental health	H9CE-Ie-f-13	Let's Clean up the Environment. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001.

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Issues 1. Personal responsibility 2. Social consciousness 3. Environmental policies and laws	The learner... demonstrates understanding of the principles in protecting the environment for community wellness	The learner... consistently demonstrates healthful practices to protect the environment for community wellness	issues		pp.21-23,24-26
C. Collective Action for the Environment			15. participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	H9CE-Ig-h-14	EASE Health Education II Module 1 Lesson 2 pp.5
GRADE 9 - PREVENTION OF SUBSTANCE USE AND ABUSE(Drug Scenario) – 2nd Quarter (H9S)					
A. Drug Scenario in the Philippines	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	1. describes the drug scenario in the Philippines	H9S-IIa-14	Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.5-6
B. Factors that influence substance use and abuse			2. explains the concept of substance use, misuse, abuse and dependence,	H9S-IIa-15	1. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.8-13 2. Mga Nakalululong na Droga. Ikalawang bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 8-13

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
B. Factors that influence substance use and abuse	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	3. discusses risk and protective factors in substance use, and abuse	H9S-IIb-16	<ol style="list-style-type: none"> Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.18 Mga Nakalululong na Droga. Ikalawang Bahagi. A&E. NFE Accreditation and Equivalency Learning Material. DepEd. 2001. Pp. 18
C. Drugs/Substances of abuse			4. analyzes situations for the use and non-use of psychoactive substances		
<ol style="list-style-type: none"> Stimulants Depressants Narcotics Hallucinogen Inhalants 			5. identifies the types of drugs/substances of abuse	H9S-IIc-18	<ol style="list-style-type: none"> EASE Health Education II Module 7 pp.6-16 Droga: Maling Gamit, Masamang Epekto. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.9,11
D. Harmful effects of drugs on the body			6. corrects myths and misconceptions about substance use and abuse	H9S-IIId-19	
			7. recognizes warning signs of substance use and abuse discusses the harmful short- and long-	H9S-IIId-20	EASE Health Education II Module 7 pp.9-11

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
D. Harmful effects of drugs on the body 3. Short-term 4. Long-term	The learner demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	The learner shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	term effects of substance use and abuse on the body		
			8. discusses the harmful effects of substance use and abuse on the individual, family, school, and community	H9S-IIe-f-21	
			9. explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse	H9S-IIe-f-22	
E. Prevention and control of substance use and abuse			10. discusses strategies in the prevention and control of substance use and abuse	H9S-IIe-f-23	1. EASE Health Education II Module 8 pp.6-10 2. Addictive and Dangerous Drugs Part 2. A&E. NFE Accreditation and Equivalency Learning Material. DepED. 2001. pp.20-23
			11. applies decision-making and resistance skills to prevent substance use and abuse	H9S-IIg-h-24	1. EASE Health Education II Module 8 pp.10-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al. 2012. pp.255-259.*
			12. suggests healthy alternatives to substance use and abuse	H9S-IIg-h-25	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 - INJURY PREVENTION, SAFETY AND FIRST AID (Unintentional) – 3rd Quarter (H9IS)					
A. First Aid Basics	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy	1. discusses basic information about first aid (principles, roles, responsibilities, and characteristics of a good aider)	H9IS-IIIa-36	1. EASE Health Education II Module 4 Lesson 1 pp.1-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino, et.al 2012. pp.214.*
B. First Aid Guidelines and Procedures Survey the scene 1. Do primary survey of the victim (check for vital signs, assess CAB (Circulation, Airway, Breathing)) 2. Ask for help. 3. Do secondary survey of the victim (head-to-toe survey)			2. demonstrates the conduct of primary and secondary survey of the victim (CAB)	H9IS-IIIb-37	1. EASE Health Education II Module 4 Lesson 1 pp.4-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al 2012. pp.214-215.*
			3. assesses emergency situation for unintentional injuries	H9IS-IIIb-38	1. EASE Health Education II Module 4 Lesson 1 pp.6-7 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.216-223.*
C. Use of Dressing and Bandages (alternatives include clean cloth or, handkerchief) 1. Principles of Wound Dressing (careful handling, large enough to cover the wound, should fit snugly and not cut off circulation) 2. Bandaging Techniques (for the head; forehead; ear, cheek and jaw; burned hand; sprained			4. discusses the function of dressing and bandages	H9IS-IIIc.d-39	Edukasyong Pangkatawan, Kalusugan at Musika I. DepED. Sr.Mary Placid Abejo,et.al.1994. pp.197-198
			5. explains the principles of wound dressing	H9IS-IIIc.d-40	Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.222.*
			6. demonstrates appropriate bandaging techniques for unintentional injuries	H9IS-IIIc.d-41	EASE Health Education II Module 6 pp.5-11

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
ankle; and dislocated arm)	The learner demonstrates understanding of first aid principles and procedures	The learner performs first aid procedures with accuracy			
D. Transporting the Victim (drag and carry techniques) 1. One-person carry ankle drag, pack strap carry, blanket pull) 2. Two-person carry (two-handed seat, four-handed seat, chair carry) 3. Three man carry			7. demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	H9IS-IIIe.f-42	1. EASE Health Education II Module 6 pp.5-9 2. Enjoy Life with P.E and Health II. Darilag, Agripino. 2012. pp.233-238.*
E. First aid for common unintentional injuries and medical emergencies 1. musculoskeletal injuries (sprain, strain, fracture, dislocation) 2. bleeding 3. burn (superficial, partial and full-thickness) 4. 5. heat emergencies (heat exhaustion, heat stroke) 6. bleeding 7. poisoning 8. choking 9. drowning 10. heart attack 11. electrocution			8. demonstrates proper first aid procedures for common unintentional injuries	H9IS-IIIg.h-43	1. EASE Health Education II Module 5 pp.5-11 2. Enjoy Life with P.E and Health II. Darilag, Agripino. Et.al. 2012. pp.223-231.*

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9 – INJURY PREVENTION, SAFETY AND FIRST AID (Intentional) – 4th Quarter (H9IS)					
A. Concept of intentional injuries B. Types of intentional injuries 1. Bullying (cyber bullying) 2. Stalking 3. Extortion 4. Gang and youth violence 5. Illegal fraternity-related violence 6. Kidnapping and abduction 7. Acts of terror 8. Domestic violence 9. Suicide 10. Sexual victimization and other forms of sexual abuse and harassment	The learner demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries	The learner consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	The learner 12. differentiates intentional injuries from unintentional injuries	H9IS-IVa-d-31	
			13. describes the types of intentional injuries	H9IS-IVa-d-32	
			14. analyzes the risk factors related to intentional injuries	H9IS-IVe-h-33	
C. Prevention and management of intentional injuries • self-protection • preventing self-harm • promoting a culture of non-violence through healthful behaviors • reporting cases of violence to proper authorities			15. identifies protective factors related to intentional injuries	H9IS-IVe-h-34	A Guidance Resource Manual On the Growing Filipino Adolescent III. DepED. 1995 pp.113

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<ul style="list-style-type: none"> seeking help from trusted individuals and health professionals 	<p>The learner</p> <p>demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries</p>	<p>The learner</p> <p>consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries</p>	<p>16. demonstrates ways to prevent and control intentional injuries</p>	<p align="center">H9IS-IVe-h-35</p>	

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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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