

**K to 12 BASIC EDUCATION CURRICULUM
 JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
 INFORMATION AND COMMUNICATIONS TECHNOLOGY – ILLUSTRATION (NC II)**

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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INFORMATION AND COMMUNICATIONS TECHNOLOGY – ILLUSTRATION (NC II)
Grade7/8 (Exploratory)

Course Description:

This is an exploratory and introductory course that leads to an **Illustration** National Certificate Level II (NC II). It covers **five (5)** common competencies that a **Grade7/8** Technology and Livelihood Education (TLE) student ought to possess, namely: 1) use of tools; 2) maintaining tools, equipment, and paraphernalia; 3) performing mensuration and calculation; 4) interpreting technical drawing and design; and 5) practicing Occupational Health and Safety (OHS) procedures.

The preliminaries of this exploratory course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Relevance of the course 2. Basic concepts and common competencies in Illustration 3. Career opportunities	The learners demonstrate an understanding of basic concepts, underlying theories and common competencies in Illustration.	The learners shall be able to independently create/provide quality and marketable product and/or service in Illustration as prescribed by the TESDA Training Regulations	<i>The learners...</i> 1. Discuss the relevance of the course 2. Explain basic concepts, theories, and common competencies in Illustration 3. Explore opportunities for Illustration as a career	
LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)				
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 learners demonstrate an understanding of one's PECs	The learners shall be able to recognize his/her PECs and prepare an activity plan that aligns with that of a practitioner/entrepreneur in Illustration	LO 1. Recognize PECs needed in Illustration 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 those of a practitioner /entrepreneur 1.4 Align one's PECs with those of a practitioner/entrepreneur	TLE_PECs7/8-00-1
LESSON 2: ENVIRONMENT AND MARKET (EM)				
1. Key concepts of Environment and Market 2. Products and services available in the market 3. Differentiation of products and services	The learners demonstrate an understanding of environment and market as these relate to a career choice in Illustration	The learners shall be able to generate a business idea based on the analysis of environment and market in Illustration	LO 1. Generate a business idea that relates with a career choice in Illustration 1.1 Conduct SWOT analysis 1.2 Identify the different products/services available in the market	TLE_EM7/8-00-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis			1.3 Compare different products/services in Illustration business 1.4 Determine the profile potential customers 1.5 Determine the profile potential competitors 1.6 Generate potential business idea based on the SWOT analysis	
LESSON 3: USE OF HAND TOOLS (UT)				
1. Hand tools in Illustration 2. Equipment in Illustration	The learners demonstrate an understanding of hand tools and equipment in Illustration	The learners shall be able to use hand tools and equipment in Illustration	LO 1. Prepare hand tools and equipment in Illustration 1.1 List hand tools and equipment based on job requirement 1.2 Identify appropriate hand tools and equipment 1.3 Classify hand tools and equipment according to function and task requirement	TLE_ICTIL7/8 UT-0a-1
LESSON 4: MAINTAIN HAND TOOLS, EQUIPMENT, AND PARAPHERNALIA (MT)				
1. Safety procedures in maintaining hand tools, drawing instruments, equipment, and paraphernalia 2. Procedure in accomplishing forms: 2.1 Job order slips 2.2 Tools and materials requisition slips 2.3 Borrower’s slip 3. Requisition procedures 4. Inspection procedures 4.1 Malfunction tools 4.2 Maintenance of tools 5. Storage of tools 6. Standard operational procedures, principles and techniques in maintaining a tools	The learners demonstrate an understanding of concepts and principles in maintaining hand tools, drawing instruments, equipment, and paraphernalia	The learners shall be able to maintain hand tools, drawing instruments, equipment, and paraphernalia	LO 1. Inspect hand tools and equipment received in Illustration 1.1 Check list of tools and equipment to be requested per job requirement 1.2 Inspect the condition of all the requested tools and equipment 1.3 Assess the hand tools and equipment for proper operation and safety LO 2. Use and maintain hand tools, measuring instrument and equipment 2.1 Perform safety procedures in using hand tools and equipment 2.2 Follow procedures in cleaning illustration tools 2.3 Identify malfunction, unplanned or unusual events and report to property custodian	TLE_ICTIL7/8 MT-0b-1 TLE_ICTIL7/8 MT-0c-2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 5: PERFORM MENSURATION AND CALCULATION (MC)				
