

# **K to 12 Curriculum Guide**

## **HEALTH**

(Grade 1 and Grade 7)

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.

**GRADE LEVEL STANDARDS:**

<b>Grade Level</b>	<b>Grade Level Standards</b>
<b>Grade 1</b>	The learner demonstrates understanding of essential concepts related to nutrition, personal health, and safety to enhance health and well-being.
<b>Grade 2</b>	The learner demonstrates understanding of personal health; disease prevention and control; and injury prevention, safety and first aid to achieve optimum health.
<b>Grade 3</b>	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.
<b>Grade 4</b>	The learner demonstrates understanding of nutrition; injury prevention, safety and first aid; and substance use and abuse to achieve optimum health.
<b>Grade 5</b>	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.
<b>Grade 6</b>	The learner demonstrates understanding of personal health, disease prevention and control; and consumer health to achieve the desired level of health.
<b>Grade 7</b>	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...
<b>Grade 8</b>	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.
<b>Grade 9</b>	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.
<b>Grade 10</b>	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
<b>First Quarter</b>	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
<b>Second Quarter</b>	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
<b>Third Quarter</b>	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
<b>Fourth Quarter</b>	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

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

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



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

## GRADE - 7

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

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

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

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

## 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