

## 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
			Substances; and Proper Education).				
			<b>A3.</b> 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).	<b>A3.</b> True or False	<b>A3.</b> Frayer Model	<b>A3.</b> Worksheet	<b>A3.</b> Awareness
			<b>A4.</b> Determine the 2 striking/fielding games (e.g. baseball and softball)	<b>A4.</b> Multiple Choice	<b>A4.</b> Jigsaw Method	<b>A4.</b> Worksheet	<b>A4.</b> Teamwork
			<b>A5.</b> Identify the 5 principles (e.g. Scoring, Prevent Scoring, Restart, Play, and Transition) and 3 concepts (e.g. Positioning, Relationship with	<b>A5.</b> Multiple Choice	<b>A5.</b> Hands-On Modeling	<b>A5.</b> Worksheet	<b>A.5</b> 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.				
			<b>A6.</b> 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).	<b>A6.</b> Essay	<b>A6.</b> Compass Points	<b>A6.</b> Worksheet	<b>A6.1.</b> Respect <b>A6.2.</b> Empathy <b>A6.3.</b> Integrity
			<b>A7.</b> 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,	<b>A7.</b> Essay	<b>A7.</b> Close Reading With CER	<b>A7.</b> CER Worksheet	<b>A7.1.</b> Empathy <b>A7.2.</b> Integrity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Discrimination, and Violence (With Emphasis on Power Imbalance).				
			<b>A8.</b> 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.	<b>A8.</b> CER	<b>A8.</b> Close Reading With CER	<b>A8.</b> CER Worksheet	<b>A8.1.</b> Teamwork <b>A8.2.</b> Adaptability
			<b>A9.</b> 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.	<b>A9.</b> Exercise	<b>A9.1 - A9.3.</b> Scaffold 1-3 Modeling Guided Practice	<b>A9.</b> Rubric	<b>A9. 1</b> Teamwork <b>A9.2</b> Discipline

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<b>A10.</b> 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.	<b>A10.</b> Performance Task	<b>A10.</b> Scaffold 4 Independent Practice	<b>A10.1.</b> GRASPS narrative  <b>A10.2.</b> Rubric for PT  <b>A10.3.</b> Self-evaluation Sheet	<b>A10.</b> Innoventive

## Unit Curriculum Map

**Q2**

## PE and Health 8

### Healthy Relationships and Net/Wall Games in Promoting Family Wellness



TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
2 <sup>ND</sup> 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:  <b>A1.</b> define family wellness;  <b>A2.</b> enumerate characteristics healthy relationship;  <b>A3.</b> define net/wall games; and  <b>A4.</b> 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);	<b>A1.</b> Definition of Terms  <b>A2.</b> Enumeration  <b>A3</b> Definition of Terms  <b>A4.</b> Differentiating	<b>A1</b> Vocabulary Word Map  <b>A2</b> Image Mnemonics  <b>A3-A4</b> Graphic Organizer	<b>A1.1-A4.</b> Activity Worksheets: Templates, graphic organizers  <b>A1.2 -A4</b> Print and Online References: Textbooks, videos, journals  <b>A4</b> web link/s: <a href="https://sportnz.org.nz/media/3888/movewell-booklet-3-net-wall-games.pdf">https://sportnz.org.nz/media/3888/movewell-booklet-3-net-wall-games.pdf</a>	<b>A1.-A9</b> Respect  <b>A2.1-A6</b> Love  <b>A2.2-A9</b> Self Care
			<b>A5.</b> discuss the characteristics (i.e.	<b>A5 - A6</b> C-E-R	<b>A5.1 - A4.1</b> C-E-R: Compass Point	<b>A5 .1- A6</b> 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>		<b>A4.2</b> Four Corners	<p><b>A5.2 - A6</b> C-E-R Worksheet:  <a href="https://docs.google.com/document/d/1ygxaHPMLtbCV0MDYpiuuPBPTd2iltlt9/edit?usp=drive_link&amp;oid=106213076897843145450&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1ygxaHPMLtbCV0MDYpiuuPBPTd2iltlt9/edit?usp=drive_link&amp;oid=106213076897843145450&amp;rtpof=true&amp;sd=true</a></p>	
			<p><b>A7.</b> demonstrate effective self-regulation skills to avoid inappropriate or non-consensual physical contact in all physical activity participation;</p> <p><b>A8.</b> perform safely physical activities by applying principles and concepts of net/wall games (i.e. table tennis, lawn tennis,</p>	<p><b>A7.1-A8.1</b> Performance Task</p> <p><i>*both for PE and Health</i></p>	<p><b>A7.1-A8.1</b> Performance Task: <b>Net/Wall Game Tournament</b></p> <p><b>A7.2</b> Scaffolding Activities 1: <b>Role-Playing</b></p> <p><b>A7.3</b> Scaffold Activities 2: <b>Tactical Skills Practice Safety Checklist Creation</b></p>	<p><b>A7.</b> Performance Task in GRASPS format</p> <p>Print and digital resources such as textbooks, articles, youtube videos, and online references.</p>	<p><b>A7.1 -A9.1</b> Sportsmanship</p> <p><b>A7.2-A9.2</b> - 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><b>A9.</b> 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><b>A8-A9</b> Scaffolding Activities 3: <b>Skill Stations</b> <b>Tactical Scenarios</b> <b>Mini Matches</b></p>		

