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Silay City

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**BUDGETARY OUTLAY IN MAPEH 5**

**Health**

**(Teacher’s Material)**

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**MAPEH**

**Contextualized Budgetary Outlay**

**HEALTH**

This contextualized budgetary outlay was collaboratively developed and reviewed by educators from the Schools Division of Silay City. We encourage teachers to email their feedback, comments, and recommendations to the Schools Division of Silay City atdeped.silay@deped.gov.ph

**We value your feedback and recommendations.**

**Schools Division of Silay City • Department of Education**

**BUDGETARY OUTLAY**

**HEALTH**

**GRADE V**

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| **FIRST GRADING** |
| **CONTENT STANDARDS** | **Demonstrates understanding of mental, emotional, and social health concerns.** |
| **PERFORMANCE STANDARDS** | **Practices skills in managing mental, emotional and social health concerns** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Describes a mentally, emotionally and socially healthy person | Nailalarawan ang taong malusog ang pangangatawan at maayos na kalagayan ng mental, at sosyal | Mental, Emosyonal, at Sosyal na Kalusugan | H5PH-Iab-10 | Masigla at Malusog na Katawan at Isipan 5TG pp 55 – 58LM pp 121-125 | LarawanTsartMakulay na papel |
| Day 2 | 1 | Suggests ways to develop and maintain one’s mental and emotional health | Naimumungkahi ang mga paraan ng pagpa-panatili ng kalusugan mental, emosyonal, at sosyal |  | H5PH – Ic – 11 | K to 12 Curriculum Guide p 47 | LarawanTsartMakulay na papel |
| Day 3 | 1 | Recognizes signs of healthy and unhealthy relationships | Nakikilala ang mga palatandaan ng malusog at hindi malusog na relasyon | Malusog at Hindi Malusog na Relasyon | H5PH–Id–I2 | Masigla at Malusog na Katawan at Isipan 5 TG pp 59 - 62LM pp. 126-131 | Video clipsTsart |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 4 | 1 | Explains how healthy relationships can positively impact health | Naipaliliwanag ang mga positibong epekto sa kalusugan ng pagkakaroon ng malulusog na relasyon |  | H5PH–Ie–I3 | K to 12 Curriculum Guide p 47TG pp 59-62LM pp 126-131 |  |
| Day 5 | 1 | Discusses ways of managing unhealthy relationships | Natatalakay ang mga paraan ng pamamahala sa mga hindi malusog na relasyon |  | H5PH–If–I4 |  |  |
| Day 6 | 1 | Describes some mental, emotional and social health concerns | Nailalarawan ang ilang alalahaning mental, emosyonal, at sosyal  | Mga Alalahaning Mental, Emosyonal at Sosyal | H5PH–Ig–I5 | Masigla at Malusog na Katawan at Isipan 5TG pp 62 - 65LM pp 132-139 | Video clipsTsarts |
| Day 7-8 | 2 | Discusses the effects of mental, emotional and social health concerns on one’s health and wellbeing | Natatalakay ang mga epekto sa kalusugan ng mga alalahaning mental, emosyonal, at sosyal |  | H5PH–Ih–I6 | K to 12 Curriculum Guide p 47-48 |
| Day 9-10 | 2 | Demonstrates skills in preventing or managing teasing, bullying, harassment or abuse | Naipamamalas ang kakayahang masupil at pamahalaan ang *bullying*, panunukso, *harassment*, at pang-aabuso | Paghahadlang at Pangangasiwa sa mga Alalahaning Mental, Emosyonal, at Sosyal | H5PH–Ii–I7 | Masigla at Malusog na Katawan at Isipan 5 TG pp 66 – 69LM pp 140-144 |  |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 11-12 | 2 | Identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns | Natutukoy ang mga tao at bagay- bagay na maaaring makatulong sa mga alalahaning mental, emosyonal, at sosyal | Paghahadlang at Pangangasiwa sa mga Alalahaning Mental, Emosyonal, at Sosyal | H5ph–Ij–I8 | K to 12 Curriculum Guide p 48 | Video clipsTsart |
| Day 13 | 1 | Summative Test/Periodical Test |

