

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
HOME ECONOMICS- CAREGIVING (NC II)
(640 Hours)

These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

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HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

INDUSTRIAL ARTS

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Specialization	Number of Hours	Pre-requisite
1. Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2. Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3. Carpentry (NC II)	640 hours	
4. Carpentry (NC III)	320 hours	Carpentry (NC II)
5. Construction Painting (NC II)	160 hours	
6. Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7. Driving (NC II)	160 hours	
8. Electrical Installation and Maintenance (NC II)	640 hours	
9. Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10. Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11. Furniture Making (Finishing) (NC II)	640 hours	
12. Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13. Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14. Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15. Machining (NC I)	640 hours	
16. Machining (NC II)	640 hours	Machining (NC I)
17. Masonry (NC II)	320 hours	
18. Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19. Motorcycle/Small Engine Servicing (NC II)	320 hours	
20. Plumbing (NC I)	320 hours	
21. Plumbing (NC II)	320 hours	Plumbing (NC I)
22. Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23. Shielded Metal Arc Welding (NC I)	320 hours	
24. Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25. Tile Setting (NC II)	320 hours	
26. Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

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	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

Course Description:

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HOME ECONOMICS- CAREGIVING (NC II)

(640 Hours)

This curriculum guide is an exploratory course in **Caregiving** which leads to National Certificate Level II (NC II). It covers four common competencies that a high school student ought to possess, namely: 1) use of tools, equipment; and paraphernalia 2) maintain tools, equipment and paraphernalia 3) perform mensuration and calculation; and 4) practicing Occupational Health and Safety Procedures (OHSP)

The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
Introduction Key concepts in caregiving Relevance of the course Career opportunities	The learner demonstrates understanding of key concepts and theories in caregiving.	The learner independently demonstrates common competencies in caregiving as prescribed in the TESDA Training Regulation.	1. Explain key concepts in caregiving 2. Discuss the relevance of the course 3. Explore on opportunities for caregiving as a career		
PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)					
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee 1.1 Characteristics 1.2 Traits 1.3 Lifestyle 1.4 Skills 2. Analysis of PECs in relation to a practitioner	The learner demonstrates understanding of one's PECs.	The learner recognizes his/her PECs and prepares an activity plan that aligns with that of a practitioner/entrepreneur in Caregiving.	LO 1. Recognize PECs needed in Caregiving. 1.1 Assess one's PECs: characteristics, attributes, lifestyle, skills, and traits 1.2 Compare one's PECs with that of a practitioner /entrepreneur	TLE_HEPECS7/8-00-1	
ENVIRONMENT AND MARKET (EM)					
1. SWOT Analysis 1.1 Key concepts on environment & market 1.2 Differentiation of products, services, customers and their buying habits 1.3 Competitors in the	The learner demonstrates understanding of the environment and market in Caregiving.	The learner independently creates a business idea based on the analysis of environment and market in Caregiving.	LO 1. Generate a business idea that relates with a career choice in Caregiving 1. Discuss SWOT analysis 2. Generate a business idea based on the SWOT	TLE_HECGEM7/8-00-1	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
market			analysis		
LESSON 1: USE TOOLS, EQUIPMENT, AND PARAPHERNALIA (UT)					
1. Types and functions of caregiving tools and equipment 2. Classification of caregiving tools, equipment, and paraphernalia	The learner demonstrates understanding on the use of tools, equipment and paraphernalia in caregiving.	The learner independently uses tools, equipment and paraphernalia in caregiving.	LO 1. Identify caregiving tools, equipment, and paraphernalia applicable to a specific job 1.1 Classify equipment, tools, and paraphernalia according to types, and functions 1.2 Determine equipment, tools and paraphernalia based on the specified task	TLE_HEUTCG7/8-0a-b-1	
3. Proper usage of tools, equipment and paraphernalia			LO 2. Use caregiving tools, equipment, and paraphernalia 2.1 Use equipment, tools and paraphernalia based on the task requirement	TLE_HECGUT7/8-0c-d-2	
LESSON 2: MAINTAIN TOOLS, EQUIPMENT AND PARAPHERNALIA (MT)					
1. Procedures in maintaining tools, equipment and paraphernalia 2. Care of tools, equipment and paraphernalia	The learner demonstrates understanding in maintaining tools, equipment and paraphernalia in caregiving.	The learner independently maintains tools, equipment and paraphernalia in caregiving.	LO 1. Perform aftercare activities for tools, equipment and paraphernalia 1.1 Clean tools, equipment and paraphernalia after use 1.2 Store tools, equipment and paraphernalia in the appropriate area 1.3 Check tools, equipment and paraphernalia	TLE_HECGMT7/8-0e-f-3	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			regularly for orderliness/tidiness 1.4 Carry out routine maintenance as per Standard Operating Procedures (SOP)		
LESSON 3: PERFORM MENSURATION AND CALCULATIONS (PM)					
1. Ratio and proportion 2. Fractions 3. Conversions 4. Oral, rectal and pediatric dosages	The learner demonstrates understanding in performing calculations in caregiving	The learner independently performs calculations in caregiving	LO 1. Perform simple calculations 1.1 Perform computations involving ratio, proportion, fractions and conversion 1.2 Compute oral dosages 1.3 Determine rectal dosages 1.4 Calculate pediatric dosages	TLE_HECGPM7/8-0g-4	
LESSON 4: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES (OS)					
1. Common hazards in nursing Homes or day care 1.1. Physical hazards 1.2. Chemical hazards 1.3. Biological hazards 1.4. Ergonomic hazards 1.5. Psychological hazards 2. Effects of hazards in the workplace	The learner demonstrates understanding on the practice of occupational health and safety procedures in caregiving.	The learner independently practices occupational health and safety procedures in caregiving.	LO 1. Identify hazards and risks 1.1 Identify hazards and risks 1.2 Determine hazard and risks indicators in the workplace 1.3 Determine the effects of hazards	TLE_HECGOS7/8-0h-5	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
3. Safety measures 4. Electrical safety 5. Control measures waste management			LO 2. Evaluate and control hazards and risks 2.1 Follow Occupational Health and Safety (OHS) procedures in dealing with and for controlling hazards and risks 2.2 Use Personal Protective Equipment (PPE) in accordance with OHS procedures and practices 2.3 Establish organizational protocol in providing appropriate assistance in workplace emergencies	TLE_HECGOS7/8-0i-j-6	

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Course Description:

This course consists of common and core competencies that a Grade 9 learner must achieve namely: 1) to implement and monitor infection control policies and procedures, 2) effectively respond to difficult/challenging behavior, 3) apply basic first aid, 4) maintain high standard of patient services, 5) maintain healthy and safe environment, 6) clean living room dining room, bedroom, toilets, bathrooms and kitchen),and 7) wash and iron clothes, linen and fabric.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
Introduction 1. Core concepts and principles in caregiving 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of core concepts and principles in caregiving.	The learner independently develops the skills in caregiving and demonstrates the core competencies in caregiving as prescribed in TESDA Training Regulation.	1. Explain core concepts and principle in caregiving 2. Discuss the relevance of the course 3. Explain on opportunities for caregiving as a career		
CONCEPT REVIEW					
PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)					
1. Dimensions of Personal Entrepreneurial Competencies a. Three Clusters of PECs (Achievement, Planning, Power Clusters) b. Characteristics 2. Assessment of Personal Competencies and Skills (PECs)	The learner comprehends Personal Entrepreneurial Competencies – its dimensions and characteristics.	The learner recommends specific strategies to improve 'weak' areas and sustain 'strong' areas of their PECs.	LO 1. Assess Personal Entrepreneurial Competencies 1.1 Explain dimensions/clusters of PECs and the different characteristic traits per cluster 1.2 Evaluate one's PECs	TLE_HEPECS9-12-Ik-1	
BUSINESS ENVIRONMENT AND MARKET (EM)					
1. Factors included in the Business Environment 2. Spotting and Identifying Business Opportunities	The learner demonstrates understanding of the different factors that influence the business environment	The learner analyzes how factor influence the business environment. The learner relates experience in generating business ideas or identifying business opportunities.	LO 2. Understand the business environment and business ideas 2.1 Explain how different factors influence the business environment 2.2 Explain procedures for generating business ideas or identifying business opportunities	TLE_HECGEM9-12-Ik-2	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			2.3 Generate business ideas and identify business opportunities		
QUARTER 1					
LESSON 1: IMPLEMENT AND MONITOR INFECTION CONTROL POLICIES AND PROCEDURES (IC)					
<ol style="list-style-type: none"> 1. Definition of infection, infection control, policy, procedures, hazard and infection risk assessment 2. Infection control policies and procedures and its importance 3. Monitoring procedure in infection control 	The learner demonstrates understanding in implementing and monitoring infection control policies and procedures.	The learner independently implements and monitors infection control policies and procedures.	LO 1. Provide information to the work group about the organization's infection control policies and procedures <ol style="list-style-type: none"> 1.1 Define infection, infection control, policy, procedures, hazard and infection risk assessment 1.2 Explain the importance of infection control policies and procedures 1.3 Give examples of infection control policies and procedures. 1.4 Show examples of infection control monitoring forms 1.5 Explain monitoring procedures in infection control. 	TLE_HECGIC9-12-Ia-1	1. T.H.E IV Home Technology. Nursing Arts. Module III. Lesson IX. 1994. pp.87-95.
<ol style="list-style-type: none"> 1. Industry codes of practice 2. Hazards and the outcomes of Infection risk assessment 3. Application of Infection control monitoring policies and procedures in workplace 			LO 2. Integrate the organization's infection control policies and procedures into work practices <ol style="list-style-type: none"> 2.1 Explain industry code of practice 2.2 Identify hazards and outcomes of infection risk assessment 	TLE_HECGIC9-12-Ib-2	1. T.H.E IV Home Technology. Nursing Arts. Module III. Lesson IX. 1994. pp. 95-96.

