

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS – BARTENDING NC II
(320 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 Bartending National Certificate II (NC II) is designed for students to develop their knowledge, skills and attitude required in effective bar and beverage services. It reflects the role of a “bartender” and/or a utility/back and may be part of the role of a bar attendant. It covers four core competencies namely: 1) cleaning bar areas, 2) operating bar, 3) preparing and mixing cocktails and non-alcoholic concoctions, and 4) providing basic wine services. The preliminaries of this specialization course include the following: 1) explaining the core concepts in bartending; 2) discussing the relevance of the course; and 3) exploring the opportunities for a bartender as a career.

Entry Requirements: Enrollees of this course/ specialization must pass the medical examination. Age must be 18 years and above.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Basic concepts in Bartending 2. Relevance of the course 3. Career opportunities	The learner demonstrates an understanding of basic concepts and theories in Bartending.	The learner independently demonstrates common competencies in Bartending as prescribed in TESDA Training Regulation.	1. Explain the basic concepts in bartending. 2. Discuss the relevance of the course. 3. Explore opportunities for Bartending as a career.	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee: 1.1 Characteristics 1.2 Lifestyle 1.3 Skills 1.4 Traits 2. Analysis of PECS in relation to an entrepreneur	The learner demonstrates an understanding one’s PECS.	The learner recognizes his/her PECS and prepares an activity plan that aligns with that of a practitioner/entrepreneur in Bartending.	LO 1. Recognize PECS needed in Bartending. 1.1 Assess one’s PECS; characteristics, lifestyle, skills, traits. 1.2 Compare one’s PECS with those of an entrepreneur.	TLE_PECS9-12-00-1
ENVIRONMENT AND MARKET (EM)				
SWOT analysis 1. Key concepts in environment and market 2. Differentiation of products, services, customers and their buying habits 3. Competitions in the market	The learner demonstrates an understanding environment and market in bartending	The learner creates a business idea based on the analysis of environment and market in Bartending.	LO 1. Generate a business idea that relates with a career choice in Bartending. 1.1 Discuss SWOT analysis. 1.2 Generate a business idea based on the swot analysis.	TLE_EM9-12-00-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
COMMON COMPETENCIES				
LESSON 1: DEVELOPING AND UPDATING INDUSTRY KNOWLEDGE (DUI)				
<ul style="list-style-type: none"> • Industry information sources: <ul style="list-style-type: none"> - media - reference book - libraries - union - industry association - internet - personal observation • Different sectors of the industry and services available • Trade unions environmental issues and requirements 	The learner demonstrates an understanding of concepts and underlying principles in developing and updating industry knowledge.	The learner independently performs developing and updating industry knowledge based on industry standards.	LO 1. Seek information on the industry. <ul style="list-style-type: none"> 1.1 Identify and access sources of information on the industry. 1.2 Obtain information to assist effective work performance in line with job requirements. 1.3 Access and update specific information on sector of work. 1.4 Apply industry information correctly to day-to-day work activities. 	TLE_HEBRT9-12DUI-Ia-1
<ul style="list-style-type: none"> • Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet 			LO 2. Update industry knowledge <ul style="list-style-type: none"> 2.1 Use informal and/or formal research to update general knowledge of the industry. 2.2 Share updated knowledge with customers and colleagues as appropriate and incorporated into day-to-day working activities. 	TLE_HEBRT9-12DUI-Ib-2
LESSON 2: OBSERVING WORKPLACE HYGIENE PROCEDURES (OWH)				
<ul style="list-style-type: none"> • Hygiene procedures <ul style="list-style-type: none"> - safe and hygienic handling of food and beverage - regular hand washing - correct food storage - appropriate and clean clothing - avoidance of cross-contamination - safe handling disposal of linen and laundry - appropriate handling and 	The learner demonstrates an understanding of concepts and underlying principles in observing workplace hygiene procedures.	The learner independently performs observing workplace hygiene procedures based on industry standards.	LO 1. Follow hygiene procedures. <ul style="list-style-type: none"> 1.1 Implement workplace hygiene procedures in line with enterprise and legal requirements. 1.2 Carry out handling and storage of items in line with enterprise and legal requirements. 	TLE_HEBRT9-12OWH-Ib-c-3

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<ul style="list-style-type: none"> disposal of garbage - cleaning and sanitizing procedures - personal hygiene • Overview of legislation and regulation in relation to food handling, personal and general hygiene 				
<ul style="list-style-type: none"> • Hygiene Risks: <ul style="list-style-type: none"> - bacterial and other contamination arising from poor handling of food - inappropriate storage of foods - storage at incorrect temperatures - foods left uncovered - poor personal hygiene practices - poor work practices <ul style="list-style-type: none"> ▪ cleaning ▪ housekeeping ▪ food handling ▪ vermin ▪ airborne dust - cross-contamination through cleaning inappropriate cleaning practices - inappropriate handling of potentially infectious linen - contaminated wastes such as blood and body secretions - disposal of garbage and contaminated or potentially contaminated wastes • Policies and procedures in preventing hygiene risk • Major causes of contamination and cross-infection 			<p>LO 2. Identify and prevent hygiene risks</p> <ul style="list-style-type: none"> 1.5 Identify potential hygiene risks in line with enterprise procedures. 1.6 Take action to minimize and remove risks within scope of individual responsibility of enterprise/legal requirements. 1.7 Report hygiene risks beyond the control of individual staff members to the appropriate person for follow up. 	<p>TLE_HEBRT9-12OWH –Ic-4</p>

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LESSON 3: PERFORMING COMPUTER OPERATIONS (PCO)				
<ul style="list-style-type: none"> Hardware and peripheral devices Software OHS guidelines 	The learner demonstrates an understanding of concepts and underlying principles in performing computer operations.	The learner independently performs computer operations based on industry standards.	LO 1. Plan and prepare for task to be undertaken. 1.1 Determine requirements of task. 1.2 Select appropriate hardware and software according to task assigned and required outcome. 1.3 Plan task to ensure OH & S guidelines and procedures.	TLE_HEBRT9-12PCO-Id-5
<ul style="list-style-type: none"> Computer program and application Storage media Ergonomic guidelines 			LO 2. Input data into computer. 1.3 Enter data into the computer using appropriate program/application in accordance with company procedures. 1.4 Check and save accuracy of information and save in accordance with standard operating procedures. 1.5 Store Input data in storage media according to requirements. 1.6 Perform work within ergonomic guidelines.	TLE_HEBRT9-12PCO-Id-6
<ul style="list-style-type: none"> Basic ergonomics of keyboard and computer use Main types of computers and basic features of different operating systems Main parts of a computer Storage devices and basic categories of memory Relevant types of software General security Viruses OHS principles and responsibilities Calculating computer capacity 			LO 3. Access information using computer. 3.1 Select correct program/application based on job requirements. 3.2 Access program/application containing the information required according to company procedures. 3.3 Navigate desktop icons correctly. 3.4 Perform keyboard techniques out in line with OH & S requirements for safe use of keyboards.	TLE_HEBRT9-12PCO-Ie-7

