

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – FOOD AND BEVERAGE SERVICES**

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

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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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	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>	
1.	<b>ICT</b>	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.	<b>INDUSTRIAL ARTS</b>	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 – FOOD AND BEVERAGE SERVICES**  
(160 hours)

**Course Description:**

This curriculum guide on **Food and Beverages** leads to a National Certificate Level II (NCII). This course is designed for a high school student to develop the knowledge, skills, and attitude to perform the tasks required by the Food and Beverage service. It covers the core competencies of (1) planning the food and beverage program of client/s, (2) providing preliminary services to client/s, (3) applying food and beverages techniques, and (4) providing advice on food and beverage services.

The preliminaries of this specialization course include the following: (1) core concepts in food and beverage services, (2) the relevance of the course, and (3) exploration of career opportunities as a Food Attendant or Chef de rang.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Core concepts in food and beverage services</li> <li>2. Relevance of the course</li> <li>3. Career opportunities</li> </ol>	The learner demonstrates an understanding of the basic concepts and underlying theories in food and beverage services.	<ol style="list-style-type: none"> <li>1. The learner independently demonstrates competencies in the food and beverage services as prescribed by TESDA Training Regulations</li> <li>2. The learner demonstrates the skills and knowledge of food and beverage service in relation to its concepts, job opportunities, future career preparation, and market demand.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain core concepts in food and beverage services</li> <li>2. Discuss the relevance of the course</li> <li>3. Understand the significance of food and beverage service in today's market job demands</li> <li>4. Explore career opportunities</li> <li>5. Recognize food and beverage service opportunities for other related future careers</li> </ol>	
<b>Quarter I</b>				
<b>LESSON 1: PROVIDE LINK BETWEEN KITCHEN AND SERVICE AREA (KS)</b>				
<ol style="list-style-type: none"> <li>1. Workflow structures within the food and beverage service location</li> <li>2. Communication and interpersonal skills</li> <li>3. Duties and responsibilities of food service team</li> </ol>	The learner demonstrates an understanding of concepts and principles in providing a link between the kitchen and service area.	The learner independently provides a service link between the kitchen and service area.	<p><b>LO 1. Liaise between kitchen and service areas</b></p> <ol style="list-style-type: none"> <li>1.1 Attend and monitor kitchen service points to ensure efficient pick up of food items</li> <li>1.2 Identify traditional items required from the kitchen through monitoring of service areas and consultation with other service colleagues</li> <li>1.3 Advise colleagues promptly regarding readiness of items for service</li> <li>1.4 Check quality of food in accordance</li> </ol>	<b>TLE_HEFB9-12KS-Ia-h-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			with customer’s request 1.5 Check service ware for chips, marks, spills, and drips 1.6 Carry out plates and/or trays safely 1.7 Transfer and place food efficiently at the appropriate service point in accordance with safety requirements	
4. Hygienic and appropriate personal presentation 5. Legislation on OHS and food hygiene		The learner will become aware of precautionary measures and observance of hygiene and sanitation in food and beverage handling.	<b>LO 2. Clean and clear food service areas</b> 2.1 Observe precautionary measures and sanitary practices in handling food and beverage 2.2 Remove used items efficiently from service areas and transfer safely to the appropriate location for cleaning 2.3 Dispose of leftover food and disposable service ware to the appropriate receptacles	<b>TLE_HEFB9-12KS-II-j-2</b>
<b>Quarter II                      LESSON 2: PROVIDE FOOD AND BEVERAGE SERVICE (BS)</b>				
1. Preparation of service equipment/utensils and supplies 2. Cleanliness and condition of equipment / utensils furniture and supplies	The learner demonstrates an understanding of the concepts and principles in providing food and beverage services.	The learner: 1. independently provides food and beverage services 2. demonstrates an understanding of the concepts and principles behind the correct preparation of the dining area and other related services. 3. observes proper qualification standards regarding the condition of dining/restaurant hall or space, amenities,	<b>LO 1. Prepare dining/restaurant area for service</b> 1.1 Prepare and adjust dining environment to provide comfort and ambience to customers 1.2 Check dining/restaurant area and customer facilities for cleanliness and orderliness prior to service 1.3 Take corrective actions when required 1.4 Set up furniture in accordance with standard requirements, and based	<b>TLE_HEFB9-12BS-IIa-b-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
