

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK**  
**HOME ECONOMICS - COMMERCIAL COOKING NC III**  
(320 hours)

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

**AGRI-FISHERY ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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	

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**INDUSTRIAL ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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)

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**INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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)

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Pre-requisite: Cookery NC II

**Course Description:**

This curriculum guide on Commercial Cooking National Certificate Level III (NC III) is designed for students to develop their knowledge, skills and attitudes to perform the tasks of commercial cooking. It covers the following core competencies: 1) planning and preparing food for ala carte and buffets; 2) planning and controlling menu-based catering; 3) organizing bulk cooking operations; 4) preparing pates and terrines, 5) planning, preparing and displaying a buffet; 6) selecting, preparing and serving specialized food items; 7) selecting, preparing and serving specialty cuisines; 8) monitoring catering revenues and costs; 9) establishing and maintaining quality control; 10) applying cook-chill-freeze production processes. It also includes provision for work immersion in Commercial Cooking. The preliminaries of this specialization course include the following: 1) explaining the core concepts of commercial cooking; 2) discussing the relevance of the course; 3) exploring opportunities for a cook/Chef de Partie as a career.

**Course Entry Requirements:** Provide Medical Certificates: Chest X-ray and Hepa B screening.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Basic concepts in Commercial Cooking 2. Relevance of the course 3. Career opportunities	The learner demonstrates an understanding of basic concepts and theories in Commercial Cooking.	The learner independently demonstrates common competencies in Commercial Cooking as prescribed in the TESDA Training Regulation.	<b>1.</b> Explain basic concepts in commercial cooking. <b>2.</b> Discuss the relevance of the course. <b>3.</b> Explore opportunities for Commercial Cooking as a career.	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)</b>				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee: 1.1 Characteristics 1.2 Lifestyles 1.3 Skills 1.4 Traits 2. Analysis of PECS in relation to an entrepreneur	The learner demonstrates an understanding ones PECS.	The learner recognizes his/her PECS and prepares an activity plan that aligns with that of a practitioner/entrepreneur in Commercial Cooking.	<b>LO 1. Recognize PECS needed in Commercial cooking.</b> 1.1 Assess one’s PECS: characteristics, lifestyle, skills, and traits. 1.2 Compare one’s PECS with those of an entrepreneur.	<b>TLE_ PECS9-12-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
SWOT analysis 1. Key concepts in environment and market 2. Differentiation of products,	The learner demonstrates an understanding on environment and market in Commercial Cooking.	The learner creates a business idea based on the analysis of environment and market in Commercial Cooking.	<b>LO 1. Generate a business idea that relates with a career choice in Commercial Cooking.</b> 1.1 Discuss SWOT analysis	<b>TLE_EM9-12-00-1</b>

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services, customers and their buying habits 3. Competitors in the market			1.2 Generate a business idea based on the SWOT analysis.	
<b>BASIC COMPETENCIES</b>				
<b>LESSON 1: LEADING WORKPLACE COMMUNICATION (LWC)</b>				
<ul style="list-style-type: none"> <li>• Methods of communication</li> <li>• Sources of communication</li> <li>• Communication skills</li> <li>• Questioning techniques</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in leading work place communication.	The learner independently leads work place communication.	<b>LO 1. Communicate information about workplace processes.</b> 1.1 Select appropriate communication method. 1.2 Communicate accordingly multiple operations involving several topic areas. 1.3 Use questions to gain extra information. 1.4 Identify correct sources of information. 1.5 Select and organize information correctly. 1.6 Undertake verbal and written reporting when required. 1.7 Maintain communication skills in all situations.	<b>TLE_HECCK9-12LWC-Ia-1</b>
<ul style="list-style-type: none"> <li>• Methods/techniques of discussion</li> <li>• How to lead a discussion</li> <li>• How to solicit responses</li> </ul>			<b>LO 2. Lead workplace discussions.</b> 2.1 Seek responses to workplace issues. 2.2 Provide response to work place issues immediately. 2.3 Make constructive contributions to work place discussions on such issues as production, quality and safety. 2.4 Communicate goals/objectives and action plan undertaken in the work place.	<b>TLE_HECCK9-12LWC-Ia-2</b>
<ul style="list-style-type: none"> <li>• Identification of problems and issues in the work place</li> <li>• Organizing information on problems and issues</li> <li>• Communication barriers</li> </ul>			<b>LO 3. Identify and communicate issues arising in the work place.</b> 3.1 Identify issues and problems as they arise. 3.2 Organize coherently information regarding problems and issues to ensure clear and effective communication. 3.3 Initiate dialogue with appropriate	<b>TLE_HECCK9-12LWC-Ia-3</b>

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			personnel. 3.4 Raise communication problems and issues as they arise.	
<b>LESSON 2: LEADING A SMALL TEAM (LST)</b>				
<ul style="list-style-type: none"> <li>• Communication skills required for leading a small team</li> <li>• Skills/techniques in team building</li> <li>• Negotiating skills</li> <li>• Up- to-date dissemination of instruction and requirements to members</li> <li>• Art of listening and treating individual team member’s concerns</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in leading a small team.	The learner independently leads a small team.	<b>LO 1. Provide team leadership.</b> 1.1 Identify and present work requirements to members. 1.2 Communicate reasons for instructions and requirements to team members. 1.3 Recognize, discuss, deal with team member’s queries and concerns.	<b>TLE_HECCK9-12LST-Ia-4</b>
<ul style="list-style-type: none"> <li>• Duties and responsibilities of each team member</li> <li>• Identifying individual skills, knowledge and attitude</li> <li>• Rostering staff</li> </ul>			<b>LO 2. Assign responsibilities among members.</b> 2.1 Allocate duties and responsibilities with respect to the skills, knowledge and attitudes of every team member. 2.2 Allocate duties in regard to individual preference, and domestic and personal considerations.	<b>TLE_HECCK9-12LST-Ib-5</b>
<ul style="list-style-type: none"> <li>• Company policies and procedures</li> <li>• Defining performance expectations criteria</li> <li>• How performance expectations are set</li> </ul>			<b>LO 3. Set performance expectations for team members.</b> 3.1 Establish performance expectations based on client’s needs and according to assignment requirements. 3.2 Base performance expectations on individual team member’s duties and area of responsibility. 3.3 Discuss and disseminate performance expectations to individual team members.	<b>TLE_HECCK9-12LST-Ib-6</b>

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<ul style="list-style-type: none"> <li>• Methods of monitoring performance <ul style="list-style-type: none"> <li>- Formal process</li> <li>- Informal process</li> </ul> </li> <li>• Informal/formal counseling skills</li> <li>• Monitoring team operations</li> <li>• Relevant legal requirements</li> </ul>			<p><b>LO 4. Supervise team performance.</b></p> <p>4.1 Monitor team member’s performance against defined performance criteria and/or assignment instructions and take corrective actions if required.</p> <p>4.2 Provide team members with feedback with positive support and advice on strategies to overcome any deficiencies.</p> <p>4.3 Refer performance issues which cannot be rectified or address within the team to appropriate personnel according to employer’s policy.</p> <p>4.4 Keep members team informed of any changes in the priority allocated to assignment or tasks which might impact on client/customer needs and satisfaction.</p> <p>4.5 Monitor team operations to ensure that employer/client needs and requirements are met.</p> <p>4.6 Provide follow-up communications on all issues affecting the team.</p> <p>4.7 Complete all relevant documentation in accordance with company procedures.</p>	<p><b>TLE_HECCK9-12LST-Ib-7</b></p>
<b>LESSON 3: DEVELOPING AND PRACTICING NEGOTIATIONS SKILLS (DPN)</b>				
<ul style="list-style-type: none"> <li>• Codes of practice and guidelines for the organization</li> <li>• Background information on other parties on negotiations</li> <li>• Strategies to manage process</li> <li>• Differences between content and process</li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in developing and practicing negotiations skills.</p>	<p>The learner independently develops and practices negotiations skills.</p>	<p><b>LO 1. Plan negotiations.</b></p> <p>1.1 Identify and include information on preparing for negotiation in the plan.</p> <p>1.2 Identify and include information on active listening in the plan.</p> <p>1.3 Identify and include information on different questioning techniques in the plan.</p> <p>1.4 Check information to ensure it is correct and appropriate.</p>	<p><b>TLE_HECCK9-12DPN-Ib-8</b></p>



