

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - HAIRDRESSING NC III
(640 hours)

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

AGRI-FISHERY ARTS

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

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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) <small>updated based on TESDA Training Regulations published December 28, 2013</small>	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) <small>updated based on TESDA Training Regulations published December 28, 2013</small>	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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Prerequisite: Hairdressing NC II

Course Description:

This curriculum guide on Hairdressing leads to a National Certificate Level III (NC III). This specialization is designed for students to develop their knowledge, skills, and attitude in order to effectively perform the services related to Hairdressing. It covers the basic, namely: 1) leading workplace communication, 2) leading small team, 3) developing and practicing negotiation skills, 4) solving workplace problems related to work activities, 5) using mathematical concepts and techniques, and 6) using relevant technologies; common competencies, namely : 1) maintaining an effective relationship with clients/customer, 2) managing own performance, 3) applying quality standards, and 4) maintaining a safe, clean and sufficient work environment. core competencies, namely: 1) performing advance and creative hairstyling, 2) hair cutting, 3) hair coloring, 4) hair perming, 5) performing advance make-up, 6) performing hair extension, 7) performing hairpiece attachment styling and maintenance, and 8) performing prosthetics and special effect make-up.

Precaution:

Chemical sprays and airborne pollutants are required in this specialization. The learner is advised to consult their physicians for medical advice just in case allergies, asthma, dermatitis, and other side effects occur.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Introduction</p> <ul style="list-style-type: none"> • Key concepts in Hairdressing • Relevance of the course career opportunities 	The learner demonstrates an understanding of the basic concepts, theories and principles in hairdressing.	The learner independently demonstrates the basic, common and core competencies in Hairdressing as prescribed in the TESDA Training Regulation.	<p>The learners:</p> <ol style="list-style-type: none"> 1. explain the basic concepts in hairdressing, 2. discuss the relevance of the course, and 3. explore opportunities in hairdressing. 	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
<ol style="list-style-type: none"> 1. Assessment of Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee <ol style="list-style-type: none"> 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of one's PECS 	The learner demonstrates an understanding of one's Personal Entrepreneurial Competencies and Skills (PECS).	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECS) and prepares a list of PECS of a practitioner/entrepreneur in Hairdressing NC III.	<p>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECS) needed in Hairdressing NC III</p> <ol style="list-style-type: none"> 1.1 Assess one's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.2 Assess practitioner's characteristics, attributes, lifestyle, skills, and traits. 1.3 Compare one's PECS with those of a practitioner /entrepreneur. 	TLE_ PECS9-12-00-1

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ENVIRONMENT AND MARKET (EM)				
<ol style="list-style-type: none"> 1. Key concepts of Environment and Market 2. Products & services available in the market 3. Differentiation of products and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis 	The learner demonstrates an understanding of the concepts environment and market and how they relate with a career choice in Hairdressing	The learner independently generates a business idea based on the analysis of environment and market in Hairdressing	LO 1. Generate a business idea that relates with a career choice in Hairdressing <ol style="list-style-type: none"> 1.1 Conduct SWOT analysis. 1.2 Identify the different products/services available in the market. 1.3 Compare different products/services in the consumer electronics servicing business. 1.4 Determine profile of potential customers. 1.5 Determine profile of potential competitors. 1.6 Generate potential business ideas based on the SWOT analysis. 	TLE_EM9-12-00-1
BASIC COMPETENCIES				
LESSON 1: LEADING WORKPLACE COMMUNICATION (LWC)				
Workplace communication <ul style="list-style-type: none"> • Method of communication • Communication skills • Communication tools • Questioning technique 	The learner demonstrates an understanding in leading workplace communication.	The learner independently demonstrates the basic competency required to lead workplace communication.	LO 1. Communicate information about workplace processes. <ol style="list-style-type: none"> 1.1 Select appropriate communication method. 1.2 Communicate multiple operations involving several topical areas. 1.3 Use question to gain extra information. 1.4 Identify correct sources of information. 1.5 Select information and sequence it correctly when required. 1.6 Maintain verbal and written reporting in both familiar and unfamiliar situations. 	TLE_HEHDR9-12LWC-Ia-1
Workplace discussion <ul style="list-style-type: none"> • Method/technique of discussion • How to lead discussion • How to solicit response 			LO 2. Lead workplace discussions. <ol style="list-style-type: none"> 2.1 Seek response to workplace issues. 2.2 Provide response to workplace issues. 2.3 Make constructive contributions to workplace discussion on issues, such as: production, quality and safety. 	TLE_HEHDR9-12LWC-Ia-2

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			2.4 Communicate goals and aims of actions undertaken in the workplace.	
Issues in the workplace <ul style="list-style-type: none"> • Identification of problems and issues • Organizing information on problem and issues • Relating problems and issues • Communication barriers affecting workplace discussions 			LO 3. Identify and communicate issues arising in the workplace. 3.1 Identify issues and problems as they arise. 3.2 Organize information regarding problems and issues coherently to ensure clear and effective communication. 3.3 Initiate dialogue with appropriate personnel. 3.4 Address communication problems and issues as they arise.	TLE_HEHDR9-12LWC-Ia-3
LESSON 2: LEADING SMALL TEAM (LST)				
Team leadership <ul style="list-style-type: none"> • Communication skills required for leading small team • Skills and technique in promoting team building • Negotiating skills • Up to date dissemination of instruction and requirements to members • Art of listening and treating individual team members concern 	The learner demonstrates an understanding in leading small team.	The learner independently demonstrates the basic competency required in leading small team.	LO 1. Provide team leadership. 1.1 Identify and prescribe work requirements to members. 1.2 Disseminate reasons properly for instructions and requirements to team members. 1.3 Recognize and discuss question, problems and concerns to team members and deal with it accordingly.	TLE_HEHDR9-12LST-Ia-4
Responsibilities of members <ul style="list-style-type: none"> • Duties and responsibilities of each team member • Skills in identifying 			LO 2. Assign responsibilities among members. 2.1 Allocate duties and responsibilities in respect to the skills, knowledge and attitudes of every team member.	TLE_HEHDR9-12LST-Ib-5

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individual skills, knowledge and attitude as basis for allocating responsibilities <ul style="list-style-type: none"> • Knowledge in identifying each team member duties and responsibilities 			2.2 Allocate duties with regard to individual preference, domestic and personal considerations. 2.3 Define and identify properly duties and responsibilities of each member.	
Performance expectation for team members <ul style="list-style-type: none"> • Knowledge and skills in setting individual performance target/expectation • Team members duties and responsibilities • Employee policies and procedures • Defining performance expectations criteria 			LO 3. Set performance expectation for team members. 3.1 Establish performance expectations based on client’s needs and according to assigned requirements. 3.2 Based performance expectations on individual team member’s duties and responsibilities. 3.3 Discuss performance expectations and disseminate to individual team members.	TLE_HEHDR9-12LST-Ib-6
Team performance <ul style="list-style-type: none"> • Monitoring team member performance • Monitoring team operation to ensure client needs and satisfaction • Methods of monitoring performance • Informal/formal counseling skill 			LO 4. Supervise team performance. 4.1 Monitor team member’s performance in respect to the defined performance criteria. 4.2 Provide team members with feedback, positive support and advice on strategies to overcome any difficulties. 4.3 Inform team members of any changes in the priority assignments or tasks allocated to them. 4.4 Provide communication follow-up on all issues affecting the team members.	TLE_HEHDR9-12LST-Ib-7

