

K TO 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD TRACK AND SENIOR HIGH SCHOOL – TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS – HOUSEKEEPING 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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Course Description:

This curriculum guide on Housekeeping leads to National Certificate Level (NC II). This course is designed for a high school student ought to develop knowledge, skills, and attitude to perform the tasks on Housekeeping. It covers five core competencies, namely: 1) providing housekeeping services; 2) preparing rooms for guests; 3) cleaning premises; 4) providing valet/butler services; 5) laundry linen and guests clothes; and 6) deal with/handle intoxicated guests. The preliminaries of this specialization course includes the following: 1) Explain core concepts in housekeeping; 2) Discuss the relevance of the course 3) Explore on opportunities for a Room or Cabin Attendant as a career.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Introduction</p> <ol style="list-style-type: none"> 1. Core concepts in Housekeeping 2. Relevance of the course 3. Career opportunities 	The learner demonstrates understanding of the core concepts in Housekeeping	The learner independently demonstrates core competencies in Housekeeping as prescribed in the TESDA Training Regulation	<ol style="list-style-type: none"> 1. Explain core concepts in Housekeeping 2. Housekeeping 3. Discuss the relevance of the course 4. Explore on opportunities for Housekeeping as a career 	
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 	The learners demonstrate an understanding of one's PECs in food and beverage services	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>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 	TLE_PECs7-12-00-1

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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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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<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
<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 			<p>LO 5. Select a business idea based on the criteria and techniques set</p> <ol style="list-style-type: none"> 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

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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 1 AND 2 LESSON 1: PROVIDE HOUSEKEEPING SERVICES TO GUESTS (HS)				
1. Hotel Codes, rules and regulations 2. Basic Skills needed of a good housekeeper 2.1 Intrapersonal skills 2.2 Interpersonal skills 3. The Housekeeping Department 4. Nature and scope of guests room 4.1 cleaning care and maintenance 4.2 Cleanliness and orderliness 4.3 Safekeeping of lost and found items 4.4 Provision of other services to house guests 4.5 Attending to other Guests’ needs and concern 5. Bedroom and bathroom amenities	The learner demonstrates understanding of providing effective housekeeping services to house guests	The learner independently demonstrates understanding of providing effective housekeeping services to house guests.	LO 1. Handle housekeeping requests 1.1 Discuss implementing Hotel Codes, Rules and regulations 1.2 Explain different skills of good housekeeper needs such as in and intrapersonal skills 1.3 List down and describe the basic functions of each personnel in the housekeeping department 1.4 Discuss nature and scope of guestroom cleaning, care and maintenance 1.5 Enumerate bedroom and bathroom amenities offered in an institution 1.6 List down procedures in conducting room check, turn down and make up beds 1.7 Demonstrate proper handling of guests’ requests in housekeeping following safety and security standards	TLE_HEHK9-12HS-Ia-e-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
6. Procedural requirements in handling guests' requests related to housekeeping				
7. Types and uses of different housekeeping and front office forms 8. Institutional house rules and procedures for: 8.1. Guests safety and security 8.2. Use of tools, materials, equipment, and other amenities 9. Handle clients' queries through telephone, fax machine, email, etc. 10. Common problems related to housekeeping 11. Handling different problems in Housekeeping Services			LO 2. Advise guests on room and housekeeping equipment 1. Describe and explain the use of different types of housekeeping and front office forms 2. Provide guest orientation on house rules and use of hotel tools, materials, equipment, and other amenities 3. Practice proper handling of client's queries through telephone, fax machine, e-mail, etc. 4. Identify common problems related to Housekeeping Services 5. Observe proper handling of different problems in Housekeeping Services	TLE_HEHK9-12HS-Ia-e-2
LESSON 2: PREPARE ROOMS FOR GUESTS (RG)				
1. Types and uses of different cleaning tools, materials, and equipment for room servicing 2. Proper use and selection of tools and materials, equipment according to task requirement 3. Setting of trolley/caddy with cleaning materials according to needs and	The learner demonstrates understanding in preparing rooms for guests correctly.	The learner independently demonstrates understanding in preparing rooms for guests correctly.	LO 1. Set up equipment and trolleys 1.1 Identify and explain the different types and uses of cleaning tools, materials and equipment for room servicing 1.2 Correctly select and demonstrate proper use of tools, materials and equipment according to task requirement	TLE_HEHK9-12RG-If-h-3