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<ul style="list-style-type: none"> <li>• Organization’s policy and procedures for negotiations</li> <li>• Interpersonal skills to develop rapport with other parties</li> <li>• Steps in negotiating process</li> <li>• How to deal with unexpected questions and attitudes during negotiations</li> <li>• Decision making and conflict resolutions strategies procedures</li> <li>• Procedure in documenting negotiations</li> <li>• Managing information</li> <li>• Filing documents</li> </ul>			<p><b>LO 2. Participate in negotiations.</b></p> <p>2.1 All parties to agree on criteria for successful outcomes.</p> <p>2.2 Consider the desired outcomes of all parties.</p> <p>2.3 Use appropriate language throughout the negotiations.</p> <p>2.4 Use a variety of questioning techniques.</p> <p>2.5 All parties to document and agree upon the issues and processes.</p> <p>2.6 Discuss and assess possible solutions and viability.</p> <p>2.7 Confirm and record areas for agreement.</p> <p>2.8 All parties to agree on follow-up actions.</p>	<p><b>TLE_HECCK9-12DPN-Ic-9</b></p>
<b>LESSON 4: SOLVING PROBLEMS RELATED TO WORK ACTIVITIES (SPW)</b>				
<ul style="list-style-type: none"> <li>• Normal operating parameters and product quality</li> <li>• Application of analytical techniques <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Intuitions/logic</li> <li>- Cause and effect diagrams</li> <li>- SWOT analysis</li> </ul> </li> <li>• Identification of the nature of problem <ul style="list-style-type: none"> <li>- Non-routine process and quality problems</li> <li>- Teamwork and work allocation problem</li> <li>- Safety and emergency situations and incidents</li> </ul> </li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in solving problems related to work activities.</p>	<p>The learner independently solves problems related to work activities.</p>	<p><b>LO 1. Identify the problem.</b></p> <p>1.1 Identify variances from normal operating parameters and product quality.</p> <p>1.2 Define extent, cause and nature of the problem through observation, investigation and analytical techniques.</p> <p>1.3 State and specify problems clearly.</p>	<p><b>TLE_HECCK9-12SPW-Ic-10</b></p>
<ul style="list-style-type: none"> <li>• Identification of fundamental causes of the problem</li> </ul>			<p><b>LO 2. Determine fundamental causes of the problem.</b></p> <p>2.1 Identify possible causes based on experience and the use of problem-solving tools/analytical techniques.</p> <p>2.2 Develop possible cause statements based</p>	<p><b>TLE_HECCK9-12SPW-Ic-11</b></p>

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			on findings. 2.3 Identify fundamental causes per results of investigation conducted.	
<ul style="list-style-type: none"> <li>Possible options for the resolution of problems</li> <li>Resource requirements</li> <li>Coordination and feedback requirements</li> <li>Safety requirements</li> <li>Environmental requirements</li> </ul>			<b>LO 3. Determine corrective action.</b> 3.1 Consider all possible options for resolving of the problem. 3.2 Consider the strengths and weaknesses of possible options. 3.3 Determine corrective actions to resolve the problem and possible future causes. 3.4 Develop an action plan identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures.	<b>TLE_HECCK9-12SPW-Id-12</b>
<ul style="list-style-type: none"> <li>Case studies on solving problems in the workplace</li> <li>Devising the best solution</li> <li>Evaluating the solution</li> <li>Implementation of a develop plan to rectify the problem</li> </ul>			<b>LO 4. Provide recommendations to manager.</b> 4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow up recommendations if required.	<b>TLE_HECCK9-12SPW-Id-13</b>
<b>LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUES (UMC)</b>				
<ul style="list-style-type: none"> <li>Steps in solving a problem</li> <li>Four fundamental operations</li> <li>Measurement</li> <li>Use/conversion of units of measurements</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in using mathematical concepts and techniques.	The learner independently uses mathematical concepts and techniques.	<b>LO 1. Identify mathematical tools and techniques to solve a problem.</b> 1.1 Identify problem areas based on given condition. 1.2 Select mathematical techniques based on the given problem.	<b>TLE_HECCK9-12UMC-Id-14</b>
<ul style="list-style-type: none"> <li>Basic measuring tools/devices</li> <li>Mathematical computations</li> <li>Using standard formulas</li> </ul>			<b>LO 2. Apply mathematical procedure/solution.</b> 2.1 Apply mathematical techniques based on the problem identified. 2.2 Perform mathematical computations with the level of accuracy required for the	<b>TLE_HECCK9-12UMC-Id-15</b>

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			problem. 2.3 Determine and verify results of mathematical computations based on job requirements.	
<ul style="list-style-type: none"> <li>Review of the use of mathematical techniques</li> <li>Reporting errors to immediate superior for proper action</li> </ul>			<b>LO 3. Analyze results.</b> 3.1 Review result of application based on expected and required specifications and outcome. 3.2 Apply appropriate action in case of error.	<b>TLE_HECCK9-12UMCT-Ie-16</b>
<b>LESSON 6: USING RELEVANT TECHNOLOGIES (URT)</b>				
<ul style="list-style-type: none"> <li>Different technologies based on job requirements: <ul style="list-style-type: none"> <li>Office technology</li> <li>Industrial technology</li> <li>System technology</li> <li>Information technology</li> <li>Training technology</li> </ul> </li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in using relevant technologies.	The learner independently uses relevant technologies based on job requirements.	<b>LO 1. Study/select appropriate technology.</b> 1.1 Determine use of different technologies based on job requirements. 1.2 Select appropriate technology as per work specification.	<b>TLE_HECCK9-12URT-Ie-17</b>
<ul style="list-style-type: none"> <li>Management concepts</li> <li>Software and hardware application skills</li> <li>Basic trouble shooting skills</li> </ul>			<b>LO 2. Apply relevant technology.</b> 2.1 Use effectively relevant technology in carrying out function. 2.2 Use applicable software and hardware as per task requirement. 2.3 Observe and practice management concepts as per established industry practices.	<b>TLE_HECCK9-12URT-Ie-18</b>
<ul style="list-style-type: none"> <li>Written guidelines in the use of office technology/equipment</li> <li>Manufacturer’s operating guidelines/instructions</li> <li>Occupational safety and health</li> </ul>			<b>LO 3. Maintain/enhance relevant technology.</b> 3.1 Apply maintenance of technology in accordance with the industry standard operating procedure, manufacturer’s	<b>TLE_HECCK9-12URT-Ie-19</b>