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LESSON 3: DEVELOPING AND PRACTICING NEGOTIATION SKILLS (DPN)				
<p>Planning negotiations</p> <ul style="list-style-type: none"> • Background information of other parties included in the negotiation • Observing differences between content and process • Identifying bargaining information • Applying strategies to manage process • Applying steps in negotiating process • Strategies to manage conflict • Steps in negotiating process 	<p>The learner demonstrates an understanding in solving problems related to work activities.</p>	<p>The learner independently demonstrates the basic competency required to solve workplace problem related to work activities.</p>	<p>LO 1. Identify relevant information in planning negotiations.</p> <ol style="list-style-type: none"> 1.1 Identify information in preparation for negotiation and include it in the plan. 1.2 Identify information on creating non-verbal environment for positive negotiations and include it in the plan. 1.3 Identify and include information on the different questioning techniques in the plan. 	<p>TLE_HEHDR9-12DPN-Ib-8</p>
<p>Negotiating participating in negotiations</p> <ul style="list-style-type: none"> • Decision making and conflict resolution strategies procedures • Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation • Background information on other parties to the negotiation • Observing differences between content and process 			<p>LO 2. Participate in negotiations.</p> <ol style="list-style-type: none"> 2.1 Agree on the set criteria for successful outcome by all parties involved. 2.2 Consider desired outcomes by all parties involved. 2.3 Use appropriate language throughout the negotiation process. 	<p>TLE_HEHDR9-12DPN-Ic-9</p>

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Documents for negotiation <ul style="list-style-type: none"> • Procedure in documenting negotiations • Managing information • Filing documents 			LO 3. Document areas for negotiation. 3.1 Document the issues and processes agreed by all parties. 3.2 Discuss and assess possible solutions and their viability. 3.3 Confirm and record areas for agreement. 3.4 Agree follow-up action by all parties.	TLE_HEHDR9-12DPN-Ic-10
LESSON 4: SOLVING WORKPLACE PROBLEMS RELATED TO WORK ACTIVITIES (PRW)				
Analytical technique <ul style="list-style-type: none"> • Observation, investigation and analytical technique • Brainstorming • Cause and effect diagrams • PARETO analysis • SWOT analysis • GANT chart • PERT CPM and graph • SCATTER GRAMS 	The learner demonstrates an understanding in solving problems related to work activities.	The learner independently demonstrates the basic competency required to solve workplace problem related to work activities.	LO 1. Explain the analytical technique. 1.1 Explain the importance and application of analytical technique. 1.2 Define analytical techniques such as: brainstorming, cause and effects diagrams, PARETO analysis, SWOT analysis, GANT chart, PERT CPM and graphs, and scatter grams.	TLE_HEHDR9-12PRW-Ic-11
Identification of problems <ul style="list-style-type: none"> • Normal operating parameters and product quality • Identifying and clarifying the nature of problem • Application of analytical technique 			LO 2. Identify the problem. 2.1 Identify variances from normal operating parameters and product quality. 2.2 Define the extent, cause, and nature of the problems based on observation, investigation and analytical technique. 2.3 State and specify clearly the problems.	TLE_HEHDR9-12PRW-Ic-12
Possible causes of problems <ul style="list-style-type: none"> • Non-routine process and quality problems • Teamwork and work 			LO 3. Determine the possible cause/s of the problem. 3.1 Identify possible cause/s of problem based on experience and the use of problem solving tools/analytical technique.	TLE_HEHDR9-12PRW-Id-13

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allocation problem <ul style="list-style-type: none"> • Safety and emergency situations and incidents 			3.2 Develop possible cause statement. 3.3 Explain fundamental causes.	
LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUES (MCT)				
Mathematical tools and techniques <ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 	The learner demonstrates an understanding in Identifying mathematical concepts and techniques to solve problems.	The learner independently demonstrates the basic competencies in using mathematical concepts and techniques.	LO 1. Identify mathematical tools and technique to solve problems. 1.1 Identify problem areas based on a given condition. 1.2 Select mathematical technique based on the given problem.	TLE_HEHDR9-12MCT-Id-14
Mathematical procedure/solution <ul style="list-style-type: none"> • Problem-based • Estimation • Use of mathematical tools and standard formulas • Mathematical technique 			LO 2. Apply mathematical procedure/solution. 2.1 Identify and apply mathematical technique based on the problem. 2.2 Perform mathematical computations to the level of accuracy required for the problem. 2.3 Determine and verify results of mathematical computation based on job requirements.	TLE_HEHDR9-12MCT-Id-15
Analysis of results <ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 			LO 3. Analyze results. 3.1 Expect and require review results of application based on specifications and outcome. 3.2 Apply appropriate action in case of error.	TLE_HEDD9-12MCT-Id-16

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LESSON 6: USING RELEVANT TECHNOLOGIES (URT)				
Select Appropriate Technology <ul style="list-style-type: none"> Machineries/Equipment and their Application Software/Programs 	The learner demonstrates an understanding in using relevant technologies.	The learner independently demonstrates the basic competencies In using relevant technologies.	LO 1. Study/select appropriate technology. <ol style="list-style-type: none"> Study appropriate technology based on work requirements. Identify and select appropriate technology based on work requirements. 	TLE_HEHDR9-12URT-Ie-17
Relevant technology <ul style="list-style-type: none"> Office technology System technology Information technology Training technology Different software/hardware 5S (proper housekeeping) 			LO 2. Apply relevant technology. <ol style="list-style-type: none"> Use relevant technology in carrying out functions based on work requirements. Use applicable software and hardware as per job requirements. Observe management concept as per established industry practices. 	TLE_HEHDR9-12URT-Ie-18
Maintain/enhance relevant technology <ul style="list-style-type: none"> Corrective and preventive maintenance Upgrading of technology Communication skills Organizational set-up/work flow 			LO 3. Maintain/enhance relevant technology. <ol style="list-style-type: none"> Apply maintenance of technology in accordance with the industry standards, operating procedures; manufacturer’s operating guidelines, and occupational health and safety procedure. Maintain updating of technology through continuing education or training in accordance with job requirement. Report appropriate action for technology failure/defect immediately to the concerned/ responsible person or section. 	TLE_HEHDR9-12URT-Ie-19
COMMON COMPETENCIES				
LESSON 7: MAINTAINING AN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS (ERC)				
Maintaining professional image <ul style="list-style-type: none"> Stance and Posture Body Language Grooming 	The learner demonstrates an understanding in maintaining effective relationship with client/customers.	The learner independently demonstrates the common competencies in maintaining effective relationship with clients/customers.	LO 1. Maintain a professional image. <ol style="list-style-type: none"> Maintain uniform and personal grooming in accordance with established policies and procedures. Maintain stance, posture, body language, 	TLE_HEHDR9-12ERC-If-20