1. Measuring instruments/ Measuring tools 2. Proper handling of measuring instruments	The learners demonstrate an understanding of concepts and principles in performing measurement and calculation	The learners shall be able to perform accurate measurement and calculation based on a given task	LO 1. Select measuring instruments 1.1 Interpret object or component to be measured according to the appropriate regular geometric shape 1.2 Select measuring tools appropriate to the object to be measured based on job requirements 1.3 Obtain correct specification from relevant sources 1.4 Select appropriate measuring instruments according to job requirements 1.5 Use alternative measuring tools without sacrificing cost and quality of work	TLE ICTIL7/8 MC-0d-1
3. Trade Mathematics/Mensuration 3.1 Four fundamental operations 3.2 Kinds of measurement 3.3 Dimensions 3.4 Ratio and proportion 3.5 Trigonometric functions 3.6 Algebraic equations 3.7 Fractions, percentage and decimals 3.8 Conversion			LO 2. Carry out mensuration and calculation 2.1 Perform calculation needed to complete task using the four mathematical fundamental operations (addition, subtraction, multiplication, and division) 2.2 Employ different techniques in checking for the accuracy of the computation	TLE ICTIL7/8 MC-0e-2
LESSON 6: PREPARE AND INTERPRET TECHNICAL DRAWING (TD)				
1. Drawing symbols, signs, and data 2. Trade mathematical conversions	The learners demonstrate an understanding of concepts and principles in interpreting technical drawings and work plans in technical drafting	The learners shall be able to read and interpret technical drawings and work plans accurately	LO 1. Analyze signs, symbols, and data 1.1 Prepare tools and instruments used in illustration 1.2 Interpret signs, symbols, and data according to job specifications 1.3 Perform simple trade mathematical conversions	TLE ICTIL7/8 TD-0f-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
3. Basic illustration 4. Technical plans and schematic diagram 5. Symbols and abbreviations			LO 2. Interpret illustration drawings and plans 2.1 Identify illustration tools and materials to be used in preparing a simple illustration 2.2 Identify dimensions and specifications according to job requirements	TLE ICTIL7/8 TD-0g-2
LESSON 7: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURE (OS)				
1. Safety procedures 2. Identification of hazards, risks, and control 2.1 For users and technicians 2.2 Damage equipment 2.3 Environment 3. Organizational safety and health protocol 4. OHS indicators	The learners demonstrate an understanding of concepts and principles of Occupational Health and Safety (OHS) in relation to health and risk hazards in the workplace	The learners shall be able to consistently observe precautionary measures and responds to risks and hazards in the workplace	LO 1. Identify hazards and risks 1.1 Follow OHS policies and procedures in identifying hazards and risks 1.2 Explain hazards and risks in the workplace 1.3 Identify hazards and risks indicators as prescribed by the manufacturer 1.4 Apply contingency measures in accordance with OHS procedures	TLE ICTIL7/8 OS-0h-1
5. Safety regulations in the work place 6. Methods of controlling hazards and risks 7. Disaster preparedness and management			LO 2. Evaluate and control hazards and risks 2.1 Determine the effects of hazards in the workplace 2.2 Identify the methods in controlling hazards and risks 2.3 Follow OHS procedures for controlling hazards and risks	TLE ICTIL7/8 OS-0i-2
8. OHS procedure, practices, and regulations 9. Emergency-related drills and training			LO 3. Maintain Occupational Health and Safety 3.1 Observe established procedures in responding to emergency-related drill 3.2 Fill up OHS personal records in accordance with workplace requirements	TLE ICTIL7/8 OS-0j-3