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standards (OSHS) <ul style="list-style-type: none"> <li>• Preventive maintenance schedule</li> <li>• Verbal advise/instructions from the co-worker</li> </ul>			operating guidelines and occupational health and safety procedure to ensure its operative ability. 3.2 Maintain updates of technology through continuing education or training in accordance with job requirement. 3.3 Report immediately technology failure/defect to the concerned/responsible person or section for appropriate action.	
<b>COMMON COMPETENCIES</b>				
<b>LESSON 7: DEVELOPING ROSTER STAFF (DRS)</b>				
<ul style="list-style-type: none"> <li>• Development of rosters <ul style="list-style-type: none"> <li>- Preparation of staff rosters</li> <li>- Formats of staff rosters</li> <li>- Area of operation</li> </ul> </li> <li>• Role of rosters in controlling staff costs</li> <li>• Factors to be consider when developing rosters</li> <li>• Ways in communicating with colleagues the develop roster staff</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in rostering staff.	The learner independently rosters staff.	<b>LO 1. Develop and implement staff rosters.</b> 1.1 Develop staff rosters in accordance with company agreements and wage budgets. 1.2 Maximize operational efficiency and customer service levels and minimize wage costs. 1.3 Combine duties to ensure effective use of staff. 1.4 Utilize the available skills base to roster effective mix of staff and to meet different operational requirements. 1.5 Present rosters in required formats in accordance with company standards. 1.6 Communicate rosters to colleagues within designated timelines.	<b>TLE_HECCK9-12DRS-If-20</b>
<ul style="list-style-type: none"> <li>• Completion of rosters' documentation and records</li> <li>• Updating and maintaining staff records</li> </ul>			<b>LO 2. Maintain staff records.</b> 2.1 Complete time sheets and other documentation within designated timelines. 2.2 Update, maintain and store staff records in accordance with establishment's procedures.	<b>TLE_HECCK9-12DRS-If-21</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>LESSON 8: CONTROLLING AND ORDERING STOCK (COS)</b>				
<ul style="list-style-type: none"> <li>• Stock recording systems</li> <li>• Securing stocks</li> <li>• Par stocks</li> <li>• Monitoring slow moving items</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in controlling and ordering stock.	The learner independently controls and orders stock.	<b>LO 1. Maintain stock levels and Records.</b> <ol style="list-style-type: none"> <li>1.1 Monitor and maintain stock levels according to company requirements.</li> <li>1.2 Monitor stock security and adjust systems as required.</li> <li>1.3 Monitor and adjust stock reorder cycles as required.</li> <li>1.4 Inform colleagues of their individual responsibilities in regard to the reordering of stock.</li> <li>1.5 Maintain records of stock storage and movement in accordance with company procedures.</li> <li>1.6 Monitor stock performance.</li> <li>1.7 Identify and report fast/slow-selling items in accordance with company procedures.</li> </ol>	<b>TLE_HECCK9-12COS-Ig-22</b>
<ul style="list-style-type: none"> <li>• Ordering/re-ordering stocks</li> <li>• Handling incoming stocks</li> <li>• Maintaining stock records</li> </ul>			<b>LO 2. Process stock orders.</b> <ol style="list-style-type: none"> <li>2.1 Process orders for stock in accordance with company procedures.</li> <li>2.2 Maintain and record stock levels to ensure completeness of information.</li> <li>2.3 Check incoming stock against purchases and supply agreements and record all necessary details.</li> </ol>	<b>TLE_HECCK9-12COS-Ih-23</b>
<ul style="list-style-type: none"> <li>• Recording of stock losses</li> <li>• Reporting of stock losses</li> <li>• Prevention of stock losses/stock control procedures</li> </ul>			<b>LO 3. Minimize stock losses.</b> <ol style="list-style-type: none"> <li>3.1 Identify and record stock losses according to company procedures.</li> <li>3.2 Report losses in accordance with company procedures.</li> <li>3.3 Identify avoidable losses and establish their causes.</li> <li>3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses.</li> </ol>	<b>TLE_HECCK9-12COS-Ii-24</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Monitoring deliveries</li> <li>• Controlling shortages or out of stock supplies</li> <li>• Allocating deliveries and supplies</li> </ul>			<p><b>LO 4. Follow up orders.</b></p> <p>4.1 Monitor the delivery process to ensure agreed deadlines are met.</p> <p>4.2 Ensure continuity of supply by liaising with colleagues and suppliers.</p> <p>4.3 Follow up or refer routine supply problems to the appropriate person in accordance with company policy.</p> <p>4.4 Distribute stock to agreed locations.</p>	<p><b>TLE_HECCK9-12COS-II-j-25</b></p>
<ul style="list-style-type: none"> <li>• Organizing stocks</li> <li>• Stock- taking/Inventory systems</li> <li>• Inventory reports</li> </ul>			<p><b>LO 5. Organize and administer stocks.</b></p> <p>5.1 Organize stocks at appropriate intervals according to company policy and procedures.</p> <p>5.2 Allocate stock-taking responsibilities to staff.</p> <p>5.3 Produce accurate stock reports within designated timelines.</p>	<p><b>TLE_HECCK9-12COS-Ij-26</b></p>
<b>LESSON 9: TRAINING SMALL GROUPS (TSG)</b>				
<ul style="list-style-type: none"> <li>• Training needs analysis</li> <li>• Designing training and development plans</li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in training small groups.</p>	<p>The learner independently trains small groups.</p>	<p><b>LO 1. Prepare for training programs/sessions.</b></p> <p>1.1 Identify specific training needs and confirm through consultation with appropriate personnel.</p> <p>1.2 Match training objectives with identified competency development needs.</p> <p>1.3 Plan and document training approaches.</p>	<p><b>TLE_HECCK9-12TSG-IIa-27</b></p>
<ul style="list-style-type: none"> <li>• Different training delivery methods</li> <li>• How to conduct training programs</li> <li>• Presentation skills and proper use of equipment</li> </ul>			<p><b>LO 2. Conduct the training.</b></p> <p>2.1 Conduct training in a safe and accessible environment.</p> <p>2.2 Select training delivery methods appropriate to participant’s needs, trainer availability, location and resources.</p>	<p><b>TLE_HECCK9-12TSG-IIa-b-28</b></p>

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<ul style="list-style-type: none"> <li>• Strategies and techniques that facilitate the learning process</li> </ul>			2.3 Employ strategies and techniques that facilitate learning process. 2.4 Discuss training objectives, sequence of activities and assessment processes with training participants. 2.5 Undertake systematic approach to meet specific needs of training participants.	
<ul style="list-style-type: none"> <li>• Individual needs of participants</li> <li>• Importance of on- the- job exposure.               <ul style="list-style-type: none"> <li>- Simulations and role plays</li> </ul> </li> </ul>			<b>LO 3. Provide opportunities for practices.</b> 3.1 Provide practice opportunities to the participants to achieve the components of competency. 3.2 Implement variety of methods to meet the individual needs of participants.	<b>TLE_HECCK9-12TSG-IIb-29</b>
<ul style="list-style-type: none"> <li>• Importance of evaluating programs</li> <li>• Methods of evaluating programs</li> <li>• Performance review and analysis</li> </ul>			<b>LO 4. Review training.</b> 4.1 Encourage participants to self-evaluate performance and identify areas for improvement. 4.2 Monitor participants’ readiness for assessment and provide assistance with the collection of evidence for satisfactory performance. 4.3 Evaluate training against objectives in the context of self-assessment, participant feedback, supervisor comments and measurements. 4.4 Record training details according to enterprise and legislative requirements. 4.5 Utilize results of evaluation to guide further training.	<b>TLE_HECCK9-12TSG-IIc-30</b>
<b>LESSON 10: ESTABLISHING AND CONDUCTING BUSINESS RELATIONSHIPS (ECB)</b>				
<ul style="list-style-type: none"> <li>• Types of formal agreements</li> <li>• Establishing and building business contacts</li> <li>• Conducting successful business</li> </ul>	The learner demonstrates an understanding of the concepts, theories and	The learner independently establishes and conducts business relationships.	<b>LO 1. Establish and conduct business relationships.</b> 1.1 Establish relationships to promote goodwill and trust between the enterprise	<b>TLE_HECCK9-12ECB-IIc-31</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
negotiations <ul style="list-style-type: none"> <li>• Communication skills and techniques</li> <li>• Interpersonal skills</li> </ul>	principles in establishing and conducting business relationships.		and its customers/suppliers. <ol style="list-style-type: none"> <li>1.2 Use effective communication skills and techniques to build trust and respect in business relationships.</li> <li>1.3 Identify opportunities to maintain regular contact with customers and suppliers.</li> </ol>	
<ul style="list-style-type: none"> <li>• Professional business negotiation procedures</li> <li>• Effective negotiating skills and techniques</li> <li>• Presenting a proposal/Business proposal presentation skills</li> </ul>			<b>LO 2. Conduct negotiations.</b> <ol style="list-style-type: none"> <li>2.1 Conduct negotiations in a business-like and professional manner within the relevant cultural context.</li> <li>2.2 Conduct negotiations in the context of the current enterprise marketing focus.</li> <li>2.3 Maximize benefits for all parties in the negotiation through use of established techniques.</li> <li>2.4 Incorporate feedback and input from colleagues into the negotiation.</li> <li>2.5 Communicate with the appropriate colleagues and stakeholders about the results of negotiation within the appropriate timeframes.</li> </ol>	<b>TLE_HECCK9-12ECB-IIe-32</b>
<ul style="list-style-type: none"> <li>• Importance of contracts/MOA</li> <li>• Preparing contracts/MOA</li> <li>• Legal issues in preparing contracts</li> </ul>			<b>LO 3. Make formal business agreements.</b> <ol style="list-style-type: none"> <li>3.1 Confirm agreements in writing using formal contracts and in accordance with enterprise requirements.</li> <li>3.2 Check and obtain appropriate approval of formal agreements in accordance with enterprise procedures.</li> <li>3.3 Seek advice of specialist in the development of contracts.</li> </ol>	<b>TLE_HECCK9-12ECB-IIe-33</b>
<ul style="list-style-type: none"> <li>• Legal issues in the performance of obligations in the contract</li> <li>• Building and maintaining relationships</li> </ul>			<b>LO 4. Foster and maintain business relationships.</b> <ol style="list-style-type: none"> <li>4.1 Review information needed to maintain business relationships.</li> <li>4.2 Honor agreements within the scope of individual responsibility.</li> </ol>	<b>TLE_HECCK9-12ECB-IIe-34</b>