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			<p>and other personal presence according to required standards.</p> <p>1.3 Keep visible work area tidy and uncluttered.</p> <p>1.4 Store equipment according to assignment requirements.</p>	
<p>Client/customer requirements</p> <ul style="list-style-type: none"> • Discussion techniques with clients/customers • Clarification of client needs and instructions 			<p>LO 2. Meet client's/customer's requirements.</p> <p>2.1 Identify and understand assignment instructions and post orders according to standard procedures.</p> <p>2.2 Accomplish scope to modify instructions/orders in light of changed situations.</p> <p>2.3 Meet client's requirements according to the assignment instructions.</p> <p>2.4 Monitor changes to client's needs and take appropriate action.</p> <p>2.5 Clear and comply all communication with the client or customer with regard to assignment requirements.</p>	<p>TLE_HEHDR9-12ERC-Ig-21</p>
<p>Building credibility with customers/clients</p> <ul style="list-style-type: none"> • Interpersonal skills • Customer service skills • Telephone etiquette • Maintaining records 			<p>LO 3. Build credibility with customers/clients.</p> <p>3.1 Adhere to client's expectations for reliability, punctuality and appearance.</p> <p>3.2 Identify, deal with, and record possible causes of client's/customer's dissatisfaction according to employer's policy.</p> <p>3.3 Inform client fully of all relevant security matters in a timely manner and according to agreed reporting procedures.</p>	<p>TLE_HEHDR9-12ERC-Ih-22</p>

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LESSON 8: MANAGING OWN PERFORMANCE (MOP)				
Completion of workload <ul style="list-style-type: none"> • Assignment and verbal instruction • Policy documents • Duty statements • Self- assessment • Daily and Weekly tasks • Allocating priority and timelines 	The learner demonstrates an understanding in managing own performance.	The learner independently demonstrates the common competencies in managing own performance.	LO 1. Plan completion of own workload. <ol style="list-style-type: none"> 1.1 Identify tasks accurately according to instructions. 1.2 Develop work plans according to assignment requirements and employer’s policy. 1.3 Allocate priority and timelines to each task. 1.4 Know tasks’ deadlines and comply with whenever possible. 1.5 Know and complete work schedules according to agreed time frames. 	TLE_HEHDR9-12MOP-Ih-i-23
Quality of own performance <ul style="list-style-type: none"> • Determining performance standards • Interpreting work standards • Quality of work 			LO 2. Maintain quality of own performance. <ol style="list-style-type: none"> 2.1 Monitor continually personnel performance against agreed performance standards. 2.2 Seek advice and guidance when necessary to achieve or maintain agreed standards. 2.3 Apply guidance from management to achieve or maintain agreed standards. 2.4 Clarify and agree standard of work according to employer policy and procedures. 	TLE_HEHDR9-12MOP-Ii-24
LESSON 9: APPLYING QUALITY STANDARDS (AQS)				
Client service needs <ul style="list-style-type: none"> • Client relation • Salon services • Documentation procedures • Handling of complaints 	The learner demonstrates an understanding in applying quality standards.	The learner independently demonstrates the common competencies in applying quality standards.	LO 1. Assess client service needs. <ol style="list-style-type: none"> 1.1 Obtain work instruction and carry out work in accordance with standard operating procedures. 1.2 Evaluate client’s needs based on workplace standards and specifications. 1.3 Analyze salon services against clients’ needs. 	TLE_HEHDR9-12AQS-Ij-25

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			1.4 Explain salon services with the clients. 1.5 Record or report faults on clients and any identified causes to the supervisor concerned in accordance with workplace procedures. 1.6 Document client’s profile and service extended to them in accordance with workplace procedures.	
Assess own work <ul style="list-style-type: none"> • Workplace quality standards • Feedback • Job analysis 			LO 2. Assess own work. 2.1 Identify and use documentation relative to quality within the company. 2.2 Check completed work against workplace standards relevant to the tasks undertaken. 2.3 Identify and improve on errors. 2.4 Record information on the quality and other indicators of individual performance, in accordance with workplace procedures. 2.5 Document and report causes of deviations from specific quality standards, in accordance with the workplace standards operating procedures. 2.6 Collect and analyze feedback based on required quality standards.	TLE_HEHDR9-12AQS-Ij-26
Quality improvement <ul style="list-style-type: none"> • Service processes and procedures • Client service • Environmental regulations • New trends and technology awareness • Transparent management • Work values 			LO 3. Engage in quality improvement. 3.1 Participate in process improvement procedures relative to workplace assignment. 3.2 Carry out work, in accordance with process improvement procedures. 3.3 Monitor performance of operation or quality of product or service to ensure clients’ satisfaction.	TLE_HEHDR9-12AQS-IIa-27

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 10: MAINTAINING SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT (MWE)				
<p>Health regulations</p> <ul style="list-style-type: none"> • Government health regulations • Laundry • Regular hand washing • Appropriate and clean clothing • Safe handling disposal of linen and laundry • Appropriate handling and disposal of garbage • Cleaning and sanitizing procedures • Bacterial and other contamination arising from poor handling of salon products • Storage at incorrect temperature • Poor work practice • Inappropriate cleaning practices • Auditing staff skills and providing training • Ensuring policies and procedures • Auditing of incidents • Following up of actions 	<p>The learner demonstrates an understanding in maintaining a safe, clean and efficient work environment.</p>	<p>The learner independently demonstrates the common competencies in maintaining a safe, clean and efficient work environment.</p>	<p>LO 1. Comply with health regulations.</p> <ol style="list-style-type: none"> 1.1 Follow workplace hygiene procedures, in accordance with salon standards and legal requirements. 1.2 Handle and store all items according to salon requirements. 1.3 Identify promptly potential hygiene risks. 1.4 Take action to minimize or remove the risk within the scope of individual responsibility, in accordance with salon and legal requirements. 1.5 Report immediately hygiene risks beyond the control of individual staff members to the appropriate person for follow up. 	<p>TLE_HEHDR1-12MWE-IIa-b-28</p>
<p>Hygiene risks and maintenance of work area</p> <ul style="list-style-type: none"> • Types and uses of cleaning materials/solvent • OSHS workplace 			<p>LO 2. Identify and prevent hygiene risks prepare and maintain work area.</p> <ol style="list-style-type: none"> 2.1 Clean, unclutter and organize reception area according to salon policy. 2.2 Keep and maintain work areas and walkways in safe state and free from spills, food waste, hair or other potential hazards 	<p>TLE_HEHDR9-12MWE -IIb-c-29</p>

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regulations <ul style="list-style-type: none"> • Salon policy 			in line with OSHS regulations. 2.3 Store and dispose waste according to OSHS requirements.	
Maintenance of tools and equipment <ul style="list-style-type: none"> • Different salon services • Types of tools and equipment • Storage of tools and equipment • Uses of personal protective equipment (PPE). 			LO 3. Check and maintain tools and equipment. 3.1 Identify tools and equipment according to classification/ specification and job requirements. 3.2 Prepare tools and equipment for specific services as required. 3.3 Check tools and equipment for maintenance and refer it for repair as required. 3.4 Observe safety of tools and equipment, in accordance with manufacturer’s instructions. 3.5 Store tools and equipment safely, in accordance with salon requirements and local health regulations.	TLE_HEHDR9-12MWE -IId-d-30
Maintenance of stocks <ul style="list-style-type: none"> • Inventory of stocks/supplies • Handling stocks – lifting and carrying technique • Safe-keeping/storage 			LO 4. Check and maintain stocks. 4.1 Follow stock rotation procedures according to salon policy. 4.2 Record stock levels and notify salon supervisor immediately in case of under or over supplied stocks items. 4.3 Refer incorrect deliveries to the supervisor for return to supplier. 4.4 Follow safe lifting and carrying techniques in line with occupational safety and health standards and government legislation. 4.5 Store stocks safely in accordance with manufacturer’s specifications or company procedures.	TLE_HEHDR9-12MWE -IId-e-31

