



Republic of the Philippines  
**Department of Education**

20 AUG 2020

DepEd O R D E R  
No. **021**, s. 2020

**POLICY GUIDELINES ON THE ADOPTION OF THE K TO 12 TRANSITION  
CURRICULUM FRAMEWORK FOR LEARNERS WITH DISABILITIES**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities (LWDs)**, which articulates the principles, features and standards that will establish common understanding on the transition of LWDs in all public and private schools nationwide.
2. This DepEd Order is anchored on the principles of inclusivity and equity, which considers the LWDs' individual interests, abilities, capacities, strengths, and special needs. In consonance with DepEd Order No. 021, s. 2019 titled **Policy Guidelines on the K to 12 Basic Education Program**, this policy puts further emphasis on what the field implementers can offer to LWDs in terms of their life pathway, which include but is not limited to higher education, entrepreneurship, employment, middle level skills development, or functional life path.
3. The K to 12 Transition Curriculum for LWDs may be accessed by all public and private schools through the official DepEd website at **<http://www.deped.gov.ph>**.
4. All Orders, Memoranda, and other issuances inconsistent with this Order are repealed, rescinded, or modified accordingly.
5. For more information, please contact the **Bureau of Curriculum Development-Special Curricular Programs Division**, Department of Education Central Office, 3rd Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through email at [bcd.scpd@deped.gov.ph](mailto:bcd.scpd@deped.gov.ph) or telephone number (02) 8632-0170.
6. This Order shall take effect immediately upon its issuance.
7. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

Encl.:

As stated

References:

DepEd Order Nos. (021, s. 2019) and 43, s. 2013

To be indicated in the Perpetual Index  
under the following subjects:

BASIC EDUCATION  
CURRICULUM  
LEARNERS  
POLICY  
SPECIAL EDUCATION

DJP/SMMA/APA/MPC DO Guidelines on Kto12 Transition Curriculum for LWDs  
0173-July 1, 2020

**POLICY GUIDELINES ON THE ADOPTION OF THE K TO 12  
TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

**I. Rationale**

1. One of the goals of Special Education (SPED) is for all learners with disabilities (LWDs) to become self-reliant, purposeful, and productive members of their families, communities, and society. SPED aims to develop the essential knowledge and skills needed by learners with disabilities to be mainstreamed into the regular school system and eventually participate meaningfully in a constantly evolving society. According to the Universal Declaration of the Rights of Disabled Persons (1975), education must “enable learners with disabilities to develop their capabilities and skills to the maximum” and “hasten the process of their social integration or reintegration.” Moreover, the Salamanca Statement and Framework of Action (UNESCO, 1994) asserts the need for and significance of providing education for children, youth, and adults with special needs within the regular education system. It also places emphasis on the accommodation of all children in regular schools, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, and in so doing, enjoins educators to sufficiently address children’s learning difficulties and special educational needs.
2. In the Philippine context, Article XIV, Section 1 of the 1987 Constitution stipulates that the State “shall protect and promote the rights of citizens to quality education at all levels and shall take appropriate steps to make such education available to all”. Article XIV, Section 2 (5) likewise mandates the State to “provide adult citizens, disabled and out of school youth with training in civics, vocational efficiency and other skills”. Further, Republic Act (RA) No. 7277, known as “Magna Carta for Disabled Persons”, underscores the State’s duty to uphold the rights of disabled persons, which include the delivery of adequate access to quality education and sufficient opportunities to develop their skills. This entails taking into consideration the special requirements of disabled persons in the formulation of education policies and programs, and the promotion of the provision of auxiliary services of learning institutions, which will facilitate the learning process for disabled persons.
3. The Department of Education (DepEd) first implemented a transition program in 2005 for adult LWDs. DepEd, through this policy, expands the transition program to encompass all basic education LWDs in light of Section 2 of RA No. 10533 (Enhanced Basic Education Act of 2013) mandating the State to “give *every* student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards.”

**II. Scope of the Policy**

4. This policy provides guidelines on the adoption of the **K to 12 Transition**



**Curriculum for Learners With Disabilities (LWDs)** in all public schools nationwide. Private schools have the option of contextualizing the transition curriculum to better suit their own needs and contexts.

5. This Transition Curriculum is a component of the Transition Program for LWDs, which will be subsequently issued by the Department.

### III. Definition of Terms

6. For this policy, the operational definition of the following terms are as follows:
  - a. **Functional Life Path** refers to the curricular exit in which the primary objective is to ensure that LWDs are able to take care of themselves, pursue their own interests, and live independent lives.
  - b. **Individualized Transition Plan (ITP)** refers to the educational plan used for mapping out short-term to long-term outcomes from which annual goals and objectives are defined. It is designed to provide parents, learners, and schools with specific transitional services to be given to the learners upon entry to the Transition Program. The ITP includes the strengths, needs, and aspirations of the learners and should be documented and monitored to ensure success of the program.
  - c. **Learners with Disabilities (LWDs)** refer to children, youth and adult learners with substantial limitations in their functions, characterized by significantly sub-average intellectual capacity and/or existing concurrently with related limitations in two or more adaptive skills areas. These learners may have any or a combination of the following: intellectual disabilities, learning disabilities, mental, emotional or behavioral disorders, sensory impairments, autism, long term physical or health disabilities, deaf blindness, and multiple handicapping conditions. These conditions may be a hindrance to the learners' full and effective participation in the society; thus, these conditions necessitate the provision of special education services and other allied services that will enable LWDs to live functional lives.
  - d. **Transition** refers to the act by which an LWD passes from one learning environment or entry point (i.e., home) to another (i.e., formal school) throughout his or her developmental life span.
  - e. **Transition Curriculum** is part of the K to 12 basic education curriculum specially designed to develop the LWD's indispensable life skills regardless of a person's level of functioning or the degree of severity of his or her disability.
  - f. **Transition Program** refers to the educational program in support to the transition of learners with disabilities. This covers the Transition Curriculum and other policies for this purpose.



#### IV. Policy Statement

- The development of the Transition Curriculum for LWDs is anchored on the principles of inclusivity and equity, and is needs-based, activity-centered, developmental, learner-focused, and outcomes-oriented.

#### V. Guidelines and Procedures

- To ensure the effectiveness of the implementation of the K to 12 Transition Curriculum for LWDs, the following guidelines are hereby provided:

##### A. K to 12 Transition Curriculum Framework for Learners with Disabilities

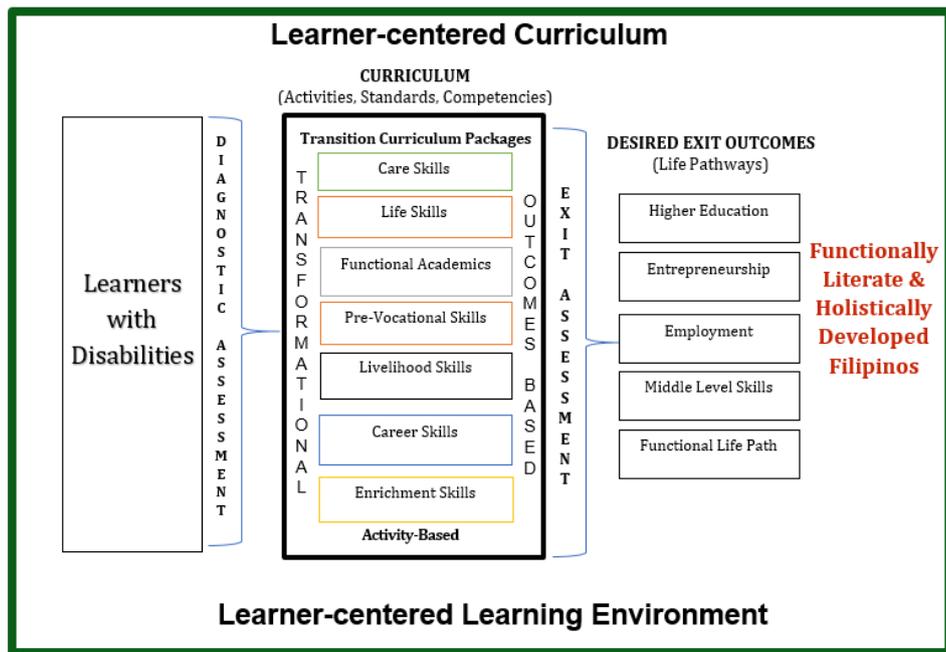


Figure 1. K to 12 Transition Curriculum Framework for Learners with Disabilities

- Figure 1 illustrates the transition curriculum framework, which considers the needs, nature, abilities, capacities, and interests of the learners. Thus, it is important to conduct diagnostic assessment to assess the individual capacity and ability of the learners to be part of the transition program. The result of this diagnostic assessment will guide the teachers in giving academic advice and in developing the learners' individualized transition program (ITP).
- The content of the curriculum is divided into seven areas that are important to the development of the learners: (a) Care Package, (b) Life Package, (c) Pre-Vocational Package, (d) Livelihood Package, (e) Functional Academics Package, (f) Career Package, and (g) Enrichment Package. Each area includes various content standards, performance standards, and competencies that will develop every learner and prepare them for life. The curriculum will be implemented in partnership and collaboration with parents, other agencies, and local government units to ensure a quality and effective support system for every learner. After the program, each learner will be assessed to evaluate their level



of mastery and development of the necessary skills, values, and knowledge learned in the transition curriculum.

11. In consonance with RA No. 10533 and existing policies, they shall be taught using their first language. Instruction shall start from the mother tongue, and progress to the other languages, with due consideration of the learning needs and developmental milestones of the learner. When applicable, they shall also be taught using Filipino Sign Language (FSL) for the Deaf and Unified English Braille (UEB) for the learners with visual impairment.
12. The curriculum is designed and developed to prepare every LWD for five (5) possible exit outcomes or life pathways. These are: (1) to become entrepreneurs; (2) to become employed; (3) to prepare the learner to get further education and training that may include inclusion to a regular school or to a SPED class; (4) to acquire middle level management skills, or (5) to live a functional life path.
13. As in every educational program or activity, assessment plays a crucial role in the transition curriculum. As it was vital for determining whether the LWD needs to go through the transition curriculum, it is equally important to find out how the LWD may exit from the program, and what particular life pathway s/he is ready to take. The SPED center/school shall ensure that it has equipped and prepared the learner to pursue the next exit outcome s/he is headed for.

## **B. Philosophical Framework**

14. The nature of the learners enrolled in the program necessitate the curriculum to be developed and implemented based on their abilities, capacities, needs, interests, disabilities, learning styles, and aspirations. The ultimate aim of the transition program revolves around two basic goals: *transformation of individuals* and *empowerment of the human spirit*. These goals are geared towards the realization of the K to 12 goal, which is to develop functionally literate and holistically developed learners.
15. The curriculum should transform LWDs to be creative, innovative, independent, functionally literate, and holistically developed. The curriculum should provide all the possible educational opportunities for LWDs to learn important knowledge and skills, and develop special talents, abilities, and values systems in a learner-centered environment.
16. To empower the human spirit, this curriculum prepares LWDs for “different life-roles” and puts value on enabling them to experience a dignified life in spite of his or her physical or intellectual disabilities. The transition program will guide LWDs to plan for their lives, develop self-esteem, and take an active role in every cultural and economic activity.

## **C. K to 12 Transition Curriculum Packages**

17. DepEd developed seven (7) transition curriculum packages (Enclosed as **Annex “A”**) important for the holistic development of the learners. Each package includes various content standards, performance standards, and competencies that will develop learners’ abilities and prepare them for life. Each transition



curriculum package is described below:

- a. The **Care skills package** contains the fundamental competencies that will enable LWDs to perform independently and develop their potentials to the fullest. This addresses the needs of LWDs who are not yet capable of or does not have any training in basic self-care, as well as those learners who are considered at risk.
- b. The **Life Skills Package** primes the learners for living independent, productive, purposeful, and fulfilling lives. It allows LWDs to operate independently at home or in community settings, and to take control over their own lives. It contains the basic skills that will prepare and help the learners in coping with the challenges and demands of everyday life. These skills are designed to equip LWDs with the necessary skills to become independent, participative, empowered, and productive members of society.
- c. The **Functional Academics Package** focuses on basic academic skills necessary for the enhancement of the learner's participation in school and in the community. It focuses on skills required in everyday life and incorporates the student's strengths and needs. This package is for learners who are deemed ready to take up academic subjects. Functional academics are essential for LWDs who may not be able to learn age- and grade-appropriate academics as they will be used by these LWDs for the rest of their lives.
- d. The **Pre-Vocational Package** prepares and trains LWDs for livelihood, vocational training, or possible employment. This package is designed to assess and provide opportunities for LWDs to hone their individual talents, skills, abilities, strengths, and interests. These skills will lead to the development of the LWD's knowledge on entrepreneurial and livelihood concepts and skills.
- e. The **Enrichment Package** provides the learners with opportunities to explore their talents and skills in Music, Arts, Dance, and Sports. This package aims to cater to the learners' unique gifts or abilities. This is an expression of DepEd's commitment to provide LWDs with opportunities designed to enrich, sustain, engage, and ensure their continued growth by harnessing their innate abilities and talents specifically in singing, playing musical instruments, appreciating body movements, expressing themselves through artistic creations, or enhancing their abilities in a specific sport.
- f. The **Livelihood Package** entails a specialized instruction to support and provide subsistence, and identify sources of income and assistance to learners to find appropriate means of living. This focuses on the development of skills and competencies geared towards self-fulfillment and possible entrepreneurial endeavors, and covers useful topics which may be mastered by the learner in order to put up his or her own business enterprise.

Taking into account the unique needs and contexts of LWDs, the livelihood package may include, but is not limited to, different learning areas such as



beauty care, animal care, aquarium fishery (pet fish), bread and pastry production, cookery, food/fish processing, furniture making (finishing), gardening, garments, housekeeping, cottage industry, entrepreneurship, ICT/computer operations, ICT/computer hardware servicing, and hilot (wellness massage). Further, in consideration of the resources of the school and the community, other additional learning areas that may respond to the needs and demands of the local industries in the community may be offered.

- g. The **Career Skills Package** is designed to assist students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making, skill development, and awareness and exploration of future educational and occupational possibilities. The program also stresses the development of self-concept and the acquisition of skills in developing interpersonal relationships. It includes career awareness, employment readiness, career information, career goals, knowledge to achieve career goals, and skills to achieve career goals.

18. After the program, each learner will be assessed to evaluate his or her level of mastery and development of the necessary knowledge, skills, and values learned in the transition curriculum.

#### **D. Implementation of the K to 12 Transition Curriculum for LWDs**

19. To ensure the effectiveness of the implementation of the transition curriculum, the following guidelines are hereby provided:

- a. **Learners entry points.** The transition program may accommodate all learners with disabilities, including adult learners, regardless of their entry point, i.e. whether they are starting from the home, from a mainstream class, or from a SPED center, based on the results of appropriate assessment/s.
  - i. **Home.** This entry point is for LWDs who have no formal school experience. If necessary, learners under this category may take up Care Skills and Life Skills packages, before taking up other skills offered under the transition curriculum.
  - ii. **School.** This entry point is for learners who have already experienced learning in the regular classroom but was eventually identified to require careful transition and assistance for any valid reason (i.e., accident, recent diagnosis of special need, or other circumstance).
  - iii. **SPED Center/Classes.** This entry point is for LWDs who have shown progress and improvement as evidenced by the reports coming from their ITPs and SPED teachers. Such learners may take up any of the offerings under the transition curriculum to prepare them for inclusion classes.
- b. **Desired exit outcomes or life pathways.** The curriculum is designed



and developed to prepare every LWD for five (5) possible exit outcomes or life pathways:

- i. **Higher Education.** LWDs who will proceed to this exit are assumed ready to take up academic subjects and continue to further education.
- ii. **Entrepreneurship.** LWDs who will proceed to this exit should be able to acquire entrepreneurial knowledge, skills and attitudes to make them able to run a small business.
- iii. **Employment.** LWDs who will proceed to this exit should be able to acquire employability knowledge, skills and attitudes enabling them to enter the world of work.
- iv. **Middle Level Skills.** LWDs who will proceed to this exit should be able to demonstrate his/her specialized skills/talent both in the world of work and/or business.
- v. **Functional Life Path.** LWDs who will proceed to this exit are those diagnosed and/or assessed with severe to profound disabilities who need to develop competencies that will enable them to live independently in the community and in the society.

c. **Matching learners to a learning package**

- i. Upon the learner's admission to the program, the school shall administer and use appropriate diagnostic tools to properly analyze the learner's condition to enable the school to tailor-fit the ITP to his/her needs. It shall be the responsibility of the SPED center/school to ensure that the ITP of each transition program learner is implemented faithfully, monitored closely, and is reviewed as often as needed.
- ii. The parents, transition curriculum teacher, and other helping professionals in and outside of the school should agree and set the annual/target goal for the LWD before deciding on what specific package to be given to the learner.

d. **Learning Delivery and Exit**

- i. A transition curriculum learner does not need to finish all the contents specified in the K to 12 transition curriculum, unlike in the regular K to 12 basic education curriculum where all learners will need to cover all the competencies of a specific grade level before moving on to the next grade level. The LWD only needs to master the competencies which are deemed essential for him or her to attain the goal stated in his or her individualized transition plan or ITP.



- ii. Learners who have not yet mastered the transition curriculum package designed for them shall be retained in the transition program. They shall be assisted and supported until such time that they develop all the necessary skills and competencies needed to pursue the exit outcome or life pathway that they can follow. Thus, rubrics, checklists, or other equivalent tools shall be used to assess whether the LWD has successfully mastered a competency or skill.
  - iii. The K to 12 Transition Curriculum may be contextualized and adaptations may be done to provide all the possible educational opportunities for every LWD to learn important knowledge and skills, and develop special talents, abilities, and values systems in a learner-centered environment. The curriculum shall be delivered such that there is differentiation of instruction for the learners.
  - iv. Every LWD must be given all forms of assistance and support to successfully pursue the exit outcome or life pathway that is most suitable for him/her. Hence, transition program learners shall undergo regular and continuous assessment to determine and support their readiness to take the next level or curriculum offering.
- e. **Collaboration with stakeholders.** In collaboration with other relevant stakeholders and partners, all the necessary instruments and tools to assess the learner before, during, and even after the transition program shall be developed. These instruments and tools include formative and summative assessments, as well as those necessary for providing equivalencies and/or certifications.

## VI. Monitoring and Evaluation

20. The Department through the Bureau of Curriculum Development (BCD) shall be responsible for the continuous improvement of the K to 12 Transition Curriculum and shall develop and implement a monitoring and evaluation tool in collaboration with relevant bureaus and offices in DepEd Central Office.
21. Regional Offices through the Curriculum and Learning Management Division (CLMD) and Division Offices through the Curriculum and Instruction (CID) shall conduct M&E at their level to identify implementation gaps and determine program development opportunities that will ensure that support systems are in place.
22. The SPED center/school through the School Head shall ensure the proper and successful implementation of the K to 12 Transition Curriculum for LWDs in accordance to the prescribed standards. The School Head shall regularly monitor classes, provide technical assistance, give relevant feedback, forge partnerships, and submit timely reports to the District and/or Division office to ensure the success and sustainability of the program.



23. The program monitoring and evaluation shall be anchored on the mandates of the office and focus on how the desired outcome shall be achieved. Provision of technical assistance and support from the different levels of governance shall be monitored to ensure efficiency and effectiveness in the implementation of the curriculum for learners with disabilities.

## **VII. EFFECTIVITY**

24. This Order shall take effect immediately upon its issuance.

25. All existing Orders and Memoranda inconsistent with this Order are hereby rescinded. These guidelines shall remain in effect, unless sooner repealed, amended or rescinded.

## **VIII. REFERENCES**

1987 Constitution of the Republic of the Philippines

Department of Education Order No. 21, s. 2019, "Policy Guidelines on the K to 12 Basic Education Program."

Nova Scotia. Department of Education. Student Service Division (2005). Transition Planning for students with special needs: The Early years through adult life.

Pawilen, G. T., Manuel, S. J., Sibayan, I., & Buhat, T. A. (2018). Developing a Curriculum for the Transition Program of Special Learners in the Philippines. Retrieved May 2, 2019 from <https://files.eric.ed.gov/fulltext/EJ1207241.pdf>

Quijano, Y. (2007). Transition Program: Philippine Model. A Presentation during the Japan League on Developmental Disabilities. Retrieved January 5, 2017 from [http://www.jlidd.jp/gtid/acmr\\_18/pdf/25.pdf](http://www.jlidd.jp/gtid/acmr_18/pdf/25.pdf).

Republic Act 10533, "The Enhanced Basic Education Act of 2013"

Republic Act 9442, "An Act Amending RA 7277 otherwise known as the "Magna Carta for Disabled Persons and Other Purposes"

Republic of the Philippines. (1974). Presidential Decree 603: The Child and Welfare Code

Sitlington, P.L., Neubert, D.A., and Clark, G.M. (2010). Transition education and services for students with disabilities. New Jersey: Pearson Education.

Wehman P., Carr S. (2013) Individualized Transition Plan (ITP). In: Volkmar F.R. (eds) Encyclopedia of Autism Spectrum Disorders. Springer, New York, NY. [https://doi.org/10.1007/978-1-4419-1698-3\\_1798](https://doi.org/10.1007/978-1-4419-1698-3_1798)





# K to 12 Transition Curriculum for Learners with Disabilities



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Care Skills Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

**Care** package contains the basic fundamental competencies that will enable the learners with disabilities to perform their best independently and develop their potentials to the fullest. Care Skills Package address the needs of learners with disabilities that are not yet capable of or does not have any training in basic self-care as well as those learners at risks.

### LEARNING OUTCOMES

The care package aims to develop and support every learner to become self-reliant in managing himself/herself. The knowledge, values, and skills underpin the competence, confidence, and commitment required of all learners to live independently in the community and finally in the society.

CONTENT AREAS	
Personal Hygiene	Comprises of personal hygiene practices that promote the physical, mental, social, emotional well-being of Learners with Disabilities
Good Grooming	Deals about the personal carriage of the learner with regard to proper hairstyle, dress code, nail cuts and others
Growth and Development	Covers the changes during puberty and puberty-related health issues and concerns
Health Habit and Nutrition	Addresses the importance of eating healthy and establishing good eating habits especially for children and adolescents as a way to enhance health and prevent diseases
Personal Safety Habits	Consist of lessons on how to prevent abuse, injuries, how to administer first aid, and what to do in case of calamities and disasters.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>PERSONAL HYGIENE (PH)</b>				
Cleaning and taking care of different body parts	<i>The learner...</i> Demonstrates understanding of the basic concept of cleaning and taking care of different body parts	<i>The learner...</i> Performs proper ways of cleaning and taking care of the different body parts	1. Recognize the importance of cleaning and taking care of different parts of the body	TPCS_PH-ct-NG-1
			2. Demonstrate proper ways of cleaning and taking care of the different body parts	TPCS_PH-ct-NG-2
			3. Practice proper ways of cleaning and taking care of the different body parts	TPCS_PH-ct-NG-3
			4. Display self-management in caring of different body parts	TPCS_PH-ct-NG-4
Toileting Practices	<i>The learner...</i> Demonstrates understanding of appropriate toileting practices	<i>The learner...</i> Practices the appropriate toileting practices	1. Identify the common materials used in toileting practices	TPCS_PH-to-NG-1
			2. Recognize the different toileting etiquette	TPCS_PH-to-NG-2
			3. Demonstrate the different toileting etiquette	TPCS_PH-to-NG-3
<b>GOOD GROOMING (GG)</b>				
Good Grooming Practices	<i>The learner ...</i> Demonstrates understanding of	<i>The learner</i> Performs appropriate good grooming practices	1. Determine appropriate good grooming practices e.g. bathing, during menstrual cycle, body odor, proper care of clothes, etc.	TPCS_GG-gp-NG-1



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	basic concepts on good grooming		2. Recognize the different materials needed to maintain good grooming	TPCS_GG-gp-NG-2
			3. Practice good grooming and hygiene e.g. Oral & Dental hygiene, Hair grooming, Nails and Toes Care, Clothing, etc.	TPCS_GG-gp-NG-3
			4. Demonstrate good self-management and good decision making skills in good grooming	TPCS_GG-gp-NG-4
<b>GROWTH AND DEVELOPMENT (GD)</b>				
Changes during Puberty	<i>The learner....</i> Demonstrates understanding of changes occurring in the body during puberty	<i>The learner...</i> Performs self-care and self-management during puberty	1. Identify the physical, emotional and social changes that occur during puberty	TPCS_GD-cd-NG-1
Puberty-related Health issues and concerns			2. Distinguish the changes that occur in males and females during puberty	TPCS_GD-cd-NG-2
			3. Identify the different puberty related-health issues and concerns <ul style="list-style-type: none"> <li>- Nutritional issues</li> <li>- Mood swings</li> <li>- Body odor</li> <li>- Oral health concerns</li> <li>- Pimples/Acne</li> </ul>	TPCS_GD-pu-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			<ul style="list-style-type: none"> <li>- Poor Posture</li> <li>- Menstruation-related concerns</li> <li>- Circumcision</li> <li>- Nocturnal Emission</li> </ul>	
			4. Practice proper self-care when puberty-related concerns occur e.g Menstruation, Nocturnal Emissions, Circumcision	TPCS_GD-pu-NG-4
			5. Demonstrate ways to manage puberty-related health issues and concerns	TPCS_GD-pu-NG-5
<b>NUTRITION (NU)</b>				
Healthful and less healthful foods	<i>The learner ...</i>  Demonstrates understanding on healthful and less healthful foods	<i>The learner ...</i>  Practices eating healthful food daily	1. Identify healthful from less healthful foods	TPCS_NU-hi-NG-1
			2. Consume the preferred healthy foods	TPCS_NU-hi-NG-2
			3. Determine the effects of eating healthful and less healthful foods	TPCS_NU-hi-NG-3
Good eating habits	<i>The learner ...</i>  Demonstrates understanding on good eating habits	<i>The learner ...</i>  Practices good eating habits	1. Identify good eating habits to keep one's self healthy e.g. eat regular meals, eat a healthful breakfast daily, eat on time, chew food thoroughly, etc.	TPCS_NU-gh-NG-1



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			2. Practice good eating habits that can help one become healthy	TPCS_NU-gh-NG-2
			3. Practice good decision-making skill in food choices	TPCS_NU-gh-NG-3
			4. Appreciate the value of good eating habits	TPCS_NU-gh-NG-4
Food safety	<i>The learner ...</i> Demonstrates understanding of the food safety principles	<i>The learner ...</i> Apply the proper food safety principles	1. Identify ways to keep food clean and safe 1.1 Clean all the equipment and utensils used in food preparation	TPCS_NU-fs-NG-1
			2. Distinguish the ready to eat from those that are raw or that might contain harmful ingredients in food	TPCS_NU-fs-NG-2
			3. Identify the proper and risky eating behaviors	TPCS_NU-fs-NG-3
Balanced Diet	<i>The learner ...</i> Demonstrates understanding of eating a balanced diet	<i>The learner ...</i> Practices eating a balanced diet	1. Identify the importance functions of food	TPCS_NU-bd-NG-1
			2. Identify a balanced diet based on Food Pyramid and Food Plate	TPCS_NU-bd-NG-2
			3. Recognize the importance of eating a balanced diet	TPCS_NU-bd-NG-3
			4. Practice considering Food Pyramid and Food Plate in making food choices	TPCS_NU-bd-NG-4



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
Food labels	<i>The learner...</i>  Demonstrates understanding of the importance of reading food labels in selecting healthier and safer food	<i>The learner...</i>  Practices reading food labels and food safety habits in selecting healthier/safer food and preventing food-borne diseases	1. Identify information provided on food label <ul style="list-style-type: none"> <li>- Name and Description of Food</li> <li>- Nutrition facts</li> <li>- Advisory and Warning Statements</li> <li>- Directions for Use and Storage</li> <li>- Date Markings (Manufacturing Date, Expiration Date, Best Before Date)</li> </ul>	TPCS_NU-fl-NG-17
			2. Determine the importance of reading food labels	TPCS_NU-fl-NG-18
			3. Interpret information provided in the food label	TPCS_NU-fl-NG-19
<b>HEALTHCARE (HC)</b>				
Healthcare Habits	<i>The learner ...</i>  Demonstrates understanding of the proper ways of taking care of one's health	<i>The learner ...</i>  Practices good health habits and hygiene daily	1. Enumerate ways of keeping oneself healthy and strong. e.g. drinking eight glasses of water daily, eating right food, sleeping on time, etc.	TPCS_HC-hh-NG-1
			2. Practice ways of keeping	TPCS_HC-hh-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			oneself healthy and strong	
			3. Demonstrate proper hand washing	TPCS_HC-hh-NG-3
			4. Realize the importance of washing hands	TPCS_HC-hh-NG-4
			5. Identifies proper behavior during mealtime	TPCS_HC-hh-NG-5
			6. Demonstrate proper and appropriate behavior during mealtime	TPCS_HC-hh-NG-6
			7. Realize the importance of practicing good health habits	TPCS_HC-hh-NG-7
Health and Lifestyle	<p><i>The learner ...</i></p> <p>Demonstrates understanding of keeping a healthy and active lifestyle</p>	<p><i>The learner ...</i></p> <p>Performs activities to keep a healthy and active lifestyle</p>	1. Identify various fun and enjoyable activities e.g. Sports (indoor, outdoor), exercises, dance, relays, etc.	TPCS_HC-he-NG-1
			2. Perform preferred physical activities	TPCS_HC-he-NG-2
			3. Realize the importance of doing physical activities to one's body and health	TPCS_HC-he-NG-3
Prevention and Control of Diseases	<p>The learner...</p> <p>Demonstrates</p>	<p>The learner...</p> <p>Practices healthy habits</p>	1. Identify common diseases e.g. cough, cold, etc.	TPCS_HC-pc-NG-1
			2. Demonstrate good self-	TPCS_HC-pc-NG-2



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	understanding of the nature and prevention of diseases	to prevent and control diseases	management and decision-making skills to prevent common diseases	
Substance Use and Abuse	<i>The learner...</i>  Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	<i>The learner ...</i>  Practices proper use of medicines	1. Identify the proper uses of medicines	TPCS_HC-su-NG-1
			2. Identify forms of medicines e.g. capsule, tablet, liquid formula, etc.	TPCS_HC-su-NG-2
			3. Differentiate prescription and non-prescription medicines	TPCS_HC-su-NG-3
			4. Describe ways on how medicines are misused and abused	TPCS_HC-su-NG-4
			5. Describe the potential dangers associated with medicine misuse and abuse	TPCS_HC-su-NG-5
			6. Follow doctor's prescription	TPCS_HC-su-NG-6
<b>PERSONAL AND COMMUNITY SAFETY (PS)</b>				
Safety Procedures at Home, School, and Community	<i>The learner</i>  Demonstrates understanding of rules to ensure safety	<i>The learner</i>  Practices consistency in following safety rules at	1. Identify one's right and responsibilities for safety	TPCS_PS-sp-NG-1
			2. Recognize hazards present at home, school and community	TPCS_PS-sp-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	at home, school, and community	home. school and community	<ul style="list-style-type: none"> <li>- Hazard (natural &amp; human caused)</li> <li>- Hazardous products/objects</li> <li>- Warning labels</li> </ul>	
			3. Observe home and school safety procedures <ul style="list-style-type: none"> <li>- Identify places/people to go when seeking help</li> </ul>	TPCS_PS-sp-NG-3
			4. Practice basic safety rules and procedures at home, school, and community	TPCS_PS-sp-NG-4
Road Safety	<i>The learner...</i>  Demonstrates understanding of rules to ensure road safety	<i>The learner...</i>  Practices consistency in following road safety	1. Recognize traffic signals and road signs	TPCS_PS-rs-NG-1
			2. Follow road safety procedures <ul style="list-style-type: none"> <li>- Pedestrian lane</li> </ul>	TPCS_PS-rs-NG-2
			3. Display self-management skills for road safety	TPCS_PS-rs-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
Safety guidelines during disasters /situational events that may lead to injury	<i>The learner</i>  Demonstrates understanding of safety guidelines during disasters/ situational events that may lead to injury	<i>The learner</i>  Practices safety measures during disasters situational events that may lead to injury	1. Recognize disasters or emergency situations - Typhoon - Storm Surge - Flood - Landslide - Volcanic eruption - Earthquake - Tsunami - Fire, etc.	TPCS_PS-sg-NG-1
			2. Demonstrate proper response before, during, and after disaster or an emergency situation	TPCS_PS-sg-NG-2
			3. Demonstrate proper safety procedures during special events that may put people at risks	TPCS_PS-sg-NG-3



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDRDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
First Aid	<i>The learner...</i>  Demonstrates understanding of basic first aid principles and procedures for common injuries	<i>The learner...</i>  Practices appropriate first aid principles and procedures for common injuries	1. Identify common materials used in first aid e.g. cotton balls, alcohol, herbal medicines/ medicinal plants, etc.	TPCS_PS-fa-NG-1
			2. Identify appropriate first aid principles and procedures for common injuries  <ul style="list-style-type: none"> <li>- Wounds</li> <li>- Nosebleed</li> <li>- Burn and scald</li> <li>- Insect bite</li> <li>- Animal bite</li> <li>- Fainting</li> <li>- Musculoskeletal injuries(sprain, fracture)</li> </ul>	TPCS_PS-fa-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDRDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			3. Apply appropriate first aid treatment when needed	TPCS_PS-fa-NG-3
Abuse Prevention	<i>The learner...</i>  Demonstrates understanding on abuse prevention	<i>The learner...</i>  Adapts practices to protect one's self from offenders	1. Recognize physical, verbal and sexual advances and abuses	TPCS_PS-ap-NG-1
			2. Manage to seek help against the offenders	TPCS_PS-ap-NG-2
			3. Practice precautionary measures to prevent sexual advances and abuses	TPCS_PS-ap-NG-3



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Sample: TPCS\_PH-to-NG-1

LEGEND		SAMPLE	
First Entry	Transition Program Care Skills	Care Skills	TPCS
Lowercase letter/s	Content	Personal Hygiene	PH
		Toileting Practices	to
	Level	Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

CONTENT	CODE
Cleaning and taking care of different body parts	ct
Toileting Practices	to
Good Grooming Practices	gp
Changes during Puberty	cd
Puberty-related Health issues and concerns	pu
Healthful and less healthful foods	hl
Good eating habits	gh
Food Safety	fs
Balance Diet	bd
Food labels	fl
Healthcare Habits	hh
Health Lifestyle	he
Prevention and Control of Diseases	pc
Substance use and abuse	su
Safety Procedures at Home, School and Community	sp
Road Safety	rs
Safety guidelines during disasters/ situational events that may lead to injury	sg
First Aid	fa
Abuse Prevention	ap



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Life Skills Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

**Life Skills** package refers to the basic skills that will prepare and help the learners in coping with the challenges and demands of everyday life. These skills were designed to equip Learners with disabilities with the necessary skills to become independent, participative, empowered, and productive member of society. This is usually associated with managing and living a better quality life independently. It helps the Learners with disabilities to accomplish their goals and live to their full potential.

### LEARNING OUTCOMES

At the end of the lesson, the learners are equipped with life skills that would enable them to maximize their capacity for independent living and allow them to have a good quality of life.

