



USER ADVISORY

These curriculum maps (CMaps) were developed by the Private Education Assistance Committee (PEAC) under the Junior High School In-Service Training (JHS INSET) program of the Government Assistance to Students and Teachers in Private Education (GASTPE), which is co-implemented by the Department of Education (DepEd) and PEAC.

The Grade 7 and Grade 8 CMaps were written by the PEAC JHS Trainers, and some of them were used as exemplars, serving as presentation samples and workshop activities during the 2024 and 2025 In-Service Training for Junior High School Teachers in private schools.

The CMaps are aligned with the Revised K-10 Curriculum of DepEd, which is being implemented in phases nationwide starting SY 2024-2025. Teachers from both private and public schools may use these CMaps to support the implementation of the Revised K-10 Curriculum.

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TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1 st Quarter	The learners demonstrate understanding of mental health and target games in promoting personal wellness active and healthy living.	The learners participate in target games and other physical activities in promoting personal wellness for active and healthy living.	<p>At the end of the topic, the students will be able to:</p> <p>A1. define mental health and personal wellness;</p> <p>A2. differentiate several target games (i.e., Darts, Bowling, Archery, etc.);</p> <p>A3. classify several target games (i.e., Darts, Bowling, Archery, Bocci Ball, Golf, etc.) to opposed] or unopposed; and</p> <p>A4. recognize positive effects of physical activity participation on mental health (i.e. improved focus and concentration and</p>	<p>A1. Short answer definition.</p> <p>A2. Differentiating the games.</p> <p>A3. Labelling</p> <p>A4. Enumeration</p>	<p>A1.1 - A4.1: Noting Details with Graphic Organizer</p> <p>A1.2 - A2.2 (practice): MATCH UP (Gamification: Online Interactive Game)</p>	<p>A1.1 - A5.1: Graphic Organizer</p> <p>A1.2 - A2.2: https://wordwall.net/resource/68125974</p>	<p>A1.1 - A8.1 Respect for self and others</p> <p>A1.2 - A8.2 Collaboration and Teamwork</p> <p>A1.3 - A8.3 Self-Care</p> <p>A6.4-A8.4 Sportsmanship</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			improved performance)				
			A5. discuss four common adolescents' concerns that can affect mental health (i.e., concerns pertaining to appearance, weight and body image, technostress, negative Peer Pressure)	A5.1 Stick It Together A5.2 C-E-R	A5.1- A5.2 Close Reading With CER	A5.1- A5.2 C-E-R Worksheet	
			A6. apply seven (7) ways to safeguard their mental health (i.e., exercising regularly managing emotions, spending time with family and friends, reading books and other educational resources, doing spiritual activities, keeping environment clean, and making a spending diary); A7. perform physical activities by applying principles and concepts of target	A6-A8 Performance Task: Personal Wellness Advocacy Video	A6.1 - A8.1 Scaffold 1: -Sample of wellness advocacies -Sample of advocacy video making A6.2 - A8.2 Scaffold 2: -Create a 2-minute wellness advocacy video for your school (by group) A6.3 - A8.3 Scaffold 3:	A6 - A8 Performance Task in GRASPS format, print and digital resources such as textbooks, articles, youtube videos, and online references.	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			games (e.g. accuracy, blocking, timing, positioning, power and control, and defense strategies) to solve tactical problems for active living; and A8. execute appropriate skills of sports (e.g. accuracy, precision, focus, consistency) and the required fitness concepts (e.g. mental focus and precision) of chosen target games in responding to tactical problems.		-Create a 2-minute wellness advocacy video for your friends (by group)		

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
2 ND QUARTER: Family Wellness and Invasion Games	The learners demonstrate understanding of family roles in managing concerns and conflicts and invasion games in promoting family wellness for active and healthy living.	The learners participate in invasion games and other physical activities in promoting family wellness for active and healthy living.	At the end of the topic, the students will be able to: A1. define family wellness; A2. identify six invasion games (i.e., basketball, football, floorball, ultimate frisbee, handball); and A3. enumerate six benefits of playing invasion games(i.e., conflict management, open communication, encouragement, active listening, finding solutions together) in promoting family wellness	A1. Short answer definition A2. Identification A3. Enumeration	A1 - A3 Noting Details with Graphic Organizer	A1 - A3 Graphic Organizer Template	A1. Love for self and family A2. Accountability A3. Care for self and family
			A4. discuss two important roles of the family (i.e., different forms of support provision and guidance in making	A4 - A5 C-E-R	A4 - A5 C-E-R: Compass Point	A4 - A5 C-E-R Worksheet	A4.1. Love for self and family A4.2. Accountability

