

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
HOME ECONOMICS – FOOD AND BEVERAGE SERVICES (NC II)
(160 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 | |

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INDUSTRIAL ARTS

| | 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) |

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INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

| | 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) |

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(160 hours)

Course Description:

This curriculum guide on **Food and Beverage Services** leads to National Certificate Level II (NC II). This course is designed for a high school student to develop knowledge, skills, and attitude to perform the tasks required. It covers the core competencies of (1) prepare dining room/restaurant area for service; (2) welcome guests and take food and beverage orders; (3) promote food and beverage products; (4) provide food and beverage services to guest; (5) provide room service; and (6) receive and handle guest concerns. The preliminaries of this specialization course include the following: (1) core concepts in food and beverage services, (2) the relevance of the course, and (3) exploration of career opportunities as a Food Attendant or Chef de rang.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|--|--|---|---------------------------------|
| <p>Introduction</p> <ol style="list-style-type: none"> 1. Core concepts in food and beverage services 2. Relevance of the course 3. Career opportunities | <p>The learner demonstrates understanding of the basic concepts, and underlying theories in food and beverage services</p> | <ol style="list-style-type: none"> 1. The learner independently demonstrates competencies in food and beverage services as prescribed in the TESDA Training Regulations. 2. The learner demonstrates knowledge and skills in food and beverage service related to its concepts, job opportunities, future career preparation, and market demand. | <ol style="list-style-type: none"> 1. Explain core concepts in food and beverage services 2. Discuss the relevance of the course 3. Understand the significance of food and beverage service in today's market job demands 4. Explore on opportunities 5. Recognize food and beverage service opportunities for other related future careers | |
| PERSONAL ENTREPRENEURIAL COMPETENCIES (PECs) | | | | |
| <ol style="list-style-type: none"> 1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis PECs of a practicing entrepreneur/employee <ol style="list-style-type: none"> 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs compared to those of a practitioner 3. Align one's PECs based on the results of the assessment | <p>The learners demonstrate an understanding of one's PECs in food and beverage services</p> | <p>The learners shall be able to prepare an activity plan that aligns with the PECS of a practitioner/entrepreneur in food and beverage services</p> | <p>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECs) needed in food and beverage services</p> <ol style="list-style-type: none"> 1.1 Compare one's PECs with those of a practitioner/entrepreneur 1.2 Align one's PECs with those of a practitioner/entrepreneur 1.3 Assess one's PECs 1.4 Assess practitioner's PECs | <p>TLE_PECs7-12-00-1</p> |

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|--|---|---|--|--------------------------|
| 1. Strengthening and developing further one's PECs | The learners demonstrate an understanding of one's PECs in food and beverage services | The learners shall be able to create a plan of action that strengthens/develops one's PECs in food and beverage services | LO 2. Develop and strengthen personal competencies and skills (PECs) needed in food and beverage services 2.1 Identify areas for improvement, development and growth 2.2 Align one's PECs according to his/her business/career choice 2.3 Create a plan of action that ensures success of his/her business/career choice | TLE_PECs7-12-00-2 |
| ENVIRONMENT AND MARKET (EM) | | | | |
| Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 3. Products & services available in the market | The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of food and beverage services, particularly in one's town/municipality | The learners shall be able to create a business vicinity map reflective of the potential food and beverage services market in the locality/town | LO 1. Recognize and understand the market in food and beverage services 1.1 Identify the players/competitors within the town 1.2 Identify the different products/services available in the market | TLE_EM7-12-00-1 |
| Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey | | | LO 2. Recognize the potential customer/ market in food and beverage services 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.3 Conduct consumer/market analysis | TLE_EM7-12-00-2 |

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| <ol style="list-style-type: none"> 1. Generating business ideas <ol style="list-style-type: none"> 1.1 Key concepts in generating business ideas 1.2 Knowledge, skills, passions, and interests 1.3 New applications 1.4 Irritants 1.5 Striking ideas (new concepts) 1.6 Serendipity Walk | | | <p>LO 3. Create new business ideas in food and beverage services by using various techniques</p> <ol style="list-style-type: none"> 3.1 Explore ways of generating business ideas from ones' own characteristics/attributes 3.2 Generate business ideas using product innovation from irritants, trends, and emerging needs 3.3 Generate business ideas using Serendipity Walk | TLE_EM7-12-00-3 |
| <ol style="list-style-type: none"> 1. Product development 2. Key concepts in developing a product 3. Finding Value 4. Innovation <ol style="list-style-type: none"> 4.1 Unique Selling Proposition (USP) | <p>The learners demonstrate an understanding of concepts of environment and market and how they relate to food and beverage services, particularly in one's town/municipality</p> | <p>The learners shall be able to create a business vicinity map reflective of the potential food and beverage services market within the locality/town</p> | <p>LO 4. Develop a product/service in food and beverage services</p> <ol style="list-style-type: none"> 4.1 Identify what is of "value" to the customer 4.2 Identify the customer 4.3 Explain what makes a product unique and competitive 4.4 Apply creativity and innovative techniques to develop marketable product 4.5 Employ a USP to the product/service | TLE_EM7-12-00-4 |