		furniture, equipment's, supplies, materials and others. 4. demonstrates the skills and understanding of preparing the menu suitable for a specific event and/or of the preparation needs as advised to the cooks or kitchen staff.	on bookings, customers' requests, convenience and safety 1.5 Check equipment and prepare for service 1.6 Verify list of menu variations and daily specials with kitchen staff based on standard policy and guidelines	
3. Completeness of table setup 4. Balance and uniformity of utensils 5. Order of the utensils 6. Eye appeal 7. Timeliness		The learner: 1. demonstrates the skills in the selection of appropriate type or style of table setting, and right color combinations for aesthetic considerations. 2. responds effectively and efficiently to customers' special requests' that are within the bounds of the service guidelines of the establishment. 3. demonstrates a wholesome personality in receiving customers. 4. manifests prompt awareness to customers' needs in terms of advanced service reservations, and responds positively to the requested workable terms and conditions.	<b>LO 2. Prepare and set tables</b> 2.1 Set tables within the required timeframes in accordance with the standards and/or customer's special requests 2.2 Dress tables according to standard procedures and/or any approved special requirements 2.3 Check cleanliness and condition of tables, glassware, service ware, and cutlery prior to service 2.4 Remove, clean and replace items that are below standard based on relevant guidelines	<b>TLE_HEFB9-12BS-IIc-d-2</b>
8. Protocol in welcoming/greeting guests 9. Procedure and rationale in seating the guest			<b>LO 3. Welcome customers</b> 3.1 Welcome customers upon arrival in accordance with customer service standards	<b>TLE_HEFB9-12BS-IIe-f-3</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.2 Check details of reservations based on established service standard policies 3.3 Provide clear information and description to customers 3.4 Escort and seat customers according to table allocations 3.5 Offer available pre-meal services if appropriate	
10. Present the menu to guests 11. Take food / beverage order		The learner practices skills in responding to customers' needs and requested special food preparations by taking down menus correctly	<b>LO 4. Take and process orders</b> 4.1. Present menu and drink lists to customers 4.2. Provide recommendations and suggestions to assist customers with drink and meal selections. 4.3. Answer customers' questions on menu items courteously 4.4. Operate ordering systems promptly 4.5. Take and record orders accurately with minimal disruption to customers 4.6. Relay accurate information about any special request regarding dietary or cultural requirements	<b>TLE_HEFB9-12BS-IIg-h-4</b>
12. Sequence table serving (a la carte, fine dining with wine services) 13. Safety practices and precautionary measures in serving guest orders 14. Bussing and cleaning the table		The learner: 1. shows competence in doing schedules of menus to be prepared and served. 2. communicates needs of customers to the service area with accuracy. 3. observes strictly sanitation and hygiene practices in responding	<b>LO 5. Serve and clear food and drinks</b> 5.1. Serve food and beverage selections promptly from service areas 5.2. Check for presentation and convey to customers safely 5.3. Provide glassware, service ware and cutlery suitable to menu choices 5.4. Monitor flow of service and meal	<b>TLE_HEFB9-12BS-IIIi-5</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
		<p>to guests' food and beverage service needs.</p> <p>4. performs the billing payment with accuracy and efficiency.</p>	<p>delivery</p> <p>5.5. Recognize and follow up promptly any delays or deficiencies in service</p> <p>5.6. Serve food and beverage courteously</p> <p>5.7. Offer and serve additional food and beverage at the appropriate times</p> <p>5.8. Clear tables of crockery, cutlery and glassware at the appropriate time and with minimal disruption to customers</p> <p>5.9. Organize, present and process accounts following standard procedure</p> <p>5.10. Bid goodbye to guests courteously and reset table appointments</p>	
<p>15. Procedures in resetting tables</p> <p>16. Safety practices in resetting the table</p>		<p>The learner discusses positively with colleagues matters related to improvements in the kitchen shop organization, including equipment and furniture. keeping after the dining hours.</p> <p>The learner shows skill in table setting following observed procedures and guidelines.</p>	<p><b>LO 6. Close down restaurant/dining area</b></p> <p>6.1 Clear, clean or dismantle restaurant/dining area in accordance with standard procedure and safety requirements</p> <p>6.2 Store and/or prepare equipment in accordance with standard procedures.</p> <p>6.3 Reset table appointments for future diners following procedure and requirements.</p> <p>6.4 Review and evaluate service with colleagues identifying possible improvements</p>	<p><b>TLE_HEFB9-12BS-IIj-6</b></p>
<p><b>Quarter III</b>  <b>LESSON 3: PROVIDE ROOM SERVICE (RS)</b></p>				

