

GRADE 8 – QUARTER 1

Content Standard	The learners demonstrate understanding of healthy and positive sexuality, prevention of sexually transmitted infections, and striking/fielding games in promoting personal wellness for active and healthy living.	
Performance Standard	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.	
	CONTENT	LEARNING COMPETENCIES
		<i>The learners...</i>
	<p>Healthy and Positive Sexuality</p> <ul style="list-style-type: none"> ● Understanding basic terms such as Sex, Gender, Gender Identity, Gender Expression, Sexual Orientation, and Sexuality ● Importance of Values Focusing on Equality, Respect, and Acceptance in Building a Healthy and Positive Sexuality <p>Prevention of Gender-Based Issues</p> <ul style="list-style-type: none"> ● Understanding Gender Bias, Stereotypes, Discrimination, and Violence (With Emphasis on Power Imbalance) ● Gender-related Laws and Policies 	<p>1. explain the importance of values in building a healthy and positive sexuality and preventing gender-based issues;</p>
	<p>Nature of Sexually Transmitted Infections Examples: HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections</p> <p>Ways and Measures to Prevent STIs Examples: Abstinence, Use of Contraceptives, Mutual Monogamy, Non-Use of Psychoactive Substances; and Proper Education</p>	<p>2. discuss sexually transmitted infections and their preventive measures;</p>
	<p>Physical Activity Participation: Striking/Fielding Games</p> <ul style="list-style-type: none"> ● Focus Game Skills: <ol style="list-style-type: none"> 1. Game Concepts <ul style="list-style-type: none"> - Positioning, Relationship with People, Relationship with Objects 2. Games Principles <ul style="list-style-type: none"> - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills <ul style="list-style-type: none"> - Sport-specific Skills and Their Fitness Requirements <p><i>Suggested Activities: Sports: Baseball, Cricket, Softball, Choctaw stickball and/or Kickball</i></p>	<p>3. perform physical activities by applying principles and concepts of striking/fielding games to solve tactical problems for active living; and</p> <p>4. execute appropriate skills of sports and the required fitness abilities of chosen striking/fielding games in responding to tactical problems.</p>

GRADE 8 – QUARTER 2

Content Standard	The learners demonstrate understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.	
Performance Standard	The learners participate in net/wall games in promoting family wellness for active and healthy living.	
	CONTENT	LEARNING COMPETENCIES
		<i>The learners...</i>
	<p>Characteristics of Friendships, Long-Term Commitments, Marriage, and Parenting Based on Love, Trust, and Respect</p>	1. discuss the characteristics of friendships, long-term commitments, marriage, and parenting;
	<p>Appropriate Ways to Show Affection Respecting Personal Boundaries and Asking for Consent Before Showing Affection</p>	2. evaluate the various ways to show affection in relationships;
	<p>Safe and Respectful Environment Promotion in all Physical Activity Settings</p> <ul style="list-style-type: none"> ● Concept of Loving and Unloving Touch ● Importance of Enforcing Clear Personal Boundaries ● Encouraging Open Communication ● Fostering a Culture of Consent 	3. demonstrate effective self-regulation skills to avoid inappropriate or non-consensual physical contact in all physical activity participation;
	<p>Physical Activity Participation: Net/Wall Games</p> <ul style="list-style-type: none"> ● Focus Game Skills: <ol style="list-style-type: none"> 1. Game Concepts <ul style="list-style-type: none"> - Positioning, Relationship with People, Relationship with Objects 2. Games Principles <ul style="list-style-type: none"> - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills <ul style="list-style-type: none"> - Sport-specific Skills and Their Fitness Requirements <p><i>Suggested Activities: Sports: Table Tennis, Lawn Tennis, Volleyball, Squash, Badminton, Sepak Takraw, and/or Pickleball</i></p>	<p>4. perform safely physical activities by applying principles and concepts of net/wall games to solve tactical problems for active living; and</p> <p>5. execute safely appropriate skills of sports and the required fitness abilities of chosen net/wall games in responding to tactical problems.</p>