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<ul style="list-style-type: none"> • Computer software and commands • Computer program and application • Hardware and peripheral devices 			<p>LO 4. Produce/output data using computer system.</p> <p>4.1 Process entered data using appropriate software commands.</p> <p>4.2 Print- out data as required using computer hardware/peripheral devices in accordance with standard operating procedures.</p> <p>4.3 Transfer files and data between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures.</p>	<p>TLE_HEBRT9-12PCO-Ie-8</p>
<ul style="list-style-type: none"> • Maintenance and replacement of consumables • Creating more spaces in the hard disk • Reviewing programs • Deleting unwanted files • Backing up files • Checking hard drive for errors • Using up to date anti-virus programs • Cleaning dust from internal and external surfaces 			<p>LO 5. Maintain computer equipment and systems.</p> <p>5.1 Implement systems for cleaning, minor maintenance and replacement of consumables.</p> <p>5.2 Execute procedures for ensuring security of data, including regular back-ups and virus checks in accordance with standard operating procedures.</p> <p>5.3 Apply basic file maintenance procedures in line with the standard operating procedures.</p>	<p>TLE_HEBRT9-12PCO-If-9</p>
LESSON 4: PERFORMING WORKPLACE AND SAFETY PRACTICES (PWS)				
<ul style="list-style-type: none"> • Health, safety and security procedures • Breaches of procedure • Communication <ul style="list-style-type: none"> - Interactive communication with others - Interpersonal skills - Good working attitude - ability to work quietly; with cooperation; patience, 	<p>The learner demonstrates an understanding of concepts and underlying principles in performing workplace and safety practices.</p>	<p>The learner independently performs workplace and safety practices based on industry standards.</p>	<p>LO 1. Follow workplace procedures for health, safety and security practices.</p> <p>1.1 Follow correct health, safety <i>and</i> security procedures in line with legislation, regulations and enterprise procedures.</p> <p>1.2 Identify and report breaches of health, safety and security procedures and reported in line with enterprise procedure.</p> <p>1.3 Report suspicious behavior or unusual occurrence in line with enterprise.</p>	<p>TLE_HEBRT9-12PWS-If-g-10</p>

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<ul style="list-style-type: none"> carefulness, cleanliness and aesthetic values - Ability to focus on task at hand 				
<ul style="list-style-type: none"> • Systems, processes and operations <ul style="list-style-type: none"> - Workplace health, safety and security procedures - Emergency procedures - Personal presentation • Safety practices • Proper disposal of garbage • Practice safety measures • 5S implementation 			<p>LO 2. Deal with emergency situations.</p> <p>2.1 Recognize and respond to emergency and potential emergency situations and take appropriate action within individual's scope of responsibility.</p> <p>2.2 Follow emergency procedures in line with enterprise procedures.</p> <p>2.3 Respond to emergency situations.</p> <p>2.4 Report details of emergency situations in line with enterprise procedures.</p>	TLE_HEBRT9-12PWS-Ig-11
<ul style="list-style-type: none"> • Safe personal standards 			<p>LO 3. Maintain safe personal presentation standards.</p> <p>3.1 Identify and follow safe personal standards in line with enterprise requirements.</p>	TLE_HEBRT9-12PWS-Ih-12
LESSON 5: PROVIDING EFFECTIVE CUSTOMER SERVICE (PEC)				
<ul style="list-style-type: none"> • Effective communication skills • Non-verbal communication – body language • Good time management 	The learner demonstrates an understanding of concepts and underlying principles in providing effective customer service.	The learner independently performs providing effective customer service based on industry standards.	<p>LO 1. Greet customer.</p> <p>1.1 Greet guests in line with enterprise procedure.</p> <p>1.2 Use appropriate verbal and non-verbal communications to the given situation.</p> <p>1.3 Observe non- verbal communication responding to customer.</p> <p>1.4 Demonstrate sensitivity to cultural and social differences.</p>	TLE_HEBRT9-12PEC-Ih-13
<ul style="list-style-type: none"> • Ability to work calmly and unobtrusively effectively • Ability to handle telephone 			<p>LO 2. Identify customer needs.</p> <p>2.1 Use appropriate interpersonal skills to identify accurately customer needs.</p>	TLE_HEBRT9-12PEC-Ii-14

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
inquiries and conversations			2.2 Assess customer needs for urgency and identify priority for service delivery. 2.3 Provide information to customers. 2.4 Identify personal limitation and seek appropriate assistance from supervisors in addressing customer needs.	
<ul style="list-style-type: none"> • Correct procedure in handling telephone inquiries • Proper way of handling complaints 			LO 3. Deliver service to customer. 3.1 Attend customer needs in line with enterprise procedure. 3.2 Maintain appropriate rapport with customer to enable high quality service delivery. 3.3 Take opportunity to enhance the quality of service and products.	TLE_HEBRT9-12PEC-Ii-15
<ul style="list-style-type: none"> • Applied company rules and standards • Applied telephone ethics • Applied correct procedure in using telephone, fax machine, internet • Handled customer complaints 			LO 4. Handle queries through telephone, fax machine, internet and email. 4.1 Use telephone, computer, fax machine, internet to determine customer requirements. 4.2 Record queries/ information in line with enterprise procedure. 4.3 Act correctly on queries in line with enterprise procedure.	TLE_HEBRT9-12PEC-Ij-16
<ul style="list-style-type: none"> • Correct procedure in handling telephone inquiries • Proper way of handling complaints 			LO 5. Handle complaints, evaluation and recommendations. 5.1 Greet guests with a smile and eye-to-eye contact. 5.2 Take responsibility in resolving the complaint. 5.3 Establish and agree nature and details of complaint with the customer. 5.4 Take appropriate action to resolve the complaint to the customer's satisfaction wherever possible.	TLE_HEBRT9-12PEC-Ij-17