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			2.3 Identify infection control monitoring policies and procedures 2.4 Apply infection control monitoring policies and procedures at the workplace		
4. Designated personnel for the infection control information 5. Aggregate infection control information 6. Case study on infection cases			LO 3. Monitor infection control performance and implement improvement into practice 3.1 Recognize designated infection control monitoring personnel 3.2 Describe proper record keeping of infection control risks and incidents 3.3 Use records/information reports to improve or indicate training needs 3.4 Conduct studies on infection cases	TLE_HECGIC9-12-Ic-3	
LESSON 2: RESPOND EFFECTIVELY TO DIFFICULT/CHALLENGING BEHAVIOR (DB)					
1. How to identify difficult and challenging situation 2. Planned responses to difficult or challenging behaviors	The learner demonstrates understanding in responding to difficult or challenging behaviors.	The learner independently responds to difficult or challenging behaviors.	LO 1. Plan responses 1.1 Define difficult/challenging behaviors 1.2 Identify difficult or challenging behaviors using examples and case scenario	TLE_HECGDB9-12-Id-4	
3. Strategies in dealing with challenging behaviors 4. Selection of strategies in dealing with challenging behaviors			LO 2. Apply responses 2.1 Assess capability to respond to difficult/challenging behavior	TLE_HECGDB9-12-Ie-5	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
5. List/example of institutional policies and procedures in dealing with difficult/challenging behaviors			2.2 List strategies in dealing with difficult/challenging behavior 2.3 Give examples of institutional policies and procedures in dealing with difficult/challenging behaviors 2.4 Explain institutional policy and procedures in dealing with difficult or challenging behaviors 2.5 Select appropriate strategy/strategies in dealing with difficult/challenging behaviors 2.6 Use effective communication when dealing with difficult/challenging behavior		
6. How to assess incidents 7. Debriefing mechanism for staff involved in incidents			LO 3. Report and review incidents 3.1 Relay incidents according to institutional policies and procedures 3.2 Assess incidents for suggestions to properly handle the difficult/challenging behavior incident 3.3 Select appropriate debriefing mechanisms for the staff involved after the	TLE_HECGDB9-12-If-6	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			<p>incident</p> <p>3.4 Write comprehensive documentation regarding the difficult/challenging behavior incident</p> <p>3.5 Conduct research on difficult/challenging behavior</p>		
Lesson 3: APPLY BASIC FIRST AID (BA)					
<ol style="list-style-type: none"> 1. First Aid Management 2. Physical Hazards 3. Personal and Environmental Risks 4. Casualty's Condition 5. Equipment and Resources 6. Communication System 7. Vital Signs 8. First Aid Principles 	The learner demonstrates understanding in applying basic first aid procedures.	The learner independently applies basic first aid procedures.	<p>LO 1. Assess the situation</p> <ol style="list-style-type: none"> 1.1 Define first aid, first aid management, physical hazard, risks and vital signs 1.2 Discuss first aid principles 1.3 Demonstrate vital signs taking 1.4 Identify physical hazards to self and casualty's health and safety 1.5 Control physical hazards following the Occupational Health and Safety Procedures 1.6 Take casualty's vital signs 1.7 Assess casualty's physical condition following workplace procedures 	TLE_HECGBA9-12-Ig-7	
<ol style="list-style-type: none"> 8. Appropriate first aid for casualties 9. Application of first aid management to casualties 10. Monitoring and recording 			<p>LO 2. Apply basic first aid techniques</p> <ol style="list-style-type: none"> 2.1 Identify appropriate first aid management for the casualty 2.2 Keep the casualty calm 	TLE_HECGBA9-12-Ih-8	1. T.H.E IV Home Technology. Nursing Arts. Module II. Lesson VIII. 1994. pp. 59-81.

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
casualties condition			and comfortable 2.3 Apply first aid management to the casualty 2.4 Monitor casualty's physical condition following first aid principles and workplace procedures 2.5 Document/record casualty's condition in reference to organizational procedures		
11. How to request medical assistance 12. Reporting complete information details of incident			LO 3. Communicate details of the incident 1.1 Request medical assistance using communication media 1.2 Relay accurate details of the casualty's condition to emergency services/relieving personnel 1.3 Report complete details/information of the incident	TLE_HECGBA9-12-Ii-j-9	
LESSON 4: MAINTAIN HIGH STANDARD OF PATIENT SERVICES (MS)					

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
1. Definition and characteristics of the patient 2. Health care providers 3. Communication and modes of communication	The learner demonstrates understanding in maintaining high standard of patient services.	The learner independently maintains high standard of patient services.	LO 1. Communicate appropriately with patients 1.1 Define patient/s, communication, confidentiality, and privacy 1.2 Describe the characteristics of a patient/s 1.3 Identify the health care providers and their role in caring for the patient 1.4 Discuss different modes of communication 1.5 Identify effective communication strategies and techniques to achieve best patient service outcomes 1.6 Employ established organizational policy to address complaints of patients 1.7 Utilize an interpreter service as required 1.8 Resolve conflicts immediately by directly or by referral to the appropriate personnel for positive outcomes	TLE_HECGMS9-12-IIa-10	
4. Establishing rapport and good interpersonal			LO 2. Establish and maintain good	TLE_HECGMS9-	1. T.H.E IV

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5. relationship with patient Rights and responsibilities of patients			interpersonal relationship with patients 2.1 Establish rapport and good interpersonal relationship with the patient to ensure best patient service outcome 2.2 Exhibit genuine courtesy to the patient, family and visitors at all times 2.3 Recognize patient rights and responsibilities at all times 2.4 Identify patients' concerns and needs 2.5 Monitor and evaluate effectiveness of interpersonal relationship with patient to ensure best patient service outcomes.	12-IIb-11	Home Technology. Nursing Arts. Module IV. Lesson II. 1994. pp. 108-109.
6. Respect for differences			LO 3. Act in a respectful manner at all times 3.1 Observe and respect individual differences 3.2 Maintain confidentiality and privacy of patients at all times 3.3 Demonstrate courtesy and respect in all interactions with patients, visitors, family and other health care providers 3.4 Ask assistance in caring	TLE_HECGMS9-12-IIc-12	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			and managing patients with challenging behaviors in accordance with established procedures. 3.5 Cite case studies on providing patient services 3.6 Confidentiality and privacy of patients		
			LO 4. Evaluate own work to maintain a high standard of patient service 4.1 Set criteria to evaluate performance in order to maintain a high standard of patient service 4.2 Perform self evaluation, gather patient's feedback and supervisor's assessment regularly to maintain/improve high standard of patient service 4.3 Performance monitoring	TLE_HECGMS9-12-IIId-13	
QUARTER 2					
LESSON 1: MAINTAIN A HEALTHY AND SAFE ENVIRONMENT (SE)					
1. Maintain a clean and hygienic environment 1.1 Cleaning and cleaning agents definition 1.2 Tools and equipment needed 1.3 Legal requirements and regulations regarding supervision 1.4 Proper disposal of waste materials	The learner demonstrates understanding in maintaining healthy and safe environment.	The learner independently maintains healthy and safe environment.	LO 1. Maintain a clean and hygienic environment 1.1 Define cleaning and cleaning agents 1.2 Identify tools and equipments needed to maintain clean and hygienic environment 1.3 Use appropriate cleaning agents, tools and	TLE_HECGSE9-12-IIe-f-14	