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| 1. Selecting business idea 2. Key concepts in selecting a business idea 2.1 Criteria 2.2 Techniques | | | LO 5. Select a business idea based on the criteria and techniques set 5.1 Enumerate various criteria and steps in selecting a business idea 5.2 Apply the criteria/steps in selecting a viable business idea 5.3 Determine a business idea based on the criteria/techniques set | TLE_EM7-12-00-5 |
| Branding | | | LO 6. Develop a brand for the product 6.1 Identify the benefits of having a good brand 6.2 Enumerate recognizable brands in the town/province 6.3 Enumerate criteria for developing a brand 6.4 Generate a clear appeal | TLE_EM7-12-00-6 |
| Quarter I | | | | |
| LESSON 1: PREPARE THE DINING ROOM/RESTAURANT AREA FOR SERVICE (AS) | | | | |
| 1. Food Service Operations 2. Reservation Process 3. Telephone Ethics | The learner demonstrates understanding of concepts, and principles in preparing the dining room/restaurant area for service. | The learner: 1. independently prepares the dining room/restaurant area for service 2. demonstrate knowledge and skills of food and beverage service in relation to taking table reservations | LO 1. Take table reservations 1.1 Answer inquiries promptly, clearly and accurately 1.2 Ask pertinent questions to complete the details of the reservations 1.3 Record reservation data on forms accurately based on establishment's standards | TLE_HEFBS9-12AS-Ia-b-1 |

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| | | | 1.4 Repeat and confirm details of the reservations with the customer 1.5 Provide additional information about the food service establishments | |
| 4. Preparation of service equipment/utensils and supplies 5. Basic Types of Tableware a. Dinnerware/ chinaware b. Beverage ware/ glassware c. Silverware/cutlery 6. Station Mise-en-place 7. Cleanliness and condition of equipment/utensils, furniture and supplies 8. Legislation on OH & S and food hygiene | | The learner: 1. demonstrates knowledge and skills in food and beverage service related to the preparation of service station and equipment 3. perform hygiene and sanitation in food and beverage handling | LO 2. Prepare Service Stations and Equipment 2.1 Stock supplies necessary for service 2.2 Clean, wipe and put tableware and dining room equipment in their proper places 2.3 Check the cleanliness and condition of all tables, tableware and dining room equipment 2.4 Fill water pitchers and ice buckets 2.5 Refill condiments and sauce bottles and wipe, clean and dry the necks and tops of the bottles 2.6 Promote special tent cards and similar special displays 2.7 Check equipment and prepare for service 2.8 Apply food hygiene and Occupational Health & Safety measures | TLE_HEFBS9-12AS-Ic-d-2 |
| 9. General Rules in Laying Covers/Table Set-Up 10. Different Napkin Folding Styles 11. Table Skirting Styles | | The learner demonstrates knowledge and skills in food and beverage service related to table setting, table skirting, and napkin folding in accordance with the proper procedures and guidelines | LO 3. Set-Up tables in the dining area 3.1 Set table according to the standards of the food service establishment 3.2 Set covers correctly according to the predetermined menu | TLE_HEFBS9-12AS-Ie-f-3 |