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			4.3 Make adjustments to agreements in consultation with the customer/supplier and share information with appropriate colleagues. 4.4 Nurture relationships through regular contact.	
<b>CORE COMPETENCIES</b>				
<b>LESSON 11: PLANNING AND PREPARING FOOD FOR ALA CARTE AND BUFFETS (PAB)</b>				
<ul style="list-style-type: none"> <li>• Types of food and dishes for ala carte and buffets</li> <li>• Basic principles of nutrition</li> <li>• Principles of food &amp; beverage cost control</li> <li>• Design and layout for a la carte and buffets</li> <li>• Kinds of buffet centerpiece and decoration</li> <li>• Food safety regulations</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in planning and preparing food for ala carte and buffets.	The learner independently plans and prepares food for a la carte and buffets.	<b>LO 1. Plan a la carte and buffet items.</b> 1.1 Identify types of food and dishes for a la carte and buffet according to enterprise and/or customer requirements. 1.2 Identify basic principles of nutrition. 1.3 Calculate food cost based on budget requirements. 1.4 Plan the layout and design of buffet in accordance with the type of food, occasion and desired theme. 1.5 Identify kinds of buffet centerpiece and decoration according to enterprise procedures. 1.6 Design, organize and produce buffet centerpiece and decoration according to enterprise procedures.	<b>TLE_HECCK9-12PAB-IIIf-j-35</b>
<ul style="list-style-type: none"> <li>• Selection of hot and cold dishes</li> <li>• Aspic and gelatin preparation and presentation</li> <li>• Sauces and garnishes</li> <li>• Slicing techniques in serving meat</li> <li>• Presentation techniques for food items that make up a buffet</li> <li>• Health and hygiene regulations in serving hot and cold foods</li> <li>• Portion control</li> <li>• Desserts suitable for a la carte</li> </ul>			<b>LO 2. Prepare, produce and present foods for a la carte and buffets.</b> 2.1 Use appropriate methods of cookery to prepare hot and cold dishes for a la carte and buffets. 2.2 Glaze buffet items with aspic or gelatin preparations according to enterprise standards. 2.3 Produce sauces and garnishes suitable for a la carte and buffet food items. 2.4 Apply slicing techniques in serving meat for a la carte and buffet. 2.5 Present food items attractively and	<b>TLE_HECCK9-12PAB-IIIf-a-d-36</b>

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and buffet			tastefully to maximize appeal. 2.6 Present hot and cold foods according to health and hygiene regulations. 2.7 Minimize food wastage by applying portion control to maximize profit. 2.8 Select suitable desserts for a la carte and buffet.	
<ul style="list-style-type: none"> <li>• Proper handling of foods</li> <li>• Food danger zone</li> <li>• Inventory and stock control systems</li> <li>• Storage of foods</li> </ul>			<b>LO 3. Store a la carte and buffet items.</b> 3.1 Identify correct temperature in handling foods. (food danger zone) 3.2 Store food properly with dates to facilitate "FIFO" procedures.	<b>TLE_HECCK9-12PAB-IIIId-37</b>
<b>LESSON 12: PLANNING AND CONTROLLING MENU-BASED CATERING (PCC)</b>				
<ul style="list-style-type: none"> <li>• Menu classification according to:               <ul style="list-style-type: none"> <li>- Food items offered and priced</li> <li>- How menus are changed</li> <li>- Meal types</li> <li>- Menus to be utilized for types of menus</li> </ul> </li> <li>• Factors to consider in Menu planning</li> <li>• Enterprise policy and labor requirements on menu pricing</li> <li>• Culinary terms related to menus commonly used in the industry</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in planning and controlling menu-based catering.	The learner independently plans and controls menu-based catering based on industry standards.	<b>LO 1. Plan and prepare menus.</b> 1.1 Identify enterprise and/or customer requirements for menus. 1.2 Determine menu items according to different menu planning considerations. 1.3 Ensure compliance of costs of menu items in accordance with enterprise policy and labor requirements on menu pricing. 1.4 Prepare menus as required by the enterprise, type of cuisine or particular situation. 1.5 Write menu using terminology appropriate to: <ul style="list-style-type: none"> <li>1.5.1 Market and menu style</li> <li>1.5.2 Items description</li> </ul>	<b>TLE_HECCK9-12PCC-IIIe-g-38</b>
<ul style="list-style-type: none"> <li>• Catering control systems               <ul style="list-style-type: none"> <li>- Forms used in catering control systems</li> </ul> </li> <li>• Production scheduling</li> <li>• Quantity food production</li> <li>• Recipe yield testing</li> <li>• Cost control (recipe/menu</li> </ul>			<b>LO 2. Control menu-based catering.</b> 2.1 Use appropriate catering control systems according to enterprise requirements. 2.2 Plan production schedule giving consideration to: <ul style="list-style-type: none"> <li>2.4.1 menu constraints</li> <li>2.4.2 available equipment</li> </ul>	<b>TLE_HECCK9-12PCC-IIIg-i-39</b>

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<ul style="list-style-type: none"> <li>costing)</li> <li>• Security procedures in food production and storage</li> </ul>			<ul style="list-style-type: none"> <li>2.4.3 expertise of labor</li> <li>2.4.4 available time</li> <li>2.3 Apply portion control and effective yield testing to product utilization and optimum quality.</li> <li>2.4 Apply labor cost control considering the following: <ul style="list-style-type: none"> <li>2.4.1 roster</li> <li>2.4.2 scheduling</li> <li>2.4.3 award conditions</li> <li>2.4.4 rates</li> </ul> </li> <li>2.5 Apply security procedures in food production and storage to minimize risks of theft, damage or loss.</li> </ul>	
<ul style="list-style-type: none"> <li>• Portion sizes and control</li> <li>• Portioning tools and its usage</li> </ul>			<p><b>LO 3. Practice portion control.</b></p> <ul style="list-style-type: none"> <li>3.1 Identify correct portioning activities through: <ul style="list-style-type: none"> <li>3.1.1 volume</li> <li>3.1.2 weight</li> <li>3.1.3 count</li> </ul> </li> <li>3.2 Use correct portioning tools to determine sizes.</li> </ul>	<p><b>TLE_HECCK9-12PCC-IIIj-40</b></p>
<b>LESSON 13: ORGANIZING BULK COOKING OPERATIONS (OBC)</b>				
<ul style="list-style-type: none"> <li>• Recipe quantification</li> <li>• Factors affecting selection of food for production <ul style="list-style-type: none"> <li>- Type of food to be prepared</li> <li>- Quantity of food</li> <li>- Timeframe</li> <li>- Customer’s requirements</li> <li>- Menu type</li> <li>- Enterprise practices</li> </ul> </li> <li>• Work schedules and workflow plans</li> </ul>	<p>The learner demonstrates an understanding of the concepts and underlying principles in organizing bulk cooking operations.</p>	<p>The learner organizes bulk cooking operations based on industry standards.</p>	<p><b>LO 1. Plan kitchen operations for bulk cooking.</b></p> <ul style="list-style-type: none"> <li>1.1 Determine accurate quantities according to recipes and specifications.</li> <li>1.2 Apply the factors affecting selection of food for purchasing.</li> <li>1.3 Prepare a clear, complete and appropriate <i>mise en place</i> list.</li> <li>1.4 Design a work schedule and workflow plan to maximize teamwork and efficiency.</li> </ul>	<p><b>TLE_HECCK9-12OBC-IVa-41</b></p>

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<ul style="list-style-type: none"> <li>• Food production system</li> <li>• Equipment requirements for particular food production system</li> <li>• Safety work practices</li> </ul>			<p><b>LO 2. Organize production of bulk cooking menus.</b></p> <p>2.1 Identify food production system:</p> <p style="padding-left: 20px;">2.1.1 Fresh cook</p> <p style="padding-left: 20px;">2.1.2 Cook-chill to five-day shelf life</p> <p style="padding-left: 20px;">2.1.3 Cook-chill-extended life</p> <p style="padding-left: 20px;">2.1.4 Cook-freeze</p> <p>2.2 Organize equipment for particular sequence of dishes to enable smooth workflow and minimize delays.</p> <p>2.3 Apply quality control in all stages of preparation with focus on design/eye appeal and portion/ size.</p> <p>2.4 Apply safety work practices.</p>	<p><b>TLE_HECCK9-12OBC-IVb-42</b></p>
<ul style="list-style-type: none"> <li>• Bulk cooking system</li> <li>• Appropriate equipment for bulk cooking operations</li> </ul>			<p><b>LO 3. Select systems for bulk cooking.</b></p> <p>3.1 Select appropriate food production system for bulk cooking according to enterprise requirements.</p> <p>3.2 Identify the appropriate cooking equipment to assist production and bulk cooking operations.</p>	<p><b>TLE_HECCK9-12OBC-IVb-c-43</b></p>
<ul style="list-style-type: none"> <li>• Menu items</li> <li>• Specialty recipes</li> <li>• Methods of cooking and their effects on the nutritional value and quality of food</li> <li>• Safety in the kitchen/safe work practices</li> </ul>			<p><b>LO 4. Use preparation and cooking techniques appropriate to the bulk cooking system.</b></p> <p>4.1 Select menu items that are compatible with the type of system chosen.</p> <p>4.2 Prepare specialty recipes taking into account the types of food service system.</p> <p>4.3 Use method of cooking taking into account the effects on nutrition quality and structure.</p> <p>4.4 Apply safe work practices in the kitchen.</p>	<p><b>TLE_HECCK9-12OBC-IVc-e-44</b></p>