GRADE 8 – QUARTER 3

Content Standard:	The learners demonstrate understanding of psychoactive substances and dances in promoting community wellness for active and healthy living.	
Performance Standard:	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.	
	CONTENT	LEARNING COMPETENCIES <i>The learners...</i>
	<p>Psychoactive Substances</p> <ul style="list-style-type: none"> ● Nature and Types ● General Adverse Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And The Community ● Preventive Measures Against Substance Use and Abuse (Emphasize Non-Use as the Norm) ● Health, Socio-Cultural, Psychological, Legal, and Economic Dimensions, and Implications of Substance Use and Abuse 	<p>1. explain the nature, general effects of and preventive measures against the use of psychoactive substances;</p>
	<p>Substance Use Prevention Interventions across Settings</p> <ul style="list-style-type: none"> ● Family, School, Workplace, and Community <p>Laws and Policies to Prevent Substance Use</p> <ul style="list-style-type: none"> ● RA 9211 Tobacco Regulation Act of 2003 ● RA 9165 Comprehensive Dangerous Drugs Act of 2002 	<p>2. evaluate interventions, laws, and policies to prevent the use of psychoactive substances;</p>
	<p>Psychoactive Substances and Physical Activity Participation</p> <ul style="list-style-type: none"> ● Effects of Psychoactive Substances on Physical Activity Participation 	<p>3. analyze how psychoactive substances can affect physical activity participation; and</p>
	<p>Physical Activity Participation: Dances</p> <p><i>Dances of the Northern Highlands</i></p> <ul style="list-style-type: none"> ● Origin and Cultural Context of the Dance ● Genre and Style-Specific Dance Techniques ● Common Dance Terms and Steps ● Values Inherent in the Dance ● Fitness Components Developed <p><i>Suggested Activities: Dances from Abra, Apayao, Benguet, Ifugao, Kalinga, Mountain Province, Nueva Ecija, and Nueva Vizcaya</i></p>	<p>4. practice technical and expressive skills to develop proficiency in genre and style-specific techniques to enhance movement competence and physical activity participation.</p>

GRADE 8 – QUARTER 4

Content Standard:	The learners demonstrate understanding of consumer health, information, products, services, quackery, and dances in promoting societal wellness for active and healthy living.	
Performance Standard:	The learners participate in dances in promoting societal wellness for active and healthy living.	
	CONTENT	LEARNING COMPETENCIES
		<i>The learners...</i>
	<p>Factors that Influence Consumer Behavior</p> <ul style="list-style-type: none"> ● Personal, Psychological, Economic, Social, and Cultural Factors ● Ways to Be An Informed Consumer 	1. discuss ways to be an informed consumer;
	<p>Strategies in Evaluating Health Information, Health Products and Health Services</p> <p>Examples: Lateral Reading and Click Restraint for Online Health Information; Credibility, Accuracy, and Reliability for Health Information; and Safety and Quality for Health Products and Health Services</p> <p>Health Care Providers: Health Professionals, Health Facilities; Health Care Plans and Financing Systems (Philhealth, Health Maintenance Organization, Private Health Insurance)</p>	2. examine health information, health products, health services, and health care providers;
	<p>Types of Quackery and Their Associated Risks</p> <p>Examples: Medical, Nutrition, Device, Beauty, and Fitness</p>	3. analyze various forms of quackery and fraudulent health services and their associated risks; and
	<p>Physical Activity Participation: Dances</p> <p>Social and Ballroom Dances</p> <ul style="list-style-type: none"> ● Origin and Cultural Context of the Dance ● Genre and Style-Specific Dance Techniques ● Common Dance Terms and Steps ● Choreographic Intents ● Values Inherent in the Dance ● Fitness Components Developed <p><i>Suggested Activities: Cha-Cha, Swing, Boogie, Reggae Dance, Batchata, Kizomba, Salsa, Argentine Tango, Merengue, Cha Cha Cha, Rumba, Samba, Jive, Paso-doble, Waltz, Viennese Waltz, Tango, Quick Step, and/or Foxtrot</i></p>	4. perform dances using genre and style specific techniques, expressive skills and choreographic intents to enhance movement competence and physical activity participation.