## Unit Curriculum Map

**Q3**

## PE and Health 8

### Promoting Community Wellness through Psychoactive Drugs Awareness and Rhythmic Activities Participation



TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<b>QUARTER 3</b>  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><b>A.1</b> Discuss the nature psychoactive substances and give four (4) examples (Depressants, Stimulants, Opiates, and Hallucinogens)</p> <p><b>A.2</b> 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><b>A.3</b> Identify and suggest three (3) practical preventive (Education) Awareness programs. Promote healthy</p>	<p><b>A.1-A.3</b> Interactive Quiz Show (via Kahoot or Quizzes)</p>	<p><b>A.1.</b> Substance Sorting Game</p> <p><b>A.2</b> Cause and Effect Chart</p> <p><b>A.3</b> "Prevention PSA" Creation</p>	<p><b>A.1</b> Handouts/ Learning Modules.</p> <p>Reading Materials  <a href="https://www.medicalnewstoday.com/articles/types-of-psychoactive-drugs#types">https://www.medicalnewstoday.com/articles/types-of-psychoactive-drugs#types</a></p> <p><b>A.2</b> Worksheets  Reading Materials: Self-Learning Modules  <a href="https://www.unodc.org/pdf/globalinitiative/initiative_activities_workbook.pdf">https://www.unodc.org/pdf/globalinitiative/initiative_activities_workbook.pdf</a></p> <p><b>A.3</b> Self-Learning Modules Hand-outs</p>	<p><b>A.1-A.6</b></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	
			<b>A.4</b> 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	<b>A.4</b> Constructive Response Tests	<b>A.4.1.</b> Direct Instruction: Presentation on Laws.  <b>A.4.2.</b> Compass Point Activity  <b>A.4.3</b> Group Activity: Situational Analysis	<b>A.4.1</b> Reading Materials  <b>A.4.2</b> Compass Point Template  <b>A.4.3</b> Scenario Cases	
			<b>A.5</b> Analyze how the four (4) psychoactive substances (Depressants, Stimulants, Opiates, Hallucinogens) can affect physical activity participation	<b>A.5</b> C-E-R	<b>A.5</b> Stick-it-together graphic organizer <i>Worksheet</i>	<b>A.5.1</b> C-E-R template CER Scenario /Narrative  <b>A.5.2</b> Stick it Together Template  <b>A.5.3</b> Learning Modules and other Reading Materials	

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<b>A.6</b> Practice technical and expressive skills to develop proficiency in genre and style-specific techniques to enhance movement competence and physical activity participation	<b>A.6</b> Performance Task: DANCE FOR WELLNESS	<b>A.6.1</b> Scaffold 1: Dance Introduction and Modelling of the Dance Steps  <b>A.6.2</b> 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)  <b>A.6.3</b> Scaffold 3. Group Practice and Feedbacking  <b>A.6.4</b> Scaffold 4. Performance and Reflection	<b>A.6.1</b> Visual Aids or a short video demonstration of the dance style and the dance steps  <b>A.6.2</b> Music player or speakers  <b>A.6.3</b> 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



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

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<b>A.6</b> 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)	<b>A6.1 -A7.1:</b> C-E-R	<b>A6.1 -A7.1</b> C-E-R: Sentence Choices	<b>A6.1- A7.1</b> <a href="https://tinyurl.com/compasspoint1">https://tinyurl.com/compasspoint1</a>	<b>A6.1- A8.1</b> Accountability  <b>A6.2 - A8.2</b> Care for self and family
			<b>A.7</b> examine health information, health products, health services, and healthcare providers		<b>A6.2 - A7.2</b> Compass Point		
			<b>A.8</b> 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)	<b>A8.1:</b> Essay	<b>A8.1:</b> Stick-it Together	<b>A8.1:</b> <a href="https://tinyurl.com/stick-ittogether">https://tinyurl.com/stick-ittogether</a>	

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