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<b>LESSON 14: PREPARING PATES AND TERRINES (PPT)</b>				
<ul style="list-style-type: none"> <li>• Types of pates and terrines</li> <li>• Ingredients for pates and terrine making</li> <li>• Pates and terrine preparation</li> <li>• Handling of pates and terrines</li> <li>• Machines and equipment in pates and terrine preparation</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in preparing pates and terrines.	The learner prepares pates and terrines based on industry standards.	<b>LO 1. Prepare pates and terrines.</b> 1.1 Identify types of pates and terrines. 1.2 Select appropriate ingredients for production of pates and terrines. 1.3 Prepare pates and terrines with the following: 1.3.1 Lining of moulds for pates and terrines. 1.3.2 Use binding agents and processes of basic forcemeat. 1.4 Handle correctly a range of pastries suitable for <i>pate en croute</i> to ensure high quality and attractive presentation. 1.5 Operate specialized equipment and machinery for making pates and terrines correctly and safely according to manufacturer's instructions.	<b>TLE_HECCK9-12PPT-IVf-g-45</b>
<ul style="list-style-type: none"> <li>• Decoration and presentation of pates and terrines</li> <li>• Uses of pates and terrines.</li> </ul>			<b>LO 2. Present pates and terrines.</b> 2.1 Decorate pates and terrines appropriately giving consideration to contemporary tastes, color presentation and eye appeal. 2.2 Present pates and terrines attractively for various uses namely: 2.2.1 Appetizers 2.2.2 Entrees 2.2.3 Buffets	<b>TLE_HECCK9-12PPT-IVh-i-46</b>
<ul style="list-style-type: none"> <li>• New recipes for pates and terrines</li> <li>• Recipe testing</li> </ul>			<b>LO 3. Develop new recipes.</b> 3.1 Develop recipes for pates and terrines using: 3.1.1 A range of suitable product. 3.1.2 Giving considerations to presentation.	<b>TLE_HECCK9-12PPT-IVi-j-47</b>

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			3.2 Test new recipes for pates and terrines for the following criteria: 3.2.1 Taste 3.2.2 Yield 3.2.3 Customer’s acceptance	
<b>LESSON 15: PLANNING, PREPARING AND DISPLAYING A BUFFET (PDB)</b>				
<ul style="list-style-type: none"> <li>• Buffet concepts, themes or occasions</li> <li>• Buffet plan according to customer requirements</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in planning, preparing and displaying a buffet.	The learner plans, prepares and displays a buffet based on industry practice and standards.	<b>LO 1. Plan and design a buffet.</b> 1.1 Design total concept, food items and display as required in consultation with customers and other relevant personnel. 1.2 Plan buffets according to: 1.2.1 required theme or occasion in consultation with customers and other relevant personnel 1.2.2 Appropriate range and quality of food items required by the customer 1.2.3 Price consideration or customers’ budget	<b>TLE_HECCK9-12PDB-Ia-48</b>
<ul style="list-style-type: none"> <li>• Service equipment, tools and supplies</li> <li>• Buffet decorations and centerpieces</li> <li>• Buffet set-ups</li> <li>• Buffet presentations</li> <li>• Coordination of concerned individuals</li> </ul>			<b>LO 2. Prepare for the buffet.</b> 2.1 Select appropriate service ware and linen to display food and decorations. 2.2 Organize buffet centerpiece and decoration according to enterprise’s procedures. 2.3 Arrange tables and service points so they are suitable for buffet display and service according to occasion and efficient safe customer/staff accessibility. 2.4 Organize food presentation with artistic flair and according to establishment’s standards or customer’s requirements. 2.5 Coordinate all preparations and arrangements for buffet with all concerned individuals.	<b>TLE_HECCK9-12PDB-Ib-d-49</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Selection food display</li> <li>• Techniques for attractive presentation and display of food, centerpieces and decorations</li> <li>• Types of food garnishes and accompaniments</li> <li>• Principles and practices particularly related to buffet service</li> </ul>			<p><b>LO 3. Display food items.</b></p> <p>3.1 Display food items with a sense of artistry to create customer appeal.</p> <p>3.2 Use garnishes and accompaniments to enhance taste and appeal.</p> <p>3.3 Supervise buffet service to ensure that food items are replenished and that the total display remains neat and attractive.</p>	<p><b>TLE_HECCK9-12PDB-Id-e-50</b></p>
<ul style="list-style-type: none"> <li>• Proper handling of buffet foods (e.g. temperature level)</li> <li>• Hygienic practices in food preparation and service</li> </ul>			<p><b>LO 4. Present buffet in a safe and hygienic manner.</b></p> <p>4.1 Take preventive measures to eliminate cross-contamination and food spoilage.</p> <p>4.2 Keep temperature level on food display as prescribed by legislation.</p>	<p><b>TLE_HECCK9-12PDB-Ie-51</b></p>
<b>LESSON 16: SELECTING, PREPARING AND SERVING SPECIALIZED FOOD ITEMS (SSF)</b>				
<ul style="list-style-type: none"> <li>• Kinds of specialized food items</li> <li>• Selecting specialized food items</li> <li>• Purchasing and storage procedures of specialized food items.</li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in selecting, preparing and serving specialized food items.</p>	<p>The learner selects, prepares and serves specialized food items.</p>	<p><b>LO 1. Select specialized food items.</b></p> <p>1.1 Source suitable suppliers of specialized food items.</p> <p>1.2 Select suppliers taking into consideration the quality and price of products and enterprise requirements.</p> <p>1.3 Practice appropriate purchasing and storage procedures to minimize wastage.</p>	<p><b>TLE_HECCK9-12SSF-If-52</b></p>
<ul style="list-style-type: none"> <li>• Planning menus with specialized food items</li> <li>• Menu costing of specialized food items</li> <li>• Developing new recipes using specialized food items</li> </ul>			<p><b>LO 2. Plan menus and/or promotional strategies.</b></p> <p>2.1 Plan specialized menus and menu items to meet enterprise and customer requirements and achieve appropriate balance or integration with other items.</p> <p>2.2 Develop promotional strategies to incorporate or focus on specialized food</p>	<p><b>TLE_HECCK9-12SSF-If-g-53</b></p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<p>items.</p> <p>2.3 Price menu items to achieve satisfactory profit levels and satisfy enterprise requirements.</p> <p>2.4 Consider seasonal availability when developing menus and taking into consideration the characteristics and varieties of food items.</p> <p>2.5 Create new menu items or dishes using specialized food.</p>	
<ul style="list-style-type: none"> <li>• History and significance of specialized food items</li> <li>• Preparation of specialized food items</li> <li>• Presentation of specialized food items <ul style="list-style-type: none"> <li>- Marinating, coating</li> <li>- Tenderizing</li> <li>- Hanging of poultry, and game</li> </ul> </li> <li>• Preservation of specialized food items <ul style="list-style-type: none"> <li>- Drying, salting, pickling, smoking</li> </ul> </li> </ul>			<p><b>LO 3. Prepare and present (dishes using) specialized food items.</b></p> <p>3.1 Prepare specialized food items ensuring appropriate flavor combinations, aesthetic characteristics and taste.</p> <p>3.2 Cook dishes in a variety of styles as required by the menu, enterprise, and customer.</p> <p>3.3 Present food items appropriately to maximize appeal.</p> <p>3.4 Preserve foods where appropriate, using suitable techniques.</p>	<p><b>TLE_HECCK9-12SSF-Ih-j 54</b></p>
<ul style="list-style-type: none"> <li>• Hygiene and safety practices</li> <li>• Preventive measures in preparing specialized food items</li> <li>• Storing specialized food items</li> </ul>			<p><b>LO 4. Implement hygienic and safe practices.</b></p> <p>4.1 Exercise hygiene and safety to prevent and eliminate risk in the preparation of specialized food items.</p> <p>4.2 Practice awareness of the safety measures in preparing specialized food items.</p> <p>4.3 Apply proper storage to specialized food items according to OSHS.</p>	<p><b>TLE_HECCK9-12SSF-Ij-55</b></p>