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| | | | 3.3 Wipe and polish tableware and glassware before they are set up on the table 3.4 Fold properly and laid cloth napkins on the table appropriately according to napkins folding style 3.5 Skirt properly buffet or display tables taking into account symmetry, balance and harmony in size and design | |
| 12. Banquet Set-Up Styles | | The learner: 1. demonstrates knowledge and skills in food and beverage service related to setting the mood/ambiance of the dining area 2. demonstrates skills in the selection of appropriate type or style of table setting with character, and right color combinations for aesthetic considerations | LO 4. Set the mood/ambiance of the dining area 4.1 Adjust light according to time of the day 4.2 Arrange tables, chairs and other dining room furniture to ensure comfort and convenience of the guest 4.3 Play appropriate music when applicable 4.4 Clean and dry floors/carpets 4.5 Adjust air conditions or cooling units for the comfort of the guest 4.6 Set up decorations according to theme or concept of the dining room | TLE_HEFBS9-12AS-Ig-h-4 |
| Quarter II | | | | |
| LESSON 2: WELCOME GUESTS AND TAKE FOOD AND BEVERAGE ORDERS (GO) | | | | |
| 13. Sequence of Food Service 14. Welcoming and Greeting Guests Procedure | The learner demonstrate understanding of concepts and principles in welcoming guests and taking food and beverage orders | The learner: 1. demonstrates the proper way of receiving customers 2. manifest prompt awareness to customers’ needs in terms of advanced service reservations, | LO 1. Welcome and Greet Guests 1.1 Acknowledge guests as soon as they arrive 1.2 Greet guests with an appropriate welcome | TLE_HEFBS9-12GO-IIa-b-1 |

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| | | and respond positively to the workable terms and conditions as requested | 1.3 Check details of reservations based on established standard policy | |
| 15. Procedure and rationale in seating the guests | | The learner: 1. demonstrate knowledge and skills in food and beverage service in relation to seating the guests 2. Communicate needs of customers to the service area with accuracy | LO 2. Seat the Guests 2.1 Escort and seat guests according to table allocations 2.2 Utilize tables according to the number of party 2.3 Seat guests evenly among stations to control the traffic flow of guests in the dining room 2.4 Open cloth napkins for the guests when applicable 2.5 Serve water when applicable according to the standards of the food service facility | TLE_HEFBS9-12GO-IIc-d-2 |
| 16. Order Taking Procedures 17. Basic Menu Types 18. Select appropriate tableware and cutlery for the chosen menu | | The learner: 1. demonstrates knowledge and skills in food and beverage service related to taking food and beverage orders 2. Practice skills in responding to customers' needs in terms of taking down correct menus, and special food preparations as requested. 3. Respond effectively and efficiently to customers' special requests' that are within the bounds of the service guidelines of the establishment. | LO 3. Take Food and Beverage Orders 3.1 Present menu to customers, take orders completely, and take note of the special requests 3.2 Repeat back orders to the guests to confirm items 3.3 Provide and adjust tableware and cutlery appropriate for the menu choices in accordance with established procedures | TLE_HEFBS9-12GO-IIe-f-3 |
| 19. Workflow structures within food and beverage service location | | The learner: 1. demonstrates knowledge and skills in food and beverage service in relation to attending / | LO 4. Liaise between kitchen and dining areas 4.1 Place and send orders to the kitchen promptly | TLE_HEFBS9-12GO-IIg-h-4 |

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| 20. Product and Service Knowledge 21. Communication and interpersonal skills 22. Tray and plate carrying techniques 23. Duties and responsibilities of food service team | | monitoring kitchen and dining service points 2. Prepares schedule of menus to be served 3. Perform strictly the sanitation and hygiene practices in dealing with guests, and in responding to their food and beverage service needs | 4.2 Check quality of food in accordance with established standard 4.3 Check tableware for chips, marks, cleanliness, spills, and drips 4.4 Carry out plates and/or trays safely 4.5 Advise promptly colleagues regarding readiness of items for service 4.6 Relay information about special requests, dietary or cultural requirements accurately to kitchen where appropriate 4.7 Observe work technology according to establishment standard policy and procedure | |
| Quarter III LESSON 3: PROMOTE FOOD AND BEVERAGE PRODUCTS (PP) | | | | |
| 24. Past and Current Trends in Food and Beverage 25. Types of Menus 26. Types of food and beverages a. Special dietary requirements b. Special cultural needs 27. Food Allergens | The learner demonstrates understanding on promoting food and beverage products. | The learner demonstrates knowledge and skills on how to promote food and beverage products: 1. Update oneself on the current food menus, and service trends 2. Identify possible food sources based on acceptable cultural norms and wants 3. Demonstrate appreciation for new trends in food and beverage service | LO 1. Know the Product 1.1 Master the names of past and current trends of dishes in the menu 1.2 Know different types of sauces and accompaniments 1.3 Know common food allergens to prevent serious health consequences 1.4 Study the special dietary requirements and cultural needs of food and beverage products | TLE_HEFBS9-12PP-IIIa-1 |