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(160 hours)

Course Description:

This is a specialization course that leads to an **Illustration** National Certificate Level II (NC II). It covers **three (3)** core competencies that a high school student ought to possess, namely: 1) using lines to produce volumes, 2) creating drawings according to proportion, and 3) sourcing out of concept for own drawings.

The preliminaries of this specialization course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Relevance of the course 2. Concepts and core competencies in Illustration 3. Career opportunities	The learners demonstrate an understanding of concepts, theories, and core competencies in Illustration	The learners shall be able to demonstrate competencies in Illustration as prescribed by the TESDA Training Regulations	<i>The learners...</i> 1. Discuss the relevance of the course 2. Explain concepts, theories, and core competencies in Illustration 3. Explore opportunities for a career as Illustrator	
LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)				
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee in locality/town 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs in relation to a practitioner 3. Align, strengthen and develop ones PECs based on the results	The learners demonstrate an understanding of one’s PECs in Illustration	The learners shall be able to recognize his/her PECs and prepare an activity plan that aligns with that of a practitioner/entrepreneur in Illustration	LO 1. Recognize PECs needed in Illustration 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_PECs9-12-I0-1
LESSON 2: ENVIRONMENT AND MARKET (EM)				
1. Market (Town) 2. Key concepts of Market 3. Players in the market (Competitors) 4. Products and services available in the market	The learners demonstrate an understanding of environment and market in Illustration in one’s town/municipality	The learners shall be able to create a business vicinity map reflective of potential market in Illustration business within a town/municipality	LO 1. Recognize and understand the market in Illustration 1.1 Identify the players/competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM9-12-I0-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Market (Customer) 6. Key concepts of identifying and understanding the consumer 7. Consumer Analysis through: 7.1 Observation 7.2 Interviews 7.3 FGD 7.4 Survey			LO 2. Recognize the potential customer/market in Illustration 2.1 Identify the profile of potential customers 2.2 Identify the customer’s needs and wants through consumer analysis 2.3 Conduct consumer/market analysis	TLE_EM9-12-IO-2
LESSON 3: USING LINES TO PRODUCE VOLUMES (PV)				
1. Safety procedures 2. Tools and materials in drawing 3. Functions of lines 4. Drawing of basic shapes using lines 5. Lines in producing illusion of volumes	The learners demonstrate an understanding of concepts and principles of using lines to produce volume	The learners shall be able to apply techniques in producing volumes using lines, as prescribed by the TESDA Training Regulations	LO 1. Draw basic shapes with illusion of volumes 1.1 Perform safety procedures in drawing basic shapes with illusion of volumes 1.2 Identify drawing tools and materials used in illustration 1.3 Select appropriate materials in accordance with illustration requirements 1.4 Draw basic shapes using lines 1.5 Explain the functions of lines in drawing 1.6 Draw lines in producing illusion of volumes	TLE ICTIL9-12PV-Ia-e-1
6. Safety procedures 7. Drawing figures and objects 8. Elements of design 9. Proper proportions of figures and objects			LO 2. Draw figures and objects from basic shapes 2.1 Perform safety procedures in drawing figures and objects from basic shapes 2.2 Identify appropriate drawing tools and materials in accordance with illustration requirements 2.3 Follow the elements of designs in drawing figures and objects 2.4 Apply the correct proportions when drawing figures and objects 2.5 Derive figures and objects from basic shapes	TLE ICTIL9-12PV-If-j2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 4: CREATING DRAWINGS ACCORDING TO PROPORTION (DP)				
<ol style="list-style-type: none"> 1. Safety procedures 2. Importance of proportion in drawing 3. Correct proportion in drawing 4. Layout of figures and objects according to requirement <ul style="list-style-type: none"> • 	<p>The learners demonstrate an understanding of concepts and principles in creating drawings according to proportion</p>	<p>The learners shall be able to create drawing of figures and objects applying proportion as prescribed by the TESDA Training Regulations</p>	<p>LO 1. Draw basic shapes in proportion with illustration requirement</p> <ol style="list-style-type: none"> 1.1 Perform safety procedures in drawing basic shapes in proportion with illustration requirements 1.2 Identify appropriate tools and materials in accordance to illustration requirement 1.3 Observe the importance of proportion in drawing 1.4 Explain the proper proportion in drawing 1.5 Layout figures and objects according to illustration requirement 	<p>TLE_ICTIL9-12DP-IIa-j-1</p>
<ol style="list-style-type: none"> 5. Safety procedures 6. Proper proportions of figures and objects 7. Isometric drawing 8. Enhancement of drawings <ol style="list-style-type: none"> 8.1 Tonal range 8.2 Linear marks 9. Illustration cleanup 			<p>LO 2. Draw figures and objects in proportion with illustration requirement</p> <ol style="list-style-type: none"> 2.1 Perform safety procedures in drawing figures and objects in proportion with illustration requirements 2.2 Identify appropriate drawing tools and materials in accordance to illustration requirements 2.3 Draw isometric objects 2.4 Enhance drawing using toner range and linear marks 2.5 Clean up illustration 	<p>TLE_ICTIL9-12DP-IIIa-j-2</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
10. Safety procedures 11. Basic shapes in human figures 12. Importance of proper proportions in drawing human figure 13. Drawing correct proportion of human figures 14. Layouting human figures Facial expressions and movement of body parts			LO 3. Draw human figures 1.1 Perform safety procedures in drawing human figures 1.2 Identify appropriate tools and materials in drawing human figures in accordance with the illustration requirement 1.3 Draw human figures following proper proportion 1.4 Layout human figures 1.5 Draw different facial expressions and body parts movements of human figures	TLE_ICTIL9-12DP-IIIa-j-3
LESSON 5: SOURCING-OUT CONCEPT FOR OWN DRAWINGS (SD)				
1. Safety procedures 2. Collecting, organizing, and reviewing information 3. Interpreting concepts 4. Intellectual Property Rights (IPR) issues	The learners demonstrate an understanding of concepts and principles in sourcing out concept for own drawings	The learners shall be able to perform and develop own drawings based on sourced-out concepts as prescribed by the TESDA Training Regulations	LO 1. Source out concepts for own drawings 1.1 Perform safety procedures in sourcing out concept for one's drawings 1.2 Identify sources of information and relevant ideas to enrich one's own concept in drawings 1.3 Collect sources of information and relevant ideas for one's own concept in drawings 1.4 Interpret concept generated from drawings 1.5 Abide with IPR Laws when developing concept for own drawing 1.6 Reference collected information that helped in the development of the drawing	TLE_ICTIL9-12SD-IVa-e-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Elements and Principles of Design 6. Theoretical and Historical Concepts of Drawings 7. Designing a concept			LO 2. Review information for application to own work 2.1 Review information used to clarify ideas for the concept 2.2 Consider theoretical concepts in one’s drawing 2.3 Choose the final concept based on the sourced-out information 2.4 Apply elements and principles of design in one’s own work	TLE_ICTIL9-12SD-IVf-j-2

