

USER ADVISORY

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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
1st Quarter	The learners demonstrate understanding of healthy and positive sexuality, prevention of sexually transmitted infections, and striking/fielding games in promoting personal wellness for active and healthy living.	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.	At the end of the topic, the students will be able to: A1. Define the 7 sexually transmitted infections (e.g. HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections).	A1. Short Answer	A1. Jigsaw Activity	A1. Worksheet	A1.1 Awareness A1.2 Respect
			A2. Enumerate the 7 sexually transmitted infections (e.g. HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections) and their 5 preventive measures (e.g. Abstinence, Use of Contraceptives, Mutual Monogamy, Non-Use of Psychoactive	A2. Enumeration	A2. Category Chunking	A2. Worksheet	A2.1 Awareness A2.2 Respect

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Substances; and Proper Education).				
			A3. Identify 3 important values in fostering healthy and positive sexuality (e.g. Equality, Respect, and Acceptance) and preventing the 4 gender-based issues (Gender Bias, Stereotypes, Discrimination, and Violence (With Emphasis on Power Imbalance).	A3. True or False	A3. Frayer Model	A3. Worksheet	A3. Awareness
			A4. Determine the 2 striking/fielding games (e.g. baseball and softball)	A4. Multiple Choice	A4. Jigsaw Method	A4. Worksheet	A4. Teamwork
			A5. Identify the 5 principles (e.g. Scoring, Prevent Scoring, Restart, Play, and Transition) and 3 concepts (e.g. Positioning, Relationship with	A5. Multiple Choice	A5. Hands-On Modeling	A5. Worksheet	A.5 Teamwork

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			People, Relationship with Objects) of 2 striking/ fielding games (e.g. baseball and softball) to solve tactical problems for active living.				
			A6. Discuss the 7 sexually transmitted infections (e.g. HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections) and their 5 preventive measures (e.g. Abstinence, Use of Contraceptives, Mutual Monogamy, Non-Use of Psychoactive Substances; and Proper Education).	A6. Essay	A6. Compass Points	A6. Worksheet	A6.1. Respect A6.2. Empathy A6.3. Integrity
			A7. Explain the importance of 3 values in building a healthy and positive sexuality (e.g. Equality, Respect, and Acceptance) and preventing the 4 gender-based issues (Gender Bias, Stereotypes,	A7. Essay	A7. Close Reading With CER	A7. CER Worksheet	A7.1. Empathy A7.2. Integrity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Discrimination, and Violence (With Emphasis on Power Imbalance).				
			A8. Explain the 5 principles (e.g. Scoring, Prevent Scoring, Restart, Play, and Transition) and 3 concepts (e.g. Positioning, Relationship with People, Relationship with Objects) of 2 striking/ fielding games (e.g. baseball and softball) to solve tactical problems for active living.	A8. CER	A8. Close Reading With CER	A8. CER Worksheet	A8.1. Teamwork A8.2. Adaptability
			A9. Execute the 7 appropriate skills of Baseball and Softball (i.e. Throwing, Catching Hitting, Base Running, Pitching Fielding, Batting Stance and Grip, and Sliding) and the required fitness abilities of chosen striking/fielding games in responding to tactical problems.	A9. Exercise	A9.1 - A9.3. Scaffold 1-3 Modeling Guided Practice	A9. Rubric	A9.1 Teamwork A9.2 Discipline

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A10. Perform physical activities by applying 5 principles (e.g. Scoring, Prevent Scoring, Restart, Play, and Transition) and 3 concepts (e.g. Positioning, Relationship with People, Relationship with Objects) of 2 striking/ fielding games (e.g. baseball and softball) to solve tactical problems for active living.	A10. Performance Task	A10. Scaffold 4 Independent Practice	A10.1. GRASPS narrative A10.2. Rubric for PT A10.3. Self-evaluation Sheet	A10. Innovative

