

Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue
Pasig City

K to 12 Curriculum Guide

HEALTH

(Grade 1 to Grade 10)

January 31, 2012

CONCEPTUAL FRAMEWORK

With the K to 12 Health curriculum, a learner should be able to achieve, sustain and promote lifelong and wellness. The program's rich and challenging learning experiences promote the development of the macro skills of practicing desirable health habits.

Health Education from Kindergarten to Grade 10 focuses on the physical, mental, emotional, social, moral and spiritual dimensions of holistic health and enables the learners to acquire essential knowledge, attitudes, and skills necessary to promote good nutrition, prevent and control diseases and substance misuse and abuse, reduce health-related risk behaviors to prevent and control injuries with the end in view of maintaining and improving personal, family, community, and environmental health.

In order to facilitate the development of macro skills, the teacher is encouraged to use appropriate learner-centered teaching approaches, such as experiential/contextual learning; problem-based action learning; differentiated instruction; health skills-based education with life skills and value-based strategies... This is not to exclude teacher-centered pedagogical strategies, which are likewise applied, but to a lesser extent. Each learner-centered strategy is anchored on educational theories developed by theorists, expanded by other educators and validated by practitioners.



Conceptual Framework of Health Education

K TO 12 – HEALTH

LEARNING AREA STANDARD: The learner demonstrates understanding key concepts of health and fitness in achieving, promoting and sustaining wellness for quality life.

KEY STAGE STANDARDS:

K – 3	4 – 6	7 – 10
The learner demonstrates understanding and observance of healthy practices to achieve wellness.	The learner demonstrates understanding of how changes as s/he grows and develops impact on healthy practices to help achieve and sustain the desired level of health.	The learner demonstrates understanding of key concepts of health in achieving, sustaining and promoting wellness for quality life for the individual, the family and the larger community.

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GRADE LEVEL STANDARDS:

Grade Level	Grade Level Standards
Grade 1	The learner demonstrates understanding of essential concepts related to nutrition, personal health, and safety to enhance health and well-being.
Grade 2	The learner demonstrates understanding of personal health; disease prevention and control; and injury prevention, safety and first aid to achieve optimum health.
Grade 3	The learner demonstrates understanding of family health; disease prevention and control; injury prevention, safety and first aid; and consumer health to achieve optimum health and well-being.
Grade 4	The learner demonstrates understanding of nutrition; injury prevention, safety and first aid; and substance use and abuse to achieve optimum health.
Grade 5	The learner demonstrates understanding of the nature of growth and development; accident prevention, safety and first aid; substance use and abuse; and community and environmental concerns on health.
Grade 6	The learner demonstrates understanding of personal health, disease prevention and control; and consumer health to achieve the desired level of health.
Grade 7	The learner demonstrates understanding of growth and development, nutrition, disease prevention and control, and community and environmental health and their impact on the individual's health and well-being...
Grade 8	The learner demonstrates understanding of family health; disease prevention and control; personal health; and injury prevention, safety and first aid to develop and promote wellness for quality life.
Grade 9	The learner demonstrates understanding of injury prevention, safety and first aid; substance use and abuse, and the promotion of consumer health to achieve wellness in life.
Grade 10	The learner demonstrates understanding of injury prevention, safety and first aid; family health; health trends, issues and concerns; the development of a health plan and exploration of careers in health to promote wellness for quality life.

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HEALTH CONTENT MATRIX for Grades 1 to 10

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	Family Health	Nutrition	Growth and Development	Personal Health	Growth and Development	Family Health	Injury Prevention, Safety and First Aid	Injury Prevention, Safety and First Aid
Second Quarter	Personal Health	Disease Prevention and Control	Disease Prevention and Control	Injury Prevention, Safety and First Aid	Accident Prevention, Safety and First Aid	Personal Health	Nutrition	Disease Prevention and Control	Substance Use and Abuse	Family Health
Third Quarter	Personal Health	Disease Prevention and Control	Injury Prevention, Safety and First Aid	Substance Use and Abuse	Substance Use and Abuse	Disease Prevention and Control	Disease Prevention and Control	Personal Health	Consumer Health	Health Trends, Issues and Concerns
Fourth Quarter	Injury Prevention, Safety and First Aid	Injury Prevention, Safety and First Aid	Consumer Health	Substance Use and Abuse	Community and Environmental Health	Consumer Health	Community and Environmental Health	Injury Prevention, Safety and First Aid	Consumer Health	Planning for Health and for a Career

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GRADE - 1

Content	Content Standards	Performance Standards	Learning Competencies
Grade 1 - NUTRITION – 1ST QUARTER			
<ul style="list-style-type: none"> • Plant and animal sources of food • Healthful and less healthful foods • Good eating habits <ul style="list-style-type: none"> – eating regular meals, especially breakfast – drinking water and milk – eating fruits and vegetables – avoiding soft drinks and junk diet – good behavior during mealtime 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • understands the importance of good eating habits 	<p><i>The learner...</i></p> <p>practices healthful eating habits daily</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • identifies plant and animal sources of food • distinguishes healthful from less healthful foods <ul style="list-style-type: none"> – Drinks at least 8 glasses of water and 1 glass of milk a day. – Eats fruits and vegetables daily. – Avoids soft drinks and junk diet. • infers the consequences of eating less healthful foods • practices good eating habits that can help one become healthy <ul style="list-style-type: none"> – Eats regular meals without skipping breakfast. • demonstrates good mealtime behavior • shows good decision-making skill in food choices
Grade 1 – PERSONAL HEALTH – 2ND QUARTER			
<ul style="list-style-type: none"> • Health habits and hygiene <ul style="list-style-type: none"> – Hand washing – Washing feet – Wiping hands and face with a clean handkerchief – Covering cough and sneeze – Wearing clean clothes day and night – Preparing bed (using clean sheets, etc.) – Enough rest and sleep 	<ul style="list-style-type: none"> • demonstrates understanding of the proper ways of taking care of one's health 	<ul style="list-style-type: none"> • practices good health habits and hygiene 	<ul style="list-style-type: none"> • demonstrates proper hand washing <ul style="list-style-type: none"> – before and after eating – after using the toilet – when the hands get dirty • practices habits of: <ul style="list-style-type: none"> – washing feet when dirty, before going to bed, and after wading in flood water – wiping hands and face with a clean handkerchief

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> – Physical activity, active play to develop muscles – Protection from the sun – Having good posture 	<p><i>The learner...</i></p>	<p><i>The learner...</i></p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> – covering cough and sneeze with back of hand, arm or clean handkerchief – changing to clean clothes when soiled and before sleeping – preparing bed and using clean sheets – having enough rest and sleep – increasing physical activity, such as walking, running, biking, and playing more actively – protecting self from the sun’s harmful effects (avoiding playing under the sun from 10 a.m. to 4 p.m.) – having a good posture
Grade 1 – PERSONAL HEALTH – 3RD QUARTER			
<p>A. Health habits and hygiene</p> <ol style="list-style-type: none"> 1. Care of the eyes, ears, nose, mouth/teeth, hair, skin, etc. (preventing pediculosis, scabies, sore eyes, excessive or hardened ear wax, dental caries) 2. Tooth brushing and flossing (going to the dentist twice a year for dental check-up) <p>B. Development of self-management skills</p>	<ul style="list-style-type: none"> • demonstrates understanding of the proper ways of taking care of the sense organs 	<ul style="list-style-type: none"> • practices good health habits and hygiene for the sense organs 	<ul style="list-style-type: none"> • discusses the role of the sense organs in distinguishing the sensory qualities of food • demonstrates proper ways of caring for the sense organs <ul style="list-style-type: none"> – Eyes – Ears – Nose – Mouth/teeth – Skin • practices habits of: <ul style="list-style-type: none"> – proper tooth brushing and flossing at least twice a day and always before sleeping – going to the dentist twice a year for dental check-up – taking a bath daily • displays self-management skills in caring for the sense organs