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| **SECOND GRADING** |
| **CONTENT STANDARDS** | **Demonstrates understanding of mental, emotional, and social health concerns.** |
| **PERFORMANCE STANDARDS** | **Practices skills in managing mental, emotional and social health concerns** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Describes the physical, emotional and social changes during puberty | Nailalarawan ang mgapagbabagong pisikal, emosyonal, at sosyalna mararanasan habang nagbibinata atnagdadalaga | Mga Pababago sa Katawan sa Panahon ng Pagbibinata at Pagdadalaga | H5GD–Iab–1 | Masigla at Malusog na Katawan at Isipan 5, TG pp 73 – 75LM pp 146- 155 | LarawanTsart |
| Day 2 | 1 | Accepts changes as a normal part of growth and development | Natatanggap ang mga pagbabagong ito bilang bahagi ng paglaki at pagtanda |  | H5GD–Iab-2 | K to 12 Curriculum Guide p 48 |  |
| Day 3 | 1 | Describes common misconceptions related on pubertyAssesses the issues in terms of scientific basis and probable effects on health | Nailalarawan ang mga maling paniniwala tungkol sa *puberty*Nasusuri ang mgaisyu ayon sa pagka-karoon ng medikal at siyentipikong batayan | Mga Paniniwalang may Kinalaman sa Pagbibinata at Pagdadalaga | H5GD–Icd–3 | Masigla at Malusog na Katawan at Isipan 5, TG pp 75 – 77 LM pp 156-159K to 12 Curriculum Guide p 49 | Larawan Tsart |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 4 | 1 | Describes the common health issues and concerns during puberty | Nailalarawan ang mgakaranasang isyung pangkalusugang nararanasan sa panahon ng *puberty* | Mga Isyung Pangkalusugan Kaakibat ng Pagbibinata at Pagdadalaga | H5GD–Ief–5 | Masigla at Malusog na Katawan at Isipan 5, TG pp 77 - 79LM pp 162 - 171 | Mga kagamitan sa pangangalaga ng katawan |
| Day 5 | 1 | Accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them | Natatanggap na karamihan sa mga isyung ito ay normal na pinag-dadaan sapanahon ng *puberty* at maaaring matutuhang pamahalaan | Mga Isyung Pangkalusugan Kaakibat ng Pagbibinata at Pagdadalaga | H5GD–Ief–6 | Masigla at Malusog na Katawan at Isipan 5, TG pp 77 - 79LM pp 162 - 171 | Mga kagamitan sa pangangalaga ng katawan |
| Day 6 | 1 | Demonstrates empathy for persons undergoing these concerns and problems | Naipamamalas ng pag-iintindi at pakikisama sa mga taong nakararanas ng mga isyung ito  |  |  | H5GD–Igh -7 |  |
| Day 7 | 1 | Discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy | Natatalakay ang masasamang epekto ng maagang pagbubuntis at paano ito maiiwasan |  |  | H5GD–Igh-8 |  |
| Day 8 | 1 | Demonstrates ways to manage puberty-related health issues and concernsPractices proper self-care procedures | Naipamamalas ng tamang pamamahala ng mga isyung pangkalusugan dulot ng *puberty*Naisasagawa ng tamang pangangalaga sa sarili at sa kalusugan | Mga Usapin Tungkol sa Kasarian at Seksuwalidad | Masigla at Malusog na Katawan at Isipan 5, TG pp 79 – 82LM pp 174-179K to 12 Curriculum Guide) p 50 | H5GD–Ii–9H5GD–Ii–10 | Mga kagamitan sa paglilinis ng katawan |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 9 | 1 | Discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns | Natatalakay ang kahalagahan ng paghingi ng payo at tulong sa mga propesyonal at mga nakatatandang mapagkatitiwalaan | Mga Usapin Tungkol sa Kasarian at Seksuwalidad | H5GD–Ii–11 | Masigla at Malusog na Katawan at Isipan 5, TG pp 79 – 82LM pp 174-179K to 12 Curriculum Guide) p 50 | Mga kagamitan sa paglilinis ng katawan |
| Day 10 | 1 | Differentiates sex from genderIdentifies factors that influence gender identity and gender roles | Natutukoy ang kaibahan ng kasarian sa seksuwalidadNatutukoy ang mga salik na nakaka-impluwensya sa seksuwalidad na pagkakakilanlan at kasariang pamantayan | Kasarian at Seksuwalidad at mgaTungkuling Kaakibat Nito | H5GD–Ij–12H5GD–Ij– 13 | LM Health Grade 5, LM pp 174– 179 | Video clipsTsart |
| Day 11 | 1 | Discusses how family, media, religion, school and society in general reinforce gender roles | Natatalakay kung paano ang pamilya, medya, relihiyon, paaralan at pamayanan sa kabuluhan na nakakatulong sa kasariang pamantayan | H5GD–Ij– 14 |  |  |
| Day 12 | 1 | Gives examples of how male and female gender roles are changing | Nakapagbibigay ng mga halimbawa na ang pambabae at panlalaking kasariang pamantayan ay nagbabago | H5GD–Ij– 15 |  |  |
| Day 13 | 1 | Summative Test/Periodical Test |