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>with the institutional standards</p> <p>4. Safety measures and procedures in handling cleaning tools, equipment, and other supplies</p>			<p>1.3 Properly set trolley/caddy with cleaning materials according to needs and with the institutional standards</p> <p>1.4 Observe safety measures and procedures in handling cleaning tools, equipment, and other supplies</p>	
<p>5. Basic terminologies used in Housekeeping</p> <p>5.1 Room status and door signs</p> <p>5.2 Types of guests</p> <p>5.3 Classification of guest rooms</p> <p>6. Provision of guests safety and security in hotel establishment</p>			<p>LO 2. Access rooms for servicing</p> <p>2.1 Identify important terminologies used in housekeeping such as room status, door signs, guest’s type, and guest room classifications</p> <p>2.2 Observe guests’ safety and security in hotel establishment</p>	<p>TLE_HEHK9-12RG-If-h-4</p>
<p>7. Types and sizes of linens, pillows, and bed sheets</p> <p>8. Procedures in conducting:</p> <p>8.1 Room check</p> <p>8.2 Turn down and make up beds and cots</p> <p>9. Replenishment of bed linen in accordance with institutional standards and procedures</p>			<p>LO 3. Make up beds</p> <p>3.1 Identify different types and sizes of linens, pillows, and bed sheets</p> <p>3.2 Correctly follow proper procedures in conducting room check, turn down and make up beds and cots</p> <p>3.3 Replace bed linen in accordance with establishment standards and procedures</p>	<p>TLE_HEHK9-12RG-If-h-5</p>
<p>10. Tools, materials, supplies, and equipment used in cleaning guest rooms</p> <p>11. Standard operating procedures in institutional cleaning</p>			<p>LO 4. Clean rooms</p> <p>4.1. Identify tools, materials, supplies, and equipment needed in cleaning guest rooms</p> <p>4.2. Follow standard operating procedures in institutional cleaning</p> <p>4.3. Identify common insects and pests</p>	<p>TLE_HEHK9-12RG-If-h-6</p>

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12. Common insects and pests and their control measures 12.1. Rats and rodents 12.2. Roaches 12.3. Flies 12.4. Mosquitoes 13. Minor and major hotel room defects and repair 14. Hotel management safety practices and procedures			and their control measures 4.4. Give minor and major hotel room defects and repair 4.5. Observe hotel management safety practices and procedures	
LESSON 3: CLEAN PUBLIC AREAS, FACILITIES AND EQUIPMENT (CA)				
1. Common cleaning tools and equipment and their proper uses and functions 2. Safety and security in using the cleaning tools and equipment 3. Dry and wet agents/chemicals commonly used in cleaning 4. Personal Protective Equipment and its proper use and function	The learner demonstrates understanding of cleaning different premises using appropriate tools and equipment following safety and security standards.	The learner independently demonstrates understanding of cleaning different premises using appropriate tools and equipment following safety and security standards.	LO 1. Select and set up equipment and materials 1.1 Select appropriate cleaning tools and equipment with their proper uses and functions 1.2 Follow safety and security measures when using cleaning tools and equipment 1.3 Identify and use dry and wet cleaning agents/chemicals for a particular task 1.4 Select and use Personal Protective Equipment based on the task requirement	TLE_HEHK9-12CA-IIa-b-1
5. Types of cleaning equipment and chemical 6. Cleaning technique on furniture and walling materials 7. Rules for storing chemicals safely			LO 2. Apply cleaning technique 2.1 Identify cleaning equipment and chemical 2.2 Discuss cleaning technique on furniture and walling materials 2.3 Follow proper storage of equipment and chemicals	TLE_HEHK9-12CA-IIc-d-2