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Content	Content Standards	Performance Standards	Learning Competencies
Grade 1 – SAFETY AND FIRST AID – 4th QUARTER			
<ul style="list-style-type: none"> • Knowing personal information and how to ask for help • Preventing childhood Injuries <ul style="list-style-type: none"> – Safety rules at home – Safety rules in school, including fire and other disaster drills – Safety rules when riding a vehicle – First aid for small wounds – Appropriate response to harmful or threatening situations – Safety with animals • Ways people are intentionally helpful or hurtful <ul style="list-style-type: none"> – Good touch and bad touch – Protection against violent or unwanted behaviors of others 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day to day living 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates safety behaviors in daily activities 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • gives personal information, such as name and address • identifies appropriate persons to ask for assistance • follows rules at home, in school, and while riding a vehicle • follows rules during fire and other disaster drills • practices first aid for small wounds by washing with soap and water • demonstrates appropriate response to harmful or threatening situations • practices safety with stray or strange animals • describes ways people can be intentionally helpful or harmful to one another <ul style="list-style-type: none"> – distinguishes between good and bad touch • practices ways to protect oneself against violent or unwanted behaviors of others

GRADE - 2

Content	Content Standards	Performance Standards	Learning Competencies
Grade 2 - PERSONAL HEALTH – 1ST QUARTER			
<ul style="list-style-type: none"> • Similarities and differences among people • Adjusting to new environments • Situations appropriate and inappropriate for children • Attitude towards the differently-able and mentally challenged • Healthy expression of feelings • Development of skills in managing feelings • Respect for the feelings of others 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the importance of respecting differences and managing feelings 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates respect for individual differences and managing feelings in healthful ways 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • accepts individual differences and similarities • demonstrates skill in adapting to a new environment and relating to other people to create a sense of belonging • shares feelings when in a new environment • recognizes situations that are appropriate or inappropriate for children • displays a helping attitude for differently-able and mentally-challenged individuals • expresses feelings in appropriate ways • demonstrates respect for the feelings of others
Grade 2 – DISEASE PREVENTION AND CONTROL – 2ND QUARTER			
<ul style="list-style-type: none"> • Germs and illness • Diseases and their effects on growth and development • Immunization • Prevention and control of common childhood diseases 	<ul style="list-style-type: none"> • demonstrates understanding of the importance of disease prevention and control 	<ul style="list-style-type: none"> • applies self-management skills to prevent and control the spread of diseases 	<ul style="list-style-type: none"> • explains the relationship between germs and illness • recognizes that illness can affect a child's growth and development • discusses basic information on common childhood diseases <ul style="list-style-type: none"> – mumps – measles – chickenpox – primary complex – poliomyelitis – diphtheria – tetanus

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> • discusses the effect of exercise, good nutrition, rest, and sleep on disease • analyzes the importance of immunization in protecting oneself from certain communicable diseases • demonstrates measures to prevent and control common childhood diseases
Grade 2 – DISEASE PREVENTION AND CONTROL – 3RD QUARTER			
<ul style="list-style-type: none"> • Prevention and control of diseases due to contaminated food or water • Prevention and control of diseases due to parasites 	<ul style="list-style-type: none"> • demonstrates understanding of the importance of disease prevention and control 	<ul style="list-style-type: none"> • consistently applies skills to prevent and control the spread of diseases 	<ul style="list-style-type: none"> • identifies the common signs and symptoms of food-borne diseases, such as diarrhea and vomiting • practices good health habits to prevent food-borne diseases • explains the nature of parasitic infections <ul style="list-style-type: none"> – pediculosis – parasitic worm infestation (pinworm, hookworm, and tapeworm) • practices personal hygiene and cleanliness of the surroundings to prevent and control parasitic infections • practices self-monitoring skills to protect oneself from food-borne and parasitic infections
Grade 2 – SAFETY AND FIRST AID -- 4TH QUARTER			
<ul style="list-style-type: none"> • Home Safety <ul style="list-style-type: none"> – Hazards at home – Safety rules 	<ul style="list-style-type: none"> • demonstrates understanding of rules to ensure safety at home and in school 	<ul style="list-style-type: none"> • demonstrates consistency in following safety rules at home and in school 	<ul style="list-style-type: none"> • identifies home hazards, such as household products that are harmful if touched, ingested, or inhaled, especially electrical appliances • recognizes warning labels that identify

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • School Safety <ul style="list-style-type: none"> – Hazards in school – Safety rules 			<ul style="list-style-type: none"> harmful items and substances • explains rules for the safe use of household chemicals • follows safety rules at home to avoid accidents • identifies safe and unsafe practices and conditions in the school • practices safety rules during physical activities • practices safety rules in school to avoid injuries

GRADE - 3

Content	Content Standards	Performance Standards	Learning Competencies
Grade 3 - FAMILY HEALTH – 1ST QUARTER			
<ul style="list-style-type: none"> • Changes in family structure • Sharing of responsibility in caring for the sick and elderly in the family • Coping skills for managing changes in family structure 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of changes in the family and the importance of sharing responsibilities in caring for the sick and elderly family member 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates skills in coping with changes in the family when the situation arises 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • describes changing situations in the family that one needs to cope with • identifies trusted adults who can help with personal and family problems • recognizes the importance of doing one's role as a member of the family • demonstrates responsibility in caring for the sick and elderly member of the family • applies age-appropriate strategies in caring for the sick and elderly member of the family • applies coping skills in managing expressions of feelings brought about by changes in family structure
Grade 3 – DISEASE PREVENTION AND CONTROL – 2ND QUARTER			
<ul style="list-style-type: none"> • Prevention and control of some communicable diseases 	<ul style="list-style-type: none"> • demonstrates understanding of the importance of disease prevention and control 	<ul style="list-style-type: none"> • consistently applies the skills to prevent and control the spread of diseases 	<ul style="list-style-type: none"> • explains basic information on some communicable diseases <ul style="list-style-type: none"> – common colds – influenza – dengue fever – malaria – rabies (Republic Act 9482 Anti-Rabies Act of 2007) • explains the importance of practicing safety measures during certain weather conditions to prevent colds, cough and other common upper respiratory diseases

