

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

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

AGRI-FISHERY ARTS

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

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

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	

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

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)

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

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)

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
 (640 hours)

Course Description:

This course is designed to develop knowledge, skills, and desirable attitudes of an individual in the field of **Furniture Making (Finishing)**. The learners are expected to demonstrate **common competencies** in 1) performing mensuration and calculations; 2) interpreting technical drawings and plans; 3) observing procedures, specifications, and manuals of instruction; 4) complying with occupational health and safety (OHS) practices and 5S in the workplace; 5) maintaining tools and equipment; and 6) using hand tools. It also includes the development of **core competencies** such as being able to 1) operate woodworking machine, 2) apply quality standards, 3) prepare surface for final coating, 4) apply final coating using spray gun system, and 5) perform basic preventive maintenance servicing for spray-gun, equipment, and booth.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Basic concepts in furniture making (finishing) 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of the basic concepts and underlying theories in furniture making (finishing)	The learners shall be able to demonstrate common competencies in furniture making (finishing) as prescribed by TESDA Training Regulations	The learners... 1. Explain basic concepts in furniture making (finishing) 2. Discuss the relevance of the course 3. Explore career opportunities in furniture making (finishing)	
PERSONAL ENTREPRENEURIAL COMPETENCIES (PECs)				
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis PECs of a practicing entrepreneur/ employee 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	The learners demonstrate an understanding of one's PECs in furniture making (finishing)	The learners shall be able to prepare an activity plan that aligns with the PECS of a practitioner/entrepreneur in furniture making (finishing)	LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECs) needed in furniture making (finishing) 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	TLE_PECs7-12-00-1
1. Strengthening and developing further one's PECs	The learners demonstrate an understanding of one's PECs in furniture making (finishing)	The learners shall be able to create a plan of action that strengthens/develops one's PECs in furniture making (finishing)	LO 2. Develop and strengthen personal competencies and skills (PECs) needed in furniture making (finishing) 2.1 Identify areas for improvement, development and growth	TLE_PECs7-12-00-2

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			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	
ENVIRONMENT AND MARKET (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 1. 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 furniture making (finishing), particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential furniture making (finishing) market in the locality/town	LO 1. Recognize and understand the market in furniture making (finishing) 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 furniture making (finishing) 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
1. Generating business ideas 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			LO 3. Create new business ideas in furniture making (finishing) by using various techniques 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

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<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) 	The learners demonstrate an understanding of concepts of environment and market and how they relate to furniture making (servicing), particularly in one's town/municipality	The learners shall be able to create a business vicinity map reflective of the potential furniture making (finishing) market within the locality/town	LO 4. Develop a product/service in furniture making (finishing) 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
<ol style="list-style-type: none"> 1. Selecting business idea 2. Key concepts in selecting a business idea <ol style="list-style-type: none"> 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
COMMON COMPETENCIES				
LESSON 1: PERFORMING MENSURATION AND CALCULATIONS (PMC)				
<ul style="list-style-type: none"> • Visualizing objects and shapes, specifically the geometrical shapes • Obtain the formulas for correct specifications of: <ul style="list-style-type: none"> - Circumference, perimeter, and areas of plane figures - Surface areas and volume of solids or space figures • Measuring instruments/tools 	The learners demonstrate an understanding of the concepts and underlying principles in performing measurements and calculations	The learners shall be able to perform accurate measurements and calculation based on a given task	LO 1. Select measuring instruments 1.1 Identify object or component to be measured 1.2 Obtain correct specifications from relevant source 1.3 Select appropriate measuring instrument according to job requirements	TLE_IAFMF9-12PMC-Ia-1