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|---|------------------|---|--|-------------------------------|
| 28. Suggestive Selling Techniques and Procedure 29. Basic communication skills 30. Food and Beverage Pairing Techniques | | 4. Demonstrate skills in responding to cultural food needs with variety and quality 5. Respond efficiently to customers' query on foods and drinks with courtesy 6. Demonstrates appreciation for new trends in food and beverage service | LO 2. Undertake Suggestive Selling 2.1 Provide information with clear explanations and descriptions about the food items 2.2 Offer items on specials or promos to assist guests with food and beverage selections 2.3 Suggest name of specific menu items to guests to help them make the choice and know what they want 2.4 Recommend standard food and beverage pairings 2.5 Provide several choices or options to guest 2.6 Use descriptive words while explaining the dishes to make it more tempting and appetizing 2.7 Carry out suggestive selling discreetly so as not to be too pushy or too aggressive | TLE_HEFBS9-12PP-IIIb-2 |
| 31. Upselling Techniques | | The learner demonstrates knowledge and skills in food and beverage service related to carrying out upselling strategies | LO 3. Carry out Upselling Strategies 3.1 Suggest slow moving but highly profitable items to increase guest check 3.2 Offer second servings of ordered items 3.3 Mention food portion or size for possible adjustments with the orders 3.4 Recommend new items to regular customers to encourage them to try other items in the menu | TLE_HEFBS9-12PP-IIIc-3 |

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|---|---|--|--|--------------------------------|
| LESSON 4: PROVIDE FOOD AND BEVERAGE SERVICES TO GUESTS (SG) | | | | |
| 32. Principles in Food and Beverage Service 33. Different Food Service Styles 34. Sequence of table Service 35. Techniques in Carrying plates and ashtrays | The learner demonstrates understanding of concepts and principles in providing food and beverage services to guests in various types of dining venues and diverse styles of service | The learner: 1. demonstrates knowledge and skills on the proper way of giving food and beverage services to guests 2. Prepare schedules of menus to be served 3. Perform strictly the sanitation and hygiene practices in dealing with guests, and in responding to their food and beverage service needs | LO 1. Serve Food Orders 1.1 Serve food selections promptly from service areas 1.2 Check food orders for presentation and appropriate garnish and accompaniments 1.3 Serve food orders to the guests 1.4 Serve food orders and clear with minimal disturbance to other guests and in accordance to hygienic requirements 1.5 Serve food orders in accordance with the enterprise serving style standards 1.6 Mention the name of the dish or order upon serving the guests 1.7 Monitor sequence of service and meal delivery in accordance with enterprise procedures | TLE_HEFBS9-12SG-IIIId-4 |
| 36. Handling Guests with Special Needs | | The learner: 1. demonstrates the skills in proper food and beverage selection in handling guests with special needs 2. demonstrates skills in responding to cultural food needs with variety and quality 3. Respond efficiently to customers' query on food and drinks with courtesy. | LO 2. Assist the Diners 2.1 Attend to anticipated additional request or needs of the guest 2.2 Offer and serve additional food and beverage at the appropriate time 2.3 Provide necessary condiments and appropriate tableware based on the food order 2.4 Recognize and follow up delays or deficiencies in service promptly based on enterprise policy 2.5 Conduct "3-minute check" for guest's satisfaction | TLE_HEFBS9-12SG-IIIId-5 |

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HOME ECONOMICS – FOOD AND BEVERAGE SERVICES (NC II)
(160 hours)