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Relaxed and caring environment <ul style="list-style-type: none"> • Client service • Service processes and procedures • Environmental regulations 			LO 5. Provide a relaxed and caring environment. 5.1 Make Clients to feel comfortable following salon policy. 5.2 Consult clients on their needs or desired service. 5.3 Report client’s needs to the salon supervisor.	TLE_HEHDR9-12MWE -Iie-32
CORE COMPETENCIES				
LESSON 11: PERFORMING ADVANCED CREATIVE HAIR STYLING (PHST)				
Preparation of client <ul style="list-style-type: none"> • Facial shapes and profiles • Hair and scalp analysis • Clients’ consultation • Draping and shampooing • Tools, equipment, materials and supplies • Hairstyle products and implements • Occupational safety and health rules and regulations • Safety procedures and practices 	The learner demonstrates an understanding in creative hairstyling.	The learner independently demonstrates the core competencies in creative hairstyling.	LO 1. Prepare client for the hairstyling. 1.1 Assess shape of the client’s face and head. And determine proportion, personality, and lifestyle. 1.2 Check texture and volume of client’s hair by touching and visual analysis. 1.3 Present creative hairstyle options to the client. 1.4 Determine desired hairstyle according to client’s profile and preference. 1.5 Advise client to remove all personal accessories for safety and comfort. 1.6 Drape and shampoo client according to salon procedures. 1.7 Select and prepare tools and equipment supplies materials, and implements according to style or hair design.	TLE_HEHDR9-12PHST-IIIf-33
Hairstyling <ul style="list-style-type: none"> • Primary hair styling considerations • Hair styling fundamentals/essentials 			LO 2. Perform different hair style/design. 2.1 Towel dry, blow dry and set hair with rollers and benders and expose hair to heat, if needed, and in accordance to service requirement.	TLE_HEHDR9-12PHST-IIg-j-IIIa-34

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<ul style="list-style-type: none"> • Blow Drying, Hair brushing and teasing technique • Use of creative hairstyling tools, equipment, and implements • Creative hairstyle technique and procedures • Types and Methods of hair designs/hairstyle • Safety practices in hair styling 			2.2 Use hairstyling tools to perform various hairstyles. 2.3 Apply/perform hairstyle according to the client's desired and agreed creative hairstyle. 2.4 Ensure clients' safety and comfort during the process.	
<p>Final styling</p> <ul style="list-style-type: none"> • Different hair accessories and hair implements • Application of hair styling products • Checking client's hair styling result 			<p>LO 3. Perform final styling.</p> 3.1 Check outcome according to earlier agreed hairstyle. 3.2 Place necessary hair implements and accessories to enhance hairstyle. 3.3 Polish hairstyle through application of hair styling product.	<p>TLE_HEHDR9-12PHS T-IIIa-d-35</p>
<p>Post-service activities on hairstyle/design</p> <ul style="list-style-type: none"> • Proper hair care maintenance • Salon procedures on hair care and maintenance • Hairstyling equipment, tools, implements, supplies and materials • Cleaning, sterilizing and storing procedure • Hygiene and sanitation • Waste disposal • Good housekeeping 			<p>LO 4. Perform post-service activities.</p> 4.1 Advise client on hair care maintenance to salon procedures. 4.2 Clean and sanitize tools in accordance with the OSHS. 4.3 Store tools in accordance with OSHS. 4.4 Dispose waste in accordance with OSHS. 4.5 Clean working area in preparation for the next client.	<p>TLE_HEHDR9-12PHST-IIIId-f-36</p>

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LESSON 12: PERFORMING ADVANCED/CREATIVE HAIR CUTTING (PHCT)				
<p>Preparation of client</p> <ul style="list-style-type: none"> • Customer courtesy • Different hair cutting styles • Preparation of tools, supplies, materials, and implements • Salon procedures in shampooing and/ or conditioning hair 	<p>The learner demonstrates an understanding in advance and creative haircutting.</p>	<p>The learner independently demonstrates and performs advance and creative haircutting based on standard procedure.</p>	<p>LO 1. Prepare client.</p> <ol style="list-style-type: none"> 1.1 Extend appropriate courtesy to client at all times. 1.2 Assess client’s profile (face, head, length and width) according to body build and height. 1.3 Present hair catalog to client and select advance hair cut style to be agreed upon by client and the hairdresser. 1.4 Analyze hair texture’s width and volume for hair cutting style. 1.5 Use protective clothing materials tools and implements in haircutting. 1.6 Shampoo and condition hair following salon procedures or as required according to client’s desired preference. 	<p>TLE_HEHDR9-12PHCT-IIIf-j-IVa-37</p>
<p>Advance/creative haircut</p> <ul style="list-style-type: none"> • Sectioning of hair for haircutting • Creative hair cutting techniques • Principles of ergonomics • Dry and wet haircutting • First aid and Safety practices in haircutting • Types and uses of hair cutting tools • Types of hair styles as “cut and finish principles” 			<p>LO 2. Perform different advance/creative haircut.</p> <ol style="list-style-type: none"> 2.1 Select materials, tools and hair implements according to client’s desired haircut style. 2.2 Use materials, tools and hair implements according to client’s desired haircut style. 2.3 Perform haircut according to creative haircut style. 2.4 Apply hair style techniques to achieve the desired style. 2.5 Ensure client’s safety and comfort during the process. 2.6 Provide first aid treatment to client or refer to health personnel if necessary. 	<p>TLE_HEHDR9-12PHCT-IV-I-IIa-f-38</p>