### CONTENT AREAS

<b>Communication Skills</b>	to convey ideas, opinions, feelings, and emotions with others to enjoy the best quality of life.
<b>Health and Personal Safety Skills</b>	to develop skills on positive behavior that nurture the well-being of a learner with disability.
<b>Community Orientation and Mobility Skills</b>	to acquire skills needed for safe travel and familiarity to a learner's locality.
<b>Practical Money</b>	to deepen understanding on valuing and managing financial resources.
<b>Leisure and Recreational Skills</b>	to enjoy and appreciate the different leisure activities that promote extra-curricular involvement.
<b>Positive Self-Concept</b>	to develop self-confidence and self- awareness that hone the learner's skills to identify their strengths and weaknesses.
<b>Human Sexuality</b>	to develop skills of learners that hone responsible attitude regarding human sexuality.
<b>Moral Development</b>	to help the learners become aware on their rights and responsibilities as persons with disabilities.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>COMMUNICATION SKILLS (CS)</b>				
<ul style="list-style-type: none"> <li>• Oral Communication</li> </ul>	<i>The learner....</i>  Demonstrates understanding on the concept of social nuances of conversation	<i>The learner....</i>  Performs appropriate communication skills in specific situations or social gathering	<i>The learner....</i> 1. Identifies non-verbal elements of communication Ex. Body language Gestures, Proxemics, Tone	TPLS_CS-oc-NG-1
			2. Identifies verbal expressions that correspond to feelings	TPLS_CS-oc-NG-2
			3. Engages in short reciprocal conversations for two individuals	TPLS_CS -oc-NG-3
			4. Joins a conversation appropriately	TPLS_CS -oc-NG-4
			5. Responds to the feelings of others	TPLS_CS -oc-NG-5
			6. Demonstrates speaking appropriately in social gathering and conversation	TPLS_CS -oc-NG-6
			7. Tells experience in a logical order	TPLS_CS -oc-NG-7
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Responding techniques</li> <li>• Negative effects of listening and responding</li> <li>• Spoken direction</li> </ul>	<i>The learner...</i> Demonstrates understanding the concept of listening and responding techniques	<i>The learner....</i> Responds appropriately to spoken instructions	1. Identifies proper listening and responding techniques	TPLS_CS -li-NG-1
			2. Identifies positive outcomes of listening and responding appropriately.	TPLS_CS -li-NG-2
			3. Identifies negative effects of listening and responding inappropriately	TPLS_CS -li-NG-3
			4. Follows 2 to 3 steps of spoken direction with prompts	TPLS_CS -li-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<ul style="list-style-type: none"> <li>Reading simple words</li> <li>Interpretation and usage of words</li> <li>Following simple directions</li> </ul>	<i>The learner...</i> Demonstrates understanding of the concepts of reading, interpreting, and following simple directions	<i>The learner...</i> Read, interpret and follow simple directions	1. Reads simple words by sight and by text	TPLS_CS -re-NG-1
			2. Interprets and uses the words read by sight and by text	TPLS_CS -re-NG-2
			3. Reads and follows simple directions	TPLS_CS -re-NG-3
<ul style="list-style-type: none"> <li>Writing personal information</li> <li>Writing simple notes                             <ul style="list-style-type: none"> <li>Ex. List of groceries</li> </ul> </li> </ul>	<i>The learner...</i> Demonstrate understanding of the concept of writing personal information and simple notes.	<i>The learner....</i> Write basic information about himself/herself and as well as simple notes	1. Writes personal information such as name, age, sex, birthdate, birthplace etc.	TPLS_CS -wr-NG-1
			2. Writes simple notes in daily life activities Ex. List of groceries	TPLS_CS-wr-NG-2
<b>HEALTH AND PERSONAL SAFETY (HP)</b>				
<ul style="list-style-type: none"> <li>Distinguishing healthy and non-healthy foods</li> <li>content of food nutrients                             <ul style="list-style-type: none"> <li>-vitamins and minerals</li> </ul> </li> <li>eating right kind of food</li> </ul>	<i>The learner...</i> Demonstrates understanding of the concept of healthy and non-healthy foods.	<i>The learner...</i> Recognizes foods healthy and non-healthy	1. Distinguishes healthy and non-healthy foods	TPLS_HP-hs-NG-1
			2. Identifies the different content of food nutrients e.g. vitamins and minerals	TPLS_HP -hs-NG-2
			3. Practices eating right kind and amount of food daily	TPLS_HP -hs-NG-3
<ul style="list-style-type: none"> <li>personal safety</li> </ul>	<i>The learner...</i> Demonstrates understanding of the importance of personal safety	<i>The learner....</i> Knows, differentiates and demonstrates the proper ways of practicing personal safety	1. Knows the importance of practicing personal safety	TPLS_HP -ps-NG-1
			2. Differentiates known people from strangers	TPLS_HP-ps-NG-2
			3. Demonstrates personal safety practices.	TPLS_HP-ps-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<ul style="list-style-type: none"> <li>• community health workers</li> <li>• kinds of medicines</li> <li>• first-aid materials and their uses</li> <li>• techniques of first aid</li> </ul>	<i>The learner...</i> Demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	<i>The learner...</i> Practices safety preventions and first aid techniques	1. Recognizes community health workers	TPLS_HP-ch-NG-1
			2. Identifies the different functions/ services given by community health workers	TPLS_HP-ch-NG-2
			3. Identifies kinds of medicines. e.g. tablets, capsule, bottle, syrup etc.	TPLS_HP-ch-NG-3
			4. Identifies the different first-aid materials and their uses	TPLS_HP-ch-NG-4
			5. Demonstrates Basic techniques of first aid	TPLS_HP -ch-NG-5
<ul style="list-style-type: none"> <li>• uses of medicines</li> <li>• prescription and non-prescription medicines</li> <li>• misused and abused medicines</li> <li>• reading drug information and labels</li> </ul>	<i>The learner...</i> Demonstrates understanding of the proper uses of medicines to prevent misuse and harm to the body	<i>The learner...</i> Determines the appropriate uses of medicines	1. Recognizes uses of medicines	TPLS_HP-su-NG-1
			2. Describes the proper use of medicines	TPLS_HP-su-NG-2
			3. Differentiates prescription from non-prescription medicines	TPLS_HP-su-NG-3
			4. Discusses ways on how medicines are misused and abused	TPLS_HP-su-NG-4
			5. Discusses potential dangers associated with medicine misuse and abuse	TPLS_HP-su-NG-5
			6. Explains the importance of reading drug information and labels and other ways to ensure proper intake of medicines	TPLS_HP-su-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>COMMUNITY ORIENTATION AND MOBILITY SKILLS (CM)</b>				
<ul style="list-style-type: none"> <li>• House number and neighborhood</li> <li>• signs found in the community</li> <li>• Four directions in the community</li> <li>• Transportation available in the community</li> <li>• Landmarks and basic resources in the community</li> <li>• Rules and safety procedure in the community</li> <li>• Different government offices and authorities</li> <li>• Safety precaution in the community</li> </ul>	<i>The learner...</i> Demonstrates understanding of community landmarks	<i>The learner...</i> Show familiarity with his/her community	1. Identifies the number of own house and neighborhood	TPLS_CM-cm-NG-1
			2. Explains the different safety signs found in the community	TPLS_CM-cm-NG-2
			3. Identifies and applies the four cardinal directions in the community	TPLS_CM-cm-NG-3
			4. Identifies community access roads and its uses e.g. alternate routes	TPLS_CM-cm-NG-4
			5. Recognizes the types of transportation available in the community and their importance	TPLS_CM-cm-NG-5
			6. Identifies landmarks and basic resources(e.g. farming and fishing) available in the community	TPLS_CM-cm-NG-6
			7. Recognizes and follow rules and safety procedure in the community	TPLS_CM-cm-NG-7
			8. Recognizes the different government offices and authorities located in his/her locality	TPLS_CM-cm-NG-8
			9. Knows the different safety precaution in the navigation in the community	TPLS_CM-cm-NG-9



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>FINANCIAL LITERACY (FL)</b>				
<ul style="list-style-type: none"> <li>• Coins and notes</li> <li>• Spending and receiving money</li> <li>• Personal expenses</li> <li>• Simple bank transaction</li> </ul>	<i>The learner...</i> Demonstrates understanding of the value, use, and management of money.	<i>The learner...</i> Manage money in ways relevant to everyday living.	1. Recognizes coins and notes	TPLS_FL-pm-NG-1
			2. Demonstrates proper ways of spending money and receiving correct change based on the tag price	TPLS_FL -pm-NG-2
			3. Demonstrates the ability to choose the most economical item to be purchase	TPLS_FL-pm-NG-3
			4. Identifies and estimates daily/ weekly/ monthly personal expenses	TPLS_FL-pm-NG-4
			5. Discusses simple bank transactions.	TPLS_FL-pm-NG-5
<b>LEISURE AND RECREATIONAL SKILLS (LR)</b>				
<ul style="list-style-type: none"> <li>• Guided plan of leisure activities</li> <li>• Group leisure and recreational activities</li> <li>• Good sportsmanship</li> </ul>	<i>The learner...</i> Demonstrates understanding of the different leisure and recreational activities in the community	<i>The learner...</i> Participates in the different leisure and recreational activities in the community	1. Identifies the different leisure and recreational activities that can be seen in the community	TPLS_LE-Ir-NG-1
			2. Recognizes the importance/value of participating in the different leisure and recreational activities	TPLS_LE-Ir-NG-2
			3. Participates in the different leisure and recreational activities in the community.	TPLS_LE-Ir-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>POSITIVE SELF CONCEPT (PS)</b>				
<ul style="list-style-type: none"> <li>Self-Image</li> </ul>	<i>The learner...</i> Demonstrates understanding of self-image	<i>The learner...</i> Describe the importance of appreciating one's body image	1. Describes body appearance and attractiveness	TPLS_PS-si-NG-1
			2. Recognizes self-appropriateness of one's body	TPLS_PS -si-NG-2
			3. Familiarizes one's self with the importance of the different parts of the body	TPLS_PS -si-NG-3
<ul style="list-style-type: none"> <li>Self-esteem</li> </ul>	<i>The learner...</i> Demonstrates understanding of self-esteem	<i>The learner...</i> Expresses feelings of self-worth	1. Identifies their feelings about themselves	TPLS_PS-se-NG-1
			2. Describes ones attitude, opinion and values about present and future life	TPLS_PS-se-NG-2
			3. Develops ones worthiness	TPLS_PS-se-NG-3
<ul style="list-style-type: none"> <li>Ideal self</li> </ul>	<i>The learner...</i> Demonstrates understanding of an ideal self	<i>The learner...</i> Exhibits characteristics of the qualities of life adjustment	1. Identifies ones unique characteristic	TPLS_PS-is-NG-1
			2. Identifies one's abilities and disabilities	TPLS_PS-is-NG-2
			3. Recognizes life adjustment qualities of one's abilities and disabilities	TPLS_PS-is-NG-3
			4. Shows characteristic of ideal self, such as honesty, self-confidence, independence, and courage.	TPLS_PS-is-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>HUMAN SEXUALITY (HS)</b>				
<ul style="list-style-type: none"> <li>• Peer relationship</li> <li>• Experiencing sexual urges</li> <li>• preventing unwanted pregnancy and the contractually sexually transmitted infections</li> <li>• sexual harassment and legal consequences</li> </ul>	<i>The learner...</i> Demonstrates understanding of human sexuality.	<i>The learner...</i> Exhibits responsible and respectful attitudes regarding human sexuality	1. Develops understanding of the important decisions boys and girls make that will affect their lives.	TPLS_HS-hu-NG-1
			1.1. Defines responsible peer relationships.	
			1.2. Understands wants in sexual orientation and preferences.	
			2. Develops the awareness for individuals to take personal responsibility of their actions.	TPLS_HS-hu-NG-4
			2.1. Understands on appropriate and acceptable behavior when experiencing sexual urges	TPLS_HS-hu-NG-5
			3. Develops understanding of the importance of maintaining a positive and open communication with parents/guardians	TPLS_HS-hu-NG-5
			4. Discusses measures that can prevent unwanted pregnancy and the contracted sexually transmitted infections and diseases	TPLS_HS-hu-NG-6
			5. Lists physical and emotional consequences of sexual activities	TPLS_HS-hu-NG-7
6. Defines sexual harassment and its legal consequences.	TPLS_HS-hu-NG-8			



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>MORAL DEVELOPMENT (MD)</b>				
<ul style="list-style-type: none"> <li>• distinguishing right from wrong</li> <li>• basic laws of the land</li> <li>• basic human rights</li> <li>• rights of persons with disabilities</li> </ul>	<i>The learner...</i> Demonstrates understanding of the basic concepts and principles of human rights with or without disabilities.	<i>The learner...</i> Observe the rights of persons with disabilities.	1. Understands the distinction of right from wrong or good and bad behavior	TPLS_MD-md-NG-1
			2. Adheres to the community ordinances and basic laws of the land	TPLS_MD-md-NG-2
			3. Discusses the basic human rights	TPLS_MD-md-NG-3
			4. Explains the rights of person with disabilities.	TPLS_MD-md-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Sample: TPLS\_CS-oc-NG-1

LEGEND		SAMPLE	
First Entry	Transition Program Life Skills Package	Transition Program Life Skills Package	TPLS
Lowercase Letter/s	Content	Communication Skills	CS
		Oral Communication	oc
	Level	Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

CONTENT STANDARDS	CODE
Oral communication	oc
Listening	li
Reading	re
Writing	wr
Health Safety	hs
Personal Health	ph
Community health	ch
Substance Use and Abuse	su
Community Orientation and Mobility Skills	cm
Practical Money	pm
Leisure and Recreational Skills	lr
Self-Image	si
Self-esteem	se
Ideal self	is
Human Sexuality	hu
Moral Development	md



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

<b>GLOSSARY</b>	
Authority	the confidence resulting from personal expertise
Body language	gestures & movements that conveys feelings and emotions
Criticism	a remark or comment that expresses disapproval of someone or something
Economical	careful use of money
Emotion	instinctive or intuitive feeling as distinguished from reasoning or knowledge
Gestures	a movement of part of a body especially a hand or the head to express an idea or meaning
Landmark	a recognizable natural or artificial feature used for navigation
Law disability	the act that prohibits discrimination against individuals with disabilities in employment housing, education and access to public services
Leisure	use of free time for enjoyment
Marital	the relations between a married couple
Ordinance	an authoritative rule or law; a public regulation
Prescription	an instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment
Proxemics	the branch of knowledge that deals with the amount of space that people feel necessary to set between themselves and others.
Psychological	related to the mental & emotional state of a person
Rights	things that one is morally entitled to
Self-appropriateness	Regulation of one's behavior to accomodate social situation
Self-esteem	individual sense of valuing his/herself
Self- image	idea of one's abilities, appearance and personality
Self-worth	the sense of one's own value or worth as a person
Sportsmanship	behavior and attitudes that show respect for the rules of a game
Technique	skillful or efficient way of doing or achieving something
Worthiness	the quality of deserving attention or respect



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Functional Academics Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

Functional academics, as part of the K to 12 SPED Transition Curriculum, aims to prepare Learners with Disabilities (LWDs) for different exit points such as: Entrepreneurship, Employment, and/or for possible inclusion or mainstreaming program, provided they attain mastery of the minimum learning competencies that the program requires.

The activities are designed to train and assist the learners to acquire the basic skills necessary to develop and strengthen self-reliance as they interact in their social environment and be productive citizens as well. The activities also prepare them for continuing education in the higher levels. Thus, Functional Academics is designed to cover the three major learning areas: English, Science and Mathematics to strengthen the knowledge, skills, attitudes and values of the learners.

SUBJECTS	CURRICULUM STANDARDS
Science	Learners are expected to appreciate the concepts of living and non-living things including their environment and recognize the physical changes within and around them. Similarly, they are expected to develop the appropriate skills necessary to respond and adapt to these changes.
English	Learners are expected to improve and effectively use their communicative, as well as social, skills through learning opportunities in oral and written communication. Likewise, they are expected to develop reading and writing skills thus facilitating them for inclusion into mainstream education or to prepare them for employment through technical-vocational, livelihood, life or career skills.
Mathematics	Learners are expected to apply the skills in number values, arithmetic operations, fractions, geometry, sequences and patterns, algebra and data collection, analysis and probability meaningful in their daily experiences to make them ready for inclusion and possible employment



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>ORAL LANGUAGE</b> <ul style="list-style-type: none"> <li>Communicating personal experiences, ideas, thoughts, actions and feelings</li> </ul>	<i>The learners ...</i>  demonstrate understanding of the use of familiar words to communicate personal experiences, ideas, thoughts, actions, and feelings	<i>The learners...</i>  share personal ideas, thoughts, actions, and feelings using familiar words	1. Identify proper expressions when introducing one's self	TP_EFP-ol-NG-1
			2. Talk about family members using various appropriate descriptive words	TP_EFP-ol-NG-2
			3. Talk about one's personal experiences	TP_EFP-ol-NG-3
			4. Talk about topics of interest (likes and dislikes)	TP_EFP-ol-NG-4
<ul style="list-style-type: none"> <li>Polite expressions and gestures                             <ul style="list-style-type: none"> <li>Greetings</li> <li>Leave takings</li> <li>Expressing gratitude and apology</li> <li>Asking permission</li> <li>Offering help</li> </ul> </li> </ul>	demonstrate understanding of the use of appropriate expressions and gestures in various situations	use appropriate expressions and gestures in various situations	5. Recognize different polite expressions and gestures	TP_EFP-ol-NG-5
			6. Respond appropriately to polite expressions	TP_EFP-ol-NG-6
<b>AUDITORY PERCEPTION AND DISCRIMINATION</b> <ul style="list-style-type: none"> <li>Sounds heard from the environment</li> </ul>	demonstrate understanding of the process of listening, recognition & production of sounds	produce the sound they hear from the environment and the letter sounds of the alphabet	1. Produce the sound listened to from the environment	TP_EFP-apd-NG-1
			2. Recognize and produce the sounds of letters of the alphabet	TP_EFP-apd-NG-2
			3. Respond appropriately to the sounds listened to	TP_EFP-apd-NG-3
<b>PHONOLOGICAL AWARENESS</b> <ul style="list-style-type: none"> <li>Letter sounds to name relations</li> </ul>	demonstrate understanding of letter sounds to name relations	identify the distinct sounds in words, match sounds with letters, and hear specific letter sounds	1. Identify the sounds of orally given letters	TP_EFP-pa-NG-1
			2. Distinguish whether or not two spoken words begin with the same sound	TP_EFP-pa-NG-2
			3. Identify several words that begin with the same sound as the spoken word	TP_EFP-pa-NG-3
			4. Distinguish the number of syllables in given spoken words	TP_EFP-pa-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Expressing ideas according to purpose or necessity</li> </ul>	<i>The learners...</i>  demonstrate understanding of expressing ideas	<i>The learners...</i>  communicating simple ideas	5. Share ideas about a particular situation	TP_EFP-pa-NG-5
			6. Express one's ideas according to purpose or necessity	TP_EFP-pa-NG-6
<b>LISTENING</b> <ul style="list-style-type: none"> <li>Important points, intonations, volume signals, etc.</li> <li>Features of speech in producing letter and word sounds</li> <li>Instructions for a given task; instructions for a given purpose</li> </ul>	demonstrate understanding of language features, letters and words	process instructions from a given context	1. Listen for important points, intonation, volume signals, etc.	TP_EFP-I-NG-1
			2. Use appropriate features of speech in producing the sounds of letters and words	TP_EFP-I-NG-2
			3. Listen and perform the instructions given in completing a task	TP_EFP-I-NG-3
			4. Relay important instructions for a specific purpose	TP_EFP-I-NG-4
<b>ORAL LANGUAGE &amp; FLUENCY</b> <ul style="list-style-type: none"> <li>Words/expressions needed in everyday living</li> <li>Getting to know other people</li> <li>Interests and experiences of other people</li> <li>Words used in different communicative situations</li> <li>Pronunciation and diction</li> <li>Gestures in oral communication</li> <li>Role play a communicative situation                             <ul style="list-style-type: none"> <li>- medical services</li> <li>- transportation</li> <li>- business transactions</li> </ul> </li> </ul>	demonstrate understanding of oral communication skills	participate in conversations using appropriate context-dependent expressions	1. Use words/expressions needed in everyday living such as <i>Please, Help, Stop, No, Go, Eat, Drink, Hungry, Thank you, Hello, I'm sorry, Welcome, etc.</i>	TP_EFP-0lf-NG-1
			2. Introduce one's self other people	TP_EFP-0lf-NG -2
			3. Share interests and experiences with other people	TP_EFP-0lf-NG -3
			4. Use appropriate words for different communicative situations	TP_EFP-0lf-NG -4
			5. Practice correct pronunciation and diction in a conversation	TP_EFP-0lf-NG-5
			6. Use correct gestures in an oral conversation	TP_EFP-0lf-NG-6
			7. Perform a role play of a communicative situation involving medical services, transportation, business transactions, etc.	TP_EFP-0lf-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>ALPHABET KNOWLEDGE</b> Letter representation of sounds	<i>The learners...</i>  demonstrate understanding of letter representation of sounds	<i>The learners...</i>  recognize, name and sound out letters of the alphabet	1. Identify one's given name by sight	TP_EFP-ak-NG-1
			2. Identify the letters of the alphabet	TP_EFP-ak-NG-2
			3. Name the initial letter of friends' names, their family members and some things they use in common	TP_EFP-ak-NG-3
<b>PHONICS &amp; WORD RECOGNITION</b> • Sight word recognition or phonic analysis	demonstrate understanding of processes in sight word recognition or phonic analysis to read and understand words	use word recognition techniques to read and understand words that contain complex letter combinations, affixes and contractions through theme-based activities	1. Review reading and writing short e, a and i words in CVC pattern	TP_EFP-pwr-NG-1
			2. Read words with short o sounds in CVC pattern and phrases and sentences containing these words	TP_EFP-pwr-NG-2
			3. Recognize more common sight words in order to read simple phrases and sentences	TP_EFP-pwr-NG-3
<b>VOCABULARY</b> • Spelling words - with short e sound in CVC pattern - with short a sound in CVC pattern - of one- to two-syllable words with consonant blends - with ending consonant blends	demonstrate understanding of letter sequence in words to get meaning	hear and record sounds in words	1. Spell words with short e sound in CVC pattern	TP_EFP-v-NG-1
			2. Spell words with short a sound in CVC pattern	TP_EFP-v-NG-2
			3. Spell one- to- two syllable words with consonant blends	TP_EFP-v-NG-3
			4. Spell words with ending consonant blends	TP_EFP-v-NG-4
<b>VOCABULARY DEVELOPMENT</b> • Words used in the different disciplines • Words in a given text • Meaning of words according to structure	demonstrate understanding of the process of vocabulary acquisition and development	read narratives and other texts to acquire more vocabulary words	1. Spell words used in different disciplines	TP_EFP-vd-NG-1
			2. Identify and unlock difficult words in a given text	TP_EFP-vd-NG-2
			3. Determine the meaning of words according to its structure (root words and affixes)	TP_EFP-vd-NG-3
			4. Use context clues to arrive at the meaning of a given word	TP_EFP-vd-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>GRAMMAR AWARENESS</b> <ul style="list-style-type: none"> <li>Types of phrases and clauses</li> <li>Parts of speech</li> </ul>	<i>The learners...</i>  demonstrate understanding of the grammatical structures of English	<i>The learners...</i>  proficiency in constructing grammatically correct sentences	1. Identify and give examples of the different types of phrases and clauses	TP_EFP-ga-NG-1
			2. Express ideas using phrases and clauses	TP_EFP-ga-NG-2
			3. Construct sentences using the different parts of speech and correct grammar	TP_EFP-ga-NG-3
<b>BOOK PRINT KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Book parts identification                             <ul style="list-style-type: none"> <li>Front cover</li> <li>Back cover</li> <li>Pages</li> </ul> </li> </ul>	demonstrate understanding of the concepts about books	correctly identify book parts	1. Identify the parts of a book and its importance	TP_EFP-bpk-NG-1
			2. Appreciate the importance of the book	TP_EFP-bpk-NG-2
			3. Recognize the common terms in English relating to parts of a book (e.g. cover, title, page, etc.) & book orientation	TP_EFP-bpk-NG-3
<b>READING COMPREHENSION</b> <ul style="list-style-type: none"> <li>Noting details</li> <li>Sequencing of events and making predictions</li> <li>Answering questions to clarify understanding before, during and after reading</li> </ul>	demonstrate understanding of paragraph development to identify text type	identify correctly how a paragraph/text is developed	1. Note details in sentences and short stories read	TP_EFP-rc-NG-1
			2. Identify the basic sequence of events and make relevant predictions about short stories read	TP_EFP-rc-NG-2
			3. Answer questions to clarify understanding before, during and after reading	TP_EFP-rc-NG-3
<ul style="list-style-type: none"> <li>Answering specific questions</li> <li>Characters, settings and other elements of short literature</li> <li>Sequencing of ideas as signaled by transition words</li> <li>Conclusions drawn based on informational text</li> </ul>	demonstrate understanding of written texts	explain the meaning of written texts	4. Read/ answer questions	TP_EFP-rc-NG-4
			5. Identify characters, settings and other elements of short literature.	TP_EFP-rc-NG-5
			6. Arrange phrases in the order of events	TP_EFP-rc-NG-6
			7. Draw conclusions based from the informational text	TP_EFP-rc-NG-7
<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Letters of different strokes                             <ul style="list-style-type: none"> <li>- Straight lines</li> <li>- Slanting lines</li> <li>- Combination of straight and curved lines</li> </ul> </li> <li>• The letters of the alphabet according to:                             <ul style="list-style-type: none"> <li>- Straight lines (E, F, H, I, L, T)</li> <li>- Combination of straight and slanting lines (A, K, M, N, V, W, X, Y, Z)</li> <li>- Combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U,)</li> </ul> </li> <li>• Words and phrases</li> </ul>	<p><i>The learners...</i></p> <p>demonstrate understanding of writing letters, words and phrases using different strokes</p>	<p><i>The learners...</i></p> <p>recognize and write the letters, words and phrases</p>	<p>1. Trace, copy and write letters of different strokes</p> <ul style="list-style-type: none"> <li>- Straight lines</li> <li>- Slanting lines</li> <li>- combination of straight and curved lines</li> </ul>	TP_EFP-w-NG-1
			<p>2. Trace, copy and write the letters of the alphabet according to:</p> <ul style="list-style-type: none"> <li>- Straight lines (E, F, H, I, L, T)</li> <li>- Combination of straight and slanting lines (A, K, M, N, V, W, X, Y, Z)</li> <li>- combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U,)</li> </ul>	TP_EFP-w-NG-2
			<p>3. Trace, copy, write words and phrases</p>	TP_EFP-w-NG-3
<p><b>WRITING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Simple sentences with correct punctuation marks</li> <li>• Simple messages or short letters for specific purpose</li> <li>• Short paragraph about an object of interest correct grammar in writing texts/narratives</li> </ul>	<p>demonstrate understanding of sentence and paragraph construction</p>	<p>write simple sentences and paragraphs following correct grammar and punctuation marks</p>	<p>1. Write simple sentences with the correct punctuation marks</p>	TP_EFP-ws-NG-1
			<p>2. Write simple messages or short letters for specific purposes.</p>	TP_EFP-ws-NG-2
			<p>3. Write a short paragraph about an object of interest</p>	TP_EFP-ws-NG-3
			<p>4. Observe correct grammar in writing texts/narratives</p>	TP_EFP-ws-NG-4

### GLOSSARY



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Independent learners	Learners who are able to work on their own with minimal instructional supervision.
self-sufficient individuals	Individuals who don't depend on others to be able to function and live on their own.
Learners in isolation	Learners who are being separated from others. This may refer to being isolated in terms of place or situation.
verbal communication	expressing one's self through the use of sounds or words.
non-verbal communication	expressing one's self with the use of cues. This may come in the form of body language, facial expressions, touch or hand gestures.
Drawing conclusion	giving judgement or generalization after reading the text.
Making inference	a simple interpretation of an idea presented in the story read.
Functional academics	enhancing the academic skills to allow learners to succeed in real-life situations – at home, in school or in the community where the learner lives.
Informational text	a non-fiction reading material whose primary aim is to inform readers about a specific topic.
Transition words	words used to move smoothly from one thought or idea to another such as first, second, then, etc.
Communicative situation	Refers to an opportunity where the use of the English language is applied at a specific time, place, activity or people.
inclusion	The practice of including students or learners with disabilities in regular classes
Curved lines	The method of teaching pre-writing skills to beginning learners. This also refers to letters like B, C, D, G, J, O, P, Q, R, S, U,
Context dependent expressions	Words that LWDs need to learn in everyday living such as <i>Please, Help, Stop, No, Go, Eat, Drink, Hungry, Thank you, Hello, I'm sorry, Welcome, etc.</i>

### Code Book Legend



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Sample: **TP\_LFP-rc-NG-6**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	English Functional Package	EFP
	Grade Level		
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Reading Comprehension	rc
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Non-Graded	NG
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week		
<b>Arabic Number</b>	Competency	Competency	6

DOMAIN/ COMPONENT	CODE
Oral Language	ol
Auditory Perception & Discrimination	apd
Phonological Awareness	pa
Listening	l
Oral Language & Fluency	olf
Alphabet Knowledge	ak
Phonics & Word Description	pwd
Vocabulary	v
Vocabulary Development	vd
Grammar Awareness	ga
Book Print Knowledge	bpk
Reading Comprehension	rc
Writing	w
Writing Skills	ws



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
<ul style="list-style-type: none"> <li>• <b>Number Values</b></li> <li>- <b>Whole Numbers</b></li> </ul>	demonstrate understanding of the concept of whole numbers	recognize and organize numbers according to value up to 20	1. rote count up to 20	TP_MFP-nv-NG-1
			2. count objects with one-to-one correspondence up to quantities of 20	TP_MFP-nv-NG-2
			3. identify numerals up to 20	TP_MFP -nv-NG-3
			4. read/trace and write numerals up to 20 in symbols and in words	TP_MFP -nv-NG-4
		recognize and organize numbers according to value up to 50	5. count objects with one-to-one correspondence up to quantities of 50	TP_MFP -nv-NG-5
			6. identify numerals up to 50	TP_MFP -nv-NG-6
			7. read/trace and write numerals up to 50 in symbols and in words	TP_MFP -nv-NG-7
			8. identify numbers up to 50, by 5s, and 10s	TP_MFP -nv-NG-8 TP_MFP -nv-NG-8.1
		recognize and organize numbers according to value up to 100	8.1 count numbers up to 50, by 5s, and 10s	
			9. compare numbers up to 50 using relation symbol less than (<), more than (>), and as many as or equal (=)	TP_MFP -nv-NG-9
			10. read numbers up to 100 in symbols and in words	TP_MFP-nv-NG-10 TP_MFP-nv-NG-10.1
			10.1 write numbers up to 100 in symbols and in words	
11. compose number up to 100	TP_MFP-nv-NG-11			
11.1 decompose number up to 100	TP_MFP-nv-NG-11.1			
12. identify numbers up to 100, by 5s, 10s and 20s	TP_MFP-nv-NG-12 TP-MFP-nv-NG-12.1			



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			12.1 count numbers up to 100, by 5s, 10s and 20s	
			13. compare values and arrange numbers up to 100 in increasing or decreasing order	TP_MFP-nv-NG-13
			14. compare numbers up to 100 using relation symbol less than (<), more than (>), and as many as or equal (=)	TP_MFP-nv-NG-14
		recognize and organize numbers according to value up to 500	15. read numbers up to 500 in symbols and in words	TP_MFP-nv-NG-15
			15.1 write numbers up to 500 in symbols and in words	TP_MFP-nv-NG-15.1
			16. compose number up to 500	TP_MFP-nv-NG-16
			16.1 decompose number up to 500	TP_MFP-nv-NG-16.1
			17. identify numbers up to 500, by 10s, 20s, 50s, and 100s	TP_MFP-nv-NG-17
			17.1 count numbers up to 500, by 10s, 20s, 50s, and 100s	TP_MFP-nv-NG-17.1
			18. compare values and arrange numbers up to 100 in increasing or decreasing order	TP_MFP-nv-NG-18
			19. compare numbers up to 500 using relation symbol less than (<), more than (>), and as many as or equal (=)	TP_MFP-nv-NG-19



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
		recognize and organize numbers according to value up to 1000	20. read numbers up to 1000 in symbols and in words 20.1 write numbers up to 1000 in symbols and in words	TP_MFP-nv-NG-20 TP_MFP-nv-NG-20.1
			21. compose number up to 1000 21.1 decompose number up to 1000	TP_MFP-nv-NG-21 TP_MFP-nv-NG-21.1
			22. identify numbers up to 1000, by 10s, 50s, and 100s 22.1 count numbers up to 1000, by 10s, 50s, and 100s	TP_MFP-nv-NG-22 TP_MFP-nv-NG-22.1
			23. compare values and arrange numbers up to 1000 in increasing or decreasing order	TP_MFP-nv-NG-23
			24. compare numbers up to 1000 using relation symbol less than (<), more than (>), and as many as or equal (=)	TP_MFP-nv-NG-24
- <b>Comparison</b>	demonstrate understanding of the concept of comparison of number values	recognize number values and order	25. identify sets with <ul style="list-style-type: none"> <li>- one more element</li> <li>- one less element</li> </ul>	TP_MFP-nv-NG-25
			26. compare two groups/sets of objects to decide which is <ul style="list-style-type: none"> <li>- less than</li> <li>- more than</li> <li>- as many as or equal</li> </ul>	TP_MFP-nv-NG-26
			27. arrange object/numbers from <ul style="list-style-type: none"> <li>- least to greatest</li> <li>- greatest to least</li> </ul>	TP_MFP-nv-NG-27



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
- <b>Ordinal Numbers</b>	demonstrate understanding of the concept of ordinal numbers	read and write ordinal numbers up to 20 <sup>th</sup>	28. identify ordinal numbers up to the 20 <sup>th</sup> 28.1 read ordinal numbers up to the 20 <sup>th</sup> 28.2 write ordinal numbers up to the 20 <sup>th</sup>	TP_MFP-nv-NG-28 TP_MFP-nv-NG-28.1 TP_MFP-nv-NG-28.2
		read and write ordinal numbers up to 50 <sup>th</sup>	29. identify ordinal numbers up to the 50 <sup>th</sup> 29.1 read ordinal numbers up to the 50 <sup>th</sup> 29.2 write ordinal numbers up to the 50 <sup>th</sup>	TP_MFP-nv-NG-29 TP_MFP-nv-NG-29.1 TP_MFP-nv-NG-29.2
		read and write ordinal numbers up to 100 <sup>th</sup>	30. identify ordinal numbers up to the 100 <sup>th</sup> 30.1 read ordinal numbers up to the 100 <sup>th</sup> 30.2 write ordinal numbers up to the 100 <sup>th</sup>	TP_MFP-nv-NG-30 TP_MFP-nv-NG-30.1 TP_MFP-nv-NG-30.2
- <b>Money Value</b>	demonstrate understanding of the concept of money value	read, write, compare and count coins and peso bills up to Php20	31. recognize coins bills up to Php20 and their notations 31.1 write the amount of coins and bills up to Php20 and their notations 31.2 compare the amount of coins and bills up to Php20 and their notations	TP_MFP-nv-NG-31 TP_MFP-nv-NG-31.1 TP_MFP-nv-NG-31.2
			32. count the value of a set of bills or a set of coins--peso-coins, centavo-coins, peso bills, combined peso-coins and peso-bills up to Php20	TP_MFP-nv-NG-32
		read, write, compare and count coins and peso bills up to Php50	33. recognize coins bills up to Php50 and their notations 33.1 write the amount of coins and bills up to Php50 and their notations 33.2 compare the amount of coins and bills up to Php50 and their notations	TP_MFP-nv-NG-33 TP_MFP-nv-NG-33.1 TP_MFP-nv-NG-33.2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			34. count the value of a set of bills or a set of coins--peso-coins, centavo-coins, peso bills, combined peso-coins and peso-bills up to Php50	TP_MFP-nv-NG-34
		read, write, compare and count coins and peso bills up to Php100	35. recognize coins bills up to Php100 and their notations 35.1 write the amount of coins and bills up to Php100 and their notations 35.2 Compare the amount of coins and bills up to Php100 and their notations	TP_MFP-nv-NG-35 TP_MFP-nv-NG-35.1 TP_MFP-nv-NG-35.2
			36. count the value of a set of bills or a set of coins--peso-coins, centavo-coins, peso bills, combined peso-coins and peso-bills up to Php100	TP_MFP-nv-NG-36
		read, write, compare and count coins and peso bills up to Php 500	37. recognize coins bills up to Php500 and their notations 37.1 write the amount of coins and bills up to Php500 and their notations 37.2 compare the amount of coins and bills up to Php500 and their notations	TP_MFP-nv-NG-37 TP_MFP-nv-NG-37.1 TP_MFP-nv-NG-37.2
			38. count the value of a set of bills or a set of coins--peso-coins, centavo-coins, peso bills, combined peso-coins and peso-bills up to Php500	TPMFP-nv-NG-38
		read, write, compare and count coins and peso bills up to Php1000	39. read coins and bills up to Php1000 and their notations	TP_FP-nv-NG-39 TP_MFP-nv-NG-39.1 TP_MFP-nv-NG-39.2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			39.1 write the amount of coins and bills up to Php1000 and their notations 39.2 compare the amount of coins and bills up to Php1000 and their notations	
			40. count the value of a set of bills or a set of coins--peso-coins, centavo-coins, peso bills, combined peso-coins and peso-bills up to Php1000	TP_MFP-nv-NG-40
<ul style="list-style-type: none"> <li>• <b>Fundamental Operations</b></li> <li>- <b>Addition</b></li> </ul>	demonstrate understanding of the concept of addition including money	perform simple addition	1. illustrate addition as “putting together or combining or joining sets”	TP_MFP-fo-NG-1
			2. identify plus (+) sign that indicates the act of adding whole numbers	TP_MFP-fo-NG-2
			3. add quantities up to 20 using concrete objects	TP_MFP-fo-NG-3
			4. add two one to two-digit numbers	TP_MFP-fo-NG-4
	demonstrate understanding of the concept of addition including money	perform addition of numbers and problem involving money	5. illustrate commutative, associative, and identity properties in addition 5.1 apply commutative, associative, and identity properties of addition in adding numbers	TP_MFP-fo-NG-5 TP_MFP-fo-NG-5.1
			6. add up to 4-digit numbers with sums up to 1000 (in groups of 50, 100, 500 and 1000) without and with regrouping (guided by calculator)	TP_MFP-fo-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			7. solve problems in addition of whole numbers including money with the use of appropriate problem-solving strategies and tools (guided by calculator)	TP_MFP-fo-NG-7
- <b>Subtraction</b>	demonstrate understanding of the basic concepts of subtraction	perform simple subtraction	8. recognize minus (-) sign that indicates the act of subtracting whole numbers	TP_MFP-fo-NG-8
			9. illustrate subtraction as "taking away" or "comparing elements of sets"	TP_MFP-fo-NG-9
			10. subtract quantities up to 20 using concrete objects	TP_MFP-fo-NG-10
			11. subtract two one to two-digit numbers	TP_MFP-fo-NG-11
	demonstrate understanding of the concept of subtraction including money	perform subtraction of numbers and problem involving money	12. illustrate that addition and subtraction are inverse operations	TP_MFP-fo-NG-12
			13. subtract up to 4-digit numbers with minuends up to 1000 (groups of 100, 500 and 1000) without and with regrouping (guided by calculator)	TP_MFP-fo-NG-13
			14. solve problems involving subtraction of whole numbers including money with the use of appropriate problem-solving strategies and tools (guided by calculator).	TP_MFP-fo-NG-14
- <b>Multiplication</b>	demonstrate understanding of the basic concepts of multiplication	perform simple multiplication	15. illustrate multiplication as repeated addition	TP_MFP-fo-NG-15
			16. represent multiplication of numbers	TP_MFP-fo-NG-16
			17. multiply two one to two-digit numbers	TP_MFP-fo-NG-17
	demonstrate understanding of the		18. illustrate the properties of multiplication	TP_MFP-fo-NG-18



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
	concept of multiplication including money	perform multiplication of numbers and problem involving money	19. solve problems in multiplication of whole numbers including money using appropriate problem-solving strategies and tools (guided by calculator)	TP_MFP-fo-NG-19
<b>- Division</b>	demonstrate understanding of the basic concepts of division	perform simple division	20. represents division as equal sharing	TP_MFP-fo-NG-20
			21. illustrate division as repeated subtraction	TP_MFP-fo-NG-21
			22. divide two one to two-digit numbers	TP_MFP-fo-NG-22
	demonstrate understanding of the concept of division including money	perform division of numbers and problem involving money	23. illustrate division as equal sharing, repeated subtraction and equal jumps on the number line	TP_MFP-fo-NG-23
			24. illustrate division and multiplication as inverse operations	TP_MFP-fo-NG-24
			25. solve problems in division of whole number including money with the use of appropriate problem-solving strategies and tools (guided by calculator)	TP_MFP-fo-NG-25
<b>• Fraction</b>	demonstrate understanding of the concepts of fraction	recognize, represent and compare fractions in various forms and contexts	1. recognize and identify $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ of a whole object	TP_MFP-fr-NG-1
			2. represent a whole into $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$	TP_MFP-fr-NG-2
		organize fractions according to value	3. describe a whole and $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ of a whole	TP_MFP-fr-NG-3
			4. read fractions 4.1 write fractions	TP_MFP-fr-NG-4 TP_MFP-fr-NG-4.1
			5. compare fractions using relation symbols.	TP_MFP-fr-NG-5
			6. arrange fraction in increasing and decreasing order	TP_MFP-fr-NG-6



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			7. add similar fraction using measuring devices	TP_MFP-fr-NG-7
<ul style="list-style-type: none"> <li><b>Decimal Numbers</b></li> </ul>	demonstrates understanding of the basic concept of decimal numbers	recognize, represent, arrange and compare decimals numbers in various forms and contexts	1. recognize/identify 0.125, 0.5, 0.75 of a whole	TP_MFP-de-NG-1
			2. represent 0.125, 0.5, 0.75	TP_MFP-de-NG-2
			3. convert 0.125, 0.5, 0.75 in fractional form	TP_MFP-de-NG-3
			4. compare decimals using relation symbols	TP_MFP-de-NG-4
			5. arrange decimals in increasing and decreasing order	TP_MFP-de-NG-5
			6. identify the place value of every digit in decimal numbers	TP_MFP-de-NG-6
			7. add decimals and mixed decimals through ten thousandths with or without regrouping	TP_MFP-de-NG-7
			8. subtract decimals and mixed decimals through ten thousandths with or without regrouping	TP_MFP-de-NG-8
			9. multiply decimal numbers	TP_MFP-de-NG-9
			10. divide decimal numbers	TP_MFP-de-NG-10
<ul style="list-style-type: none"> <li><b>Percentage</b></li> </ul>	demonstrate understanding of the concept of percentage	apply knowledge on percentage in real-life situations	1. describe percentage 1.1 illustrate percentage	TP_MFP-pe-NG-1 TP_MFP-pe-NG-1.1
			2. convert fraction to percentage and vice versa (25%, 50%, 75%)	TP_MFP-pe-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
<ul style="list-style-type: none"> <li><b>Ratio and Proportion</b></li> </ul>	demonstrate understanding of the concept of ratio and proportion	apply knowledge on ratio and proportion	1. Describe the meaning of ratio and proportion 1.1 illustrate the meaning of ratio and proportion	TP_MFP-rp-NG-1 TP_MFP-rp-NG-1.1
			2. set up proportions for groups of objects or numbers and for given situations	TP_MFP-rp-NG-2
<ul style="list-style-type: none"> <li><b>Geometry</b></li> </ul>	demonstrate understanding of the basic concepts of basic properties and characteristics of 2-dimensional objects	describe, compare, and construct 2-dimensional objects	1. identify, name, and describe the four basic shapes (square, rectangle, triangle and circle) in 2-dimensional (flat/plane) objects	TP_MFP-ge-NG-1
			2. compare 2-dimensional (flat/plane) objects according to common characteristics 2.1 classify 2-dimensional (flat/plane) objects according to common characteristics	TP_MFP-ge-NG-2 TP_MFP-ge-NG-2.1
			3. match objects and pictures based on its properties/ characteristics in one-to-one correspondence  - object to object - object to picture - picture to picture	TP_MFP-ge-NG-3
			4. draw the four basic shapes.	TP_MFP-ge-NG-4
	demonstrate understanding of the concept of 2-	construct 2-dimensional and 3-dimensional objects	5. compare the different objects (using the) as to: 2-dimentional and 3-dimentional figures, straight and curved lines, flat and	TP_MFP-ge-NG-5 TP_MFP-ge-NG-5.1