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
1. Taking room service orders	The learner manifests an understanding of room service or "in-room dining".	The learner demonstrates the knowledge and skills in food and beverage service for "in-room dining" by performing activities skillfully and pleasantly.	<b>LO 1. Take and process room service orders</b> 1.1. Attend telephone calls promptly and courteously in accordance with customer service standards 1.2. Check and use guests' names throughout the interaction 1.3. Clarify, repeat and check details of orders with guests for accuracy 1.4. Use suggestive selling techniques when appropriate 1.5. Advise guests of approximate time of delivery 1.6. Record room service orders and check relevant information in accordance with establishment policy and procedures 1.7. Interpret room service orders received from doorknob docketts 1.8. See to it that orders through flyers (doorknobs) are delivered efficiently and accurately 1.9. Transfer orders promptly to appropriate location for preparation	<b>TLE_HEFB9-12RS-IIIa-b-7</b>
2. Equipment and material selection and set-up			<b>LO 2. Set up trays and trolleys</b> 2.1 Prepare food and beverage items in accordance with establishment procedures 2.2 Prepare general room service equipment, and materials for use based on establishment procedures 2.3 Set up trays and trolleys with presentation techniques in	<b>TLE_HEFB9-12RS-IIIc-e-8</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			accordance with establishment standards for a variety of meals including <ul style="list-style-type: none"> <li>– Breakfast</li> <li>– Lunch</li> <li>– Dinner</li> <li>– Complimentary</li> <li>– Special requests</li> <li>– VIPs</li> </ul> 2.4 Select and check service equipment and materials for cleanliness and damages 2.5 Collect food items and beverages promptly following establishment procedure 2.6 Set up food and beverage on trays and trolleys under strict compliance to hygiene and sanitation 2.7 Check orders before leaving the kitchen for delivery 2.8 Observe caution in doing food and beverage service	
3. Room service meal delivery and serving		Practice food and beverage delivery to rooms efficiently and courteously.	<b>LO 3. Present room service meals and beverages to guests</b> 3.1 Request entry to guests’ rooms by knocking politely on the door in accordance with establishment service standards 3.2 Enter guests’ rooms upon appropriate response from guests and greet them politely 3.3 Consult guest preferences for positioning of trays or trolleys in the room in accordance with establishment procedures	<b>TLE_HEFB9-12RS-IIIIf-g-9</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.4 Position furniture properly where required. 3.5 Offer meals to guests where appropriate in accordance with establishment policy 3.6 Serve and place meals and beverages properly in accordance with establishment procedures	
4. Billing of guest		The learner demonstrates the skills in presenting or submitting accounts to be paid to the clientele at the appropriate time.	<b>LO 4. Present room service accounts</b> 4.1. Check and present guests' accounts for accuracy in accordance with establishment procedures. 4.2. Present cash payments to the cashier for processing in accordance with establishment guidelines 4.3. Present charge accounts to guests for signing based on establishment policy and procedures 4.4. Assist guest in transacting to the cashier if needed.	<b>TLE_HEFB9-12RS-IIIh-i-10</b>
5. Clean room service area		The learner demonstrates the skills in clearing the service area of used equipment, utensils, leftovers, and materials with efficiency and pleasantly.	<b>LO 5. Clear room service area</b> 5.1. Check and clear floors in accordance with establishment policy and guidelines 5.2. Return trays and trolleys to the room service area, dismantled and clean, in accordance with establishment procedures 5.3. Re-stock food, beverage and equipment in accordance with establishment policy	<b>TLE_HEFB9-12RS-IIIj-11</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Quarter IV</b>				
<b>LESSON 4: DEVELOP AND UPDATE FOOD AND BEVERAGE KNOWLEDGE (BK)</b>				
1. Past and current trend in food and beverage 2. Types of food and beverage - Special dietary requirements - Special cultural needs		The learner: 1. updates oneself on the current food menus, and service trends. 2. identifies possible food sources based on acceptable cultural norms and wants. 3. demonstrates appreciation for new trends in food and beverage service.	<b>LO 1. Research general information on food and beverage cocktails</b>  1.1. Identify required information based on daily activities associated with the job  1.2. Identify suitable sources based on the required information  1.3. Develop and maintain current knowledge of food and beverage as required by the job  1.4. Enhance past knowledge to suit current changing needs in food and beverage service	<b>TLE_HEBF9-12BK-IVa-e-12</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
3. Appropriate combinations of food and beverage based on the following: <ul style="list-style-type: none"> <li>- Customer preferences</li> <li>- Traditional combinations of foods and beverages</li> <li>- Special dietary requirements</li> <li>- Special cultural needs</li> </ul> 4. National/local act related to service of food and beverage		The learner: <ol style="list-style-type: none"> <li>1. demonstrates the skills in proper food and beverage selection in terms of its combination, nutritional value and health considerations.</li> <li>2. demonstrate skills in responding to cultural food needs with variety and quality.</li> <li>3. responds efficiently to customers' queries on food and drinks with courtesy.</li> </ol>	<b>LO 2. Share information with customers</b> <ol style="list-style-type: none"> <li>2.1 Provide customers assistance with the selection of food and beverage items based on set policy</li> <li>2.2 Offer and recommend suitable combinations of food and beverages when appropriate</li> <li>2.3 Respond courteously and efficiently to customer questions on menus and drinks lists</li> <li>2.4 Suggest menus of cultural considerations</li> </ol>	<b>TLE_HEBF9-12BK-IVf-j-13</b>