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
1.5 Safety storage of cleaning materials and equipments			<p>equipment</p> <p>1.4 Follow infection control procedures</p> <p>1.5 Maintain ventilation, lighting and heating/cooling adequately</p> <p>1.6 Demonstrate ability to provide a clean environment for children</p> <p>1.7 Observed personal hygiene/health procedures</p> <p>1.8 Enumerate legal requirements and regulations regarding supervision of clean and hygienic environment</p> <p>1.9 Show proper disposal of waste materials</p> <p>1.10 Provide recordings on maintaining cleanliness in workplace</p>		
<p>2. Organizational procedures implemented for safety</p> <p>2.1 Area inspection for hazards</p> <p>2.2 Considerations when dealing and caring for children</p> <p>2.3 Kinds of contact to formulate observations in</p>			<p>LO 2. Provide a safe environment</p> <p>2.1 Demonstrate ability to provide a clean and safe environment for children</p> <p>2.2 Implement environment protection policy</p> <p>2.3 Explain rules for safe play</p> <p>2.4 Implement rules for safe play</p>	TLE_HECGSE9-12-IIg-h-15	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
caring for children 2.4 Potential risk to consider in dealing with children 2.5 Rules to observe to make the children environment safe for play 2.6 Providing a safe environment and risk reduction strategies in taking care of children 2.7 Age appropriate tools, equipments, toys and games for children 2.8 Hazards in caring for children 2.9 Identifying emergency and fire exits 2.10 Risk reduction/strategies in caring for children			2.5 Identify potential risks and hazards in the environment 2.6 Explain to clients potential risk and hazard found in the environment 2.7 Discuss and practice with clients the emergencies and evacuation procedures. 2.8 Discuss organizational policies and procedures on safety 2.9 Implement environment protection policy 2.10 Conduct institutional lay-out safety check 2.11 Provide tools, equipment, toys and games appropriate to the age of the child 2.12 Check and maintain equipment to ensure safety 2.13 Implement strategies in checking the area for hazards and find ways for risks reduction		
3. Review legal requirements and regulations for safety 4. Rules for safe play 5. Maintaining direct contact with individuals/group			LO 3. Supervise the safety of clients 3.1 Review legal requirements and regulations for safety 3.2 Explain rules for safe play	TLE_HECGSE9-12-Ii-j-16	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
6. Identification of potential risks in the environment for prevention 7. Hazards and potential hazards in the environment 8. Emergencies and evacuation procedures are discussed and practiced with clients.			3.3 Model and implement rules for safe play 3.4 Identify hazards and potential hazards in the environment 3.5 Discuss emergency and evacuation procedures 3.6 Practice emergency and evacuation procedures 3.7 Maintain direct contact with individuals/group		
QUARTER 3					
LESSON 1: CLEAN LIVING ROOM, DINING ROOM, BEDROOMS, TOILETS, BATHROOMS AND KITCHEN (CL)					
1. Procedures and techniques in cleaning and polishing rooms (living room, bedroom, bathroom, and kitchen) following standard operating procedures 2. Procedures and techniques in cleaning floor types and surface textures according to safety procedures and manufacturer's specifications 3. Method of removing suitable dirt/stain according to safety procedures and manufacturer's specifications 4. Different areas where			LO 1. Clean living room, bedroom, bathroom, and kitchen 1.1 Discuss the principles and procedures in cleaning living room, bedroom, bathroom, and kitchen 1.2 Demonstrate procedures in cleaning, removing dirt/stain in living room, bedroom, bathroom, and kitchen 1.3 Perform correctly the procedure in cleaning 1.4 Discuss procedures and techniques in cleaning floor types and surface textures	TLE_HECGCL9-12-IIIa-d-17	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
5. dirt and dust can easily accumulate Proper storage of cleaning equipments					
6. Cleaning bed mattresses according to standard operating procedures 7. Proper handling of soiled linens and pillowcases according to standard operating procedures 8. Procedures in bed making			LO 2. Make up beds and cots 2.1 Identify different materials needed in bed making 2.2 Identify procedures in bed making 2.3 Demonstrate proper procedure of bed making including centering the linen and making miters	TLE_HECGCL9-12-IIIe-f-18	
9. Types/Uses/Functions of Cleaning Equipment, Supplies and Materials 10. Method of identifying and removing Stains, Mud, Dirt and Grease 11. Stain Removal Techniques 12. Procedures in Cleaning, Disinfecting and Sanitizing Rooms (Toilet and Bathroom) 13. Types and Characteristics of Floors 14. Safety Precaution in using chemicals and tools in cleaning			LO3. Clean toilet and bathroom 1.1 Identify cleaning equipments/supplies and materials 1.2 Enumerate use of face mask, gloves for safe protection 1.3 Demonstrate cleaning of ceilings and walls in accordance with standard operating procedures and techniques 1.4 Demonstrate wiping of window edges and sills in accordance with SOPs 1.5 Demonstrate scrubbing and disinfection of bath tub, lavatory and toilet bowls in accordance with	TLE_HECGCL9-12-IIIg-j-19	1. OHSP - HE QUARTER II Home Management Module III

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			SOPs and techniques 1.6 Demonstrate washing and cleaning of accessories in accordance with SOPs and techniques		
QUARTER 4					
LESSON 1- WASH AND IRON CLOTHES, LINEN AND FABRIC (CF)					
1. Principles in washing clothes 2. Standard procedures in washing clothes 3. Language Label (Fabric and Garments Labels) 4. Types and Characteristics of Clothes, Linen and Fabric 5. Standard Procedures in Checking and Preparing Washing Machine			LO 1. Check and sort clothes, linens and fabric 1.1 Identify principles in washing clothes 1.2 Enumerate standard procedures in washing clothes 1.3 Identify different types and characteristics of linen 1.4 Read different language label (fabric and garment labels) 1.5 Demonstrates sort soiled clothes, linen and fabrics according to texture, color, size and defects 1.6 Apply proper care of fabric 1.7 Prioritize sorted items according to the cleaning process required and the urgency of the item	TLE_HECGCF9-12-Iva-b-20	
6. Definition of terms 7. Kinds of stain 8. Kinds of solutions in removing specific type of stain 9. Safety Precaution in using stain removing			LO 2. Remove stains 2.1 Define stain, and stain removing 2.2 Identify different types of solution to remove stain 2.3 Demonstrate proper ways to remove stains using	TLE_HECGCF9-12-IVc-d-21	1. CBLM III Garments. Module III. Lesson III. pp. 164-182.

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
agents and chemicals 10. Proper storage of stain removing agents and chemicals			appropriate chemicals or agents 2.4 Identify ways to store all stain removing agents and chemicals following safety procedures.		
11. Types of laundry method 12. Types and Uses of Washing Machines and Dryers 13. Hygiene, Health and Safety Issues of Specific Relevance to Laundry Operations 14. Maintenance of Laundry Area 15. Equipment needed in performing laundry			LO 3. Perform laundry 3.1 Identify different types of laundry methods 3.2 Identify types and uses of washing machines and dryers. 3.3 Select appropriate laundry method. 3.4 Demonstrate washing of clothes, linen and fabric according to the labeling codes and washing instructions 3.5 Use laundry equipment in accordance with manufacturer's instruction 3.6 Demonstrate proper stain, dirt and unpleasant odor removal from clothing, linen and fabric based on procedures 3.7 Demonstrate proper sun-drying/machine drying of washed clothes, linen and fabric as per instructions 3.8 Identify ways to free dried clothes, linen and fabric from unpleasant odor and static cling	TLE_HECGCF9-12-IVg-h-22	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			3.9 Show proper cleaning of washing area in accordance with safety and health procedures 3.10 Perform after care of equipment after use in accordance with manufacturer's instructions		
16. Types and Use of Hangers 17. Folding Method and Techniques 18. Procedures in storing equipment and materials			LO4. Dry clothes, linen and fabric 4.1 Identify types and uses of hangers 4.2 Demonstrate different folding methods and techniques 4.3 Demonstrate proper removal of dried clothes, linen and fabric 4.4 Perform actual folding using different methods and techniques	TLE_HECGCF9-12-IVi-j-23	
19. Standard procedures for ironing clothes, linens and fabrics 20. Basics of Pressing 21. Types and Uses of Irons, Ironing Boards and Ironing Accessories 21.1 Procedures in storing materials and paraphernalia 21.2 Care of equipment, materials and paraphernalia			LO 5. Iron clothes, linens and fabrics 5.1. Define ironing clothes 5.2. Identify standard procedures for ironing clothes, linens, and fabrics 5.3. Enumerate basics of pressing 5.4. Identify types and uses of ironing boards, and ironing accessories 5.5. Discuss safety precautions in ironing	TLE_HECGCF9-12-IVi-j-24	1. CBLM III Garments. Module III. Lesson III. pp. 164-182

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			fabric 5.6. Performs ironing in accordance to the standard procedures 5.7. Demonstrate proper folding, placing in a hanger and storing in designated cabinets the ironed clothes, linens and fabrics as per instructions 5.8. Demonstrate proper storage of ironing equipment and materials in the appropriate area following safety procedures		

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Course Description:

This course consists of core competencies that a learner must achieve. This course is designed to develop knowledge, skills and attitude to provide health care. The course covers food preparation (hot and cold meals) in relation to caregiving as prescribed in the TESDA Training Regulation.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
Introduction 1. Core principle and concept in caregiving 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of core concepts and principle in caregiving.	The learner independently develops the skills in food processing and demonstrates the core competencies in caregiving prescribed in TESDA Training Regulation.	1. Explain core and principle concepts in caregiving 2. Discuss the relevance of the course 3. Explain on opportunities for caregiving as a career 4. Enumerate general areas of FOS		
PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)					
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/ employee in a province. 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs in relation to a practitioner 3. Application of PECs to the chosen business/career	The learner demonstrates understanding of one's PECs in Caregiving.	The learner independently creates a plan of action that strengthens/ further develops one's PECs in Caregiving.	LO 1. Develop and strengthen PECs needed in Caregiving 1.1 Identify areas for improvement, development and growth 1.2 Align one's PECs according to his/her business/career choice 1.3 Create a plan of action that ensures success of his/her business/career choice	TLE_HECGPECS 9-12-Ik-1	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
ENVIRONMENT AND MARKET (EM)					
1. Product Development 2. Key concepts of developing a product 3. Finding Value 4. Innovation 4.1. Unique Selling 4.2. Proposition (USP)	The learner demonstrates understanding of environment and market in Caregiving in one's town/municipality.	The learner independently creates a business vicinity map reflective of potential Caregiving market within the locality/town.	LO 1. Develop a product/ service in Caregiving 1.1 Identify what is of "Value" to the customer 1.2 Identify the customer to sell to 1.3 Explain what makes a product unique and competitive 1.4 Create ones mission, goal and objective in caregiving 1.5 Apply creativity and Innovative techniques to develop marketable product 1.6 Employ a Unique Selling Proposition (USP) to the product/service 1.7 Prepare a flyers to advertise a new product	TLE_HECGEM9-12-Ik-1	
Selecting Business Idea Key concepts of Selecting 6.1. Business Idea 6.2. Criteria 6.3. Techniques			LO 2. Select a business idea based on the criteria and techniques set 2.1 Enumerate various criteria and steps in selecting a business idea 2.2 Apply the criteria/steps in selecting a viable business idea 2.3 Determine a business idea based on the criteria/techniques set	TLE_HECGEM9-12-Ik-2	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
Branding			LO 3. Develop a brand for the product 3.1 Identify the benefits of having a good brand 3.2 Enumerate recognizable brands in the town/province 3.3 Enumerate the criteria for developing a brand 3.4 Generate a clear appealing product brand	TLE_HECGEM9-12-Ik-3	
QUARTER 1					
LESSON 1: PREPARE COLD MEALS -APPETIZERS, SANDWICHES, SALAD AND DESSERTS- (CM)					
1. Variety of ingredients in preparing appetizers 1.1 Preparing D’oeuvres 1.2 Preparing Canape’s 1.3 Preparing Finger foods 2. Methods of preparing appetizers 3. Tools, equipment, utensils needed in preparing appetizers 4. Food and Safety Hazard 5. Safe Food Handling 6. Standard serving portion 7. Presentation appetizers	The learner demonstrates the understanding in preparing cold meals (appetizers, sandwiches, and dessert).	The learner independently prepares cold meals (appetizers, sandwiches, and dessert).	LO 1. Prepare a range of appetizers 1.1 Discuss principles and procedures in the preparing appetizers sandwiches, and dessert. 1.2 Identify ingredients according to the given recipe 1.3 Prepare variety of appetizers based on appropriate techniques 1.4 Present appetizers attractively using suitable garnishes, condiments and service wares 1.5 Compute for selling price per order of appetizer and nutritive content of food	TLE_HECGCM9-12-Ia-d-1	1. CBLM II Food Trades. Module VIII. Lesson II.

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
8. Principles and techniques in storing appetizers 9. Safety and hygienic practices in storing appetizers			1.6 Store appetizers hygienically at the appropriate temperature		
10. Variety of ingredients in preparing sandwiches 11. Variety of ingredients in preparing sandwiches 12. Tools, equipment, utensils needed in preparing sandwiches 13. Varieties of hot and cold sandwiches 14. Prepare varieties of sandwiches 15. Methods of preparing sandwiches 16. Presentation of prepared sandwiches 17. Standard serving portion 18. Safety and hygienic practices in storing sandwiches 19. Food and Safety Hazard Safe Food Handling			LO 2. Prepare sandwiches 2.1 Identify ingredients according to the given recipe 2.2 Prepare variety of sandwiches based on appropriate techniques 2.3 Present sandwiches attractively using suitable garnishes, condiments and service wares 2.4 Compute for selling price of sandwiches 2.5 Store sandwiches hygienically at the appropriate temperature	TLE_HECGCM9-12-Ie-g-2	1. CBLM II Food Trades. Module VIII. Lesson I. 2. CBLM II Food Trades. Module I. Lesson I & II.

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
20. Variety of ingredients in preparing salads and desserts 21. Tools, equipment, utensils needed in preparing salads and desserts 22. Varieties salads and desserts 23. Prepare salads and desserts 24. Methods of preparing salads and desserts 25. Presentation of prepared salads and desserts 26. Standard serving portion 27. Safety and hygienic practices in storing salads and desserts 28. Food and Safety Hazard Safe Food Handling			LO 3. Prepare salads and desserts 3.1 Identify ingredients according to the given recipe 3.2 Prepare variety of salads and desserts based on appropriate techniques 3.3 Present salads and desserts attractively using suitable garnishes, condiments and service wares 3.4 Compute for selling price of prepared salad and dessert and nutritive contents 3.5 Store salads and desserts hygienically at the appropriate temperature	TLE_HECGCM9-12-Ih-j-3	1. CBLM II Food Trades. Module IV. Lesson I.
QUARTER 2					
LESSON 1: PREPARE HOT MEALS -EGG DISHES, PASTA GRAIN AND FARINACEOUS DISHES- (HP)					
1. Variety of ingredients in preparing egg dishes 2. Tools, equipment, utensils needed in preparing egg dishes 3. Varieties of egg	The learner demonstrates the understanding in preparing hot meals (egg dishes, pasta grain and farinaceous dishes).	The learner independently prepares hot meals (egg dishes, pasta grain and farinaceous dishes).	LO 1. Prepare egg dishes 1.1 Discuss principles and procedure in the preparing egg dishes 1.2 Identify ingredients according to the given recipe	TLE_HECGHP9-12-IIa-e-4	1. CBLM II Food Trades. Module VI. Lesson III.

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
<p>dishes Prepare varieties of sandwiches</p> <p>4. Methods of preparing egg dishes Presentation of prepared egg dishes</p> <p>5. Standard serving portion</p> <p>6. Safety and hygienic practices in storing egg dishes</p> <p>7. Food and Safety Hazard Safe Food Handling</p>			<p>1.3 Prepare variety of egg dishes based on appropriate techniques</p> <p>1.4 Present egg dishes attractively using suitable garnishes, condiments and service wares compute for selling price of egg dishes and nutrient contents</p> <p>1.5 Store egg dishes hygienically at the appropriate temperature</p>		
<p>8. Variety of ingredients in preparing pasta grain and farinaceous dishes</p> <p>9. Tools, equipment, utensils needed in preparing pasta grain and farinaceous dishes</p> <p>10. Varieties of pasta grain and farinaceous dishes</p> <p>11. Prepare varieties of pasta grain and farinaceous dishes</p> <p>12. Methods of preparing pasta grain and farinaceous dishes</p> <p>13. Presentation of</p>			<p>LO 2. Prepare pasta grain and farinaceous dishes</p> <p>2.1 Identify ingredients according to the given recipe</p> <p>2.2 Prepare variety of pasta grain and farinaceous dishes based on appropriate techniques</p> <p>2.3 Present pasta grain and farinaceous dishes attractively using suitable garnishes, condiments and service wares</p> <p>2.4 Compute for selling price of pasta dishes and nutrient contents</p>	TLE_HECGHP9-12-IIf-j-5	

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
prepared pasta grain and farinaceous dishes 14. Standard serving portion 15. Safety and hygienic practices in storing pasta grain and farinaceous dishes 16. Food and Safety Hazard Safe Food Handling			2.5 Store pasta grain and farinaceous dishes hygienically at the proper temperature		
QUARTER 3					
LESSON 1: PREPARE HOT MEALS -SEAFOOD DISHES, SOUP, SAUCES, GARNISHES, POULTRY DISHES- (SS)					
1. Variety of ingredients in preparing seafood dishes 2. Tools, equipment, utensils needed in preparing seafood dishes 3. Varieties of seafood dishes 4. Prepare varieties of seafood dishes 5. Methods of preparing seafood dishes 6. Presentation of prepared seafood dishes 7. Standard serving portion 8. Safety and hygienic practices in storing	The learner demonstrates the understanding in preparing hot meals (seafood dishes, soup, sauces, garnishes and poultry dishes).	The learner independently prepares hot meals (seafood dishes, soup, sauces, garnishes and poultry dishes).	LO 1. Prepare seafood dishes 1.1 Discuss principles and procedure in the preparing seafood dishes 1.2 Identify ingredients according to the given recipe 1.3 Prepare variety of seafood dishes based on appropriate techniques 1.4 Present seafood dishes attractively using suitable garnishes, condiments and service wares 1.5 compute for selling price of nutrient contents 1.6 Store seafood dishes	TLE_HECGSS9-12-IIIa-d-6	1. CBLM III Food Trades. Module II. Lesson IV. 2. CBLM III Food Trades. Module IV. Lesson I & II.