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
	dimensional and 3-dimensional figures, straight and curved lines, flat and curved surfaces, basic shapes and symmetry in a line		curved surfaces, half circles, quarter (1/4) circles 5.1 classify the different objects (using the) as to: 2-dimensional and 3-dimensional figures, straight and curved lines, flat and curved surfaces, half circles, quarter (1/4) circles	
			6. create squares, rectangles, triangles, circles, half-circles, and quarter circles with the use of cut-outs and square grid	TP_MFP-ge-NG-6
<ul style="list-style-type: none"> <li>• <b>Sequences and Patterns</b> <ul style="list-style-type: none"> <li>- <b>Sequence</b></li> </ul> </li> </ul>	demonstrate understanding of basic concept of sequence numbers and events	apply knowledge of sequence numbers and events	1. identify sequence of events <ul style="list-style-type: none"> <li>- before</li> <li>- after</li> <li>- first</li> <li>- next</li> <li>- last</li> </ul>	TP_MFP-sp-NG-1
			2. observe the number that comes <ul style="list-style-type: none"> <li>- before</li> <li>- after</li> <li>- in between</li> </ul> 2.1 identify the number that comes <ul style="list-style-type: none"> <li>- before</li> <li>- after</li> <li>- in between</li> <li>-</li> </ul>	TP_MFP-sp-NG-2 TP_MFP-sp-NG-2.1
<ul style="list-style-type: none"> <li>- <b>Continuous and repeating patterns (letters,</b></li> </ul>	demonstrate understanding of basic concept of	apply knowledge of continuous and repeating patterns	3. identify the missing part in a given continuous and repeating patterns (letters, numbers, colors, figures, sizes, etc.)	TP_MFP-sp-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
<p><b>numbers, colors, figures, sizes, etc.)</b></p> <p>e.g.                      A, B, C, D, __                      1, __, 3, __, 5, __, 7                      __, Wed, Thur, Fri                      Aa, Bb, Cb, __, __</p>	continuous and repeating patterns			
	demonstrate understanding of the concept of continuous and repeating patterns with the use of figures, sizes, colors and numbers, and mathematical sentences in multiplication and division	apply knowledge of continuous and repeating patterns with the use of figures, sizes, colors and numbers, and mathematical sentences in multiplication and division	4. identify the missing part in a given continuous and repeating patterns	TP_MFP-sp-NG-4
			5. find the missing part in a given combination of continuous and repeating pattern (any of the two figures, sizes, colors and numbers)	TP_MFP-sp-NG-5
<ul style="list-style-type: none"> <li><b>Algebra</b></li> </ul>	demonstrate understanding of the concept of algebraic expressions	solve simple algebraic equation	1. find the missing value to complete the correct mathematical sentence in addition, subtraction, multiplication and division	TP_MFP-al-NG-1
<ul style="list-style-type: none"> <li><b>Mensuration</b> - <b>Time</b></li> </ul>		apply knowledge of time	1. recognize that a clock and watch tell time	TP_MFP-me-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
	demonstrates understanding of the concept of time		2. tell time in hours and minutes, including a.m. and p.m. using analog and digital clock 3.1 write time in hours and minutes, including a.m. and p.m. using analog and digital clock	TP_MFP-me-NG-2 TP_MFP-me-NG-2.1
			3. identify the time in hours a day, minutes in an hour, and seconds in a minute	TP_MFP-me-NG-3
			4. solve problems involving time	TP_MFP-me-NG-4
- <b>Days, weeks and months</b>	demonstrates understanding of the concept of time	apply knowledge of time	5. tell time of the day when activities are being done <ul style="list-style-type: none"> <li>- morning</li> <li>- afternoon</li> <li>- night</li> <li>- AM and PM in digital</li> </ul>	TP_MFP-me-NG-5
			6. tell the number of days in a week	TP_MFP-me-NG-6
			7. tell the names of <ul style="list-style-type: none"> <li>- days in a week</li> <li>- months in a year</li> </ul>	TP_MFP-me-NG-7
- <b>Size, Length and mass</b>	demonstrates understanding of size, length and mass	apply knowledge of size, length and mass	8. arrange objects one after the another in a series/sequence according to a given characteristics <ul style="list-style-type: none"> <li>- size</li> <li>- length</li> </ul>	TP_MFP-me-NG-8
			9. describe the relationship of objects <ul style="list-style-type: none"> <li>- big-bigger-biggest</li> <li>- long-longer-longest</li> </ul>	TP_MFP-me-NG-9



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			10. compare objects based on their sizes, length, mass/weight <ul style="list-style-type: none"> <li>- big/little</li> <li>- longer/shorter</li> <li>- heavier/lighter</li> </ul>	TP_MFP-me-NG-10
<ul style="list-style-type: none"> <li>- <b>Standard units of length, mass, volume (liquids and solids) and area</b></li> </ul>	demonstrate understanding of the concept of standard units of length, mass, volume (liquids and solids) and area	apply knowledge of standard units of length, mass, volume and area in mathematical problems and real-life situations	11. Identify the uses of different measuring device/tools to measure length/distance, mass, volume (liquids and solids) and area using the standard of units	TP_MFP-me-NG-11
			12. write the appropriate unit of length, mass, volume (liquids and solids), area and their abbreviation to measure different objects	TP_MFP-me-NG-12
			13. compare length/distance using m and cm; mass using kg and g; volume using L and m; $m^3$ and $cm^3$ , and area using $m^2$ and $cm^2$	TP_MFP-me-NG-13
			14. estimate measures using the different standard of units	TP_MFP-me-NG-14
			15. solve problem involving measure of length/ distance, mass, volume (liquids and solids) and area	TP_MFP-me-NG-15
			16. measure objects using appropriate measuring tools such as tablespoons, teaspoons, and measuring cups (liquids and solids)	TP_MFP-me-NG-16
<ul style="list-style-type: none"> <li>• <b>Data Collection, Analysis and Probability</b></li> </ul>	demonstrate understanding of the concept of collection and tabulation of data	gather data, organize table and presents pictograph without scales	1. identify the different objects/materials in the room to gather and collect data 1.1 count the different objects/materials in the room to gather and collect data	TP_MFP-dp-NG-1 TP_MFP-dp-NG-1.1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	<i>The learners...</i>	<i>The learners...</i>		
			2. arrange the data in table(s) form and presents this into a pictograph without scales	TP_MFP-dp-NG-2
			3. estimate data presented in the pictograph 3.1 interpret data presented in the pictograph	TP_MFP-dp-NG-3 TP_MFP-dp-NG-3.1
	demonstrate understanding of the concept of pictographs of data without and with scales and inference of the probable outcomes	construct and interpret simple representations of data (tables and pictographs without scales) and describe the probable outcomes.	4. collect data up to two variables using questionnaire	TP_MFP-dp-NG-4
			5. classify the data in a tabular format and present this in a pictograph with scales	TP_MFP-dp-NG-5
			6. estimate data in a pictograph with scales 6.1 interpret estimated data in a pictograph with scales	TP_MFP-dp-NG-6 TP_MFP-dp-NG-6.1
			7. solve problem using data presented in the pictograph	TP_MFP-dp-NG-7
			8. describe events in real-life situations using likely to happen, unlikely to happen, equally likely to happen	TP_MFP-dp-NG-8



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

<b>Algebra</b>	Mathematical expression or equation
<b>Analog Clock</b>	type of clock with hour and minute hands
<b>Arithmetic Operations</b>	four fundamental operations (i.e. addition, subtraction, multiplication, and division)
<b>Calculator</b>	commonly used computing device
<b>Compose Number</b>	Putting together numbers to form a desired number
<b>Convert</b>	changing one form to another
<b>Decompose Number</b>	breaking the number apart
<b>Digital Clock</b>	type of clock that display time in numerical form
<b>Fractions</b>	one half ( $\frac{1}{2}$ ), one fourth ( $\frac{1}{4}$ ), three fourth ( $\frac{3}{4}$ ) as part of a whole
<b>Geometry</b>	deals only with the 2 and 3 dimensional objects, construction of lines, shapes and symmetry
<b>Inverse operation</b>	opposite operation
<b>Learner</b>	individuals with special education needs
<b>Mensuration</b>	measurement of the length, mass volume, area and time
<b>Non-Standard Measurement</b>	description of estimated measure of an object e.g. small, big, short, long, etc.
<b>Pattern</b>	observable regularity or repetitive arrangement of variables
<b>Pictograph</b>	representation of data using picture
<b>Probability</b>	estimate of possible result of measure based on data analysis
<b>Problem Solving</b>	way of finding solution
<b>Ratio and Proportion</b>	relationship that exist between two variables
<b>Square Grid</b>	square guide tool used to help make a particular model
<b>Standard of Units</b>	internationally accepted units of measure
<b>Table</b>	shows information data in a tabular form
<b>Time</b>	measurable period of occurrence of an event
<b>3-Dimensional Object</b>	3-D or solid, concrete, and tangible object or figure
<b>2-Dimensional Object</b>	2-D or flat figure that only its length and width can be measured
<b>Sequences</b>	continuous connected series



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Functional Academics Package

Sample: TP\_MFP-nv-NG-1

LEGEND		SAMPLE	
<b>First Entry</b>	Curriculum	Transition Program	<b>TP</b>
<b>Second Entry</b>	Mathematics - Functional Academics Package	Mathematics - Functional Academics Package	<b>MFP</b>
<b>Lowercase Letter/s</b>	Content	number value	<b>nv</b>
<b>Uppercase Letter/s</b>	Level	Non-Graded	<b>NG</b>
<b>Arabic Number</b>	Learning Competency	Learning Competency 1	<b>1</b>

Content Standard	Code
Number Values	nv
Fundamental Operations	fo
Fraction	fr
Decimals	de
Percentage	pe
Ratio and Proportion	rp
Geometry	ge
Sequences and Patterns	sp
Algebra	al
Mensuration	me
Data Collection, Analysis and Probability	dp



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Body parts, functions and uses</li>   <li>Body senses</li> </ul>	<i>The learners...</i> demonstrate understanding of the body parts, its functions and uses	<i>The learners...</i> show the importance of the different body parts, its functions and uses in everyday life through demonstration	1. identify the different body parts, its functions and uses	TP_SFP-bp-NG-1
			2. describe the different body parts, its functions and uses	TP_SFP-bp-NG-2
			3. use the different parts of the body in everyday life such as in sports/games, etc.	TP_SFP- bp-NG-3
<ul style="list-style-type: none"> <li>• Basic needs of the body</li> </ul>	<i>The learners...</i> demonstrate understanding of the basic needs of the body	<i>The learners...</i> make a list of the physiological needs of the body	1. identify the basic needs of the body	TP_SFP-bn-NG-1
			2. discuss the importance of the basic needs of the body	TP_SFP-bn-NG-2
<ul style="list-style-type: none"> <li>• Physiological needs of the body</li> </ul>	<i>The learners...</i> demonstrate understanding of the physiological needs of the body		1. identify the physiological needs of the body	TP_SFP-pn-NG-1
			2. explain the physiological needs of the body	TP_SFP-pn-NG-2
<ul style="list-style-type: none"> <li>• Physical bodily changes</li> </ul>	<i>The learners...</i> demonstrate understanding of physical changes in the body	<i>The learners ...</i> adapt and respond to bodily changes	1. identify the physical changes in the body as an individual grows older	TP_SFP-pd-NG-1
			2. describe the physical changes in the body as an individual grows older	TP_SFP-pd-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Proper hygiene</li> </ul>	<i>The learners...</i>  demonstrate proper ways of taking care of the body	<i>The learners...</i>  demonstrate personal hygienic habits at home, in school and in the community	1. identify personal habits related to hygiene at home	TP_SFP-ph-NG-1
			2. Demonstrate some personal habits related to hygiene in school and at home	TP_SFP-ph-NG-2
			3. participate in routine habits related to hygiene at home, in school and in the community	TP_SFP-ph-NG-3
<ul style="list-style-type: none"> <li>Animals in the environment</li> </ul>	<i>The learners...</i>  demonstrate understanding of the animals in the environment	<i>The learners...</i>  Identify and list down various animals in the community	1. identify animals in the immediate surroundings	TP_SFP-ae-NG-1
			2. describe animals found in the community	TP_SFP-ae-NG-2
			3. classify animals in the school or in the community	TP_SFP-ae-NG-3
<ul style="list-style-type: none"> <li>Basic needs of animals</li> </ul>	<i>The learners...</i>  demonstrate understanding of the importance of the needs of animals	<i>The learners...</i>  make a chart of the basic needs of animals	1. identify basic needs of animals	TP_SFP-na-NG-1
			2. discuss the basic needs of animals	TP_SFP-na-NG-2
<ul style="list-style-type: none"> <li>Benefits derived from animals</li> </ul>	<i>The learners...</i>  demonstrate understanding of the importance of the of animals	<i>The learners...</i>  create a scrapbook that shows the importance of animals to the environment	1. identify the benefits or contributions that man can derive from animals	TP_SFP-bd-NG-1
<ul style="list-style-type: none"> <li>Importance of animals</li> </ul>			1. cite the importance of animals to the environment	TP_SFP-ia-NG-1



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Ways of handling common animals</li> </ul>	<i>The learners...</i> demonstrate proper ways of taking care of animals	<i>The learners...</i> recognize and practice safety precautions when handling animals	1. describe proper ways of handling animals/pets	TP_SFP-wh-NG-1
			2. explain how to handle animals/pets	TP_SFP-wh-NG-2
<ul style="list-style-type: none"> <li>Proper handling of animals</li> </ul>		<i>The learners...</i> illustrate the proper ways of handling pets	1. demonstrate proper ways of handling common animals/pets	TP_SFP-hp-NG-1
<ul style="list-style-type: none"> <li>Plants in the environment</li> </ul>	<i>The learners...</i> demonstrate understanding of the needs of plants	<i>The learners...</i> create a picture album showing different plants found in the community	1. identify common plants within the environment and their needs	TP_SFP-pe-NG-1
<ul style="list-style-type: none"> <li>Basic parts of a plant</li> </ul>	<i>The learners...</i> demonstrate understanding of the basic parts of a plant		1. Identify the basic parts of a plant	TP_SFP-ap-NG-1
			2. draw the basic parts of a plant	TP_SFP-ap-NG-2
<ul style="list-style-type: none"> <li>Proper handling of plants</li> </ul>	<i>The learners...</i> demonstrate proper ways of taking care of plants	<i>The learners...</i> actively participate in community gardening activities	1. describe proper ways of handling plants	TP_SFP-pr-NG-1
<ul style="list-style-type: none"> <li>Protecting plants</li> </ul>			1. describe proper ways of protecting plants	TP_SFP-pp-NG-1
			2. engage in a school routine related gardening activities	TP_SFP-pp-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Benefits derived from plants</li> </ul>	<i>The learners...</i> demonstrate understanding of the roles of plants in the environment	actively participate in community gardening activities	1. explain the importance of plants to man	TP_SFP-dp-NG-1
<ul style="list-style-type: none"> <li>Importance of plants</li> </ul>	<i>The learners...</i> demonstrate understanding of importance of plants		1. explain the importance of plants in the environment	TP_SFP-ip-NG-1
<ul style="list-style-type: none"> <li>Physical properties of objects                             <ul style="list-style-type: none"> <li>-size</li> <li>-shape</li> <li>-color</li> <li>-texture</li> </ul> </li> </ul>	<i>The learners...</i> demonstrate understanding of physical properties of objects	<i>The learners...</i> using modelling clay, create geometric figures of varying sizes	1. Identify physical properties of objects such as color, shape, size, texture	TP_SFP-po-NG-1
			2. discuss physical properties of objects such as color, size, shape and texture	TP_SFP-po-NG-2
		<i>The learners...</i> make a chart that classify objects found at home	3. group objects according to color, size, shape and texture	TP_SFP-po-NG-3
<ul style="list-style-type: none"> <li>Physical state of objects as matter                             <ul style="list-style-type: none"> <li>-solid</li> <li>-liquid</li> <li>-gas</li> </ul> </li> </ul>	<i>The learners...</i> demonstrate understanding of physical state of objects as matter	<i>The learners...</i> make a list of common materials found at home and in the community and classify them as solid, liquid and gas	1. Give examples of matter found in the surroundings	TP_SFP-ps-NG-1
			2. Identify physical state of objects in the surroundings as solid, liquid or gas	TP_SFP-ps-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			3. discuss physical state of objects : solid, liquid and gas	TP_SFP-ps-NG-3
			4. group objects according to their physical state: solid, liquid and gas	TP_SFP-ps-NG-4
<ul style="list-style-type: none"> <li>Changes in matter</li> </ul>	<i>The learners...</i>  demonstrate understanding of the changes in the properties of matter	<i>The learners...</i>  demonstrate activities that shows physical changes in solids and liquids	1. examine the physical changes in solids and liquids	TP_SFP-cm-NG-1
			2. describe simple changes that matter undergo (melting, freezing, vaporization)	TP_SFP-cm-NG-2
			3. cite objects that undergo physical change	TP_SFP-cm-NG-3
<ul style="list-style-type: none"> <li>Mensuration                             <ul style="list-style-type: none"> <li>-mass of solids</li> <li>-length of solids</li> <li>-volume of liquids</li> </ul> </li> </ul>	<i>The learners...</i>  demonstrate understanding of the concepts of measuring mass, length and volume of objects	<i>The learners...</i>  measure objects properly	1. describe mass, length and volume of objects	TP_SFP-ms-NG-1
			<i>The learners...</i>  demonstrate understanding of simple measurements	<i>The learners...</i>  determine mass and length of solids and volume of liquids using appropriate measuring device



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Safety practices in using measuring devices</li> </ul>	<i>The learners...</i>  demonstrate understanding of the safety measures in using measuring devices	<i>The learners...</i>  perform safety measures in using measuring devices	1. elaborate safety practices in using measuring devices	TP_SFP-sp-NG-1
			2. Apply safety measures in measuring the mass, length and volume various objects	TP_SFP-sp-NG-2
<ul style="list-style-type: none"> <li>Movements and direction                             <ul style="list-style-type: none"> <li>Factors that can cause movement of objects</li> </ul> </li> </ul>	<i>The learners...</i> demonstrate understanding of concept of movement and direction	<i>The learners...</i> draw a scaled diagram showing an object's movement and direction	1. identify causes that can make objects move such as people, water, wind and magnet	TP_SFP-md-NG-1
			2. observe an object's movement characterized by pushing, pulling, rising, falling and sinking, in straight path, circular motion, back and forth and fast and slow	TP_SFP-md-NG-2
			3. give the different directions in going to places at home and in school	TP_SFP-md-NG-3
<ul style="list-style-type: none"> <li>Following directions</li> </ul>		<i>The learners...</i> follow simple instructions of motion and direction	1. perform simple dance steps or body exercises using different kinds of movements and basic directions	TP_SFP-fd-NG-1
			2. locate directions in going to different areas within the school or in the community	TP_SFP-fd-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Types of weather</li> </ul>	<i>The learners...</i>  Demonstrate understanding of the changes in weather conditions	<i>The learners...</i>  create a weather map for the day showing the different elements of weather	1. identify the daily weather condition	TP_SFP-tw-NG-1
			2. identify the different elements of weather	TP_SFP-tw-NG-2
			3. differentiate the different types of weather	TP_SFP-tw-NG-3
<ul style="list-style-type: none"> <li>Safety practices and precautionary measures in different types of weather</li> </ul>	<i>The learners...</i>  Demonstrate understanding of the changes in weather conditions	<i>The learners...</i>  perform safety practices in different kinds of weather	1. discuss safety and precautionary measures in dealing with different types of weather	TP_SFP-sw-NG-1
			2. demonstrate safety and precautionary measures in dealing with different types of weather	TP_SFP-sw-NG-2
<ul style="list-style-type: none"> <li>Conditions of the Environment</li> </ul>	<i>The learners...</i>  demonstrate understanding of conditions of the environment	<i>The learners...</i>  assess the condition of the environment at home and in the community	1. compare different environmental conditions	TP_SFP-ce-NG-1
			2. discuss a poor environmental condition	TP_SFP-ce-NG-2
			3. analyze the causes of poor environmental conditions	TP_SFP-ce-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Taking care of the environment</li> </ul>	<i>The learners...</i>  demonstrate understanding of how to take care of the environment	<i>The learners...</i>  demonstrate simple ways of taking care of the environment	1. describe simple ways of taking care of the environment	TP_SFP-tc-NG-1
			2. show proper ways to take care of the immediate environment	TP_SFP-tc-NG-2
<ul style="list-style-type: none"> <li>Importance of the environment</li> </ul>	<i>The learners...</i>  demonstrate understanding of conditions of the environment	<i>The learners...</i>  construct a simple terrarium using materials available from the environment	1. discuss the importance of the environment to people and other living things	TP_SFP-ie-NG-1
<ul style="list-style-type: none"> <li>Safety/Warning devices in times of danger</li> </ul>	<i>The learners...</i>  demonstrate proper ways to express danger using different safety devices/equipment	<i>The learners...</i>  demonstrate survival practices during calamities	1. manipulate safety/warning devices/equipment to convey signs of danger	TP_SFP-sd-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

<b>Immediate Environment</b>	Actual setting or locality where the learner is situated.
<b>Mensuration</b>	Measurement of the length, mass and volume of objects
<b>Physical Properties</b>	Observable condition or state and external characteristics or qualities of objects
<b>Physiological needs</b>	Needs of the body to promote normal functioning such as but not limited to food and water



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Transition Curriculum Code Functional Academics Package

#### Sample: TP\_SFP-bp-NG-1

LEGEND		SAMPLE	
First Entry	Curriculum	Transition Package	TP
Second Entry	Career Package	Science Functional Academics	SFP
Lowercase Letter/s	Content	Body parts	bp
Uppercase Letter/s	Level	Non-Graded	NG
Arabic Number	Learning Competencies	Learning Competency 1	1

CONTENT STANDARDS	CODE	CONTENT STANDARDS	CODE
Body Parts	bp	Benefits Derived from Plants	dp
Basic Needs	bn	Importance of Plants	ip
Physiological needs	pn	Physical Properties of Objects	po
Physical Bodily Changes	pd	Physical State of Objects as Matter	ps
Proper Hygiene	ph	Changes in Matter	cm
Animals in the Environment	ea	Mensuration	ms
Basic Needs of Animals	na	Safety Practices in Using Measuring Devices	sp
Benefits Derived from Animals	dp	Movements and Direction	md
Importance of Animals	ia	Following Directions	fd
Ways of Handling Common Animals	wh	Types of Weather	tw
Proper Handling of Animals	hp	Safety Practices and Precautionary Measures indifferent Types of Weather	sw
Plants in the Environment	pe	Conditions of the Environment	ce
Basic Parts of a Plant	ap	Taking Care of the Environment	tc
Proper Handling of Plants	pr	Importance of the Environment	ie
Protecting Plants	pp	Safety/Warning Devices in Times of Danger	sd



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Pre-Vocational Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

The **PRE-VOCATIONAL** package is designed to assess and provide opportunities for learners with disabilities (LWDs) to display their individual talents, skills, abilities, strengths and interests. These skills will lead to developing knowledge and contents on entrepreneurial and livelihood concepts and skills.

### TARGET LEARNING OUTCOMES

The learners are expected to:

- Assess and identify their individual capabilities, interests, talents and skills
- Recognize individual skills, talents, and abilities as human potentials for engagement in livelihood projects and entrepreneurial activities.
- Identify possible livelihood projects and entrepreneurial activities where they can be involved



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>Skills and Talent Awareness</b> <ul style="list-style-type: none"> <li>- Sports</li> <li>- Vocational Technology (<i>Trade, Crafts/Cottage, Technology, Agriculture, Home Economics, ICT</i>)</li> <li>- Performing Arts (<i>Music, Dance, Theater Arts, Visual Arts, Creative Writing, Media Arts</i>)</li> </ul>	<i>The learner...</i>  Demonstrates understanding of the underlying concept and principles of assessing one's personal strengths, talents, abilities and skills	<i>The learner...</i>  Recognizes individual talents, skills, abilities and strengths	1. Assess individual learner's capabilities, interests, talents and skills	TPPV-ST-NG-1
			2. Identify individual learner's capabilities, interests, talents and skills	TPPV-ST-NG-2
<b>Individual Talents and Skills</b> <ul style="list-style-type: none"> <li>- Music/Dance Recitals</li> <li>- Art/Product Exhibits</li> <li>- Athletic competitions</li> <li>- District, Division, Regional and National Skills Competitions</li> <li>- Festival of Talents</li> <li>- National Competency Assessment</li> </ul>	<i>The learner...</i>  Demonstrates understanding of the underlying concept and principles of assessing one's personal strengths, talents, abilities and skills	<i>The learner...</i>  Demonstrates individual talents, skills, and abilities	1. Exhibit individual talents, skills, and abilities	TPPV-IT-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<p><b>Livelihood and Entrepreneurial Activities</b></p> <ul style="list-style-type: none"> <li>- Food Processing</li> <li>- Fishery</li> <li>- Animal Production</li> <li>- Household Services</li> <li>- Food Trades</li> <li>- Garment Trades</li> <li>- Dressmaking &amp; Tailoring</li> <li>- Cosmetology</li> <li>- Wood Works</li> <li>- Electrical Works</li> <li>- Electronics</li> <li>- Metal Works</li> <li>- ICT etc.</li> </ul>	<p><i>The learner...</i></p> <p>Demonstrates understanding of the underlying concept and principles of livelihood and entrepreneurial activities</p>	<p><i>The learner...</i></p> <p>Recognizes livelihood and entrepreneurial activities</p>	<p>1. Identify examples of livelihood and entrepreneurial activities</p>	<p>TPPV-LE-NG-1</p>
<p><b>Opportunities on Livelihood and Entrepreneurship</b></p>	<p><i>The learner...</i></p> <p>Demonstrates understanding on different opportunities for livelihood and entrepreneurship</p>	<p><i>The learner...</i></p> <p>Recognizes different opportunities for livelihood and entrepreneurship</p>	<p>1. Identify livelihood and entrepreneurial opportunities that provide means of living for different people in the community</p>	<p>TPPV-OL-NG-1</p>



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Pre-vocational Package

#### Sample: TPPV-ST-NG-1

<b>LEGEND</b>		<b>SAMPLE</b>	
First Entry	Transition Program Pre-vocational Package	Transition Program Pre-vocational Package	TPPV
Lowercase Letter/s	Content	Skill and Talent Awareness	ST
	Level	Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

<b>Content</b>	<b>Code</b>
Skill and Talent Awareness	ST
Individual Talents and Skills	IT
Livelihood and Entrepreneurial Activities	LE
Opportunities on Livelihood and Entrepreneurship	OL



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Enrichment Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

The Enrichment package is designed to provide learners with disabilities with opportunities to explore their talents and skills based on their own choices and interests. Enrichment skills aim to cater to the learners' unique gift or ability. For this purpose, the K to 12 transition curriculum for Enrichment Skills focuses on the following areas: (1) Music, (2) Arts, (3) Dance, and (4) Sports. This curriculum is an expression of DepEd's commitment to provide LWDs with opportunities designed to enrich, sustain, engage, and ensure their continued growth by harnessing their innate abilities and talents specifically in singing, playing musical instruments, appreciating body movements, expressing themselves through artistic creations, or enhancing their abilities in a specific sport. Hence, it is also the DepEd's response to the necessity of offering a curriculum that addresses the interests of the transition learners for them to live not only a functional and productive but also a *happy* and *fulfilling life* that is a result of a well-planned curriculum that aims for the holistic development of all Filipino learners with disabilities.

### Target Learning Outcomes

<b>MUSIC</b>	Learners are expected to demonstrate understanding of different music genres and the underlying principles of participating in and performing to various musical activities such as singing and playing of musical instruments.
<b>DANCE</b>	Learners are expected to demonstrate understanding of the concept of dance and the value of participating and/or performing in an individual or group dance.
<b>ARTS</b>	Learners are expected to demonstrate understanding of the importance of arts for human beings and exhibit skills and abilities in arts.
<b>SPORTS</b>	Learners are expected to demonstrate understanding of the concept of sports, recognize individual interests and talents in sports, and showcase skills in sports.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Different talents, interests, and skills of an individual</b></li> <li>• <b>Types of human talents and skills</b> <ul style="list-style-type: none"> <li>- Music</li> <li>- Arts                             <ul style="list-style-type: none"> <li>a. Performing Arts</li> <li>b. Visual Arts</li> </ul> </li> <li>- Sports</li> </ul> </li> <li>• <b>Ways to develop personal talents and skills</b></li> </ul>	<i>The learner...</i> Demonstrates understanding of the different interests, talents, and skills of an individual	<i>The learner...</i> Performs different talents and skills	1. Cite examples of talent and skills of a person	TPEP-dt-NG-1
			2. Identify different types of human talents and skills	TPEP-dt-NG-2
			3. Determine ways to develop personal talents and skills	TPEP-dt-NG-3
			4. Identify appropriate characteristics to attain talent and skills	TPEP-dt-NG-4
			5. Perform a talent or skill	TPEP-dt-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

<b>MUSIC</b>				
<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
<ul style="list-style-type: none"> <li>• <b>Genres of Music</b> <ul style="list-style-type: none"> <li>- Alternative Music</li> <li>- Blues</li> <li>- Classical Music</li> <li>- Country Music</li> <li>- Dance Music</li> <li>- Easy Listening</li> <li>- Electronic Music</li> <li>- European Music (Folk / Pop)</li> <li>- Hip Hop / Rap</li> <li>- Indie Pop</li> <li>- Inspirational (incl. Gospel)</li> <li>- Asian Pop (J-Pop, K-pop)</li> <li>- Jazz</li> <li>- Latin Music</li> <li>- New Age</li> <li>- Opera</li> <li>- Pop (Popular music)</li> <li>- R&amp;B / Soul</li> <li>- Reggae</li> <li>- Rock</li> <li>- Singer / Songwriter (inc. Folk)</li> <li>- World Music / Beats</li> </ul> </li> <li>• <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Playing musical instrument</li> </ul> </li> </ul>	<p><i>The learner...</i></p> <p>Demonstrates understanding of the principle of participating in different music activities.</p>	<p><i>The learner...</i></p> <p>Participates actively in a group performance that demonstrates vocal and instrumental skills</p>	1. Recognize different types/genres of music	TPEP-mu-NG-1
			2. Identify individual skills in music	TPEP-mu-NG-2
			3. Perform different genres of music (choral and instrumental)	TPEP-mu-NG-3
			4. Perform actively in musical ensemble (choral and instrumental)	TPEP-mu-NG-4
			5. Participate in musical activities that promote cooperation and social interaction such as group ensemble and choir	TPEP-mu-NG-5
			6. Appreciate joining music activities	TPEP-mu-NG-6
			7. Perform in musical activities like concerts and recitals	TPEP-mu-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

<b>SPORTS</b>				
<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
<ul style="list-style-type: none"> <li>• <b>Components of Fitness</b> <ul style="list-style-type: none"> <li>- Cardiovascular</li> <li>- Strength</li> <li>- Balance</li> <li>- Flexibility</li> </ul> </li> <li>• <b>Types of Sports</b> <ul style="list-style-type: none"> <li>- <b>Individual Sports</b> (Gymnastics, Swimming, Athletics, Chess, Archery)</li> <li>- <b>Dual Sports</b> (Badminton, Lawn Tennis, Table Tennis)</li> <li>- <b>Team Sports</b> (Basketball, Volleyball, softball, baseball, football)</li> <li>- <b>Combative Sports</b> (Arnis, Taekwondo, Karate, etc.)</li> </ul> </li> </ul>	<p><i>The learner...</i> Demonstrates understanding of the underlying principle and concept of the importance of sports</p>	<p><i>The learner...</i> Performs correctly the basic skills of sports</p>	1. Identify components of fitness	TPEP-sp-NG-1
			2. Analyze the benefits of sports participation	TPEP-sp-NG-2
			3. Differentiate the types of sports	TPEP-sp-NG-3
			4. Explain the nature of the sport	TPEP-sp-NG-4
			5. Demonstrate basic skills of sports	TPEP-sp-NG-5
			6. Perform basic sports exercises	TPEP-sp-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

DANCE				
CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Types of dances</b> <ul style="list-style-type: none"> <li>- <b>Ballroom Dance</b> <i>(Waltz, Tango, Cha-cha, Rumba, etc.)</i></li> <li>- <b>African-American and Traditional Dance</b> <i>(Swing, Moonwalk, etc.)</i></li> <li>- <b>Worldwide Dance</b> <i>(Salsa, Flamenco, Polka, Folk Dance, etc.)</i></li> <li>- <b>Professional Performance Dance</b> <i>(Ballet, Contemporary, Tap Dance, etc.)</i></li> <li>- <b>Modern Dance</b> <i>(House, Rave, Disco, etc.)</i></li> <li>- <b>Hip-hop and Funk Dance</b> <i>(Bounce, Breakdance, Jookin', etc.)</i></li> </ul> </li> <li>• <b>Basic Dance Steps and Movements</b></li> </ul>	<i>The learner...</i> Demonstrates understanding of the underlying principle and concept of the importance of dance activity	<i>The learner...</i> Perform in an individual or group dance performance actively	1. Identify different types of dances	TPEP-dc-NG-1
			2. Describe the nature and background of the dance	TPEP-dc-NG-2
			3. Recognize individual skills in dancing	TPEP-dc-NG-3
			4. Perform basic dance steps /movements	TPEP-dc-NG-4
			5. Demonstrate skills in a particular dance	TPEP-dc-NG-5
			6. Participate in a dance performance in school	TPEP-dc-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Enrichment Skills Package Sample: TPEP-st-NG-1

LEGEND		SAMPLE	
First Entry	Transition Program Enrichment Package	Enrichment Package	TPEP
Lowercase Letter/s	Content	Skill and Talent Awareness	st
	Level	Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

Content	Code
Different interests, talents, and skills of an individual	dt
Music	mu
Arts	ar
Sports	sp
Dance	dc



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Career Skills Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### DESCRIPTION

Schools play a big role in preparing learners for the workforce. They can build capacity and enhance personal development. The honing of learner's skills, talents, and abilities needed in work happens in school. Gaining skills and career awareness will enable the learners to make informed decisions about their chosen profession or vocation. Enhancing personal development increases self-esteem and makes one feel good about oneself. It also improves learner's ability to deal with others which is needed in work. Such holistic training makes for a success oriented career preparation.

However, finding the right fit between training and employment can be challenging. Learners with disabilities encountered difficulty even at the level of on-the-job training and apprenticeship. This necessitates intelligent networking with the community, specifically the business sector, to access support and services. A thorough situational analysis could define what the business sector needs and what the schools can offer. This would enable schools to develop a highly contextualized transition curriculum that could successfully transition LWDs from school to work given a particular locale.

The curriculum content covers the identification of equal opportunity business establishments, possible jobs, and types of employment that they can engage in. This covers competitive employment, supported employment, sheltered employment and customized employment. However, career skills are not simply for job placement; it is also for the pursuit of a meaningful life that matches the learner's goals, interests and abilities. Being equipped with career skills and the knowledge on career choices would allow the LWDs to have satisfaction and fulfillment in life.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### TARGET LEARNING OUTCOMES

The career skill package is offered to learners with disabilities upon the completion of the enrichment, functional-academics, life skills and care skills packages. Hence, the Learners are expected to gain knowledge, values, and skills about their chosen career towards employment readiness.

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>
Career Planning	Demonstrate understanding of their strengths, weaknesses, talents and skills in relation to their transition to employment.
Career Valuing	Demonstrate positive attitudes toward career
Employment Readiness	Generalization: Perform actual job-related tasks in the workplace



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>CAREER PLANNING (cp)</b>				
<ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Career information</li> <li>• Career goals</li> <li>• Career planning</li> </ul>	<i>The learner...</i>  Demonstrate understanding of developing a career plan	<i>The learner...</i>  Develop and prepare a career plan based on the chosen profession or vocation	<i>The learner...</i>  1. Identify their strengths, weaknesses, talents and skills	TP_CP-cp-NG-1
			2. Match their strengths, talents and skills to possible exits or job opportunities	TP_CP-cp-NG-2
			3. Prepare career goals	TP_CP-cp-NG-3
			4. Develop plans based on the chosen profession or vocation 4.1. Short term plan 4.2. Long term plan	TP_CP-cp-NG-4
<b>CAREER VALUING (cv)</b>				
<ul style="list-style-type: none"> <li>• Career valuing</li> </ul>	Demonstrate understanding of the underlying concept and principles of career valuing	Apply career valuing based on chosen career path	1. Identify positive and negative attitudes towards career	TP_CP-cv-NG-1
			2. Display positive regard towards career 2.1. Shows appreciation in one's abilities 2.2. Shows appreciation in one's chosen career path	TP_CP-cv-NG-2
			3. Demonstrate career valuing e.g. punctuality, diligence, industriousness	TP_CP-cv-NG-3
<b>EMPLOYMENT READINESS (er)</b>				
Employment Readiness	Demonstrate understanding of actual job-related tasks	Apply actual job-related tasks in the workplace	1. Demonstrate the ability to choose and decide on the type of employment that the LWDs wants: - Competitive Employment - Supported Employment	TP_CP-er-NG-1



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			<ul style="list-style-type: none"> <li>- Sheltered Employment</li> <li>- Customized Employment</li> </ul>	
			2. Perform actual job-related tasks in the workplace <ul style="list-style-type: none"> <li>2.1. Immersion</li> <li>2.2. Apprenticeship</li> <li>2.3. Follow job-related instructions</li> </ul>	TP_CP-er-NG-2



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Transition Program Career Skills Package Sample: TP\_CP-ca-NG-1

LEGEND		SAMPLE	
First entry	Career Package	Career Package	CP
Lower case Letter/s	Content	Career Planning	cp
	Level	Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

Content	Code
Career Planning	cp
Career Valuing	cv
Employment Readiness	er



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737



# K to 12 Transition Curriculum for Learners with Disabilities Livelihood Package



Department of Education  
Bureau of Curriculum Development



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **COTTAGE INDUSTRY**

### Description

Cottage Industry area offers hands-on experiences for learners with potential skills in developing basic concepts and disciplines in a cottage industry. This aims to develop to the learners the underlying principles and concept of cottage industry that will help them perform the developmental process of handicraft and produce based on the standard requirement of the cottage industry.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>1. INTRODUCTION TO COTTAGE INDUSTRY (ICI)</b>				
<ul style="list-style-type: none"> <li>• Principles of Cottage Industry</li> <li>• Different Cottage Industry</li> </ul>	Demonstrate understanding of the underlying principles and concept of cottage industry	Perform the developmental process of handicraft based on the standard requirement of the cottage industry	1. Recognize the principles of cottage industry	TP_LPCI_ICI-NG-1
			2. Identify the different cottage industry	TP_LPCI_ICI-NG-2
			3. Differentiate the different craft and produce under the cottage industry	TP_LPCI_ICI-NG-3
			4. Recognize the nature of work of the different cottage industry	TP_LPCI_ICI-NG-4
			5. Recognize the developmental concepts of each craft and produce	TP_LPCI_ICI-NG-5



To authenticate this document, please scan the QR code

DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>2. PRODUCE COTTAGE INDUSTRY PRODUCTS (CIP)</b>				
<ul style="list-style-type: none"> <li>• Different Craft and Product under the Cottage Industry                             <ul style="list-style-type: none"> <li>- Fiber Craft</li> <li>- Woodcraft</li> <li>- Hat Weaving</li> <li>- Mat Weaving</li> <li>- Ceramics</li> <li>- Shell Craft</li> <li>- Toy Craft</li> <li>- Loom Weaving</li> <li>- Leather Craft</li> </ul> </li> </ul>	Demonstrates understanding of the underlying principles and concept of producing different types of handicrafts	Performs the developmental process producing handicrafts based on the standard requirement of the cottage industry	1. Perform the procedure of the different craft and produce (but not limited to): <ul style="list-style-type: none"> <li>• Craft                             <ul style="list-style-type: none"> <li>1.1 Fiber Craft</li> <li>1.2 Woodcraft</li> <li>1.3 Hat Weaving</li> <li>1.4 Mat Weaving</li> <li>1.5 Ceramics</li> <li>1.6 Shell Craft</li> <li>1.7 Toy Craft</li> <li>1.8 Loom Weaving</li> <li>1.9 Leather Craft</li> </ul> </li> </ul>	TP_LPCI_CIP-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

Cottage Industry	It is a specialized form of small scale industry where the production of the commodity takes place in the homes and the labor is supplied by the family members only
Handicraft	Handicraft is defined as skills done with the hands or an occupation or craft done using the hands.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend

Sample: **TP\_LPCI\_ici-NG-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Program	Transition Program	<b>TP_LPCI</b>
	Cover Package	Livelihood Package Learning Area (Cottage Industry)	
<b>Lowercase Letter/s</b>	Domain/Content/Component/ Topic	Introduction to Cottage Industry	<b>ICI</b>
<b>Uppercase Letter/s</b> <i>*Put hyphen (-) after level</i>	Level	Non-graded	<b>NG</b>
<b>Arabic Number</b>	Learning Outcomes		<b>1</b>

DOMAIN/ COMPONENT	CODE
Introduction to Cottage Industry	ICI
Produce Cottage Industry Products	CIP