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|------------------|---|---|----------------------------------|
| | | | 2.6 Treat children and guest with special needs with extra attention and care | |
| 37. Banquet Service 38. Carrying Plates and Trays Procedures 39. Food Safety Principles | | The learners: 1. demonstrates skills in the different type or style of table setting with character, and right color combinations for aesthetic considerations 2. responds effectively and efficiently to customers' special requests' that are within the bounds of the service guidelines of the establishment 3. demonstrates wholesome personality in receiving customers 4. shows prompt attention to customers' needs in terms of advanced service reservations | LO 3. Perform Banquet or Catering Food Service 3.1 Prepare and check service ware for completeness ahead of time 3.2 Set-up tables and chairs in accordance with the event requirements 3.3 Serve food according to general service principles 3.4 Handle food based on food safety procedures 3.5 Ensure coordinated service of meal courses 3.6 Keep assigned areas clean in accordance with enterprise procedure 3.7 Clear tables and bring soiled dishes for dishwashing after the event or function 3.8 List and monitor number of guest being served | TLE_HEFBS9-12SG-IIIe-6 |
| 40. Knowledge on different Wines and its services 41. Procedure in presenting and opening wines and Beverage Service | | The learner: 1. Show competence in making schedules of beverages to be prepared and served 2. demonstrates skills in serving beverage orders 3. Communicates needs of customers to the service area with accuracy 4. Follow strictly the sanitation and hygiene practices in dealing with | LO 4. Serve Beverage Orders 4.1 Pick-up beverage orders promptly from the bar 4.2 Check beverage orders for presentation and appropriate garnishes 4.3 Serve beverages at appropriate times during the meal 4.4 Serve beverages efficiently according to established standards of service | TLE_HEFBS9-12SG-IIIif-g-7 |

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(160 hours)

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|------------------|---|---|-------------------------------|
| | | guests, and in responding to their beverage service needs | 4.5 Serve beverages at the right temperature 4.6 Open full bottle wine orders efficiently with minimal disturbance to other guests 4.7 Carry out coffee and/or tea service in accordance with establishment procedures | |
| 42. Procedure in Settling bill | | The learner performs the billing payment procedure with accuracy and efficiency | LO 5. Process Payments and Receipts 5.1 Prepare and process bills accurately in coordination with the cashier 5.2 Verify amount due with the customer 5.3 Accept cash and non-cash payments and issue receipts 5.4 Give required change 5.5 Complete required documents in accordance with enterprise policy | TLE_HEFBS9-12SG-IIIh-8 |
| 43. Bidding Goodbye to Customers 44. Clearing of Table Techniques | | The learner: 1. discusses positively with colleagues on some matters with reference to improvements in the kitchen shop organization, including equipment and furniture keeping after dining operation hours 2. Shows skills in table setting appropriately in accordance with establishment standard procedure | LO 6. Conclude Food Service and Close Down Dining Area 6.1 Remove soiled dishes when guest have finished their meal 6.2 Handle food scraps in accordance with hygiene regulations and enterprise procedures 6.3 Clean and store equipment in accordance with hygiene regulations and enterprise procedures 6.4 Clear and reset tables and make ready for the next setting when | TLE_HEFBS9-12SG-IIIi-9 |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|---|--|--|--------------------------------|
| | | | guests are finished with the meal 6.5 Thank and give warm farewell to the guests 6.6 Turn off electrical equipment where appropriate | |
| 45. Managing Intoxicated Customers | | The learner demonstrates skills in managing intoxicated persons | LO 7. Manage Intoxicated Persons 7.1 Determine levels of intoxication of the customers 7.2 Refer difficult situations to appropriate person 7.3 Apply appropriate procedure to the situation and in accordance with enterprise policy 7.4 Apply legislative requirements | TLE_HEFBS9-12SG-IIIj-10 |
| Quarter IV | | | | |
| LESSON 5: PROVIDE ROOM SERVICE (RS) | | | | |
| 46. Room Service Menus 47. Sequence of Room Service 48. Taking Room Service Order 49. Suggestive Selling Techniques | The learner demonstrates understanding of concepts and principles in providing room service | The learner: 1. demonstrates the knowledge and skills in food and beverage service for the rooms and other related activities with appreciation and accuracy 2. demonstrates skills and knowledge in food and beverage service related to taking and processing room service orders 3. Practice skills in responding to customers' needs in terms of taking down correct menus, and special food preparations as requested. 4. Respond effectively and efficiently to customers' special | LO 1. Take and Process Room Service Orders 1.1 Attend to telephone calls promptly and courteously 1.2 Check and use guests' names throughout the interaction 1.3 Clarify, repeat and check details of orders with guests for accuracy 1.4 Use suggestive selling techniques when appropriate 1.5 Advise guests of approximate time of delivery 1.6 Record room service orders and check relevant information in accordance with establishment policy and procedures | TLE_HEFBS9-12RS-IVa-1 |

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(160 hours)

