

**GRADE 9 – QUARTER 1**

<b>Content Standard</b>	The learners demonstrate understanding of intentional injuries and self-harm prevention, and target/invasion games in promoting personal wellness for active and healthy living.	
<b>Performance Standard</b>	The learners participate in modified target/invasion games in promoting personal wellness for active and healthy living.	
	<b>CONTENT</b>	<b>LEARNING COMPETENCIES</b>
		<i>The learners...</i>
	<p><b>Protecting Self from Intentional Injuries</b></p> <ul style="list-style-type: none"> <li>● Identifying risks and protective factors</li> <li>● Enhancing coping and problem-solving skills</li> <li>● Building strong socio-emotional skills</li> <li>● Recognizing warning signs and seeking professional help if necessary</li> </ul>	<p>1. discuss ways to protect self from intentional injuries;</p>
	<p><b>Other Prevention and Protective Strategies for Intentional Injuries (outside the individual)</b></p> <ul style="list-style-type: none"> <li>● Healthy Connection and Psychosocial Support Promotion</li> <li>● Provision of Academic and Economic Support</li> <li>● Creation of Protective Environments</li> </ul>	<p>2. formulate recommendations to prevent intentional injuries; and</p>
	<p><b>Physical Activity Participation: Target and/or Invasion Games</b></p> <ul style="list-style-type: none"> <li>● <b>Focus Game Skills:</b> <ol style="list-style-type: none"> <li>1. Game Concepts of Target/Invasion Games</li> <li>2. Games Principles                             <ul style="list-style-type: none"> <li>- Scoring, Prevent Scoring, Restart, Play, and Transition</li> </ul> </li> <li>3. Skills                             <ul style="list-style-type: none"> <li>- Sport-specific Skills and Their Fitness Requirements</li> </ul> </li> </ol> </li> </ul> <p><i>Suggested activities:</i> <b>Learner Conceptualized Games</b></p>	<p>3. create games using target and/or invasion game principles and concepts.</p>

**GRADE 9 – QUARTER 2**

<b>Content Standard</b>	The learners demonstrate understanding of responsible parenthood, family planning, population growth, and striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.	
<b>Performance Standard</b>	The learners participate in modified striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.	
	<b>CONTENT</b>	<b>LEARNING COMPETENCIES</b>
		<i>The learners...</i>
	<b>Responsible Parenthood and Family Planning</b> <ul style="list-style-type: none"> <li>● Nature and Importance</li> <li>● Types and Advantages of Family Planning Methods</li> </ul>	1. discuss the importance of responsible parenthood and family planning;
	<b>Determinants, Effects, and Ways to Control Population Growth</b> <ul style="list-style-type: none"> <li>● Determinants of Population Growth</li> <li>● Effects of Population Growth on Family Health, Economy, and the Environment</li> <li>● Responsible Parenthood and Family Planning as a Way to Address Population Growth</li> </ul>	2. formulate strategies for addressing population growth;
	<b>Impact of Physical Activity Participation on Reproductive Process</b> <ul style="list-style-type: none"> <li>● Impact on Fertility, Conception, Pregnancy, and Post-Partum-Recovery</li> </ul>	3. examine impact of physical activity participation on reproductive process; and
	<b>Physical Activity Participation: Striking/Fielding Games and/or Net/Wall Games</b> <ul style="list-style-type: none"> <li>● <b>Focus Game Skills:</b> <ol style="list-style-type: none"> <li>1. Game Concepts of Striking/Fielding Games and/or Net/Wall Games</li> <li>2. Games Principles <ul style="list-style-type: none"> <li>- Scoring, Prevent Scoring, Restart, Play, and Transition</li> </ul> </li> <li>3. Skills <ul style="list-style-type: none"> <li>- Sport-specific Skills and Their Fitness Requirements</li> </ul> </li> </ol> </li> </ul> <p><i>Suggested activities:</i> <b>Learner Conceptualized Games</b></p>	4. create games using striking/fielding and net/wall game principles and concepts.