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<p>informed decisions) in managing adolescents' health concerns (e.g. mental health concerns, substance use, nutrition and physical health concerns)</p> <p>A5. analyze how physical activities (i.e., walking, running, hiking, swimming, playing together, sharing interest, or hobbies) can strengthen relationships with family members</p>				<p>A5. Care for self and family</p>
			<p>A6. apply five effective strategies (i.e. Clear Family Rules and Boundaries, Open Communication, Encouragement, Active Listening, and Finding Solutions Together) in preventing and managing four conflicts in the family (i.e., clear family rules</p>	<p>A6 - A8 Performance Task: Family Wellness Infomercial with emphasis on Playing Invasion Games</p>	<p>Scaffolding Activity 1: Role-Playing on Effective strategies in preventing and managing conflicts in the Family</p> <p>Scaffolding Activity 2: Modelling of Skills in Invasion Games</p>	<p>Performance Tasks in Grasps Format</p> <p>Playing guidelines</p>	<p>A6. Love for self and family</p>

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			<p>and boundaries, open communication, encouragement, active listening, and finding solutions together)</p> <p>A7. perform physical activities by applying seven principles and concepts of invasion games (e.g., attacking the goal, taking ball near goal, playing together, identification of gaps, feinting, achieving an advantage, and supporting and orienting) to solve tactical problems for active living</p> <p>A8. execute six appropriate skills of sports and the required fitness concepts (e.g., coordination, agility and speed, offensive and defensive strategies, and teamwork) of chosen invasion games in</p>		<p>Scaffold Activity 3: Tactical Skills Practice Safety Checklist Creation</p> <p>Scaffolding Activities 4: Skill Stations -Tactical Scenarios -Mini Matches</p> <p>A6 - A8 Performance Task: Family Wellness Infomercial with emphasis on Playing Invasion Games</p>		<p>A7. Accountability</p> <p>A8. Care for self and family</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			responding to tactical problems				

Unit Curriculum Map

Q3

PE and Health 7

Healthy Eating, Common Adolescents' Nutritional Concerns, and Dances in Promoting Community Wellness



TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
3rd QUARTER:	The learners demonstrate understanding of healthy eating, common adolescents' nutritional concerns, and dances in promoting community wellness for active and healthy living.	The learners participate in dances in promoting community wellness for active and healthy living.	<p>At the end of the topic, the students will be able to:</p> <p>A1. Describe Healthy eating during adolescence</p> <p>A2. Enumerate the 4 importance of Importance of Healthy Eating during Adolescence</p> <p>A3. Describe the Hispanic Influenced Dances of the Lowland Christians</p>	<p>A1. Short Quiz – “Nutrition Check!”</p> <p>A2. Written Task : Enumeration “Why Does It Matter?”</p> <p>A3. Short Answer Quiz – “Dance History Check!”</p>	<p>A1.1 “My Healthy Plate” Collage Project</p> <p>A1.2 Group Poster-Making – “Why Eat Right?”</p> <p>A1.3 Dance Interpretation – “Fiesta Moves!”</p>	<p>A1.1 Pinggang Pinoy Visual Guide (available from the FNRI-DOST website or printed copy from MAPEH books)</p> <p>A2.1 WHO Adolescent Nutrition Guidelines</p> <p>A2.2 Short video clip: “Healthy Eating Habits for Teens” (YouTube or DepEd Commons)</p> <p>A3.1 Video Resource: “Folk Dances of the Philippines – Hispanic Influences” (YouTube, NCCA, or Cultural Center of the Philippines)</p>	<p>A1.1-A3.1 Eco-friendliness</p> <p>A1.2 - A3.2 Gratitude</p>

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A4. Explain the importance of healthy eating during adolescence A5. Relate healthy eating to physical activity participation.	A4 -A5: C-E-R	A4-A5: “Nutrition Talk Show” Skit	A4.1-A5.1 C-E-R Worksheet A4.2-A5.2 FNRI-DOST “Pinggang Pinoy for Teens” Visual GuideWorksheet	A4.1-A5.1 Discipline
			A6. Apply 3 ways to prevent adolescents’ nutritional concerns,(i.e. 1. Promote Balanced and Healthy Eating Habits. Provide Nutrition Education and Awareness, and 3. Encourage Regular Meal Patterns and Healthy Snacks.) A7. practice technical and expressive skills to improve proficiency in genre and style-specific techniques in developing movement competence and physical activity participation	A6.1-A8.1 Performance Task:	Scaffolding Activity 1: Scaffolding Activity 2: Scaffold Activity 3: Scaffolding Activities 4:	Performance Tasks in Grasps Format: "Sayaw Para sa Kalusugan" – A Dance for Wellness Challenge You are a famous tiktok dancer and fitness advocate who has been invited to participate as an alumnus of the school in a school-wide celebration called “ Sayaw Para sa Kalusugan ”	A6.1 Discipline A6.2 Perseverance A7.1 Teamwork A7.2 Cooperation A7.3 Respect