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Final styling <ul style="list-style-type: none"> • Blow drying technique in Hair cutting • Checking and applying final styling • Applying and selecting hair finishing products • Using of selected wigs • Checking client’s result 			LO 3. Apply final styling. <ol style="list-style-type: none"> 3.1 Blow dry hair and check for accuracy (sections of the side, nape, top, and front) for final styling. 3.2 Use finishing cutting tools to achieve client’s desired haircut style. 3.3 Apply hair finishing product according to the desired haircut style. 3.4 Use or attach wig as required or according to client’s desired haircut style. 3.5 Confirm desired outcome with client and adjustments are made if required. 	TLE_HEHDR9-12PHCT-IIIf-j-IIIa-39
Post-service activities on final styling <ul style="list-style-type: none"> • Proper hair care and maintenance • Cleaning, sterilizing and storing procedures • Hygiene, sanitation and good housekeeping 			LO 4. Perform post-service activities. <ol style="list-style-type: none"> 4.1 Advise client on proper hair care and maintenance. 4.2 Clean and sterilize tools, implements and equipment in accordance with OSHS. 4.3 Store tools, implements and equipment in accordance with OSHP and salon policy. 4.4 Segregate and dispose wastes items in accordance with OSHS. 4.5 Clean working area in preparation for the next salon client. 	TLE_HEHDR9-12PHCT-IIIa-c-40
LESSON 13: PERFORMING ADVANCE/CREATIVE HAIR COLORING (PHCL)				
Preparation of client <ul style="list-style-type: none"> • Presentation of color chart • Skin test • Checking and analyzing condition of hair and scalp • Use of protective clothing and draping technique 	The learner demonstrates an understanding in advanced and creative hair coloring.	The learner independently demonstrates the core competencies in advanced/creative hair coloring.	LO 1. Prepare client. <ol style="list-style-type: none"> 1.1 Check and analyze hair texture, length, and scalp/ hair condition. 1.2 Discuss and advise client on color options and check on possible allergies. 1.3 Drape client following standard procedures to avoid stain from hair coloring. 1.4 Advise client to remove jewelries and accessories. 1.5 Shampoo hair with care if found with traces of conditioner and styling products. 	TLE_HEHDR9-12PHCL-IIIId-f-41

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Apply hair coloring</p> <ul style="list-style-type: none"> • Preparation and operation of tools, supplies and equipment • Selecting and mixing hair color and developer • Hair coloring products • Applying creative hair coloring • Hair coloring technique and procedures • Timeline in hair coloring process • Ratio and proportion • Relevant OSHS requirements 			<p>LO 2. Apply creative hair coloring.</p> <ol style="list-style-type: none"> 2.1 Prepare and use tools, materials and protective clothing following OSHS. 2.2 Select and mix hair color and developer according to client's desired color. 2.3 Apply prepared coloring mixture according to required technique, product specifications and standard procedures. 2.4 Style hair according to client's preference. 2.5 Ensure client's safety and comfort during the process. 	<p>TLE_HEHDR9-12PHCL-IIIIf-j-IV-Ia-42</p>
<p>Post-service activities</p> <ul style="list-style-type: none"> • Proper hair care/maintenance in Hair Coloring • Cleaning, sanitizing and storing procedures • Waste management 			<p>LO 3. Perform post- service activities.</p> <ol style="list-style-type: none"> 3.1 Advise client on proper hair care and maintenance. 3.2 Clean, sanitize, and store tools, implements and equipment in accordance with OSHS. 3.3 Segregate and dispose wastes items in accordance with OSHS. 3.4 Clean working area in preparation for the next salon client. 3.5 Record the chemical product use. 	<p>TLE_HEHDR9-12PHCL-Ia-c-43</p>
LESSON 14: PERFORMING ADVANCED/CREATIVE HAIR PERMING (PHPR)				
<p>Preparation of client</p> <ul style="list-style-type: none"> • Use of protective clothing • Checking and analyzing hair, scalp and health condition • Creative perm styles • Client record/file 	<p>The learner demonstrates an understanding of concepts, theories and principles in advance/creative hair perming following standard procedures.</p>	<p>The learner independently demonstrates the core competencies in advanced/creative hair perming based on standard.</p>	<p>LO 1. Prepare client.</p> <ol style="list-style-type: none"> 1.1 Advise client to remove all personal accessories. 1.2 Provide client with protective clothing. 1.3 Check and analyze hair texture condition and type of hair in accordance with hair elasticity and porosity. 1.4 Determine previous treatment applied on hair. 1.5 Check scalp condition if free from scratches 	<p>TLE_HEHDR9-12PHPR-Id-44</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<p>and open wounds and advise client if with adverse health conditions to defer hair perm.</p> <p>1.6 Confirm and record desired creative perm style with client.</p>	
<p>Advance/creative hair perming</p> <ul style="list-style-type: none"> • Setting and operation of tools, supplies and equipment • Selecting and prepare the types of perm solutions • Advance/creative hair perming procedures and technique • First aid and Occupational safety and health standards (OSHS) requirements 			<p>LO 2. Perform different advanced/creative hair perming.</p> <p>2.1 Prepare and use tools, equipment, and supplies and materials according to manufacturer’s instruction and salon procedures.</p> <p>2.2 Select and prepare perm solution according to hair types, texture/condition and product specifications/manufacturer’s instructions.</p> <p>2.3 Perform creative hair perm, in accordance with standard procedures and product specifications.</p> <p>2.4 Ensure clients’ safety and comfort during the process.</p> <p>2.5 Provide first aid treatment to client or refer to health personnel if necessary.</p>	<p>TLE_HEHDR9-12PPHR-Ie-j-IIa-d 45</p>
<p>Final styling/finishing touches</p> <ul style="list-style-type: none"> • Checking and applying final styling • Trimming procedures • Proper hair care/maintenance in perming 			<p>LO 3. Perform final styling/finishing touches.</p> <p>3.1 Check hair according to desired and agreed style.</p> <p>3.2 Trim/taper hair, if necessary.</p> <p>3.3 Confirm with client the desired style and make necessary adjustments if needed.</p>	<p>TLE_HEHDR9-12PHPR-IIe-j-IIIa-46</p>
<p>Post-service activities</p> <ul style="list-style-type: none"> • Sanitation and cleanliness of the salon • Cleaning, sterilizing and storing procedures • Waste disposal • Good housekeeping 			<p>LO 4. Perform post-service activities.</p> <p>4.1 Advise client on proper hair care and maintenance.</p> <p>4.2 Clean, sanitize and store tools, implements and equipment in accordance with OSHS.</p> <p>4.3 Dispose and segregate wastes items in accordance with OSHS.</p> <p>4.4 Clean working area in preparation for the next salon client.</p>	<p>TLE_HEHDR9-12PHPR-IIIa-b-47</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 15: PERFORMING ADVANCED MAKE-UP (PAMU)				
<p>Preparation of Client</p> <ul style="list-style-type: none"> • Consultation – advance make-up requirements • Make up requirements <ul style="list-style-type: none"> – Bridal make-up – TV Commercial – Fashion/runway make up – Party/evening make-up – Fantasy make-up – Prosthetic • Analyzing client’s shape of face and skin type/tones • Proper positioning of clients/ Principles of ergonomics • Safety procedures and practices and relevant protective clothing 	<p>The learner demonstrates an understanding of the core concepts, theories and principles in performing advance make-up following standard procedures.</p>	<p>The learner independently demonstrates the core competencies and performs advance make-up following standard procedures.</p>	<p>LO 1. Prepare client.</p> <ol style="list-style-type: none"> 1.1 Consult client on advance make-up procedures. 1.2 Analyze clients’ shapes of face and skin types and tones according to make-up requirements. 1.3 Seat client in a comfortable position during the process. 1.4 Advise client to remove all personal accessories. 1.5 Provide protective clothing to the client as per salon policies and procedures. 	<p>TLE_HEHDR9-12PAMU-IIIb-e-48</p>
<p>Advanced make-up</p> <ul style="list-style-type: none"> • Personal hygiene • Selection and handling of make-up products, accessories, tools, supplies and materials • Applying advanced make-up procedures and techniques • Checking client’s make-up result / desired outcome • Safety procedures and practices 			<p>LO 2. Apply advanced make-up.</p> <ol style="list-style-type: none"> 2.1 Sanitize hand before actual application of make-up. 2.2 Select and prepare make-up products and accessories, tools, supplies and materials according to client’s make-up requirements. 2.3 Perform make-up application in accordance with standard procedures. 2.4 Check make-up result before application of finishing touches. 2.5 Ensure client’s comfort and safety during the entire process. 	<p>TLE_HEHDR9-12PAMU-IIIj-f-49</p>