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **ENTREPRENEURSHIP**

### Description

Entrepreneurship area deals with self-employment on how to put up small business and how to become an entrepreneur. It covers the foundational concepts of a business enterprise, the business opportunities, identification of products and services and how to sell them.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<b>1. PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)</b>				
<ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Characteristics of Entrepreneurship</li> <li>Successful Entrepreneurs and their business</li> </ul>	<i>The learner...</i> Demonstrates understanding of underlying concept and principle of an entrepreneurship.	<i>The learner...</i> Practices the foundational concepts of an entrepreneurial endeavor.	1. Explains the meaning and importance of "entrepreneurship"	TP_LPEN-PECS-NG-1
			2. Discusses the characteristics of an entrepreneur	TP_LPEN-PECS-NG-2
			3. Identifies successful entrepreneurs in the community, the country, and in other countries	TP_LPEN-PECS-NG-3
<b>2. ENVIRONMENT AND MARKET (EMT)</b>				
<ul style="list-style-type: none"> <li>Types of business for goods and services</li> </ul>	<i>The learner...</i> Demonstrates understanding of	<i>The learner...</i>	1. Identifies business to be generated (goods and/or services) at home and in the community	TP_LPEN-EMT-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	SPED CODE
<ul style="list-style-type: none"> <li>• Business Opportunities</li> <li>• Classification of different kinds of business</li> <li>• Different goods and services</li> </ul>	underlying concept and principle of a business enterprise	Practices the foundational concepts of a business enterprise	2. Identifies business opportunities at home and in the community	TP_LPEN-EMT-NG-2
			3. Classifies the different kinds of business	TP_LPEN-EMT-NG-3
			4. Explains the difference between goods and services	TP_LPEN-EMT-NG-4
<b>3. PRODUCT DEVELOPMENT (PDT)</b>				
<ul style="list-style-type: none"> <li>• Product and services</li> <li>• Market for goods and services</li> <li>• Sellers and Buyers</li> <li>• Product Selling</li> <li>• Producing products</li> </ul>	<i>The learner...</i>  Demonstrates understanding of underlying concept and principle of producing and selling products and services	<i>The learner...</i>  Performs selling and producing products and services based on needs and demands	1. Identifies the products and services	TP_LPEN-PDT-NG-1
			2. Identifies the appropriate market for goods and services	TP_LPEN-PDT-NG-2
			3. identifies the sellers and buyers	TP_LPEN-PDT-NG-3
			4. sells products based on needs and demands	TP_LPEN-PDT-NG-4
			5. produces simple products	TP_LPEN-PDT-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

Personal Entrepreneurial Competencies (PECs)	It refers to the key characteristics that should be possessed by successful entrepreneurs in order to perform entrepreneurial functions effectively.
Entrepreneurship	It is described as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.
Business	It is work relating to the production, buying, and selling of goods or services.
Product Development	The creation of products with new or different characteristics that offer new or additional benefits to the customer.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend

**Sample: TP\_LPEN-PECS-NG-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Program	Transition Program	<b>TP_LPEN</b>
	Cover Package	Livelihood Package Learning Area	
<b>Lowercase Letter/s</b>	Domain/Content/ Component/ Topic	Personal Entrepreneurial Competencies	<b>PECS</b>
<b>Uppercase Letter/s</b> <i>*Put hyphen (-) after level</i>	Level	Non-graded	<b>NG</b>
<b>Arabic Number</b>	Learning Outcomes	Explains the meaning and importance of "entrepreneurship"	<b>1</b>

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment and Market	EMT
Product Development	PDT



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: ICT/COMPUTER OPERATIONS

The ICT area covers common competencies such as: 1) practicing Occupational Health and Safety Procedures (OHS); 2) operate a personal computer; 3) operate a word processing software; 4) operate a spreadsheet software; 5) operate a presentation program; and 6) use e-mail and search the web using browser.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>Occupational Health and Safety Procedures (OHS)</b>				
<ul style="list-style-type: none"> <li>• <b>Hazards and Risks</b> <ul style="list-style-type: none"> <li>- Types of workplace hazards and risks</li> <li>- Hazards and risks indicators</li> <li>- Workplace procedures</li> <li>- Contingency measures</li> <li>- Effects of hazards and risks</li> </ul> </li>   <li>• <b>Occupational Health and Safety</b> <ul style="list-style-type: none"> <li>- Health and safety procedures</li> <li>- Personal protective equipment</li> <li>- Organizational protocol</li> </ul> </li> </ul>	Demonstrate understanding of the concepts and underlying principles of Occupational Health and Safety (OHS) procedures in relation to hazards and risks in the workplace.	Observes and practices occupational health and safety procedures in the workplace.	1. Identify the types of workplace hazards and risks	TP_LPICT-CO_OHS-NG-1
			2. Recognize hazards and risks indicators in the workplace	TP_LPICT-CO_OHS-NG-2
			3. Determine the effects of hazards and risks in the workplace	TP_LPICT-CO_OHS-NG-3
			4. Recognize contingency measures in the workplace	TP_LPICT-CO_OHS-NG-4
			5. Recognize health and safety procedures in the workplace	TP_LPICT-CO_OHS-NG-5
			6. Identify the different personal protective equipment to be used in the workplace	TP_LPICT-CO_OHS-NG-6
			7. Identify organizational protocol in the workplace	TP_LPICT-CO_OHS-NG-7
			8. Identify the different personal protective equipment to be used in the workplace	TP_LPICT-CO_OHS-NG-8
			9. Identify the importance of understanding <ul style="list-style-type: none"> <li>- hazards and risks</li> </ul>	TP_LPICT-CO_OHS-NG-9



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Occupational health and safety regulations</li> </ul>			<ul style="list-style-type: none"> <li>- contingency measures</li> <li>- health and safety procedures</li> <li>- personal protective equipment</li> </ul>	
			10. Observe health and safety procedures to avoid hazards and risk	TP_LPICT-CO_OHS-NG-10
			11. Follow organizational protocols in the workplace	TP_LPICT-CO_OHS-NG-11
<b>Personal Computer Operation (PCO)</b>				
<ul style="list-style-type: none"> <li>• Personal (Desktop/Laptop) Computer                             <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Parts and function</li> </ul> </li> <li>• Computer Hardware and Software</li> <li>• Computer operation procedures                             <ul style="list-style-type: none"> <li>- Basic troubleshooting in starting and shutting down computer</li> <li>- Basic computer window setting</li> <li>- Files and Folders</li> </ul> </li> </ul>	Demonstrates understanding of operating a personal computer	Performs basic computer operation based on standard specifications	1. Identify parts of a computer	TP_LPICT-CO_PCO-NG-1
			2. Identify different functions of computer	TP_LPICT-CO_PCO-NG-2
			3. Identify the different computer hardware and software	TP_LPICT-CO_PCO-NG-3
			4. Differentiate a hardware to a software	TP_LPICT-CO_PCO-NG-4
			5. Identify the proper procedures in starting and shutting down computer	TP_LPICT-CO_PCO-NG-5
			6. Performs starting and shutting down computer	TP_LPICT-CO_PCO-NG-6
			7. Identify the steps in arranging and customizing desktop/windows setting	TP_LPICT-CO_PCO-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Printing processes and basic troubleshooting</li> <li>- Install/uninstall computer software/programs</li> </ul>			8. Arrange/customize desktop and window settings	TP_LPICT-CO_PCO-NG-8
			9. Identify the procedures in <ul style="list-style-type: none"> <li>- creating a folder</li> <li>- deleting a folder</li> <li>- renaming a folder</li> <li>- organizing files in a folder</li> </ul>	TP_LPICT-CO_PCO-NG-9
			10. Perform the procedures in <ul style="list-style-type: none"> <li>- creating a folder</li> <li>- deleting a folder</li> <li>- renaming a folder</li> <li>- organizing files in a folder</li> </ul>	TP_LPICT-CO_PCO-NG-10
			11. Identify the steps in installing/uninstalling computer software/programs	TP_LPICT-CO_PCO-NG-11
			12. Install/uninstall a computer software/s/ and/or program/s	TP_LPICT-CO_PCO-NG-12
<b>Word Processing Software Operation (WPS)</b>				
<ul style="list-style-type: none"> <li>• <b>Word Processing Software</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Parts and tools of word processing</li> </ul> </li> <li>• <b>Creating a document</b></li> <li>• <b>Document formatting</b> <ul style="list-style-type: none"> <li>- Design</li> <li>- Page background</li> </ul> </li> </ul>	Demonstrates understanding of operating a Word Processing software	Operates Word Processing software and creates document based on standard specifications	1. Identify the word processing interface	TP_LPICT-CO_WPS-NG-1
			2. Identify the parts and tools to be used in word processing	TP_LPICT-CO_WPS-NG-2
			3. Identify the procedures in creating a document	TP_LPICT-CO_WPS-NG-3
			4. Use tools correctly in creating a document	TP_LPICT-CO_WPS-NG-4
			5. Identify the tools used in document formatting	TP_LPICT-CO_WPS-NG-5



**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Page layout and appearance</b> <ul style="list-style-type: none"> <li>- Page Setup</li> <li>- Paragraph</li> <li>- Arrange</li> </ul> </li> <li>• <b>Table formatting</b> <ul style="list-style-type: none"> <li>- Table Style</li> <li>- Layout</li> </ul> </li> <li>• <b>Illustrations</b> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Shapes</li> <li>- SmartArt</li> <li>- Chart</li> <li>- Screenshot</li> </ul> </li> <li>• <b>Text</b> <ul style="list-style-type: none"> <li>- Text Box</li> <li>- WordArt</li> </ul> </li> <li>• <b>Header, Footer and Page Number</b></li> <li>• <b>Saving and naming a document</b></li> <li>• <b>Views</b> <ul style="list-style-type: none"> <li>- Read Mode</li> <li>- Print Layout</li> <li>- Web Layout</li> </ul> </li> <li>• <b>Printing</b></li> </ul>			6. Utilize the page layout tab in changing the layout and appearance of a document	TP_LPICT-CO_WPS-NG-6
			7. Identify the tools used in layouting and enhancing the appearance of a document	TP_LPICT-CO_WPS-NG-7
			8. Apply changes in the document using page layout and appearance	TP_LPICT-CO_WPS-NG-8
			9. Identify the tools used in table formatting	TP_LPICT-CO_WPS-NG-9
			10. Insert a table and change its style and/or layout	TP_LPICT-CO_WPS-NG-10
			11. Identify the tools used in adding illustrations in a document	TP_LPICT-CO_WPS-NG-11
			12. Add illustrations using the different tabs/options <ul style="list-style-type: none"> <li>- pictures</li> <li>- shapes</li> <li>- SmartArt</li> <li>- Chart</li> <li>- Screenshot</li> </ul>	TP_LPICT-CO_WPS-NG-12
			13. Identify tools used in adding and enhancing text	TP_LPICT-CO_WPS-NG-13
			14. Add and enhance a text added in a document	TP_LPICT-CO_WPS-NG-14



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			15. Identify the tools used in adding header, footer and page number	TP_LPICT-CO_WPS-NG-15
			16. Insert header, footer and page number in a document	TP_LPICT-CO_WPS-NG-16
			17. Create a document using the different tools/tabs	TP_LPICT-CO_WPS-NG-17
			18. Follow procedures in enhancing a document using the different tools/tabs	TP_LPICT-CO_WPS-NG-18
			19. Save and insert a name/rename a document	TP_LPICT-CO_WPS-NG-19
			20. Identify the different view tools in word processing	TP_LPICT-CO_WPS-NG-20
			21. Use the different view tools according to purpose	TP_LPICT-CO_WPS-NG-21
			22. Identify tools used in printing a document	TP_LPICT-CO_WPS-NG-22
			23. Print the document using the tools correctly	TP_LPICT-CO_WPS-NG-23
<b>Spreadsheet Software Operation (SSO)</b>				
<ul style="list-style-type: none"> <li>• <b>Spreadsheet Software</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Parts and tools of spreadsheet interface</li> <li>- Adjusting cells</li> </ul> </li> <li>• <b>Creating a worksheet</b></li> </ul>	Demonstrates understanding of operating a Spreadsheet Software	Operates Spreadsheet Software and creates worksheet based on standard specifications	1. Identify the spreadsheet interface	TP_LPICT-CO_SSO-NG-1
			2. Identify the parts and tools to be used in word spreadsheet	TP_LPICT-CO_SSO-NG-2
			3. Identify the procedures in creating a worksheet	TP_LPICT-CO_SSO-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	
<ul style="list-style-type: none"> <li>• <b>Worksheet formatting</b> <ul style="list-style-type: none"> <li>- Design</li> <li>- Page background</li> </ul> </li> <li>• <b>Page layout and appearance</b> <ul style="list-style-type: none"> <li>- Page Setup</li> <li>- Paragraph</li> <li>- Arrange</li> </ul> </li> <li>• <b>Table formatting</b> <ul style="list-style-type: none"> <li>- Table Style</li> <li>- Layout</li> </ul> </li> <li>• <b>Illustrations</b> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Shapes</li> <li>- SmartArt</li> <li>- Chart</li> <li>- Screenshot</li> </ul> </li> <li>• <b>Text</b> <ul style="list-style-type: none"> <li>- Text Box</li> <li>- WordArt</li> </ul> </li> <li>• <b>Function Library</b> <ul style="list-style-type: none"> <li>- Math and Trigo</li> </ul> </li> <li>• <b>Sort and Filter</b></li> <li>• <b>Views</b> <ul style="list-style-type: none"> <li>- Normal</li> <li>- Page Break Preview</li> <li>- Page Layout</li> </ul> </li> </ul>			4. Use tools correctly in creating a worksheet	TP_LPICT-CO_SSO-NG-4	
				5. Identify the tools used in worksheet formatting	TP_LPICT-CO_SSO-NG-5
				6. Utilize the page layout tab in changing the layout and appearance of a worksheet	TP_LPICT-CO_SSO-NG-6
				7. Identify the tools used in layouting and enhancing the appearance of a worksheet	TP_LPICT-CO_SSO-NG-7
				8. Apply changes in the worksheet using page layout and appearance	TP_LPICT-CO_SSO-NG-8
				9. Identify the tools used in table formatting	TP_LPICT-CO_SSO-NG-9
				10. Insert a table and change its style and/or layout	TP_LPICT-CO_SSO-NG-10
				11. Identify the tools used in adding illustrations in a worksheet	TP_LPICT-CO_SSO-NG-11
				12. Add illustrations using the different tabs/options <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Shapes</li> <li>- SmartArt</li> <li>- Chart</li> <li>- Screenshot</li> </ul>	TP_LPICT-CO_SSO-NG-12



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Printing</b></li> </ul>			13. Identify tools used in adding and enhancing text	TP_LPICT-CO_SSO-NG-13
			14. Add and enhance a text added in a worksheet	TP_LPICT-CO_SSO-NG-14
			15. Identify the tools used in adding header, footer and page number	TP_LPICT-CO_SSO-NG-15
			16. Insert header, footer and page number in a worksheet	TP_LPICT-CO_SSO-NG-16
			17. Create a worksheet using the different tools/tabs	TP_LPICT-CO_SSO-NG-17
			18. Follow procedures in enhancing a worksheet using the different tools/tabs	TP_LPICT-CO_SSO-NG-18
			19. Identify the use of sort of and filter tools in tables	TP_LPICT-CO_SSO-NG-19
			20. Use sort and filter tools in table elements	TP_LPICT-CO_SSO-NG-20
			21. Identify the different view tools in word processing	TP_LPICT-CO_WPS-NG-21
			22. Use the different view tools according to purpose	TP_LPICT-CO_WPS-NG-22
			23. Identify tools used in printing a document	TP_LPICT-CO_SSO-NG-23
24. Print the document using the tools correctly	TP_LPICT-CO_SSO-NG-24			



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>Presentation Program Operation (PPO)</b>				
<ul style="list-style-type: none"> <li>• <b>Presentation program</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Parts and tools of a presentation program</li> </ul> </li> <li>• <b>Create a slideshow</b></li> <li>• <b>Slideshow designing</b> <ul style="list-style-type: none"> <li>- Themes</li> <li>- Variants</li> </ul> </li> <li>• <b>Table formatting</b> <ul style="list-style-type: none"> <li>- Table Style</li> <li>- Layout</li> </ul> </li> <li>• <b>Images</b> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Screenshot</li> <li>- Photo Album</li> <li>- Online Pictures</li> </ul> </li> <li>• <b>Illustrations</b> <ul style="list-style-type: none"> <li>- Shapes and Shape Styles</li> <li>- SmartArt</li> <li>- Chart</li> </ul> </li> <li>• <b>Text</b> <ul style="list-style-type: none"> <li>- Text Box</li> <li>- WordArt Styles</li> <li>- Header and Footer</li> </ul> </li> <li>• <b>Media</b></li> </ul>	Demonstrates understanding of operating a Presentation Program	Operates Presentation Program and creates slideshow presentation based on standard specifications	1. Identify the presentation interface	TP_LPICT-CO_PPO-NG-1
			2. Identify the parts and tools to be used in presentation	TP_LPICT-CO_PPO-NG-2
			3. Identify the procedures in creating a slideshow	TP_LPICT-CO_PPO-NG-3
			4. Use tools correctly in creating a slideshow	TP_LPICT-CO_PPO-NG-4
			5. Identify the tools used in slideshow designing	TP_LPICT-CO_PPO-NG-5
			6. Add and change themes and variants	TP_LPICT-CO_PPO-NG-6
			7. Identify the tools used in table formatting	TP_LPICT-CO_PPO-NG-7
			8. Insert a table and change its style and/or layout	TP_LPICT-CO_PPO-NG-8
			9. Identify the tools used in adding illustrations in a slideshow	TP_LPICT-CO_PPO-NG-9
			10. Add illustrations using the different tabs/options <ul style="list-style-type: none"> <li>- Shapes and Shape Styles</li> <li>- SmartArt</li> <li>- Chart</li> </ul>	TP_LPICT-CO_PPO-NG-10
			11. Identify tools used in adding and enhancing text	TP_LPICT-CO_PPO-NG-11



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Video</li> <li>- Audio</li> <li>- Screen Recording</li> <li>• <b>Transition</b> <ul style="list-style-type: none"> <li>- Transition to this Slide</li> <li>- Timing</li> </ul> </li> <li>• <b>Animation</b> <ul style="list-style-type: none"> <li>- Effect Options</li> <li>- Add Animation (Entrance, Emphasis, Exit)</li> </ul> </li> <li>• <b>Saving and naming a presentation</b></li> <li>• <b>Presentation Views</b> <ul style="list-style-type: none"> <li>- Normal</li> <li>- Outline View</li> <li>- Slide Sorter</li> <li>- Notes page</li> <li>- Reading View</li> </ul> </li> <li>• <b>Slideshow</b></li> <li>• <b>Adding Notes</b></li> <li>• <b>Printing</b></li> </ul>			12. Add and enhance a text added in a slideshow using <ul style="list-style-type: none"> <li>- WordArt Styles</li> <li>- Header and Footer</li> </ul>	TP_LPICT-CO_PPO-NG-12
			13. Identify the tools used in adding header and footer	TP_LPICT-CO_PPO-NG-13
			14. Insert header and footer in a slideshow	TP_LPICT-CO_PPO-NG-14
			15. Identify tools in adding transition to slides	TP_LPICT-CO_PPO-NG-15
			16. Add transitions to slides and elements in a slideshow	TP_LPICT-CO_PPO-NG-16
			17. Identify effect options/animation options in enhancing a slideshow	TP_LPICT-CO_PPO-NG-17
			18. Include effect options/animations to elements	TP_LPICT-CO_PPO-NG-18
			19. Create a slideshow using the different tools/tabs	TP_LPICT-CO_PPO-NG-19
			20. Follow procedures in enhancing a slideshow using the different tools/tabs	TP_LPICT-CO_PPO-NG-20
			21. Save and include a name for presentation	TP_LPICT-CO_PPO-NG-21
			22. Identify the tools used in presentation views	TP_LPICT-CO_PPO-NG-22



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			23. Apply changes in the presentation views	TP_LPICT-CO_PPO-NG-23
			24. Identify the use of different slideshow options	TP_LPICT-CO_PPO-NG-24
			25. Use slideshow options properly	TP_LPICT-CO_PPO-NG-25
			26. Use the different view tools according to purpose	TP_LPICT-CO_PPO-NG-26
			27. Identify tools used in printing a document	TP_LPICT-CO_PPO-NG-27
			28. Print the document using the tools correctly	TP_LPICT-CO_PPO-NG-28
<b>E-mail and Web Browser (EWB)</b>				
<ul style="list-style-type: none"> <li>● <b>Internet</b> <ul style="list-style-type: none"> <li>- Introduction to internet</li> <li>- Importance of internet</li> <li>- Types of internet browser</li> </ul> </li> <li>● <b>Internet safety tips</b></li> <li>● <b>Internet etiquette/Netiquette</b></li> <li>● <b>E-mail</b> <ul style="list-style-type: none"> <li>- Introduction to email</li> <li>- Importance of email</li> </ul> </li> </ul>	Demonstrates understanding of using e-mail and search the web using browser	Creates e-mail account and constructs electronic messages based on quality standards	1. Identify the uses of internet	TP_LPICT-CO_EWB-NG-1
			2. Identify the importance of using internet	TP_LPICT-CO_EWB-NG-2
			3. Identify the different internet browsers	TP_LPICT-CO_EWB-NG-3
			4. Identify the internet safety tips and etiquette/netiquette	TP_LPICT-CO_EWB-NG-4
			5. Identify the importance of following to internet safety tips and netiquette	TP_LPICT-CO_EWB-NG-5
			6. Browse topics/ideas using any internet browser	TP_LPICT-CO_EWB-NG-6
			7. Identify the use of e-mail	TP_LPICT-CO_EWB-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Types of e-mail providers</li> <li>- Procedures in creating an e-mail account</li> <li>- Procedures in sending, replying, and organizing messages</li> <li>- Procedures in attaching files in an e-mail</li> </ul>			8. Identify the importance of using e-mail	TP_LPICT-CO_EWB-NG-8
			9. Identify the different email providers	TP_LPICT-CO_EWB-NG-9
			10. Identify the tools used in creating an e-mail account	TP_LPICT-CO_EWB-NG-10
			11. Identify the procedures in <ul style="list-style-type: none"> <li>- sending messages</li> <li>- replying to messages</li> <li>- organizing messages</li> </ul>	TP_LPICT-CO_EWB-NG-11
			12. Identify steps in attaching files to e-mail	TP_LPICT-CO_EWB-NG-12



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: ICT/COMPUTER HARDWARE SERVICING

The computer hardware servicing area covers four common competencies such as: 1) use of tools; 2) maintaining tools, equipment and paraphernalia; 3) performing mensuration and calculation; and 4) practicing Occupational Health and Safety (OHS) procedures.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>1. USE OF HAND TOOLS AND EQUIPMENT (UTE)</b>				
<ul style="list-style-type: none"> <li>• Tools and equipment in computer hardware servicing</li> <li>• Types and functions of hand tools and equipment</li> <li>• Hand tools and equipment inspection and proper storage</li> </ul>	Demonstrates understanding on the different tools and equipment in computer hardware and its uses	Uses hand tools and equipment for computer hardware servicing.	1. Identify the different tools and equipment used in computer hardware servicing	TP_LPICT-CHS_UTE-NG-1
			2. Identify the importance of using tools and equipment in computer hardware servicing	TP_LPICT-CHS_UTE-NG-2
			3. Identify the uses of the different tools and equipment in hardware servicing	TP_LPICT-CHS_UTE-NG-3
			4. Checks the list of tools and equipment to be used per job requirement	TP_LPICT-CHS_UTE-NG-4
			5. Inspects the requested tools and equipment	TP_LPICT-CHS_UTE-NG-5
			6. Assesses the condition of all hand tools and equipment for proper operation and safety	TP_LPICT-CHS_UTE-NG-6



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>Maintenance of Hand Tools, Equipment and Paraphernalia (mte)</b>				
<ul style="list-style-type: none"> <li>• <b>Computer Hardware Servicing Hand Tools, Equipment and Paraphernalia</b></li> <li>• <b>Maintenance of Computer Hardware Servicing Hand Tools, Equipment and Paraphernalia</b> <ul style="list-style-type: none"> <li>- Cleaning tools</li> </ul> </li> <li>• <b>Corrective measures of hand tools, equipment and paraphernalia</b> <ul style="list-style-type: none"> <li>- Diagnostic tools</li> <li>- Storage of Computer Hardware Servicing Hand Tools, Equipment and Paraphernalia</li> </ul> </li> <li>• <b>Common problems/malfunctions of computer hardware servicing hand tools, equipment and paraphernalia</b></li> </ul>	Demonstrates understanding on the uses and maintenance of computer hardware servicing tools, equipment and paraphernalia.	Performs proper use and maintenance of computer hardware servicing tools, equipment and paraphernalia.	1. Identify the different computer hardware servicing hand tools, equipment and paraphernalia	TP_LPICT-CHS_MTE-NG-1
			2. Identify the uses of different computer hardware servicing hand tools, equipment and paraphernalia <ul style="list-style-type: none"> <li>2.1 Cleaning tools</li> <li>2.2 Diagnostic tools</li> </ul>	TP_LPICT-CHS_MTE-NG-2
			3. Identify the procedures in maintaining computer hardware servicing using hand tools, equipment and paraphernalia <ul style="list-style-type: none"> <li>3.1 Cleaning tools</li> <li>3.2 Diagnostic tools</li> <li>3.3 Storage of tools</li> </ul>	TP_LPICT-CHS_MTE-NG-3
			4. Perform preventive maintenance of computer hardware servicing hand tools, equipment and paraphernalia	TP_LPICT-CHS_MTE-NG-4
			5. Identify common problems/malfunctions of computer hardware servicing	TP_LPICT-CHS_MTE-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Accomplishing and submitting report</b></li> </ul>			hand tools, equipment and paraphernalia	
			6. Perform proper maintenance and diagnostics to malfunctioning computer hardware servicing hand tools, equipment and paraphernalia	TP_LPICT-CHS_MTE-NG-6
			7. Identify procedures in accomplishing report to property custodian	TP_LPICT-CHS_MTE-NG-7
			8. Accomplish a report to be submitted to the property custodian	TP_LPICT-CHS_MTE-NG-8
<b>Mensuration and Calculation Procedures (MCP)</b>				
<ul style="list-style-type: none"> <li>• <b>Computer measurements based on the following:</b> <ul style="list-style-type: none"> <li>- Memory</li> <li>- Capacity</li> <li>- Speed</li> <li>- Performance</li> </ul> </li> <li>• <b>Four fundamental operations</b></li> <li>• <b>Checking accuracy of computation</b></li> </ul>	Demonstrates understanding of concepts in performing measurement and calculation of computer hardware	Performs accurate measurement and calculation of computer hardware	1. Identify the different computer hardware to be measured	TP_LPICT-CHS_MCP-NG-1
			2. Identify procedures in performing accurate mensuration and calculation of computer hardware based on <ul style="list-style-type: none"> <li>2.1 Memory</li> <li>2.2 Capacity</li> <li>2.3 Speed</li> <li>2.4 Performance</li> </ul>	TP_LPICT-CHS_MCP-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			3. Uses the correct specifications as specified in the operating system	TP_LPICT-CHS_MCP-NG-3
			4. Computes basic mensuration according to given specifications	TP_LPICT-CHS_MCP-NG-4
			5. Performs calculation needed to complete task using the four mathematical fundamental operations (addition, subtraction, multiplication and division)	TP_LPICT-CHS_MCP-NG-5
			6. Employs different techniques in checking accuracy of the computation	TP_LPICT-CHS_MCP-NG-6
<b>OCCUPATIONAL HEALTH AND SAFETY PROCEDURES (OHS)</b>				
<ul style="list-style-type: none"> <li>• <b>Hazards and Risks</b> <ul style="list-style-type: none"> <li>- Types of workplace hazards and risks</li> <li>- Hazards and risks indicators</li> <li>- Workplace procedures</li> <li>- Contingency measures</li> <li>- Effects of hazards and risks</li> </ul> </li> </ul>	Demonstrates understanding of the concepts and underlying principles of Occupational Health and Safety (OHS) procedures in relation to hazards and risks in the workplace.	Observes and practices occupational health and safety procedures in the workplace.	1. Identify the types of workplace hazards and risks	TP_LPICT-CHS_OHS-NG-1
			2. Identify hazards and risks indicators in the workplace	TP_LPICT-CHS_OHS-NG-2
			3. Identify the effects of hazards and risks in the workplace	TP_LPICT-CHS_OHS-NG-3
			4. Identify contingency measures in the workplace	TP_LPICT-CHS_OHS-NG-4
			5. Identify health and safety procedures in the workplace	TP_LPICT-CHS_OHS-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• <b>Occupational Health and Safety</b> <ul style="list-style-type: none"> <li>- Health and safety procedures</li> <li>- Personal protective equipment</li> <li>- Organizational protocol</li> <li>- Occupational health and safety regulations</li> </ul> </li> </ul>			6. Identify the different personal protective equipment to be used in the workplace	TP_LPICT-CHS_OHS-NG-6
			7. Identify organizational protocol in the workplace	TP_LPICT-CHS_OHS-NG-7
			8. Identify the different personal protective equipment to be used in the workplace	TP_LPICT-CHS_OHS-NG-8
			9. Identify the importance of understanding <ul style="list-style-type: none"> <li>- hazards and risks</li> <li>- contingency measures</li> <li>- health and safety procedures</li> <li>- personal protective equipment</li> </ul>	TP_LPICT-CHS_OHS-NG-9
			10. Observe health and safety procedures to avoid hazards and risk	TP_LPICT-CHS_OHS-NG-10
			11. Follow organizational protocols in the workplace	TP_LPICT-CHS_OHS-NG-11



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

Computer System	The complete computer comprises the central processing unit (CPU), memory and related electronics (main cabinet), all the peripheral devices connected to it, and its operating system. Computer systems fall into two broad divisions: clients and servers. Client machines fall into three categories from low to high end: laptop, desktop, and workstation. Servers range from small to large: low-end, midrange, and mainframes.
Information and Communication Technology (ICT)	It refers to technologies associated with the transmission and exchange of data in the form of sound, text, visual images, signals or any other form or any combination of those forms through the use of digital technology.
Occupational Health and Safety (OHS)	It refers to the legislation, policies, procedures and activities that aim to protect the health, safety and welfare of all people at the workplace.
Hardware	Includes the physical parts or components of a computer, such as the central processing unit, monitor, keyboard, computer data storage, graphic card, sound card, speakers and motherboard.
Software	Includes the operating system and all the utilities that enable the computer to function.
Word Processing Software	It is software or a device that allows users to create, edit, and print documents. It enables you to write text, store it electronically, display it on a screen, modify it by entering commands and characters from the keyboard, and print it.
Spreadsheet Software	It is a software application capable of organizing, storing and analyzing data in tabular form. The application can provide digital simulation of paper accounting worksheets.
Presentation Program	It is a software package used to display information in the form of a slide show. It has three major functions: an editor that allows text to be inserted and formatted, a method for inserting and manipulating graphic images, and a slide-show system to display the content.
Internet Browser	It also known as a web browser or simply a browser, is a software program that you use to access the internet and view web pages on your computer.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend

Sample: **TP\_LPICT-CO\_ohs-NG-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Program	Transition Program	<b>TP_LPITC</b>
	Cover Package	Livelihood Package Learning Area	
	Area of Specialization	Computer Operation	<b>CO</b>
<b>Lowercase Letter/s</b>	Domain/Content/Component/ Topic	Operational Health and Safety	<b>OHS</b>
<b>Uppercase Letter/s</b> <i>*Put hyphen (-) after level</i>	Level	Non-graded	<b>NG</b>
<b>Arabic Number</b>	Learning Outcomes	Basic concept in ICT	<b>1</b>

DOMAIN/ COMPONENT	CODE
Occupational Health and Safety Procedures	OHS
Personal Computer Operation	PCO
Word Processing Software Operation	WPS
Spreadsheet Software Operation	SSO
Presentation Program Operation	PPO
E-mail and Web Browser	EWB
Use Of Hand Tools And Equipment	UTE
Maintenance of Hand Tools, Equipment, And Paraphernalia	MTE
Mensuration And Calculation Procedures	MCP
Occupational Health And Safety Procedures	OHSP



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: HILOT (WELLNESS MESSAGE)

#### Description:

Wellness Massage covers the following the basic concepts job performance and skills, wellness message program, pre-services for wellness massage, wellness message techniques and post-advice and post-services activities.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<b>UNDERSTANDING THE BASIC CONCEPTS IN HILOT (WELLNESS MESSAGE) (BCH)</b>				
<ul style="list-style-type: none"> <li>• Core concepts in hilot (wellness massage)</li> <li>• Health and healing concept of hilot (wellness massage)                             <ul style="list-style-type: none"> <li>○ History and development of wellness massage in the Philippines</li> <li>○ Wellness Massage Framework</li> </ul> </li> <li>• Healing concepts                             <ul style="list-style-type: none"> <li>○ Valuing process “pagpapahalaga”</li> </ul> </li> <li>• Benefits of hilot (wellness massage)</li> </ul>	Demonstrates understanding of the underlying concepts in wellness massage	Exhibits competencies independently in wellness massage	1. Discuss the basic concepts of hilot (wellness massage)	TP_LPWM-BCH-NG-1
			2. Discuss the health and healing concept of hilot (wellness massage) 2.1 History and development of wellness massage in the Philippines 2.2 Wellness Massage Framework	TP_LPWM-BCH-NG-2
			3. Discuss the healing concepts of hilot (wellness massage)	TP_LPWM-BCH-NG-3
			4. Explain the benefits of hilot (wellness massage)	TP_LPWM-BCH-NG-4
<b>DEVELOPING JOB PERFORMANCE AND SKILLS (JPS)</b>				
<ul style="list-style-type: none"> <li>• Participating in workplace communication</li> </ul>	Demonstrates understanding of the delivery of efficient job performance and	Performs tasks in accordance to job requirement	1. Participate in workplace communication	TP_LPWM-JPS-NG-1
			2. Identify own role and responsibility within team	TP_LPWM-JPS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Working in a team environment</li> <li>• Career professionalism</li> </ul>	excellent skills in performing tasks		3. Recognize one's work as a team member	TP_LPWM-JPS-NG-3
<b>PERFORMING OCCUPATIONAL SAFETY AND HEALTH (POS)</b>				
<ul style="list-style-type: none"> <li>• Occupational health and safety</li> <li>• Infection control policies and procedures</li> <li>• Responding effectively to difficult/challenging behavior</li> <li>• Applying basic first aid techniques</li> <li>• Maintaining high standard of patient/client services</li> </ul>	Demonstrates understanding of the underlying concepts in performing occupational safety and health	Performs occupational safety and health in the workplace	1. Recognize the infection control policies and procedures	TP_LPWM-POS-NG-1
			2. Respond effectively to difficult/challenging behavior	TP_LPWM-POS-NG-2
			3. Apply basic first aid techniques	TP_LPWM-POS-NG-3
			4. Demonstrate proper standard of patient/client services	TP_LPWM-POS-NG-4
<b>UNDERSTANDING THE HILOT (WELLNESS MASSAGE) PROGRAM (HWP)</b>				
<ul style="list-style-type: none"> <li>• Clients' vital information</li> <li>• Hilot (Wellness Massage) Program</li> <li>• Hilot (Wellness Massage) Techniques</li> <li>• Hilot (Wellness Massage) Services and Products                             <ul style="list-style-type: none"> <li>○ Use of coconut-based oils</li> </ul> </li> </ul>	Demonstrates understanding of the dynamics and components of the wellness massage program.	Performs client consultation and pre-work in preparing wellness program	1. Identify vital information of the client	TP_LPWM-HWP-NG-1
			2. Explain hilot (wellness massage) program	TP_LPWM-HWP-NG-2
			3. Identify hilot (wellness massage) techniques	TP_LPWM-HWP-NG-3
			4. Explain wellness massage services and products - Use of coconut-based oils	TP_LPWM-HWP-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>○ Treatments (Herbal, oils and essentials, mineral and water)</li> <li>● Pre-wellness massage and post-wellness massage services and products</li> <li>● Hilot Wellness Program                             <ul style="list-style-type: none"> <li>○ Wellness massage programs variations</li> </ul> </li> <li>● Client's need assessment                             <ul style="list-style-type: none"> <li>○ Products, Services</li> <li>○ Contra-indications</li> </ul> </li> <li>● Client's records and documents preparation</li> <li>● Customer service and relation to clients</li> <li>● Workplace policies and procedures</li> </ul>			- Treatments (Herbal, oils and essentials, mineral and water)	
			5. Identify pre-wellness massage and post-wellness massage services and products	TP_LPWM-HWP-NG-5
			6. Determine client's hilot (wellness massage) program products and services	TP_LPWM-HWP-NG-6
			7. Exhibit skills in dealing with customers' queries, needs and preferences	TP_LPWM-HWP-NG-7
			8. Follow workplace policies and procedures	TP_LPWM-HWP-NG-8
<b>PERFORMING PRE-SERVICES FOR HILOT (WELLNESS MASSAGE) (PSH)</b>				
<ul style="list-style-type: none"> <li>● Essential skills in scheduling clients                             <ul style="list-style-type: none"> <li>○ Communication skills</li> <li>○ Telephone etiquette</li> <li>○ Listening skills</li> <li>○ Non-verbal communication</li> </ul> </li> </ul>	Demonstrates understanding of the delivery of quality and efficient customer service	Perform proper customer service skills and attitudes to clients	1. Identify the essential skills needed in scheduling clients <ul style="list-style-type: none"> <li>- Communication skill</li> <li>- Telephone etiquette</li> <li>- Listening skills</li> <li>- Non-verbal communication</li> </ul>	TP_LPWM-PSH-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Preparation of appointment schedule</li> <li>• Conduct preliminary services to clients                             <ul style="list-style-type: none"> <li>○ interview, vital signs, pulse rate, respiratory rate</li> </ul> </li> <li>• Effective customer service                             <ul style="list-style-type: none"> <li>○ Workplace policies and procedures</li> </ul> </li> <li>• Record keeping                             <ul style="list-style-type: none"> <li>○ Preliminary Service Procedures</li> </ul> </li> <li>• Wellness massage products, services, and programs</li> </ul>			2. Demonstrate the preliminary services to clients	TP_LPWM-PSH-NG-2
			3. Exhibit skills in dealing with customers' queries, needs, and preferences	TP_LPWM-PSH-NG-3
			4. Discuss the wellness massage products, services, and programs to clients	TP_LPWM-PSH-NG-4
			5. Exhibit quality and efficient customer service to develop positive relationship with customers	TP_LPWM-PSH-NG-5
<b>APPLYING WELLNESS MASSAGE TECHNIQUES (WMT)</b>				
<ul style="list-style-type: none"> <li>• Hygiene and infection control practices</li> <li>• Methods of scanning</li> <li>• Wellness massage techniques                             <ul style="list-style-type: none"> <li>– Methods in locating the imbalances in the body</li> <li>– Massage pressure areas</li> </ul> </li> </ul>	Demonstrates understanding of the different wellness massage techniques and their proper application and procedures	Performs various wellness massage techniques based on customer's wellness programs	1. Observe hygiene and infection control practices	TP_LPWM-WMT-NG-1
			2. Identify methods of scanning in wellness massage	TP_LPWM-WMT-NG-2
			3. Differentiate wellness massage techniques <ul style="list-style-type: none"> <li>- Methods in locating the imbalances in the body</li> <li>- Massage pressure areas</li> </ul>	TP_LPWM-WMT-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>– Strokes</li> <li>– long deep stroke (Hagod)</li> <li>– short light stroke (Haplos)</li> <li>– one finger press (Pindot)</li> <li>– two or more finger press (Pisil)</li> <li>– grasping (Piga) – optional</li> <li>• Customized amount of pressure applied</li> <li>• Duration of application of pressure</li> <li>• Direction of massage                             <ul style="list-style-type: none"> <li>– Generally towards the heart</li> <li>– hot part of the body to cold (thermal flow)</li> <li>– towards the lesser lumps</li> </ul> </li> <li>• Pre-massage procedure</li> <li>• Use of hands and fingers as medium based on massage area/body part, duration, frequency,</li> </ul>			Strokes	
			4. Prepare pre-wellness hygiene practices	TP_LPWM-WMT-NG-4
			5. Prepare clients for wellness massage	TP_LPWM-WMT-NG-5
			6. Perform wellness massage technique	TP_LPWM-WMT-NG-6
			7. Perform massage pressure on areas with appropriate duration, directions, and strokes	TP_LPWM-WMT-NG-7
			8. Perform self-assessment for wellness massage session	TP_LPWM-WMT-NG-8
			9. Perform the pre-massage operation using hands and fingers	TP_LPWM-WMT-NG-9
			10. Observe policies and standards of the workplace	TP_LPWM-WMT-NG-10