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(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
9. seafood dishes Food and Safety Hazard Safe Food Handling			hygienically at the proper temperature		
10. Variety of ingredients in preparing soup, sauces and garnishes 11. Tools, equipment, utensils needed in preparing soup, sauces and garnishes 12. Varieties of soup, sauces and garnishes 13. Prepare varieties of soup, sauces and garnishes 14. Methods of preparing sandwiches 15. Presentation of prepared soup, sauces and garnishes 16. Standard serving portion 17. Safety and hygienic practices in storing sandwiches 18. Food and Safety Hazard Safe Food Handling			LO 2. Prepare soup, sauces and garnishes 2.1 Identify ingredients according to the given recipe 2.2 Prepare variety of soup, sauces and garnishes based on appropriate techniques 2.3 Present soup, sauces and garnishes attractively using suitable garnishes, condiments and service wares 2.4 Compute for selling price for order and nutrient contents 2.5 Store soup, sauces and garnishes hygienically at the proper temperature	TLE_HECGSS9-12-IIIE-g-7	1. CBLM III Food Trades. Module VII. Lesson IV.
19. Variety of ingredients in preparing poultry dishes 20. Tools, equipment, utensils needed in preparing poultry			LO 3. Prepare poultry dishes 3.6 Identify ingredients according to the given recipe	TLE_HECGSS9-12-IIIH-j-8	1. CBLM III Food Trades. Module II. Lesson IV

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HOME ECONOMICS- CAREGIVING (NC II)
(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
<p>dishes Varieties of poultry dishes Prepare varieties of poultry dishes Methods of preparing poultry dishes Presentation of prepared poultry dishes Standard serving portion</p> <p>21. Safety and hygienic practices in storing poultry dishes Food and Safety Hazard Safe Food Handling</p>			<p>3.7 Prepare variety of poultry dishes based on appropriate techniques</p> <p>3.8 Present poultry dishes attractively using suitable garnishes, condiments and service wares</p> <p>3.9 Store poultry dishes hygienically at the proper temperature</p>		<p>2. CBLM II Food Trades. Module III. Lesson I & III.</p>
QUARTER 4					
LESSON 1: PREPARE HOT MEALS -VEGETABLE DISHES AND MEAT DISHES- (VD)					
<p>1. Variety of ingredients in preparing vegetable dishes</p> <p>2. Tools, equipment, utensils needed in preparing vegetable dishes</p> <p>3. Varieties of vegetable dishes</p> <p>4. Prepare varieties of vegetable dishes</p> <p>5. Methods of preparing vegetable dishes</p> <p>6. Presentation of prepared vegetable dishes</p> <p>7. Standard serving</p>	<p>The learner demonstrates the understanding in preparing hot meals (vegetable and meat dishes).</p>	<p>The learner independently prepares hot meals (vegetable and meat dishes).</p>	<p>LO 1. Prepare vegetable dishes</p> <p>1.1 Discuss principles and procedures in the preparing vegetable dishes</p> <p>1.2 Identify ingredients according to the given recipe</p> <p>1.3 Prepare variety of vegetable dishes based on appropriate techniques</p> <p>1.4 Present vegetable dishes attractively using suitable garnishes, condiments and service</p>	<p>TLE_HECGVD9-12-IVa-e-9</p>	<p>1. CBLM II Food Trades. Module VI. Lesson I.</p>

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HOME ECONOMICS- CAREGIVING (NC II)
(640 Hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
portion 8. Safety and hygienic practices in storing vegetable dishes 9. Food and Safety Hazard Safe Food Handling			wares 1.5 Compute for selling price per order and nutrient content 1.6 Store vegetable dishes hygienically at the proper temperature		
10. Variety of ingredients in preparing meat dishes 11. Tools, equipment, utensils needed in preparing meat dishes 12. Varieties of hot and cold meat dishes Prepare varieties of meat dishes Methods of preparing meat dishes Presentation of prepared meat dishes 13. Standard serving portion 14. Safety and hygienic practices in storing meat dishes Food and Safety Hazard Safe Food Handling			LO 2. Prepare meat dishes 2.1 Identify ingredients according to the given recipe 2.2 Prepare variety of meat dishes based on appropriate techniques 2.3 Present meat dishes 2.4 attractively using suitable garnishes, condiments and service wares 2.5 Compute for selling price per order and nutritive content 2.6 Store meat dishes hygienically at the proper temperature	TLE_HECGVD9-12-IVf-j-10	1. CBLM III Food Trades. Module II. Lesson IV. 2. CBLM III Food Trades. Module V. Lesson I & IV.

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JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
HOME ECONOMICS- CAREGIVING (NC II)
(640 Hours)

Course Description:

This curriculum guide on Caregiving leads to National Certificate Level II (NCII). This course is designed for a student to develop knowledge, skills, and attitude to perform the tasks on Caregiving. It covers core competencies namely: (1) providing care and support to infants and toddlers; (2) providing care and support to children; and (3) fostering social, intellectual, creative, emotional; and (4) foster physical development of children. The preliminaries of this specialization course includes the following: 1) Explain core concepts in caregiving; 2) Discuss the relevance of the course 3) Explore on opportunities for a Caregiver as a career.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Core concepts in Caregiving 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of core concepts and theories in Caregiving.	The learner independently demonstrates core competencies in caregiving as prescribed in the TESDA Training Regulation.	1. Explain core concepts in Caregiving 2. Discuss the relevance of the course 3. Explore on opportunities for Caregiving as a career	
QUARTER I:				
LESSON 1: PROVIDE CARE AND SUPPORT TO INFANTS AND TODDLERS (SI)				
1. Different stages of normal growth and development of infants and toddlers 2. Dependent nature of infants and toddlers 3. Classification of tools and equipment 4. Nonverbal cues 5. Signs of infants/toddlers' distress 6. Picking up and cuddling procedures 7. Basic Infant Care	The learner demonstrates understanding in providing care and support to infants and toddlers.	The learner independently provides care and support to infants and toddlers.	LO 1. Comfort infants and toddlers 1.1 Discuss different stages of normal growth and development of infants and toddlers 1.2 Classify the tools and equipment according to the need of the infant/toddler. 1.3 Identify non-verbal cues to respond to distressed infants and toddlers 1.4 Apply the right approach to calm and console infants and toddlers 1.5 Respond to distressed infants and toddlers appropriately. 1.6 Perform the procedures in picking-up and cuddling infants and toddlers 1.7 Demonstrate basic infant care according to procedure.	TLE_HECG9-12SI-Ia-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> 8. Bathing paraphernalia and types, uses, specification 9. Procedures in taking vital signs 10. Specifications of different types of thermometer 11. Water temperature requirement when bathing 12. Procedures in bathing and dressing/ undressing of infants 13. Types and uses of infant and toddler's clothes and underwear 14. Unusual signs and symptoms 15. Specifications and uses of non-slip rubber mat 16. Comforters 			<p>LO 2. Bathe and dress infants/ toddlers</p> <ul style="list-style-type: none"> 2.1 Categorize bathing paraphernalia according to their types, uses, and specification 2.2 Describe the specifications and uses of non-slip rubber mat 2.3 Check vital signs before bathing infants/toddlers 2.4 Identify the specifications of different types of thermometer and their uses 2.5 Demonstrate the procedures in bathing and dressing infants/toddlers 2.6 Bathe and dress infants/toddlers according to procedure 2.7 Explain unusual signs and symptoms experienced by infants and toddlers 2.8 Explain the uses of comforters in bathing infant or toddler 	TLE_HECG9-12SI-Id-e-2
<ul style="list-style-type: none"> 17. Dietary requirements for infants and toddlers 18. Cultural practices and beliefs about food provision 19. Nutritional needs of infants and toddlers 20. Hand washing procedures 21. Table etiquette 22. Cleaning and sterilizing feeding bottle 23. Impact of food and drinks on dental health 24. Food preparation and cooking 25. Procedure in feeding 26. Discipline in feeding infant or toddler 27. Occupational health and safety guidelines 			<p>LO 3. Feed infants and toddlers</p> <ul style="list-style-type: none"> 3.1 Identify the dietary requirements and cultural practices and beliefs for infants and toddlers 3.2 Discuss infant diet 3.3 Apply the dietary requirements in preparing milk formula 3.4 Perform the hand washing procedures 3.5 Value the principles of table etiquette 3.6 Perform the procedures in cleaning and sterilizing or sanitizing feeding bottle 	TLE_HECG9-12SI-If-h-3