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Content	Content Standards	Performance Standards	Learning Competencies
Grade 3 – SAFETY AND FIRST AID – 3RD QUARTER			
<ul style="list-style-type: none"> • Road safety <ul style="list-style-type: none"> – Road safety principles – Pedestrian safety – Traffic rules and regulations • Development of self-management skills for road safety • Community safety <ul style="list-style-type: none"> – Hazards in the community – Safety guidelines 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of safe pedestrian behaviors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates consistency in practicing safe pedestrian behaviors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • analyzes the importance of traffic rules and regulations • explains basic road safety principles • discusses basic traffic rules and regulations • describes dangerous, destructive, and disturbing road situations that need to be reported to authority • displays self-management skills for road safety, such as not crossing the street without adult supervision • identifies hazards in the community • follows safety rules to avoid accidents in the community • recommends corrective action to avoid community accidents • promotes safety practices in the community
Grade 3 – CONSUMER HEALTH – 4TH QUARTER			
<ul style="list-style-type: none"> • Characteristics of a wise consumer • Analyzing health information • Factors that affect choice of health products • Influence of media in the choice of health products 	<ul style="list-style-type: none"> • demonstrates understanding of factors that affect the choice of health information and products 	<ul style="list-style-type: none"> • demonstrates critical thinking skills as a wise consumer 	<ul style="list-style-type: none"> • describes a wise consumer • evaluates health information based on its source (reliable adult, government agency, media, internet, advertisement, product symbol or label) • analyzes folk beliefs on health • discusses the influence of family practices, values, and emotions in choosing health products

GRADE - 4

Content	Content Standards	Performance Standards	Learning Competencies
Grade 4 - NUTRITION – 1ST QUARTER			
<ul style="list-style-type: none"> • Good nutrition and health • Essential nutrients <ul style="list-style-type: none"> – Nutrients that provide energy – Nutrients that promote growth and body-building – Nutrients that regulate body functions • Guides in eating a balanced meal <ul style="list-style-type: none"> – Food pyramid for Filipino children/ The Plate Model • Development of decision-making skills in food choices • Reliable sources of nutrition info 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the relationship between good nutrition and health 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates good decision-making skills in choosing foods to eat in every meal 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • analyzes the relationship between good nutrition and health • identifies the essential nutrients that support body systems • discusses the important functions of each nutrient (provides energy, promotes growth and body-building, and regulates body functions) • suggests that the Food Pyramid guide for children or the plate model be considered in meal preparation • displays good decision-making skills in choosing foods to eat
Grade 4 – SAFETY AND FIRST AID – 2ND QUARTER			
<ul style="list-style-type: none"> • Safety guidelines during disasters and other emergency situations <ul style="list-style-type: none"> – Typhoon – Flood – Volcanic eruption – Landslide – Earthquake – Tsunami – Fire • Safety Guidelines during special occasions 	<ul style="list-style-type: none"> • demonstrates understanding of the safety guidelines during disasters and other emergency situations 	<ul style="list-style-type: none"> • displays safety behaviors and appropriate response in time of disaster or emergency situations 	<ul style="list-style-type: none"> • recognizes disasters or emergency situations • demonstrates proper response before, during, and after a disaster or an emergency situation <ul style="list-style-type: none"> – Typhoon – Flood – Landslide – Volcanic eruption – Earthquake – Tsunami – Fire

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i>	<ul style="list-style-type: none"> describes appropriate safety measures to be done on special occasions, such as refraining from using firecrackers when celebrating the New Year
Grade 4 – SUBSTANCE USE AND ABUSE – 3RD QUARTER			
<ul style="list-style-type: none"> Medicine use and misuse <ul style="list-style-type: none"> Prescription and non-prescription medicines Reliable and unreliable sources of medicines Dangers of medicine misuse Caffeine <ul style="list-style-type: none"> Basic information Sources Effects on the body Reasons for taking beverages with caffeine Media techniques in promoting caffeine use 	<ul style="list-style-type: none"> demonstrates basic knowledge about medicines 	<ul style="list-style-type: none"> demonstrates resistance skills in the face of pressure to misuse medicine and take caffeine 	<ul style="list-style-type: none"> differentiates prescription from non-prescription medicines distinguishes between medicine use and misuse describes the potential dangers associated with medicine misuse, especially of over-the-counter drugs distinguishes between reliable and unreliable sources of medicines discusses basic information about caffeine identifies products with caffeine describes the effects of caffeine on the body analyzes media techniques in promoting products with caffeine discuss reasons why people take beverages with caffeine
Grade 4 – SUBSTANCE USE AND ABUSE – 4th QUARTER			

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Gateway drugs (tobacco, alcohol and chemical inhalants) <ul style="list-style-type: none"> – 1. Basic information about gateway drugs – Reasons for use and abuse <ul style="list-style-type: none"> ➤ Effects on the body ➤ Myths and misconceptions about gateway drugs ➤ Impact on the family and society ➤ Policies and laws related to gateway drugs ➤ Developing resistance skills to tobacco, alcohol, and chemical inhalant abuse 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the dangers of cigarettes, alcohol and chemical inhalants on the individual, family, and community 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates resistance skills in the face of pressure to use gateway drugs 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses basic information about gateway drugs (cigarette, alcohol, and chemical inhalants) • analyzes reasons why people choose to use or not to use gateway drugs • describes the short and long-term effects of gateway drugs on the body • corrects myths and misconceptions about gateway drugs • analyzes the impact on the family and community of abusing gateway drugs • discusses the health benefits of abstaining from gateway drugs • explains school policies and laws related to the sale and use of gateway drugs (RA 9211-Tobacco Regulation Act of 2003) • practices resistance skills on the use of gateway drugs

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GRADE - 5

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 5 - GROWTH AND DEVELOPMENT – 1ST QUARTER			
<ul style="list-style-type: none"> • Physical changes during puberty <ul style="list-style-type: none"> – Myths and misconceptions related to physical changes during puberty – Management of puberty-related physical problems – D. Personal health care during puberty 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the various physical changes during puberty 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates positive attitudes and behavior towards physical changes during puberty 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • explains that physical changes during puberty can vary considerably and still be normal • describes the physical changes experienced by boys and girls during puberty • corrects myths and misconceptions about pubertal changes, such as those related to menstruation, pre-menstrual syndrome, nocturnal emission, and others • identifies ways of managing puberty-related problems, such as body odor and pimples • discusses common disorders of the reproductive system • practices personal hygiene and good grooming to stay healthy during puberty (showering, using deodorant, using sanitary napkins, etc.)
Grade 5 – SAFETY AND FIRST AID – 2ND QUARTER			
<ul style="list-style-type: none"> • Nature and objectives of first aid • Basic first aid principles • Basic first aid for common injuries or conditions • Development of self-management skills when administering first aid 	<ul style="list-style-type: none"> • demonstrates understanding of basic first aid procedures for common injuries 	<ul style="list-style-type: none"> • demonstrates appropriate first aid procedures for common injuries 	<ul style="list-style-type: none"> • explains the nature and objectives of first aid • explains basic first aid principles • demonstrates appropriate first aid for common injuries or conditions <ul style="list-style-type: none"> – Wound (open and closed) – Nosebleed – Insect bite