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| **THIRD GRADING** |
| **CONTENT STANDARDS** | **Understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol** |
| **PERFORMANCE STANDARDS** | **Demonstrates the ability to protect one’s health by refusing to use or abuse gateway drugs** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1-2 | 2 | Explains the concept of gateway drugs | Naipaliliwanag ang mga katangian ng gateway drugs | Mga katangiaan ng Drogang Gateway: Caffeine, Tabako at Alkohol | H5SU–IIIa–7 | Masigla at Malusog na Katawan at Isipan 5TG pp 87 – 90LM pp 181 – 185 | LarawanTsartKartolinaPanulat |
| Day 3 | 1 | Identifies products with caffeine | Natutukoy ang mga produkto, may pagkain, at inuming may *caffeine* | H5SU–IIIb– 8 |
| Day 4-5 | 2 | Discusses the nature of caffeine, nicotine and alcohol use and abuse | Natatalakay ang mga paraan ng paggamit at pag-aabuso sa may *caffeine*, tabako, alcohol | H5SU–IIIc–9 |
| Day 6-7 | 2 | Describes the general effects of the use and abuse of caffeine, tobacco and alcohol | Nailalarawan ang mga pangkalahatang epekto ng paggamit at pag-aabuso sa  *caffeine,* tabako, alcohol | Epekto ng sobrang Pagamit ng mga Drogang Gateway | H5SU–IIIde-10 | Masigla at Malusog na Katawan at Isipan 5,TG pp 90- 93LM pp 186 – 191K to 12 Curriculum Guide p 51 | LarawanVideo clipsTsartKartolinaPanulat |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 8-9 | 2 | Analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community | Nasusuri ang mga negatibong epekto ng paggamit at pag-abuso ng *caffeine*, tabako, at alcohol | Kahihinatnan at ng Paggamit at Pag-aabuso sa *Gateway Drugs* | H5SU–IIIfg-11 | Masigla at Malusog na Katawan at Isipan 5, TG pp 94-97LM pp 192-195K to 12 Curriculum Guide p 52 | Larawan/video clipsTsartCatolinapanulat |
| Day 10 | 1 | Demonstrates life skills in keeping healthy through the non-use of gateway drugs | Naipamamalas ang kakayahang manatiling malusog sa pamamagitan ng pag-iwas sa paggamit at pag-abuso sa *caffeine*, tabako, at alak | Pagpigil at Pag-iwas sa Pang-aabuso ng Drogang Gateway | H5SU–IIIh-12 | Masigla at Malusog na Katawan at Isipan 5, TG pp 97 - 101LM pp 196 - 199 | LarawanTsartCartolinaPanulat |
| Day 11-12 | 2 | Follows school policies and national laws related to the sale and use of tobacco and alcohol | Nakasusunod sa mga batas at alituntunin sa pagbebenta at pag-gamit ng tabako at alak |  | H5SU-IIIij-13 | K to 12 Curriculum Guide p 52 |  |
| Day 13 | 1 | Summative Test/Periodical Test |

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| **FOURTH GRADING** |
| **CONTENT STANDARDS** | **Demonstrates understanding of basic first aid principles and procedures for common injuries** |
| **PERFORMANCE STANDARDS** | **Practices appropriate first aid principles and procedures for common injuries** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Explains the nature and objectives of first aid | Naipaliliwanag ang kahulugan ng pangunang lunas | Mga Katangian at Layunin ng Pangunang Lunas | H5IS–IVa–34 | Masigla at Malusog na Katawan at Isipan 5 TG pp 103– 106LM pp 201 - 203K to 12 Curriculum GuideP 52Masigla at Malusog na Katawan at Isipan 5 TG pp 106 – 109LM pp 204 - 208 | Larawan Tsart KartolinaPanulat |
| Day 2 | 1 | Natutukoy ang mga katangian ng pangunahing lunas |
| Day 3 | 1 | Natutukoy at na ipaliwanag ang mga layunin ng pangunahing lunas |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 4 | 1 | Discusses the basic first aid principles | Natutukoy ang mga panuntunan ng pangunang lunas  | Panuntunan ng Pangunang Lunas | H5IS–IVb–35 | Masigla at Malusog na Katawan at Isipan 5 TG pp 106 – 109LM pp 204 - 208 | LarawanTsart Kartolina Panulat |
| Day 5 | 1 | Naipaliliwanag ang kahalagahan ng mga panuntunan ng pangunang lunas | K to 12 Curriculum Guide P 52 |
| Day 6 | 1 | Nasususnod at naipatututpad ang mga panuntunan ng pangunang lunas |
| Day 7-8 | 2 | Demonstrates appropriate first aid for common injuries or condition | Natutukoy ang mga karaniwang pinsala at kondisyon nangangailangan ng pangunang lunas | Pangunang Lunas para sa mga Karaniwang Pinsala at Kondisyon | H5IS–IV-c–j -36 | Masigla at Malusog na Katawan at Isipan 5 TG pp 109 - 111LM pp 208 – 213K to 12 Curriculum Guide p.53 | LarawanTsartKartolinapanulat |
| Day 9-10 | 2 | Naipapamalas ang nararapat na pangu-nang lunas para sa mga ito |
| Day 11 | 1 | Performance Task |
| Day 12 | 1 | Summative Test/Periodical Examination |