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
rhythm, and amount of pressure <ul style="list-style-type: none"> <li>• Workplace standard operating procedure</li> <li>• Client responses</li> </ul>				
<b>PERFORMING POST-ADVICE AND POST-SERVICES (PAS)</b>				
<ul style="list-style-type: none"> <li>• Aftercare service                             <ul style="list-style-type: none"> <li>○ Aftercare service, workplace policies, and procedures</li> <li>○ Monitoring clients</li> <li>○ Aftercare products</li> <li>○ Aftercare services</li> <li>○ Rebooking clients</li> </ul> </li> <li>• Wellness massage products                             <ul style="list-style-type: none"> <li>○ Explaining wellness massage products to clients</li> <li>○ Recommending products to clients</li> <li>○ Explaining product benefits</li> </ul> </li> <li>• Other product comparisons</li> </ul>	Demonstrates understanding of the post-advice and post-services provided to clients	Exhibits professionalism and proper post-advice/post-services to clients	1. Identify wellness massage aftercare services	TP_LPWM-PAS-NG-1
			2. Observe aftercare service, workplace policies, and procedures	TP_LPWM-PAS-NG-2
			3. Differentiate the uses and benefits of wellness massage products offered to clients	TP_LPWM-PAS-NG-3
			4. Practice professionalism in recommending products and explaining their benefits to clients.	TP_LPWM-PAS-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPWM-BCH-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	TP
	Area of Specialization	Livelihood Package Wellness Massage	LPWM
Lowercase Letter/s	Domain/Content/Component/Topic	Basic Concept in Wellness Massage	BCH
Uppercase Letter/s <i>*Put hyphen (-) after level</i>	Level	Non-graded	NG
Arabic Number	Learning Outcomes	Discuss the basic concepts of hilot (wellness massage)	1

DOMAIN/COMPONENT	CODE
Basic Concepts in Wellness Massage	BWM
Job Performance and Skills	JPS
Occupational Safety and Health	POS
Wellness Massage Program	WMP
Wellness Massage Techniques	WMT
Post-Advice and Post-Services Techniques	PAS



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: Housekeeping

#### Description:

The household services area covers the basic housekeeping services, workplace communication skills, working in a team environment, occupational health and safety procedures, workplace hygiene procedures, workplace and safety practices, effective customer service, housekeeping services to guests, cleaning and preparing rooms for incoming guests, valet/butler service, laundry linen and guest clothes, cleaning public areas, and facilities and equipment.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>BASIC HOUSEKEEPING SERVICES (BHS)</b>				
<ul style="list-style-type: none"> <li>Basic concepts in housekeeping</li> <li>Career opportunities</li> </ul>	Demonstrates understanding of the basic concepts and principles in housekeeping	Exhibits common and basic competencies in housekeeping	1. Identify common and basic concepts in housekeeping	TP_LPHS-BHS-NG-1
			2. Discuss the relevance of housekeeping services	TP_LPHS-BHS-NG-2
			3. Identify career opportunities in housekeeping	TP_LPHS-BHS-NG-3
<b>WORKPLACE COMMUNICATION (WCN)</b>				
<ul style="list-style-type: none"> <li>Obtaining and conveying workplace information</li> <li>Appropriate medium to transfer information and ideas</li> <li>Workplace procedures for the</li> </ul>	Demonstrates understanding of the basic concepts and principles in workplace communication	Performs communication skills necessary in the workplace	1. Recognize specific and relevant information coming from appropriate sources <ul style="list-style-type: none"> <li>- Team members</li> <li>- Suppliers</li> <li>- Trade personnel</li> <li>- Local government</li> <li>- Industry bodies</li> </ul>	TP_LPHS-WCN-NG-1
			2. Recognize the appropriate medium to transfer information and ideas	TP_LPHS-WCN-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
location and storage of information • Simple conversations on familiar topics with work colleagues • Simple verbal instructions or requests • Routine procedures • Likes, dislikes and preferences • Meeting inputs, purpose and established protocols • Workplace interactions			- Memorandum - Circular - Notice - Information discussion - Follow-up or verbal instructions - Face-to-face communication	
			3. Recognize the workplace procedures for the location and storage of information - Manual filing system - Computer-based filing system	TP_LPHS-WCN-NG-3
			4. Use simple conversations on familiar topics with work colleagues	TP_LPHS-WCN-NG-4
			5. Use/Respond to simple verbal instructions or requests	TP_LPHS-WCN-NG-5
			6. Describe the routine procedures	TP_LPHS-WCN-NG-6
			7. Express likes, dislikes, and preferences	TP_LPHS-WCN-NG-7
			8. Follow meeting inputs consistent with the meeting purpose and established protocols - Observing meeting protocols	TP_LPHS-WCN-NG-8



To authenticate this document, please scan the QR code

DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			<ul style="list-style-type: none"> <li>- Compliance with meeting decisions</li> <li>- Obeying meeting instructions</li> </ul>	
			9. Observe workplace interactions <ul style="list-style-type: none"> <li>- Face-to-face</li> <li>- Telephone</li> <li>- Electronic and two-way radio</li> <li>- Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs, and diagrams</li> </ul>	TP_LPHS-WCN-NG-9
<b>WORKING IN A TEAM ENVIRONMENT (WIE)</b>				
<ul style="list-style-type: none"> <li>• Team role and scope in the workplace</li> <li>• Role and responsibility within a team</li> <li>• Effective and appropriate contributions to complement team activities</li> </ul>	Demonstrates understanding of the basic concepts and principles in working in a team environment	Performs appropriate work in a team environment	1. Describe team role and scope in the workplace	TP_LPHS-WIE-NG-1
			2. Identify own role and responsibility within a team	TP_LPHS-WIE-NG-2
			3. Give effective and appropriate contributions to complement team activities and objectives, based on individual skills and competencies and workplace context <ul style="list-style-type: none"> <li>- Work procedures and practices</li> </ul>	TP_LPHS-WIE-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Protocols in reporting using the standard operating procedures</li> <li>• Customers and colleagues' diverse backgrounds</li> <li>• Good relationship with colleagues</li> </ul>			<ul style="list-style-type: none"> <li>- Conditions of work environments</li> <li>- Legislation and industrial agreements</li> <li>- Standard work practice including the storage, safe handling, and disposal of chemicals</li> <li>- Safety, environmental housekeeping and quality guidelines</li> </ul>	
			4. Observe protocols in reporting using standard operating procedures	TP_LPHS-WIE-NG-4
			5. Recognize the customers and colleagues' diverse backgrounds	TP_LPHS-WIE-NG-5
			6. Exhibit good relationship with colleagues	TP_LPHS-WIE-NG-6
<b>OCCUPATIONAL HEALTH AND SAFETY PROCEDURES (OHS)</b>				
<ul style="list-style-type: none"> <li>• Hazards and risks in the workplace</li> <li>• Basic first-aid procedures</li> </ul>	Demonstrates understanding of the basic concepts and principles in practicing occupational health and safety procedures	Performs appropriate occupational health and safety procedures	1. Identify hazards and risks in the workplace to minimize or eliminate risk to co-workers, workplace, and environment in accordance with organization procedures	TP_LPHS-OHS-NG-1
			2. Exhibit control hazards and risks in the workplace	TP_LPHS-OHS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			3. Perform basic first-aid procedures	TP_LPHS-OHS-NG-3
<b>WORKPLACE HYGIENE PROCEDURES (WHP)</b>				
<ul style="list-style-type: none"> <li>Hygiene risks</li> <li>Hygiene procedures</li> </ul>	Demonstrates understanding of the basic concepts and principles in workplace hygiene procedures	Perform appropriate workplace hygiene procedures	1. Identify and prevent hygiene risks	TP_LPHS-WHP-NG-1
			2. Follow hygiene procedures	TP_LPHS-WHP-NG-2
<b>WORKPLACE AND SAFETY PRACTICES (WSP)</b>				
<ul style="list-style-type: none"> <li>Workplace procedures for health, safety, and security practices</li> <li>Child protection duties</li> <li>Appropriate procedure in dealing with emergency situations</li> <li>Safe personal presentation standards</li> <li>Safe and secure workplace</li> </ul>	Demonstrates understanding of the basic concepts and principles in workplace and safety practices	Performs appropriate workplace and safety practices	1. Follow workplace procedures for health, safety, and security practices	TP_LPHS-WSP-NG-1
			2. Perform child protection duties relevant to the tourism industry	TP_LPHS-WSP-NG-2
			3. Demonstrate appropriate procedure in dealing with emergency situations	TP_LPHS-WSP-NG-3
			4. Practice safe personal presentation standards	TP_LPHS-WSP-NG-4
			5. Practice a safe and secure workplace	TP_LPHS-WSP-NG-5
<b>PROVIDING EFFECTIVE CUSTOMER SERVICE (PEC)</b>				
<ul style="list-style-type: none"> <li>Procedure in greeting the costumer</li> </ul>	Demonstrates understanding of the basic		1. Demonstrate the proper procedure in greeting the costumer	TP_LPHS-PEC-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Verbal and non-verbal communications</li> <li>• Cultural and social differences</li> <li>• Needs of customers</li> <li>• Appropriate rapport with customer</li> <li>• Use of common business tools and technology</li> <li>• Handling complaints/ conflicts</li> </ul>	concepts and principles in providing effective customer services	Exhibits competence in providing effective customer service	2. Practice proper verbal and non-verbal communications in a given situation	TP_LPHS-PEC-NG-2
			3. Demonstrate sensitivity to cultural and social differences	TP_LPHS-PEC-NG-3
			4. Identify needs of customers	TP_LPHS-PEC-NG-4
			5. Exhibit appropriate rapport with customer to enable high quality service delivery	TP_LPHS-PEC-NG-5
			6. Use/Respond queries through the use of common business tools and technology	TP_LPHS-PEC-NG-6
			7. Respond properly to complaints/conflict situations, evaluation, and recommendations	TP_LPHS-PEC-NG-7
			<b>PROVIDING HOUSEKEEPING SERVICES TO GUESTS (PHS)</b>	
<ul style="list-style-type: none"> <li>• Acceptance and recording of housekeeping requests and service delivery</li> <li>• Proper coordination with other departments</li> </ul>	Demonstrates understanding of the basic concepts and principles in providing housekeeping services to guests	Demonstrates proper housekeeping services to guests	1. Demonstrate the proper acceptance and recording of housekeeping requests and service delivery	TP_LPHS-PHS-NG-1
			2. Exhibit proper coordination with other departments 2.1 Other departments are updated on the status of service requests	TP_LPHS-PHS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>CLEANING AND PREPARING ROOMS FOR INCOMING GUESTS (CPR)</b>				
<ul style="list-style-type: none"> <li>• Set up equipment and trolleys</li> <li>• Access rooms for servicing</li> <li>• Make up beds</li> <li>• Clean and clear rooms</li> <li>• Clean and store trolleys and equipment</li> <li>• Cleaning supplies and equipment</li> <li>• Furniture, fixtures, and fittings</li> <li>• Room supplies</li> </ul>	Demonstrates understanding of the basic concepts and principles in cleaning and preparing rooms for incoming guests	Demonstrates proper procedures in cleaning and preparing rooms for incoming guests	1. Demonstrate proper procedure in preparing cleaning supplies and equipment required for servicing rooms	TP_LPHS-CPR-NG-1
			2. Identify the rooms requiring service based on the information supplied to the housekeeping staff	TP_LPHS-CPR-NG-2
			3. Demonstrate proper procedures of fixing and checking of beds	TP_LPHS-CPR-NG-3
			4. Exhibit proper procedures in checking and cleaning all furniture, fixtures, and fittings and hygiene/safety guidelines inside the room	TP_LPHS-CPR-NG-4
			5. Demonstrate proper procedure in replenishing/ replacing room supplies	TP_LPHS-CPR-NG-5
<b>PROVIDING VALET/BUTLER SERVICE (PVS)</b>				
<ul style="list-style-type: none"> <li>• Provide valet services to guests</li> <li>• Display professional standards</li> <li>• Care for guest property</li> </ul>	Demonstrates understanding of the basic concepts and principles in providing valet/butler service	Demonstrates standards in providing valet/butler service	1. Identify the role of valet	TP_LPHS-PVS-NG-1
			2. Recognize the valet services within the limits of responsibility	TP_LPHS-PVS-NG-2
			3. Demonstrate proper valet grooming and communication standards	TP_LPHS-PVS-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
			4. Demonstrate proper care for guest property	TP_LPHS-PVS-NG-4
<b>LAUNDRY LINEN AND GUEST CLOTHES (LLG)</b>				
<ul style="list-style-type: none"> <li>• Collect laundry for laundering functions</li> <li>• Perform laundering functions</li> <li>• Process laundered item</li> <li>• Return laundered item</li> </ul>	Demonstrates understanding of the basic concepts and principles of laundry	Performs proper procedure in laundry	1. Exhibit the proper procedure in collecting laundry for laundering functions	TP_LPHS-LLG-NG-1
			2. Perform laundering functions - cleaning process - laundry equipment - laundering process	TP_LPHS-LLG-NG-2
			3. Perform post cleaning laundry activity	TP_LPHS-LLG-NG-3
<b>CLEANING PUBLIC AREAS, FACILITIES, AND EQUIPMENT (CPA)</b>				
<ul style="list-style-type: none"> <li>• Select and set up equipment and materials</li> <li>• Apply cleaning technique</li> <li>• Clean dry and wet areas</li> <li>• Maintain and store cleaning equipment and chemicals</li> </ul>	Demonstrates understanding of the basic concepts and principles in cleaning public areas, facilities, and equipment	Performs proper procedure in cleaning public areas, facilities, and equipment	1. Show proper selection and set up of equipment and materials	TP_LPHS-CPA-NG-1
			2. Apply cleaning techniques	TP_LPHS-CPA-NG-2
			3. Identify the appropriate barricaded or warning signs to be placed in the work area to reduce risk to colleagues and customers	TP_LPHS-CPA-NG-3
			4. Demonstrate proper cleaning of dry and wet areas	TP_LPHS-CPA-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPHS-BHS-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Housekeeping Services	<b>LPHS</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Housekeeping Services	<b>BHS</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify common and basic concepts in housekeeping	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
BASIC HOUSEKEEPING SERVICES	BHS
WORKPLACE COMMUNICATION	WCN
WORKING IN A TEAM ENVIRONMENT	WIE
OCCUPATIONAL HEALTH AND SAFETY PROCEDURES	OHS
WORKPLACE HYGIENE PROCEDURES	WHP
WORKPLACE AND SAFETY PRACTICES	WSP
PROVIDING EFFECTIVE CUSTOMER SERVICE	PEC
PROVIDING HOUSEKEEPING SERVICES TO GUESTS	PHS
CLEANING AND PREPARING ROOMS FOR INCOMING GUESTS	CPR
PROVIDING VALET/BUTLER SERVICE	PVS
LAUNDRY LINEN AND GUEST CLOTHES	LLG
CLEANING PUBLIC AREAS, FACILITIES, AND EQUIPMENT	CPA



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: GARMENTS

#### Description

The garments area covers the basic concepts in setting up and operating sewing machines, performing basic maintenance, carrying out measurements and calculations, applying quality standards, drafting and cutting patterns for ladies' casual apparel, preparing and cutting materials for ladies' casual apparel, sewing ladies' casual apparel, applying finishing touches on ladies' casual apparel, drafting and cutting patterns for men's casual apparel, preparing and cutting materials for men's casual apparel, sewing men's casual apparel, and applying finishing touches on men's casual apparel.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>SETTING UP AND OPERATING SEWING MACHINES (SSM)</b>				
<ul style="list-style-type: none"> <li>• Types, parts, and functions of sewing machines</li> <li>• Procedures in setting up a sewing machine</li> <li>• Factors to consider in fabric selection</li> <li>• Steps in operating the sewing machine</li> <li>• Steps in operating the treadle machine</li> <li>• Steps in operating the electric sewing machine</li> </ul>	Demonstrates understanding of the concepts in setting up and operating sewing machines	Exhibits appropriate skills and attitudes in setting up and operating sewing machines	1. Identify the types, parts, and functions of sewing machines	TP_LPGM-SSM-NG-1
			2. Demonstrate the proper procedures in setting up, conducting sample run, testing machine output, and re-adjusting the setting of sewing machine	TP_LPGM-SSM-NG-2
			3. Identify the factors to consider in fabric selection	TP_LPGM-SSM-NG-3
			4. Exhibit the proper sewing machine operation - Steps in operating the treadle machine - Steps in operating the electric sewing machine	TP_LPGM-SSM-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Methods of data gathering and standards specifications of record matrix for setting-up of machines</li> <li>• Procedures in filling up record matrix form and report preparation</li> </ul>			5. Demonstrate proper procedures in data gathering and maintaining records of sewing machine reports	TP_LPGM-SSM-NG-5
<b>PERFORMING BASIC MAINTENANCE (PBM)</b>				
<ul style="list-style-type: none"> <li>• Standard sewing machine operations</li> <li>• Common sewing machine problems, causes, and remedies</li> <li>• Procedure in cleaning the sewing machines</li> <li>• Procedure in lubricating the sewing machines</li> <li>• Health and safety procedures in</li> </ul>	Demonstrates understanding of the knowledge in operating sewing machines, classifying, recording, and performing the major and minor maintenance of sewing machines	Exhibits appropriate skills and attitudes in operating sewing machines, classifying, recording, and performing the major and minor maintenance of sewing machines	1. Identify the standard sewing machine operations	TP_LPGM-PBM-NG-1
			2. Recognize the common sewing machine problems, causes, and remedies	TP_LPGM-PBM-NG-2
			3. Exhibit the proper procedures in cleaning and lubricating the sewing machines	TP_LPGM-PBM-NG-3
			4. Exhibit health and safety procedures in sewing machine maintenance	TP_LPGM-PBM-NG-4
			5. Prepare observation report on machine operation	TP_LPGM-PBM-NG-5



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
sewing machine maintenance <ul style="list-style-type: none"> <li>• Observation report on machine operation</li> </ul>				
<b>CARRYING OUT MEASUREMENTS AND CALCULATIONS (COM)</b>				
<ul style="list-style-type: none"> <li>• Two systems of measurement</li> <li>• Measuring devices and their uses</li> <li>• Taking body measurements</li> <li>• Body points and lines</li> <li>• Simple calculation using the four fundamental operations in math</li> <li>• Formulas and conversions</li> <li>• Length and width of material</li> <li>• Estimating quantities of materials (fabric, threads, buttons, etc.)</li> </ul>	Demonstrates understanding of the concepts in measurements and calculations	Exhibits appropriate skills and attitudes in measurements and calculations and in estimation of costs of projects based on job requirements	1. Identify the two systems of measurement	TP_LPGM-COM-NG-1
			2. Recognize the different measuring devices and their uses	TP_LPGM-COM-NG-2
			3. Apply appropriate type of measurement to be used in taking body measurements	TP_LPGM-COM-NG-3
			4. Demonstrate proper procedure in taking body measurements 4.1 Identify the body points and lines	TP_LPGM-COM-NG-4
			5. Performs simple calculations based on the requirements of the clients/customers 5.1 Identify the length and width of the material	TP_LPGM-COM-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Bill of materials</li> </ul>			5.2 Estimate quantities of materials (fabric, threads, buttons, etc.) 5.3 Determine the bill/cost of the materials	
<b>APPLYING QUALITY STANDARDS (AQS)</b>				
<ul style="list-style-type: none"> <li>General standards of a finished apparel</li> <li>Defects/deviations</li> <li>Causes of defects/deviations</li> <li>Preventive action to ensure quality</li> <li>Basic information on the quality performance systematically recorded in accordance with the workplace procedure</li> </ul>	Demonstrates understanding of the concepts in applying quality standards to work operations	Exhibits appropriate skills and attitudes in applying quality standards to work operations	1. Recognize the well finished garment	TP_LPGM-AQS-NG-1
			2. Identify the causes of defects/deviations in a garment	TP_LPGM-AQS-NG-2
			3. Demonstrate the preventive action procedure to ensure a quality finished garment	TP_LPGM-AQS-NG-3
			4. Exhibit the skill in record management to ensure the quality of the garment 4.1 Systematically record basic information on the quality performance in accordance with the workplace procedures 4.2 Maintain records of work quality according to the job requirements	TP_LPGM-AQS-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>DRAFTING AND CUTTING PATTERNS FOR LADIES' CASUAL APPAREL (DCL)</b>				
<ul style="list-style-type: none"> <li>• Kinds of patterns</li> <li>• Garment design for different ladies' apparel</li> <li>• Salient measures to observe in drafting and cutting patterns                             <ul style="list-style-type: none"> <li>○ Selecting fabrics for ladies' casual apparel</li> <li>○ Personal preferences and design</li> <li>○ Rules in taking body measurements</li> <li>○ Procedure in taking body measurements</li> </ul> </li> <li>• Drafting the basic patterns</li> </ul>	Demonstrates understanding of the concepts in drafting and cutting basic or block patterns for ladies' casual apparel	Exhibits appropriate skills and attitudes in drafting and cutting basic or block patterns for ladies' casual apparel	1. Recognize the types of patterns and garment designs for different ladies' apparel	TP_LPGM-DCL-NG-1
			2. Demonstrate the important measures to consider in drafting and cutting patterns for ladies' apparel <ul style="list-style-type: none"> <li>- Selecting fabrics for ladies' casual apparel</li> <li>- Personal preferences and design</li> <li>- Rules in taking body measurements</li> <li>- Procedure in taking body measurements</li> </ul>	TP_LPGM-DCL-NG-2
			3. Demonstrate the proper procedure in drafting basic or blocking patterns using appropriate equipment and client specifications	TP_LPGM-DCL-NG-3
			4. Exhibit skills in manipulating, labelling, and cutting final patterns	TP_LPGM-DCL-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>PREPARING AND CUTTING MATERIALS FOR LADIES' CASUAL APPAREL (PCM)</b>				
<ul style="list-style-type: none"> <li>• Types of fabrics</li> <li>• Common faults found in fabrics</li> <li>• Fabric folds</li> <li>• Pattern layout</li> <li>• Marking tools</li> <li>• How to transfer pattern markings</li> <li>• Types of cutting tools and their uses</li> <li>• Guidelines in cutting out the fabrics</li> </ul>	Demonstrates understanding of the concepts in preparing and cutting materials for casual apparel	Exhibits appropriate skills and attitudes in preparing and cutting materials for casual apparel	1. Identify the types and common faults found in fabrics	TP_LPGM-PCM-NG-1
			2. Exhibit skills in fabric folds, pattern layout, marking, and transferring pattern markings	TP_LPGM-PCM-NG-2
			3. Identify the types and uses of cutting tools	TP_LPGM-PCM-NG-3
			4. Demonstrate the proper procedure of cutting the fabrics according to the desired pattern	TP_LPGM-PCM-NG-4
<b>SEWING LADIES' CASUAL APPAREL (SLC)</b>				
<ul style="list-style-type: none"> <li>• Key points in preparing cut parts of a garment</li> <li>- Pinning a garment together</li> <li>- Pressing techniques</li> <li>• Preparing the sewing machine for operation</li> <li>• Sewing a blouse (unit method of construction)</li> <li>- Seaming and edging</li> </ul>	Demonstrates understanding of the concepts in preparing cut parts of a garment, sewing and assembling garment parts, and altering completed garments	Exhibits appropriate skills and attitudes in preparing cut parts of a garment, sewing and assembling garment parts, and altering completed garments	1. Identify the key points in preparing cut parts of a garment	TP_LPGM-SLC-NG-1
			- Pinning a garment together - Exhibit the pressing techniques	
			2. Demonstrate the proper procedure in sewing and assembling garment parts	TP_LPGM-SLC-NG-2
			2.1 Prepare the sewing machine for operation 2.2 Sew a blouse (unit method of construction)	



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Attaching the collar</li> <li>- Setting in the sleeves</li> <li>- Fastening</li> <li>• Sewing a skirt (unit method of construction)</li> <li>- Attaching the zipper</li> <li>- Attaching the pocket</li> <li>- Attaching the waistband</li> </ul>			<ul style="list-style-type: none"> <li>- Seaming and edging</li> <li>- Attaching the collar</li> <li>- Setting in the sleeves</li> <li>- Fastening</li> </ul> 2.3 Sew a skirt (unit method of construction)	
			3. Perform the process of alteration/ modification to the completed garment	TP_LPGM-SLC-NG-3
<b>APPLYING FINISHING TOUCHES ON LADIES' CASUAL APPAREL (AFT)</b>				
<ul style="list-style-type: none"> <li>• Function of finishing touches</li> <li>• Steps in applying different finishing touches</li> <li>• Applying finishing touches                             <ul style="list-style-type: none"> <li>-trainings and accessories</li> <li>-hemming</li> </ul> </li> <li>• Trimming tools and their uses</li> <li>• Points to remember in hanging finished garments</li> </ul>	Demonstrates understanding of the concepts in applying finishing touches on casual apparel	Exhibits appropriate skills and attitudes in applying finishing touches on casual apparel	1. Identify the function of applying finishing touches on ladies' casual apparel	TP_LPGM-AFT-NG-1
			2. Identify the steps in applying different finishing touches on ladies' casual apparel	TP_LPGM-AFT-NG-2
			3. Apply finishing touches on ladies' casual apparel <ul style="list-style-type: none"> <li>- Trainings and accessories</li> <li>- Hemming</li> </ul>	TP_LPGM-AFT-NG-3
			4. Identify the different trimming tools and their uses	TP_LPGM-AFT-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Procedures in trimming excess threads on a finished garment</li> <li>• Pressing tools and their uses</li> <li>• General pressing techniques</li> <li>• Procedure in pressing a finished garment</li> <li>• Characteristics of a well-pressed garment</li> <li>• Methods of removing stains on a finished garment</li> <li>• Packaging procedures for finished garments</li> <li>• Labeling finished garments</li> </ul>			5. Exhibit the proper procedures in trimming excess threads on a finished garment	TP_LPGM-AFT-NG-5
			6. Identify the different pressing tools and their uses	TP_LPGM-AFT-NG-6
			7. Identify the characteristics of a well-pressed garment	TP_LPGM-AFT-NG-7
			8. Demonstrate the proper procedure and general techniques in pressing a finished garment	TP_LPAC-AFT-NG-8
			9. Apply proper methods of removing stains on a finished garment	TP_LPGM-AFT-NG-9
			10. Demonstrate the proper packaging procedures and labeling of finished garments	TP_LPGM-AFT-NG-10
<b>DRAFTING AND CUTTING PATTERNS FOR MEN'S CASUAL APPAREL (DCM)</b>				
<ul style="list-style-type: none"> <li>• Factors to consider in</li> </ul>	Demonstrates understanding of the concepts in drafting	Performs appropriate skills and attitudes in drafting and cutting	1. Recognize the different fabric for men apparel	TP_LPGM-DCM-NG-1



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
planning a garment design <ul style="list-style-type: none"> <li>• Fabric selection for men’s apparel</li> <li>• Measuring and shaping tools and their uses</li> <li>• Men’s body points and lines</li> <li>• How to take body measurements for men’s apparel</li> <li>• Pointers to remember in taking body measurements</li> <li>• Men’s standard measurement chart</li> <li>• Basic or block patterns</li> <li>• Manipulating the patterns</li> <li>• Drafting the final patterns                             <ul style="list-style-type: none"> <li>- Pattern symbols</li> <li>- Polo shirt</li> <li>- Long pants</li> </ul> </li> </ul>	and cutting basic or block patterns for men’s casual apparel	basic or block patterns for men’s casual apparel	2. Identify the factors to consider in planning a garment design for men’ casual apparel 2.1 Design and select fabric according to the preference of the client	TP_LPGM-DCM-NG-2
			3. Identify the different measuring and shaping tools and their uses	TP_LPGM-DCM-NG-3
			4. Recognize the men’s standard measurement chart	TP_LPGM-DCM-NG-4
			5. Identify men’s body points and lines	TP_LPGM-DCM-NG-5
			6. Demonstrate the skills in taking body measurements of men	TP_LPGM-DCM-NG-6
			7. Identify the basic or block patterns in drafting men’s apparel	TP_LPGM-DCM-NG-7
			8. Demonstrate the proper procedure in drafting basic or blocking patterns using appropriate equipment and client specifications	TP_LPGM-DCM-NG-8
			9. Exhibit skills in manipulating, labelling, and cutting final patterns	TP_LPGM-DCM-NG-9



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Short pants</li> <li>• Cutting the final patterns</li> </ul>				
<b>PREPARING AND CUTTING MATERIALS FOR MEN'S CASUAL APPAREL (PAM)</b>				
<ul style="list-style-type: none"> <li>• Preparing the materials for cutting</li> <li>• Pressing tips</li> <li>• Kinds of fasteners</li> <li>• Kinds of trimmings</li> <li>• Pattern layout for polo shirts</li> <li>• Fabric folds</li> <li>• Techniques in pinning patterns on fabric</li> <li>• Transferring construction marks</li> <li>• Appropriate cutting tools used in fabrics</li> <li>• Pointers in cutting fabrics</li> </ul>	Demonstrates understanding of the concepts in preparing and cutting materials for men's casual apparel	Exhibits appropriate skills and attitudes in preparing and cutting materials for men's casual apparel	1. Prepare the materials for cutting the men's apparel 1.1 Identify the materials used for cutting fabrics 1.2 Recognize the different pressing tips 1.3 Recognize the different kinds of clothing fasteners 1.4 Recognize the different kinds of trimmings	TP_LPGM-PAM-NG-1
			2. Demonstrate the proper procedures in laying out and marking patterns on a material or fabric 2.1 Exhibit the skill in folding fabrics 2.2 Apply the techniques in pinning patterns on fabric 2.3 Identify the patterns on fabric transferring	TP_LPGM-PAM-NG-2
			3. Demonstrate the proper procedure of cutting the fabrics according to the desired pattern	



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>SEWING MEN'S CASUAL APPAREL (SMC)</b>				
<ul style="list-style-type: none"> <li>• Key points in preparing cut parts of the garment</li> <li>• Pinning a garment together</li> <li>• Pressing techniques</li> <li>• Unit method of clothing construction</li> <li>• Kinds of seam and seam finishes</li> <li>• Preparing parts for sewing</li> <li>• Sewing a polo shirt</li> <li>• Procedure in assembling long pants</li> <li>• Assembling parts of a pair of short pants</li> <li>• Characteristics of a well-fitted polo shirt</li> </ul>	Demonstrates understanding of the concepts in preparing cut parts of the garment, sewing and assembling garment parts, and altering finished garments	Exhibits appropriate skills and attitudes in preparing cut parts of the garment, sewing and assembling garment parts, and altering finished garments	1. Identify the key points in preparing cut parts of the garment 1.1 Demonstrate the skill in pinning a garment together 1.2 Perform the pressing techniques	TP_LPGM-SMC-NG-1
			2. Demonstrate procedures in sewing and assembling garment parts 2.1 Recognize the method of clothing construction 2.1 Identify the seam and seam finishes 2.3 Demonstrate the skill in sewing a polo shirt 2.4 Perform the proper procedure in assembling long pants 2.5 Demonstrate the proper procedure in assembling parts of a pair of short pants	TP_LPGM-SMC-NG-2
			3. Perform the process of alteration/modification to the completed garment 3.1 Identify the characteristics of a well-fitted polo shirt	



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Evaluation of finished clothing</li> <li>Fitting chart for trousers</li> </ul>			3.2 Recognize the fitting chart for trousers	
<b>APPLYING FINISHING TOUCHES ON MEN'S CASUAL APPAREL (FTM)</b>				
<ul style="list-style-type: none"> <li>Finishing touches                             <ul style="list-style-type: none"> <li>Buttonhole</li> <li>Fasteners for men's apparel</li> <li>Hemming stitches</li> </ul> </li> <li>Trimming tools</li> <li>Trimming techniques for men's apparel                             <ul style="list-style-type: none"> <li>Polo</li> <li>Long pants</li> <li>Short pants</li> </ul> </li> <li>Pressing tools and their uses</li> <li>Pressing suggestions for specific fabrics</li> <li>Pressing techniques</li> <li>Labeling of garments</li> </ul>	Demonstrates understanding of the concepts in applying finishing touches such as attaching the needed accessories and accent, trimming excess threads, pressing finished garments, and packaging finished men's casual garments	Exhibits appropriate skills and attitudes in applying finishing touches such as attaching the needed accessories and accent, trimming excess threads, pressing finished garments, and packaging finished men's casual garments	1. Apply finishing touches such as attaching loose threads, missing buttons, and closures on men's apparel	TP_LPGM-FTM-NG-1
			2. Identify the different trimming tools and trimming techniques for men's apparel	TP_LPGM-FTM-NG-2
			3. Exhibit the proper procedures in trimming excess threads on finished a garment	TP_LPGM-FTM-NG-3
			4. Identify the different pressing tools and their uses	TP_LPGM-FTM-NG-4
			5. Identify the characteristics of well-pressed garments	TP_LPGM-FTM-NG-5
			6. Demonstrate the proper procedure and general techniques in pressing finished garments	TP_LPGM-FTM-NG-6
			7. Identify the kinds of packaging materials used for men's apparel	TP_LPGM-FTM-NG-7



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Kinds of packaging materials</li> <li>• Procedures in packaging finished garments</li> </ul>			8. Demonstrate the proper packaging procedures and labeling of finished garments	TP_LPGM-FTM-NG-8



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPGM-SSM-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Garments	<b>LPGM</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Setting Up and Operating Sewing Machines	<b>SSM</b>
		-	
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Competency	Identify the types, parts, and functions of sewing machines	<b>1</b>
		-	

DOMAIN / COMPONENT	CODE
SETTING UP AND OPERATING SEWING MACHINES	SSM
PERFORMING BASIC MAINTENANCE	PBM
CARRYING OUT MEASUREMENTS AND CALCULATIONS	COM
APPLYING QUALITY STANDARDS	AQS
DRAFTING AND CUTTING PATTERNS FOR LADIES' CASUAL APPAREL	DCL
PREPARING AND CUTTING MATERIALS FOR LADIES' CASUAL APPAREL	PCM
SEWING LADIES' CASUAL APPAREL	SCL
APPLYING FINISHING TOUCHES ON LADIES' CASUAL APPAREL	AFT
DRAFTING AND CUTTING PATTERNS FOR MEN'S CASUAL APPAREL	DCM
PREPARING AND CUTTING MATERIALS FOR MEN'S CASUAL APPAREL	PAM
SEWING MEN'S CASUAL APPAREL	SMC
APPLYING FINISHING TOUCHES ON MEN'S CASUAL APPAREL	FTM



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **GARDENING**

### Description

Gardening covers the basic concepts of basic tools, their uses and safety in handling, preparation of tools and simple equipment, preparing land/pots for planting, growing seeds/seed materials, transplanting seedlings, and maintaining the growth of vegetables/flowering plants.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>BASIC CONCEPTS IN GARDENING (BGC)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts in Gardening</li> <li>• Importance of Gardening</li> <li>• Business opportunities in Gardening</li> </ul>	Demonstrates understanding of concepts and underlying theories in gardening	Exhibit basic skills in gardening	1. Identify the concepts of gardening	TC_LPGA-BGC-NG-1
			2. Determine the importance of gardening	TC_LPGA-BGC-NG-2
			3. Identify business opportunities in gardening	TC_LPGA-BGC-NG-3
<b>USING THE BASIC TOOLS, EQUIPMENT AND SAFETY (TUS)</b>				
<ul style="list-style-type: none"> <li>• Basic tools and equipment</li> <li>• Use of basic tools and equipment                             <ul style="list-style-type: none"> <li>a. Digging/ Pulverizing</li> <li>b. Cutting</li> <li>c. Measuring</li> <li>d. Watering</li> <li>e. Harvesting</li> </ul> </li> <li>• Safety practices in using tools</li> </ul>	Demonstrate understanding of basic use of tools and equipment and their uses	Use and maintain safely the basic tools and equipment for gardening	1. Identify basic tools according to requirement/use	TC_LPGA-TES-NG-1
			2. Demonstrate the proper use of basic tools and equipment	TC_LPGA-TES-NG-2
			3. Observe Occupational Safety and Health (OSH) practices in using basic hand tools and equipment	TC_LPGA-TES-NG-3
			4. Clean tools and equipment in accordance with housekeeping procedures	TC_LPGA-TES-NG-4



To authenticate this document, please scan the QR code.