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Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> – Animal bite – Burn and scald – Food poisoning – Fainting – Sprain, strain, cramps – Bruise • promotes the need for the development of first aid skills through advocacy materials • displays self-management skills when giving first aid
Grade 5 – SUBSTANCE USE AND ABUSE – 3RD QUARTER			
<ul style="list-style-type: none"> • Hallucinogenic drugs (marijuana, LSD) <ul style="list-style-type: none"> – Basic information – Effects on the body – Fallacies and misconceptions – Impact on the family and the community – Healthful alternatives – Prevention and control of marijuana use – Development of resistance skills to marijuana and use 	<ul style="list-style-type: none"> • demonstrates understanding of the dangers of hallucinogenic drug use on the individual, family and community 	<ul style="list-style-type: none"> • demonstrates resistance skills in the face of pressure to use drugs 	<ul style="list-style-type: none"> • explains basic information about hallucinogenic drugs (marijuana and LSD) • analyzes the effects of marijuana on the abuser’s body • corrects fallacies and misconceptions about marijuana • realizes the impact of marijuana use on the family and the community • discusses healthful alternatives to marijuana use <ul style="list-style-type: none"> – demonstrates strategies to prevent and control marijuana use – practices resistance skills on the use of marijuana
Grade 5 – COMMUNITY AND ENVIRONMENTAL HEALTH – 4TH QUARTER			
<ul style="list-style-type: none"> • Characteristics of a healthy community • Environmental factors affecting 	<ul style="list-style-type: none"> • demonstrates understanding of ways to promote healthful 	<ul style="list-style-type: none"> • demonstrates positive attitudes toward safeguarding 	<ul style="list-style-type: none"> • describes a healthy community • identifies environmental factors affecting health

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Content	Content Standards	Performance Standards	Learning Competencies
<p>health</p> <ul style="list-style-type: none"> • Common health problems in the community • Community resources • Maintaining a clean and orderly community 	<p>practices for a healthy community</p>	<p>community health</p>	<ul style="list-style-type: none"> • discusses common health problems in the community <ul style="list-style-type: none"> – Refuse disposal – Food sanitation – Breeding places of pests and rodents, etc. • Identifies community resources that may be tapped to address a variety of community health needs <ul style="list-style-type: none"> – Primary health care in the community – Health promotion • Participates in activities to keep the home, school and community clean and orderly

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GRADE - 6

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 6 - PERSONAL HEALTH – 1ST QUARTER			
<ul style="list-style-type: none"> • healthy expressions of emotions • healthy and unhealthy relationships • some social, mental and emotional health concerns of adolescents and their effects on health • prevention and management of social, mental and emotional health concerns • developing skills in managing emotions and social, mental and emotional concerns 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the various healthful ways of expressing emotions and managing mental and emotional health concerns 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates healthful ways of expressing emotions and managing mental and emotional health concerns 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • explains the benefits of healthy expression of emotions • demonstrates healthful ways of expressing negative emotion, such as anger, fear, or disappointment • distinguishes between healthy and unhealthy relationships • describes some social, mental and emotional health concerns <ul style="list-style-type: none"> – Teasing – Bullying, including cyber bullying – Harassment – Emotional abuse – Other stress-producing situations • evaluates the effects of mental and emotional concerns on an individual's over-all health • demonstrates skills in preventing or managing teasing, bullying, harassment or emotional abuse • identifies significant people who can help intervene in social, mental and emotional health concerns • identifies effective school- and community-based strategies for the prevention and intervention of mental and emotional health concerns
Grade 6 – PERSONAL HEALTH – 2ND QUARTER			

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Stress <ul style="list-style-type: none"> – Kinds – Sources – Effects • Stress management techniques 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of stress and ways to manage it 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • satisfactorily demonstrates stress management techniques 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • explains that stress is normal and inevitable • differentiates eustress from distress • identifies situations that cause feelings of anxiety or stress • describes the common stressors that affect adolescents • identifies physical responses of the body to stress • identifies people who can provide support in stressful situations • differentiates healthful from unhealthful strategies in coping with stress • demonstrates the various stress management techniques that one can use every day in dealing with stress
Grade 6 – DISEASE PREVENTION AND CONTROL – 3RD QUARTER			
<ul style="list-style-type: none"> • communicable and non-communicable diseases • common non-communicable diseases • prevention and control of common non-communicable diseases • development of self-monitoring skills to prevent non-communicable diseases 	<ul style="list-style-type: none"> • demonstrates understanding of non-communicable diseases 	<ul style="list-style-type: none"> • satisfactorily demonstrates self-monitoring skills to prevent non-communicable diseases 	<ul style="list-style-type: none"> • identifies the top 10 causes of morbidity and mortality in the Philippines • distinguishes the communicable from the non-communicable diseases among the 10 causes of morbidity and mortality • discusses the common non-communicable diseases <ul style="list-style-type: none"> – Allergy – Asthma – Cardiovascular diseases – Cancer – Diabetes

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> • describes each non-communicable disease based on cause and effect, signs and symptoms, protective and risk factors, and possible complications • applies ways to prevent and control non-communicable diseases • explains the provisions of R.A. 3573 Prevention and Suppression of Dangerous Communicable Diseases • demonstrates self-monitoring skills to prevent non-communicable diseases
Grade – CONSUMER HEALTH – 4th QUARTER			
<ul style="list-style-type: none"> • Importance of consumer health • Components of consumer health • Consumer rights and responsibilities • Influence of media on consumer health information, products and services • Common consumer health problems and issue 	<ul style="list-style-type: none"> • demonstrates understanding of wise consumer practices in utilizing health information, products, and services 	<ul style="list-style-type: none"> • satisfactorily demonstrates wise consumer skills in utilizing health information, products, and services 	<ul style="list-style-type: none"> • discusses the importance of consumer health • explains the components of consumer health • analyzes consumer rights and responsibilities • (R.A. 7394 Consumer Act of the Philippines) • analyzes the different propaganda appeals used by media • recognizes that a parent or a trusted adult can help when media messages are confusing • discusses common consumer health problems, concerns and issues <ul style="list-style-type: none"> – identifies medicinal plants that are accepted as alternative medicines – analyzes packages and labels in health products

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> – explains guidelines in using, storing and disposing of health products • demonstrates wise decision-making skills in dealing with consumer health issues and problems

GRADE - 7

Content	Content Standards	Performance Standards	Learning Competencies
Grade 7 - GROWTH AND DEVELOPMENT – 1ST QUARTER			
<ul style="list-style-type: none"> • Holistic health <ul style="list-style-type: none"> – Concept – Dimensions • Changes in the health dimensions during puberty <ul style="list-style-type: none"> – Physical – Mental/intellectual – Emotional – Social – Moral-spiritual • Management of health concern during puberty <ul style="list-style-type: none"> – Poor eating habits – Lack of sleep – Lack of physical activity – Dental problems (dental caries, malocclusion, halitosis, gingivitis, periodontal disease) – Body odor – Postural problems • Health appraisal procedures <ul style="list-style-type: none"> – Height and weight – Self-breast examination for girls – Testicular examination for boys – Vision screening – Scoliosis test – Health exam – Dental exam 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of holistic health and management of health concerns during puberty 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • appropriately manages concerns during puberty to achieve holistic health 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses the concept of holistic health <ul style="list-style-type: none"> – explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual) – analyzes the interplay among the health dimensions in developing holistic health – practices health habits to achieve holistic health • recognizes that changes in different health dimensions are normal during puberty <ul style="list-style-type: none"> – describes changes in different aspects of growth that happens to boys and girls during puberty – explains that the pattern of change during puberty is similar but the pace of growth and development is unique for each adolescent • applies self-management skills in dealing with health concerns during puberty, such as poor eating habits, lack of sleep, lack of physical activity, dental problems, body odor, and postural problems • Analyzes myths, fallacies and beliefs related to adolescent health concerns