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.7 Self-assess the impact of food and drinks on dental health 3.8 Demonstrate food preparation and cooking procedures for infants and toddlers 3.9 Perform the procedures in feeding an infant or toddler. 3.10 Discuss the do's and don'ts in feeding an infant or toddler 3.11 Practice occupational health and safety guidelines in feeding infants and toddlers.	
28. Guides in preparing infant/toddlers crib 29. Basic Infant Care			LO 4. Put infants and toddlers to sleep 4.1. Prepare infants and toddlers crib based on standard operating procedure. 4.2. Perform infant and toddler's care in putting to sleep. 4.3. Demonstrate the procedures in putting infants and toddlers to sleep according to standards	TLE_HECG9-12SI-Ii-4
30. Guides in communicating and interacting with infants and toddlers 31. Types of manipulative or creative toys and games for infants and toddlers 32. Importance of manipulative or creative toys and games to infants and toddlers			LO 5. Enhance social, physical, intellectual, creative and emotional activities of infants and toddlers 5.1. Discuss the guides in communicating and interacting with infants and toddlers 5.2. Explain the importance of manipulative or creative toys and games to infants and toddlers 5.3. Perform basic exercises or activities given to infants/toddlers.	TLE_HECG9-12SI-Ij-5

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
QUARTER II:				
LESSON 1: PROVIDE CARE AND SUPPORT TO CHILDREN (CS)				
1. Proper healthcare of children. 2. Good grooming. 3. Occupational health and safety guidelines 4. Regulations on safety, health and hygiene 5. The spread of infectious diseases and cross infection 6. Children’s paraphernalia	The learner demonstrates understanding in providing care and support to children.	The learner independently provides care and support to children.	LO 1. Instill personal hygiene practices to children 1.1 Explain hygiene practices and good grooming to children based on established procedures. 1.2 Demonstrate personal hygiene procedure to children based on health and safety procedures. 1.3 Apply regulations on safety, health and hygiene according to standards. 1.4 Explain how spread of infectious diseases and cross infection happen. 1.5 Classify children’s paraphernalia according to their types, uses, and specifications.	TLE_HECG9-12CS-IIa-b-6
7. Use of Thermometer 8. Procedures in taking vital signs. 9. Bathing paraphernalia: Their types, uses, and specifications 10. Bathing and dressing / undressing procedures			LO 2: Bathe and dress children 2.1 Explain the specifications of different types of thermometer and their uses 2.2 Perform the procedures in taking vital signs 2.3 Categorize bathing paraphernalia according to their types, uses, and specification 2.4 Demonstrate the procedures in bathing and dressing/ undressing children	TLE-HECG9-12CS-11c-f-7
11. Nutritional needs of children by age level 12. Dietary requirements of Children 13. Cultural practices and beliefs about food provisions			LO 3. Feed children 3.1 Discuss food, nutrients, function, sources and deficiencies 3.2 Determine nutritional	TLE_HECG9-12CS-IIg-j-8

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
14. Preparation and cooking of menu for children. 15. Preparation of drinks 16. Table etiquette 17. Impact of foods and drinks on dental health			requirements needed for children’s developmental stage. 3.3 Prepare a menu in accordance with children’s nutritional and cultural requirements. 3.4 Prepare and serve appetizing food and drink according to the child’s health needs and preferences. 3.5 Make a cycle menu for 1 month 3.6 Observe proper table etiquette 3.7 Conduct feeding following healthy procedures. 3.8 Conduct research on innovative and nutritive menu for infant or toddlers 3.9 Examine the impact of food and drinks on dental health.	
QUARTER 3:				
LESSON 1: FOSTER SOCIAL, INTELLECTUAL, CREATIVE AND EMOTIONAL DEVELOPMENT OF CHILDREN (ED)				
1. The dependent nature of children 2. Children’s Psychology 3. Children’s developmental stages 4. Cultural awareness 5. Concepts of children on individual differences 6. Decision making process	The learner demonstrates understanding in fostering social, intellectual, creative and emotional development of children.	The learner independently fosters social, intellectual, creative and emotional development of children.	LO 1. Foster children’s independence and autonomy 1.1 Conduct activities that develop self-help skills and independence of children. 1.2 Explain the concepts and principles of social, intellectual, creative and emotional development of children (3-12 years old). 1.3 Apply the appropriate ways in taking individual differences into consideration or practice. 1.4 Evaluate one’s action through decision making process	TLE_HECG9-12ED-IIIa-c-9

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
7. Children’s needs, interests and problems 8. Concept of social norms 9. Types of Children’s activities 10. Assessment of children’s activities			LO 2. Encourage children to express their feelings, ideas and needs 2.1 Express children’s feelings, ideas and needs based on social norm. 2.2 Identify the types of children’s activities 2.3 Provide activities as means of releasing children’s feelings according to their interests and needs. 2.4 Assess children’s activities using peer evaluation tools, rubrics, or rating scale 2.5 Value the importance of respecting individual’s needs, abilities and interest. 2.6 Cite related studies on children social, intellectual creative and development	TLE_HECG9-12ED-IIId-f-10
11. Process for creative and artistic expression 12. Concepts of imagination and creativity 13. Types of educational toys and games 14. Materials and experiences that stimulate various senses			LO 3. Stimulate children’s awareness and creativity 3.1 Discuss the concepts of imagination and creativity. 3.2 Express one’s imagination and creativity using educational toys and games 3.3 Process experiences that develop and enhance imagination and creativity based on their interests	TLE_HECG9-12ED-IIIg-h-11
15. Opportunities that provide children experience individual strengths and needs 16. Concepts of negative feelings 16.1. Frustration 16.2. Aggression			LO 4. Foster children’s self-esteem and development of self-concept 4.1. Provide opportunities for children to experience their individual strengths and needs.	TLE_HECG9-12ED-IIIi-j-12

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
16.3. Depression 16.4. Fear 16.5. Anxiety 16.6. and others 17. Respecting individual differences 18. Self-worth and self-esteem concepts			4.2. Exhibit acknowledgement and positive support to cope up negative feeling (frustration, aggression, depression, fear and anxiety). 4.3. Simulate activities that promote respect of individual differences. 4.4. Children's positive self-worth and self-esteem are enhanced.	
QUATER 4:				
LESSON 4: FOSTER THE PHYSICAL DEVELOPMENT OF CHILDREN (PD)				
1.Children's physical development and skills development 2.Child's rate of development, needs, interest and strength	The learner demonstrates understanding in fostering physical development of children.	The learner independently fosters physical development of children.	LO 1. Enhance physical activities of children 1.1 Identify the tools and equipment which are needed for children's physical and skills development. 1.2 Self-assess students rate of development, needs, interest and strengths using rating scales, inventory tests, or personality tests	TLE_HECG9-12PD-IVa-j-13
3. Factors that vary opportunities to support children's development 3.1. Child/worker ratio 3.2. Physical environment 3.3. Purpose of the service 3.4. The amount and type of support from parents 3.5. The level of support available 3.6. The frequency and regularity of use of the service by the child 3.7. Age of the child 4. Physical skills 4.1. Skills in motor areas 4.2. Dexterity			LO 2. Create opportunities for children to develop a wider range of physical development 2.1 Explain the factors that vary opportunities to support children's development. 2.2 Discuss the types of physical skills and their significance to children's physical development. 2.3 Explain the sleeping patterns and practices of children 2.4 Illustrate how physical, social, and psychological aspects interact or work in child	TLE_HECG9-12PD-IVa-j -14

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
4.3. Eye-hand coordination 4.4. Balance 4.5. Locomotion 4.6. Coordination 5.Sleeping patterns and practices of children 6.Interaction between Physical, Social and Psychological Development of Children			development	
7.Experiences that will target specific areas of development 8.Equipment, toys, and resources that can be used to stimulate physical development 9.Needs of children with sensory or physical disability			LO 3. Provide experience to support physical development of children 3.1 Perform indoor and outdoor activities which will develop and enhance physical fitness 3.2 Value the importance of physical fitness using equipment, toys, and resources. 3.3 Demonstrate activities which develop sensory or physical aspects of children with special needs. 3.4 Conduct a research on children with special needs	TLE_HECG9-12PD-IVa-j-15

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Course Description:

This curriculum guide on Caregiving leads to National Certificate Level II (NCII). This course is designed for a student to develop knowledge, skills, and attitude to perform the tasks on Caregiving. It covers core competencies namely: (1) providing care and support to elderly; (2) providing care and support to people with special needs; (3) maintaining healthy and safe environment; and (3) responding to emergency. The preliminaries of this specialization course includes the following: 1) Explain core concepts in Caregiving; 2) Discuss the relevance of the course 3) Explore on opportunities for a Caregiver as a career.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Core concepts in Caregiving 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of core concepts and theories in Caregiving.	The learner independently demonstrates core competencies in caregiving as prescribed in the TESDA Training Regulation.	1. Explain core concepts in Caregiving 2. Discuss the relevance of the course 3. Explore on opportunities for Caregiving as a career	
QUARTER I:				
LESSON 1: PROVIDE CARE AND SUPPORT TO ELDERLY (PC)				
1. Concepts and principles of basic nursing care of the elderly 2. Rights of the elderly 2.1. Services 2.2. Legislation 2.3. Organizational policies and practices 3. Attitudes in dealing with the elderly 4. Short interpersonal exchanges 4.1. Chatting in friendly manner 4.2. Inquiring about the elderly's health 4.3. Short casual exchanges 4.4. Effective communication 4.5. Dialogue 4.6. Interview techniques	The learner demonstrates understanding in providing care and support to elderly.	The learner independently provides care and support to elderly.	LO 1. Establish and maintain an appropriate relationship with the elderly. 1.1 Discuss the concepts and principles of basic nursing care of the elderly 1.2 Explain the rights of the elderly 1.3 Recognize the elderly's rights, freedom and decision making 1.4 Exhibit appropriate attitudes such as confidentiality, privacy, courtesy and respect 1.5 Role play short interpersonal exchanges 1.6 Film showing of Filipino caregivers abroad	TLE_HECG9-12PC-Ia-b-1
5. Needs of the elderly 5.1. Physical 5.2. Sexual			LO 2. Provide appropriate support to the elderly 2.1 Discuss the needs of the elderly	TLE_HECG9-12PC-Ic-e-2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> 5.3. Financial 5.4. Household assistance and maintenance 5.5. Religious 5.6. Cultural 5.7. Spiritual 5.8. Recreational 5.9. Social and emotional 5.10. Intellectual 5.11. Etc. 6. Assistance given to the elderly <ul style="list-style-type: none"> 6.1. Providing information and advice 6.2. Accompanying or providing specific services 6.3. Encouragement and support for decisions and actions 6.4. Companionship 			<ul style="list-style-type: none"> 2.2 Perform ceremonial, cultural, educational, recreational, religious, social and spiritual activities. 2.3 Demonstrate how specific assistance is provided to the elderly 2.4 Reflect the importance of providing assistance at all times to the elderly to maintain safe and healthy environment 	
<ul style="list-style-type: none"> 7. Personal care needs <ul style="list-style-type: none"> 7.1. Daily routine 7.2. Assisting with self-administration of medication 7.3. Physical comfort and rest 7.4. Privacy 7.5. Confidentiality 7.6. To be treated in a dignified, safe and comfortable manner 7.7. To express success and satisfy own feeling 8. Personal preferences of the elderly 9. Factors contributing to individual differences <ul style="list-style-type: none"> 9.1. Culture 9.2. Age 9.3. Economic 9.4. Social 9.5. Sex 			<p>LO 3. Provide assistance with the elderly's personal care</p> <ul style="list-style-type: none"> 3.1 Explain personal care needs of the elderly 3.2 Make a journal about personal care needs of the elderly 3.3 Synthesize the personal care needs of the elderly 3.4 Identify and consult personal preferences of the elderly. 3.5 Discuss the factors contributing to individual differences 3.6 Describe how to maximize the well-being of the elderly. 3.7 Plan a time schedule to effectively listen to the elderly's preference to maximize his/her well being 3.8 Develop a feeling of love, care 	<p>TLE_HECG9-12PC-If-h-3</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
9.6. Physical 9.7. Intellectual 9.8. Language 9.9. Etc. 10. Maximum well being 10.1. Independent living 10.2. Observation of own customs and cultural practices 10.3. Belonging to social groups 10.4. Frequent visits to and from family, relatives and friends 10.5. Companionship 10.6. Efficient care from caregiver 10.7. Etc			and belonging to elderly	
11. Personal needs (daily living) 11.1. communication 11.2. eating and drinking 11.3. eliminating 11.4. breathing 11.5. mobilizing and transferring 11.6. dressing and undressing 11.7. and other activities 12. Assistive devices 12.1. Wheel chair 12.2. Walker 12.3. Cane 12.4. Crutches 12.5. Parallel bars 12.6. Feeding utensils 12.7. Handrails 12.8. Commode 12.9. Reading materials 12.10. Etc. 13. Types of processes and aides 13.1. Meals on wheels			LO 4. Provide assistance with the elderly's personal needs 4.1 Specify elderly's concerns and difficulties in order to effectively address concerns and needs 4.2 Identify and use appropriate assistive devices for providing assistance to the elderly 4.3 Discuss the types of processes and aids given to elderly 4.4 Identify the different equipment and aids used by the elderly 4.5 Emphasize the importance of processes and aids to elderly. 4.6 Explain how assistance given to the elderly vary 4.7 Show empathy in extending assistance to the elderly. 4.8 Clarify the elderly's abilities and disabilities using appropriate communication and relationship	TLE_HECG9-12PC-Ii-j-4

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
13.2. All equipment and aids 13.2.1. Mobility 13.2.2. Hearing 13.2.3. Speech 13.2.4. Vision 13.3. Transport services 13.4. Around the clock caregiver 13.5. Occasional caregiver 13.6. Senior lodges accommodation 13.7. Trips to or visits from medical team 13.8. Provision of aids 13.8.1. Referral to advisory centers 13.8.2. Information 14. Assistance given to the elderly may vary according to: 14.1. The ability of the worker 14.2. Mental well-being 14.3. Physical well being 14.4. Social well being 14.5. Emotional well being 14.6. Creative well being 15. Appropriate communication and relationship building processes			building processes 4.9 Cite case studies in giving assistance to elderly	

QUARTER II:

LESSON 2: PROVIDE CARE AND SUPPORT TO PEOPLE WITH SPECIAL NEEDS (PS)

1. The people with special needs 2. Rights of the people with special needs 2.1. Choose for oneself 2.2. Have a meaningful work 2.3. Privacy 2.4. Dignity 2.5. Confidentiality 2.6. Self-determination	The learner demonstrates understanding in providing care and support to people with special needs.	The learner independently provides care and support to people with special needs.	LO 1. Establish and maintain appropriate relationship with people with special needs 1.1 Identify the people with special needs 1.2 Discuss the rights of the people with special needs 1.3 Make an inventory on rights of	TLE_HECG9-12PS-IIa-b-1
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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
2.7. Appropriate support 2.8. Skills development 2.9. Advocacy 2.10. Being treated as a valued individual 2.11. Fair treatment 2.12. Right to enter into a relationship 2.13. Economic rights 2.14. Right to express sexuality 3. Individual differences 3.1. Daily living 3.1.1. Culture 3.1.2. Age 3.1.3. Economic 3.1.4. Social 3.1.5. Gender/Sex 3.1.6. Physical 3.1.7. Emotional 3.1.8. Intellectual 3.1.9. Language			the people with special needs as prescribed. 1.4 Self-asses own learning or experience about the rights of the people with special needs. 1.5 Provide a record on people with special needs and remedial procedures 1.6 Explain the factors that affect individual differences 1.7 Identify and maintain appropriate attitude such as respect for individual differences, interest, rights and decision making of people with special needs through role playing. 1.8 Perform activities that encourage people with special needs to communicate ideas, feelings and preferences	
4. Special needs 4.1. Daily living 4.1.1. Maintaining personal safety 4.1.2. Communication 4.1.3. Eating and drinking 4.1.4. Eliminating 4.1.5. Breathing 4.1.6. Mobilizing and transferring 4.1.7. Attending to personal hygiene 4.1.8. Dressing and undressing 4.1.9. Attending own spiritual needs 4.1.10. Grooming and expressing sexuality 4.2. Physical/instrumental activities of daily living			LO 2. Provide appropriate support to people with special needs 2.1 Identify the special needs by people with special needs 2.2 Role play the special needs extended to people with special needs 2.3 Perform activities that maximize well-being of people with special needs. 2.4 Draw conclusion about enhancing of clients ability to communicate and act independently in a supportive environment. 2.5 Discuss how one can provide support/assistance at all times to	TLE_HECG9-12PS-IIC-d-2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> 4.2.1. Accessing education and employment 4.2.2. Accessing financial resources and allowances 4.2.3. Paying bills and regular outgoings 4.2.4. Shopping 4.2.5. Preparing meals 4.2.6. Climbing stairs 4.2.7. Maintaining household 4.2.8. Travelling 4.2.9. Interacting with others 4.2.10. Accessing leisure, recreational and sporting activities 4.3. Physical comfort and rest 4.4. Pain management 4.5. Maximization of independence and personal preferences 4.6. Empowerment 			<ul style="list-style-type: none"> people with special needs to uphold their safety and healthy environment. 2.6 Explain information required by people with special needs. 	
<ul style="list-style-type: none"> 5. Support/assistance needed by people with special needs <ul style="list-style-type: none"> 5.1. Providing information 5.2. Assistance with mobility or transport 5.3. Encouragement and support for decisions and actions 5.4. General household assistance 6. Relevant legislation and policies on health and safety <ul style="list-style-type: none"> 6.1. Occupational health and safety 6.2. State health acts 6.3. Organizational policies and guidelines 6.4. Daily living 6.5. Medications 6.6. Sexual harassment 			<p>LO 3. Assist in maintaining well-being of people with special needs</p> <ul style="list-style-type: none"> 3.1 Discuss relevant legislation and policies on health and safety 3.2 Practice and encourage self-expression to assert self-terms of accomplishments and achievements through role playing. 3.3 Express one’s feelings on responsibilities of people with special needs 3.4 Value the strategies needed by people with special needs to assert self in terms of 	<p>TLE_HECG9-12PS-IIe-f-3</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
6.7. Abuse prevention 6.8. Emergency measures 6.9. and others 7. Responsibilities 7.1. Act within the law 7.2. Treat others with consideration and respect 7.3. Abide by family obligations 7.4. Abide by the policies and procedures of the services being used			accomplishments and achievements.	
8. Strategies to meet the needs 8.1. Responding to requirements arising from differences 8.2. Utilizing personal support equipment 8.3. Enlisting special skills 8.4. and others 9. Establishing dignity, privacy and personal choice of people with special needs. 10. Concepts of prioritization 11. Social, physical, intellectual, creative and emotional activities of people with special needs			LO 4. Assist people with special needs to identify and meet their needs. 4.1. Discuss how one can uphold the dignity, privacy and personal choice of people with special needs. 4.2. Apply the concepts of prioritization to fulfill social, physical, intellectual, creative and emotional activities of people with special needs.	TLE_HECG9-12PS-IIg-h-4
12. Types of challenging behaviors 13. Assessing challenging behavior 14. Prevention and management of challenging behavior 14.1. Recognizing triggers and deflecting them 14.2. Using active listening and observation skills 14.3. Ensuring effective communication 14.4. Seeking expert assistance			LO 5. Assist people with special needs in maintaining an environment that enables maximum independent living 5.1. Identify the types, frequency and triggers of challenging behaviors of a person with special needs 5.2. Assess challenging behaviors of a person with special needs with close supervision of an expert 5.3. Identify strategies for the prevention and management of challenging behaviors according	TLE_HECG9-12PC-IIi-j-5