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|------------------|--|--|------------------------------|
| | | requests' within the bounds of the service guidelines of the establishment. | 1.7 Interpret room service orders received from doorknob docketts 1.8 Transfer orders promptly to appropriate location for preparation | |
| 50. Preparing Mise-En-Place 51. Setting up Trays or Trolleys | | The learner demonstrates the knowledge and skills in preparing food and beverage for service in accordance to the establishment standard with efficiency | LO. 2 Set-Up Trays and Trolleys 2.1 Prepare room service equipment and supplies in accordance with establishment procedures 2.2 Select and check room service equipment and supplies for cleanliness and condition 2.3 Set-Up trays and trolleys keeping in mind balance, safety and attractiveness 2.4 Set-up room service trays and trolleys according to the food and beverage order 2.5 Check orders before leaving the kitchen for delivery 2.6 Cover the food items in delivering to the room | TLE_HEFBS9-12RS-IVb-2 |
| 52. Room Service Procedure | | The learner demonstrates the knowledge and skills in the practice of food and beverage delivery to rooms efficiently with courtesy | LO 3. Present and Serve Food and Beverage Orders to Guests 3.1 Verify the guest's name on the bill before announcing the staff's presence outside the door 3.2 Greet guests politely 3.3 Ask the guest where they want to place the tray or trolley 3.4 Deliver food orders on desired time of the guest | TLE_HEFBS9-12RS-IVc-3 |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|--|--|--|-------------------------------|
| 53. Presenting and Settling Room Service Account | | The learner demonstrates skills in presenting accounts to the clientele/customer within the appropriate time politely | LO 4. Present Room Service Account 4.1 Check and present guests' accounts for accuracy in accordance with establishment procedures 4.2 Present cash payments to the cashier for processing in accordance with establishment guidelines 4.3 Present charge accounts to guests for signing based on establishment policy and procedures | TLE_HEFBS9-12RS-IVd-4 |
| 54. Clearing Procedure | | The learner demonstrates the skills in clearing out the service area of used equipment, utensils, leftovers, and materials efficiency and with happy disposition | LO 5. Clear Away Room Service Equipment 5.1 Explain the procedures in taking away the tray and trolley after the guest have finished their meal 5.2 Check and clear the floors in accordance with the establishment's procedure 5.3 Clean and clear dirty trays in accordance with establishment's procedure 5.4 Clean and return trays and trolleys to the room service area | TLE_HEFBS9-12RS-IVd-5 |
| LESSON 6: RECEIVE AND HANDLE GUEST CONCERNS (GC) | | | | |
| 55. Customer Relations 56. The Two Dimensions of Customer Service 57. Identifying and Satisfying Customer Needs 58. Dealing with Customer Objections and Negativism | The learner demonstrates understanding of concepts and principles in receiving and handling guest concerns | The learner demonstrates the knowledge and skills in receiving and handling guest concerns, and listening to customer's complaints | LO 1. Listen to the Customer's Complaint 1.1 Obtain the entire story or issue of concern from the guests without interruption 1.2 Note the details of the guest complain or concern | TLE_HEFBS9-12GC-IVe-f6 |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|------------------|---|--|--------------------------------|
| | | | 1.3 Give full attention to the complaining guest 1.4 Paraphrase guest complain to determine if the concern is correctly understood | |
| 59. Handling Customer Complaints 60. Dealing with Different Customer/Clients | | The learner demonstrates effective communication skills | LO 2. Apologize to the Customer 2.1 Offer sincere apology for the disservice 2.2 Show empathy with genuine concern and consideration to the guests 2.3 Avoid excuses or blaming others 2.4 Express gratitude to the guest for bringing the matter up for attention | TLE_HEFBS9-12GC-IVg-7 |
| 61. Handling Guests with Special Needs 62. Dealing with Different Customer/Clients | | The learner demonstrates basic problem solving skills | LO 3. Take Proper Action on the Complaint 3.1 Take appropriate action regarding guest's concerns 3.2 Inform the right person or department for proper action 3.3 Elevate or refer difficult situations or serious concerns to higher authority 3.4 Follow up and check problem if solved or not | TLE_HEFBS9-12GC-IVh-i-8 |
| 63. Recording Guest's Complaints | | The learner demonstrates skills in recording guest's complaints | LO 4. Record Complaint 4.1 Document complaints according to establishment standard procedures 4.2 Recognize persons concern and record actions taken 4.3 Log and collate feedback received from the guests | TLE_HEFBS9-12GC-IVj-9 |