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Taking out of accurate measurements (linear measurement) • Four fundamental operations • Trade mathematics/ mensuration <ul style="list-style-type: none"> - Dimensions - Percentage - Ratio and proportion - Algebraic equations • Conversion of Fractions to decimals and vice versa • Reading of measurements • Systems of measurements <ul style="list-style-type: none"> - English and metric • Computing board foot of a lumber 			<p>LO 2. Carry out measurements and calculation</p> <p>2.1 Select measuring tools in line with job requirements</p> <p>2.2 Obtain accurate measurements to job</p> <p>2.3 Perform calculation needed to complete work tasks using the four basic process of addition (+), subtraction (-), multiplication (x) and division (÷).</p> <p>2.4 Use calculations involving fractions, percentages, and mixed numbers to complete workplace tasks</p> <p>2.5 Read correct numerical computation for accuracy instruments to the limit of accuracy of the tool</p>	<p>TLE_IAFMF9-12PMC-Ib-d-2</p>
<ul style="list-style-type: none"> • Proper maintenance of measuring instruments • Safe handling of measuring instruments • Cleaning and Calibrating of measuring instruments 			<p>LO 3. Maintain measuring instruments</p> <p>3.1 Kept measuring instruments free from corrosion</p> <p>3.2 Do not drop measuring instruments not to avoid damage</p> <p>3.3 Clean measuring instruments before and after use</p>	<p>TLE_IAFMF9-12PMC-Ie-3</p>
LESSON 2: INTERPRETING TECHNICAL DRAWINGS AND PLANS (ITDP)				
<ul style="list-style-type: none"> • Technical plans • Drawing symbols, signs, and data • Classification of Drawing <ul style="list-style-type: none"> - Perspective drawing - Orthographic views - Isometric drawing 	<p>The learners demonstrate an understanding of the concepts in reading, analyzing, and interpreting technical drawings and plans in furniture making (finishing)</p>	<p>The learner independently reads and interprets simple technical plans, signs and symbols based on standard specifications.</p>	<p>LO1. Analyze signs, symbols, and data</p> <p>1.1 Obtain technical plans according to job requirements</p> <p>1.2 Identify signs, symbols, and data according to job specifications</p> <p>1.3 Determine signs symbols and data according to classification or as appropriate in drawing</p>	<p>TLE_IAFMF9-12ITDP-If-4</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Technical plans and schematic diagram of a certain furniture product/s <ul style="list-style-type: none"> - Tools, equipment, and materials list - Cutting list • Working drawing of specific furniture product/s (e.g., mini-cabinet) organizer <ul style="list-style-type: none"> - Perspective drawing - Isometric w/dimension - Isometric w/complete details of parts and joints - Orthographic drawing 			<p>LO 2. Interpret technical drawings and plans</p> <p>2.1 Identify necessary tools, materials, and equipment according to the plan</p> <p>2.2 List supplies and materials according to specifications</p> <p>2.3 Recognize components, assemblies, or objects as required</p> <p>2.4 Identify dimensions as appropriate to the plan</p> <p>2.5 Match specification details with existing/available resources and in line with job requirements</p> <p>2.6 Draw work plan following specifications</p>	TLE_IAFMF9-12ITDP-Ig-h-5
<ul style="list-style-type: none"> • Freehand sketching • Procedure on freehand sketching 			<p>LO 3. Apply freehand sketching</p> <p>3.1 Produce applicable and correct freehand sketching in accordance with job requirements</p>	TLE_IAFMF9-12ITDP-Ii-j-6
LESSON 3: OBSERVING PROCEDURES, SPECIFICATIONS, AND MANUALS OF INSTRUCTIONS (OPSM)				
<ul style="list-style-type: none"> • Kinds of manuals • Accessing information and data of manuals 	The learners demonstrate an understanding of concepts and underlying principles in observing procedures, specifications, and manuals of instruction	The learners shall be able to observe procedures and specifications, and comprehend manuals of instruction	<p>LO 1. Identify and access specification/manuals</p> <p>1.1 Identify and access appropriate manuals as per job requirements</p> <p>1.2 Check and identify version and date of manual to ensure the correct specification and procedures</p>	TLE_IAFMF9-12OPSM-IIa-7
<ul style="list-style-type: none"> • Sections, procedures, specifications and manuals of instructions 			<p>LO 2. Interpret manuals</p> <p>2.1 Locate relevant sections, chapters of specifications/ manuals in relation to the work at hand</p> <p>2.2 Identify information and procedure in the manual in accordance with industry practices</p>	TLE_IAFMF9-12OPSM-IIb-8

