

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
HOME ECONOMICS – TOURISM PROMOTION SERVICES (TP)

These are the list of specializations and their pre-requisites.

	Specialization	Number of Hours	Pre-requisite
1.	Animal Production (NC II)	480 hours	
2.	Aquaculture (NC II)	320 hours	
3.	Artificial Insemination (Ruminants) (NC II)	160 hours	Animal Production
4.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production
5.	Crop Production (NC I)	320 hours	
6.	Fish Nursery Operation (NC II)	160 hours	
7.	Fish or Shrimp Grow Out Operation (Non NC)	160 hours	Aquaculture
8.	Fish Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
9.	Food (Fish) Processing (NC II)	640 hours	
10.	Horticulture (NC II)	640 hours	
11.	Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
12.	Organic Agriculture (NC II)	320 hours	Crop Production
13.	Pest Management (NC II)	320 hours	Crop Production
14.	Rice Machinery Operation (NC II)	320 hours	Crop Production
15.	Slaughtering Operation (NC II)	160 hours	Animal Production
1.	Beauty/Nail Care (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
2.	Attractions and Theme Parks (NC II)	160 hours	
3.	Bread and Pastry Production (NC II)	160 hours	
4.	Caregiving (NC II)	640 hours	40 hours of the subject during exploratory Grade 7/8
5.	Cookery (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
6.	Dressmaking (NC II)	320 hours	
7.	Food and Beverage Services (NC II)	160 hours	
8.	Front Office Services (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
9.	Hairdressing (NC II)	320 hours	
10.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
11.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
12.	Handicraft (Needlecraft) (Non-NC)	160 hours	
13.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
14.	Household Services (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
15.	Housekeeping (NC II)	160 hours	
16.	Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
17.	Tour Guiding Services (NC II)	160 hours	
18.	Tourism Promotion Services (NC II)	160 hours	
19.	Travel Services (NC II)	160 hours	
20.	Wellness Massage (NC II)	160 hours	

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	Specialization	Number of Hours	Pre-requisite	
1.	ICT	Computer Hardware Servicing (NC II)	320 hours	
2.		Animation (NC II)	320 hours	
3.		Computer Programming (NC IV)	320 hours	
4.		Contact Center Services (NC II)	320 hours	
5.		Illustration (NC II)	320 hours	
6.		Medical Transcription (NC II)	320 hours	
7.		Technical Drafting (NC II)	320 hours	
1.	INDUSTRIAL ARTS	Automotive Servicing (NC I)	640 hours	
2.		Carpentry (NC II)	640 hours	
3.		Consumer Electronics Servicing (NC II)	640 hours	
4.		Electrical Installation and Maintenance (NC II)	640 hours	
5.		Masonry (NC II)	320 hours	
6.		Plumbing (NC I)	320 hours	
7.		Plumbing (NC II)	320 hours	Plumbing (NC I)
8.		Refrigeration and Airconditioning Servicing (NC II)	640 hours	
9.		Shielded Metal Arc Welding (NC I)	320 hours	
10.		Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
11.		Tile Setting (NC II)	320 hours	

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HOME ECONOMICS – TOURISM PROMOTION SERVICES (TP)
(160 hours)

Course Description:

This curriculum guide on **Tourism Promotion Services** that leads to a National Certificate Level II (NCII) is designed for a high school student to develop the knowledge, skills and attitudes for the tasks related to tourism promotion. It covers competencies that a person must achieve to operate an automated information system, source and provide destination information and advice, access and interpret product information, and promote tourism products and services. The preliminaries of this specialization course include the following: (1) core concepts in Tourism Promotion Services, (2) relevance of the course (3) career opportunities as a Tourism Promoter.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Key concepts in tourism promotion services 2. Relevance of the course 3. Career opportunities	The learner demonstrates an understanding of concepts and theories in Tourism Promotion Services.	The learner independently demonstrates competencies in Tourism Promotion Services as prescribed by TESDA Training Regulations.	1. Explain the key concepts in Tourism Promotion services 2. Discuss the relevance of the course 3. Explore career opportunities in tourism promotion services	
QUARTER I				
Lesson 1: OPERATE AN AUTOMATED INFORMATION SYSTEM (AI)				
1. Role of automated information systems in the tourism industry 2. Functions of the information system	The learner demonstrates an understanding of concepts and theories of automated information systems.	The learner independently operates an automated information system.	LO1. Access information on an automated system 1.1 Identify information requirements appropriately 1.2 Identify sources of information and access the correct automated system efficiently 1.3 Select appropriate search methods for the type of information required 1.4 Used key words and phrases to search for required information 1.5 Use and manipulate features of the system to access the full range of system information	TLE_HETP9-12AI-Ia-e-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
1. Basic understanding of copyright and intellectual property requirements as they relate to online information 2. Basic keyboarding skills 3. Electronic file handling (saving, copying, printing)			LO2. Check and download information 2.1 Access information to meet the required scope and purpose 2.2 Conduct further search if information is insufficient 2.3 Select required information 2.4 Place order for any information that requires purchase 2.5 Download/print information in accordance with system procedures and needed requirements 2.6 Organize information in a suitable format for use	TLE_HETP9-12CO-If-j-2
QUARTER 2 Lesson 2: SOURCE AND PROVIDE DESTINATION INFORMATION AND ADVICE (DI)				
1. Sources of information on destinations 2. Industry information networks	The learner demonstrates an understanding of concepts and theories in sourcing and providing destination information and advice.	The learner independently sources and provides destination information and advice.	LO1. Develop destination knowledge 1.1 Identify and access information sources for current and accurate information on destinations 1.2 Obtain information on features of the destination and the general type of tourism products available 1.3 Identify and obtain information on the different tourism products available which can meet customer needs 1.4 Record and store information for future use in accordance with enterprise systems	TLE_HETP9-12DI-IIa-c-3
3. Different ways that individuals update their knowledge in the tourism industry, including the internet			LO2. Update destination knowledge 2.1 Use informal and formal research to update knowledge of destination	TLE_HETP9-12DI-IIId-f-4

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
4. Ways in which customers seek information 5. Destination knowledge as appropriate to the sector or specific workplace			and general products 2.2 Seek feedback on experience with destinations from both colleagues and customers 2.3 Share updated information with colleagues in accordance with enterprise procedures	
6. Communication skills for dealing with customers and colleagues 7. Fundamental research skills			LO3. Provide destination information and advice 3.1 Identify specific needs of the customer regarding information and advice 3.2 Provide range of current and accurate destination and general products information in a timely manner and in accordance with standard procedures 3.3 Address customer needs by ensuring appropriate scope and depth of information 3.4 Present information and advice appropriately	TLE_HETP9-12DI-IIg-j-5
QUARTER 3				
Lesson 3: ACCESS AND INTERPRET PRODUCT INFORMATION (PI)				
1. Sources of tourism product information 2. Major categories of tourism products and services 3. Industry terminology and common abbreviations in relation to major product categories 4. Use of the 24-hour clock	The learner demonstrates an understanding of concepts and theories in accessing and interpreting information.	The learner independently accesses and interprets product information.	LO 1. Identify and access product information 1.1 Identify and access sources of product information 1.2 Select appropriate sources following set policy, commercial agreements and specific needs 1.3 Source specific product information to meet the particular sales or operational need	TLE_HETP9-12PI-IIIf-f-6