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CORE COMPETENCIES				
LESSON 6: CLEANING BAR AREAS (CBA)				
<ul style="list-style-type: none"> • Classification of bar surfaces and equipment • Identification of cleaning equipment, tools and chemicals • Logical and efficient work flow • Preparation of material inventory, breakage report and damage report according to policy procedures • Hazard Analysis and Critical Control Points (HACCP)/ Occupational Safety and Health Standards (OSHS) 	The learner demonstrates an understanding of concepts and underlying principles in cleaning bar areas.	The learner independently performs cleaning bar areas based on industry standards.	LO 1. Clean bar, equipment and tools. 1.1 Clean bar surfaces and equipment in accordance with industry standard and hygiene regulations. 1.2 Check working condition of equipment in accordance with manufacturer’s manual and instructions. 1.3 Check conditions of utensils and glassware for dirt and damages. 1.4 Dispose safely broken, cracked items and other waste in accordance with environmental considerations. 1.5 Prepare supply inventory reports in accordance with establishment’s policy procedures. 1.6 Accomplish closing up procedures of glassware and other equipment based on establishment’s standards.	TLE_HEBRT9-12CBA-Iia-c-18
<ul style="list-style-type: none"> • Identify bar public areas <ul style="list-style-type: none"> - bar areas - restaurant area - function areas - gaming areas • Bussing procedures 			LO 2. Clean and maintain public areas. 2.1 Clean and maintain identified public areas promptly in accordance with establishment’s standards. 2.2 Remove empty and unwanted glasses on a regular basis with minimum disruption to customers. 2.3 Clean tables and service counter hygienically in accordance with enterprise’s requirements and standards. 2.4 Maintain adherence to customer service through courteous interaction with a customer and in accordance with industry and/or enterprise’s standards.	TLE_HEBRT9-12CBA-Iic-e-19

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LESSON 7: OPERATING THE BAR (OTB)				
<ul style="list-style-type: none"> • Different types of bar and bar service • Parts of a bar • Proper display of different classification of alcoholic and non-alcoholic beverages • Proper preparation and checking of different types of bar tools and equipment • Care and use of bar tools and equipment • Preparation of proper garnish styles, condiments, accessories and ice supplies • Preparation of adequate supplies of bar products and materials • Identification and proper segregation of different types of glasses • Procedures and techniques in storing alcoholic and non-alcoholic beverage/concoctions 	<p>The learner demonstrates an understanding of concepts and underlying principles in operating a bar.</p>	<p>The learner independently operates a bar based on Industry Standards.</p>	<p>LO 1. Prepare the bar for services.</p> <ol style="list-style-type: none"> 1.1 Identify basic parts of the bar in accordance with service operation requirements. 1.2 Set up properly bar display and work area in accordance with establishment’s requirements and bar service style. 1.3 Check and re-stock bar products and materials in accordance with industry and/or enterprise’s is policy and procedures. 1.4 Prepare appropriate kind of decorations, coasters, edible and non-edible garnishes in accordance with establishment’s requirements. 1.5 Store all items in accordance with storing procedures and techniques. 1.6 Ensure availability of bar products and materials in accordance with establishment’s policy and procedures. 1.7 Check necessary bar tools, equipment and utensils and readiness for service operation. 	<p>TLE_HEBRT9-120TB-Iif-h-20</p>
<ul style="list-style-type: none"> • Beverage classification: Origins, nature and characteristics of the different alcoholic beverages • Brand variety of beverage products • Proper order taking procedures and policies • Overview of commonly requested drinks • Suggestive selling technique 			<p>LO 2. Take drink orders.</p> <ol style="list-style-type: none"> 2.1 Check products and brand preferences with the customer courteously. 2.2 Recommend selection of drinks to customers whenever necessary in accordance with establishment’s policy and procedures. 2.3 Identify specific customer preferences in accordance with orders taken. 2.4 Promptly recap customer’s order in accordance with enterprise’s service standard policies. 	<p>TLE_HEBRT9-120TB-Iii-j-21</p> <p>8 Hours</p>

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<ul style="list-style-type: none"> • Preparation and serving techniques for different types of alcoholic and non-alcoholic beverage • Waste minimization and environmental considerations • Proper checking of beverage quality for service • Use of necessary accessories for serving drinks • Proper and safety handling of glasses 			<p>LO 3. Serve drinks.</p> <p>3.1 Serve ordered drinks promptly and courteously in accordance with customer's preferences using required glassware and garnishes.</p> <p>3.2 Prepare and serve alcoholic and non-alcoholic beverages according to customer's preferences.</p> <p>3.3 Minimize waste and spillage.</p> <p>3.4 Ensure beverage quality during service and corrections are made if necessary.</p> <p>3.5 Report beverage and service issues to the appropriate person in accordance with establishment's policy.</p> <p>3.6 Provide tray service when appropriate in accordance with establishment's procedures.</p> <p>3.7 Observe proper handling of glassware at all times.</p> <p>3.8 Attend promptly and safely to any unexpected situations in accordance with establishment's policy.</p>	<p>TLE_HEBRT9-120TB-IIIa-d-22</p>
<ul style="list-style-type: none"> • Factors that affect intoxication • Proper ways and means in dealing with an intoxicated person • Different signs of intoxication and remedies • Role and responsibility of bartender in serving alcohol • Awareness of average Blood Alcohol Concentration in a person's body structure 			<p>LO 4. Identify and deal with customer affected with alcohol.</p> <p>4.1 Practice responsible service of alcohol in accordance with relevant legislations and licensing requirements.</p> <p>4.2 Identify indicators of an intoxicated person.</p> <p>4.3 Recognize behavioral warning signs of intoxication.</p> <p>4.4 Monitor behavioral warning signs of intoxication.</p> <p>4.5 Deal courteously and promptly with intoxicated persons in accordance with the establishment's service policy and</p>	<p>TLE_HEBRT9-120TB-IIIe-23</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			guidelines. 4.6 Refuse servicing of alcoholic beverage in a diplomatic and suitable manner. 4.7 Offer appropriate food and non-alcoholic beverages to intoxicated persons. 4.8 Record intoxicated customer's misdemeanor in appropriate record book for future guest service reference.	
<ul style="list-style-type: none"> • Preparing proper inventory procedures • Bar operation control system and procedures • POS system and procedures • Use of control system forms • Proper recording of order count • Proper par stock level system 			<p>LO 5. Maintain proper bar operation control procedures.</p> 5.1 Perform opening and ending inventory according to enterprise's prescribed form and operating procedures. 5.2 Check and take order slip according to enterprise's operating policy. 5.3 Observe POS system procedures according to enterprise's standard policy, when necessary. 5.4 Record order count in accordance with the enterprise's standard form and policy. 5.5 Use appropriate control system forms, when necessary. 5.6 Maintain proper par stock level at all times. 5.7 Perform replenishment of consumed items.	<p>TLE_HEBRT9-120TB-IIIIf-h-24</p>
<ul style="list-style-type: none"> • Standard operating procedures in closing/turning over the bar operations • Preparing and filling out appropriate forms: <ul style="list-style-type: none"> - different requisition form - spillage - order forms • Proper safekeeping of supplies 			<p>LO 6. Close/turn over bar operations.</p> 6.1 Close beverage display and set-up of bar area and clean in accordance with establishment's procedures. 6.2 Apply hygienically storage at recommended temperature to all left-over garnishes suitable for next-day operations. 6.3 Keep the materials, tools and glasses in proper cabinets.	<p>TLE_HEBRT9-120TB-IIIh-j-25</p>

