

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND TECHNICAL-VOCATIONAL TRACK
HOME ECONOMICS – HANDICRAFT (NEEDLECRAFT)
(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)

Grade 7/8 (Exploratory)

Course Description:

This curriculum guide is a specialization course which leads to **Handicraft Making**. It covers core competencies that a **grade 7/8** Technology and Livelihood Education (TLE) student ought to possess, namely; produce crochet, quilt, knitted and embroidery projects. The preliminaries of this specialization course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course and; 3) exploration on career opportunities.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|--|---|--|-------------------------|
| Introduction 1. Basic Concepts in handicraft 2. Relevance of the course 3. Career Opportunities | The learner demonstrates understanding of concepts, principles and theories in handicraft | The learner independently demonstrate core competencies in handicraft | 1. Explain core concepts in handicraft 2. Discuss the relevance of the course 3. Explore opportunities for Needle Craft Making as a career | |
| PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC) | | | | |
| 1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee 1.1. characteristics 1.2. Attributes 1.3. Lifestyle 1.4. Skills 1.5. Traits 2. Analysis of PECs in relation to a practitioner | The learner demonstrates understanding of one's PECs. | The learner recognizes his/her PECs and prepares an activity plan that aligns with that of a practitioner/entrepreneur in Handicraft. | LO 1. Recognize PECs needed in Handicraft. 1.1. Assess one's PECs: characteristics, attributes, lifestyle, skills, traits 1.2. Assess practitioner's: characteristics, attributes, lifestyle, skills, traits 1.3. Compare one's PECs with that of a practitioner /entrepreneur 1.4. Align one's PECs with that of a practitioner/entrepreneur | TLE_PECs7/8-00-1 |
| ENVIRONMENT AND MARKET (EM) | | | | |
| <ul style="list-style-type: none"> • Key concepts of Environment and Market • Products & services available in the market • Differentiation of products & services • Customers and their buying habits • Competition in the market • SWOT Analysis | The learner demonstrates understanding of environment and market that relates with a career choice in Handicraft . | The learner independently generates a business idea based on the analysis of environment and market in Handicraft . | LO 1. Generate a business idea that relates with a career choice in Handicraft 1.1 Conduct SWOT analysis 1.2 Identify the different products/services available in the market 1.3 Compare different products/services in computer hardware servicing business 1.4 Determine the profile potential customers | TLE_EM7/8-00-1 |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|---|--|--|-----------------------------|
| | | | 1.5 Determine the profile potential competitors 1.6 Generate potential business idea based on the SWOT analysis | |
| Lesson 1: PRODUCE EMBROIDERED ARTICLE (EA) | | | | |
| 1. History of Embroidery 2. Uses and maintenance of basic tools and materials in embroidery 3. Embroidery stitches | The learner demonstrates understanding on the principles and concepts of embroidery | The learner use basic tools in embroider and create embroidered article. | L.O. 1: Use basic tools in embroidery 1.1 Basic tools and materials in embroidery are identified. 1.2 Different embroidery stitches are performed based on the given steps. 1.3 Proper use of tools is observed | TLE_HEHD7/SEA-0a-b-1 |
| 1. Principles of Design 2. Elements of Design 3. Transferring Designs 4. Good working Habits 5. Project plan on embroidery | | | LO2. Create embroidered article 2.1 Embroidered article is created based on the principles and elements of design. 2.2 Color scheme are applied in creating the design. 2.3 Design is transferred following the given steps. 2.4 Good working habits are observed | TLE_HEHD7/SEA-0c-d-2 |
| Lesson 2: PRODUCE RECYCLED PROJECT (RP) | | | | |
| 1. Overview of recycling 2. Types of Recycling 3. Advantages of recycling 4. Common materials used in recycling | The learner demonstrates understanding on the principles and concepts of recycling | The learner understand and create recycled project. | LO 1. Understand Recycling 1. Recycled articles are identified based on recyclable materials | TLE_HEHD7/8RP-0e-f-2 |
| 1. Tools in Recycling 2. Recycled Project from 2.1. Newspaper/magazine 2.2. Soda Can 2.3. Plastic Bottle | | | LO2. Create Recycled project 2.1 Recycled articles are produced artistically based on the given steps. 2.2 Tools are properly used. 2.3 Good working habits are observed. | TLE_HEHD7/8RP-0e-g-3 |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|--|-----------------------------|
| Lesson 3: PRODUCE WRAPPED GIFT ITEMS | | | | |
| 1. Materials and tools for Gift Wrapping 2. Philippine Made Materials for Gift Wrapping 3. Procedure in Gift wrapping 4. Decorative Articles for gift wrapping | The learner demonstrates understanding on the principles and concepts of gift wrapping | The learner understand wrapping of gift items | LO1. Wrap Gift Items 1. Tools are properly used. 2. Principles and elements of design are applied. 3. Gift items are wrapped artistically. 4. Decorative articles are applied to enhanced wrapped gift items. 5. Good working habits are observed. | TLE_HEHD7/8WG-0h-i-2 |

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Course Description:

This curriculum guide on **Handicraft (Needle Craft)** course is designed for a high school student to develop knowledge, skills, and attitudes to perform the tasks on Needle Craft. It covers core competencies namely: (1) Understand concepts and terms of the different types of Needlecraft; (2) Perform basic and advances stitches of the different types of Needlecrafts; (3) Develop a project plan; (5) Create marketable and presentable product package for the Needle crafted articles and (6) Observe proper posture, safety and precautionary measures while working on a Needlecraft project..