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						<p>(Dance for Wellness). This event aims to promote health, fitness, and cultural appreciation through dance performances that inspire active and healthy living in the school and community.</p> <p>Your task is to create and perform a 3–5 minute dance presentation. You may choose a Filipino folk dance like <i>Pandanggo sa Ilaw</i>, <i>Tinikling</i>, <i>Maglalatik</i>, or a modern fitness dance such as <i>Zumba</i> or <i>Aerodance</i> using upbeat Filipino music. The goal is to show how dance can be a fun and meaningful way to</p>	

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						<p>stay active and healthy.</p> <p>The whole school community will witness the performance including an invited national member of folkdance society and a dancer together with the PE teachers. They will look into the performance and execution,creativity and relevance,teamwork and participation, and connection to wellness.</p>	

Unit Curriculum Map

Q4

PE and Health 7

Caring, Moving, and Living Well: Promoting Safety and Societal Wellness Through First Aid and Dance



TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<p>4th QUARTER:</p> <p>Caring, Moving, and Living Well: Promoting Safety and Societal Wellness Through First Aid and Dance</p>	<p>The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.</p>	<p>The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.</p>	<p>At the end of the topic, the students will be able to:</p> <p>A1. define first aid</p> <p>A2. identify the 3 categories of first aid situations according to urgency (i.e. life-threatening, non-life threatening, and minor conditions)</p> <p>A3. determine appropriate first aid procedures for managing 10 common conditions (e.g. insect and animal bites, wounds, burns, bleeding, fainting, food and other forms of poisoning, choking,</p>	<p>A1. First Aid Scenario Match (Matching type)</p> <p>A2. Identification</p> <p>A3. Short Answer Essay</p>	<p>A1 to A2: Quick Think, Quick Act! (First Aid Situations – What Would You Do?)</p> <p>A3. First Aid Role Play Stations</p>	<p>A1 to A2: Teacher-made worksheet (printed and canva for online version)</p> <p>A3. First Aid Kit</p>	<p>A1.1 - A6.1 Self care</p> <p>A1.2 - A6.2 Awareness</p>

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TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A7 discuss 4 basic first aid concepts, objectives, principles (i.e. Save life, Prevent the condition from worsening, Provide pain relief, Prevent infection, Facilitate quick recovery, Get the person professional medical help as soon as possible), and procedures for managing 8 common conditions (insect and Animal Bites, Wounds, Burns, Bleeding, Fainting, Food and Other Forms of Poisoning, Choking, Hyperventilation, and Heat-Related Conditions);	A.7: C-E-R	A.7 C-E-R: Sentence Choices and Compass Point	A.7 https://tinyurl.com/compasspoint1	A7.1 - A8.1 Accountability A7.2-A8.2 Care for self and society
			A8. Analyze the impact of first aid knowledge, road and water safety practices, and engagement in dance-related activities in shaping responsible behaviors and promoting	A8. Essay	A8. Stick-it Together	A8. https://tinyurl.com/stick-ittogether	

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			societal wellness for active and healthy living.				
			A9. practice first aid procedures for 5 injuries (i.e. muscle cramps, sprain, strain, dislocation, and fracture) related to physical activities and other emergency situations	A9 - A11 Performance Task: Safe Steps to Wellness: A First Aid and Dance Musicales (5–7-minute presentation that includes: A short skit or demonstration (2–3 minutes) of first aid response to a common emergency (e.g., choking, sprain, animal bite, or heat stroke). Verbal or visual integration of road or water safety tips during the skit. A dance presentation (3–4 minutes) featuring a selected cultural or traditional dance (from ASEAN	A9.1 - A11.1 Scaffold 1: -First Aid and Safety Basics Simulation (Respond Like a Pro!) A9.2 - A11.2 Scaffold 2: - Dance Technique Exploration and Practice (Dancing Through Cultures) A9.3 - A11.3 Scaffold 3: - Integrated Performance Planning (Plan, Perform, Promote)	A9 - A11 Performance Task in GRASPS format, print and digital resources such as textbooks, articles, YouTube videos, and online references.	A9.1 - A11.1 Innovation A9.2 - A11.2 Collaboration A9.3-A11.3 A9.4 - A11.4 Accountability A9.5 - A11.5 Care for self and society
			A10. apply 3 road safety measures (i.e. dangers of distracted driving, dangers of driving under the influence of drugs and alcohol, national laws on road safety) and 2 water safety measures (i.e. open water/pool rules, dangers and possible incidents in the water) for self-management skills and practices A11. perform dances using genre and 6				

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			style specific techniques (i.e. hand and arm movements, body posture and flow, footwork, facial expression, formations and patterns), expressive ideas and skills to develop movement competence and physical activity participation.	traditions), performed with proper genre-specific techniques and energy.)			