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>LESSON 17: SELECTING, PREPARING AND SERVING SPECIALTY CUISINES (SSC)</b>				
<ul style="list-style-type: none"> <li>• Types of specialized cuisines <ul style="list-style-type: none"> <li>- Specialty or ethnic</li> <li>- Classical</li> <li>- Contemporary</li> <li>- National or regional</li> <li>- Vegetarian cuisine</li> </ul> </li> <li>• Factors to consider when developing and choosing menu items for a specialized cuisine</li> <li>• Pricing specialized cuisine.</li> <li>• Decorations and setting specialized cuisines <ul style="list-style-type: none"> <li>- Furnishing and fitting</li> <li>- Color schemes</li> <li>- Lightings</li> <li>- Decorations</li> <li>- Live or music</li> <li>- Display of art work</li> </ul> </li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in selecting, preparing and serving specialty cuisines.</p>	<p>The learner independently selects, prepares and serves specialty cuisines based on industry standards.</p>	<p><b>LO 1. Plan a specialized cuisine.</b></p> <ul style="list-style-type: none"> <li>1.1 Identify types of specialized cuisines.</li> <li>1.2 Consider seasonality and general availability of ingredients when developing menus and choosing menu items.</li> <li>1.3 Price menu items to achieve satisfactory profit levels and satisfy enterprise requirements.</li> <li>1.4 Plan décor and setting according to specialized cuisine, cultural considerations and enterprise focus.</li> </ul>	<p><b>TLE_HECCK9-12SSC-IIa-c-56</b></p>
<ul style="list-style-type: none"> <li>• Menu items appropriate to cuisine styles</li> <li>• Factors to consider in selecting the right suppliers</li> <li>• Preparation and cooking techniques use in specialized cuisine</li> </ul>			<p><b>LO 2. Select and purchase food for menu items.</b></p> <ul style="list-style-type: none"> <li>2.1 Select menu items that are appropriate to the cuisine styles, taking into consideration quality, price, seasonal availability and enterprise requirements.</li> <li>2.2 Source suitable suppliers of standard and specialized food required.</li> <li>2.3 Select suppliers to quality, price and enterprise requirements.</li> <li>2.4 Minimize wastage through purchases and storage, taking into account any special requirements.</li> </ul>	<p><b>TLE_HECCK9-12SSC-IIc-e-57</b></p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Types of equipment and utensils used to produce authentic ethnic cuisines</li> <li>• Preparation methods and cooking techniques used in specialized cuisines</li> <li>• Table setting requirements according to styles of cuisine</li> </ul>			<p><b>LO 3. Select and use equipment and techniques for preparation, cooking and service.</b></p> <p>3.1 Identify specialized utensils and cooking equipment to produce authentic menu items.</p> <p>3.2 Use appropriate preparation methods and utensils according to the style and requirements of the cuisine.</p> <p>3.3 Set tables according to cuisine and enterprise requirements.</p>	<p><b>TLE_HECCK9-12SSC-IIg-58</b></p>
<ul style="list-style-type: none"> <li>• Cultural awareness of the customs, traditions and rituals involved in menu planning and other aspects of food preparation of different religious or cultural groups <ul style="list-style-type: none"> <li>- Prohibitions, sanctions and requirements related to food items including food types, combinations, origins, handling, preparation, cooking and serving</li> </ul> </li> <li>• Cultural considerations, such as combination of foods, serving sequence and choices</li> </ul>			<p><b>LO 4. Prepare, cook and serve a range of menu items.</b></p> <p>4.1 Observe cultural requirements and major issues in the preparation, cooking and service or specialized cuisines.</p> <p>4.2 Prepare appropriate accompaniments and garnishes required for specific menu items.</p> <p>4.3 Serve menu items in correct sequence using appropriate accompaniments and garnishes.</p>	<p><b>TLE_HECCK9-12SSC-IIh-j-59</b></p>
<ul style="list-style-type: none"> <li>• Hygiene and safety practices (OSHS)</li> <li>• Preventive measures in preparing specialty cuisines</li> <li>• Storing specialty cuisines</li> </ul>			<p><b>LO 5. Implement safe and hygienic practices.</b></p> <p>5.1 Identify potential hygiene and safety problems and take appropriate and preventive measures to eliminate risks in producing specialized cuisines.</p> <p>5.2 Apply proper food storage according to Occupational Safety and Health Standards (OSHS).</p>	<p><b>TLE_HECCK9-12SSC-IIj-60</b></p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>LESSON 18: MONITORING CATERING REVENUE AND COSTS (MCR)</b>				
<ul style="list-style-type: none"> <li>• Basic systems for purchasing, and ordering procedures</li> <li>• Inventory and stock control systems</li> <li>• Records keeping</li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in monitoring catering revenue and costs.	The learner independently monitors catering revenue and costs.	<b>LO 1. Establish and maintain purchasing and ordering systems.</b> 1.1 Implement appropriate basic systems for purchasing and ordering to maximize quality and minimize costs and wastage. 1.2 Update regularly the stock records systematically following operational procedures.	<b>TLE_HECCK9-12MCR-IIIa-61</b>
<ul style="list-style-type: none"> <li>• Basic accounting systems <ul style="list-style-type: none"> <li>- Preparing financial statements and balance sheet</li> </ul> </li> <li>• Forecasting and budgeting</li> </ul>			<b>LO 2. Establish and maintain a financial control system.</b> 2.1 Prepare departmental and operational income statements as per standard operational procedures. 2.2 Determine budget allocation within defined fiscal periods and adequately explain any variations.	<b>TLE_HECCK9-12MCR-IIIb-c-62</b>
<ul style="list-style-type: none"> <li>• Food production control system</li> <li>• Work flows and staff rostering</li> <li>• Sales monitoring</li> <li>• Developing sales forecasts</li> </ul>			<b>LO 3. Maintain a production control system.</b> 3.1 Maintain food control and production schedules to maximize efficiency and minimize waste. 3.2 Design work flows and staff rostering to minimize unit labor cost. 3.3 Monitor daily sales accurately to make timely adjustments to menus to reflect customer preferences.	<b>TLE_HECCK9-12MCR-IIIc-d-63</b>
<ul style="list-style-type: none"> <li>• Appropriate computer systems and business machines <ul style="list-style-type: none"> <li>- Point of sales systems such as cash registers</li> </ul> </li> </ul>			<b>LO 4. Select and utilize technology.</b> 4.1 Utilize appropriate computer systems and business machines for ease and efficiency. 4.2 Select and use appropriate software	<b>TLE_HECCK9-12MCR-IIIe-64</b>