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
2 ND QUARTER: Healthy relationships and net/wall games in promoting family wellness	The learners demonstrate understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.	The learners participate in net/wall games 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. enumerate characteristics healthy relationship; A3. define net/wall games; and A4. differentiate the focus game skills (i.e. game concepts, games principles, and skills) of selected net/wall games (i.e. table tennis, lawn tennis, volleyball, badminton, sepak takraw, and/or pickleball);	A1. Definition of Terms A2. Enumeration A3 Definition of Terms A4. Differentiating	A1 Vocabulary Word Map A2 Image Mnemonics A3-A4 Graphic Organizer	A1.1-A4. Activity Worksheets: Templates, graphic organizers A1.2 -A4 Print and Online References: Textbooks, videos, journals A4 web link/s: https://sportnz.org.nz/media/3888/movewell-booklet-3-net_wall-games.pdf	A1.-A9 Respect A2.1-A6 Love A2.2-A9 Self Care
			A5. discuss the characteristics (i.e.	A5 - A6 C-E-R	A5.1 - A4.1 C-E-R: Compass Point	A5 .1- A6 AWorksheets Templates	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<p>love, trust, and respect) of friendships, long-term commitments, marriage, and parenting;</p> <p>A6. evaluate the various ways to show affection in relationships(e.g. friendships, long-term commitments, marriage, and parenting);</p>		<p>A4.2 Four Corners</p>	<p>A5.2 - A6 C-E-R Worksheet: https://docs.google.com/document/d/1ygxaHPMLtbCV0MDYpiuuPBPTd2iltlt9/edit?usp=drive_link&oid=106213076897843145450&rtpof=true&sd=true</p>	
			<p>A7. demonstrate effective self-regulation skills to avoid inappropriate or non-consensual physical contact in all physical activity participation;</p> <p>A8. perform safely physical activities by applying principles and concepts of net/wall games (i.e. table tennis, lawn tennis,</p>	<p>A7.1-A8.1 Performance Task <i>*both for PE and Health</i></p>	<p>A7.1-A8.1 Performance Task: Net/Wall Game Tournament</p> <p>A7.2 Scaffolding Activities 1: Role-Playing</p> <p>A7.3 Scaffold Activities 2: Tactical Skills Practice Safety Checklist Creation</p>	<p>A7. Performance Task in GRASPS format Print and digital resources such as textbooks, articles, youtube videos, and online references.</p>	<p>A7.1 -A9.1 Sportsmanship</p> <p>A7.2-A9.2 - Teamwork</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<p>volleyball, squash, badminton, sepak takraw, and/or pickleball) to solve tactical problems for active living; and</p> <p>A9. execute safely appropriate skills of sports and the required fitness abilities of chosen net/wall games (table tennis, lawn tennis, volleyball, squash, badminton, sepak takraw, and/or pickleball) in responding to tactical problems.</p>		<p>A8-A9 Scaffolding Activities 3: Skill Stations Tactical Scenarios Mini Matches</p>		

Unit Curriculum Map

Q3 PE and Health 8

Promoting Community Wellness through Psychoactive Drugs Awareness and Rhythmic Activities Participation



DEPARTMENT OF EDUCATION



PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
QUARTER 3 Promoting Community Wellness through Psychoactive Drugs Awareness and Rhythmic Activities	The learners demonstrate understanding of psychoactive substances and dances in promoting community wellness for active and healthy living.	The learners participate in rhythmic activities and 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>A.1 Discuss the nature psychoactive substances and give four (4) examples (Depressants, Stimulants, Opiates, and Hallucinogens)</p> <p>A.2 Describe 4 general effects (changes in brain function, Dependence and addiction, physical health Impacts, Mood and Behavioral Change) of psychoactive drugs on physical, mental, and social health.</p> <p>A.3 Identify and suggest three (3) practical preventive (Education) Awareness programs. Promote healthy</p>	<p>A.1-A.3 Interactive Quiz Show (via Kahoot or Quizzes)</p>	<p>A.1. Substance Sorting Game</p> <p>A.2 Cause and Effect Chart</p> <p>A.3 “Prevention PSA” Creation</p>	<p>A.1 Handouts/ Learning Modules. Reading Materials https://www.medicalnewstoday.com/articles/types-of-psychoactive-drugs#types</p> <p>A.2 Worksheets Reading Materials: Self-Learning Modules https://www.unodc.org/pdf/globalinitiative/initiative_activities_workbook.pdf</p> <p>A.3 Self-Learning Modules Hand-outs</p>	<p>A.1-A.6</p> <p>Excellence Responsibility Perseverance Team Spirit Tolerance Humility Gratitude Compassion</p>