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Proper housekeeping procedure</li> <li>• Hazards</li> <li>• Personal Protective Equipment</li> </ul>			5. Identify hazards in using tools and housekeeping procedures	TC_LPGA-TES-NG-5
			6. Identify different personal protective equipment and its uses	TC_LPGA-TES-NG-6
			7. Use personal protective equipment properly	TC_LPGA-TES-NG-7
			8. Follow emergency procedures	TC_LPGA-TES-NG-8
<b>PREPARING LAND/POTS FOR PLANTING (PLP)</b>				
<ul style="list-style-type: none"> <li>• Importance of land preparation and tillage</li> <li>• Land preparation procedures</li> <li>• Seedbed/seed plot preparation</li> <li>• Operation of basic farm equipment</li> </ul>	Demonstrate understanding of the underlying concept on how to prepare land/pots for planting	Prepare land/pots for independent planting	1. Identify the importance of land preparation and tillage	TC_LPGA-PLP-NG-1
			2. Identify procedures in operating basic farm equipment	TC_LPGA-PLP-NG-2
			3. Identify safety precautions in land preparation and tillage	TC_LPGA-PLP-NG-3
			4. Demonstrate proper procedures in land preparation and tillage	TC_LPGA-PLP-NG-4
			5. Clean and harrow the area to be used in planting	TC_LPGA-PLP-NG-5
			6. Follow procedures in land preparation and tillage	TC_LPGA-PLP-NG-6
			7. Observe safety precautions in performing the tasks	TC_LPGA-PLP-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>GROWING SEEDS/CUTTINGS (GSC)</b>				
<ul style="list-style-type: none"> <li>• Characteristics of good quality seeds</li> <li>• Types of Seeds</li> <li>• Composition of a good growing media</li> <li>• Proper mixing of growing media using ratio and proportion</li> <li>• Sowing Seeds                             <ul style="list-style-type: none"> <li>- Importance of seed sowing</li> <li>- Proper seed growing techniques</li> <li>- Stages and seed germination</li> <li>- Amount depth of sowing seed</li> </ul> </li> </ul>	Demonstrates understanding of the underlying principles on how to grow seed materials	Grow seeds and seed materials in accordance with nursery operation	1. Identify the different types of seeds	TC_LPGA-GSC-NG-1
			2. Select good quality seeds	TC_LPGA-GSC-NG-2
			3. Test seed germination using - ragdoll - seed box	TC_LPGA-GSC-NG-3
			4. Identify the different composition of good growing media	TC_LPGA-GSC-NG-4
			5. Identify and mix components and proportion of different growing media	TC_LPGA-GSC-NG-5
			6. Identify the importance of seed sowing	TC_LPGA-GSC-NG-6
			7. Identify the stages of seed germination	TC_LPGA-GSC-NG-7
			8. Prepare seeds with correct ratio and proportion	TC_LPGA-GSC-NG-8
<b>APPLYING FERTILIZER (AFR)</b>				
<ul style="list-style-type: none"> <li>• Fertilizer                             <ul style="list-style-type: none"> <li>- Importance of fertilizer application</li> <li>- Types of fertilizer</li> <li>- Sources of fertilizer</li> </ul> </li> </ul>	Demonstrates understanding of the underlying concept on how to generate fertilizer	Exhibit proper fertilizer application based on standard specification	1. Identify the importance of fertilizers	TC_LPGA-AFR-NG-1
			2. Identify the types of fertilizer	TC_LPGA-AFR-NG-2
			3. Identify the sources of fertilizer	TC_LPGA-AFR-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Methods of fertilizer application</li> <li>- Time and frequency of fertilizer application</li> <li>- Fertilizer computation</li> <li>- Fertilizer management</li> <li>- Safety precaution</li> <li>- Personal Protective Equipment</li> </ul>			4. Identify the different methods of fertilizer application	TC_LPGA-AFR-NG-4
			5. Identify the safety precautions in preparing and applying fertilizer	TC_LPGA-AFR-NG-5
			6. Identify the personal protective equipment to be used in preparing and applying fertilizer	TC_LPGA-AFR-NG-6
			7. Identify the procedures in fertilizer application (time, frequency, computation) based on method	TC_LPGA-AFR-NG-7
			8. Prepare fertilizer according to proper procedures	TC_LPGA-AFR-NG-8
			9. Apply fertilizer to land/pot	TC_LPGA-AFR-NG-9
<b>MULCHING (MUL)</b>				
<ul style="list-style-type: none"> <li>• Mulching                             <ul style="list-style-type: none"> <li>- Importance of mulching</li> <li>- Characteristics of mulches</li> </ul> </li> </ul>	Demonstrates understanding of how to do mulching	Exhibit proper mulching of soil based on standard procedure	1. Identify the concept of mulching	TC_LPGA-MUL-NG-1
			2. Identify the characteristics of mulches	TC_LPGA-MUL-NG-2
			3. Identify the materials used in mulching	TC_LPGA-MUL-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Kinds of mulching materials (Polyethelene plastic film, rice straw, cut grasses)</li> <li>- Procedure in applying mulch</li> </ul>			4. Identify the steps in applying mulch	TC_LPGA-MUL-NG-4
			5. Prepare and apply mulch on the surface of the soil	TC_LPGA-MUL-NG-5
<b>TRANSPLANTING SEEDS (TSS)</b>				
<ul style="list-style-type: none"> <li>• Transplanting                             <ul style="list-style-type: none"> <li>- Distance and depth of planting</li> <li>- Procedures and recommendation on transplanting</li> <li>- Shading</li> </ul> </li> <li>• Watering</li> </ul>	Demonstrates understanding of how to transplant seedlings	Exhibit proper transplanting of seedlings	1. Identify the concept of transplanting	TC_LPGA-TSS-NG-1
			2. Identify the importance of transplanting	TC_LPGA-TSS-NG-2
			3. Identify the distance and depth of transplanting	TC_LPGA-TSS-NG-3
			4. Identify the proper procedures in transplanting	TC_LPGA-TSS-NG-4
			5. Demonstrate transplanting of seedlings	TC_LPGA-TSS-NG-5
<b>MAINTAINING GROWTH OF VEGETABLES AND FLOWER PLANTS (MVF)</b>				
<ul style="list-style-type: none"> <li>• Soil Cultivation                             <ul style="list-style-type: none"> <li>- Importance of soil cultivation</li> <li>- Appropriate tools and methods to be used in soil cultivation</li> </ul> </li> </ul>	Demonstrates understanding of how to grow and maintain vegetables and flower plants	Exhibit proper care in cultivating vegetables and flower plants	1. Identify the importance of soil cultivation	TC_LPGA-MVF-NG-1
			2. Identify the different types of soil cultivation	TC_LPGA-MVF-NG-2
			3. Identify the appropriate tools and methods used in soil cultivation	TC_LPGA-MVF-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Safety precautions in using farm tools and equipment</li> <li>- Types of soil cultivation</li> <li>- Methods of irrigation</li> <li>- Methods, time and kinds of fertilizer application</li> <li>• Pest control and prevention                             <ul style="list-style-type: none"> <li>- Importance of control and prevention measures</li> <li>- Methods of preventing and controlling pests and diseases</li> <li>- Applying pest control formula</li> </ul> </li> </ul>			4. Identify the safety precautions in soil cultivation	TC_LPGA-MVF-NG-4
			5. Identify the importance of irrigation	TC_LPGA-MVF-NG-5
			6. Apply fertilizer to cultivated soil	TC_LPGA-MVF-NG-6
			7. Identify the concept of pest control and prevention	TC_LPGA-MVF-NG-7
			8. Identify the importance of control and prevention measures for pests	TC_LPGA-MVF-NG-8
			9. Identify the different methods in preventing and controlling pests and diseases	TC_LPGA-MVF-NG-9
			10. Apply pest control formula to plants	TC_LPGA-MVF-NG-10
<b>HARVESTING AND PACKAGING (HAP)</b>				
<ul style="list-style-type: none"> <li>• Harvesting                             <ul style="list-style-type: none"> <li>- Tools in harvesting</li> <li>- Safety measures in using harvesting tools</li> </ul> </li> <li>• Harvesting time                             <ul style="list-style-type: none"> <li>- Maturity indices</li> </ul> </li> </ul>	Demonstrates understanding of packaging and harvesting	Exhibit proper harvesting and packaging procedures	1. Identify the concept of harvesting	TC_LPGA-HAP-NG-1
			2. Identify the tools used in harvesting	TC_LPGA-HAP-NG-2
			3. Identify the safety measures in using harvesting tools	TC_LPGA-HAP-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Method of harvesting</li> <li>- Technique in harvesting</li> <li>• Packaging harvested vegetables/flower plants                             <ul style="list-style-type: none"> <li>- Appropriate packaging materials</li> <li>- Packaging methods</li> <li>- Materials used in packaging</li> <li>- Sanitary practices in packaging</li> </ul> </li> </ul>			4. Identify the maturity indices used in harvesting crops	TC_LPGA-HAP-NG-4
			5. Identify methods and techniques in harvesting crops	TC_LPGA-HAP-NG-5
			6. Harvest mature vegetables/flower plants based on maturity indices	TC_LPGA-HAP-NG-6
			7. Identify the concept of packaging crops/vegetables	TC_LPGA-HAP-NG-7
			8. Identify the importance of packaging crops/vegetables	TC_LPGA-HAP-NG-8
			9. Identify the different methods in packaging	TC_LPGA-HAP-NG-9
			10. Identify the different materials used in packaging	TC_LPGA-HAP-NG-10
			11. Identify sanitary practices in packaging crops/vegetables	TC_LPGA-HAP-NG-11
			12. Perform packaging of harvested vegetables	TC_LPGA-HAP-NG-12
			13. Demonstrate health practices in packaging of vegetables	TC_LPGA-HAP-NG-13



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

Cutting	a short piece of a plant that is clipped off for propagation purposes; cuttings are typically stuck into a rooting medium (such as potting soil or perlite) and kept in a humid environment, which encourages roots to form at the bottom and new leaves at the top
Digging	a way of breaking up or moving earth with a tool or machine or with hands, paws, snout, etc.
Fertilizer	a substance such as solid animal waste or a chemical mixture spread on the ground in order to make plants grow more successfully
Gardening	a practice of growing and cultivating plants as part of horticulture
Harvesting	an activity of picking and collecting crops from the fields
Hazard	an agent that can cause damage or harm to humans, property or the environment
Irrigation	an artificial application of water to land to assist in the production of crops
Maturity indices	are signs or readiness indication of the commodity for harvest
Mulching	a material spread over the ground to protect the plants and help stop weeds from growing
Pest Control	a way of managing or regulating species defined as pests, achieved through exclusion, repulsion, physical removal or chemical means
Pulverizing	a way of reducing an item/article by crushing, beating or grinding to very small particles
Seedbed	a bed of fine soil in which seedlings are germinated
Seedling	a very young plant that has been grown from a seed
Seed germination	a process by which seeds develop into new plants
Seed plot	a piece of ground in which seeds are sown to produce plants for transplanting
Soil cultivation	a practice which is designed to improve the condition of the soil prior to establishing crops or decorative
Sowing	an act of scattering seeds on land so that they may grow
Tillage	an agricultural preparation of land for growing crops
Transplanting	a technique of moving one plant to another



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### CODE BOOK LEGEND SAMPLE TP\_LPGA-BCG-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Gardening	<b>LPGA</b>
1Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concept in Gardening	<b>BCG</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify basic concept in gardening	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
Basic Concept in Gardening	BCG
Basic Tools, Uses and Safety	TES
Preparing Land/ Pots for Planting	PLP
Growing seeds/cuttings	GSC
Fertilizer and Fertilizer Application	FFA
Mulching	MUL
Transplanting seeds	TSS
Maintaining Growth of Vegetables and flower plants	MFV
Harvesting and Packaging	HAP



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: FURNITURE MAKING (FINISHING)

#### Description

This area covers the basic concepts in furniture making, basic tools and materials, mensuration and calculation, interpreting technical drawings and plans, occupational health and safety, maintaining tools and equipment, using hand tools, operating cutting machines and sanding machines, performing basic preventive maintenance for machines and tools, applying quality standards, preparing surface for final coating, and applying surface coating.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>BASIC CONCEPTS IN FURNITURE MAKING (BCF)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts in furniture making (finishing)</li> <li>• Significance of furniture making and finishing</li> <li>• Career opportunities</li> </ul>	Demonstrates understanding of the basic concepts in furniture making (finishing)	Recognize the basic competencies in furniture making (finishing)	1. Identify the basic concepts in furniture making (finishing)	TP_LPFM-BCF-NG-1
			2. Recognize the relevance of furniture making	TP_LPFM-BCF-NG-2
			3. Identify the career opportunities in furniture making (finishing)	TP_LPFM-BCF-NG-3
<b>PREPARING BASIC TOOLS AND MATERIALS (PTM)</b>				
<ul style="list-style-type: none"> <li>• Types and uses of materials and tools</li> </ul>	Demonstrates understanding of the basic concepts and procedure in preparing materials and tools used in furniture making	Performs proper procedure in preparing materials and tools in furniture making	1. Identify the types, classifications, and uses of the materials and tools used in furniture making	TP_LPFM-PTM-NG-1
			2. Recognize the types of wood	TP_LPFM-PTM-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			3. Identify the defects of wood	TP_LPFM-PTM-NG-3
			4. Prepare tools and materials used in furniture making	TP_LPFM-PTM-NG-4
<b>PERFORMING MENSURATION AND CALCULATION (PMC)</b>				
<ul style="list-style-type: none"> <li>• Measuring instruments/tools</li> <li>• Proper handling of measuring instruments</li> </ul>	Demonstrates understanding of the concepts and underlying principles in performing measurement and calculation	Performs measurement and calculation based on a given task	1. Identify the different measuring instruments/ measuring tools to be used in furniture making and finishing	TP_LPFM-PMC-NG-1
			2. Exhibit the proper procedure in handling measuring instruments used in furniture making and finishing	TP_LPFM-PMC-NG-2
			3. Select appropriate measuring instruments 3.1 Identify object or component to be measured 3.2 Select appropriate measuring instruments to be used for specific tasks 3.3 Identify alternative measuring tools without	TP_LPFM-PMC-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			sacrificing the cost and quality of work	
<b>INTERPRETING TECHNICAL DRAWINGS AND PLANS (ITD)</b>				
<ul style="list-style-type: none"> <li>• Drawing symbols, signs, data, abbreviations</li> <li>• Orthographic views</li> <li>• Basic technical drawing</li> <li>• Technical plans and schematic diagrams</li> </ul>	Demonstrates understanding of the basic concepts in reading and interpreting technical drawings and plans	Interpret simple technical plans, signs, and symbols based on the given plan	1. Identify lines, drawing symbols, signs, data, and abbreviations	TP_LPFM-ITD-NG-1
			2. Recognize the different orthographic views/ dimensions used in the plan	TP_LPFM-ITD-NG-2
			3. Recognize the basic technical drawings, technical plans and schematic diagram used in furniture making	TP_LPFM-ITD-NG-3
			4. Recognize components, assemblies, or objects as required in the furniture making and finishing	TP_LPFM-ITD-NG-4
<b>PRACTICING OCCUPATIONAL HEALTH AND SAFETY (POH)</b>				
<ul style="list-style-type: none"> <li>• Types of workplace hazards</li> <li>• General ergonomic principles</li> <li>• Safe handling of equipment</li> <li>• First aid/remedial procedures</li> </ul>	Demonstrates understanding of the basic concepts and underlying principles in practicing occupational health and safety in the workplace	Practice occupational health and safety in the workplace	1. Recognize the types of hazards and ergonomic guidelines found in the workplace	TP_LPFM-POH-NG-1
			2. Identify the hazardous materials and equipment	TP_LPFM-POH-NG-2
			3. Identify the hazard warnings and safety signs	TP_LPFM-POH-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			4. Apply safe handling of materials in the workplace	TP_LPFM-POH-NG-4
			5. Apply first aid/remedial procedures needed in the workplace	TP_LPFM-POH-NG-5
<b>MAINTAINING TOOLS AND EQUIPMENT (MTE)</b>				
<ul style="list-style-type: none"> <li>• Non-functional tools and equipment</li> <li>• Safe and unsafe conditions of tools</li> <li>• Types and uses of lubricants</li> <li>• Good housekeeping</li> <li>• Tools inventory</li> <li>• Proper storing of tools and equipment</li> </ul>	Demonstrates understanding of the preventive maintenance and storing of tools and equipment	Performs preventive maintenance and storing of tools and equipment	1. Recognize the non-functional tools and equipment	TP_LPFM-MTE-NG-1
			2. Identify the safe and unsafe conditions of tools	TP_LPFM-MTE-NG-2
			3. Identify the types and uses of lubricants	TP_LPFM-MTE-NG-3
			4. Perform proper procedure of basic preventive maintenance	TP_LPFM-MTE-NG-4
			5. Demonstrate proper tools inventory in the workplace	TP_LPFM-MTE-NG-5
			6. Demonstrate proper procedure in storing of tools and equipment	TP_LPFM-MTE-NG-6
<b>USING HAND TOOLS (UHT)</b>				
<ul style="list-style-type: none"> <li>• Hand tools in furniture and cabinet making</li> </ul>	Demonstrates understanding of the	Performs safe use and handling of hand tools	1. Identify the hand tools used in furniture making and finishing	TP_LPFM-UHT-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Types and uses of hand power/portable tools</li> <li>• Safety procedures in using hand tools</li> </ul>	safe use and handling of hand tools		2. Recognize the types and uses of hand power/ portable tools	TP_LPFM-UHT-NG-2
			3. Apply safety procedures in using hand tools in the workplace	TP_LPFM-UHT-NG-3
<b>OPERATING CUTTING MACHINES (OCM)</b>				
<ul style="list-style-type: none"> <li>• Different types of cutting machines</li> <li>• Kinds of personal protective equipment in operating cutting machines</li> <li>• Importance of personal protective equipment</li> <li>• Machine setting and operating procedure</li> <li>• Steps in machine operations</li> <li>• Machine parameters</li> <li>• Kinds/types of abnormalities in operating cutting machines</li> <li>• Safe cutting procedure</li> <li>• Criteria for checking equal cut</li> </ul>	Demonstrates understanding of the basic concepts and procedure in operating cutting machines	Performs proper procedure in operating cutting machines	1. Recognize the different cutting machines	TP_LPFM-OCM-NG-1
			2. Recognize the kinds and the importance of personal protective equipment in operating the cutting machine	TP_LPFM-OCM-NG-2
			3. Demonstrate the proper procedure in setting and operating the cutting machine	TP_LPFM-OCM-NG-3
			4. Recognize the cutting machine parameters	TP_LPFM-OCM-NG-4
			5. Identify the kinds/types of abnormalities in operating the cutting machine	TP_LPFM-OCM-NG-5
			6. Demonstrate the proper procedure of cutting	TP_LPFM-OCM-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Kinds of defective cut</li> </ul>			7. Apply safe cutting procedure in the workplace	TP_LPFM-OCM-NG-7
			8. Identify the criteria for checking equal cut of wood	TP_LPFM-OCM-NG-8
			9. Identify the kinds of defective cut	TP_LPFM-OCM-NG-9
<b>OPERATING SANDING MACHINES (OSM)</b>				
<ul style="list-style-type: none"> <li>Kinds of personal protective equipment in sanding</li> <li>Materials and consumables in sanding</li> <li>Standard sanding techniques and procedures</li> <li>Safety procedures</li> <li>Perform sanding operations</li> </ul>	Demonstrates understanding of the basic concepts and procedure in operating sanding machines	Performs proper procedure in operating sanding machines	1. Apply proper personal protective equipment in sanding	TP_LPFM-OSM-NG-1
			2. Identify the materials and consumables in sanding	TP_LPFM-OSM-NG-2
			3. Demonstrate the standard sanding techniques and procedures	TP_LPFM-OSM-NG-3
			4. Demonstrate the safety procedure in sanding operations	TP_LPFM-OSM-NG-4
			5. Perform sanding operations	TP_LPFM-OSM-NG-5
<b>PERFORMING BASIC PREVENTIVE MAINTENANCE FOR MACHINES AND TOOLS (PBP)</b>				
<ul style="list-style-type: none"> <li>Types of machines and power tools</li> </ul>	Demonstrates understanding of the	Performs proper procedure in basic	1. Identify the types of machines and power tools	TP_LPFM-PBP-NG-1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Minor defects in machines and power tools</li> <li>• Major defects in machines and power tools</li> <li>• General safety practices</li> <li>• Information on preventive maintenance</li> <li>• Steps in performing preventive maintenance</li> <li>• Preparing preventive maintenance report</li> </ul>	basic preventive maintenance for machines and tools	preventive maintenance for machines and tools	2. Recognize the major and minor defects in machines and power tools	TP_LPFM-PBP-NG-2
			3. Apply general safety practices in performing preventive practices for machine and tools	TP_LPFM-PBP-NG-3
			4. Demonstrate the steps in performing preventive maintenance	TP_LPFM-PBP-NG-4
			5. Prepare preventive maintenance report	TP_LPFM-PBP-NG-5
<b>APPLYING QUALITY STANDARDS (AQS)</b>				
<ul style="list-style-type: none"> <li>• Production processes</li> <li>• Checking of materials and quality of components, completed works</li> <li>• Types of materials and components defects</li> <li>• Types and uses of materials and components</li> <li>• Production processes</li> <li>• Process improvement procedures</li> </ul>	Demonstrates understanding of the basic concepts in applying quality standards	Performs proper procedure in applying quality standards	1. Recognize the production process	TP_LPFM-AQS-NG-1
			2. Perform the standard procedure in checking materials and quality of components, completed works	TP_LPFM-AQS-NG-2
			3. Demonstrate the proper procedure in checking materials, quality of components, and completed works	TP_LPFM-AQS-NG-3
			4. Apply the proper production process	TP_LPFM-AQS-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			5. Demonstrate the process improvement procedure	TP_LPFM-AQS-NG-5
<b>PREPARING SURFACE FOR FINAL COATING (PSF)</b>				
Surface preparation materials, tools and equipment, types and uses Surface finishing procedures: - Sanding - Sealing and base coating - Staining and sealing - Filling and sealing - Filling and staining - Filling and special finish - Procedures in stacking furniture/items with finished surfaces	Demonstrates understanding of the basic concepts and procedure in preparing surface for final coating	Perform proper procedure in preparing surface for final coating	1. Identify the materials, tools, and equipment to be used for final coating	TP_LPFM-PSF-NG-1
			2. Demonstrate the proper procedure in surface finishing 2.1 Sealing and base coating 2.2 Staining and sealing 2.3 Filling and sealing 2.4 Filling and staining 2.5 Filling and special finish 2.6 Procedures in stacking furniture/items with finished surfaces	TP_LPFM-PSF-NG-2
<b>APPLYING SURFACE COATING (ASC)</b>				
<ul style="list-style-type: none"> <li>• Coating materials, tools, and equipment- types and uses</li> <li>• Procedures and techniques in applying surface coating</li> </ul>	Demonstrates understanding of the basic concepts and procedure in applying surface coating	Performs proper procedure in applying surface coating	1. Identify the types and uses of coating	TP_LPFM-ASC-NG-1
			2. Recognize the coating materials, tools, and equipment	TP_LPFM-ASC-NG-2
			3. Demonstrate the proper procedure and techniques in applying surface coating	TP_LPFM-ASC-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPFM-BCF-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Furniture Making and Finishing	<b>LPFM</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concepts in furniture making (finishing)	<b>BCF</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify the basic concepts in furniture making (finishing)	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
BASIC CONCEPTS IN FURNITURE MAKING	BCF
PREPARING BASIC TOOLS AND MATERIALS	PTM
PERFORMING MENSURATION AND CALCULATION	PMC
INTERPRETING TECHNICAL DRAWINGS AND PLANS	ITD
PRACTICING OCCUPATIONAL HEALTH AND SAFETY	POH
MAINTAINING TOOLS AND EQUIPMENT	MTE
USING HAND TOOLS	UHT
OPERATING CUTTING MACHINES	OCM
OPERATING SANDING MACHINES	OSM
PERFORMING BASIC PREVENTIVE MAINTENANCE FOR MACHINES AND TOOLS	PBP
APPLYING QUALITY STANDARDS	AQS
PREPARING SURFACE FOR FINAL COATING	PSF
APPLYING SURFACE COATING	ASC



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **AQUARIUM FISHERY**

### Description

Aquarium Fishery (pet fish) covers the basic concepts of basic tools, their uses and safety in handling, preparation of tools and simple equipment, changing water of Aquarium tanks, cleaning aquarium tanks and feeds, and feeding of fishes.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>BASIC CONCEPT IN AQUARIUM FISHING (PET FISH) (CAF)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts of Aquarium Fishery (pet fish)</li> <li>• Importance of Aquarium Fishery (pet fish)</li> <li>• Career opportunities in Aquarium Fishery (pet fish)</li> </ul>	Demonstrates understanding of concepts of Aquarium Fishery (pet fish)	Exhibit interest in Aquarium Fishery (pet fish)	1. Identify concepts in Aquarium Fishery (pet fish)	TC_LPAF-CAF-NG-1
			2. Determine the importance of Aquarium Fishery (pet fish)	TC_LPAF-CAF-NG-2
			3. Identify career opportunities in Aquarium Fishery (pet fish)	TC_LPAF-CAF-NG-3
<b>SELECTING AQUARIUM FISHES (SAF)</b>				
<ul style="list-style-type: none"> <li>• Types/Kinds of Aquarium Fishes</li> <li>• Environment of Aquarium Fishes                             <ul style="list-style-type: none"> <li>- Freshwater</li> <li>- Saltwater (Marine)</li> </ul> </li> <li>• Different approaches to Fishkeeping                             <ul style="list-style-type: none"> <li>- Community Aquarium</li> <li>- Aggressive Aquarium</li> <li>- Single-Pet Aquarium</li> </ul> </li> <li>• Appropriate setup for</li> </ul>	Demonstrate understanding of the selection of aquarium fishes based on preferences	Select the desired aquarium fishes based on the appropriate habitat	1. Identify the different types of aquarium fishes (Freshwater/Saltwater)	TC_LPAF-SAF-NG-1
			2. Differentiate Freshwater Fishes from Saltwater/Marine Fishes	TC_LPAF-SAF-NG-2
			3. Identify the aquarium habitats suited for Freshwater and Saltwater/Marine Fish	TC_LPAF-SAF-NG-3
			4. Identify the different	TC_LPAF-SAF-NG-4



To authenticate this document, please scan the QR code

DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
aquarium fishes			approaches in fishkeeping	
			5. Differentiate the approaches in fishkeeping	TC_LPAF-SAF-NG-4
			6. Identify the appropriate setup for aquarium fishes according to approaches: <ul style="list-style-type: none"> <li>- Community Aquarium</li> <li>- Aggressive Aquarium</li> <li>- Single-Pet Aquarium</li> </ul>	TC_LPAF-SAF-NG-5
			7. Select the aquarium fishes based on the desired approach in fishkeeping	TC_LPAF-SAF-NG-6
<b>USING BASIC TOOLS, EQUIPMENT AND SAFETY (TUS)</b>				
<ul style="list-style-type: none"> <li>• Basic tools and equipment</li> <li>• Uses of basic tools and equipment</li> <li>• Safety practices in using tools and equipment</li> <li>• Proper housekeeping procedure</li> <li>• Hazards</li> <li>• Personal Protective Equipment</li> </ul>	Demonstrate understanding of basic concepts of tools and equipment, their uses, and safety procedures when handling tools and equipment	Follow safety procedures in using and maintaining basic tools and equipment for aquarium fishery	9. Identify appropriate basic tools according to requirement/use	TC_LPAF-TUF-NG-1
			10. Use appropriate basic tools and equipment according to job requirement	TC_LPAF-TUF-NG-2
			11. Observe safety practices in using basic hand tools and equipment	TC_LPAF-TUF-NG-3
			12. Clean tools and equipment in accordance with housekeeping procedures	TC_LPAF-TUF-NG-4
			13. Identify hazards in using	TC_LPAF-TUF-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			tools and housekeeping procedures	
			14. Identify different personal protective equipment and their uses	TC_LPAF-TUF-NG-6
			15. Use personal protective equipment properly	TC_LPAF-TUF-NG-7
			16. Follow emergency procedures	TC_LPAF-TUF-NG-8
<b>FEEDING OF FISHES (FFF)</b>				
<ul style="list-style-type: none"> <li>• Proper feeding of fishes                             <ul style="list-style-type: none"> <li>- Importance of proper feeding of fishes</li> <li>- Proper storage of feeds</li> <li>- Time and frequency of feeding</li> <li>- Daily feed ration</li> <li>- Effect of underfeeding and overfeeding</li> </ul> </li> </ul>	Demonstrate understanding of the underlying principles in fish feeding	Perform proper selection, storage and feeding of fishes in fish tanks independently	1. Identify the importance of feeding fishes properly	TC_LPAF-FFF-NG-1
			2. Identify proper storage of feeds	TC_LPAF-FFF-NG-2
			3. Identify the effects of time and frequency of feeding of fishes	TC_LPAF-FFF-NG-3
			4. Identify the daily ration of feeds for fishes	TC_LPAF-FFF-NG-4
			5. Determine the results of underfeeding and overfeeding on fishes	TC_LPAF-FFF-NG-5
			6. Prepare and feed fishes properly	TC_LPAF-FFF-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
<b>DESIGNING/LANDSCAPING FISH TANK (FTD)</b>				
<ul style="list-style-type: none"> <li>• Designing/ Landscaping fish tank                             <ul style="list-style-type: none"> <li>- Tools and equipment</li> <li>- Materials in designing/ landscaping of aquarium</li> <li>- Procedures in landscaping/ designing</li> <li>- Safety precautions</li> <li>- PPE</li> </ul> </li> </ul>	Demonstrate understanding of the underlying concept in designing/ landscaping of fish tanks	Perform fish tank designing/ landscaping independently	1. Identify different landscape/designs for fish tank	TC_LPAF-FTD-NG-1
			2. Identify tools and equipment to be used in designing/ landscaping fish tank	TC_LPAF-FTD-NG-2
			3. Identify decorative materials (plants, stones, sand and ornaments, pebbles) to be used in aquarium designing	TC_LPAF-FTD-NG-3
			4. Prepare a layout of fish tanks with chosen decorative materials	TC_LPAF-FTD-NG-4
			5. Identify safety procedures in designing fish tanks	TC_LPAF-FTD-NG-5
			6. Use personal protective equipment in designing fish tanks	TC_LPAF-FTD-NG-6
			7. Design a fish tank based on the prepared layout	TC_LPAF-FTD-NG-7



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>CLEANING FISH TANK (CFT)</b>				
<ul style="list-style-type: none"> <li>• Sanitizing fish tank                             <ul style="list-style-type: none"> <li>- Materials used in cleaning fish tanks</li> <li>- Safety precautions in cleaning fish tanks</li> <li>- Procedures in cleaning fish tanks</li> <li>- Disinfectants in fish tanks</li> <li>- PPE</li> </ul> </li> <li>• Sanitizing fish tank devices                             <ul style="list-style-type: none"> <li>- Aerators</li> <li>- Water Filters</li> </ul> </li> </ul>	Demonstrate understanding of the underlying principles of cleaning fish tanks	Perform proper cleaning of fish tanks	1. Identify materials used in cleaning fish tanks	TC_LPAF-CFT-NG-1
			2. Identify safety precautions in cleaning fish tanks	TC_LPAF-CFT-NG-2
			3. Identify the procedures in cleaning fish tanks	TC_LPAF-CFT-NG-3
			4. Identify the use of disinfectants in cleaning fish tanks	TC_LPAF-CFT-NG-4
			5. Use personal protective equipment properly in cleaning fish tanks	TC_LPAF-CFT-NG-5
			6. Perform proper cleaning of fish tanks	TC_LPAF-CFT-NG-6
			7. Identify procedures in cleaning fish tank devices (aerators, water filters)	TC_LPAF-CFT-NG-7
			8. Clean fish tank devices properly	TC_LPAF-CFT-NG-8



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>CHANGING WATER OF TANK (CWT)</b>				
<ul style="list-style-type: none"> <li>• Water in fish tanks                             <ul style="list-style-type: none"> <li>- Sources of water</li> <li>- Quantity</li> <li>- Quality</li> <li>- Drainage</li> <li>- Methods of changing water</li> </ul> </li> <li>• Types of water</li> <li>• Water exchange</li> </ul>	Demonstrate understanding of the underlying principles of changing water in fish tanks	Perform proper changing of water in fish tanks	1. Identify sources of water	TC_LPAF-CWT-NG-1
			2. Determine the appropriate quantity and quality of water to be used in fish tanks	TC_LPAF-CWT-NG-2
			3. Identify steps in changing water in fish tanks	TC_LPAF-CWT-NG-3
			4. Identify proper use of drainage in fish tanks	TC_LPAF-CWT-NG-4
			5. Identify different methods of water exchange	TC_LPAF-CWT-NG-5
			6. Identify procedures in water exchange	TC_LPAF-CWT-NG-6
			7. Perform water exchange in fish tanks	TC_LPAF-CWT-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

Drainage	the natural or artificial removal of surface and sub-surface water from an area; (2) the action or a method of draining
Freshwater	is naturally occurring water on the Earth's surface in ice sheets, ice caps, glaciers, icebergs, bogs, ponds, lakes, rivers and streams, and underground as groundwater in aquifer sand underground streams; it is generally characterized by having low concentrations of dissolved salts and other total dissolved solids
Frames	to conceive or design; to build by putting together the structural parts of; construct
Species	is one of the basic units of biological classification and a taxonomic rank; a species is often defined as a group organisms capable of interbreeding and producing fertile offspring; a group of animals or plants that are similar and can produce young animals or plants; a group of related animals or plants that is smaller than a genus



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

# K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

## Code Book Legend

### Sample TP\_LPAF-CAF-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Agri-Fishery	<b>LPAF</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concept in Aquarium Fishing	<b>CAF</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify concepts in aquarium fishing	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
Basic Concept in Aquarium Fishing (Pet Fish)	CAF
Basic Tools Its Uses and Safety	TUS
Changing water of tank	CWT
Cleaning fish tank	CFT
Feeds and Feeding of fishes	FFF
Fish tank designing/landscaping	FTD



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: ANIMAL CARE

#### DESCRIPTION

This area is designed to enhance the knowledge, skills, and attitudes required in caring and managing poultry and swine animals.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>BASIC CONCEPTS IN ANIMAL PRODUCTION (BAP)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts in animal production</li> <li>• Importance of animal production</li> <li>• Business opportunities for animal production</li> </ul>	Demonstrate understanding of the basic concepts in animal production	Exhibit basic concepts in animal production	1. Identify concepts in animal production	TP_LPAC-BAP-NG-1
			2. Determine the importance of animal production	TP_LPAC-BAP-NG-2
			3. Identify business opportunities for animal production	TP_LPAC-BAP-NG-3
<b>APPLYING SAFETY MEASURES IN FARM OPERATIONS(ASM)</b>				
<ul style="list-style-type: none"> <li>• Work tasks in the farm operations</li> <li>• Places for application of safety measures in the farm</li> <li>• Appropriate time for employing safety measures in the farm</li> <li>• Preparation of appropriate tools,</li> </ul>	Demonstrate understanding of the basic concepts in applying safety measures in farm operations	Perform basic procedures in applying safety measures in farm operations	1. Recognize the responsibilities and related tasks in farm operations	TP_LPAC-ASM-NG-1
			2. Determine the appropriate place and time in employing safety measures in the farm	TP_LPAC-ASM-NG-2
			3. Identify the appropriate tools, materials, and outfits in the workplace	TP_LPAC-ASM-NG-3
			4. Identify the farm works that use chemicals and hazardous tools and equipment	TP_LPAC-ASM-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<p>materials, and outfits</p> <ul style="list-style-type: none"> <li>• Farm works that involve the use of chemicals and hazardous tools and equipment</li> <li>• Basic first aid</li> <li>• Farm emergency procedures regarding safety of working environment</li> <li>• Procedure in cleaning and storing tools and outfits</li> <li>• Technique in storing materials and chemicals</li> <li>• Government requirement regarding farm waste disposal</li> <li>• Waste management system</li> </ul>			5. Apply basic first aid when needed	TP_LPAC-ASM-NG-5
			6. Demonstrate farm emergency procedures regarding safety of working environment	TP_LPAC-ASM-NG-6
			7. Perform proper procedure in cleaning and storing tools and outfits	TP_LPAC-ASM-NG-7
			8. Perform proper procedure in storing materials and chemicals	TP_LPAC-ASM-NG-8
			9. Recognize the government requirement regarding farm waste disposal	TP_LPAC-ASM-NG-9
			10. Demonstrate proper waste management system	TP_LPAC-ASM-NG-10



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>USING FARM TOOLS AND EQUIPMENT (FTE)</b>				
<ul style="list-style-type: none"> <li>• Farm equipment</li> <li>- Motorized equipment</li> <li>- Electrical equipment</li> <li>• Farm tools</li> <li>- Power tools</li> <li>- Handheld tools</li> <li>• Parts and functions of farm tools and equipment</li> <li>• Safety practices during operations of farm equipment</li> <li>• Preventive maintenance</li> <li>• Safety measures and practices</li> </ul>	Demonstrate understanding of the basic concepts in applying safety measures in farm operations	Perform basic procedures in applying safety measures in farm operations	1. Identify the types, parts, and functions of farm equipment - Motorized equipment - Electrical equipment	TP_LPAC-FTE-NG-1
			2. Identify the types, parts, and functions of farm tools - Power tools - Handheld tools	TP_LPAC-FTE-NG-2
			3. Recognize the safety practices in operating farm equipment	TP_LPAC-FTE-NG-3
			4. Apply preventive maintenance of farm tools and equipment	TP_LPAC-FTE-NG-4
<b>PERFORMING BASIC WORKPLACE CALCULATIONS (BWC)</b>				
<ul style="list-style-type: none"> <li>• Problem solving procedures</li> <li>• Basic mathematical operations</li> </ul>	Demonstrate understanding of the basic workplace calculations	Perform basic workplace calculations	1. Exhibit proper estimation of quantities of materials and resources required to complete a workplace task	TP_LPAC-BWC-NG-1
			2. Recognize the estimated time needed to complete a task	TP_LPAC-BWC-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			3. Recognize the basic calculations needed to complete a task	TP_LPAC-BWC-NG-3
			4. Exhibit proper calculation needed to complete a task	TP_LPAC-BWC-NG-4
<b>CARE MANAGEMENT FOR POULTRY FARMING (CMP)</b>				
<ul style="list-style-type: none"> <li>• Types of poultry farming</li> <li>• Factors to consider in raising backyard poultry</li> <li>• Factors to consider in selecting the site for raising backyard poultry</li> <li>• Poultry house</li> <li>• Kinds of feeds</li> <li>• Functions of feeds</li> <li>• Methods of feed preparation</li> <li>• Feeding management and practices</li> </ul>	Demonstrates understanding of the basic concepts in managing and caring for poultry farming	Perform care management for poultry farming	1. Identify the types of poultry farming	TP_LPAC-CMP-NG-1
			2. Recognize the factors to consider in raising backyard poultry	TP_LPAC-CMP-NG-2
			3. Recognize the factors to consider in selecting the site for raising backyard poultry	TP_LPAC-CMP-NG-3
			4. Select poultry house appropriately	TP_LPAC-CMP-NG-4
			5. Identify the different kinds of feeds	TP_LPAC-CMP-NG-5
			6. Recognize the functions of feeds	TP_LPAC-CMP-NG-6
			7. Identify the methods of feed preparation and the systems of feeding	TP_LPAC-CMP-NG-7
			8. Demonstrate appropriate feeding management and practices	TP_LPAC-CMP-NG-8



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Different poultry parasites and diseases</li> <li>• Prevention and control of poultry parasites and diseases</li> <li>• Medication programs for poultry</li> <li>• Materials used in harvesting eggs</li> <li>• Classification of eggs</li> <li>• Handling and storing of eggs</li> </ul>			9. Identify the different poultry parasites and diseases	TP_LPAC-CMP-NG-9
			10. Exhibit proper prevention and control of poultry parasites and diseases	TP_LPAC-CMP-NG-10
			11. Identify the materials used in harvesting eggs	TP_LPAC-CMP-NG-11
			12. Identify the different types of eggs	TP_LPAC-CMP-NG-12
			13. Demonstrate proper handling and storing of eggs	TP_LPAC-CMP-NG-13
<b>CARE MANAGEMENT FOR SWINE (CMS)</b>				
<p>Factors to consider in selecting a site for a swine project</p> <p>Essential nutrients that the animal needs for optimum health</p>	<p>Demonstrates understanding of the proper managing and caring for swine</p>	<p>Perform proper managing and caring for swine</p>	1. Discuss the factors to consider in selecting a site for a swine project	TP_LPAC-CMS-NG-1
			2. Identify the essential nutrients that the animal needs for optimum health	TP_LPAC-CMS-NG-2
			3. Determine the functions of essential nutrients in swine animals	TP_LPAC-CMS-NG-3
			4. Classify the feed additives	TP_LPAC-CMS-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			5. Identify the methods in feed preparations	TP_LPAC-CMS-NG-5
			6. Demonstrate the different feeding systems - Feeding dry sows - Feeding pregnant sows - Feeding lactating sows - Feeding growing finishing pigs - Feeding breeding pigs - Feeding piglets	TP_LPAC-CMS-NG-6
			8. Recognize the common swine diseases, their signs/symptoms, and parasite infestations	TP_LPAC-CMS-NG-7
			9. Perform proper caring of swine - Feeding/Providing water - Securing leftovers - Disposing of spoiled food	TP_LPAC-CMS-NG-8



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPAC-BAP-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Animal Care	<b>LPAC</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concepts in Animal Production	<b>BAP</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify concepts in animal production	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
Basic Concepts in Animal Production	BAP
Applying Safety Measures in Farm Operations	ASM
Using Farm Tools and Equipment	FTE
Performing Basic Workplace Calculations	BWC
Care Management for Poultry Farming	CMP
Care Management for Service	CMS