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<ul style="list-style-type: none"> <li>- Integrated computer based systems</li> <li>- Calculators</li> <li>- Fax machines</li> <li>• Appropriate software <ul style="list-style-type: none"> <li>- Spreadsheets</li> <li>- Accounting</li> <li>- Database</li> <li>- Financial planning and tracking</li> <li>- Stock control</li> <li>- Scheduling and production</li> </ul> </li> </ul>			according to the needs of the establishment.	
<b>LESSON 19: ESTABLISHING AND MAINTAINING QUALITY CONTROL (EMQ)</b>				
<ul style="list-style-type: none"> <li>• Quality control systems in all phases of the food preparation <ul style="list-style-type: none"> <li>- ISO 9001(Quality Management System)</li> <li>- ISO 14001 (Environmental Management System)</li> <li>- HACCP</li> <li>- 5S</li> <li>- 3R's</li> </ul> </li> </ul>	The learner demonstrates an understanding of the concepts, theories and principles in establishing and maintaining quality control.	The learners independently establish and maintain quality control procedures.	<b>LO 1. Establish and implement procedures for quality control.</b> <ul style="list-style-type: none"> <li>1.1 Apply appropriate procedures to ensure the quality of menu items in: <ul style="list-style-type: none"> <li>1.1.1 Raw materials</li> <li>1.1.2 Cooking processes</li> <li>1.1.3 Portion control</li> <li>1.1.4 Presentation</li> </ul> </li> <li>1.2 Ensure products and services consistent with enterprise requirements.</li> <li>1.3 Ensure food items to match menu descriptions.</li> </ul>	<b>TLE_HECCK9-12EMQ-IIIIf-h-65</b>
<ul style="list-style-type: none"> <li>• Procedures in monitoring and solving quality related problems</li> <li>• Key areas for monitoring quality.</li> </ul>			<b>LO 2. Monitor and solve quality-related problems.</b> <ul style="list-style-type: none"> <li>2.1 Apply procedures to monitor quality including: <ul style="list-style-type: none"> <li>2.1.1 Observation</li> <li>2.1.2 Formal audits and reviews</li> <li>2.1.3 Tasting</li> <li>2.1.4 Seeking feedback</li> </ul> </li> <li>2.2 Identify and solve problems encountered related to monitoring quality control according to established standard operating procedures.</li> </ul>	<b>TLE_HECCK9-12EMQ-IIIh-j-66</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>LESSON 20: APPLYING COOK-CHILL-FREEZE PRODUCTION PROCESSES (ACF)</b>				
<ul style="list-style-type: none"> <li>• Receiving procedures</li> <li>• Storing procedures</li> <li>• Temperature specifications for the maintenance of food safety and quality in the cook-chill process</li> <li>• Freezing and storage requirements in specific relation to cook-chill-freeze</li> <li>• Return of goods/merchandize w/ discrepancy</li> </ul>	<p>The learner demonstrates an understanding of the concepts, theories and principles in applying cook-chill-freeze production processes.</p>	<p>The learner independently applies cook-chill-freeze production processes based on manufacturers' specification.</p>	<p><b>LO 1. Ensure goods received conform to the appropriate food hygiene and health standards.</b></p> <ol style="list-style-type: none"> <li>1.1 Check delivered goods to ensure correct quantities, acceptable use-by dates and temperature.</li> <li>1.2 Record temperature check results according to enterprise procedures.</li> <li>1.3 Move stock quickly to freezer storage, ensuring that freezer doors are not left open for extended periods of time.</li> <li>1.4 Check freezer temperatures daily, according to enterprise procedures.</li> <li>1.5 Rotate stock on a "first in-first out" basis to ensure consumption by use-by dates and avoid wastage.</li> <li>1.6 Report breaches of established enterprise standards and procedures concerning receipt of goods, temperature checks, and stock quality following required enterprise procedures.</li> </ol>	<p><b>TLE_HECCK9-12ACF-IVa-b-67</b></p>
<ul style="list-style-type: none"> <li>• Process of checking food items</li> <li>• Temperatures for cooking</li> <li>• HACCP</li> <li>• Food-borne illnesses and contamination</li> <li>• Food packaging</li> <li>• Safe food handling</li> </ul>			<p><b>LO 2. Prepare and cook food to meet industry safety standards.</b></p> <ol style="list-style-type: none"> <li>2.1 Check raw food and ingredients for potential deterioration prior to preparation.</li> <li>2.2 Cook food to specified internal temperatures.</li> <li>2.3 Keep microbiological and chemical changes within safe tolerances.</li> <li>2.4 Maintain quality of food at the optimum level in terms of taste and appearance.</li> <li>2.5 Portion and pack food portioned following required procedures and using correct containers for freezing where necessary.</li> </ol>	<p><b>TLE_HECCK9-12ACF-IVb-c-68</b></p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>Blast chilling</li> <li>Water-bath chilling</li> <li>Cook-chill systems and procedures</li> </ul>			<b>LO 3. Chill cooked food.</b> 3.1 Meet time and temperature standards for blast and water-bath chilling. 3.2 Maintain food quality throughout the chilling process.	<b>TLE_HECCK9-12ACF-IVc-d-69</b>
<ul style="list-style-type: none"> <li>Freezing foods procedures</li> <li>Food safe storage</li> </ul>			<b>LO 4. Freeze cooked food.</b> 4.1 Freeze food in accordance with appropriate food safety standards. 4.2 Freeze food in batches, in accordance with enterprise procedures, allowing each freezing cycle to be completed.	<b>TLE_HECCK9-12ACF-IVd-e-70</b>
<ul style="list-style-type: none"> <li>Types of cooked food containers</li> <li>Factors to consider in labeling</li> <li>Cooked food storing procedures</li> <li>Efficient use of refrigerated storages</li> </ul>			<b>LO 5. Store cooked food under refrigeration.</b> 5.1 Select appropriate containers for storage. 5.2 Ensure correct and clear labeling. 5.3 Meet time and temperature standards for storage. 5.4 Place food items in appropriate storage once the cook-chill or freezing cycle is complete. 5.5 Maintain correct storage temperatures. 5.6 Record storage temperatures accurately.	<b>TLE_HECCK9-12ACF-IVe-f-71</b>
<ul style="list-style-type: none"> <li>Proper handling and holding cook-chill/frozen food items for distribution</li> </ul>			<b>LO 6. Distribute cook-chill/frozen products.</b> 6.1 Transport necessary food from production kitchen to outlets by refrigerated or insulated containers. 6.2 Maintain safe handling of food throughout the distribution cycle. 6.3 Check and record temperature levels at dispatching and receiving.	<b>TLE_HECCK9-12ACF-IVg-72</b>
<ul style="list-style-type: none"> <li>Methods of thawing frozen foods</li> </ul>			<b>LO 7. Prepare frozen food for reheating.</b> 7.1 Remove required food item from the freezer and use appropriate methods for thawing in accordance with enterprise	<b>TLE_HECCK9-12ACF-IVg-h-73</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			procedures and food safety requirements. 7.2 Space trays to permit air circulation. 7.3 Thaw product to 0-4°C within 24 hours. 7.4 Transport food safely to the point of production and service, and maintain correct temperatures.	
<ul style="list-style-type: none"> <li>• Re-thermalization or reheating procedures               <ul style="list-style-type: none"> <li>- Low heat convection</li> <li>- Infrared radiation</li> <li>- Microwave</li> <li>- Water bath</li> <li>- Kettle</li> <li>- Combination convection ovens</li> </ul> </li> <li>• Re-heating procedures in accordance with manufacturers recommendations</li> </ul>			<b>LO 8. Re-thermalize (reheat) food products.</b> 8.1 Pre-heat oven to required temperature in accordance with enterprise procedures and food safety standards. 8.2 Prepare appropriate food product for reheating. 8.3 Space re-heating containers to allow air flow. 8.4 Follow re-thermalization or re-heating procedures in accordance with manufacturer’s recommendations, oven type, loading procedures and other established procedures of the enterprise. 8.5 Check and record product temperature in accordance with enterprise procedures. 8.6 Clean thermometers between temperature checks of each food item. 8.7 Reheat fully frozen food required in emergencies, in accordance with enterprise procedures and food safety standards.	<b>TLE_HECCK9-12ACF-IVh-i-74</b>
<ul style="list-style-type: none"> <li>• Factors to consider in serving re-heated food               <ul style="list-style-type: none"> <li>- Handling and holding food for service</li> <li>- Food safety procedures</li> </ul> </li> </ul>			<b>LO 9. Maintain and serve reheated food.</b> 9.1 Transfer re-heated food safely to heated <i>bain-marie</i> . 9.2 Maintain food temperature at 70°C. 9.3 Minimize warm holdings. 9.4 Follow portion control serving procedures of the enterprise. 9.5 Serve food items at temperatures which comply with food safety standards, enterprise policy and client preferences.	<b>TLE_HECCK9-12ACF-IVj-75</b>

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RESOURCES			METHODOLOGIES	ASSESSMENT METHODS	
EQUIPMENT/TOOLS	SUPPLIES				
<ul style="list-style-type: none"> <li>• Freezer</li> <li>• Refrigerator</li> <li>• 4- burner gas range w/ oven</li> <li>• Stock fat burner</li> <li>• Deep fat fryer</li> <li>• Microwave oven</li> <li>• Exhaust hood</li> <li>• Blender machine</li> <li>• Pressure cooker</li> <li>• Meat slicer</li> <li>• Meat grinder</li> <li>• Meat chopper</li> <li>• Food mill</li> <li>• Weighing scale (kilos)</li> <li>• Weighing scale (grams)</li> <li>• Food processor</li> <li>• Salamander/griller</li> <li>• Preparation table w/ sink</li> <li>• Preparation table</li> <li>• Utility shelves</li> <li>• Stainless steel rack</li> <li>• Utility cart</li> <li>• Condiment cabinet</li> <li>• Mop squeezer</li> <li>• Floor mops</li> <li>• Broom</li> <li>• Dust pan</li> <li>• Garbage bins</li> <li>• Soap dispenser</li> <li>• Paper towel dispenser</li> <li>• First aid kit</li> <li>• Fire extinguisher</li> <li>• Fire alarm</li> <li>• Fire sprayer</li> <li>• Paring knife</li> <li>• Bread knife</li> </ul>	<ul style="list-style-type: none"> <li>• Can opener</li> <li>• Kitchen scissors</li> <li>• Soup ladle (s.m.l)</li> <li>• Kitchen spoon</li> <li>• Kitchen spoon slotted</li> <li>• Kitchen fork</li> <li>• Kitchen fork slotted</li> <li>• Carving fork</li> <li>• Pocket pin thermometer</li> <li>• Peelers</li> <li>• Tenderizer</li> <li>• Skimmer (fine)</li> <li>• Wire skimmer</li> <li>• Skimmers spider</li> <li>• Strainer (s,m,l, heavy duty)</li> <li>• Sieve</li> <li>• Food tongs</li> <li>• Turner</li> <li>• Spatula</li> <li>• Wooden spoon</li> <li>• Parisienne spoon</li> <li>• Zester</li> <li>• Piping bag</li> <li>• Pastry tubes</li> <li>• Chinois</li> <li>• Funnel (s.m.l)</li> <li>• Measuring spoon</li> <li>• Measuring cups</li> <li>• Ice cream scooper</li> <li>• Cheese cloth</li> <li>• Serving spoon serving fork</li> <li>• Textbooks and other references</li> <li>• Recipe Books</li> <li>• Handouts/Modules</li> <li>• Equipment Manuals</li> <li>• Projector</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on activities</li> <li>• Video Viewing</li> <li>• Slideshow Presentation</li> <li>• Case Studies</li> <li>• Immersion</li> <li>• On site visit</li> <li>• On-job-training</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Direct Observation</li> <li>• Food tasting</li> <li>• Performance test</li> </ul>	