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<p>Post-service activities in advanced make-up</p> <ul style="list-style-type: none"> • Consultation – applying retouch • Storing make-up products, tools and materials • Storing procedures, policies and guidelines • Housekeeping, safety and sanitation 			<p>LO 3. Perform post-service activities.</p> <p>3.1 Advise client on appropriate product and procedure in applying retouch.</p> <p>3.2 Store make-up products, tools and materials in the proper storage.</p> <p>3.3 Segregate/dispose wastes items in accordance with OSHS.3.4 Clean workstation and prepare for next salon client.</p>	<p>TLE_HEHDR9-12PAMU-IVj-Ia-50</p>
ELECTIVE COMPETENCIES (choose only one)				
PERFORMING HAIR EXTENSION ACTIVITIES (PHX)				
<p>Preparation of client</p> <ul style="list-style-type: none"> • Types and design of hair extension • Concept of hair extension • Use of tools, supplies and materials • Product knowledge • Use of protective clothing • Costing 	<p>The learner demonstrates an understanding of the core, concepts, theories and principles in hair extension services.</p>	<p>The learner independently demonstrates the core competencies and performs hair extension services following standard procedures.</p>	<p>LO 1. Prepare client.</p> <p>1.1 Consult and discuss with client the desired hairpiece attachment requirements based on agreement.</p> <p>1.2 Provide client with protective clothing materials.</p> <p>1.3 Design hair extension concept in accordance with client’s facial feature, natural hair’s texture, density, length, shape and personal attributes.</p> <p>1.4 Confirm design hair extension concept on the type of hair extension technique and client’s service requirements.</p> <p>1.5 Select and use tools, supplies, materials, and techniques according to the hair design.</p> <p>1.6 Identify and explain cost, maintenance requirements, features and benefits of hair extension services to client.</p>	<p>TLE_HEHDR9-12PHX-Ia-e-51</p>

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Hair extension activities <ul style="list-style-type: none"> • Shampooing and blow drying technique • Natural hairlines and growth pattern • Condition of natural hair • Sectioning of natural hair • Hair density and texture • Attaching and sealing hair strands 			LO 2. Execute hair extension activities. 2.1 Shampoo client's natural hair without conditioning and blow drying. 2.2 Section client's natural hair according to confirmed design. 2.3 Attach securely strands and seal according to manufacturer's instructions.	TLE_HEHDR9-12PHX-If-j-II-IIIa-e-52
Hair design <ul style="list-style-type: none"> • Cutting technique • Color blending • Hairpiece/extension protection procedure • Hairpiece condition • Safety precaution 			LO 3. Complete hair design 3.1 Apply cutting and finishing techniques when required to blend extensions and natural hair and to achieve desired result 3.2 Confirm client satisfaction is and make necessary adjustments if required. 3.3 Explain clearly to the client about the hairpiece/extension protection and maintenance procedures	TLE_HEHDR9-12PHX-IIIIf-j-IVa-e-53
Post-service activities <ul style="list-style-type: none"> • Hair extension equipment, tools and materials • Cleaning procedures • Sterilizing procedures • Storing procedures • Hygiene and sanitation • Waste disposal • Good housekeeping 			LO 4. Perform post-service activities. 4.1 Clean, sterilize and store tools and materials in accordance with OSHS. 4.2 Dispose wastes items in accordance with OSHS. 4.3 Clean working area in preparation for the next client.	TLE_HEHDR9-12PHX-IVf-j-54
PERFORMING HAIRPIECE ATTACHMENT, STYLING AND MAINTENANCE (PHA)				
Preparation of client <ul style="list-style-type: none"> • Hairpiece attachment • Selection of hairpieces and style • OSHS and DOH rules and regulations • Preparation of tools, supplies and materials 	The learner demonstrates an understanding of the core, concepts, theories and principles in performing hairpiece attachment, styling and maintenance based on standard procedures.	The learner independently demonstrates the core competencies in order to perform hairpiece attachment, styling and maintenance based on standard procedures.	LO 1. Prepare client. 1.1 Consult client on the desired hairpiece attachment requirements based on the agreement. 1.2 Provide client with protective clothing materials. 1.3 Select hairpiece and style in accordance with client's facial features, natural hair,	TLE_HEHDR9-12PHA-Ia-e-51

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(640 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Costing • Product knowledge 			personal attributes and requirements. 1.4 Prepare equipment, tools, supplies and materials according to the service requirements. 1.5 Identify and explain cost, maintenance requirements, features and benefits of the service to client.	
Hairpiece style <ul style="list-style-type: none"> • Head sizes, shape and circumference (measurement) • Wig fitting • Hairpiece selection and attachment techniques • Styling hairpieces 			LO 2. Attach and style hairpiece. 2.1 Measure client's head circumference for wig fitting. 2.2 Attach selected hairpiece securely to client's head following manufacturer's specifications. 2.3 Create hairpiece following elements of design and client's requirements. 2.4 Confirm client's satisfaction and make adjustments when necessary.	TLE_HEHDR9-12PHA-If-j-II-IIIa-e-52
Maintain hairpieces <ul style="list-style-type: none"> • Hairpiece condition and maintenance • Maintenance procedure • Safety precaution 			LO 3. Maintain hairpieces. 3.1 Check hairpiece's condition and make adjustments if required. 3.2 Identify and select suitable product for the type of hairpiece to be cleaned and maintained. 3.3 Follow manufacturer's instruction in using product accordingly.	TLE_HEHDR9-12PHA-IIIIf-j-IVa-e-53
Post-service activities on hair piece maintenance <ul style="list-style-type: none"> • Hairpiece attachment and styling equipment, tools, implements and supplies and materials • Cleaning, sterilizing and storing procedures • Hygiene and sanitation • Waste management • Good housekeeping 			LO 4. Perform post-service activities. 4.1 Clean, sterilize and store tools and materials in accordance with salon policies 4.2 Dispose wastes items in accordance with Occupational Safety and Health requirements. 4.3 Clean working area in preparation for the next client.	TLE_HEHDR9-12PHA-IVf-j-54