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Manual/specification application • Manual data of the given task • Interpreting specifications 			<p>LO 3. Apply information in manuals</p> <p>3.1 Interpret manual according to job requirements</p> <p>3.2 Identify work steps in accordance with manufacturer's specification</p> <p>3.3 Apply manual data according to the given task</p> <p>3.4 Interpret all correct sequencing and adjustments in accordance with information contained on the manual or specifications</p>	<p>TLE_IAFMF9-12OPSM-IIc-d-9</p>
<ul style="list-style-type: none"> • Proper storing of manuals in accordance with shop rules 			<p>LO 4. Store manuals</p> <p>4.1 Store manual or specification appropriately to prevent damage, ready access, and updating of information when required in accordance with company requirements</p>	<p>TLE_IAFMF9-12OPSM-IIe-10</p>
LESSON 4: COMPLYING WITH OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES AND 5S IN THE WORKPLACE (COPW)				
<ul style="list-style-type: none"> • General Occupational Health & Safety (OHS) principles, responsibilities, legislation, and requirements • Types of workplace hazards • Workplace procedures • First Aid/remedial procedures • Personal Protective Equipment (PPE) • 5'S 	<p>The learners demonstrate an understanding of underlying principles in applying occupational health and safety practices and 5S in the workplace</p>	<p>The learners shall be able to apply OHS practices and 5S in the workplace</p>	<p>LO 1. Follow safe workplace procedures for hazard identification and risk control</p> <p>1.1 Recognize and report hazards in the work area to the designated personnel according to workplace procedures</p> <p>1.2 Follow workplace procedures and work instructions for controlling risks accurately</p> <p>1.3 Follow workplace procedures for dealing with emergencies whenever necessary within the scope of responsibilities and competencies</p> <p>1.4 Know and keep clean all work areas, and clear all obstacles and emergency exits at all times</p> <p>1.5 Use all equipment and safety devices according to company or manufacturer's procedures</p> <p>1.6 Apply OHS standards at all times in daily work routines</p>	<p>TLE_IAFMF9-12COPW-IIIf-j-11</p>
<ul style="list-style-type: none"> • Hazard warning and safety signs • General ergonomic principles 			<p>LO 2. Employ safe working practices</p> <p>2.1 Recognize hazard warnings and safety signs at all times</p> <p>2.2 Conduct work within ergonomic guidelines</p>	<p>TLE_IAFMF9-12COPW-IIj-IIIa-c-12</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> Safe handling of tools, equipment, and materials Workplace safety Potential hazards in the workplace 			2.3 Handle all hazardous materials and equipment in accordance with manufacturer's guidelines and specify safe handling guidelines 2.4 Employ safe manual handling techniques and equipment operation techniques at all times 2.5 Immediately report potential hazardous situations, including faulty and dangerous equipment	
<ul style="list-style-type: none"> Workplace accidents and emergency First Aid/remedial procedures Safety devices 			LO 3. Respond to accidents 3.2 Identify workplace accidents and emergency 3.3 Follow workplace procedures	TLE_IAFMF9-12COPW-IIIc-d-13
<ul style="list-style-type: none"> Accident records and reports 			LO 4. Maintain accident records and statistics 4.1 Maintain record accident/incident in accordance with standard operating procedures 4.2 Analyze/record trends or particular problem areas	TLE_IAFMF9-12COPW-IIIe-14
LESSON 5: MAINTAINING TOOLS AND EQUIPMENT (MTE)				
<ul style="list-style-type: none"> Types and classification of materials, tools, and equipment Classification of nonfunctioning tools and equipment Uses of Personal protective Equipment (PPE) 	The learners demonstrate an understanding of the underlying principles in the maintenance of furniture-making tools and equipment	The learners shall be able to perform maintenance of furniture- making tools and equipment based on industry standards	LO 1. Check condition of tools and equipment 1.1 Identify materials, tools, and equipment according to classification and job requirements 1.2 Segregate/label nonfunctioning tools and equipment according to classification 1.3 Observe safety of tools and equipment in accordance with manufacturer's instructions 1.4 Check condition of PPE in accordance with manufacturer's instructions	TLE_IAFMF9-12MTE-III f-15
<ul style="list-style-type: none"> Types and uses of lubricants Lubricating tools and equipment Procedure in lubricating tools and equipment Preventive maintenance techniques and procedures Occupational Health and Safety Administration 			LO 2. Perform basic preventive maintenance 2.1 Identify appropriate lubricants according to types of equipment 2.2 Lubricate tools and equipment according to preventive maintenance schedule or manufacturer's specifications 2.3 Check and calibrate measuring instruments in accordance with manufacturer's instructions 2.4 Clean and lubricate tools according to standard procedures 2.5 Inspect and replace defective instruments,	TLE_IAFMF9-12MTE-IIIg-i-16