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GLOSSARY

| | |
|--|---|
| A cover | - another name for a place setting. A combination of flatware, dishes, glasses, and linens that are appropriate for the foods served. |
| A la carte | - when every item in the menu are priced and ordered separately |
| Banquet | - style of food service for a special occasion |
| Booster seats or booster cushions | - type of elevated seat intended for children |
| California Menu | - features items for breakfast, lunch, and dinner that are offered throughout the day. |
| Computerized control system | - a docket system which is widely used in restaurants, residential hotels, and large establishments where orders are entered by waiters at one or more terminal |
| Condiments | - is a spice, sauce or other food preparation that is added to food to impart a particular flavor, to enhance its flavor |
| Crockery | - tableware such as plates, dishes, cups, and other similar items used for eating and serving; made of baked clay. |
| Customers | - persons that buy goods and services offered in a restaurant |
| Cutlery | - sharp tools made of metal, particularly knives |
| Cycle Menu | - set of dishes or menu items that are different for each day during a cycle and repeats. |
| Degustation menu | - "chef's tasting menu". This type of menu is described as "showcasing the chef's flair for combining flavors and textures |
| Dinner Menu | - has a larger and elongated serving portions for guests to have more time and leisure for eating. |
| Double book | - overbooking; done by accepting more than one reservation for the same table |
| Drawback | - feature that renders something less acceptable; a disadvantage or problem |
| Du Jour Menu or Daily Menu | - "Du jour" means "of the day," while "soup du jour" focuses on seasonal ingredients and preparing the freshest food possible. |
| Duplicate docket system | - a traditional manual system which can be preprinted. Often used in medium and large-sized hotel and restaurant offering limited menu |
| Electronic Order Pad | - order entry tool which provides all the menu list to make customer orders quickly |
| Fine Dining | - style of eating which takes place in expensive restaurants, often in a formal style |
| Flatware | - generic term for all dining utensils |
| Guest check | - form used to record the orders of the guests and is presented afterwards for payment |
| Hollowware | - serving dish or piece such as water pitcher, teapot, and gravy boat |
| Menu | - list of food items served in a restaurant |
| Mise en place | - French word which means "put into place" pre-service preparations |
| No show | - guest who made a reservation and neither uses nor cancels it |
| Pax | - party number; number of persons or guests; derived from the word passenger |
| Phraseologies | - expressions made when dealing with the guests |
| Point of Sale (POS) equipment | - computer-based order-entry technology which is used to capture orders, record data, and display or print tickets. |

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- POS systems** - Point of Sales; the hardware and software used as transaction terminal equivalent of an electronic cash register
- Reservation** - act of making prior arrangement in a restaurant
- Reservations** - advance arrangement to secure accommodations in a restaurant or hotel
- Restaurateurs** - person who owns and manages a restaurant
- Room service** - is the service of food and beverages in guests' rooms in hotels or other accommodation establishment, such as motel or serviced apartment
- Semi a la carte** - an entrée accompanied by standard components
- Static Menu** - most common type of menu or pre-determined menu that does not need to change everyday.
- Station mise en place** - the preparation of a waiter's station in a food service
- Table D' Hôte** - French phrase which means "host's table". It offers one or more variants of each dish for fixed prices
- Table D'hote or prix fix** - complete meal at a set price
- Triplicate docket system** - a traditional manual system used in medium and large-sized hotels and restaurants
- Walk in-guest** - a guest who walks into a place without reservations

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Code Book Legend
Sample: TLE_HEFBS9-12RS-IVd-5

| LEGEND | | SAMPLE | | DOMAIN/ COMPONENT | CODE |
|--|--|---|-------------------------------|--|------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Technology and Livelihood Education_Home Economics Food and Beverages | TLE_HE FB 9-12 | Prepare the Dining Room/Restaurant Area for Service | AS |
| | Grade Level | Grade 9/10/11/12 | | Welcome Guests and Take Food and Beverage Orders | GO |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Provide Room Service | RS | Promote Food and Beverage Products | PP |
| | | | - | | |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | Fourth Quarter | IV | Provide Food and Beverage Services To Guests | SG |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week Four | d | Provide Room Service | RS |
| | | | - | Receive and Handle Guest Concerns | GC |
| Arabic Number | Competency | Liaise between kitchen and service areas | 1 | | |

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 | | | | |
|-------------------------|--|--|---|--|---|---|--|---|
| 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> |
| | | 4 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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HOME ECONOMICS – FOOD AND BEVERAGE SERVICES (NC II)
(160 hours)

Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Food and Beverage Services NC II*. Taguig City, Philippines: TESDA, 2013.