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: BEAUTY CARE

#### Description:

The **Beauty Care** area covers the basic/fundamental skills and concepts in Beauty Care which include the following: 1.) Health, Safety, and Security in the Workplace, 2.) Customer Services and Relations to Clients, 3.) Basic Tools and Equipment, 4.) Spa Treatment 5.) Nail Care Services 6.) Basic Hair Care, and 7.) Hairstyling.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<b>HEALTH, SAFETY, AND SECURITY IN THE WORKPLACE (HSS)</b>				
<ul style="list-style-type: none"> <li>Safe and effective procedures in work environment</li> </ul>	Demonstrates understanding of the maintenance of a safe, clean, and efficient work environment	Performs the procedures in maintaining a safe, clean, and efficient work environment	1. Identify hygiene procedures and risks in maintaining the work environment	TP_LPBC-HSS-NG-1
			2. Identify procedures in preparing and maintaining a work area	TP_LPBC-HSS-NG-2
			3. Follow hygiene procedures to prevent risks	TP_LPBC-HSS-NG-3
			4. Prepare and maintain the work area	TP_LPBC-HSS-NG-4
			5. Provide a relaxing and caring environment to clients	TP_LPBC-HSS-NG-5
			6. Observe a safe, clean, and efficient work environment	TP_LPBC-HSS-NG-6
<b>CUSTOMER SERVICES AND RELATIONS TO CLIENTS (CRS)</b>				
<ul style="list-style-type: none"> <li>Technical knowledge of the                             <ul style="list-style-type: none"> <li>Salon products</li> <li>Salon services</li> </ul> </li> <li>Intrapersonal skills                             <ul style="list-style-type: none"> <li>Self-confidence</li> <li>Self-discipline</li> </ul> </li> </ul>	Demonstrates understanding of quality, efficient, and effective customer services and relations	Performs effective customer service skills and attitudes in dealing with salon clients	1. Familiarize themselves with the different salon products	TP_LPBC-CRS-NG-1
			2. Discuss the essential skills to develop effective customer service and relations <ul style="list-style-type: none"> <li>Intrapersonal</li> <li>Interpersonal</li> </ul>	TP_LPBC-CRS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>- Self-management</li> <li>• Interpersonal skills                             <ul style="list-style-type: none"> <li>- Effective communication skills</li> <li>- Listening</li> <li>- Self-control, positive attitude, assertiveness, and respect</li> <li>- Conflict resolution, empathy</li> <li>- Depersonalization</li> <li>- Taking responsibility</li> <li>- Sense of humor</li> </ul> </li> <li>• Professionalism                             <ul style="list-style-type: none"> <li>- Time management</li> <li>- Organizational skills</li> <li>- Following salon policies/protocols</li> </ul> </li> </ul>			- Professionalism	
			3. Exhibit skills in dealing with clients' queries, needs, and preferences <ul style="list-style-type: none"> <li>3.1 Assessing clients' needs</li> <li>3.2 Answering queries</li> <li>3.3 Preparing clients</li> </ul>	TP_LPBC-CRS-NG-3
			4. Provide quality and efficient customer services to develop positive relationship with customers	TP_LPBC-CRS-NG-4
			5. Exude professionalism in accordance with the salon's policies/protocols	TP_LPBC-CRS-NG-5
<b>BASIC TOOLS, EQUIPMENT, AND THEIR USES (BTE)</b>				
<ul style="list-style-type: none"> <li>• Basic tools and equipment for beauty care</li> <li>• Use of basic tools and equipment</li> </ul>	Demonstrates understanding of the basic tools and equipment in	Executes proper use of basic beauty care tools and equipment	1. Identify tools and equipment used in providing beauty care services as per job requirement	TP_LPBC-BTE-NG-1
			2. Demonstrate proper use of beauty care tools and equipment	TP_LPBC-BTE-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Maintenance of basic tools and equipment</li> <li>• Storing of tools and equipment and disposal of waste</li> <li>• Occupational health and safety</li> </ul>	beauty care services		3. Identify procedures in maintaining tools, equipment, and stock	TP_LPBC-BTE-NG-3
			4. Explain the procedures in storing tools and equipment and proper disposal of waste	TP_LPBC-BTE-NG-4
			5. Clean and store tools, equipment, supplies, and materials after use in accordance with salon procedures	TP_LPBC-BTE-NG-5
			6. Dispose waste materials properly	TP_LPBC-BTE-NG-6
			7. Check and maintain tools, equipment, and stock	TP_LPBC-BTE-NG-7
<b>BASIC SPA TREATMENT (BST)</b>				
<ul style="list-style-type: none"> <li>• Benefits of spa treatments</li> <li>• Types of spa treatment                             <ul style="list-style-type: none"> <li>– Hand spa</li> <li>– Foot spa</li> <li>– Body treatments</li> </ul> </li> <li>• Basic spa treatment procedures</li> <li>• Pre and post spa treatments and activities</li> </ul>	Demonstrates understanding of the different procedures in performing basic spa treatments to clients	Performs basic spa treatments and services to clients independently	1. Identify the benefits of spa treatments to the body	TP_LPBC-BST-NG-1
			2. Identify the procedures in performing spa treatments to clients including pre and post treatments and activities	TP_LPBC-BST-NG-2
			3. Perform pre spa treatments and activities	TP_LPBC-BST-NG-3
			4. Demonstrate spa treatments to client <ul style="list-style-type: none"> <li>– Hand spa</li> <li>– Foot spa</li> <li>– Body treatments</li> </ul>	TP_LPBC-BST-NG-4
			5. Perform post spa treatment and activities	TP_LPBC-BST-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>
			6. Use tools and equipment properly in performing pre and post basic spa treatments and activities	TP_LPBC-BST-NG-6
			7. Observe health and safety procedures in basic spa treatment	TP_LPBC-BST-NG-7
<b>NAIL CARE SERVICES (NCS)</b>				
<ul style="list-style-type: none"> <li>• Benefits of nail care services</li> <li>• Types of nail care services                             <ul style="list-style-type: none"> <li>– Manicuring</li> <li>– Pedicuring</li> </ul> </li> <li>• Procedures for basic nail care services</li> <li>• Pre and post nail care services and activities</li> </ul>	Demonstrates understanding of the different procedures in nail care services	Performs basic nail care services to clients independently	1. Identify the benefits of nail care services	TP_LPBC-NCS-NG-1
			2. Identify the procedures in performing nail care services to clients including pre and post nail care activities	TP_LPBC-NCS-NG-2
			3. Perform pre-nail care services and activities	TP_LPBC-NCS-NG-3
			4. Demonstrate nail care services to clients <ul style="list-style-type: none"> <li>– Manicuring</li> <li>– Pedicuring</li> </ul>	TP_LPBC-NCS-NG-4
			5. Perform post nail care services and activities	TP_LPBC-NCS-NG-5
			6. Use tools and equipment properly in performing pre and post nail care services and activities	TP_LPBC-NCS-NG-6
			7. Observe health and safety procedures in basic spa treatment	TP_LPBC-NCS-NG-7
<b>BASIC HAIR CARE SERVICES (BHC)</b>				
<ul style="list-style-type: none"> <li>• Benefits of hair care</li> </ul>			1. Identify the benefits of hair care services	TP_LPBC-BHC-NG-1



To authenticate this document, please scan the QR code

DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Types of basic hair care services                             <ul style="list-style-type: none"> <li>– Draping</li> <li>– Shampooing</li> <li>– Blow drying</li> </ul> </li> <li>• Basic hair care procedures</li> <li>• Pre and post hair care activities</li> </ul>	Demonstrates understanding of the basic hair care activities performed to clients	Performs basic hair care activities to clients independently	2. Identify the different procedures in basic hair care services and pre and post hair care activities	TP_LPBC-BHC-NG-2
			3. Demonstrate pre-hair care services and activities	TP_LPBC-BHC-NG-3
			4. Perform basic hair care services <ul style="list-style-type: none"> <li>– Draping</li> <li>– Shampooing</li> <li>– Blow drying</li> </ul>	TP_LPBC-BHC-NG-4
			5. Perform hair care services and activities	TP_LPBC-BHC-NG-5
			6. Use tools and equipment properly in performing pre and post hair care services and activities	TP_LPBC-BHC-NG-6
			7. Observe health and safety procedures in basic spa treatment	TP_LPBC-BHC-NG-7
			<b>HAIR STYLING (HST)</b>	
<ul style="list-style-type: none"> <li>• Benefits of having hairstyling skills</li> <li>• Fundamental principles of hairstyling                             <ul style="list-style-type: none"> <li>– Body shape and height</li> <li>– Facial shape</li> <li>– Head shape</li> <li>– Hair texture, length, and density</li> <li>– Hair growth</li> </ul> </li> </ul>	Demonstrates understanding of basic hair styling services to clients	Performs basic hair styling services to clients independently	1. Identify the benefits of obtaining hairstyling skills	TP_LPBC-HST-NG-1
			2. Recognize the fundamental principles of hairstyling	TP_LPBC-HST-NG-2
			3. Identify the different techniques in basic hair parting, blocking, and sectioning	TP_LPBC-HST-NG-3
			4. Perform the steps in basic hair parting, blocking, and sectioning	TP_LPBC-HST-NG-4
			5. Differentiate the various methods of hairstyling	TP_LPBC-HST-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Basic hair parting, blocking, and sectioning techniques</li> <li>• Methods of hair styling                             <ul style="list-style-type: none"> <li>– Non-thermal</li> <li>– Shapers</li> <li>– Thermal styling (electric gadgets)</li> </ul> </li> <li>• Kinds of hairstyle                             <ul style="list-style-type: none"> <li>– Casual</li> <li>– Formal</li> <li>– Creative</li> </ul> </li> <li>• Special effects in hairstyling</li> <li>• Hairstyling services</li> </ul>			6. Perform the various methods of hairstyling <ul style="list-style-type: none"> <li>– Non-thermal</li> <li>– Shapers</li> <li>– Thermal styling (electric gadgets)</li> </ul>	TP_LPBC-HST-NG-6
			7. Perform hairstyling using special effects in hairstyling	TP_LPBC-HST-NG-7
			8. Identify the kinds of hairstyle	TP_LPBC-HST-NG-8
			9. Perform various hairstyling techniques to client <ul style="list-style-type: none"> <li>– Casual</li> <li>– Formal</li> <li>– Creative</li> </ul>	TP_LPBC-HST-NG-9
			10. Provide hairstyling services to clients	TP_LPBC-HST-NG-10
			11. Use tools and equipment properly in performing pre and post basic spa treatments and activities	TP_LPBC-HST-NG-11
			12. Observe health and safety procedures in basic spa treatment	TP_LPBC-HST-NG-12



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### GLOSSARY

- Beauty Care Services - These are services related to maintaining one's good looks and hygiene performed to clients by trained beauty care service providers. These services may vary from hair and makeup, facial care, hand/foot and nail care, body/skin care, etc.
- Blow Drying - This is a type of beauty care service that dries and styles hair using a handheld dryer.
- Body Massage - This is a type of beauty care service that provides treatment of body stress or pain through manipulation of soft tissues in the body using various massage techniques.
- Body Scrub - This is a type of beauty care service that leaves the skin exfoliated and hydrated using any type of formulated/homemade products.
- Clients - This is defined as a person/organization that purchases products/services to seller/business.
- Customer Relations - This is the way a business interacts with customers, clientele, and patrons.
- Customer Service - This is the process of ensuring satisfactory products/services to clients.
- Detangle - This is the act of removing tangles from hair using fingers or hair brush/comb.
- Draping - This is the act of covering/wrapping the client's body with cloth.
- Foot Spa - This is a type of beauty care service that cleanses, smoothens, exfoliates, and moisturizes feet using numerous materials and equipment.
- Hair Drying - This is the act of drying one's hair using a handheld dryer and/or towel/dry cloth.
- Hand Spa - This is the act of removing callouses and dead skin cells for replenishing, restoring, and rejuvenating naturally tired hands.
- Hairstyling - This refers to the act of styling hair using various techniques.
- Interpersonal Skills - These are skills used everyday to interact and communicate with other people; may it be individually or in groups.
- Intrapersonal Skills - These are internal skills, perceptions, and attitudes that occur within a person's own mind.
- Manicuring - This is a treatment for the hands that involves skin softening and making the nails look better by cutting, trimming, smoothing, and/or painting them.

Pedicuring



To authenticate this document,  
please scan the QR code

DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

- Professionalism
  - This is a treatment for the feet that involves the removal of dry skin, nail trimming, cutting, smoothing, painting, and skin softening.
- Rinse
  - This refers to the conduct, aims, qualities, and character exhibited by a trained and skilled individual/group in a workplace.
- Salon
  - This is the act of cleaning and/or removing soap, detergent, dirt, and impurities using clean water.
- Salon Products
  - This is an establishment that offers a variety of beauty care services for men and women done by skilled/trained beauticians
  - These are several products offered by salons for beauty care service providers to be used, traded, and purchased (by customers).
- Salon Services
  - These are services related to skin, hair, nail, and facial care offered by salons.
- Sanitize
  - This is the act of cleaning any equipment and/or tools used in any beauty care services.
- Shampooing
  - This is the act of washing/cleaning the hair using shampoo.



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend

#### Sample: TP\_LPBC-HSS-NG-12

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP_LPHE</b>
	Area	Livelihood Package Beauty Care	<b>LPBC</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Health, Safety and Security in the Workplace	<b>HSS</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Basic Concept in Hairdressing	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
Health, Safety and Security in the Workplace	HSS
Customer Services and Relations to Clients	CRS
Basic Tools, Equipment and its Uses	BTE
Basic Spa Treatment	BST
Nail Care Services	NCS
Basic Hair Care Services	BHC
Hairstyling	HST



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **BREAD AND PASTRY PRODUCTION**

### Description

The bread and pastry area covers the basic concepts in bread and pastry production, use of baking tools and equipment, cleaning and maintaining baking tools and equipment, storing/stacking /sorting/stabilizing /sustaining tools and equipment, health and safety measures and procedures on equipment, tools, and working areas, basic mensuration and calculation, preparation and production of bakery products, preparation and production of pastry products, demonstration and presentation of pastry products, storage of pastry products, preparation and presentation of gateaux, tortes, and cakes, preparation and use of fillings, cake decorations, cake presentations, cake storage, preparation and display of petits fours, preparation of fresh petits fours, preparation of marzipan petits fours, preparation of caramelized petits fours, display of petits fours, petits fours storage, desserts presentation, planning, preparation, and presentation of dessert buffet selection or plating, and storage and packaging of desserts.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>BASIC CONCEPTS IN BREAD AND PASTRY PRODUCTION (BCB)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts in bread and pastry production</li> <li>• Career opportunities</li> </ul>	Demonstrates understanding of the basic concepts in bread and pastry production	Recognize the basic competencies in bread and pastry production according to their individual capability	1. Identify the basic core concepts in bread and pastry	TP_LPBP-BCB-NG-1
			2. Identify career opportunities in bread and pastry production	TP_LPBP-BCB-NG-2
<b>USE OF BAKING TOOLS AND EQUIPMENT (EBT)</b>				
<ul style="list-style-type: none"> <li>• Baking tools and equipment</li> <li>• Types of baking tools and equipment</li> <li>• Classification of tools and equipment</li> </ul>	Demonstrates understanding of the use of baking tools and equipment	Performs the proper use of baking tools and equipment	1. Recognize the tools, equipment, and paraphernalia used in baking	TP_LPBP-EBT-NG-1
			2. Classify the different tools and equipment used in baking - Ovens - Other baking equipment	TP_LPBP-EBT-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Functions and use of baking tools and equipment</li> <li>• Appropriate use of baking tools and equipment</li> </ul>			<ul style="list-style-type: none"> <li>- Preparatory tools</li> <li>- Measuring tools</li> <li>- Mixing tools</li> <li>- Cutting tools</li> <li>- Baking pans</li> </ul>	
			3. Recognize the uses and functions of the different baking tools and equipment	TP_LPBP-EBT-NG-3
			4. Demonstrate the proper use of baking tools and equipment	TP_LPBP-EBT-NG-4
<b>CLEANING AND MAINTAINING BAKING TOOLS AND EQUIPMENT (CMB)</b>				
<ul style="list-style-type: none"> <li>• Basic types of chemicals for cleaning and sanitizing baking tools and equipment</li> <li>• Steps in cleaning and sanitizing baking tools and equipment</li> <li>• Procedures and instructions in cleaning baking premises (floor and storage areas)</li> </ul>	Demonstrates understanding of the proper maintenance of baking tools and equipment	Exhibits proper maintenance of baking tools and equipment	1. Identify the basic types of chemicals for cleaning and sanitizing baking tools and equipment	TP_LPBP-CMB-NG-1
			2. Classify the basic types of chemicals for cleaning and sanitizing baking tools and equipment according to their use	TP_LPBP-CMB-NG-2
			3. Identify the chemicals to be utilized in cleaning and sanitizing baking tools and equipment	TP_LPBP-CMB-NG-3
			4. Demonstrate the steps and procedures in cleaning and	TP_LPBP-CMB-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
			sanitizing baking tools and equipment	
			5. Observe precautionary measures in the use of chemicals for cleaning and sanitizing baking tools and equipment	TP_LPBP-CMB-NG-5
			6. Demonstrate proper procedures and instructions in cleaning baking premises (floor and storage areas)	TP_LPBP-CMB-NG-6
<b>STORING/STACKING /SORTING/STABILIZING /SUSTAINING TOOLS AND EQUIPMENT (STE)</b>				
<ul style="list-style-type: none"> <li>• 5 Pillars of House Keeping</li> </ul>	Demonstrates understanding of the proper storing/stacking tools and equipment	Performs proper storing/stacking tools and equipment	1. Identify the right and appropriate place for storage or stacking of tools and equipment	TP_LPBP-STE-NG-1
			2. Store or stack cleaned equipment and utensils safely in the designated place	TP_LPBP-STE-NG-2
<b>HEALTH AND SAFETY MEASURES AND PROCEDURES ON EQUIPMENT, TOOLS, AND WORKING AREAS (HSM)</b>				
<ul style="list-style-type: none"> <li>• Types of hazard/risk in the workplace                             <ul style="list-style-type: none"> <li>- Physical</li> <li>- Biological</li> <li>- Chemical</li> <li>- Fire</li> </ul> </li> </ul>	Demonstrates understanding of the practice of proper health and safety measures in the workplace	Practices occupational health and safety in the workplace	1. Identify the types of hazards and risks in the workplace	TP_LPBP-HSM-NG-1
			2. Demonstrate proper procedure for controlling hazards/risks	TP_LPBP-HSM-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Possible hazards and risks in performing work</li> <li>• Concepts of working health and safety procedures</li> </ul>				
<b>BASIC MENSURATION AND CALCULATION (BMC)</b>				
<ul style="list-style-type: none"> <li>• Types of measuring tools and their uses</li> <li>• Measuring techniques of ingredients</li> <li>- Dry ingredients</li> <li>- Liquid ingredients                             <ul style="list-style-type: none"> <li>• Measurement abbreviations</li> </ul> </li> </ul>	Demonstrates understanding of basic mensuration and calculation in baking	Performs basic mensuration and calculation in baking cookery	1. Identify the types of measuring tools used in baking	TP_LPBP-BMC-NG-1
			2. Recognize the abbreviations and equivalents of measurements	TP_LPBP-BMC-NG-2
			3. Identify the functions and uses of the different measuring tools	TP_LPBP-BMC-NG-3
			4. Measures ingredients using appropriate measuring tools <ul style="list-style-type: none"> <li>- Dry ingredients</li> <li>- Liquid ingredients</li> </ul>	TP_LPBP-BMC-NG-4
<b>PREPARATION AND PRODUCTION OF BAKERY PRODUCTS (PPB)</b>				
<ul style="list-style-type: none"> <li>• Types of bakery products</li> <li>• Baking ingredients and their substitutes</li> <li>• Accurate measurement of ingredients</li> <li>• Mixing procedures/formulation/</li> </ul>	Demonstrates understanding of the basic concepts and theories in bread and pastry production	Performs proper procedures in preparing and producing bakery products	1. Recognize the types of bakery products	TP_LPBP-PPB-NG-1
			2. Use the proper ingredients and their substitutes according to the recipe given	TP_LPBP-PPB-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<p>recipes, and desired characteristics of various bakery products</p> <ul style="list-style-type: none"> <li>• Baking techniques, appropriate conditions, and enterprise requirements and standards</li> <li>• Temperature ranges in baking pastry products</li> </ul> <p><b>Suggested projects:</b></p> <ol style="list-style-type: none"> <li>1.1. Dinner roll</li> <li>1.2. Pan de sal</li> <li>1.3. Cinnamon roll</li> <li>1.4. Ensaymada</li> <li>1.5. Pan de coco</li> </ol>			3. Demonstrate proper and accurate measurement of ingredients	TP_LPBP-PPB-NG-3
			4. Demonstrate proper mixing procedures/formulation/recipes, and desired product characteristics of various bakery products	TP_LPBP-PPB-NG-4
			5. Demonstrate proper baking techniques and observe appropriate conditions, temperature ranges, and enterprise requirements and standards in bakery products	TP_LPBP-PPB-NG-5
<b>PREPARATION AND PRODUCTION OF PASTRY PRODUCTS (PPP)</b>				
<ul style="list-style-type: none"> <li>• Culinary and technical terms related to pastry products</li> <li>• Types of pastry products</li> <li>• Baking techniques, appropriate conditions, and enterprise requirements and standards</li> <li>• Ratio of ingredients required to produce a balance formula</li> <li>• Correct proportion control, yields, weights, and sizes for</li> </ul>	Demonstrates understanding of the basic concept in preparing and producing pastry products	Performs proper procedures in preparing and producing pastry products	1. Discuss the culinary and technical terms related to pastry products	TP_LPBP-PPP-NG-1
			2. Recognize the types of pastry products	TP_LPBP-PPP-NG-2
			3. Demonstrate proper baking techniques and observe appropriate conditions and enterprise requirements and standards	TP_LPBP-PPP-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
profitability <ul style="list-style-type: none"> <li>• Mixing procedures/formulation/recipes and desired characteristics of various pastry products</li> <li>• Temperature ranges in baking pastry products</li> <li>• <b>Suggested projects:</b> <ul style="list-style-type: none"> <li>• Pies                             <ul style="list-style-type: none"> <li>○ Pineapple pie</li> <li>○ Buko pie</li> <li>○ Egg pie</li> </ul> </li> <li>• Pizza</li> <li>• Empanada</li> <li>• Tart</li> <li>• Etc.</li> </ul> </li> </ul>			4. Recognize the correct proportion control, yields, weights, and sizes for profitability	TP_LPBP-PPP-NG-4
			5. Demonstrate proper mixing procedures/formulation/recipe, temperature ranges, and desired characteristics of various pastry products	TP_LPBP-PPP-NG-5
<b>DEMONSTRATION AND PRESENTATION OF PASTRY PRODUCTS (DPP)</b>				
<ul style="list-style-type: none"> <li>• Types and classifications of fillings, coatings/icings, and glazes</li> <li>• Regular and special fillings and coating/icing, glazes and decorations</li> <li>• Decorative techniques and rules for garnishing</li> <li>• Tools and materials in decorating, finishing, and presenting</li> <li>• Standards and procedures</li> </ul>	Demonstrates understanding of the basic concepts in decorating and presenting pastry products	Performs proper procedures in the preparation of various fillings and coatings/icings, glazes, and decorations for pastry products according to standard recipes, enterprise standards, and/or	1. Recognize the types and classifications of fillings, coatings/icings, and glazes	TP_LPBP-DPP-NG-1
			2. Recognize the regular and special fillings and coatings/icings, glazes, and decorations	TP_LPBP-DPP-NG-2
			3. Identify the tools and materials in decorating, finishing, and presenting pastry products	TP_LPBP-DPP-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
in decorating pastry products <ul style="list-style-type: none"> <li>• Standards and procedures in finishing pastry products</li> <li>• Plating and presenting pastry products</li> </ul>		customer preferences	4. Demonstrate the decorative techniques and rules for garnishing	TP_LPBP-DPP-NG-4
			5. Follow standards and procedures in decorating pastry products	TP_LPBP-DPP-NG-5
			6. Follow standards and procedures in finishing pastry products	TP_LPBP-DPP-NG-6
			7. Demonstrate proper plating and presenting pastry products	TP_LPBP-DPP-NG-7
<b>STORAGE OF PASTRY PRODUCTS (SPP)</b>				
<ul style="list-style-type: none"> <li>• Different kinds of packaging materials to be used</li> <li>• Shelf-life of pastry products</li> <li>• Standards and procedures in storing pastry products</li> <li>• Standards and procedures in packaging pastry products</li> </ul>	Demonstrates understanding of basic concepts in storing pastry products	Performs proper storing of pastry products	1. Identify the different packaging materials to be used in storing pastry products	TP_LPBP-SPP-NG-1
			2. Recognize the shelf-life of pastry products	TP_LPBP-SPP-NG-2
			3. Demonstrate proper standards and procedures in storing pastry products	TP_LPBP-SPP-NG-3
			4. Demonstrate proper standards and procedures in packaging pastry products	TP_LPBP-SPP-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>PREPARATION AND PRESENTATION OF GATEAUX, TORTES, AND CAKES (PPG)</b>				
<ul style="list-style-type: none"> <li>• Culinary terms related to cakes</li> <li>• Different types of cakes</li> <li>• Main ingredients used for a variety of cakes</li> <li>• Recipe specifications, techniques and conditions, and desired product characteristics</li> <li>• How to measure ingredients</li> <li>• Correct proportion control, yields, weights, and sizes for profitability</li> <li>• Specific temperature used for different types of cakes</li> <li>• Pre-heating the oven</li> <li>• Mixing methods used for a variety of cakes</li> <li>• Required equipment and materials for baking cakes</li> <li>• Cooling temperature for cakes</li> </ul> <p><b>Suggested projects:</b></p> <ul style="list-style-type: none"> <li>- Batter cake with butter icing</li> <li>- Sponge cake with butter cream filling and icing</li> </ul>	Demonstrates understanding of the core concepts in preparing and presenting gateaux, tortes, and cakes	Performs proper procedure in preparing and presenting gateaux, tortes, and cakes	1. Explain the culinary terms related to cakes	TP_LPBP-PPG-NG-1
			2. Discuss the different types of cakes	TP_LPBP-PPG-NG-2
			3. Identify the main ingredients used for a variety of cakes	TP_LPBP-PPG-NG-3
			4. Explain the recipe specifications, techniques and conditions, and desired product characteristics	TP_LPBP-PPG-NG-4
			5. Demonstrate the proper procedure in measuring ingredients, proportion control, yields, weights, and sizes for profitability	TP_LPBP-PPG-NG-5
			6. Recognize the specific temperature, equipment, and materials used for different types of cakes	TP_LPBP-PPG-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
- Chiffon cake with boiled icing or fondant icing - Chocolate cake			7. Demonstrate the proper methods of mixing used for a variety of cakes	TP_LPBP-PPG-NG-7
<b>PREPARATION AND USE OF FILLINGS (PUF)</b>				
<ul style="list-style-type: none"> <li>• Identification of fillings appropriate for specific cakes</li> <li>• Identification of the required consistency and appropriate flavor of fillings</li> <li>• Filling and assembling cakes according to the standard recipe specifications</li> <li>• Classification of coatings and sidings based on the required recipe specifications and product characteristics</li> </ul>	Demonstrates understanding of the basic concepts in the preparation and use of fillings	Performs proper procedure in preparing and using fillings	1. Identify the appropriate fillings for specific cakes	TP_LPBP-PUF-NG-1
			2. Identify the required consistency and appropriate flavor of fillings	TP_LPBP-PUF-NG-2
			3. Demonstrate the procedures in filling and assembling cakes according to the standard recipe specifications	TP_LPBP-PUF-NG-3
			4. Classify coatings and sidings based on the required recipe specifications and product characteristics	TP_LPBP-PUF-NG-4
<b>CAKE DECORATIONS (CDS)</b>				
<ul style="list-style-type: none"> <li>• Specific decorations appropriate for cakes</li> <li>• Standard recipes of icings and decorations for cakes</li> <li>• Application of steps and procedures in icing a cake</li> </ul>	Demonstrates understanding of the basic concepts in decorating cakes	Performs proper procedures in decorating cakes	1. Identify the specific decorations appropriate for cakes	TP_LPBP-CDS-NG-1
			2. Identify the standard recipes of icings and decorations for cakes	TP_LPBP-CDS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>Types of icing/frosting and their uses</li> </ul>			3. Recognize the types of icing/frosting and their uses	TP_LPBP-CDS-NG-3
			4. Demonstrate the proper steps and procedures in icing a cake	TP_LPBP-CDS-NG-4
<b>CAKE PRESENTATIONS (CPS)</b>				
<ul style="list-style-type: none"> <li>Presenting and plating cakes</li> <li>Selection and usage of equipment in accordance with service requirements</li> <li>Identification of product freshness, appearance, characteristics of prepared cakes</li> <li>Portion-controlled cutting to minimize the wastage of cake</li> <li>Standard size and weight per serving</li> </ul>	Demonstrates understanding of the basic concepts in presenting cakes	Performs proper procedure in presenting cakes	1. Exhibit the proper procedure in presenting and plating cakes	TP_LPBP-CPS-NG-1
			2. Demonstrate the proper selection and usage of equipment in accordance with service requirements	TP_LPBP-CPS-NG-2
			3. Recognize product freshness, appearance, characteristics of prepared cakes	TP_LPBP-CPS-NG-3
			4. Demonstrate proper portion-controlled cutting to minimize the wastage of cake	TP_LPBP-CPS-NG-4
			5. Recognize the standard size and weight per serving	TP_LPBP-CPS-NG-5
<b>CAKE STORAGE (CSE)</b>				
<ul style="list-style-type: none"> <li>Standards and procedures of storing cake products</li> <li>Factors to consider in storing cakes</li> </ul>	Demonstrates understanding of the basic concepts in storing cakes	Performs proper procedure in storing cakes	1. Recognize the storage methods and temperature for cakes	TP_LPBP-CSE-NG-1
			2. Explain the factors to	TP_LPBP-CSE-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Storage methods for cakes</li> <li>• Storage temperature for cakes</li> </ul>			consider in storing cakes	
			3. Demonstrate proper standards and procedures of storing cake products	TP_LPBP-CSE-NG-3
<b>PREPARATION AND DISPLAY OF PETITS FOURS (PDP)</b>				
<ul style="list-style-type: none"> <li>• Characteristics of classical and contemporary petits fours</li> <li>• Underlying principles in preparing petit fours</li> <li>• Types and kinds of sponges and bases</li> <li>• Different kinds of fillings</li> <li>• Procedure in making fondant icing</li> <li>• Decorations and designs</li> </ul>	Demonstrates understanding of the basic concepts in preparing and displaying petits fours	Perform proper procedure in preparing and displaying petits fours	1. Explain the characteristics of classical and contemporary petits fours	TP_LPBP-PDP-NG-1
			2. Discuss the underlying principles in preparing petit fours	TP_LPBP-PDP-NG-2
			3. Recognize the types and kinds of sponges and bases	TP_LPBP-PDP-NG-3
			4. Recognize the different kinds of fillings	TP_LPBP-PDP-NG-4
			5. Demonstrate the proper procedure in making fondant icing	TP_LPBP-PDP-NG-5
			6. Demonstrate the proper procedure in decorating and designing petits fours	TP_LPBP-PDP-NG-6
<b>PREPARATION OF FRESH PETITS FOURS (PFP)</b>				
<ul style="list-style-type: none"> <li>• Kinds of small choux paste</li> <li>• Types of sweet paste and fillings</li> <li>• Different garnishes, glazes,</li> </ul>	Demonstrates understanding of the basic concepts in preparing fresh	Performs proper procedure in preparing fresh petits fours	1. Explain the kinds of small choux paste	TP_LPBP-PFP-NG-1
			2. Discuss the types of sweet	TP_LPBP-PFP-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>and finishes</li> <li>Standards operating procedures in preparing fresh petits fours</li> </ul>	petits fours		paste and fillings	
			3. Identify the different garnishes, glazes, and finishes appropriate for the recipe given	TP_LPBP-PFP-NG-3
			4. Demonstrate the standards operating procedures in preparing fresh petits fours	TP_LPBP-PFP-NG-4
<b>PREPARATION OF MARZIPAN PETITS FOURS (PMP)</b>				
<ul style="list-style-type: none"> <li>Flavor and shape specifications and enterprise standards of quality marzipan</li> <li>Standards operating procedures in coating marzipan fruits</li> </ul>	Demonstrates understanding of the basic concepts in preparing marzipan petits fours	Performs proper procedure in preparing marzipan petits fours	1. Explain the appropriate flavor and shape specifications and standards of quality marzipan	TP_LPBP-PMP-NG-1
			2. Demonstrate the standards operating procedures in coating marzipan fruits	TP_LPBP-PMP-NG-2
<b>PREPARATION OF CARAMELIZED PETITS FOURS (PCP)</b>				
<ul style="list-style-type: none"> <li>Specifications of fresh fruits needed to caramelize</li> <li>Specifications of dried fruits needed</li> <li>Kinds of sugar to caramelize</li> </ul>	Demonstrates understanding of the basic concepts in preparing marzipan petits fours	Performs proper procedure in preparing marzipan petits fours	1. Discuss the specifications of fresh fruits needed to caramelize	TP_LPBP-PCP-NG-1
			2. Identify the specifications of dried fruits needed	TP_LPBP-PCP-NG-2
			3. Identify the kinds of sugar to caramelize	TP_LPBP-PCP-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<b>DISPLAY OF PETITS FOURS (DPF)</b>				
<ul style="list-style-type: none"> <li>• Kinds and uses of receptacles for petits fours</li> <li>• Tips on how to display petits fours</li> <li>• Standards and procedures in displaying petits fours</li> </ul>	Demonstrates understanding of the basic concepts in displaying petits fours	Performs proper procedure in displaying petits fours	1. Identify the kinds and uses of receptacles for petits fours	TP_LPBP-DPF-NG-1
			2. Explain the tips on how to display petits fours	TP_LPBP-DPF-NG-2
			3. Demonstrate the standards and procedures in displaying petits fours	TP_LPBP-DPF-NG-3
<b>PETITS FOURS STORAGE (PFS)</b>				
<ul style="list-style-type: none"> <li>• Temperature requirements in storing petits fours</li> <li>• Standards and procedures in storing and packaging petits fours</li> </ul>	Demonstrates understanding of the basic concepts in displaying petits fours	Performs proper procedure in displaying petits fours	1. Recognize the temperature requirements in storing petits fours	TP_LPBP-PFS-NG-1
			2. Demonstrate the standards and procedures in storing and packaging petits fours	TP_LPBP-PFS-NG-2
<b>DESSERTS PRESENTATION (DPN)</b>				
<ul style="list-style-type: none"> <li>• Varieties and characteristics of specialized cakes, both classical and contemporary, and other types of desserts</li> <li>• Commodity knowledge, including quality indicators of specialized cakes and other types of desserts</li> <li>• Culinary terms related to specialized cakes and other types of desserts</li> </ul>	Demonstrates understanding of the basic concepts and procedure in presenting desserts	Performs proper procedure in presenting desserts	1. Discuss the culinary terms related to specialized cakes and other types of desserts	TP_LPBP-DPN-NG-1
			2. Explain the varieties and characteristics of specialized cakes, both classical and contemporary, and other types of desserts	TP_LPBP-DPN-NG-2
			3. Identify the indicators of specialized cakes and other types of desserts	TP_LPBP-DPN-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
<ul style="list-style-type: none"> <li>• Portion control and yield</li> <li>• Standard recipe specifications of specialized cakes and other types of desserts</li> <li>• Standard operating Procedures in preparing other types of desserts</li> </ul>			4. Demonstrate the standard recipe specifications of specialized cakes and other types of desserts	TP_LPBP-DPN-NG-4
			5. Demonstrate the proper standard operating procedures in preparing other types of desserts	TP_LPBP-DPN-NG-5
<b>PLANNING, PREPARATION, AND PRESENTATION OF DESSERT BUFFET SELECTION OR PLATING (PDS)</b>				
<ul style="list-style-type: none"> <li>• Planning, preparing, and presenting trolley services</li> <li>• Arranging and preparing variety of desserts</li> </ul>	Demonstrates understanding of the basic concepts in planning, preparing, and presenting dessert buffet selection or plating	Performs proper procedures in planning, preparing, and presenting dessert buffet selection or plating	1. Demonstrate proper procedures in planning, preparing, and presenting trolley services	TP_LPBP-PDS-NG-1
			2. Demonstrate proper procedures in arranging and preparing variety of desserts	TP_LPBP-PDS-NG-2
<b>STORAGE AND PACKAGING OF DESSERTS (SPD)</b>				
<ul style="list-style-type: none"> <li>• Temperature range in storing desserts</li> <li>• Packaging design techniques</li> <li>• Standards and procedures in storing and packaging desserts</li> </ul>	Demonstrates understanding of the basic concepts in storing and packaging desserts	Perform proper procedures in storing and packaging desserts	1. Identify the correct temperature range needed in storing desserts	TP_LPBP-SPD-NG-1
			2. Demonstrate the proper packaging design techniques	TP_LPBP-SPD-NG-2
			3. Demonstrate the standards and procedures in storing and packaging desserts	TP_LPBP-SPD-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPBP-BCB-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP_LPBP</b>
	Area	Bread and Pastry Production	<b>BP</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concepts in Bread and Pastry Production	<b>BCB</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify the basic core concepts in bread and pastry	<b>1</b>
			-



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

DOMAIN / COMPONENT	CODE
BASIC CONCEPTS IN BREAD AND PASTRY PRODUCTION	BCB
USE OF BAKING TOOLS AND EQUIPMENT	EBT
CLEANING AND MAINTAINING BAKING TOOLS AND EQUIPMENT	CMB
STORING/STACKING /SORTING/STABILIZING /SUSTAINING TOOLS AND EQUIPMENT	STE
HEALTH AND SAFETY MEASURES AND PROCEDURES ON EQUIPMENT, TOOLS, AND WORKING AREAS	HSM
BASIC MENSURATION AND CALCULATION	BMC
PREPARATION AND PRODUCTION OF BAKERY PRODUCTS	PPB
PREPARATION AND PRODUCTION OF PASTRY PRODUCTS	PPP
DEMONSTRATION AND PRESENTATION OF PASTRY PRODUCTS	DPP
STORAGE OF PASTRY PRODUCTS	SPP
PREPARATION AND PRESENTATION OF GATEAUX, TORTES, AND CAKES	PPG
PREPARATION AND USE OF FILLINGS	PUF
CAKE DECORATIONS	CDS
CAKE PRESENTATIONS	CPS
CAKE STORAGE	CSE
PREPARATION AND DISPLAY OF PETITS FOURS	PDP
PREPARATION OF FRESH PETITS FOURS	PFP
PREPARATION OF MARZIPAN PETITS FOURS	PMP
PREPARATION OF CARAMELIZED PETITS FOURS	PCP
DISPLAY OF PETITS FOURS	DPF
PETITS FOURS STORAGE	PFS
DESSERTS PRESENTATION	DPN
PLANNING, PREPARATION, AND PRESENTATION OF DESSERT BUFFET SELECTION OR PLATING	PDS
STORAGE AND PACKAGING OF DESSERTS	SPD



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Learning Area: COOKERY

#### Description

The cookery area covers the basic concepts in cookery, use of kitchen tools, equipment, and paraphernalia, cleaning and maintenance of kitchen tools, equipment, and paraphernalia, storage/stacking /sorting/stabilizing /sustaining of tools, equipment, and paraphernalia, basic mensuration and calculations, health and safety measures and procedures: equipment, paraphernalia, and working areas, preparation of appetizers, preparation of salads and dressings, preparation of sandwiches, preparation of desserts, packaging of prepared foodstuff, preparation of egg dishes, cereal and starch dishes, preparation of vegetables dishes, preparation and cooking of seafood dishes, preparation of stocks, sauces, and soups, preparation of poultry and game dishes, and preparation and cooking off meat.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<b>BASIC CONCEPTS IN COOKERY (BCC)</b>				
<ul style="list-style-type: none"> <li>Basic concepts in cookery</li> <li>Career opportunities</li> </ul>	<i>The learner ...</i>	<i>The learner ...</i>	1. Identify common and basic concepts in cookery	TP_LPCK-BCC-NG-1
	Demonstrates understanding of the basic concepts and principles in cookery	Exhibits common and basic competencies in cookery	3. Identify career opportunities in cookery	TP_LPCK-BCC-NG-2
<b>USE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA (UKT)</b>				
<ul style="list-style-type: none"> <li>Kitchen tools, equipment, and paraphernalia</li> <li>Types of kitchen tools, equipment, and paraphernalia</li> </ul>	Demonstrates understanding of the types and use of kitchen tools, equipment, and paraphernalia	Use appropriate kitchen tools, equipment, and paraphernalia in cookery	1. Classify kitchen tools, equipment, and paraphernalia for: <ul style="list-style-type: none"> <li>- Measuring</li> <li>- Cutting</li> <li>- Mixing</li> <li>- Cooking</li> <li>- Cleaning and others</li> </ul>	TP_LPCK-UKT-NG-1
			2. Explain the use and function of kitchen tools, equipment, and paraphernalia in cookery for:	TP_LPCK-UKT-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
			<ul style="list-style-type: none"> <li>- Measuring</li> <li>- Mixing</li> <li>- Cooking</li> <li>- Cleaning and others</li> </ul>	
			3. Use appropriate kitchen tools, equipment, and paraphernalia in cookery for: <ul style="list-style-type: none"> <li>- Measuring</li> <li>- Mixing</li> <li>- Cooking</li> <li>- Cleaning and others</li> </ul>	TP_LPCK-UKT-NG-2
<b>CLEANING AND MAINTENANCE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA (CMT)</b>				
<ul style="list-style-type: none"> <li>• Basic types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia</li> <li>• Steps in cleaning and sanitizing kitchen tools, equipment, and paraphernalia</li> <li>• Procedures and instructions in cleaning kitchen premises (floor and storage areas)</li> </ul>	Demonstrates understanding of the principles in proper maintenance of kitchen tools, equipment, and paraphernalia	Exhibits proper maintenance of kitchen tools, equipment, and materials in cookery	1. Identify the basic types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia	TP_LPCK-CMT-NG-1
			2. Classify the basic types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia according to their use	TP_LPCK-CMT-NG-2
			3. Observe precautionary measures on the use of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia for cookery	TP_LPCK-CMT-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
			4. Classify kitchen tools and equipment to be cleaned and sanitized	TP_LPCK-CMT-NG-4
			5. Identify the chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment	TP_LPCK-CMT-NG-5
			1. 6. Follow steps and procedures in cleaning and sanitizing kitchen tools and equipment	TP_LPCK-CMT-NG-6
			7. Demonstrate the proper cleaning of tools, equipment, paraphernalia, and the working place	TP_LPCK-CMT-NG-7
<b>STORAGE/STACKING /SORTING/STABILIZING /SUSTAINING OF TOOLS, EQUIPMENT, AND PARAPHERNALIA (STE)</b>				
<ul style="list-style-type: none"> <li>5 Pillars of House Keeping</li> </ul>	Demonstrates understanding of the underlying concepts in proper storage/stacking of tools, equipment, and paraphernalia	Performs proper storage/stacking of tools, equipment, and paraphernalia	1. Identify the right and appropriate place for storage or stacking of tools, equipment, and paraphernalia	TP_LPCK-STE-NG-1
			2. Store or stack cleaned equipment and utensils safely in the designated place	TP_LPCK-STE-NG-2
<b>BASIC MENSURATION AND CALCULATIONS (BMC)</b>				
<ul style="list-style-type: none"> <li>Types of measuring tools and their uses</li> <li>Measuring techniques of ingredients - Dry ingredients</li> </ul>	Demonstrates understanding of the principles of basic mensuration and calculation in cookery	Performs basic mensuration and calculation in cookery	1. Explain the abbreviations and equivalents of measurements	TP_LPCK-BMC-NG-1
			2. Identify the functions and uses of the different measuring tools	TP_LPCK-BMC-NG-2