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. General procedures in relation to major product categories 6. Specific legal issues relating to different product categories 7. Collecting, organizing and analyzing information to determine what product information is needed 8. establishing the correct source of information and accessing the required information 9. Communication skills			LO 2. Interpret product information 2.1 Interpret and apply general and/or brochure information to meet the particular sales or operational need 2.2 Interpret and apply specific details about the product to meet the particular sales or operational need 2.3 Interpret and apply special jargon or specifications used in product information to meet the particular sales or operational need	TLE_HETP9-12PI-IIIg-j-7
QUARTER 4				
Lesson 4: PROMOTE TOURISM PRODUCTS AND SERVICES (PS)				
1. Principles of selling 2. Fundamental communication principles 3. Special laws relating to the sale of prohibited products	The learner demonstrates an understanding of concepts and theories in promoting tourism products and services.	The learner independently promotes tourism products and services.	LO1. Identify customer needs 1.1 Identify specific customer needs and preferences including cultural needs and expectations 1.2 Identify immediately customer requirements which, if met, would breach ethical and legal commitments 1.3 Establish rapport with the customer to promote goodwill and trust	TLE_HETP9-12PS-IVa-c-8
4. Product knowledge as appropriate to the enterprise or industry sector 5. Content and format of product information			LO2. Suggest products to meet customer needs 2.1 Conduct research, when required, to source information and to meet specific customer needs 2.2 Tailor product options to the specific needs of the customer 2.3 Make product suggestions in accordance with current promotional focus and any	TLE_HETP9-12PS-IVd-f-9

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			preferred product arrangements where appropriate 2.4 Make customers aware of additional products and options which may enhance their itinerary 2.5 Provide all options within the appropriate or agreed timeframe 2.6 Present all options in a format and style most appropriate to the particular customer and in accordance with standard procedures	
6. Communication skills, specifically active listening and questioning 7. Interpreting product information			LO3. Provide product information and advice 3.1 Identify specific product information and advice needs of the customer 3.2 Provide current and accurate product information and advice in a timely manner 3.3 Make scope and depth of the information appropriate to customer needs 3.4 Present information and advice appropriately 3.5 Explain and promote clearly the features and benefits to the customer 3.6 Provide additional information to overcome customer’s questions and objections 3.7 Selected and used techniques at the appropriate time to close the sale with the customer	TLE_HETP9-12PS-IVg-j-10

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GLOSSARY**

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Code Book Legend

Sample: TLE_HETP9-12PS-IVg-j-10

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Home Economics Tourism Promotion Services	TLE_HE TP 9-12
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Promote Tourism Products And Services	PS
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	IV
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week Seven to Ten	g-j
			-
Arabic Number	Competency	Provide product information and advice	10

DOMAIN/ COMPONENT	CODE
Operate an Automated Information System	AI
Source and Provide Destination Information And Advice	DI
Access and Interpret Product Information	PI
Promote Tourism Products and Services	PS

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

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

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

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 SAMPLE HOME ECONOMICS CURRICULUM MAP**

No.	Grade 7/8	Grade 9	Grade 10	Grade 11	Grade 12					
1	EXPLORATORY									
2										
3						*Beauty/Nail Care (NC II) 2 sems	Wellness Massage (NC II) 2 sems		Hairdressing (NC II) 4 sems	
4						*Caregiving (NC II) 8 sems				
5						*Dressmaking (NC II) 4 sems		Tailoring (NC II) 4 sems		
6										
7										
8						*Front Office Services (NC II) 2 sems	Travel Services (NC II) 2 sems	Tour Guiding Services (NC II) 2 sems	Tourism Promotion Services (NC II) 2 sems	
9										
10										
11										
12							*Cookery (NC II) 4 sems	Bread and Pastry Production (NC II) 2 sems	Food and Beverage Services (NC II) 2 sems	
13										
14							*Household Services (NC II) 4 sems	Housekeeping (NC II) 2 sems	Attractions and Theme Parks (NC II) 2 sems	
15										
16										
17										
18							Handicraft (Non-NC) Needlecraft 2 sems	Handicraft (Non-NC) Fashion Accessories, Paper Craft 2 sems	Handicraft (Non-NC) Basketry, Macrame 2 sems	Handicraft (Non-NC) Woodcraft, Leathercraft 2 sems
19										
20										

* Students cannot take a specialization if they have not taken 40 hours of the subject in Grades 7 or 8