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			coping mechanisms, Strong Social Support Networks) measure against the use and abuse of psychoactive drugs			Sample PSA's	
			A.4 Evaluate two (2) interventions (School based prevention programs, family based interventions,) two (2) laws (RA 9211, RA 9165), and two (2) policies (Philippine Anti Illegal Drugs Strategy PADS, Barangay Drug Clearing Program) to prevent the use of psychoactive substances	A.4 Constructive Response Tests	A.4.1. Direct Instruction: Presentation on Laws. A.4.2. Compass Point Activity A.4.3 Group Activity: Situational Analysis	A.4.1 Reading Materials A.4.2 Compass Point Template A.4.3 Scenario Cases	
			A.5 Analyze how the four (4) psychoactive substances (Depressants, Stimulants, Opiates, Hallucinogens) can affect physical activity participation	A.5 C-E-R	A.5 Stick-it-together graphic organizer <i>Worksheet</i>	A.5.1 C-E-R template CER Scenario /Narrative A.5.2 Stick it Together Template A.5.3 Learning Modules and other Reading Materials	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.6 Practice technical and expressive skills to develop proficiency in genre and style-specific techniques to enhance movement competence and physical activity participation	A.6 Performance Task: DANCE FOR WELLNESS	A.6.1 Scaffold 1: Dance Introduction and Modelling of the Dance Steps A.6.2 Scaffold 2: Guided Practice, with emphasis on the following elements: a. Technical Skills (foot placement, arm movements, etc.) b. Expressive Skills (facial expressions, flow of movements) A.6.3 Scaffold 3. Group Practice and Feedbacking A.6.4 Scaffold 4. Performance and Reflection	A.6.1 Visual Aids or a short video demonstration of the dance style and the dance steps A.6.2 Music player or speakers A.6.3 Performance Task Rubric.	

Unit Curriculum Map

Q4 PE and Health 8

Consumer Health and Social/Ballroom Dances to Promote Societal Wellness for Active and Healthy Living



DEPARTMENT OF EDUCATION



PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
4th QUARTER: Consumer Health and Social/Ballroom dances to promote societal wellness for active and healthy living	The learners demonstrate understanding of consumer health, information, products, services, quackery, and dances in promoting societal wellness for active and healthy living.	The learners participate in dances in promoting societal wellness for active and healthy living.	<p>At the end of the topic, the students will be able to:</p> <p>A.1 define consumer health</p> <p>A.2 identify the 5 factors that influence consumer behavior (e.g. personal, psychological, economic, social, and cultural factors)</p> <p>A.3 define social and ballroom dances (i.e., standard and Latin dances)</p> <p>A.4 identify the 3 different examples of social and ballroom dances (e.g., standard - waltz, foxtrot, and tango and latin - chacha, samba, and rumba)</p>	<p>A1. Short Answer Definition</p> <p>A2. Identification</p> <p>A.3 Short Answer Definition</p> <p>A.4 Labeling</p>	<p>A1.1 to A4.1: Noting Details with Graphic Organizer</p> <p>A1.2 to A2.2 (practice): MATCH UP (Gamification: Online Interactive Game)</p>	<p>A1.1 to A4.1: Graphic Organizer</p> <p>A1.2 to A2.2: https://wordwall.net/resource/68125974</p>	<p>A1.1 - A4.1 Self care</p> <p>A1.2 - A4.2 Awareness</p>

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.6 discuss the 7 ways to be an informed consumer (i.e., research and compare products; evaluate product quality; read labels and disclosures; ask questions; stay updated on market trends; and use trusted sources)	A6.1 -A7.1: C-E-R	A6.1 -A7.1 C-E-R: Sentence Choices A6.2 - A7.2 Compass Point	A6.1- A7.1 https://tinyurl.com/compasspoint1	A6.1- A8.1 Accountability A6.2 - A8.2 Care for self and family
			A.7 examine health information, health products, health services, and healthcare providers				
			A.8 analyze 5 various forms of quackery (medical, nutrition, device, beauty, and fitness) and fraudulent health services and their associated risks (endanger health, violate consumer trust, and financial loss)	A8.1: Essay	A8.1: Stick-it Together	A8.1: https://tinyurl.com/stick-ittogether	

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.9 demonstrate the 7 basic skills (e.g., posture, footwork, timing and rhythm, leading and following, and frame) in social and ballroom dances	A9.1-A10.1 Performance Task: Promoting Wellness Through Dance and Consumer Awareness (3-5-minute social or ballroom dance routine that incorporates health slogans, props, or visuals highlighting key points about consumer health and quackery)	A9.1-A10.1 Scaffold 1: -Understanding Consumer Health and Quackery (Advocacy Messages)	A9.1-A10.1 Performance Task in GRASPS format, print and digital resources such as textbooks, articles, YouTube videos, and online references.	A9.1 - A10.1 Innovation A9.2 - A10.2 Collaboration A9.3 - A10.3 Accountability
			A.10 perform dances using genre and style specific techniques, expressive skills, and choreographic intents to enhance movement competence and physical activity participation.		A9.2-A10.2 Scaffold 2: - Planning Your Routine and Advocacy (Planning) A9.3-A10.3 Scaffold 3: -Choreography and Rehearsals (Preparation)		A9.4 - A10.4 Care for self and family