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			to approved safety procedures 5.4. Critique the strategy of promoting total independence of people special needs. 5.5. Apply the strategies for the prevention and management of challenging behaviors according to approved safety procedures through role playing 5.6. Cite case studies on management of challenging behavior	
QUARTER III:				
LESSON 3: RESPOND TO EMERGENCY (RM)				
1. Exclusion guidelines for people with special needs and infection control 2. Hygiene and health principles 2.1. Hand washing 2.2. Use of disposable gloves 2.3. Removal and disposal of infected articles 2.4. Cleaning equipment 2.5. Disposal of unused foods/drinks 2.6. Cleaning of utensils after use 2.7. Regular disinfecting of assistive devices 2.8. Removal of body waste products 2.9. Use protective aprons when changing persons with special needs 2.10. Disinfection of nappy change areas after each use	The learner demonstrates understanding in recognizing signs of potential illness and administering medication within guidelines when needed.	The learner independently recognizes signs of potential illness and administers medication within guidelines when needed.	LO1. Implement procedures for infection control and prevention 1.1 Explain the exclusion guidelines for people with special needs and infection control guidelines 1.2 Practice hygiene and health principles according to standards 1.3 Research other related hygiene and health principles as prescribed	TLE_HECG9-12RM-IIIa-b-10
3. Signs and symptoms of various illnesses and diseases 4. Medical assistance policies and procedures 5. Communicating with client's relatives			LO 2. Recognize and respond to signs of potential illness 2.1 Discuss signs and symptoms of various illnesses and diseases 2.2 Spell out the policies and	TLE_HECG9-12RM-IIIc-d-11

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
6. Procedures in comforting or consoling client			procedures in giving medical assistance 2.3 Role play the procedures of communicating with client's relative according to standards 2.4 Perform the procedures in comforting and consoling client 2.5 Self-assess one's action in comforting or consoling client	
7. Basic first aid and emergency procedures 8. Strategies to calm, reassure, and comfort clients. 9. Recording and reporting emergencies 10. Guidelines and legislative requirements in responding emergencies			LO 3. Respond to emergencies and accidents 3.1 Clarify basic first aid and emergency procedures according to standards 3.2 Strengthen strategies to calm, reassure and comfort clients. 3.3 Report and record emergencies as per established policies. 3.4 Conduct dry-runs in responding emergencies based on established guidelines and legislative requirements	TLE_HECG9-12RM-IIIe-f-12
11. Concepts of medication 12. Administering medication procedures and guidelines 13. Monitoring, recording and reporting medication			LO 4. Administer medication within guidelines 4.1. Discuss the concepts of medications 4.2. Emphasize the procedures and guidelines in administering medications according to organizational policies and legislative requirements 4.3. Document administered medications in accordance with requirements 4.4. Make a record and administering medication	TLE_HECG9-12RM-IIIg-h-13

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
14. Common dangers, hazards and threats to safety and well being 15. Risks reduction and emergency mitigation measures 16. Recording and reporting emergencies			LO 5. Respond to threats and situations of danger 5.1. Identify and assess, dangers, hazards and threats 5.2. Apply risks reduction and emergency mitigation measures to ensure safety of people with special needs and workers 5.3. Report and record emergencies as per established policies. 5.4. Cite case studies on responding to emergencies 5.5. Write and rate a journal about assessing and mitigating emergencies using prepared rubrics.	TLE_HECG9-12RM-IIIi-j-14
QUARTER IV LESSON 1- PERFORM ON THE JOB TRAINING (PJ)				
1. Role and limitations of a caregiver 2. Follow the SOP in OJT Program	The learner demonstrates understanding of the knowledge, skills, and attitude required in performing on the job training in Caregiving.	The learner independently performs on-the-job training in Caregiving.	LO1. Observe the role and limitations of a caregiver 1.1 Identify the role and limitations of a caregiver	TLE_HECG9-12PJ-IVa-14
			LO2. Perform and complete on the job training in caregiving 2.1 Evaluate performance during the OJT 2.2 Submit Training Completed Certificate with rating	TLE_HECG9-12PJ-IVb-j-15

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Code Book Legend
Sample: TLE_HECGVD9-12-IVf-j-10

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Caregiving	TLE_HE CG 9-12
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Vegetable Dishes and Meat Dishes	VD
-			
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	IV
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Weeks Six to Ten	f-j
-			
Arabic Number	Competency	Prepare meat dishes	10

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment and Market	EM
Use Tools, Equipment and Paraphernalia	UT
Maintain Tools, Equipment and Paraphernalia	MT
Perform Mensuration and Calculation	PM
Practice Occupational and Safety Procedures	OS
Implement and Monitor Infection Control Policies and Procedures	IC
Respond Effectively To Difficult/Challenging Behavior	DB
Apply Basic First Aid	BA
Maintain High Standard of Patient Services	MS
Maintain a Healthy and Safe Environment	SE
Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen	CL
Wash and Iron Clothes, Linen and Fabric	CF
Prepare Cold Meals -Appetizers, Sandwiches, Salad and Desserts	CM
Prepare Hot Meals -Egg Dishes, Pasta Grain and Farinaceous Dishes	HP
Prepare Hot Meals -Seafood Dishes, Soup, Sauces, Garnishes, Poultry Dishes	SS
Prepare Hot Meals -Vegetable Dishes and Meat Dishes	VD

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

Learning materials are uploaded at <http://irmas.aepea.gov.ph/>.

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HOME ECONOMICS- CAREGIVING (NC II)
(640 Hours)**

SAMPLE HOME ECONOMICS CURRICULUM MAP (as of May 2016)**

GRADE 7/8 (EXPLORATORY)				GRADES 9-12			
EXPLORATORY		Beauty/Nail Care (NC II) <i>2 sems</i>		Wellness Massage (NC II) <i>2 sems</i>		Hairdressing (NC II) <i>4 sems</i>	
				*Hairdressing (NC III)			<i>8 sems</i>
		Barbering (NC II)		<i>4 sems</i>			
		Dressmaking (NC II)		<i>4 sems</i>		Tailoring (NC II)	<i>4 sems</i>
				*Fashion Design (Apparel) (NC III)			<i>8 sems</i>
				*Caregiving (NC II)			<i>8 sems</i>
		Bartending (NC II)		<i>4 sems</i>	Bread and Pastry Production (NC II) <i>2 sems</i>	Food and Beverage Services (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>	<i>2 sems</i>
			Cookery (NC II)	<i>4 sems</i>	*Commercial Cooking (NC III)		<i>4 sems</i>
		Front Office Services (NC II) <i>2 sems</i>		Travel Services (NC II) <i>2 sems</i>	Local Guiding Services (NC II) <i>2 sems</i>	Tourism Promotion Services (NC II) <i>2 sems</i>	
		Housekeeping (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small> <i>2 sems</i>		Attractions and Theme Parks (NC II) <i>2 sems</i>	Event Management Services (NC III)		<i>4 sems</i>
		Handicraft (Non-NC) Needlecraft <i>2 sems</i>		Handicraft (Non-NC) Fashion Accessories, Paper Craft <i>2 sems</i>	Handicraft (Non-NC) Basketry, Macrame <i>2 sems</i>	Handicraft (Non-NC) Woodcraft, Leathercraft <i>2 sems</i>	

* Please note that these subjects have pre-requisites mentioned in the CG.

+ CG updated based on new Training Regulations of TESDA.

Other specializations with no pre-requisites may be taken up during these semesters.

****This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.**

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Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Caregiving NC II*. Taguig City, Philippines: TESDA, 2012.