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE | LEARNING MATERIALS |
|---|------------------|---|--|--------------------------|--------------------|
| CONCEPT REVIEW | | | | | |
| PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC) | | | | | |
| 1. Dimensions of Personal Entrepreneurial Competencies 1.1. Three Clusters of PECs (Achievement, Planning, Power Clusters) 1.2. Characteristics 2. Assessment of Personal Competencies and Skills (PECs) | | The learner recommends specific strategies to improve 'weak' areas and sustain 'strong' areas of their PECs. | LO 1. Assess Personal Entrepreneurial Competencies 1.1 Explain dimensions/clusters of PECs and the different characteristic traits per cluster 1.2 Evaluate one's PECs | TLE_PECs9-12-IO-1 | |
| BUSINESS ENVIRONMENT AND MARKET (EM) | | | | | |
| 1. Factors included in the Business Environment 2. Spotting and Identifying Business Opportunities | | The learner analyzes how factor influence the business environment. The learner relates experience in generating business ideas or identifying business opportunities. | LO 1. Understand the business environment and business ideas 1.1 Explain how different factors influence the business environment 1.2 Explain procedures for generating business ideas or identifying business opportunities 1.3 Generate business ideas and identify business opportunities | TLE_EM9-12-IO-1 | |
| INTRODUCTION TO NEEDLECRAFT | | | | | |
| 1. Needlecraft in the Philippines 2. Major Needlecraft Techniques 3. Safety and Precautionary Measures 4. Project Planning 5. Product Packaging | | The learner exhibits appropriate procedure for project planning and execution of techniques | LO 1. Understand concepts related to needlecraft 1.1 Identify major needlecraft techniques 1.2 State safety and precautionary measures | | |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE | LEARNING MATERIALS |
|--|---|--|--|-------------------------------|--|
| 6. Caring for Needlecraft Articles | | The learner displays safety and precautionary measures during needlecraft projects | 1.3 Identify parts and descriptions of project plans 1.4 Give examples of tools and materials for packaging 1.5 State ways of caring for needlecraft articles | | |
| QUARTER 1 | | | | | |
| LESSON 1: EMBROIDERY | | | | | |
| 1. Embroidery: A Brief Background 2. Tools and Materials | | | LO 1. Understand embroidery as a craft and its techniques 1.1 Define embroidery as a needlecraft technique 1.2 Identify the tools and materials used; | TLE_HEHC9-12PE-Ia-b-2 | |
| 1. Basic Embroidery Stitches 2. Special Kinds of Embroidery 2.1. Calado 2.2. Smocking 2.3. Cross-stitch 3. Design Transfer Techniques 4. Project Planning 4.1. Costing of tools and materials | 1. T.H.E III Home Technology. Related Crafts I. 1992. pp. 34-37. | The learner performs skillfully the use of design, materials, and techniques to create embroidered products. The learner applies the principles of art and handicraft to create a beautiful and marketable embroidered product. | LO 2. Create embroidered products with package 2.1 Manipulate properly the tools and materials for embroidery 2.2 Prepare project plan for the expected embroidery articles 2.3 Combine stitching techniques in embroidery, <i>Calado</i> and smocking to create a well-made project. 2.4 Select appropriate and quality packaging material for embroidered articles 2.5 Evaluate the quality/characteristics of finished product and packaging presentation (use rubrics) | TLE_HEHC9-12PE-Ic-j-2 | 1. T.H.E III Home Technology. Related Crafts I. 1992. pp. 34-37. |
| QUARTER 2 | | | | | |
| LESSON 2: CROCHETING | | | | | |
| 1. Crochet 2. Tools and Materials | 1. T.H.E III Home Technology. Related Crafts I. 1992. pp. 52, 59. | | LO 1. Understand Crocheting as a Technique 1.1 Define the technique of crocheting; | TLE_HEHC9-12PC-IIa-b-1 | 1. T.H.E III Home Technology. |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE | LEARNING MATERIALS |
|---|--|--|--|--------------------------------|--|
| | | | 1.2 Identify the tools and materials used | | Related Crafts I. 1992. pp. 52, 59. |
| 1. Basic Stitches in Crocheting 1.1. Slip stitch 1.2. Chain stitch 1.3. Single Crochet stitch 1.4. Half-double Crochet stitch 1.5. Double Crochet stitch 1.6. Treble Crochet stitch, etc 2. Project Planning 2.1. Costing of tools and materials 3. Craft Crocheted products with project plan 3.1. Wrist band 3.2. Cell phone case 3.3. Crocheted belt | 1. T.H.E III Home Technology. Related Crafts I. 1992. pp. 54-61. | The learner performs skillfully the use of design, materials, and techniques to create crocheted products. The learner applies the principles of art and handicraft to create a beautiful and marketable crocheted product. | LO 2. Make Crocheted products with project plan 2.1 Discuss crochet terms and abbreviations; 2.2 Identify the basic stitches in crocheting; and 2.3 Perform all the basic stitches in crocheting showing proper use of tools and materials. 2.4 Prepare project plan for the crochet project 2.5 Select appropriate and quality packaging material for embroidered articles 2.6 Evaluate the quality/characteristics of finished product and packaging presentation (use rubrics) | TLE_HEHC9-12PC-IIc-h-2 | 1. T.H.E III Home Technology. Related Crafts I. 1992. pp. 54-61. |
| 1. Packaging of finished projects/products | | | LO 3. Package the finished craft 3.1 Select appropriate quality packaging material for finished project 3.2 Apply creativity in packaging 3.3 Evaluate the quality/characteristics of finish product and packaging presentation (use rubrics) | TLE_HEHC9-12PC-II-i-j-3 | |
| QUARTER 3 | | | | | |
| LESSON 3: KNITTING | | | | | |
| 1. History of Knitting 2. Classification and uses of tools and materials in knitting | | | LO 1. Understand knitting as a needlecraft 1.1 Describe definition and characteristics of knitted products | TLE_HEHC9-12PK-IIIa-b-4 | |