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
(OSHA) workplace regulations			equipment, and accessories according to manufacturer's specifications 2.6 Inspect, repair, and replace tools after use 2.7 Keep workplace clean and safe in line with OSHA regulations	
<ul style="list-style-type: none"> Procedure in conducting inventory of tools and equipment Inventory form Tools and equipment safekeeping/storage 			LO 3. Store tools and equipment 3.1 Conduct inventory of tools, instruments, and equipment as per company practices 3.2 Store tools and equipment safely in appropriate locations in accordance with manufacturer's specifications or company procedures	TLE_IAFMF9-12MTE-IIIi-j-17
LESSON 6: USING HAND TOOLS (UHT)				
<ul style="list-style-type: none"> Sample task: - Squaring stock to dimension Types and uses of hand tools and equipment 	The learners demonstrate an understanding of underlying principles in the use of furniture-making tools and equipment	The learners shall be able to use furniture-making tools and equipment based on industry standards	LO 1. Plan and prepare for tasks to be undertaken 1.1 Properly identify the tasks to be undertaken 1.2 Identify and select appropriate hand tools according to the task requirements	TLE_IAFMF9-12UHT-IVa-18
<ul style="list-style-type: none"> Safe and unsafe condition of tools Shop policies/procedures 			LO 2. Prepare hand tools 2.1 Check appropriate hand tools for proper operation and safety 2.2 Identify unsafe or faulty tools and mark for repair according to standard company procedure	TLE_IAFMF9-12UHT-IVb-c-19
<ul style="list-style-type: none"> Safety procedures in using hand tools and equipment - Common wood joints and splices Reporting malfunctions or unusual events for tools and equipment 			LO 3. Use appropriate hand tools and test equipment 3.1 Use tools according to tasks undertaken 3.2 Use appropriately the tools following all safety procedures with personal protective equipment at all times 3.3 Report malfunctions, unplanned, or unusual events to the supervisor	TLE_IAFMF9-12UHT-IVc-h-20