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
PERFORMING PROSTHETICS AND SPECIAL EFFECT MAKE-UP (PSE)				
Preparation of client <ul style="list-style-type: none"> • Prosthetics and special effects make-up • Preparation of tools • Design concept • Make-up products and make-up test plan (product knowledge) • Costing 	The learner demonstrates an understanding of the core, concepts, theories and principles in prosthetics and special make-up following standard procedures.	The learner independently demonstrates the core competencies in prosthetics and special make-up following standard procedures.	LO 1. Prepare client. <ol style="list-style-type: none"> 1.1 Consult client on the prosthetics and special effects make-up requirements. 1.2 Create and agree design concept in consultation with the client's prosthetics and special effects make-up requirements. 1.3 Prepare make-up products and make-up test plan in consultation with the client. 1.4 Identify and explain cost of the service to client. 1.5 Provide client with protective clothing materials. 	TLE_HEHDR9-12PSE-Ia-c-51
Design prosthetics <ul style="list-style-type: none"> • Preparing and use of prosthetic materials and equipment • Safety procedures and practices and principles of ergonomics • Casting, designing prosthetics • Attaching and measuring prosthetics 			LO 2. Design prosthetics. <ol style="list-style-type: none"> 2.1 Prepare and use materials and equipment in accordance with prosthetic casting requirements. 2.2 Ensure client's comfort and protection from hazards during the casting. 2.3 Model and bake cast in accordance with prosthetic make-up design. 2.4 Model or make prosthetic pieces from the cast using the appropriate materials and equipment and production requirements. 	TLE_HEHDR9-12PSE-Ic-j-52
Prosthetics and special make-up effects <ul style="list-style-type: none"> • Prosthetic make-up • Products application • Special effects products • Use of protective clothing materials • Proper hygiene • Safety precaution 			LO 3. Apply and maintain prosthetics and special make-up effects. <ol style="list-style-type: none"> 3.1 Confirm client's requirements prior to make-up application and testing. 3.2 Select and prepare special effects products and equipment in accordance with make-up plan to ensure sufficient quantity to meet the needs of the client. 3.3 Dress client with required protective covering materials. 3.4 Use cleansing product before and /or after application of prosthetic make-up. 3.5 Identify and implement health and hygiene procedures during preparation of make-up and cleansing procedure. 	TLE_HEHDR9-12PSE-II-IIIa-h-53

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Prosthetics and special effect make-up</p> <ul style="list-style-type: none"> • Removing prosthetics and special effects make-up • Use of adhesive • Cleansing products • Skin irritants and allergies 			<p>LO 4. Remove prosthetics and special make-up effects.</p> <p>4.1 Brief client on the removal of prosthetics and special effects make-up.</p> <p>4.2 Maintain client's comfort during prosthetics and special effects make-up removal.</p> <p>4.3 Loosen edge using adhesive remover for the particular areas of skin, nature of prosthetic and adhesive used.</p> <p>4.4 Remove make-up using cleansing products.</p> <p>4.5 Seek medical advice in case of skin irritation or any health care problems</p>	<p>TLE_HEHDR9-12PSE-IIIh-j-IVa-h-54</p>
<p>Post-service activities on prosthetics and special effect make-up</p> <ul style="list-style-type: none"> • Cleaning and disinfecting make-up equipment • Waste management and good housekeeping 			<p>LO 5. Perform post-service activities.</p> <p>5.1 Clean, disinfect and keep make-up equipment in accordance with salon procedures.</p> <p>5.2 Dispose wastes items in accordance with OSHS.</p> <p>5.3 Clean working area in preparation for the next client.</p>	<p>TLE_HEHDR9-12PSE-IVh-j-55</p>

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<p>Protective Clothing/ Accessories</p> <ul style="list-style-type: none"> • Apron • Cape • Flannel headband • Head band • Invisible hairnet • Neck strip • Plastic cape • Smock gown <p>Rollers</p> <ul style="list-style-type: none"> • Cylinder shaped rollers (long and short) • Jumbo rollers • Large size rollers • Medium size rollers • Small size hair rollers wire (optional) <p>Scissors</p> <ul style="list-style-type: none"> • Cutting scissor • Thinning scissor • Clippers • Drip pan • Measuring cup • Mixing bowls • Scoop • Razors • Spatula • Squeezer • Spray gun • Powder applicator • Eyelash curler • Shading brush (small, medium) 	<ul style="list-style-type: none"> • Blower/Hair Dryer • Crimpers • Curling Iron • Electric Curlers (optional) • Hydraulic chair • High chair • Stool • Arm Chair • Shampoo bowl set • Heating cap (optional) • Infrared • Iron Plate • Hair steamer • Sterilizer • Timer 	<ul style="list-style-type: none"> • Alcohol, 500 ml. • Aluminum foil • Powder • Blade • Cling Wrap • Conditioner • Color product form: Cream, Liquid & Powder • Towel (Black and White) • Developer 6% 20 volumes; 9% 30 volumes; 12% 40 volumes • Ear pads • End paper • Bleaching product (powder, cream and liquid) • Setting lotion • Gauze mask • Gel • Hairpiece • Hair polish • Hair wax, • Paper strip • Mousse • Perm lotion w/ neutralizer • Plastic applicator • Press spray plastic dispenser Bottle • Rubber band, • Shampoo • Spray net • Tissue paper • Tissue roll • Wig • Hair treatment products 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on • Video presentation • Modular instruction • Practical application • On-the-job-training • Industry immersion • Role play • Brainstorming 	<ul style="list-style-type: none"> • Written examination • Demonstration • Observation • Questioning

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Contoured brush • Eye liner brush • Eyebrow pencil Sharpener • Large blusher brush • Powder brush • Fan brush • Lip brush • Eyebrow brush (Large and small) • Eye shadow brush • Eye brow scissor • Angle brush • Eye brow blade • Eyebrow Tweezer • Trolley/supply tray • Sponge tip • Natural / synthetic bristles • Hair clips • Hair clipper with guide • Body brush • Prosthetic enhancer • Crochet hook • Powder puff 		<p>Training Materials</p> <ul style="list-style-type: none"> • Catalog • Men’s Cut Catalog • Ladies Cut Catalog • Kid’s Cut Catalog • Magazines • Textbooks/ References • White board (big) • LCD • Computer/laptop • Markers (assorted colors) • Eraser <p>Prosthetic</p> <ul style="list-style-type: none"> • Color palettes • Plaster • Primer (cream, liquid, mousse) • Prosthetic adhesive • Adhesive remover • liquid latex • Cotton wool • Latex liquid rubber • Grease paint • Rubber mask grease paint • Face Mask <p>Hair Extension</p> <ul style="list-style-type: none"> • Hairpiece (Human and Synthetic) • Full head • Toupee/ wiglets <p>Hair Piece</p> <ul style="list-style-type: none"> • Hairpiece ornaments • Ponytails • Braids • Ponytails wraps • Petals 		