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and materials, glasses and tools <ul style="list-style-type: none"> • Proper and hygienic storing of left-over garnishes and bar munchies • Proper shutting down procedures of different equipment • Proper turn-over procedures of bar operations to the next shifts 			6.4 Check stocks in accordance with establishment's procedures. 6.5 Replenish stocks in accordance with Establishment's procedures. 6.6 Shut down appropriate equipment in accordance with establishment's safety procedures and manufacturer's instructions. 6.7 Maintain bar set-up and stocks for the next shift of service. 6.8 Ensure that equipment and glasses are in the correct place whenever necessary. 6.9 Turn-over of bar operations to the next shifts in accordance with enterprise's procedures.	
LESSON 8: PREPARING AND MIXING COCKTAILS AND NON-ALCOHOLIC CONCOCTIONS (CNC)				
<ul style="list-style-type: none"> • Proper identification of classification of Alcoholic and non-alcoholic ingredients of cocktails • Proper utilization of different types of cocktail mixing tools and equipment • Proper use of glassware required for different types of cocktails • Application of proper mixing methods and procedures • Recipes of popular international standard mixed drinks • Use of necessary garnish, edible and non-edible fruits and vegetables for certain cocktails • Proper utilization of ice supplies in different mixing methods in preparing a range of cocktails • Proper mixing of properly different cocktail categories and 	The learner demonstrates an understanding of concepts and underlying principles in preparing and mixing cocktails and non-alcoholic concoctions.	The learner independently prepares and mixes cocktails and non-alcoholic concoctions based on industry standards.	LO 1. Prepare and mix a range of cocktails. 1.1 Determine the classification of alcoholic beverages according to ingredient's use, processes and characteristics. 1.2 Identify non-alcoholic beverage and mixers uses as modifiers in accordance with the flavoring ingredients and process forms. 1.3 Use different types of bar tools and equipment in preparing and mixing a range of cocktails in accordance with manufacturer's manual and instruction. 1.4 Handle different types of glasses required for different types of cocktails in accordance with establishment's standard and sanitary practices. 1.5 Use ice supplies according to hygiene and sanitary practices. 1.6 Apply appropriate mixing methods and procedures based on international	TLE_HEBRT9-12CNC-IVa-j-26

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>special drink concoctions</p> <ul style="list-style-type: none"> • Proper use of mechanical equipment in cocktail mixing • Practice of occupational health and sanitary practices in mixing cocktails 			<p>standards.</p> <p>1.7 Prepare and use necessary garnish, edible and non-edible fruits and vegetables based on cocktail presentation.</p> <p>1.8 Identify different categories of cocktails according to international standards.</p> <p>1.9 Mix cocktail recipes according to international standards and customer preferences.</p> <p>1.10 Prepare specialty drink concoctions in accordance with establishment’s recipe and service procedures.</p> <p>1.11 Mix specialty drink concoction in accordance with establishment’s recipe and service procedures.</p> <p>1.12 Utilize appropriate product substitutes for out-of-stock liquor ingredients based on appropriate product standards.</p> <p>1.13 Observe occupational health and sanitary practices in mixing cocktails according to establishment’s standard procedures.</p> <p>1.14 Observe safety practices in using mechanical equipment according to manufacturer’s guidelines.</p>	
<ul style="list-style-type: none"> • Different types of non-alcoholic beverage, including flavored syrups and other forms • Use of different types of edible fruits and vegetables used in mixing non-alcoholic cocktails • Recipes of popular international standard non-alcoholic drinks • Proper use of types of glasses in preparing and mixing a variety of non-alcoholic drinks • Proper utilization of ice supplies in different mixing methods in 			<p>LO 2. Prepare and mix a variety of non-alcoholic concoctions.</p> <p>2.1 Identify non-alcoholic beverages in accordance with industry’s standard classification.</p> <p>2.2 Identify modifiers in flavored syrups and other forms in accordance with ingredients used and processes.</p> <p>2.3 Determine edible fruits and vegetables used in mixing non-alcoholic cocktails according to establishment’s standards.</p> <p>2.4 Prepare edible fruits and vegetables used in mixing non-alcoholic cocktails according</p>	<p>TLE_HEBRT9-12CNC-Ia-h-27</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
preparing non-alcoholic drinks <ul style="list-style-type: none"> • Proper use of mechanical equipment in mixing a variety of non-alcoholic concoctions • Occupational health and sanitary practices in mixing non-alcoholic drinks 			to establishment’s standards. 2.5 Prepare ingredients, equipment, and tools prior to service. 2.6 Identify appropriate name and style of non-alcoholic drinks in accordance with customer’s request. 2.7 Select and mix correct ingredients in accordance with the establishment’s service practices. 2.8 Prepare drinks appropriately in accordance with standard recipe and required time frame. 2.9 Use correct glasses in preparing and mixing a variety of non-alcoholic drinks. 2.10 Use appropriate garnish in preparing and mixing a variety of non-alcoholic drinks. 2.11 Observe occupational health and sanitary practices in mixing non-alcoholic drinks according to establishment are operating procedures. 2.12 Observe safety practices in using mechanical equipment according to manufacturer’s guidelines.	
<ul style="list-style-type: none"> • Maintenance of machinery • Procedures in cleaning bar tools, equipment and machinery 			LO 3. Use, clean and maintain bar tools, equipment and machinery for mixing cocktails and non-alcoholic concoctions. 3.1 Clean bar tools immediately after using in accordance with the establishment safety and sanitary procedures. 3.2 Use equipment and machinery in accordance with manufacturer’s specifications and hygiene/safety requirements. 3.3 Maintain machinery and equipment in accordance with maintenance schedule and manufacturer’s specifications. 3.4 Identify and report problem on machinery used in mixing cocktail and non-alcoholic concoctions.	TLE_HEBRT9-12CNC-1h-j-28