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Maintenance of tools • Sharpening of edge-cutting and tooth cutting tools • Storage of tools 			<p>LO 4. Maintain hand tools</p> <p>4.1 Tools are not dropped to avoid damage</p> <p>4.2 Routine maintenance of tools undertaken according to standard operational procedures, principles, and techniques</p> <p>4.3 Store tools safely in appropriate locations in accordance with manufacturer’s specifications or standard operating procedures</p>	<p>TLE_IAFMF9-12UHT-IVh-j-21</p>
LESSON 7: OPERATING WOODWORKING MACHINES (OWM)				
<ul style="list-style-type: none"> • Work instruction on standard operating procedure • Construct and interpret project plan of: (Suggested projects) <ul style="list-style-type: none"> - Wall frame - Medicine cabinet - Center table - Dining chair - Others • Parts of project plan <ul style="list-style-type: none"> I. Name of the Project II. Purpose of the Project III. Working Drawing <ul style="list-style-type: none"> a. Perspective drawing b. Isometric drawing w/ dimension c. Isometric drawing w/complete details of parts and joints d. Orthographic drawing IV. Cutting List V. Bill of Materials VI. Tools and Equipment 	<p>The learners demonstrate understanding of underlying principles in operating woodworking machine/s</p>	<p>The learners shall be able to operate woodworking machine/s based on industry standards</p>	<p>LO 1. Determine job requirements</p> <p>1.1 Secure work instruction following Standard operating procedure</p> <p>1.2 Determine work instruction on the basis of job requirements</p> <p>1.3 Construct/interpret woodworking plans and drawings</p>	<p>TLE_IAFMF9-12OWM-Ia-e-22</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Needed VII. Procedure VIII. Evaluation a. Criteria for performance b. Criteria for output/project				
<ul style="list-style-type: none"> • Different types of woodworking machines <ul style="list-style-type: none"> - Cutting machines - Planing machines - Sanding machines - Boring machines • Kinds of personal protective equipment in operating woodworking machine • Working plan <ul style="list-style-type: none"> - Materials specifications - Cutting list • Materials and tools use in machine operation • Wood defects • Report form for defective materials 			LO 2. Prepare materials and tools 2.1 Identify/use woodworking machines based on job requirements 2.2 Use personal protective equipment per job requirements 2.3 Prepare materials and tools per job requirements 2.4 Report the defects on materials to the appropriate personnel following standard operating procedure	TLE_IAFMF9-12OWM-If-j-23
<ul style="list-style-type: none"> • Machine parameters <ul style="list-style-type: none"> - Cutting machines - Planing machines - Sanding machines - Boring machines • Job specifications • Kinds/types of abnormalities in operating woodworking machine • Machine-setting procedure 			LO 3. Set up machine 3.1 Identify machine parameters and set following standard operating procedure 3.2 Perform trial run machine operation based on job specification 3.3 Compare outputs of trial run operation against job specification 3.4 Readjust machine parameters based on findings and as per job requirements 3.5 Report machine abnormalities to appropriate personnel	TLE_IAFMF9-12OWM-IIa-j-24

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Cutting machines - Planning machines - Sanding machines - Boring machines • Record for machine abnormalities 				
<ul style="list-style-type: none"> • Woodworking techniques and procedures • Quantity and quality of materials • Segregation process • Perform woodworking operations <ul style="list-style-type: none"> - Procedure in constructing the sample project/s 			LO 4. Perform woodworking machine operation 4.1 Perform woodworking machine according to job requirements 4.2 Check for quantity and quality of materials based on job requirements 4.3 Segregate defective cut materials and report these to appropriate personnel based on standard operating procedure 4.4 Transfer pieces of stock into high- quality products following standard operating procedure	TLE_IAFMF9-12OWM-IIIa-j-IVa-j-Ia-e-25
<ul style="list-style-type: none"> • Machine shutdown • Shop management and practice • Perform good housekeeping 			LO 5. Perform workplace organization 5.1 Shutdown machines following recommended procedures 5.2 Clean the machine and work area following standard operating procedure 5.3 Collect/store materials that can be reused as per company rules and regulations 5.4 Return/arrange tools in proper places based on company rules and regulations	TLE_IAFMF9-12OWM-If-j-26 20 hrs
LESSON 8: APPLYING QUALITY STANDARDS (AQS)				
<ul style="list-style-type: none"> • Work instruction with standard operating procedure • Forms for checking the received materials and components • Company standard operating procedures • 	The learners demonstrate an understanding of the underlying principles in applying quality standards of a furniture product/s	The learners shall be able to apply quality standards on raw or finished furniture products, components, and finishing materials based on job requirements	LO 1. Assess quality of received materials or components 1.1 Obtain work instruction and carry out work in accordance with standard operating procedures 1.2 Check received materials or component parts against workplace standards and specifications 1.3 Identify faulty material or components related to work 1.4 Record/report faults and any identified causes to the supervisor concerned in accordance with	TLE_IAFMF9-12AQS-IIa-c-27