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**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK**  
**HOME ECONOMICS - COMMERCIAL COOKING NC III**  
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Filleting knife</li> <li>• Carving knife</li> <li>• Chef's knife</li> <li>• Boning Knife</li> <li>• Oysters knife</li> <li>• Cleaver</li> <li>• Butcher knife</li> <li>• Sauce pans w/ handle (s,m,l)</li> <li>• Sautéing pan (s,m,l,heavy duty)</li> <li>• Braising pan (s,m,l)</li> <li>• Stock pots (s.m.l)</li> <li>• Frying pans (s,m,l)</li> <li>• Colander (s,m,l)</li> <li>• Cutting board</li> <li>• Fish poacher</li> <li>• Casserole (s,m,l,heavy duty)</li> <li>• Woks (s,m,l)</li> <li>• Double boiler (s,m,l)</li> <li>• Paellara</li> <li>• Glass rack</li> <li>• Soup rack</li> <li>• Plate rack</li> <li>• Baking tray (s.m.l)</li> <li>• Utility tray (stainless)</li> <li>• Roasting tray</li> <li>• Mixing bowls (stainless, all sizes)</li> <li>• Apple corer</li> <li>• Wire whisk (s,m,l, heavy duty)</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, desktop</li> <li>• Speaker</li> <li>• CD's/DVD's</li> <li>• Marker</li> <li>• Pencil</li> <li>• Bond paper</li> <li>• Beef</li> <li>• Pork</li> <li>• Lamb</li> <li>• Chicken</li> <li>• Duck</li> <li>• Turkey</li> <li>• Pigeon, etc.</li> <li>• Fish</li> <li>• Shellfish</li> <li>• Vegetables</li> <li>• Fruits</li> <li>• Dairy products</li> <li>• Processed foods</li> <li>• Sauces</li> <li>• Spices</li> <li>• Seasoning</li> <li>• Canned fruits</li> <li>• Canned vegetables</li> <li>• Noodles/pasta</li> <li>• Rice</li> <li>• Flour</li> <li>• Cornstarch</li> <li>• Sugar</li> <li>• Beans</li> </ul>			

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**GLOSSARY**

1. Barbecue - a cooking method involving grilling food over a wood or charcoal fire. Usually some sort of rub, marinade, or sauce is brushed on the item before or during cooking.
2. Blanch - to cook an item briefly in boiling water or hot fat before finishing or storing it.
3. Boil - a cooking method in which items are immersed in liquid at or above the boiling point (212°F/100°C).
4. Braise - a cooking method in which the main item, usually meat, is seared in fat, then simmered in stock to another liquid in a covered vessel.
5. Broil - a cooking method in which items are cooked by a radiant heat source placed above the food, usually in a broiler or *salamander*.
6. Butcher - a person responsible for cutting up meats, poultry and occasionally fish.
7. Chafing dish - a metal dish with a heating unit (flame or electric) used to keep foods warm and to cook foods at tableside or during buffet service.
8. Chop - to cut into pieces of roughly the same size. Also, a small cut of meat including part of the rib
9. Combination method - a cooking method that involves the application of both moist and dry heat to the main item (for example, braising or stewing)
10. Cure - to preserve food by salting, smoking and or drying
11. Deep fry - a cooking method in which foods are cooked by immersion in hot fat; deep-fried foods are often coated with bread crumbs or batter before being cooked
12. Dice - to cut ingredients into small cubes (1/4 inches for small, 1/3 for medium, 3/4 inch for large)
13. Fillet - a boneless cut of meat, fish or poultry
14. Garnish - an edible decoration of accompaniment to a dish
15. Gratine - browned in an oven or under a salamander. Gratine can also refer to a forcemeat in which some portion of the dominant meat is sautéed and cooled before grinding.
16. Grill - a cooking technique in which foods are cooked by a radiant heat source placed below the food. Also, the piece of equipment on which grilling is done.
17. Instant reading thermometer - a thermometer used to measure the internal temperature of foods. The stem is inserted into the food, producing an instant temperature read out.
18. Marinade - an apparel used in cooking to flavor and moisten foods. It may be liquid or dry. Liquid marinades are usually based on acidic ingredients, such as wine or vinegar; dry marinades are usually salt-based.
19. Microwave - a method of heat transfer in which electro-magnetic waves generated by a device called a magnetron penetrate food and cause the water molecules in it to oscillate.
20. Mince - to chop into very small pieces
21. *Mise-en-place* - "Put in place". The preparation and assembly of ingredients, pans, utensils and plates or serving pieces needed for a particular dish or service period
22. Pan broil - a cooking method similar to dry sautéing that simulates broiling by cooking an item in a hot pan with little or no fat.
23. Panfry - a cooking method in which items are cooked in deep fat in a skillet over medium heat; this generally involves more fat than sautéing or stir-frying but less than deep-frying.
24. Pasta - noodles made from a dough of flour (often semolina), water and/or eggs. This dough is kneaded, rolled and cut or extruded, then cooked by boiling
25. Poach - a method in which items are cooked gently in simmering liquid

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- 26. Pressure steamer
  - a machine that steams food by heating water under pressure in a sealed compartment, allowing the steam to reach higher-than-boiling temperature (212°F/100°C). The food is placed in a sealer chamber that cannot be opened until the pressure has released and the steam properly vented from the chamber.
- 27. Roast
  - a dry heat cooking method in which items are cooked in an oven or on a spit over a fire
- 28. Sauté
  - a cooking method in which items are cooked quickly in a small amount of fat in a pan on the range top.
- 29. Simmer
  - to maintain the temperature of a liquid just below boiling. Also, a cooking method in which items are cooked in a simmering liquid.
- 30. Smoking
  - any of several methods for preserving and flavor foods by exposing them to smoke. Methods include cold-smoking (in which smoked items are not fully cooked), hot-smoking (in which the items are cooked), and smoke-roasting.
- 31. Steaming
  - a cooking method in which items are cooked in a vapor by boiling water or other liquids.
- 32. Stew
  - a cooking method nearly identical to braising but generally involving smaller pieces of meat and hence a shorter cooking time. Stewed items also may be blanched, rather than seared, to give the finished product a pale color. Also a dish prepared by using the stewing method.
- 33. Stir fry
  - a cooking method similar to sautéing in which items are cooked over high heat, using little fat. Usually this is done in a wok and the food is kept moving constantly.
- 34. Portion control
  - the understanding of how much the serving size of food is and the amount of calories or how much food energy a serving contains.
- 35. Legislation
  - a law which has been promulgated (or "enacted") by a legislature or other governing body. Legislation can have many purposes: to regulate, to authorize, to prescribe, to sanction, to grant, to declare or to restrict.

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**CODE BOOK LEGEND**

Sample: **TLE\_HECK9-12LWC-IIa-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/Subject or Specialization	Technology and Livelihood Education_Home Economics Commercial Cooking	<b>TLE_HE CCK9-12</b>
	Grade Level	9/10/11/12	
<b>Uppercase Letter/s</b>	Domain/ Content/ Component/ Topic	Leading Workplace Communication	<b>LWC</b>
			<b>-</b>
<b>Roman Numeral</b> <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lower case letter/s</b> <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	<b>a</b>
			<b>-</b>
<b>Arabic Number</b>	Competency	Communication information about workplace processes.	<b>1</b>

DOMAIN / COMPONENT	CODE
Leading Workplace Communication	LWC
Leading Small Teams	LST
Developing and Practicing Negotiation Skills	DPN
Solving Problems Related to Work Activities	SPW
Using Mathematical Concepts and Techniques	UMC
Using Relevant Technologies	URT
Developing Roster Staff	DRS
Controlling and Ordering Stock	COS
Training Small Groups	TSG
Establishing and Conducting Business Relationships	ECB
Planning and Preparing Food for Ala Carte and Buffets	PAB
Planning and Controlling Menu-based Catering	PCC
Organizing Bulk Cooking Operations	OBC
Preparing Pates and Terrines	PPT
Planning, Preparing and Displaying a Buffet	PDB
Selecting, Preparing and Serving Specialized Food Items	SSF
Selecting, Preparing and Serving Specialty Cuisines	SSC
Monitoring Catering Revenue and Costs	MCR
Establishing and Maintaining Quality Control	EMQ
Applying Cook-Chill-Freeze Production Processes	ACF

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.

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

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

\* 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 Commercial Cooking NC III*. Taguig City, Philippines: TESDA, 2007.