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| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE | LEARNING MATERIALS |
|---|--|--|--|--------------------------------|--|
| | | | 1.2 Identify tools and materials for knitting | | |
| 1. Basic stitches in knitting 2. Project Planning 3. Costing of tools and materials Knitted product with presentable package | | The learner performs skillfully the use of design, materials, and techniques to create knitted products. The learner applies the principles of art and handicraft to create a beautiful and marketable knitted product. | LO 2. Produce knitted articles with packaging 2.1 Perform basic stitches in knitting 2.2 Demonstrate proper use of materials, tools and equipment in knitting 2.3 Prepare project plan for the expected knitted articles 2.4 Select appropriate quality packaging material for knitted articles 2.5 Evaluate the quality/characteristics of finished product and packaging presentation (use rubrics) | TLE_HEHC9-12PK-IIIC-j-5 | |
| QUARTER 4 | | | | | |
| LESSON 4: QUILTING | | | | | |
| 1. Quilting: An Overview 2. Materials and tools used in quilting | 1. T.H.E IV Home Technology. Related Crafts II. pp. 77-79. | | LO 1. Understand Quilting as a Technique 1.1 Discuss the overview of Quilting 1.2 Demonstrate proper use of tools and materials in Quilting | TLE_HEHC9-12PQ-IVa-b-6 | 1. T.H.E IV Home Technology. Related Crafts II. pp. 77-79. |
| 1. Kinds of Quilting 2. Project Planning 3. Costing of tools and materials 4. Quilted product with package | 1. T.H.E IV Home Technology. Related Crafts II. pp. 79-91. | The learner performs skillfully the use of design, materials, and techniques to create quilted products. The learner applies the principles of art and handicraft to create a beautiful and marketable quilted product. | LO 2. Make Quilted products with package 2.1 Apply Quilt stitches on selected project 2.2 Prepare project plan for the expected quilted articles 2.3 Select appropriate quality packaging material for finished project 2.4 Evaluate the quality/characteristics of finished product (use rubrics) | TLE_HEHC9-12PQ-IIc-j-7 | 1. T.H.E IV Home Technology. Related Crafts II. pp. 79-91. |

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CODE BOOK LEGEND
Sample: TLE_HEHC9-12OP-IVf-16

| LEGEND | | SAMPLE | | DOMAIN/ COMPONENT | CODE |
|--|---|---|-----------------------|--|------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Technology and Livelihood Education_Home Economics Handicraft | TLE_HE HC 9-12 | Personal Entrepreneurial Competencies | PECS |
| | Grade Level | Grade 9/10/11/12 | | Environment And Market | EM |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Perform Origami Production - Paper Craft | OP | Produce Embroidered Article | EA |
| | | | | Produce Recycled Project | RP |
| | | | - | Produce Wrapped Gift Items | WG |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | Fourth Quarter | IV | Embroidery | PE |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week six | f | Crocheting | PC |
| | | | - | Knitting | PK |
| Arabic Number | Competency | Package the finished origami paper craft (vases/frames) | 16 | Quilting | PQ |
| | | | - | Create Fashion Accessories | FA |
| | | | - | Calculate And Produce Fashion Accessory Materials | FM |
| | | | - | Preparation And Production Of Fashion Accessories | PA |
| | | | - | Perform Origami Production - Paper Craft (Vase/Frames) | OP |

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

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

+ CG updated based on new Training Regulations of TESDA.

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

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

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND TECHNICAL-VOCATIONAL TRACK
HOME ECONOMICS – HANDICRAFT (NEEDLECRAFT)
(160 hours)

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