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			workplace procedures 1.5 Replace faulty materials or components in accordance with workplace procedures	
<ul style="list-style-type: none"> Documentation relative to quality Check completed works Faulty pieces Indicator of production performance Document/record in case of deviations 			LO 2. Assess own work 2.1 Use documentation relative to quality within the company 2.2 Check completed work against workplace standards relevant to the task undertaken 2.3 Identify faulty pieces 2.4 Record information on the quality and other indicators of production performance in accordance with workplace procedures 2.5 Document/record in cases of deviations from specified quality standards in accordance with workplace standard operating procedures	TLE_IAFMF9-12AQS-IIId-g-28
<ul style="list-style-type: none"> Process improvement procedure Ensure customer satisfaction 			LO 3. Engage in quality improvement 3.1 Participate in process improvement procedures in relation to workplace assignment 3.2 Carry out work in accordance with process improvement procedures 3.3 Monitor performance of operation or quality of product or service to ensure customer satisfaction	TLE_IAFMF9-12AQS-IIh-j-29
CORE COMPETENCIES				
LESSON 9: PREPARING SURFACE FOR FINAL COATING (PSFC)				
<ul style="list-style-type: none"> OSHS PPE appropriate for the task Surface preparation materials, tools, and equipment types and uses Job specifications or work requirement 	The learners demonstrate an understanding of the underlying principles in preparing surface for final coating	The learners shall be able to prepare surface for final coating	LO 1. Prepare materials, tools, and equipment 1.1 Comply with occupational safety and health requirements 1.2 Use PPE following occupational health and safety requirements 1.3 Secure work instruction from appropriate personnel following workplace rules and regulations 1.4 Prepare materials, tools, and equipment following job specifications and manufacturer's recommendations	TLE_IAFMF9-12PSFC-IIIa-c-30

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> Type of surface preparation procedures Procedure on surface preparation Process on stacking prepared items 			LO 2. Prepare surface 2.1 Perform surface preparation procedure following job requirements 2.2 Stack prepared items following company standard operating procedure	TLE_IAFMF9-12PSFC-IIIId-h-31
<ul style="list-style-type: none"> Put-away procedures Completion report Housekeeping procedures 			LO 3. Perform good housekeeping 3.1 Perform put-away procedure following company regulations 3.2 Prepared completion report and submit to appropriate personnel following company standard operating procedure 3.3 Clean work area following company standard operating procedure	TLE_IAFMF9-12PSFC-IIIi-j-32
LESSON 10: APPLYING FINAL COATING USING SPRAY GUN SYSTEM (AFCS)				
<ul style="list-style-type: none"> Work instruction in applying surface coating Types of coating materials, tools, and equipment and their uses Interpret manufacturer’s recommendations Coating defects 	The learners demonstrate an understanding of the underlying principles in applying final coating using spray gun	The learners shall be able to apply final coating using spray gun system	LO 1. Prepare materials, tools, and equipment 1.1 Comply with OSH requirements 1.2 Select personal protective equipment and use following occupational health and safety requirements 1.3 Secure work instruction from appropriate personnel following company rules and regulations 1.4 Prepare materials, tools, and equipment following job specifications and manufacturer’s recommendations	TLE_IAFMF9-12AFCS-IVa-e-33
<ul style="list-style-type: none"> Procedures and techniques in applying surface coating Transferring and safe handling procedure 			LO 2. Apply surface coating 2.1 Test tools and equipment to conform with job specifications 2.2 Spray gun system is activated according to manufacturer’s recommendations 2.3 Finished items are moved following safe handling procedure	TLE_IAFMF9-12AFCO-IVf-j-Ia-j-IIa-j-IIIa-e-34
<ul style="list-style-type: none"> Put-away procedure Materials economy Preparing reports 			LO 3. Perform good housekeeping 3.1 Perform put-away procedure following company regulations	TLE_IAFMF9-12AFCO-IIIIf-j-35