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 9: PROVIDING BASIC WINE SERVICE (BWS)				
<ul style="list-style-type: none"> • Structure, history, health benefit and trends related to wines • Characteristics of wines • Different wine types and their styles • Impact of the wine production techniques on the style and taste of wine • Key structural components of wine: <ul style="list-style-type: none"> - Alcohol - Tannin - Acid - Sugar - Fruit flavor • Factors affecting the style and quality of wine • Label terminologies and presentation • Wine producing countries and regional variation • Principal grape varieties used in the production of different wine types • Applicable wine classifications that govern production in the old and new world wine countries • Variations in wine production methods/techniques <ul style="list-style-type: none"> - White wine processes - Red wine processes - Rose wine - Sparkling wines - Fortified wines - Aromatized wine • Wine terminologies 	<p>The learner demonstrates an understanding of concepts and underlying principles in providing basic wine service.</p>	<p>The learner independently provides basic wine service based on industry standards.</p>	<p>LO 1. Explain different types of wines to customer.</p> <p>1.1 Present wine list to customer in accordance with the enterprise’s established service procedures.</p> <p>1.2 Explain proper wine types, styles, origin and/ or regions, viticulture (growing of wine) and signification (wine production) to guest.</p> <p>1.3 Interpret appropriate wine labels and terminologies properly.</p>	<p>TLE_HEBRT9-12BWS-Iia-c-29</p>

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<ul style="list-style-type: none"> • Guidelines for successful wine and food matching • Commonly known food and wine marriages • Interaction of primary flavors of food and wine • Wines for seasons and social occasions • Wine pairing and selling techniques 			<p>LO 2. Recommend appropriate wine and food combinations to customers.</p> <p>2.1 Recommend compatible wine and food combinations based on customer’s preferences.</p> <p>2.2 Recommend appropriate wine for special occasions based on customer’s needs.</p> <p>2.3 Recommend special/featured wines of the month in accordance with enterprise’s policy.</p>	<p>TLE_HEBRT9-12BWS-Iic-e-30</p>
<ul style="list-style-type: none"> • Use of appropriate wine service accessories • Appropriate glassware for types of wine • Proper handling of wine • Presentation of wine to customer 			<p>LO 3. Prepare wine, glasses and accessories for service.</p> <p>3.1 Prepare necessary order slip according to establishment’s procedures.</p> <p>3.2 Take out wine carefully from the cellar/storage.</p> <p>3.3 Present wine to the customer according to established industry wine service procedures.</p> <p>3.4 Set up appropriate glassware according to established industry service and hygienic practices.</p> <p>3.5 Prepare appropriate wine service accessories.</p>	<p>TLE_HEBRT9-12BWS-Iif-j-31</p>
<ul style="list-style-type: none"> • Application of proper procedures in presentation and opening wine • Utilization the proper wine service procedure to guest and pouring style • Specialized wine sensory evaluation techniques • Application of multiple wine service sequence and procedures, when necessary 			<p>LO 4. Open and serve wine.</p> <p>4.1 Offer opening of wine to customer.</p> <p>4.2 Open wine bottle according to industry standard procedures.</p> <p>4.3 Pour small amount of wine into the glass for guest’s tasting and approval.</p> <p>4.4 Perform sensory evaluation of wine.</p> <p>4.5 Replace faulty wine with new one if the guest disapproves its taste.</p> <p>4.6 Serve wine to the guest according to established industry service procedures.</p>	<p>TLE_HEBRT9-12BWS-IIIa-h-32</p>

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			4.7 Apply multiple wine service sequence according to established industry service procedures. 4.8 Refill customer's glass when necessary. 4.9 Inquire additional wine order politely from the host. 4.10 Clear used and empty glasses according to sanitary and safety procedures.	
<ul style="list-style-type: none"> Wines' quality, analysis and diagnosis of wine faults and impairments Wine sensory evaluation techniques 			LO 5. Check wine for faults. 5.1 Inspect cork for any faults. 5.2 Examine wine for clarity and limpidity. 5.3 Smell wine for any possible fault. 5.4 Taste small amount of wine to identify other faults. 5.5 Recognize basic faults of the wine. 5.6 Report basic faults of the wine.	TLE_HEBRT9-12BWS-IIIh-j33
ELECTIVE COMPETENCIES (Student may choose one)				
LESSON 10: PREPARING ESPRESSO				
<ul style="list-style-type: none"> Types of coffee ground Parts of the espresso machine Calibrating grinder Uses of rags <ul style="list-style-type: none"> portafilter steam wand drip tray cups Amount of ground coffee for type of shot of espresso 	The learner demonstrates an understanding of concepts and underlying principles in preparing espresso.	The learner independently prepares espresso based on industry standards.	LO 1. Set up and prepare machine and equipment. 1.1 Pre-heat cups in accordance with enterprise's standards. 1.2 Wipe portafilter clean and dry before dosing. 1.3 Check ground coffee for the shot of espresso. 1.4 Clean and dry drip tray. 1.5 Prepare and use rags properly.	TLE_HEBRT9-12PE-IVa-e34
<ul style="list-style-type: none"> Dosing procedures Tamping procedures 			LO 2. Dose and tamp coffee. 2.1 Dose the appropriate amount of ground coffee in the portafilter. 2.2 Apply appropriate amount of pressure to tamp the ground beans.	TLE_HEBRT9-12PE-Ivf-h-35