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GLOSSARY

1. Aniline Derivative Tints - Penetrating tints, synthetic, organic tints and peroxide Oxidation tints that are commonly called tints in the industry
2. Back Combing - Combing the short hair toward the scalp while the hair strand is held in a vertical position. It is also called as teasing.
3. Barbering - A method used in cutting the hair close to the scalp using barbers comb and scissor
4. Baseline - First/foundation line to be cut in hair cutting
5. Bleaching - Process of removing the natural pigmentation in the hair
6. Blunt Cutting - Cutting the hair without thinning or tapering.
7. Bob - Level of haircut above the shoulders
8. Braid - Process of weaving, interlacing or entwine the hair together
9. Chemical Damage Condition - Where the hair is damaged due to exposure to chemicals, such as: permanent waves, color, hydrogen peroxide, ammonia
10. Clippers - Cutting instrument use to taper- out short close neckline haircut
11. Coiffure - Hair arrangement or dressing of hair
12. Cold waving - A system of putting waves or curls on the hair involving the use of chemicals, without the application of heat
13. Color Fillers - are used if the hair is in damaged condition and there is doubt that the color result will be an even shade
14. Color Stripping - Removing artificial color by bleaching or using chemical color stripper
15. Color Test/Tint - A method of determining the action of color on a small strand of hair
16. Conditioner - This is in the form of creams, waxes and oils which help protect and maintain the health and condition of the hair
17. Conditioning - The application of special chemical agents to the hair to help restore its strength and give it body in order to protect against possible hair breakage/damage
18. Contour Winding - A loose wave that is winding the perm rods to the contour of the head -shape
19. Cuticle - The outer layer of the hair; the hard skin at the base of the fingernail
20. Design - Plan or arrangement of a hairstyle
21. Diffuser - Part of a blow dryer that "shatters" the flow of air so that the hair can be soft styled
22. Dye - Cooling the hair with tint
23. Elasticity - The ability of the hair to be stretched or moved without damage or breakage
24. Emulsifying Agent - A substance used to form an emulsion, e.g., shampoo
25. End Paper - A porous paper that is used to control hair ends during winding process
26. Frosting - Process of lightening small strands of hair using a crocheting hook and frosting cap
27. Graduation - Using less than 45 degrees angle in haircutting
28. Guideline - The first layer of hair to be cut and serve as guide during the entire shaping
29. Hair Analysis - An examination to determine the condition of the hair prior to a hair treatment
30. Hair Density - The amount of hair strands per square inch on the scalp
31. Hair Cutting - The process of thinning, tapering and shortening of the hair into the desired shapes or styles
32. Hair Extension - A natural or synthetic hair pieces used to add volume or length to the hair by bonding it on hair ends or roots
33. Hairstyling - A process of arranging the hair into a temporary design

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|-----|----------------------|--|
| 34. | | - It involves arranging the hair in a particular style, appropriately suited to the cut, and may require the use of hairstyling aid, such as: hair spray, gel or mousse |
| 35. | Hair stylist | - A person who designs and dresses the hair |
| 36. | Hot oil treatment | - A process of treating hair and scalp using commercially or locally prepared products |
| 37. | Irons | - A hair tool invented in the last 20 years which creates poker straight hair as well as beautiful curls depending on the technique and desired style |
| 38. | Keratin | - The protein component of the hair |
| 39. | Layer/
Layering | - A technique that holds the hair out from the head at a 90 degree angle and then removing a defined amount to remove volume, give movement, and added texture |
| 40. | Lysine | - Amino acid found in the hair |
| 41. | Medulla | - A hollow pith or core of the hair fiber |
| 42. | Melanin | - The dark or black pigment in the epidermis and hair, and in the choroids or coat of the eye |
| 43. | Neutralizer | - An agent capable of neutralizing another substance |
| 44. | Normal Hair Shedding | - This is nature's method to make way for new hair. The average daily shedding is estimated at 50-80 hairs. Hair loss beyond this estimated average indicates some scalp or hair trouble |
| 45. | Layering | - A technique used by hairdressers to change the thickness of the hair, creating either a thinner or thicker appearance. In this way the hair can be given a fuller appearance, more texture and movement |
| 46. | Patch or Skin Test | - A test to prove that chemicals will not cause any allergic reaction on scalp/skin |
| 47. | Perm | - Abbreviation for permanent wave |
| 48. | Porosity | - Ability of the hair to absorb moisture |
| 49. | Rebonding | - Rejoining the lines and bonds on the keratin chains – neutralizing |
| 50. | Relaxer | - A chemical applied to the hair to remove the natural curl |
| 51. | Retouch | - Process to recoloring the regrowth |
| 52. | Sectioning | - Sectioning is paying attention or processing only to a particular area or panel of the hair. This is done during blow-drying, cutting or coloring of the hair, by taking a panel of hair and pinning or ignoring the rest. |
| 53. | Setting lotion | - A liquid used to facilitate setting, retaining the holding power of the set (or blow dry) by coating the hair fibre and thereby resisting the absorption of moisture |
| 54. | Serum | - Smoothing product to stop hair from frizzing, keeping it smooth and straight. |
| 55. | Shimmering | - Shading or tinting parts of the hair to enhance the style |
| 56. | Shingling | - Cutting the hair close to the nape and gradually longer toward the crown, without showing a definite line |
| 57. | Slithering | - Tapering the hair to graduated length with scissors |
| 58. | Spiral winding | - Winding the hair from roots to points/ends. |
| 59. | Stack winding | - A method of permanent waving whereby the perm rods are built up on top of each other, in a pile |
| 60. | Streaking | - Layers or strands of hair with a contrasting color, usually placed so as to enhance the appearance |
| 61. | Symmetrical | - Hair equally distributed on both sides of the head |
| 62. | Taper | - Gradual cutting of hair strands toward the points or removing bulk of strands from the ends of the hair |
| 63. | Thinning | - Removing bulk from the hair |
| 64. | Toners | - The colors applied to hair which have been lightened – delicate pastel shades, e.g., champagne, beige, silver |
| 65. | Texture | - Coarseness and fineness of the hair |

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- 66. Texturizing - A process which is performed after the over-all cut has been completed. Thinning or notching is used to create wispy or spiky effect
- 67. Treatment - A treatment that is used in between Shampoo and Conditioner to put protein back into the hair. The treatment is done approximately 5 minutes before applying conditioner
- 68. Trichologist - A person trained in the science of caring for the hair
- 69. Trichology - The study of the structure and functions of the hair
- 70. Vent Brush - A brush with widely spaced plastic bristles designed to be used while blow drying
- 71. Wig - An artificial covering for the head consisting of a network of interwoven hair

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CODE BOOK LEGEND

Sample: **TLE_HEHDR9-12HS-IIa-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Home Economics Hairdressing NC III	TLE_HE HDR 9-12
	Grade Level	9/10/11/12	
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Leading Workplace Communication	LWC
			-
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	II
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	Communicate information about workplace processes.	1

DOMAIN / COMPONENT	CODE
Leading Workplace Communication	LWC
Leading Small Team	LST
Developing and Practicing Negotiation Skills	DPN
Solving Workplace Problems Related to Work Activities	PRW
Using Mathematical Concepts and Techniques	MCT
Using Relevant Technologies	URT
Maintaining an Effective Relationship with Clients/Customers	ERC
Managing Own Performance	MOP
Applying Quality Standards	AQS
Maintaining Safe, Clean and Efficient Work Environment	MWE
Performing Advance Creative Hairstyling	PHST
Performing Advanced/Creative Haircutting	PHCT
Performing Advanced/Creative Hair Coloring	PHCL
Performing Advanced/Creative Hair Perming	PHPR
Performing Advanced Make-Up	PAMU
Performing Hair Extension Activities	PHX
Perform Hairpiece Attachment, Styling and Maintenance	PHA
Perform Prosthetics and Special Effect Make-Up	PSE

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

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

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

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

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

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

+ CG updated based on new Training Regulations of TESDA.

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

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

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(640 hours)

Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Hairdressing NC III*. Taguig City, Philippines: TESDA, 2010.