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> Housekeeping procedure work area and equipment 			3.2 Prepare completion report and submit to appropriate personnel following company standard operating procedure 3.3 Clean work areas following company standard operating procedure	
LESSON 11: PERFORM BASIC PREVENTIVE MAINTENANCE ON SPRAY EQUIPMENT AND BOOTH (PBPM)				
<ul style="list-style-type: none"> Coating equipment components Minor and major defects on spray gun parts and booth Types of coating tools, booth, and equipment defects 	The learners demonstrate an understanding of the concepts and underlying principles in performing basic preventive maintenance on spray equipment and booth	The learners shall be able to perform basic preventive maintenance on spray equipment and booth	LO 1. Identify defects 1.1 Comply with OHS requirements 1.2 Use PPE following OHS requirements 1.3 Identify minor defects on spray gun equipment and booth following company standard operating procedure 1.4 Report major defects on spray gun equipment and booth following standard operating procedure	TLE_IAFMF9-12PBPM-IVa-c-36
<ul style="list-style-type: none"> Basic coating tools and repair kit Basic preventive maintenance servicing procedure for minor defects <ul style="list-style-type: none"> Spray booth Air compressor Spray gun Start-up inspection, operation, and post-operation inspection of air compressor Handling spray gun 			LO 2. Perform basic preventive maintenance servicing 2.1 Prepare basic hand tools and repair kit according to job requirements 2.2 Perform basic preventive maintenance servicing for spray gun equipment and booth according to job requirements	TLE_IAFMF9-12PBPM-IVd-h-37
<ul style="list-style-type: none"> Maintenance report 			LO 3. Prepare maintenance report 3.1 Accomplish maintenance report to appropriate personnel following company standard operating procedure 3.2 Submit maintenance report to appropriate personnel following company standard operating procedure	TLE_IAFMF9-12PBPM-IVi-j-38

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Crosscut saw • Claw hammers • Chalk line • Pencil • Pull-push rule • Crow bar • Framing square • Try square • Spirit level • Automatic level • Nail pouch • Nail set • Chisel • Adjustable wrench • Combination spanner • Transparent hose • Miter box • Keyhole saw • Screwdriver (Phillips or flat) • Plane • Staple gun • Viscosity cup • Wet and/or dry thermometer • Spray gun wrenches • Cleaning brushes • Pallet knife • Sanding block • Brushes 	<p>Portable power tools & equipment</p> <ul style="list-style-type: none"> • Portable electric drill with bits • Portable planer • Portable circular saw • Router with bits • Nail gun • Jigsaw • Trolley • Racks • Ladder <p>Woodworking machine</p> <ul style="list-style-type: none"> • Circular saw • Jointer planer • Band saw • Thickness planer • Drill press • Radial arm saw • Wood lathe • Air compressor <p>Personal Protective Equipment</p> <ul style="list-style-type: none"> • Hardhat • Mask • Goggles • Gloves • Safety shoes • Earmuff • Apron 	<p>Materials</p> <ul style="list-style-type: none"> • Lumber • Plyboard/ Gypsum • Plywood/Hardiflex • Laminated veneer • Wood molding/cornice • Formica • Wood filler • Tape • Polyurethane/polyvinyl • Paints • Thinner • sealer • Varnish • Coating board • Putty • Nails • Screws • Bolts • Adhesive • Sandpaper • Paint remover • Filler • Glaze • Rags • Steel wool <p>Learning materials</p> <ul style="list-style-type: none"> • Plan and working Drawing • Bond paper • Pencil • Ballpen • Whiteboard marker • CDs 	<ul style="list-style-type: none"> • Modular (self-paced learning) • Electronic learning • Industry immersion • Demonstration • Film-viewing/audiovisual • Simulation 	<ul style="list-style-type: none"> • Interview (oral/questionnaire) • Direct observation • Demonstration of practical skills • Portfolio (credentials) • Written test

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
 (640 hours)

RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
	Learning Equipment <ul style="list-style-type: none"> • Spray booth • LCD Projector • Computer unit • Television 	<ul style="list-style-type: none"> • Drawing instruments • Calculator 		