**GRADE 9 – QUARTER 3**

<b>Content Standard:</b>	The learners demonstrate understanding of prevention and control of non-common communicable diseases and social dances in promoting community wellness for active and healthy living.	
<b>Performance Standard:</b>	The learners participate in personalized exercise programs and social dances in promoting community wellness for active and healthy living.	
	<b>CONTENT</b>	<b>LEARNING COMPETENCIES</b> <i>The learners...</i>
	<b>Non-Communicable Diseases</b> <ul style="list-style-type: none"> <li>● Hypertension, Cardiovascular Diseases, Diabetes, Cancer, Asthma, Allergies, Kidney Diseases</li> <li>● Risk and Protective Factors for Non-Communicable Diseases</li> </ul>	1. analyze the nature and risk and protective factors for non-communicable diseases;
	<b>Measures and Strategies to Prevent Non-Communicable Diseases</b> <ul style="list-style-type: none"> <li>● Non-use of Tobacco and Alcohol, Enough Sleep, Healthy Eating, Stress Management, and Weight Management</li> </ul>	2. formulate measures and strategies to prevent non-communicable diseases;
	<b>Fitness and Non-Communicable Disease Prevention</b> <ul style="list-style-type: none"> <li>● Exercise Training Principles</li> <li>● Designing a Personalized Exercise Program</li> <li>● Benefits of Fitness in Preventing Non-Communicable Diseases</li> </ul>	3. design a personalized exercise program to prevent non-communicable diseases; and
	<b>Physical Activity Participation: Dances</b> <b><i>Dances of the Muslim South</i></b> <ul style="list-style-type: none"> <li>● Origin and Cultural Context of the Dance</li> <li>● Genre and Specific Dance Techniques</li> <li>● Common Dance Terms and Steps</li> <li>● Values Inherent in the Dance</li> <li>● Fitness Components Developed</li> </ul> <p><i>Suggested Activities: <b>Dances</b> from Maguindanao, Maranao, Tausug, Samal, Bajau, Yakan, Yranon, Sangir, Melabignan, Jama Mapun</i></p>	4. practice technical and expressive skills to develop proficiency in genre and style-specific techniques to improve movement competence and physical activity participation.

**GRADE 9 – QUARTER 4**

<b>Content Standard</b>	The learners demonstrate understanding of hazards, disasters, and recreational dances in promoting societal wellness for active and healthy living.	
<b>Performance Standard</b>	The learners participate in home-based practices and recreational dances in promoting societal wellness for active and healthy living.	
	<b>CONTENT</b>	<b>LEARNING COMPETENCIES</b> <i>The learners...</i>
	<p><b>Nature and Effects of Hazards and Disasters</b></p> <ul style="list-style-type: none"> <li>• Geophysical-Earthquake, Landslides, Volcanic Eruption</li> <li>• Hydro-Meteorological- Typhoons, Floods, Storm Surge, Drought</li> <li>• Biological (Epidemics/Pandemic)</li> </ul> <p>Effects of Hazards and Disasters on Health</p>	1. analyze the nature and effects of hazards and disasters;
	<p><b>Ways to Prepare for or Mitigate the Effects of Hazards and Disasters</b></p>	2. formulate ways to prepare for or mitigate the effects of hazards and disasters;
	<p><b>Home-Based Practices to Prepare for or Mitigate the Effects of Hazards and Disasters</b></p> <p>Examples: Preparing a Family Disaster Supply Kit, Making a Family Disaster Preparedness Plan, and Conducting Family Emergency Drills</p>	3. engage in home-based practices to prepare for or mitigate the effects of hazards and disasters; and
	<p><b>Physical Activity Participation: Dances</b></p> <p><b>Theatrical Dances</b></p> <ul style="list-style-type: none"> <li>• Origin and Cultural Context of the Dance</li> <li>• Genre and Specific Dance Techniques</li> <li>• Common Dance Terms and Steps</li> <li>• Values Inherent in the Dance</li> <li>• Fitness Components Developed</li> </ul> <p><i>Suggested Activities: Basic Ballet, Jazz, Tap, Musical Theatre, Lyrical Dance, Contemporary Dance, Interpretative Dance</i></p>	4. refine technical and expressive skills to develop proficiency in genre and style-specific techniques to master movement competence and physical activity participation.