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Development of self-awareness and self-management skills 	<p><i>The learner...</i></p>	<p><i>The learner...</i></p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • explains the importance of health appraisal procedures during puberty in order to achieve holistic health (height and weight measurement, self-breast examination for girls, testicular examination for boys, vision screening, scoliosis test, health exam, and dental exam) • avails of health services in the school and community in order to appraise one's health
Grade 7 – NUTRITION – 2ND QUARTER			
<ul style="list-style-type: none"> • Right of the child to nutrition • Nutritional guidelines <ul style="list-style-type: none"> – Food selection based on adolescent's nutritional needs. – The food pyramid guide or my plate model – Nutritional guidelines for Filipinos appropriate during puberty – Nutritional problems of adolescents 	<ul style="list-style-type: none"> • demonstrates understanding of nutrition for a healthy life. 	<ul style="list-style-type: none"> • makes informed decisions in the choice of food to eat. 	<ul style="list-style-type: none"> • explains the right of the child to nutrition (Article 24 of the UN Rights of the Child) • follows the appropriate nutritional guidelines for adolescents for healthful eating <ul style="list-style-type: none"> – explains the need to select food based on the nutritional needs during puberty – analyzes one's current nutritional status – computes one's caloric need – evaluates one's diet in terms of sugar sodium fat, fiber, etc. – follows the Food Pyramid guide for , adolescents or the My Plate model in choosing foods to eat • discusses the nutritional problems of adolescents <ul style="list-style-type: none"> – describes the signs, symptoms, prevention, and control of malnutrition (underweight and overweight), and micronutrient deficiencies

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> – explains the characteristics, signs, symptoms, prevention and control of eating disorders (anorexia nervosa, bulimia nervosa, compulsive eating disorder) • Applies decision-making skills in selecting foods to eat
Grade 7 – DISEASE PREVENTION AND CONTROL – 3RD QUARTER			
<ul style="list-style-type: none"> • ecology of health and disease • common beliefs about the cause of diseases • general factors that influence the health equilibrium (host, agent, and environment) • factors that influence disease transmission • the chain of infection • the stages of infection • general methods of disease prevention and control <ul style="list-style-type: none"> – the three levels of prevention – Specific preventive measures • skin diseases as adolescent health concerns: <ul style="list-style-type: none"> - nature, prevention, and control <ul style="list-style-type: none"> ➤ Acne ➤ Warts 	<ul style="list-style-type: none"> • demonstrates understanding of the ways to prevent and control communicable diseases 	<ul style="list-style-type: none"> • consistently demonstrates healthful practices in order to prevent and control communicable diseases 	<ul style="list-style-type: none"> • analyzes the common beliefs about disease causation • discusses the factors that affect disease transmission • explains the different elements of the chain of infection • discusses the stages of infection recommends actions to prevent and control the spread of communicable diseases • explains the nature of common skin diseases during adolescence • practices ways to prevent and control skin diseases • demonstrates self-monitoring skills to prevent communicable diseases common during adolescence

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> ➤ Tinea (ringworm, jock itch, athlete’s foot) • Development of self- monitoring skills 			
Grade 7 – COMMUNITY AND ENVIRONMENTAL HEALTH – 4th QUARTER			
<ul style="list-style-type: none"> • community and environmental health issues and their impact on people’s health <ul style="list-style-type: none"> – Pollution – Pests and rodents – etc. • utilization of community resources to address community health problems • prevention and management of common community and environmental health issues 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of environmental health to attain community wellness 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates healthful practices to prevent and control common community and environmental health problems 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • conducts a survey of the pressing environmental problems in the community <ul style="list-style-type: none"> – water supply – food supply – disease control – sanitation and beautification – peace and order – health and medical care – moral and spiritual – recreational program – drug abuse prevention and control – pollution – pests and rodents – community disaster preparedness • critically analyzes the impact of community and environmental issues and problems on people’s health • locates, evaluates and uses community health resources to help solve community health problems <ul style="list-style-type: none"> – Community recycling – Community resources and policies – Health education and promotion – Strict implementation of environmental laws (R.A. 0512 Environmental Awareness)

GRADE - 8

Content	Content Standards	Performance Standards	Learning Competencies
Grade 8 - FAMILY HEALTH – 1ST QUARTER			
<ul style="list-style-type: none"> • gender and human sexuality <ul style="list-style-type: none"> – dimensions of human sexuality – Factors affecting attitudes and practices on sexuality – Importance of sexuality for family health • issues and Problems in Sexuality • sexually transmitted infections (with emphasis on HIV and AIDS) <ul style="list-style-type: none"> – Nature, prevention, and control – Policies and laws (RA 8504 and RA 7719) • development of decision-making skills in managing sexuality-related issues 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of human sexuality to achieve a healthy personality. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • appropriately manages sexuality-related issues through responsible and informed decisions. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses sexuality as an important component of one's personality <ul style="list-style-type: none"> – explains the dimensions of human sexuality – analyzes the factors that affect one's attitudes and practices related to sexuality – assesses personal health attitudes that may influence sexual behavior – relates the importance of sexuality to family health • describes teen-age concerns, e.g., boy-girl relationship and their effects on holistic health • discusses the signs, symptoms, and effects of sexually transmitted infections (STIs), such as Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) <ul style="list-style-type: none"> – enumerates steps in the prevention and control of STIs – analyzes why abstinence is the most effective method for the prevention of HIV and AIDS and other STIs – follows government policies in the prevention and control of HIV and AIDS (RA 8504 or Philippine AIDS Prevention and Control Act)

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> – explains other government efforts in ensuring a clean blood supply to prevent issues and problems related to sexuality (RA 7719 or Blood Services Act of 1994) • applies decision-making skills in managing sexuality-related issues
Grade 8 – DISEASE PREVENTION AND CONTROL – 2ND QUARTER			
<ul style="list-style-type: none"> • nature, prevention, and control of common communicable diseases • nature, prevention, and control of emerging and re-emerging diseases • programs and policies on diseases development of self-monitoring skill • agencies and referral procedures for communicable and chronic disease prevention and control 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of communicable disease prevention and control 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses the nature, prevention and control of common communicable diseases (mortality and morbidity) • analyzes the nature of emerging and re-emerging diseases <ul style="list-style-type: none"> – leptospirosis – Severe Acute Respiratory Syndrome (SARS) – Meningococemia – Foot and Mouth Disease – Avian influenza – Influenza AH1N1 • analyzes programs and policies to prevent and control communicable diseases • demonstrates advocacy skills in the prevention and control of common communicable and emerging diseases