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<p>8. Proper handling and storing of trolleys and other equipment</p> <p>9. Sanitizing and keeping cleaning materials and equipment according to manufacturer's operating procedures and establishment standards</p> <p>10. Safe keeping practices in accordance with establishment standard</p>			<p>LO 3. Clean and store trolleys and equipment</p> <p>3.1. Perform proper handling of trolleys and other equipment</p> <p>3.2. Observe proper cleaning of tools, materials, and equipment according to standards and procedures</p> <p>3.3. Practice safekeeping practices in accordance with establishment standards</p>	<p>TLE_HEHK9-12CA-IIe-f-3</p>
<p>11. Common problems related to scheduling and performing cleaning tasks</p> <p>12. Possible inconvenience and hazards in working area</p> <p>13. Policies and procedures related to cleaning operations</p> <p>14. Proper disposal of used chemicals in accordance with manufacturer's instructions and environmental legislation requirements</p>			<p>LO 4. Clean dry and wet areas</p> <p>4.1 Identify common problems related to scheduling and performing one's task</p> <p>4.2 Consider possible inconvenience and hazards in working area</p> <p>4.3 Observe implementing policies and procedures related to cleaning operations</p> <p>4.4 Practice proper disposal of used chemicals in accordance with manufacturer's instructions and environmental legislation requirements</p>	<p>TLE_HEHK9-12CA-IIg-h-4</p>
<p>15. Proper use and maintenance of cleaning tools, materials and equipment in accordance with the manufacturer's instructions and hotel standards</p> <p>16. Institutional routine maintenance with</p>			<p>LO 5. Maintain and store cleaning equipment and chemicals</p> <p>5.1 Use and maintain cleaning tools, materials, and equipment effectively in accordance with the manufacturer's instructions and hotel standards</p> <p>5.2 Perform institutional routine maintenance with standard operating procedures</p>	<p>TLE_HEHK9-12CA-Iii-j-5</p>