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			2.3 Tamp ground coffee evenly. 2.4 Clean portafilter sides and spouts before inserting to the brew head. 2.5 Minimize spillage and wastage of ground beans during dosing and grinding.	
<ul style="list-style-type: none"> • Extracting a perfect shot of espresso • Elements of good espresso • Evaluating/tasting espresso 			LO 3. Extract espresso. 3.1 Flush group head before inserting the portafilter. 3.2 Insert portafilter and brew coffee immediately. 3.3 Check volume of espresso. 3.4 Monitor extraction time of shot. 3.5 Inspect crema of espresso. 3.6 Serve espresso immediately.	TLE_HEBRT9-12PE-Ivh-j-36
LESSON 11: TEXTURING MILK (TXM)				
<ul style="list-style-type: none"> • Types and chemistry of milk • Appropriate temperature in chilling milks • Different kinds of milk measurement according to the kind of drink to be prepared • Different sizes of steaming pitchers • Proper use of steam wand 	The learner demonstrates an understanding of concepts and underlying principles in texturing milk.	The learner independently textures milk based on industry standards.	LO 1. Prepare milk and equipment. 1.1 Chill milk in accordance with appropriate temperature. 1.2 Measure adequate amount of milk according to the kind of drink to be prepared. 1.3 Select correct (size of) steaming pitcher according to the kind of drink to be prepared. 1.4 Flush steam wand to remove condensed water. 1.5 Wipe steam wand before steaming. 1.6 Keep rags for the steam wand clean and moist.	TLE_HEBRT9-12TXM-IVa-c-34

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<ul style="list-style-type: none"> • Foaming milk procedures • Principles in foaming and steaming milk • Correct volume of foam milk 			<p>LO 2. Foam the milk.</p> <p>2.1 Position steam wand at the right depth of the milk.</p> <p>2.2 Apply full steam when introducing air into the milk.</p> <p>2.3 Evaluate the sound of air being drawn into the milk through the hissing sound.</p> <p>2.4 Stretch milk according to the desired volume of foam.</p> <p>2.5 Convert milk into micro foam.</p>	<p>TLE_HEBRT9-12TXM-Ivc-e-35</p>
<ul style="list-style-type: none"> • Steaming milk procedures • Texturing milk procedures • Ideal temperature of steam milk 			<p>LO 3. Steam the milk.</p> <p>3.1 Angle steam wand appropriately to create a whirlpool effect.</p> <p>3.2 Spin milk to achieve the desired consistency.</p> <p>3.3 Steam milk at the ideal temperature for immediate consumption.</p> <p>3.4 Shut off steam wand some 5 degrees before the desired temperature.</p> <p>3.5 Flush steam wand and wipe after steaming.</p> <p>3.6 Remove big bubbles by swirling and knocking the pitcher on the counter.</p>	<p>TLE_HEBRT9-12TXM-Ivf-j-36</p>
LESSON 12: PREPARING AND SERVING COFFEE BEVERAGES (SCB)				
<ul style="list-style-type: none"> • Taking coffee order • Selection of coffee beverages • Varieties of coffee • Coffee bean information • Coffee service 	<p>The learner demonstrates an understanding of concepts and underlying principles in preparing and serving coffee beverages.</p>	<p>The learner independently prepares and serves coffee beverages based on industry standards.</p>	<p>LO 1. Take orders of guests.</p> <p>1.1 Take and verify orders with guests or dining service crew.</p> <p>1.2 Offer recommendations to the guest on selection of coffee beverages.</p> <p>1.3 Provide general information about the coffee beans to guests.</p> <p>1.4 Complete mise-en-place for coffee service according to establishment's standards and procedures.</p>	<p>TLE_HEBRT9-12SCB-IVa-c-34</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Standard recipes of hot and cold espresso-based beverages • Hot and cold espresso beverages <ul style="list-style-type: none"> - Hot <ul style="list-style-type: none"> ▪ Espresso ▪ Americano ▪ Cappuccino ▪ Café Latte ▪ Café Mocha - Cold <ul style="list-style-type: none"> ▪ Mocha Frappe ▪ Ice Café Latte ▪ Ice Café Mocha • Pulling a good shot of espresso • Accessories/glasses used in serving espresso beverages • Serving espresso beverages 			<p>LO 2. Prepare espresso-based beverages.</p> <ul style="list-style-type: none"> 2.1 Prepare hot and cold espresso-based beverages according to standard recipes of the establishment. 2.2 Serve or use good/perfect shots of espresso in the beverages. 2.3 Select appropriate cups/glasses and accessories according to the beverage ordered. 2.4 Serve espresso beverages immediately. 	<p>TLE_HEBRT9-12SCB-Ivc-h-35</p>
<ul style="list-style-type: none"> • Different brewing methods <ul style="list-style-type: none"> - French Press/Plunger - Syphon - Pour over • Essentials of good brewing • Brewing coffee using different coffee makers • Proper way of serving brewed coffee 			<p>LO 3. Prepare and serve brewed coffee.</p> <ul style="list-style-type: none"> 3.1 Prepare brewed coffee according to the brewing method desired by the guest. 3.2 Brew coffee according to ideal brewing time of the method. 3.3 Weigh or measure coffee beans according to brewing method. 3.4 Serve brewed coffee immediately. 	<p>TLE_HEBRT9-12SCB-Ivh-j-36</p>