Content	Content Standards	Performance Standards	Learning Competencies
Grade 8 – PERSONAL HEALTH – 3RD QUARTER			
<ul style="list-style-type: none"> • mental and emotional health <ul style="list-style-type: none"> – Characteristics of a mental and emotionally healthy individual – factors that affect the promotion of good mental and emotional health • Influence of friends • healthy and unhealthy relationships <ul style="list-style-type: none"> – Aging and death – Coping skills in managing loss and grief • Common mental disorders (Types, signs and symptoms, prevention and professional care) • Development of skills in managing feelings (with emphasis on anger management) 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of mental and emotional health as a component of holistic health 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates skills that promote mental and emotional health 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • describes a mentally and emotionally healthy individual • explains the factors that affect the promotion of good mental and emotional health • recognizes the importance of preparing for old age and death • demonstrates coping skills in managing loss and grief • discusses the types, signs, symptoms, prevention, and professional care in managing common mental disorders • practices skills in managing feelings

Content	Content Standards	Performance Standards	Learning Competencies
Grade 8 – SAFETY AND FIRST AID – 4th QUARTER			
<ul style="list-style-type: none"> • Concept of intentional injuries (nature and types) • Data on intentional injuries • Risk and protective factors in intentional injuries • Prevention and control of intentional injuries 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates resilience, vigilance and proactive behavior to prevent intentional injuries. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses the concept of intentional injuries <ul style="list-style-type: none"> – differentiates intentional from unintentional injuries – explains why people hurt themselves and others – describes the types of intentional injuries (suicide, domestic violence, gang and youth violence, illegal fraternity-related violence, kidnaping and abduction, terroristic acts, sexual victimization and other forms of sexual abuse) • interprets available data on intentional injuries • analyzes the risk and protective factors related to intentional injuries • demonstrates ways to prevent and control intentional injuries <ul style="list-style-type: none"> – preventing self-harm – promoting a culture of nonviolence through healthful behaviors – reporting cases of violence to proper authorities – seeking help from trusted individuals and health professionals

K TO 12 – HEALTH

GRADE – 9

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 9 - SAFETY AND FIRST AID – 1ST QUARTER			
<ul style="list-style-type: none"> • Characteristics of a good first aider • First aid for common unintentional injuries • Bandaging techniques • Dressing, carrying and transporting the victim 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of basic first aid principles 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates first aid procedures with accuracy. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • describes the characteristics of a good first aider • demonstrates proper first aid procedures for common unintentional injuries <ul style="list-style-type: none"> – musculoskeletal injuries – heat emergencies – control of bleeding – poisoning – choking – fracture, etc. • demonstrates appropriate bandaging techniques for unintentional injuries • demonstrates proper techniques in carrying and transporting the victim of unintentional injuries
Grade 9 – SUBSTANCE USE AND ABUSE – 2ND QUARTER			
<ul style="list-style-type: none"> • Drug scenario in the Philippines • Factors that influence substance use and abuse • Classification of drugs <ul style="list-style-type: none"> – According to effects on the body (stimulant, depressant, narcotic, and hallucinogen) – Legal classification • Harmful effects of substance abuse <ul style="list-style-type: none"> – Short-term and long-term 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of substance abuse prevention strategies 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • shares responsibility with community members through participation in community efforts to prevent and control substance abuse. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • describes the drug scenario in the Philippines • identifies the factors that influence substance use and abuse <ul style="list-style-type: none"> – discusses protective and risk factors in substance use and abuse – evaluates media influence on substance use and abuse – assesses reasons for the use and non-use of substances

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> – Effects on individual, the family, school, and the community) • Prevention and control of substance abuse <ul style="list-style-type: none"> – Alternatives to drug use – Rules and laws – Community efforts – Agencies and organizations • Local resources, services, and support groups available for substance abuse treatment and control 			<ul style="list-style-type: none"> • analyzes the classification of drugs of abuse (according to effects on the body and according to law) • discusses the harmful effects of the misuse and abuse of substances on the individual, family, school, and community <ul style="list-style-type: none"> – describes the relationship between substance abuse and other risky behaviors – discusses the harmful short- and long-term effects of substance abuse – explains the health, socio-cultural, psychological, legal, and economic dimensions of substance abuse • discusses strategies in the prevention and control of substance abuse <ul style="list-style-type: none"> – applies resistance skills in situations related to substance abuse – enumerates healthful alternatives to substance abuse – follows school rules and government laws related to substance abuse (RA 9165 Comprehensive Dangerous Drugs Act of 2002) – participates in community efforts to prevent and control substance abuse – enumerates local agencies and organizations that support the promotion of a drug-resilient Philippines

K TO 12 – HEALTH

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 9 – CONSUMER HEALTH – 3RD QUARTER			
<ul style="list-style-type: none"> • Common health issues and problems related to consumer health information • Consumer rights and responsibilities in utilizing health information • Criteria for evaluating health information 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of the concepts and principles of consumer health information 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • Consistently makes informed decisions on the use of health information 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses common in consumer health problems and issues related to health information • applies consumer rights and responsibilities in utilizing health information • demonstrates critical thinking skills in evaluating the reliability of health information <ul style="list-style-type: none"> – formulates criteria for evaluating health information – assesses the reliability of health information using the criteria formulated – evaluates propaganda techniques used in advertisements
Grade 9 – CONSUMER HEALTH – 4th QUARTER			
<ul style="list-style-type: none"> • Evaluating health products • Trademark and branding • Evaluating health services • Laws and policies for consumer protection (with emphasis on RA 7394) • Programs and services for consumer welfare and protection 	<ul style="list-style-type: none"> • demonstrates understanding of the concepts and principles of consumer health 	<ul style="list-style-type: none"> • consistently makes informed decisions on the use of health products and services 	<ul style="list-style-type: none"> • practices ways of critically evaluating health products <ul style="list-style-type: none"> – formulates criteria for evaluating health products – assesses the quality of health products using the criteria formulated, especially health fads – reports defective products to authorities – reports selling of fake products – informs/advises others that patronizing fake products is illegal • distinguishes branding from trademark explains the concept and functions of trademark • practices ways of critically evaluating health

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
			<p>services</p> <ul style="list-style-type: none"> – discusses the various forms of health care services, including health professionals – formulates criteria for evaluating health services – assesses the quality of health services using the criteria formulated – explains the nature and dangers of quackery – reports fraudulent health services • discusses the various policies, laws and programs for consumer protection <ul style="list-style-type: none"> – explains the importance of consumer laws and policies in protecting public health – discusses the important provisions of the Consumer Act of the Philippines (RA 7394) – identifies national and international government and private organizations that implement programs for consumer protection – participates in programs for consumer welfare and protection