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<p>standard operating procedures</p> <p>17. Common problems in cleaning tools and equipment</p> <p>18. Safety procedures in safekeeping of cleaning tools, equipment, and chemicals following the security standards</p>			<p>5.3 Identify and report common problems in cleaning tools and equipment</p> <p>5.4 Observe safety procedures in safekeeping of cleaning tools, equipment, and chemicals following the security standards</p>	
QUARTER 3				
LESSON 4: PROVIDE VALET/BUTLER SERVICE (VS)				
<p>1. Basic roles of valet and butler service within the Philippine hospitality industry</p> <p>2. Building rapport through oral and written communication</p> <p>3. Personality development</p> <p>3.1. Good grooming</p> <p>3.2. Personal hygiene</p> <p>4. Procedures in performing valet services</p> <p>4.1 Picking up laundry</p> <p>4.2 Checking laundry for possible damage</p> <p>4.3 Sorting, endorsing, and delivering of laundry</p> <p>5. Procedures in keeping laundry area clean in accordance with the establishment standards</p> <p>6. Reports and endorsements of valet service provider</p>	<p>The learner demonstrates understanding of the duties and responsibilities of a valet / butler service.</p>	<p>The learner independently performs understanding of the duties and responsibilities of a valet / butler service.</p>	<p>LO 1. Display professional valet standards</p> <p>1.1 Discuss basic roles of valet and butler service within the Philippine hospitality industry</p> <p>1.2 Establish rapport and enhance feelings of goodwill between the guest and the establishment through principles of good communication in accordance with the establishment standards</p> <p>1.3 Practice good grooming and personal hygiene of valet service provider</p> <p>1.4 Access and utilize knowledge of individual guests to provide personalized and quality valet service</p> <p>1.5 Follow standard operating procedures in keeping laundry area clean in accordance with the establishment standards</p> <p>1.6 Prepare reports and endorsements of valet service provider</p>	<p>TLE_HEHK9-12VS-IIIa-j-1</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
7. Packing, unpacking, storing, and preparing of guest luggage management 8. Institutional standards in preparing of: 8.1. Guest clothes 8.2. Shoes 9. Basic darning and mending for clothing and linen 10. Repair of other accessories 11. Ethical Standards for guest security and confidentiality			LO 2. Care for the guest property 2.1 Perform packing, unpacking, storing, and preparing of guest luggage management 2.2 Observe institutional standards in preparing of guest clothes and shoes 2.3 Make simple repairs on cloth and linen in accordance with the establishment procedures 2.4 Value the set ethical standards for guest security and confidentiality	TLE_HEHK9-12VS-IIIa-j-2
QUARTER 4 LESSON 5: LAUNDRY LINEN AND GUEST CLOTHES (LL)				
1. Types of linen used in housekeeping 2. Principles of laundering 2.1. Collection and transportation 2.2. Arrival 2.3. Sorting 3. Types and usage of washing machines and dryers used in housekeeping 4. Types and usage of chemicals and cleaning agents 5. Classification and usage of stain-removing agents 6. The wash cycle and its importance	The learner demonstrates understanding of the procedures of providing laundry linen for house guests.	The learner independently demonstrates understanding of the procedures of providing laundry linen for house guests.	LO 1. Process laundry items 1.1 Identify and explain types of linen used in housekeeping 1.2 Discuss the principles of laundering such as collection and transportation, arrival and sorting 1.3 Give the types and usage of washing machine and dryers used in housekeeping 1.4 Identify and discuss the types and usage of laundry chemicals and other cleaning agents 1.5 Enumerate and discuss the classifications and usage of stain removing agents 1.6 Explain the wash cycle and its importance	TLE_HEHK9-12LL-IVa-h-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>7. Laundry procedures for different fabrics 7.1. Cotton 7.2. Silk 7.3. Wool 7.4. Synthetics</p> <p>8. Laundry methods based on: 8.1.Fiber and fabric 8.2.Dye fastness 8.3.Amount of soilage 8.4.Washing instructions</p> <p>9. Principles and procedures in ironing and pressing clothes and linens</p> <p>10. Types of ironing equipment, tools, and materials and their proper usage</p> <p>11. Folding methods and techniques</p>			<p>1.7 Follow laundry procedures for cotton, silk, wool, and synthetics</p> <p>1.8 Perform laundry methods accordingly</p> <p>1.9 Observe principles and procedures in ironing and pressing clothes and linens</p> <p>1.10 Explain the types of ironing equipment, tools, and materials and their proper usage</p> <p>1.11 Demonstrate correct folding methods and techniques</p>	
<p>12. Important forms for packaging and storing of laundry items</p> <p>13. Ideal standards of packaging and storing of laundry items</p> <p>14. Procedures in storing guest laundry in accordance with the establishment standards or guest request</p> <p>15. Delivery of laundry items</p>			<p>LO 2. Package and store laundry items</p> <p>2.1 Identify forms needed for packaging and storing of laundry items</p> <p>2.2 Explain ideal standards of packaging and storing of laundry items</p> <p>2.3 Discuss the procedures in storing guest laundry in accordance with the establishment standards for</p> <p>2.4 Observe correct delivery of laundry items to guests</p>	<p>TLE_HEHK9-12LL-IVa-h-2</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 6: DEAL WITH/HANDLE INTOXICATED GUESTS (IG)				
1. Different level of intoxication 2. Common problems related level of intoxication 3. Standard operation procedure in assessing intoxicated guest	The learner demonstrate understanding the level of intoxication	The learner independently demonstrate understanding in determining level of intoxication	L.O 1. Determine level of intoxication 1.1 Identify and explain the level of Intoxication 1.2 Discuss the effects of alcohol and the factors that influence guest’s action 1.3 Follow standard operation procedure in assessing intoxicated guest	TLE_HEHK9-12LL-IVi-j-1
4. The DO’s and DON’Ts in assisting intoxicated guests 5. Things to do when the guest is intoxicated 6. Proper way of communicating with intoxicated guest			L.O 2. Apply appropriate procedures 2.1 Discuss DO’s and DON’Ts in assisting intoxicated guests 2.2 observe proper way of dealing with intoxicated guest 2.3 Ways in communicating with intoxicated guest	TLE_HEHK9-12LL-IVi-j-2
7. Prevention strategies in dealing with intoxicated customers 8. Guidelines in dealing with underage drinkers 9. Legalities of the sale of alcoholic beverages			LO 3. Comply with legislation 3.1 Correct way in dealing with intoxicated customers in line with Industry practice 3.2 discuss ways on how to deal with underage drinkers with caution and care in compliance with legal regulation 3.3 Identify laws governing the sale of alcohol beverages	TLE_HEHK0-12HIG-IVi-j-3

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Code Book Legend

Sample: TLE_HEHK9-12LL-IVa-h-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Housekeeping	TLE_HE HK 9-12
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/Component/ Topic	Laundry linen and guest clothes	LL
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	IV
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week One to Eight	a-h
			-
Arabic Number	Competency	Process laundry items	1

DOMAIN/ COMPONENT	CODE
Provide housekeeping services to guests	HS
Prepare rooms for guests	RG
Clean public areas, facilities and equipment	CA
Provide valet/butler service	VS
Laundry linen and guest clothes	LL
Deal with/handle intoxicated guests	IG

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

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Reference:

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