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TOOLS	EQUIPMENT	SUPPLIES		
<p>BAR TOOLS</p> <ul style="list-style-type: none"> • Heavy-based glass jigger • Double-edged stainless jigger • Three-in-one stainless cocktail shaker • Boston shaker w/ mixing glass • Fruit juicer / Squeezer • Bar spoon with relish fork at other end • Hawthorn strainer • Waiter's friend cork screw • Wing type or different type of cork screw • Speed pourer • Bottle and can opener • Canulator / Canulating knife • Ice bucket • Ice scooper • Ice tong • Chopping board • Paring knife • Muddler • Juice jugs (Color coded) – 'Store and Pour' • Garnish dispenser (7 compartments) • Cocktail / Bar tray • Wine bucket (with stand) • Wine basket • Wine stopper/resealer • Glass-rimmer • Measuring cup • Decanter 	<ul style="list-style-type: none"> • Steaming pitcher(3 sizes) • Thermometer • Ice bin • Speed rail / rack (Speed Wheel) • Electric blender • Electric mixer • Under bar refrigerator (optional) • Multi-layered refrigerator • Wine chiller (optional) • Coffee maker /percolator • Electric glass brushes • Draft beer dispenser (mock) • Mechanical glass washer (optional) • Spill mat • Rectangular or round (small) table, with chairs • Rectangular table for demonstration • Mock bar • 2 – Group (semi-automatic commercial type espresso machine or Single or 1-group semi-automatic commercial type espresso machine • Doser grinder (commercial type) • French press • Syphon • Pourover/V60 Hand drip • Moka pot/stove top espresso maker 	<p>ALCOHOLIC BEVERAGES</p> <ul style="list-style-type: none"> • Scotch (blended)whisky – standard brands <ul style="list-style-type: none"> - premium brands - super Premium (optional) • Single malt whisky- any brand • Pure malt whisky- any brand • Bourbon whiskey- standard brand <ul style="list-style-type: none"> - premium brand • Tennessy whiskey- standard brand • Canadian whisky – standard brand <ul style="list-style-type: none"> - premium brand • Irish whiskey- any brand • Spanish brandy- any standard brand • Brandy – any premium brand • Cognac VS / 3 star- any brand • Cognac VSOP- any brand – • Cognac XO (optional)- any brand • Armagnac- any brand • Local brandy – any brand • 2 different country brand brandy(optional) • Gold Rum (5 yrs)- local brand • White rum- local brand • Imported rum (gold)- 2 different brands of • dark rum(e.g. myers) • 151 proof rum – any brand • Flavored rum- 3 variance (1 bot.each) • Vodka – Local brand – 	<ul style="list-style-type: none"> • Lecture • Demonstration • Self-paced learning /Modular Instruction • Group Discussion • Video presentation • Problem Solving/ Case Study • Practical application • Reporting • On-the-job training • Industry Immersion • E-Learning 	<ul style="list-style-type: none"> • Written Examination • Interview/Oral Questioning • Performance Test • Individual/Group Report • Direct Observation (Hands-on-Activity)

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RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	SUPPLIES		
<ul style="list-style-type: none"> • ½, & ¼, liter carafe • 4 oz. carafe • Funnel • Water pitcher (stainless) • Bar caddy / Organizer • Coffee / Tea pot • Paper filter • Blind filter • Round bar trays • Milk carafe <p>GLASSES</p> <ul style="list-style-type: none"> • Old fashioned glass/ rock glass (6-8oz.) • Hi-ball glass (8 –10 oz.) • Collins glass (10 –12 oz.) • Zombie glass (12 –14 oz.) • Brandy glass 12oz.& 16 oz. • Martini or Cocktail glass • Margarita glass • Champagne saucer glass • Champagne tulip glass • Champagne flute glass • Cordial / Pony glass • Poco grande glass • Breeze, squall & hurricane glass • Sherry / Port wine glass • Sour glass • Shot glass (1 and 2 oz.) • Footed beer glass (12 oz.) • Flair pilsner glass (12 oz.) • Beer mugs (12 oz.) • White & red wine glass 	<ul style="list-style-type: none"> • Automatic drip coffee maker • Table top stove; camping stove • Knock box • Hand stopwatches 	<ul style="list-style-type: none"> imported brands(from 3 different countries) • flavored Vodka -3 variance – • Tequila white / silver • Tequila Gold • Gin- local brand • imported brands (2 brands) • Local lambanog brand • Local basi brand • Triple sec • Blue curacao • Cointreau • Grand Marnier • Crème de Cacao –brown and white • Crème de Menthe – green and white • Crème de Banane • Crème de Cassis • Kalhua • Tia Maria (optional) • Gallano • Amaretto • Bailey’s Irish Cream • Malibu Rum • Tequila Rose • Cherry Heering • Apricot brandy • Peach Schnapps (or any variance) • Strawberry flavored liqueur • Campari bitter • Angostura bitter • Dry Vermouth • Sweet Vermouth • Dry Sherry • Sweet / Cream Sherry • Port Wine 		

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RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	SUPPLIES		
<ul style="list-style-type: none"> • All purpose wine glass • Footed rock glass • Footed Hi-ball glass • Water goblet • Irish coffee glass(different shapes) • Different fancy glasses • Coffee cups and saucers • Teaspoon • Coffee mugs 		<ul style="list-style-type: none"> • Champagne- standard brand • Sparkling wine –any brand • Rose Wine • Red White- Bordeaux, Burgundy, Australian, Italian, Californian, Chilean Red Wine • White wine- Bordeaux, Burgundy, Australian, Italian, Californian, Chilean White Wine • Local beer – light, strong, and dark beer • Stout / Ale (beer) • Draft beer (optional) <p>NON-ALCOHOLIC</p> <ul style="list-style-type: none"> • Grenadine • Simple / Sugar Syrup • at least four different flavored syrups • Tonic water • Soda water • Ginger ale • Ginger beer • Cola (coke) • 7-up / Sprite • Juices – orange, lime, calamansi/lemon, pineapple, mango, guyabano juice (in small can size) • cranberry, apple and tomato juice • Evaporated milk • Fresh milk • Coffee, Tea • Coffee beans (fresh roasted whole) • Whipped cream • Coconut cream 		

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 HOME ECONOMICS – BARTENDING NC II**

(320 hours)

RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	SUPPLIES		
		<p>CONDIMENTS:</p> <ul style="list-style-type: none"> • Salt and pepper • Hot sauce • Worcestershire Sauce • Nutmeg • Fresh orange, lime, lemon, & apple • Fresh pineapple with crown • Fresh green & ripe mango • Fresh banana, strawberry & other fruits in season • Fresh mint leaves • Fresh celery stalk • Green olives • Red cherries • Cocktail onions • Ice cubes/Crushed ice <p>CLEANING MATERIALS</p> <ul style="list-style-type: none"> • Rugs • Liquid detergents • Mop with head • Hand towels • Waste dump • Broom • Scrubbing pad • Sponge • Duster <p>LEARNING MATERIALS</p> <ul style="list-style-type: none"> • Overhead projector with screen • LCD projector • Lap top / Desk top PC • White board with eraser • Whiteboard marker • Easel stand • Manila paper 		