K TO 12 – HEALTH

GRADE – 10

Content	Content Standards	Performance Standards	Learning Competencies
Grade 10 - SAFETY AND FIRST AID – 1ST QUARTER			
<ul style="list-style-type: none"> • Unintentional injuries (nature, prevention, and control) • Data on unintentional injuries • Folk beliefs related to safety • Recreational, sports, and occupational safety principles • Strategies in the prevention and control of unintentional injuries • Skills development in advocating for a safe community 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of safety principles to prevent unintentional injuries. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • practices safe habits at all times 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • discusses the right of the child to safety • discusses the concept of unintentional injuries • illustrates data on unintentional injuries • analyzes folk beliefs related to safety • explains principles of recreational, sports, and occupational safety to avoid unintentional injuries • practices the various strategies in the prevention and control of unintentional injuries • demonstrates skills in advocating for a safe community
Grade 10 – FAMILY HEALTH – 2ND QUARTER			
<ul style="list-style-type: none"> • Courtship, dating, and marriage • Pregnancy-related concerns and pre-natal care <ul style="list-style-type: none"> – Maternal nutrition – Essential newborn protocol – Importance of breastfeeding • Responsible parenthood <ul style="list-style-type: none"> – Importance – Factors for a successful family life – Roles and responsibilities of parents in childrearing and care 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of responsible parenthood for a healthy family life. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • makes informed and value-based decisions in preparation for responsible parenthood 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • explains the importance of courtship and dating in choosing a lifetime partner • analyzes behaviors that promote healthy relationship in marriage and family life <ul style="list-style-type: none"> – describes the factors that contribute to a successful marriage • discusses pregnancy-related concerns and pre-natal care <ul style="list-style-type: none"> – explains the importance of maternal nutrition during pregnancy – discusses the essential newborn protocol

K TO 12 – HEALTH

Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> – enumerates the advantages of breastfeeding • analyzes the importance of responsible parenthood <ul style="list-style-type: none"> – identifies the factors for a successful family life – explains the effects of family size on health – examines the important roles and responsibilities of parents in child rearing and care – explains the effects of rapid population growth on the health of the nation
Grade 10 – HEALTH TRENDS, ISSUES, AND CONCERNS – 3RD QUARTER			
<ul style="list-style-type: none"> • Sample special topics <ul style="list-style-type: none"> – Water safety – Food safety – Transportation safety – Environmental sanitation – Malnutrition – Primary health care – Drugs, HIV infection and AIDS – Voluntary blood donation – Population issues – Disaster risk reduction and mitigation – Health and medical care – Health laws and policies 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of timely health trends, issues and concerns in the national and international levels 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • consistently demonstrates critical thinking skills in exploring national and international health trends, issues, and concerns 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • critically analyzes the impact of current health issues and trends • recommends ways of managing health issues, trends and concerns

K TO 12 – HEALTH

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 10 – HEALTH TRENDS, ISSUES, AND CONCERNS – 4th QUARTER			
<ul style="list-style-type: none"> • Personal health plan <ul style="list-style-type: none"> – importance – components of a personal health plan – steps in preparing a personal health plan – implementation and monitoring – valuation • Planning for a Career 			<p><i>The learner...</i></p> <ul style="list-style-type: none"> • prepares a personal health plan adaptable to changing lifelong needs • explores the following careers in health <ul style="list-style-type: none"> – disease prevention career – personal health career – mental health career – careers in safety – environmental health careers – career in drug related areas – nutrition and dietetics career – health and dental education – nursing and medical career

GLOSSARY

Health Areas

Accident 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.

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.

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 adolescence with emphasis on attention to personal health and the development of self-management skills to cope with life's changes

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 spiritual health and prevention and management of personal health problems

Prevention 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

Substance Use and Abuse: The use and abuse of substances: their identification; causes; effects on the person, the family, society and the nation; prevention; and control

**CURRICULUM DEVELOPERS/WRITERS/REACTORS in the DEVELOPMENT of K to 12 CURRICULUM
HEALTH**

A. Learning Area Team (LAT) Review with designated LAT CONVENOR

Date: September 29, 2011
 October 11, 2011
 October 24, 2011
 November 2, 2011
 November 8, 2011
 November 16, 2011
 December 17, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Evelina Vicencio - CONVENOR	Dean, U.E, College of Education	University of the East, Manila
2. Francis Grace Duka-Pante	Professor, College of Education	University of the Philippines
3. Edna Nito		DOH
4. Grace Reyes-Sumayo	Head – Health Education and PE Department	UPIS
5. Maria Lourdes Pacaldo	Faculty, Health Education	UE
6. Josefina Tuazon	Dean/ Professor	UP – Manila
7. Salve Favila	Head, Physical Education Department	Philippine Normal University, Manila
8. Margaret Moreno	Professor	UE
9. Emmanuel Dionisio	Head Teacher III	AFGBMTS
10. Jerry Ymson	Head Teacher VI	PCNHS-Baguio
11. Jennifer Quinto	Education Supervisor	Div – CSJM
12. Robelyn Osen		Div – CSJM
13. Alejandro Jose		Div –Taytay
14. Minerva David	Principal	Elementary School Unit I, Taytay Rizal
15. Veneracion Ramilo		Div-Tanauan
16. Socorro Aguilar		Div-Tanauan
17. Nila Pinon		Div-Rizal
18. Pacita Lungcay		RO-4A

B. Workshop on Determining Gaps Between BEC Grade 6 Competencies and the K to 12 Grade 7 Competencies

Venue: DAP, Tagaytay City
Date: September 7-9, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Minerva David	Principal	Elementary School Unit I, Taytay, Rizal
2. Neri Beltran	EPS II	BEE - CDD

C. Workshop on the Development of Learning Competencies and Teaching Guides

Venue: DAP, Tagaytay City
Date: July 18-22, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Evelina M. Vicencio	Dean, College of Education	University of the East
2. Ms. Francis Garce H. Duka-Pante	Professor, College of Education	University of the Philippines
3. Ms. Angelina A. Mojica	Head, Health Department	Lakandula High School, Manila
4. Ms. Gilda C. Berte	Assistant Chief, EED	DepEd, Caraga, R.O.
5. Ms. Minerva C. David	Principal	Elementary School Unit I, Taytay, Rizal
6. Ms. Jenny Quinto	Education Supervisor	Division of CSJDM
7. Ms. Nerisa M. Beltran	EPS II	DepEd Central Office BEE - CDD
8. Michael P. Beltran	Documentor	DepEd
9. Eugenio B. Penala	Chief, EED	DepEd, RO 9
10. Emerson B. Sabadlab	Teacher I	DepEdParañaque
11. Salve A. Favila	Head, PE Department PNU	PNU
12. Noemi M. Bellosillo	Chief, PESS	DepED NCR
13. Melinda B. Masaganda	ESI (Ret.)	DepED Manila
14. Jervy Ymson	HT – VI	DepEd Baguio
15. Romeo M. Mina	DepEd, BSE	DepEd, Central Office

D. Writeshop on the Finalization of the Curriculum Standards

Venue: RELC, Calabarzon

K TO 12 – HEALTH

Date: May 19-21,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Salve A. Favila	Head, Physical Education Department	Philippine Normal University, Manila
2. Dr. Ma.Lourdes H. Pacaldo	Faculty, Health Education	University of the East, Manila
3. Emerson O. Sabadlab	MAPEH Teacher I	Masville National High School
4. Michael P. Beltran	Documentor	DepEd

E. Workshop on the Review and Refinement of the K to 12 Curriculum Framework and Standards

Venue: DAP, Tagaytay City

Date: May 10-13,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Evelina M. Vicencio	Dean, U.E, College of Education	University of the East, Manila
2. Dr. Salve A. Favila	Head, Physical Education Department	Philippine Normal University, Manila
3. Dr. Jose Taguinayo Jr	OIC Chief BSE	DepEd, Central Office
4. Romeo Mina	DepEd, BSE	DepEd, Central Office
5. Michael P. Beltran	Documentor	DepEd