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INFORMATION AND COMMUNICATIONS TECHNOLOGY – ILLUSTRATION (NC II)
(160 hours)

Course Description:

This is a specialization course that leads to an **Illustration** National Certificate Level II (NC II). It covers **two (2)** core competencies that a high school student ought to possess, namely: 1) using drawing techniques to represent the object of idea; and 2) preparing, storing, and maintaining finished work.

The preliminaries of this specialization course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Introduction</p> <ol style="list-style-type: none"> 1. Relevance of the course 2. Concepts and core competencies in Illustration 3. Career opportunities 	<p>The learner demonstrates an understanding of concepts and theories of using drawing techniques to represent the object of idea and prepare, store, and maintain finished work in Illustration</p>	<p>The learners shall be able to independently create/provide quality and marketable product and/or service in Illustration as prescribed by the TESDA Training Regulations</p>	<p style="text-align: center;"><i>The learners...</i></p> <ol style="list-style-type: none"> 1. Discuss the relevance of the course 2. Explain concepts, theories, and competencies in Illustration 3. Explore opportunities for a career as Illustrator 	
LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)				
<ol style="list-style-type: none"> 1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee in a province <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 in relation to a practitioner 3. Application of PECs to the chosen business/career 	<p>The learners demonstrate an understanding of one's PECs in Illustration</p>	<p>The learners shall be able to create a plan of action that strengthens/further develops one's PECs in Illustration</p>	<p>LO 1. Develop and strengthen PECs needed in Illustration</p> <ol style="list-style-type: none"> 1.1 Identify areas for improvement, development, and growth 1.2 Align one's PECs according to his/her business/career choice 1.3 Create a plan of action that ensures success of his/her business/career choice 	TLE_PECs9-12-I0-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 2: ENVIRONMENT AND MARKET (EM)				
1. Product Development 2. Key concepts of developing a product 3. Finding Value 4. Innovation 4.1 Unique Selling 4.2 Proposition (USP)	The learners demonstrate an understanding of the environment and market for Illustration in one's town/municipality	The learners shall be able to create a business vicinity map reflective of potential market for Illustration in the town/municipality.	LO 1. Develop a product/service in Illustration 1.1 Identify what is of "Value" to the customer 1.2 Identify the customer to sell to 1.3 Explain what makes a product unique and competitive 1.4 Apply creativity and innovative techniques to develop marketable product 1.5 Employ a Unique Selling Proposition (USP) to the product/service	TLE_EM9-12-I0-1
5. Selecting Business Idea 6. Key concepts of selecting a business idea 6.1 Criteria 6.2 Techniques			LO 2. Select a business idea based on the criteria and techniques set 2.1 Enumerate various criteria and steps in selecting a business idea 2.2 Apply the criteria/steps in selecting a viable business idea 2.3 Determine a business idea based on the criteria/techniques set	TLE_EM9-12-I0-2
7. Branding			LO 3. Develop a brand for the product 3.1 Identify the benefits of having a good brand 3.2 Enumerate recognizable brands in the town/province	TLE_EM9-12-I0-3