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

GLOSSARY

- | | |
|--|---|
| 1. Competency | - The application of knowledge, skills, and attitudes in the performance of work activities to the standard expected in the workplace |
| 2. Certification | - The process of verifying and validating competencies of a person through assessment |
| 3. Element | - The building blocks of a unit of competency; it describes in outcome terms the functions that a person who works in a particular area of work is able to perform |
| 4. Evidence guide | - A guide for assessment that provides information on critical aspects of competency, underpinning knowledge, underpinning skills, resource implications, context of assessment, and assessment method |
| 5. Philippine TVET qualification Framework | - A comprehensive, nationally consistent framework for qualifications in the TVET sector; it also provides the parameters for the integration of learning and assessment in middle-skills development |
| 6. Qualification | - The national certificate issued by the Technical Education and Skills Development Authority (TESDA) or its accredited industry organizations to recognize achievement of competencies relevant to a trade or industry |
| 7. Range of variables | - Describes the circumstances or context in which the work is to be performed |
| 8. Unit of competency | - A discrete aspect of work, which would normally be performed by only one person |

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

CODE BOOK LEGEND
Sample: **TLE_IAFMF9-12PMC-Ia-1**

LEGEND		SAMPLE		DOMAIN / COMPONENT	CODE
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education Industrial Arts Furniture Making (Finishing) NC II	TLE_ IA FMF	Common Competencies	
	Grade Level	9 to 12	9-12	Performing Mensuration and Calculations	PMC
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Performing Mensuration and Calculations	PMC	Interpreting Technical Drawings and Plans	ITDP
				Observing Procedures, Specifications, and Manuals of Instructions	OPSM
Roman Numeral *Zero if no specific Quarter	Quarter	First Quarter	I	Complying with Occupational Health and Safety (OHS) Practices and 5S in the Workplace	COPW
Lower case letter/s *put an en dash (–) between letters to indicate more than a specific week	Week	Week One	a	Using Hand Tools	UHT
Arabic Number	Learning Competency	Select measuring instruments	1	Applying Quality Standards	AQS
				Preparing Surface for Final Coating	PSFC
				Applying Final Coating Using Spray Gun System	AFCS
				Performing Basic Preventive Maintenance on Spray Equipment and Booth	PBPM

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 Industrial Arts specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
 (640 hours)

SAMPLE INDUSTRIAL ARTS CURRICULUM MAP** (as of May 2016)

GRADE 7/8 (EXPLORATORY)		GRADES 9-12				
EXPLORATORY			Automotive Servicing (NC I)* <small>updated based on TESDA Training Regulations published December</small>		8 sems	
			*Automotive Servicing (NC II)		8 sems	
			Motorcycle/Small Engine Servicing (NC II)	4 sems	Driving (NC II)	2 sems
					Electronic Products Assembly and Servicing (NC II)* <small>updated based on TESDA Training Regulations published December 28, 2013</small>	
					*Mechatronics Servicing (NC II)	
					*Instrumentation Control and Servicing (NC II)	
					Electrical Installation and Maintenance (NC II)	
					*Electrical Power Line Distribution Line Construction (NC II)	
					*Transmission Line Installation and Maintenance (NC II)	
					Machining (NC I)	
					*Machining (NC II)	
			Plumbing (NC I)	4 sems	*Plumbing (NC II)	4 sems
			Domestic Refrigeration and Air-conditioning Servicing (NC II)		8 sems	
			*Refrigeration and Air-conditioning Servicing (PACU/CRE) (NC III)		8 sems	
			Shielded Metal Arc Welding (NC I)	4 sems	*Shielded Metal Arc Welding (NC II)	4 sems
					*Gas Metal Arc Welding (GMAW) (NC II)	4 sems
					*Gas Tungsten Arc Welding (GTAW) (NC II)	4 sems
					Carpentry (NC II)	
			*Carpentry (NC III)	4 sems	Construction Painting (NC II)	2 sems
					Furniture Making (Finishing) (NC II)	
	4 sems	Masonry (NC II)	4 sems	Tile Setting (NC II)	4 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 prerequisites may be taken up during these semesters.

Pre-requisites of the subjects to the right should 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.

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INDUSTRIAL ARTS – FURNITURE MAKING (FINISHING) NC II
(640 hours)

Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Furniture Making (Finishing) NC II*. Taguig City, Philippines: TESDA, 2008.