**Note: On the job training hours: 1. Last week of February and last week of March making a total of 80 hrs.**

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GLOSSARY**

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**Code Book Legend**  
**Sample: TLE\_HEFB9-12KS-Ia-h-1**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Food and Beverages	<b>TLE_HE FB 9-12</b>	Provide Link Between Kitchen and Service Area	KS
	Grade Level	Grade 9/10/11/12			
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Provide Link Between Kitchen and Service Area	<b>KS</b>	Provide Food and Beverage Service	BS
			-	Provide Room Service	RS
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>		
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week One	<b>a</b>	Develop and Update Food and Beverage Knowledge	BK
			-		
<b>Arabic Number</b>	Competency	Liaise between kitchen and service areas	<b>1</b>		

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	<b>EXPLORATORY</b>									
2										
3						*Beauty/Nail Care (NC II) <b>2 sems</b>	Wellness Massage (NC II) <b>2 sems</b>		Hairdressing (NC II)	<b>4 sems</b>
4						*Caregiving (NC II)				<b>8 sems</b>
5						*Dressmaking (NC II)		<b>4 sems</b>	Tailoring (NC II)	
6										
7										
8						*Front Office Services (NC II)	Travel Services (NC II)		Tour Guiding Services (NC II)	Tourism Promotion Services (NC II)
9										
10						<b>2 sems</b>		<b>2 sems</b>	<b>2 sems</b>	<b>2 sems</b>
11										
12						*Cookery (NC II)			Bread and Pastry Production (NC II)	Food and Beverage Services (NC II)
13								<b>4 sems</b>	<b>2 sems</b>	<b>2 sems</b>
14										
15						*Household Services (NC II)			Housekeeping (NC II)	Attractions and Theme Parks (NC II)
16								<b>4 sems</b>	<b>2 sems</b>	<b>2 sems</b>
17										
18						Handicraft (Non-NC) Needlecraft	Handicraft (Non-NC) Fashion Accessories, Paper Craft		Handicraft (Non-NC) Basketry, Macrame	Handicraft (Non-NC) Woodcraft, Leathercraft
19										
20						<b>2 sems</b>		<b>2 sems</b>	<b>2 sems</b>	<b>2 sems</b>

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