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.3 Enumerate the criteria for developing a brand 3.4 Generate a clear and appealing product brand	
LESSON 3: USING DRAWING TECHNIQUES TO REPRESENT OBJECT OR IDEA (DO)				
1. Safety measures 2. Drawing tools and materials	The learners demonstrate an understanding of concepts and principles in drawing techniques to represent object or idea	The learners shall be able to draw object or ideas using drawing techniques as prescribed by the TESDA Training Regulations	LO 1. Prepare for drawing 1.1 Perform safety procedures in drawing objects 1.2 Identify tools and materials required in drawing 1.3 Select appropriate tools and materials to represent object or idea in drawing	TLE ICTIL9-12DO-Ia-e-1
3. Basic drawing techniques 4. Introduction to graphic software 5. Digital drawing 6. Proper usage and maintenance of drawing tools and materials			LO 2. Use basic drawing techniques 2.1 Perform safety procedures when using basic drawing techniques 2.2 Explore different graphic software 2.3 Apply a range of techniques to come up with interpretation of objects or ideas 2.4 Use tools and materials safely 2.5 Use digital methods in drawing	TLE ICTIL9-12DO-If-j-2 TLE ICTIL9-12DO-IIa-j-2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 4: PREPARING FOR STORAGE AND MAINTENANCE OF FINISHED WORK (SM)				
<ol style="list-style-type: none"> 1. Safety measures 2. Archival principles and values 3. Labeling and recording work 	The learners demonstrate an understanding of concepts and principles in preparing for storage and maintenance of finished work	The learners shall be able to perform activities related to preparation for storage and maintenance of finished work as prescribed by the TESDA Training Regulations	LO1. Assess finished work for storage <ol style="list-style-type: none"> 1.1 Perform safety procedures in assessing finished work for storage 1.2 Determine the criteria for the selection of finished work to be stored following the storage requirements 1.3 Assess finished and selected work based on the identified criteria for storage 1.4 Determine the storage requirements for selected finished work based on the identified criteria 	TLE_ICTIL9-12SM-IIIa-e-1
<ol style="list-style-type: none"> 4. Safety procedures 5. Labeling and recording work 6. Safe storage requirements for the finished work 			LO 2. Store finished work <ol style="list-style-type: none"> 2.1 Perform safety procedures when storing finished work 2.2 Select protective materials and conditions for storage 2.3 Organize finished work for storage 2.4 Apply protective materials on finished work before storing 2.5 Store finished works in allocated or selected storage space following company standard operating procedure and criteria 	TLE_ICTIL9-12SM-III f-j-2 TLE_ICTIL9-12SM-IVa-e2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
7. Safety measures 8. Maintenance of finished work 9. Intellectual Property Rights (IPR) issues			LO 3. Maintain stored work 3.1 Perform safety procedures in maintaining stored work 3.2 Maintain accurate and complete records of stored finished work 3.3 Monitor and evaluate the condition of stored finished work in accordance with the requirements for different types of work	TLE_ICTIL9-12SM-IVf-j-3

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Code Book Legend

Sample: TLE_ICTIL9-12SM-IVf-j-3

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Information and Communications Technology Illustration	TLE_ ICT IL 9-12
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Preparing for Storage and Maintenance of Finished Work	MT
			-
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 Six to Ten	f-j
			-
Arabic Number	Competency	Maintain Stored Work	3

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment and Market	EM
Use of Hand Tools and Equipment	UT
Maintain Hand Tools, Equipment, and Paraphernalia	MT
Perform Mensuration and Calculation	MC
Prepare and Interpret Technical Drawing	TD
Practice Occupational Health and Safety Procedures	OS
Using Lines to Produce Volume	PV
Using Drawing Techniques to Represent Object or Idea	DO
Preparing for Storage and Maintenance of Finished Work	SM

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

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 SAMPLE ICT CURRICULUM MAP** (as of May 2016)**

Grade 7/8 (EXPLORATORY)	GRADES 9-12	
EXPLORATORY	Computer Systems Servicing (NC II)⁺ updated based on TESDA Training Regulations released December 28, 2007 8 sems	
	*Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II) 4 sems	
	*Telecom OSP Installation (Fiber Optic Cable) (NC II) 2 sems	*Broadband Installation (Fixed Wireless Systems) (NC II) 2 sems
	Illustration (NC II) 4 sems	Technical Drafting (NC II) 4 sems
	Computer Programming (.Net Technology) (NC III)⁺ updated based on TESDA Training Regulations released December 28, 2013 4 sems	Contact Center Services (NC II) 4 sems
	Computer Programming (Java) (NC III)⁺ updated based on TESDA Training Regulations released December 28, 2013 4 sems	Animation (NC II) 4 sems
	Computer Programming (Oracle Database) (NC III)⁺ updated based on TESDA Training Regulations released December 28, 2013 4 sems	Medical Transcription (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.
 ■ 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.**

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Reference:

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