F. Consultative Workshops for the Validation of the K to 12 Curriculum Framework and Standards

- Regions IV-A, IV-B,V and NCR

Venue: BulwaganngKarunungan

Date: April 27, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Salve A. Favila	Head, Physical Education Department	Philippine Normal University, Manila
2. Jonee Orosco - Avende	Teacher I	Deped – Daraga National High School – Albay
3. Maricel G. Reyes	Teacher I	Deped – Lucena
4. Conrado S. Contreras	Master Teacher II	LakanDula High School, Deped Manila
5. Julie R. Galanggalang	Teacher	Deped Oriental Mindoro

- Regions I,II,III and CAR

Venue: Teachers' Camp, Baguio City

Date: April 29, 2011

K TO 12 – HEALTH

NAME	DESIGNATION	OFFICE/SCHOOL
1. Miriam P. Benito	Master Teacher I	Angeles City National Trade School
2. Aurella T. Ballictoc	Teacher	CAR, DepEd,Lagawe
3. Joel S. Cabanilla	Teacher	SLU-LHS, CAR, Baguio
4. Mark Ian R. Tamayo	Teacher I	DMNHS, Sta.Barbarra,Pangasinan
5. Ma.Victoria F. Quiambao	Teacher	CDNHS, Gattaran, Cagayan
6. Teresita M. Morales	Teacher	SFC, LU, DepEd R.O I
7. Mercedes G. Patacsil	Teacher	DepEd, Bauang, North District
8. Wilma C. Taccad	Teacher	District I, Quirino Prov.
9. Florence P. Ramos	Teacher III	DepEd. RO-I,bauang, North District
10. Rowena Grace G. Ponce	Teacher III	R-III Sto.RosarioElem.Sch. DepEd,Angeles City

3. Regions VI,VII and VIII

Venue: Ecotech, Lahug Cebu City

Date: May 4, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Arnie P. Bañes	Teacher II	Deped – Sagay City
2. Eden D. Deriada, PhD	Chief – ES	Deped – RO VI
3. Carolina M. Almeda	Master Teacher I	Deped – Lapuz
4. Earl J. Aso	ES	Deped – RO VII
5. Ederlinda P. Delantar	District Supervisor	Deped – Supervisor
6. Danilo Pano	PESPA President/Principal	Deped – Leyte PESPA
7. Roland F. Calleja	Teacher	Deped – TAC
8. Restituta D. Pancho	Master Teacher I	Deped – Lapuz
9. Jude Iledan	Teacher	Region VI
10. Peparo G. Ramirez	Teacher	Region VIII
11. Razil Grace R. Caldino	Teacher	Region VI

4. Regions IX,X and ARMM

Venue: RELC, Cagayan de Oro City

Date: May 5,2011

NAME	DESIGNATION	OFFICE/SCHOOL
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K TO 12 – HEALTH

1. Amelia R. Avila	Teacher	Deped – CARAGA
2. Ryan S. Montera	Teacher	CUBED
3. Redeemer D. Denapo	Teacher	Deped – Tangub
4. Emenioneth F. Coordoncillo	SST – III	Deped – Lanao del Norte
5. Jesus L. Quicho	SSHT – III	Deped – R – 9

5. Regions XI,XII, ARMM (Shariff Kabunsuan, Maguindanao)

Venue: RELC, Davao City and CARAGA

Date: May 6, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Elsie Gagabe	EPS	DepEd, Davao City
2. Milagros L. Saceda	Head Teacher – III	Sta.Ana Nat'l High Sch. Davao
3. Precious Joy A. Villacastin	Teacher	Badiang Elem. Sch., Digos City

G. Workshop on the K to 12 Curriculum Mapping

Venue: DAP, Tagaytay City

Date: March 16-18,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Lilian Luna	EPS	SDD – BSE
2. Myrna Parakikay	Teacher	Division of Makati City
3. Marivic Tolitol	EPS	CDD – BSE
4. Jose Tuguinayo, Jr	EPS	CDD – BSE
5. Nancy Pascual	Teacher	Division of Makati City
6. Virginia Fernandez	EPS	CDO – BEE
7. Ma. Paz Levita Galapir	EPS	SDD – BEE
8. Ronald Castillo	Teacher	Division of Apayao
9. Isabelo Magbitang	Supervisor	Division of Manila
10. Dr. Larry Gabao	Experts	PNU
11. Dr. Dennis Faustino	School Administrator	SMS, Sagada Mountain Province
12. Roy Concepcion	Documentor	CDD-BEE

SECRETARIAT

NAME	DESIGNATION
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K TO 12 – HEALTH

1. Rachele C. Fermin	DepEd
2. Prescy Ong	DepEd
3. Magdalena Mendoza	DAP
4. Tristan Suratos	DAP
5. Kimberly Pobre	DAP
6. Cristina Villasenor	DAP
7. Lani Garnace	DAP
8. Kidjie Saguin	DAP
9. Maria Boncan	Accountant, DepEd
10. Daylinda Guevarra	Accountant, DepEd
11. Fenerosa Maur	Accountant, DepEd
12. Divina Tomelden	Accountant, DepEd
13. Nilva Jimenez	Disbursing Officer, DepEd

FACILITATORS/ SUPPORT TEAM

NAME	DESIGNATION
1. Irene C. De Robles	CDD – BEE
2. Jose Tuguinayo, Jr.	CDD – BSE
3. Marivic Abcede	CDD – BSE
4. Mirla Olores	SPED – BEE
5. Simeona Ebol	CDD – BEE
6. Fe Villalino	SDD – BEE

ADVISORY TEAM

NAME	DESIGNATION
1. Usec. Yolanda S. Quijano	Undersecretary, DepEd OSEC
2. Dr. Lolita Andrada	Director, BSE – DepEd, Pasig
3. Dr. Angelita Esdicul	Director, BEE – DepEd, Pasig
4. Dr. Ricardo de Lumen	OIC, Director III – Tech Voc, DepEd
5. D. Paraluman R. Giron	Chair, K – 10 TWG

K TO 12 – HEALTH

6. Dr. Avelina T. Liagas	Consultant, TEC, DepEd
7. Dr. Dina Ocampo	Dean, COE, UP Diliman
8. Dr. Ester Ogena	President, PNU
9. Dr. Brenda B. Corpuz	Technical Adviser to the Office of USEC, Pograms and Standards
10. Dr. Dennis Faustino	Headmaster, SMS Sagada, Mt. Prov.
11. Dr. Merle Tan	Director, UP – NISMED
12. Dr. Cristina Padolino	President, CEU
13. Mr. Napoleon Imperial	CHED
14. Diane Decker	Consultant, MTB – MLE
15. Dr. Nelia Benito	Director, NETRC
16. Dr. Socorro Pilor	Director, IMCS
17. Dr. Beatriz Torno	Executive Director, TEC
18. Dr. Carolina Guerrero	Director, BALS
19. Dr. Irene Isaac	Director, TESDA