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RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	SUPPLIES		
		<ul style="list-style-type: none"> • Pen and pencil • Masking tapes • Transparencies • Course design / Schedule • Hand out materials / Course manual /work • book • Books on bartending • Books on cocktail mixing • Trade magazines • Books about tourism • Related reading materials • Videos / VCD's • Comprehensive drink list / Menu • Comprehensive wine list • Product literature • Empty bottles • Flairing bottles • 4ft. x 16ft Rubber matting 		

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GLOSSARY

1. Aperitif - any drink taken before meals to improve one's appetite
 2. After dinner drink (cocktail) - mixed drinks that are basically sweet and/or creamy in taste and are usually served after a meal
 3. Brewing - a stage in making beer in which wort is boiled with hops
 4. Busboy - refers to the dining room helper and runner, title given to a Food and Beverage Service Attendant; National Certificate I
 5. Bus Out - taking of out soiled plates/dishes from the dining area to dishwashing area
 6. Captain food and beverage service attendant - refers to the supervisor of The Food and Beverage Service Attendant, also refers to food and Beverage Service Attendant, National Certificate Level I.
 7. Cocktail - a well-mixed drink made up of base liquor, a modifying ingredient as a modifier and special flavoring of coloring agents. It is usually an aperitif taken at leisure before a meal to whet the appetite.
 8. Commis - refers to the category according to the extent of difficulty and complexity of skills and knowledge required for the job.
 9. Communication - the transfer of ideas through verbal and non-verbal communication
 10. Cordial/ liqueur - spirits that are sweetened and flavor with natural flavors
 11. Dish Out - taking of food from the kitchen to the dining area
 12. Distillation - a process involving continuous evaporation and condensation of liquid wherein higher alcohol content could be obtained
 13. Fermentation - an action of yeast upon a sugar in solution, which breaks down the sugar into carbon dioxide and alcohol
 14. Flambe - flame with spirit or liqueur
 15. Food and beverage service attendant - refers to the worker assigned in the service of food and beverage to the guests; also known as waiter.
 16. Garnish - an ingredient which decorates, accompanies or completes a dish. Many dishes are identified by the name of their garnishes.
 17. Highball drink - a tall drink consisting of a shot of specified spirit with mixers such as sodas, water, etc. served with cube ice in a highball glass
 18. Level / Class - refers to the category according to the extent of difficulty and complexity of skills and knowledge required of a job.
 19. Long or tall drink - a mixed drink served in tall glasses
 20. Menu - a list in specific order of the dishes to be served at a given meal
 21. *Mise en Place* - French term for having all ingredients prepared and ready to use before service
 22. Pre-dinner - short mixed drinks that are basically dry in taste and are usually served before a meal to wet the appetite
 23. Spirits - drinks obtained by distillation after fermentation from vegetables, grains, fruits, plants and other substance with sugar or starch
 24. Silverware - tableware made of solid silver, silver gilt or silver metal. Silver plate – plate made from single strip of plated metal
 25. Table napkin - an individual piece of linen which is used to protect the clothing or wipe the mouth during a meal
- Other Terms Used:
26. Captain waiter - Chef de Etage
 27. Chef - a person who prepares food as an occupation in restaurant, private house, hotel
 28. Dining room attendant - Commis de Rang (busboy)
 29. Director of service - Chef de Service
 30. Head waiter - Chef de Salle
 31. Waiter - Chef de Rang/Demi Chef de Rang
 32. Wine steward - Chef de Vin/Chef Sommelier

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CODE BOOK LEGEND

Sample: **TLE_HEBRT9-12DUI-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Bartending NC II	TLE_HE BRT9-12
	Grade Level	9/10/11/12	
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Developing and Updating Industry Knowledge	DUI
			-
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I
Lower case letter/s <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	Seek information on the industry	1

DOMAIN / COMPONENT	CODE
Developing and Updating Industry Knowledge	DUI
Observing Workplace Hygiene Procedures	OWH
Performing Computer Operations	PCO
Performing Workplace and Safety Practices	PWS
Providing Effective Customer Service	PEC
Cleaning Bar Areas	CBA
Operating the Bar	OTB
Preparing and Mixing Cocktails and Non-Alcoholic Concoctions	CNC
Providing Basic Wine Service	BWS
Preparing Espresso	PES
Texturing Milk	TXM
Preparing and Serving Coffee Beverages	SCB

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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SAMPLE HOME ECONOMICS CURRICULUM MAP (as of May 2016)**

GRADE 7/8 (EXPLORATORY)				GRADES 9-12				
EXPLORATORY		Beauty/Nail Care (NC II) <i>2 sems</i>		Wellness Massage (NC II) <i>2 sems</i>		Hairdressing (NC II) <i>4 sems</i>		
				*Hairdressing (NC III)			<i>8 sems</i>	
		Barbering (NC II) <i>4 sems</i>						
		Dressmaking (NC II) <i>4 sems</i>		Tailoring (NC II) <i>4 sems</i>				
				*Fashion Design (Apparel) (NC III)			<i>8 sems</i>	
				*Caregiving (NC II)			<i>8 sems</i>	
		Bartending (NC II) <i>4 sems</i>		Bread and Pastry Production (NC II) <i>2 sems</i>		Food and Beverage Services (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small> <i>2 sems</i>		
			Cookery (NC II) <i>4 sems</i>		*Commercial Cooking (NC III)			<i>4 sems</i>
		Front Office Services (NC II) <i>2 sems</i>		Travel Services (NC II) <i>2 sems</i>		Local Guiding Services (NC II) <i>2 sems</i>	Tourism Promotion Services (NC II) <i>2 sems</i>	
		Housekeeping (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small> <i>2 sems</i>		Attractions and Theme Parks (NC II) <i>2 sems</i>		Event Management Services (NC III) <i>4 sems</i>		
		Handicraft (Non-NC) Needlecraft <i>2 sems</i>		Handicraft (Non-NC) Fashion Accessories, Paper Craft <i>2 sems</i>		Handicraft (Non-NC) Basketry, Macrame <i>2 sems</i>	Handicraft (Non-NC) Woodcraft, Leathercraft <i>2 sems</i>	
	<i>4 sems</i>							

* 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 Bartending NC II*. Taguig City, Philippines: TESDA, 2013.