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>- Liquid ingredients</li> <li>• Measurement abbreviations</li> </ul>			3. Measure ingredients using appropriate measuring tools 4.1 Dry ingredients 4.2 Liquid ingredients	TP_LPCK-BMC-NG-3
<b>HEALTH AND SAFETY MEASURES AND PROCEDURES: EQUIPMENT, PARAPHERNALIA, AND WORKING AREAS (HSM)</b>				
<ul style="list-style-type: none"> <li>• Types of hazard/risk in the workplace                             <ul style="list-style-type: none"> <li>- Physical</li> <li>- Biological</li> <li>- Chemical</li> <li>- Fire</li> </ul> </li> <li>• Possible hazards and risks in performing work</li> <li>• Concepts of working health and safety procedures</li> </ul>	Demonstrates understanding of the concepts and principles of proper health and safety measures and procedures in the workplace	Practice occupational health and safety in the workplace in accordance with established standard	1. Identify the types of hazards and risks in the workplace	TP_LPCK-HSM-NG-1
			2. Demonstrate proper procedure for controlling hazards/risks	TP_LPCK-HSM-NG-2
<b>PREPARATION OF APPETIZERS (POA)</b>				
<ul style="list-style-type: none"> <li>• Classification of appetizers</li> <li>• Variety of ingredients in preparing appetizers</li> <li>• Nutritional value of appetizers</li> <li>• Methods of preparing appetizers</li> <li>• Fundamentals of plating</li> </ul>	Demonstrates understanding of the concepts and processes in preparing appetizers	Prepares a range of appetizers	1. Classify appetizers	TP_LPCK-POA-NG-1
			2. Identify the hot and cold appetizers	TP_LPCK-POA-NG-2
			3. Identify ingredients according to the given recipe	TP_LPCK-POA-NG-3
			4. Prepare a range of appetizers <ul style="list-style-type: none"> <li>- Hot appetizers</li> <li>- Cold appetizers</li> </ul>	TP_LPCK-POA-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Accompaniments of appetizers</li> <li>• Principles and techniques in storing appetizers</li> <li>• Safety and hygienic practices</li> </ul>			5. Present a range of appetizers 5.1 Identify the fundamentals of plating 5.2 Identify the accompaniments of appetizers 5.3 Present appetizers attractively	TP_LPCK-POA-NG-5
			6. Identify the principles and techniques in storing appetizers	TP_LPCK-POA-NG-6
			7. Demonstrate the proper techniques in storing appetizers	TP_LPCK-POA-NG-7
			8. Performs proper safety and hygienic practices in storing appetizers	TP_LPCK-POA-NG-8
<b>PREPARATION OF SALADS AND DRESSINGS (PSD)</b>				
<ul style="list-style-type: none"> <li>• Components of salads</li> <li>• Kinds of salad dressing and their ingredients</li> <li>• Important considerations in salad preparation</li> <li>• Tools and equipment needed in salad making</li> <li>• Methods of preparing salad</li> <li>• Factors and techniques in presenting salads and dressings</li> </ul>	Demonstrates understanding of the concepts and processes in preparing salad and dressing	Prepares salads and dressings	1. Recognize the components of a salad and their functions	TP_LPCK-PSD-NG-1
			2. Identify different types of salads and dressings	TP_LPCK-PSD-NG-2
			3. Identify the factors to consider in salad preparation	TP_LPCK-PSD-NG-3
			4. Prepare salad and dressing according to the given recipe	TP_LPCK-PSD-NG-4
			5. Identify the accompaniments of salads and dressings	TP_LPCK-PSD-NG-5
			6. Identify factors and techniques in presenting salads and dressings	TP_LPCK-PSD-NG-6
			7. Identify factors to consider in plating and presenting salads - Balance	TP_LPCK-PSD-NG-7



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Factors to consider in plating and presenting salads</li> <li>- Balance</li> <li>- Harmony</li> <li>- Height</li> <li>- Color</li> <li>- Texture</li> <li>• Accompaniments of salads</li> <li>• Food Safety and hygienic practices in storing salads and dressings</li> <li>• Temperature required in storing salads and dressings</li> </ul>			<ul style="list-style-type: none"> <li>- Harmony</li> <li>- Height</li> <li>- Color</li> <li>- Texture</li> </ul>	
			8. Demonstrate food safety and hygienic practices in storing salads and dressings	TP_LPCK-PSD-NG-8
<b>PREPARATION OF SANDWICHES (PSW)</b>				
<ul style="list-style-type: none"> <li>• Common culinary/industry terms used with regard to sandwiches</li> <li>• Classification of sandwiches</li> <li>• Components of a sandwich</li> </ul>	Demonstrates understanding of the concepts and processes in preparing sandwiches	Exhibits proper and creative preparation and presentation of sandwiches in accordance with food and safety and hygienic practices	1. Identify culinary terms related to sandwiches	TP_LPCK-PSW-NG-1
			2. Identify types/classification of sandwiches	TP_LPCK-PSW-NG-2
			<ul style="list-style-type: none"> <li>- Hot</li> <li>- Cold</li> </ul>	
			3. Identify the components of a sandwich	TP_LPCK-PSW-NG-3
			4. Describe the types of bread suited for sandwiches	TP_LPCK-PSW-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Types of bread suited for sandwiches</li> <li>• Suitable filling and spreads for each type of sandwich</li> <li>• Methods of preparing sandwiches</li> <li>• Tools, equipment, and utensils needed in preparing sandwiches</li> <li>• Variety of ingredients in preparing sandwiches</li> <li>• Portion control of sandwich and its ingredients</li> <li>• Creative sandwich preparation and presentation                             <ul style="list-style-type: none"> <li>- Balance</li> <li>- Height</li> <li>- Texture</li> <li>- Flavor</li> <li>- Color</li> </ul> </li> <li>• Food Safety and hygienic practices in storing sandwiches</li> </ul>			5. Distinguish suitable fillings and spreads for each type of sandwich	TP_LPCK-PSW-NG-5
			6. Identify variety of ingredients in preparing sandwiches	TP_LPCK-PSW-NG-6
			7. Identify tools, equipment, and utensils needed in preparing sandwiches	TP_LPCK-PSW-NG-7
			8. Use a variety of ingredients in preparing sandwiches	TP_LPCK-PSW-NG-8
			9. Demonstrate plating/presentation technique for a variety of sandwiches	TP_LPCK-PSW-NG-9
			10. Demonstrate creative sandwich preparation and presentation <ul style="list-style-type: none"> <li>- Balance</li> <li>- Height</li> <li>- Texture</li> <li>- Flavor</li> <li>- Color</li> </ul>	TP_LPCK-PSW-NG-10
			11. Demonstrate food safety and hygienic practices in storing sandwiches	TP_LPCK-PSW-NG-11



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<b>PREPARATION OF DESSERTS (POD)</b>				
<ul style="list-style-type: none"> <li>• Importance of dessert in a meal</li> <li>• Classifications of dessert and their characteristics</li> <li>• Varieties of ingredients in preparing desserts</li> <li>• Methods of preparing desserts</li> <li>• Accompaniments for desserts</li> <li>• Factors and techniques in plating and presenting desserts                             <ul style="list-style-type: none"> <li>- Color</li> <li>- Texture</li> <li>- Height</li> <li>- Flavor</li> <li>- Balance</li> </ul> </li> <li>• Safety and hygienic practices in storing desserts</li> <li>• Required temperature in storing desserts</li> </ul>	Demonstrates understanding of the concepts and processes in preparing desserts	Prepare desserts and observe proper and creative plating techniques	1. Discuss the importance of dessert and its function in a meal	TP_LPCK-POD-NG-1
			2. Classify desserts - Hot - Cold	TP_LPCK-POD-NG-2
			3. Describe the characteristics of desserts	TP_LPCK-POD-NG-3
			4. Identify varieties of ingredients in preparing desserts	TP_LPCK-POD-NG-4
			5. Identify tools and equipment needed in preparing desserts	TP_LPCK-POD-NG-5
			6. Demonstrate methods of preparing desserts	TP_LPCK-POD-NG-6
			7. Identify dessert accompaniments and hygienic procedures	TP_LPCK-POD-NG-7
			8. Identify factors in plating and presenting desserts	TP_LPCK-POD-NG-8
			9. Follow proper plating and techniques for desserts	TP_LPCK-POD-NG-9
			10. Demonstrate safety and hygienic practices in storing desserts	TP_LPCK-POD-NG-10



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<b>PACKAGING OF PREPARED FOODSTUFF (PPF)</b>				
<ul style="list-style-type: none"> <li>• Functions of food packaging and its importance</li> <li>• Types of packaging materials</li> <li>• Safety procedures in packaging food</li> <li>• Methods of food packaging</li> <li>• Labeling of packaged food</li> </ul>	Demonstrates understanding of the concepts and processes in preparing prepared foodstuff	Performs proper packaging of prepared foodstuff	1. Identify the functions of food packaging and its importance	TP_LPCK-PPF-NG-1
			2. Identify the types of materials used in packaging food	TP_LPCK-PPF-NG-2
			3. Demonstrate the methods of food packaging	TP_LPCK-PPF-NG-3
			4. Perform proper labelling of food packaging	TP_LPCK-PPF-NG-4
			5. Demonstrate the safety procedures in packaging food	TP_LPCK-PPF-NG-5
<b>PREPARATION OF EGG DISHES (PED)</b>				
<ul style="list-style-type: none"> <li>• Nutritional value and components of eggs</li> <li>• Characteristics of quality fresh eggs</li> <li>• Market forms of egg</li> <li>• Tools, utensils, and equipment needed in egg preparation</li> <li>• Cleaning and sanitizing tools and equipment</li> <li>• Various egg dishes</li> <li>• Ingredients for egg dishes</li> </ul>	Demonstrates understanding of the concepts and processes in preparing egg dishes	Performs proper preparation of egg dishes	1. Discuss egg's components and its nutritive value	TP_LPCK-PED-NG-1
			2. Identify the characteristics of quality fresh eggs	TP_LPCK-PED-NG-2
			3. Identify the market forms of eggs	TP_LPCK-PED-NG-3
			4. Prepare the ingredients for the different egg dishes	TP_LPCK-PED-NG-4
			5. Identify the various egg dishes - fry - poach - boil	TP_LPCK-PED-NG-5
			6. Prepare and cook egg dishes in accordance to the recipe given	TP_LPCK-PED-NG-6



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Factors for consideration in presenting egg dishes:</li> <li>- Plating</li> <li>- Garnishing</li> <li>- Side dishes</li> </ul>			7. Identify factors to consider in egg presentation	TP_LPCK-PED-NG-7
			8. Demonstrate proper presentation of egg dishes:	TP_LPCK-PED-NG-8
<b>CEREAL and STARCH DISHES (CSD)</b>				
<ul style="list-style-type: none"> <li>• Food sources and kinds of starch and cereals</li> <li>• Quality of cereal and starch dishes</li> <li>• Nutritional value and components of cereals and starch dishes</li> <li>• Ingredients for starch and cereal dishes</li> <li>• Tools and equipment needed</li> <li>• Methods of cooking starch and cereal dishes</li> <li>• Preparation of sauces and accompaniments for</li> </ul>	Demonstrates understanding of the concepts and processes in preparing cereal and starch dishes	Prepare cereal and starch dishes	1. Identify the sources and kinds of starch and cereals	TP_LPCK-CSD-NG-1
			2. Identify the quality of cereal and starch dishes	TP_LPCK-CSD-NG-2
			3. Identify the nutritional value and components of cereals and starch	TP_LPCK-CSD-NG-3
			4. Identify ingredients for starch and cereal dishes	TP_LPCK-CSD-NG-4
			5. Discuss the principles of cooking starch and cereal dishes	TP_LPCK-CSD-NG-5
			6. Demonstrate the proper preparation of sauces and accompaniments for starch and cereal dishes	TP_LPCK-CSD-NG-6
			7. Demonstrate safety and hygienic practices in the kitchen	TP_LPCK-CSD-NG-7
			8. Identify the factors to consider in presenting starch and cereal dishes	TP_LPCK-CSD-NG-8



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
starch and cereal dishes <ul style="list-style-type: none"> <li>• Safety and hygienic practices in the kitchen</li> <li>• Cereal and starch dishes</li> <li>• Factors to consider in presenting starch and cereal dishes                             <ul style="list-style-type: none"> <li>- Plating</li> <li>- Garnishing</li> <li>- Sauces</li> <li>- Accompaniments</li> </ul> </li> <li>• Techniques for storing starch and cereal dishes</li> </ul>			9. Demonstrate proper presentation of starch and cereal dishes <ul style="list-style-type: none"> <li>- Plating</li> <li>- Garnishing</li> <li>- Sauces</li> <li>- Accompaniments</li> </ul>	TP_LPCK-CSD-NG-9
			10. Demonstrate techniques for storing starch and cereal dishes	TP_LPCK-CSD-NG-10
<b>PREPARATION OF VEGETABLES DISHES (PVD)</b>				
<ul style="list-style-type: none"> <li>• Characteristics of quality vegetables</li> <li>• Principles of preparing vegetables</li> <li>• Factors in the selection of vegetables used for culinary arts</li> <li>• Market forms of vegetables</li> </ul>	Demonstrates understanding of the concepts and processes in preparing vegetable dishes	Prepares a variety of vegetable dishes	1. Describe the characteristics of fresh vegetables	TP_LPCK-PVD-NG-1
			2. Identify the types of vegetables <ul style="list-style-type: none"> <li>- leafy</li> <li>- fruit</li> <li>- root crops</li> </ul>	TP_LPCK-PVD-NG-2
			3. Demonstrate the proper thawing of frozen ingredients and washing of raw vegetables following standard procedures	TP_LPCK-PVD-NG-3



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Thawing frozen vegetables</li> <li>• Methods of cooking vegetable dishes</li> <li>• Factors in plating vegetable dishes</li> <li>• Techniques in storing vegetables</li> <li>• Safety and hygienic practices in the laboratory kitchen</li> </ul>			4. Identify the factors in the selection of vegetables used for culinary arts	TP_LPCK-PVD-NG-4
			5. Demonstrate the methods of cooking vegetable dishes 5.1 Select various kinds of vegetables according to a given menu 5.2 Cook a variety of vegetable dishes following appropriate cooking methods to preserve optimum quality	TP_LPCK-PVD-NG-5
			6. Exhibit proper presentation of prepared vegetables dishes	TP_LPCK-PVD-NG-6
			7. Identify the factors in plating vegetable dishes	TP_LPCK-PVD-NG-7
			8. Demonstrate the proper techniques in storing vegetables	TP_LPCK-PVD-NG-8
			9. Demonstrate safety and hygienic practices in the kitchen	TP_LPCK-PVD-NG-9
<b>PREPARATION AND COOKING OF SEAFOOD DISHES (PCS)</b>				
<ul style="list-style-type: none"> <li>• Types of seafood                             <ul style="list-style-type: none"> <li>- Shellfish</li> <li>- Fin fish</li> <li>- Others</li> </ul> </li> <li>• Varieties of fish                             <ul style="list-style-type: none"> <li>- Structure</li> </ul> </li> </ul>	Demonstrates understanding of concepts and processes in preparing and cooking seafood dishes	Prepare seafood dishes	1. Identify types, varieties, market forms, nutritive value, and composition of fish and seafood	TP_LPCK-PCS-NG-1
			2. Demonstrate steps in cleaning fish	TP_LPCK-PCS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>- Body shape</li> <li>- Market forms</li> <li>- Fat contents</li> <li>- Water source</li> <li>- Processed fish</li> <li>- Others</li> <li>• Market forms of fish and fish products</li> <li>• Fish cuts</li> <li>• Composition and nutritive value of fish</li> <li>• Processing fish                             <ul style="list-style-type: none"> <li>- Scaling</li> <li>- Cutting of tails and fins</li> <li>- Eviscerating</li> <li>- Cleansing</li> <li>- Canning</li> </ul> </li> <li>• Methods in thawing frozen ingredients</li> <li>• Principles of cooking fish and sea food dishes</li> <li>• Dry-heat cookery</li> <li>• Moist-heat cookery</li> <li>• Variety of shellfish and fish dishes</li> <li>• Presentation of fish and seafood dishes</li> </ul>			3. Identify the principles of cooking fish and sea food dishes <ul style="list-style-type: none"> <li>- Dry-heat cookery</li> <li>- Moist-heat cookery</li> </ul>	TP_LPCK-PCS-NG-3
			4. Demonstrate various methods of cooking fish and shellfish <ul style="list-style-type: none"> <li>- fry</li> <li>- poach</li> <li>- baked</li> <li>- steam</li> </ul>	TP_LPCK-PCS-NG-4
			5. Demonstrate proper guidelines in serving fish and seafood dishes	TP_LPCK-PCS-NG-5
			6. Present fish and seafood dishes <ul style="list-style-type: none"> <li>- Plating</li> <li>- Garnishing</li> </ul>	TP_LPCK-PCS-NG-6
			7. Demonstrate proper storing and handling of seafood	TP_LPCK-PCS-NG-7
			8. Demonstrate safety and hygienic practices in the kitchen	TP_LPCK-PCS-NG-8



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>- Plating</li> <li>- Garnishing</li> <li>• Guidelines in serving fish and seafood dishes</li> <li>• Factors in storing and handling seafood</li> <li>• Storage requirements for fish</li> </ul>				
<b>PREPARATION OF STOCKS, SAUCES, AND SOUPS (SSS)</b>				
<ul style="list-style-type: none"> <li>• Principles in preparing stocks, sauces, and soups</li> <li>• Classifications of stocks, sauces, and soups</li> <li>• Ingredients in preparing stocks, sauces, and soups</li> <li>• Methods of preparing stocks, sauces, and soups</li> <li>• Techniques in presenting and evaluating soups, sauces, and soups</li> <li>• Garnishes/ Accompaniments for the presentation of</li> </ul>	Demonstrates understanding of the concepts and processes in preparing stocks, sauces, and soups	Prepares a variety of stocks, sauces, and soups used in different cultures	1. Identify the different classifications of stocks, sauces, and soups	TP_LPCK-SSS-NG-1
			2. Identify the principles of preparing stocks, sauces and soups	TP_LPCK-SSS-NG-2
			3. Demonstrate various methods of preparing stocks, sauces, and soups 3.1 prepare and use ingredients and flavoring according to the recipe given	TP_LPCK-SSS-NG-3
			4. Identify the types and functions of thickening agents used in preparing stocks, sauces, and soups	TP_LPCK-SSS-NG-4
			5. Explain the role of stock in preparing sauces and soups	TP_LPCK-SSS-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<p>soups, sauces, and soups</p> <ul style="list-style-type: none"> <li>• Criteria in presenting and evaluating stocks, sauces, and soup recipes (e.g. right flavor, color, temperature, service ware, and suitable garnishes and accompaniments)</li> <li>• Types of thickening agents and convenience products used in preparing stocks, sauces and soups</li> <li>• Role of thickening agents and convenience products in the preparation of sauces</li> <li>• Common problem in the preparation of stocks, sauces and soups</li> </ul>				
			6. Explain common problems in the preparation of stocks, sauces, and soups	TP_LPCK-SSS-NG-6
			7. Prepare sauces for meat, fish, vegetables, and pasta dishes	TP_LPCK-SSS-NG-7
			8. Prepare soups <ul style="list-style-type: none"> <li>- thick</li> <li>- thin</li> </ul>	TP_LPCK-SSS-NG-8
			9. Demonstrate the proper techniques and criteria in presenting and evaluating stocks, sauces, and soups <ul style="list-style-type: none"> <li>- right flavor</li> <li>- color</li> <li>- temperature</li> <li>- service ware</li> <li>- suitable garnishes and accompaniments</li> </ul>	TP_LPCK-SSS-NG-9
<ul style="list-style-type: none"> <li>• Methods of storing and reheating</li> </ul>	Demonstrates understanding of the concepts and principles	Performs proper storing and reheating of stocks, sauces, and soups	1. Identify various methods of storing and reheating of stocks, sauces, and soups	TP_LPCK-SSS-NG-1.1



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
stocks, sauces, and soups	in storing and reheating stocks, sauces, and soups		2. Perform proper storing and reheating of stocks, sauces, and soups	TP_LPCK-SSS-NG-1.2
<b>PREPARATION OF POULTRY AND GAME DISHES (PGD)</b>				
<ul style="list-style-type: none"> <li>• Nutritional value of poultry and game bird dishes</li> <li>• Poultry cuts</li> <li>• Methods of cooking poultry and game birds                             <ul style="list-style-type: none"> <li>- Dry-heat cookery</li> <li>- Moist-heat cookery</li> </ul> </li> <li>• Factors to consider in presenting/plating poultry and game-bird dishes</li> <li>• Types of service ware</li> <li>• Plating</li> <li>• Garnishing</li> <li>• Sauces</li> <li>• Accompaniment</li> <li>• Techniques in storing poultry and game bird dishes</li> </ul>	Demonstrates understanding of the concepts and processes in preparing poultry and game dishes	Prepares poultry and game dishes found in different cultures	1. Discuss poultry and game dishes	TP_LPCK-PGD-NG-1
			2. Recognize the nutritional value of poultry and game bird dishes	TP_LPCK-PGD-NG-2
			3. Identify the market forms of poultry and poultry cuts	TP_LPCK-PGD-NG-3
			5. Demonstrate methods of preparing poultry game <ul style="list-style-type: none"> <li>- dressing</li> <li>- cutting</li> <li>- storing</li> </ul>	TP_LPCK-PGD-NG-4
			6. Demonstrate various methods of cooking poultry and game birds <ul style="list-style-type: none"> <li>- Dry-heat cookery</li> <li>- Moist-heat cookery</li> </ul>	TP_LPCK-PGD-NG-5
			7. Demonstrate the factors to consider in presenting/plating poultry and game-bird dishes	TP_LPCK-PGD-NG-6
			8. Prepare poultry dishes	TP_LPCK-PGD-NG-7
			9. Exhibit proper techniques in storing poultry and game bird dishes	TP_LPCK-PGD-NG-8



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<b>PREPARATION AND COOKING OFF MEAT (PCM)</b>				
<ul style="list-style-type: none"> <li>• Different kinds of meat                             <ul style="list-style-type: none"> <li>- Beef</li> <li>- Pork</li> <li>- Carabeef</li> <li>- Others</li> </ul> </li> <li>• Different types of meat cuts</li> <li>• Principles in meat preparation</li> <li>• Market forms of meat</li> <li>• Tools, utensils, and equipment for meat preparation</li> <li>• Techniques in meat tenderizing</li> <li>• Variety of meat dishes</li> <li>• Methods of cooking meat                             <ul style="list-style-type: none"> <li>- Dry-heat cooking</li> <li>- Moist-heat cooking</li> </ul> </li> <li>• Methods of presenting meat dishes</li> <li>• Plating</li> <li>• Garnishing</li> <li>• Portion control for cooked meat</li> </ul>	Demonstrates understanding of the concepts and processes in preparing and cooking meat dishes	Prepare and present meat dishes	1. Identify the different kinds of meat <ul style="list-style-type: none"> <li>- Beef</li> <li>- Pork</li> <li>- Carabeef</li> <li>- Others</li> </ul>	TP_LPCK-PCM-NG-1
			2. Identify the different types of meat cuts <ul style="list-style-type: none"> <li>2.1 Tender cuts</li> <li>2.2 Less tender cuts</li> </ul>	TP_LPCK-PCM-NG-2
			3. Discuss the principles in meat preparation	TP_LPCK-PCM-NG-3
			4. Identify the market forms of meat <ul style="list-style-type: none"> <li>- Frozen</li> <li>- Fresh</li> <li>- Preserved</li> </ul>	TP_LPCK-PCM-NG-4
			5. Demonstrate the proper techniques in meat tenderizing	TP_LPCK-PCM-NG-5
			6. Demonstrate the proper methods of cooking meat <ul style="list-style-type: none"> <li>- Dry-heat cooking</li> <li>- Moist-heat cooking</li> </ul>	TP_LPCK-PCM-NG-6
			7. Demonstrate the methods of cooking meat dishes <ul style="list-style-type: none"> <li>7.1 prepare meat cuts according to the given recipe</li> <li>7.2 prepare and use suitable seasoning for dishes</li> </ul>	TP_LPCK-PCM-NG-7



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Techniques in storing meat</li> <li>- Types of containers</li> <li>- Temperature</li> </ul>			7.3 identify appropriate cooking methods for meat cuts 7.4 apply the different techniques in meat preparation 7.5 cook meat dishes according to the given recipe	
			8. Demonstrate proper methods of presenting meat dishes 8.1 present meat dishes 8.2 select suitable plate according to standard in serving meat dishes	TP_LPCK-PCM-NG-8
			9. Demonstrate proper techniques in storing meat and utilize quality trimmings and leftovers in storing meat 9.1 store fresh and cryovac-packed meat according to health regulations 9.2 use required containers and store meat in proper temperature to maintain quality and freshness 9.3 store meat in accordance with FIFO operating procedures and meat storage requirements	TP_LPCK-PCM-NG-9



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPCK-BCC-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Cookery	<b>LPCK</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concepts in Cookery	<b>BCC</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify common and basic concepts in cookery	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
BASIC CONCEPTS IN COOKERY	BCC
USE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA	UKT
CLEANING AND MAINTENANCE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA	
STORAGE/STACKING /SORTING/STABILIZING /SUSTAINING OF TOOLS, EQUIPMENT, AND PARAPHERNALIA	STE
BASIC MENSURATION AND CALCULATIONS	BMC
HEALTH AND SAFETY MEASURES AND PROCEDURES: EQUIPMENT, PARAPHERNALIA, AND WORKING AREAS	HSM
PREPARATION OF APPETIZERS	POA
PREPARATION OF SALADS AND DRESSINGS	PSD
PREPARATION OF SANDWICHES	PSW
PREPARATION OF DESSERTS	POD
PACKAGING OF PREPARED FOODSTUFF	PPF
PREPARATION OF EGG DISHES	PED
CEREAL and STARCH DISHES	CSD
PREPARATION OF VEGETABLES DISHES	PVD
PREPARATION AND COOKING OF SEAFOOD DISHES	PCS
PREPARATION OF STOCKS, SAUCES, AND SOUPS	SSS
PREPARATION OF POULTRY AND GAME DISHES	PGD
PREPARATION AND COOKING OFF MEAT	PCM



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Learning Area: **FOOD/FISH PROCESSING**

### Description

The food/fish processing covers the basic concepts in food/fish processing, food safety and sanitation, food processing tools, equipment, and utensils, estimation and basic calculation, environmental policies and procedures, food processing: salting, curing and smoking, food processing: fermentation and pickling, food processing: sugar concentration, and packaging finished/processed food products.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>BASIC CONCEPTS IN FOOD/FISH PROCESSING (BCF)</b>				
<ul style="list-style-type: none"> <li>• Basic concepts in food/ fish processing</li> <li>• Importance of food/fish processing</li> <li>• Career opportunities for food/fish processing</li> </ul>	Demonstrates understanding of the basic concepts in food/ fish processing	Exhibit understanding of the basic concepts in food/ fish processing	1. Identify the basic concepts in food/fish processing	TP_LPFP-BCF-NG-1
			2. Determine the importance of food/fish processing	TP_LPFP-BCF-NG-2
			3. Identify career opportunities in food/ fish processing	TP_LPFP-BCF-NG-3
<b>FOOD SAFETY AND SANITATION (FSS)</b>				
<ul style="list-style-type: none"> <li>• Good personal hygiene</li> <li>• Personal protective equipment</li> <li>• Workplace health and safety requirements</li> <li>• Good grooming</li> </ul>	Demonstrate understanding of the principles and rules to be observed in ensuring food safety and sanitation	Exhibit the basic principles and rules to be observed in ensuring food safety and sanitation	1. Identify good personal hygiene and grooming in the workplace	TP_LPFP-FSS-NG-1
			2. Discuss the importance of good personal hygiene and grooming in a workplace	TP_LPFP-FSS-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Safety measures and practices</li> <li>• Practices in manufacturing good food</li> </ul>			3. Identify the different personal protective equipment	TP_LPFP-FSS-NG-3
			4. Distinguish the use of different personal protective equipment	TP_LPFP-FSS-NG-4
			5. Identify the different materials to be used in cleaning, checking, and sanitizing personal protective equipment	TP_LPFP-FSS-NG-5
			6. Identify the procedures in cleaning, checking, and sanitizing personal protective equipment	TP_LPFP-FSS-NG-6
			7. Demonstrate the procedures in cleaning, checking, and sanitizing personal protective equipment	TP_LPFP-FSS-NG-7
			8. Identify sanitary practices in food safety	TP_LPFP-FSS-NG-8
			9. Identify the importance of cleanliness and sanitation in a workplace	TP_LPFP-FSS-NG-9
			10. Perform food safety practices	TP_LPFP-FSS-NG-10



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>FOOD PROCESSING TOOLS, EQUIPMENT, AND UTENSILS (FDT)</b>				
<ul style="list-style-type: none"> <li>• Food processing tools, equipment, instruments, utensils, and machines</li> <li>• Standard measuring devices and instruments</li> <li>• Preventive maintenance of food processing tools and machine</li> <li>- Sanitation</li> <li>- Calibration</li> <li>- Stowing</li> <li>- Disposal</li> </ul>	Demonstrate understanding of the uses and maintenance of food processing tools, equipment, instruments, and utensils	Exhibit proper use and maintenance of food/fish processing tools, equipment, instruments, and utensils	1. Identify the tools, equipment, instruments, and utensils used in food/fish processing	TP_LPFP-FDT-NG-1
			2. Identify the standard measuring devices, instruments, and machines used in food/ fish processing	TP_LPFP-FDT-NG-2
			3. Utilize equipment, instruments, utensils, measuring devices, and machines appropriately based on: <ul style="list-style-type: none"> <li>- food processing method</li> <li>- standard procedure</li> </ul>	TP_LPFP-FDT-NG-3
			4. Perform preventive maintenance of food processing tools and machines <ul style="list-style-type: none"> <li>- sanitation</li> <li>- calibration</li> <li>- stowing</li> <li>- disposal</li> </ul>	TP_LPFP-FDT-NG-4



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>ESTIMATION AND BASIC CALCULATION (EBC)</b>				
<ul style="list-style-type: none"> <li>• Weights and measurements                             <ul style="list-style-type: none"> <li>- Gravimetric</li> <li>- Volumetric</li> <li>- Lengths, diameter, widths</li> <li>- Seam measurements</li> <li>- Hotness/coldness temperature</li> </ul> </li> <li>• Basic mathematical skills in computing                             <ul style="list-style-type: none"> <li>- ingredients formulation</li> <li>- percentage formulation</li> </ul> </li> </ul> conversions: ratios and proportions	Demonstrate understanding of the concepts in basic measurements and mathematical calculation	Perform basic measurements and calculation	1. Identify units of measurement <ul style="list-style-type: none"> <li>- Gravimetric</li> <li>- Volumetric</li> <li>- Lengths, diameter, widths</li> <li>- Seam measurements</li> <li>- Hotness/coldness temperature</li> </ul>	TP_LPFP-EBC-NG-1
			2. Perform the different mathematical skills in estimation of processed food <ul style="list-style-type: none"> <li>- Tabulation of recorded data relevant to the production of processed food</li> <li>- Recording of weights and measurements of raw materials and ingredients</li> <li>- Summarizing of recorded weights and measurements of processed products</li> </ul>	TP_LPFP-EBC-NG-2



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			- Review of various formulations	
<b>ENVIRONMENTAL POLICIES AND PROCEDURES (EPP)</b>				
<ul style="list-style-type: none"> <li>• Conduct of work in accordance with environmental policies and procedures</li> <li>• Emergency solutions according to workplace reporting requirements</li> <li>• Emergency procedures according to workplace requirements</li> <li>• Environmental emergency                             <ul style="list-style-type: none"> <li>- Airborne particulates</li> <li>- Noise</li> <li>- Water quality</li> <li>- Spills and emissions</li> </ul> </li> </ul>	Demonstrate understanding of the implementing environmental policies and procedures	Exhibit environmental practices at work	1. Demonstrate the proper procedures and work instructions in the workplace 1.1 Discuss proper workplace reporting requirements 1.2 Perform emergency procedures according to workplace requirements	TP_LPFP-EPP-NG-1
			2. Identify the hazards and unacceptable practices in the workplace	TP_LPFP-EPP-NG-2
			3. Demonstrate response to environmental emergency <ul style="list-style-type: none"> <li>- Airborne particulates</li> <li>- Noise</li> <li>- Water quality</li> <li>- Spills and emissions</li> </ul>	TP_LPFP-EPP-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>FOOD PROCESSING: SALTING, CURING AND SMOKING (SCM)</b>				
<ul style="list-style-type: none"> <li>• Food that can be processed by salting and by curing and smoking</li> <li>• Proper procedure in using the equipment and tools in salting and in curing and smoking</li> <li>• Preparation of raw materials</li> <li>• Steps and techniques in preparing salting and curing solutions and mixtures</li> </ul>	Demonstrate understanding of the basic concepts, and principles in processing food by salting and by curing and smoking	Perform food processing by salting and by curing and smoking	1. Classify food that can be processed by salting and by curing and smoking	TP_LPFP-SCM-NG-1
			2. Identify the importance of food processing by salting, and curing and smoking	TP_LPFP-SCM-NG-2
			3. Demonstrate the proper procedure in using the equipment and tools in salting and in curing and smoking	TP_LPFP-SCM-NG-3
			4. Demonstrate the proper procedure in the preparation of raw materials used in salting and in curing and smoking 4.1 Sort and grade raw materials 4.2 Clean and wash eggs for salting 4.3 skin, eviscerate, and wash poultry for curing 4.4 Skin, debone, slice, chop and mincemeat for curing	TP_LPFP-SCM-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
			4.5 Clean, scale, eviscerate, debone, fillet and wash fish and other marine products 4.6 Clean and weigh raw materials	
			5. Demonstrate the proper steps and techniques in preparing solutions and mixtures in salting and curing	TP_LPFP-SCM-NG-5
<b>FOOD PROCESSING: FERMENTATION AND PICKLING (PFP)</b>				
<ul style="list-style-type: none"> <li>• Food that can be processed by fermentation and pickling</li> <li>• Importance of food processing by fermentation and pickling</li> <li>• Proper procedure in using the equipment and tools in fermentation and pickling</li> <li>• Proper procedure of preparing raw materials used in</li> </ul>	Demonstrate understanding of the basic concepts, theories, and principles in processing food by fermentation and pickling	Perform food processing by fermentation and pickling	1. Identify food that can be processed by fermentation and pickling	TP_LPFP-PFP-NG-1
			2. Identify the importance of food processing by fermentation and pickling	TP_LPFP-PFP-NG-2
			3. Demonstrate the proper procedure in using the equipment and tools in fermentation and pickling	TP_LPFP-PFP-NG-3
			4. Demonstrate the proper procedure of preparing raw materials used in fermentation and pickling 4.1 Sort and grade raw materials	TP_LPFP-PFP-NG-4



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	
fermentation and pickling <ul style="list-style-type: none"> <li>• Ingredients and spices used in fermentation and pickling of food/fish</li> <li>• Steps and procedures followed in alcoholic fermentation of fruits and vegetables</li> <li>• Procedure in acetic and lactic fermentation</li> <li>• Pickling procedures and techniques</li> <li>• Classification of fermented fish and other marine products</li> <li>• Fermentation procedures and techniques for fish and other marine products</li> </ul>			4.2 Prepare fruits and vegetables for pickling and fermentation		
			4.3 Prepare fish and other marine products for fermentation		
			5. Identify the ingredients and spices used in fermentation and pickling of food/fish		TP_LPFP-PFP-NG-5
			6. Demonstrate the proper steps and procedures followed in alcoholic fermentation of fruits and vegetables		TP_LPFP-PFP-NG-6
			7. Show the proper procedure in acetic and lactic fermentation		TP_LPFP-PFP-NG-7
			8. Exhibit proper pickling procedures and techniques		TP_LPFP-PFP-NG-8
			9. Recognize the classification of fermented fish and other marine products		TP_LPFP-PFP-NG-9
			10. Demonstrate the fermentation procedures and techniques for fish and other marine products	TP_LPFP-PFP-NG-10	



**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>FOOD PROCESSING: SUGAR CONCENTRATION (FSC)</b>				
<ul style="list-style-type: none"> <li>• Food that can be processed by sugar concentration</li> <li>• Importance of food processing by sugar concentration</li> <li>• Procedure in using the equipment and tools in sugar concentration</li> <li>• Procedure of preparing raw materials used in sugar concentration</li> <li>• Performing acid, pectin, and sugar mixtures</li> <li>• Proper procedure and techniques in preserving fruits and vegetables by sugar concentration</li> </ul>	Demonstrate understanding of the basic concepts, theories, and principles in processing food by sugar concentration	Perform food processing by sugar concentration	1. Identify food that can be processed by sugar concentration	TP_LPFP-FSC-NG-1
			2. Identify the importance of food processing by sugar concentration	TP_LPFP-FSC-NG-2
			3. Demonstrate the proper procedure in using the equipment and tools in sugar concentration	TP_LPFP-FSC-NG-3
			4. Demonstrate the proper procedure of preparing raw materials used in sugar concentration 4.1 Sort and grade raw materials 4.2 Prepare fruits for jelly, jam, marmalade, and 4.3 Make preserves	TP_LPFP-FSC-NG-4
			5. Perform acid, pectin, and sugar mixtures 5.1 Measure required amounts of pectin, sugar, and citric acid 5.2 Mix measured pectin, acid, and sugar with	TP_LPFP-FSC-NG-5



To authenticate this document, please scan the QR code



DEPED-OSEC-433737

**K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES**

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
			chopped fruit pulp/juice extract/pieces of fruits	
			6. Demonstrate the proper procedure and techniques in preserving fruits and vegetables by sugar concentration 6.1 Heat and cook mixture according to required consistency 6.2 Check and test desired endpoint as specified	TP_LPFP-FSC-NG-6
<b>PACKAGING FINISHED/PROCESSED FOOD PRODUCTS (PFP)</b>				
<ul style="list-style-type: none"> <li>• Proper preparation of production reports</li> <li>• Equipment, tools, and materials used in packaging finished/ processed food products</li> <li>• Proper packaging of finished/ processed food products</li> </ul>	Demonstrate understanding of the basic concepts, theories and principles in packaging finished process food products	Perform proper packaging of finished/ processed food products	1. Exhibit proper preparation of production reports 1.1 Document daily production report input, output and variances 1.2 Record and present all production data gathered	TP_LPFP-PFP-NG-1
			2. Identify the equipment, tools, and materials used in packaging finished/ processed food products	TP_LPFP-PFP-NG-2
			3. Perform proper packaging of	TP_LPFP-PFP-NG-3



## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>• Post packaging procedures/ labeling materials</li> </ul>			finished/processed food products	TP_LPFP-PFP-NG-4
			4. Perform post packaging procedures/labeling materials	



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737

## K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

### Code Book Legend Sample: TP\_LPFP-BCF-NG-1

LEGEND		SAMPLE	
First Entry	Program	Transition Program	<b>TP</b>
	Area	Livelihood Package Food/ Fish Processing	<b>LPFP</b>
Lowercase letter/s	Domain/ Content/ Component/ Topic	Basic Concepts in Food/ Fish Processing	<b>BCF</b>
			-
<i>Uppercase letters *put hyphen (-) in between letters</i>	Level	Non-Graded	<b>NG</b>
Arabic Number	Learning Outcomes	Identify the basic concepts in food/fish processing	<b>1</b>
			-

DOMAIN / COMPONENT	CODE
BASIC CONCEPTS IN FOOD/FISH PROCESSING	BCF
FOOD SAFETY AND SANITATION	FSS
FOOD PROCESSING TOOLS, EQUIPMENT, AND UTENSILS (FDT)	FDT
ESTIMATION AND BASIC CALCULATION	EBC
ENVIRONMENTAL POLICIES AND PROCEDURES	EPP
FOOD PROCESSING: SALTING, CURING AND SMOKING	SCM
FOOD PROCESSING: FERMENTATION AND PICKLING	PFP
FOOD PROCESSING: SUGAR CONCENTRATION	FSC
PACKAGING FINISHED/PROCESSED FOOD PRODUCTS	PFP



To authenticate this document,  
please scan the QR code



DEPED-OSEC-433737