

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL LIVELIHOOD TRACK**  
**HOME ECONOMICS - COOKERY**

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)	640 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 Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
7.	Food (Fish) Processing (NC II)	640 hours	
8.	Horticulture (NC II)	640 hours	
9.	Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
10.	Organic Agriculture (NC II)	320 hours	Crop Production
11.	Pest Management (NC II)	320 hours	Crop Production
12.	Rice Machinery Operation (NC II)	320 hours	Crop Production
13.	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.	Housekeeping (NC II)	160 hours	
15.	Local Guiding Services (NC II)	160 hours	
16.	Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
17.	Tourism Promotion Services (NC II)	160 hours	
18.	Travel Services (NC II)	160 hours	
19.	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.		Domestic Refrigeration and Airconditioning Servicing (NC II)	640 hours	
5.		Electrical Installation and Maintenance (NC II)	640 hours	
6.		Masonry (NC II)	320 hours	
7.		Plumbing (NC I)	320 hours	
8.		Plumbing (NC II)	320 hours	Plumbing (NC I)
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 - COOKERY**  
**Grade 7/8 (Exploratory)**

**Course Description:**

This curriculum guide is an exploratory course in **Cookery**, which leads to National Certificate Level II (NC II). It covers five common competencies that a Grade 7/8 Technology and Livelihood Education (TLE) student ought to possess, namely: 1) knowledge of the use of tools, equipment, and paraphernalia; 2) maintenance of tools, equipment, and paraphernalia; 3) performance of mensuration and calculation; 4) interpretation of technical drawings and plans; and 5) the practice of Occupational Health and Safety Procedures (OHSP) The preliminaries of this exploratory course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>Introduction</b> 1. Basic concepts in cookery 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of basic concepts and theories in cookery	The learners independently demonstrate common competencies in cookery as prescribed in the TESDA Training Regulation	<i>The learners:</i> 1. explain basic concepts in cookery 2. discuss the relevance of the course 3. explore opportunities for cookery as a career	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES – PECs</b>				
1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee: 1.1. Characteristics 1.2. Lifestyle 1.3. Skills 1.4. Traits 2. Analysis of PECs in relation to an entrepreneur	The learners demonstrate an understanding one's PECs	The learners recognize his/her PECs and prepare an activity plan that aligns that with that of a practitioner/entrepreneur in cookery	<b>LO 1. Recognize PECs needed in cookery</b> 1.1 assess one's pecs: characteristics, lifestyle, skills, traits 1.2 compare one's pecs with those of an entrepreneur	<b>TLE_PECs7/8-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
SWOT analysis 1. Key concepts in environment and market 2. Differentiation of products, services, customers and their buying habits 3. Competitors in the market	The learners demonstrate an understanding environment and market in cookery	The learners create a business idea based on the analysis of environment and market in cookery	<b>LO 1. Generate a business idea that relates with a career choice in Cookery</b> 1.1 discuss swot analysis 1.2 generate a business idea based on the swot analysis	<b>TLE_EM7/8-00-1</b>

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<b>USE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA (UT)</b>				
1. Types of kitchen tools, equipment and paraphernalia 2. Uses of kitchen tools, equipment, and paraphernalia	The learners demonstrate an understanding the use and maintenance of equipment in cookery	The learners independently use and maintain tools, equipment, and materials in cookery according to standard operating procedures	<b>LO 1. Utilize appropriate kitchen tools, equipment, and paraphernalia</b> 1.1 identify types of tools, equipment, and paraphernalia 1.2 classify the types of appropriate cleaning tools and equipment based on their uses 1.3 describe the various types of kitchen tools, equipment, and paraphernalia	<b>TLE_HECK7/8UT-0a-1</b>
<b>MAINTENANCE OF KITCHEN TOOLS, EQUIPMENT, AND PARAPHERNALIA (MT)</b>				
1. Types of chemicals for cleaning and sanitizing kitchen tools and equipment 2. Steps in cleaning and sanitizing kitchen tools and equipment 3. Cleaning kitchen premises (floor and storage areas) 4. Maintenance of kitchen tools, equipment, and work areas			<b>LO 2. Maintain appropriate kitchen tools, equipment, and paraphernalia</b> 2.1 select various types of chemicals for cleaning and sanitizing kitchen tools, equipment, and paraphernalia 2.2 clean and sanitize kitchen tools and equipment following manufacturer’s instructions 2.3 use cleaning tools, equipment, and paraphernalia in accordance to standard operating procedures 2.4 maintain kitchen tools, equipment, and work areas	<b>TLE_HECK7/8MT-0b-2</b>
1. Storing/stacking tools and equipment			<b>LO 3. Store and stack kitchen tools and equipment</b>	<b>TLE_HECK7/8MT-0c-3</b>

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			3.1 store or stack cleaned equipment and utensils safely in the designated place	
<b>PERFORM MENSURATION AND CALCULATIONS (PM)</b>				
1. Types of measuring tools and their uses 2. Measuring techniques of ingredients 2.1. Dry ingredients 2.2. Liquid ingredients 3. Measurement abbreviations 4. Equivalent measurements 5. Conversion of weights and measurements 6. Substitution of ingredients	The learners demonstrate an understanding performing mensuration and calculation in cookery	The learners independently measure and calculate ingredients in cookery	<b>LO 1. Carry out measurements and calculations in a required task</b> 1.1 give the abbreviations and equivalents of measurements 1.2 identify the types of measuring tools 1.3 describe the functions of measuring tools 1.4 measure ingredients according to recipe requirement 1.5 convert systems of measurement according to recipe requirement 1.6 perform substitution of ingredients	<b>TLE_HECK7/8PM-0d-4</b>
7. Costing the finished products/recipes 7.1. Expenses 7.2. Mark-up 7.3. Selling price 7.4. Profit			<b>LO 2. Calculate cost of production</b> 2.1 discuss principles of costing 2.2 compute cost of production 2.3 validate computed cost of production	<b>TLE_HECK7/8PM-0e-5</b>
<b>INTERPRET KITCHEN LAYOUT (KL)</b>				
1. Alphabet of lines 2. Architectural kitchen symbols, diagram, and layout	The learners demonstrate an understanding the interpretation of diagrams, plans, and kitchen layouts	The learners independently interpret kitchen/shop layouts based on given blueprints	<b>LO 1. Read and interpret kitchen plans</b> 1.1 read and interpret architectural kitchen symbols and layout	<b>TLE_HECK7/8KL-0f-6</b>

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			according to specifications in the blueprint 1.2 determine parts and functions of a kitchen layout	
3. Kitchen types and layouts			<b>LO 2. Prepare a kitchen layout</b> 2.1 prepare a sketch and layout according the type of kitchen	<b>TLE_HECK7/8KL-0g-7</b>
<b>PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES (OSHP)</b>				
1. Concepts of the following: 1.1. Safety 1.2. Health 1.3. OHSP standards 2. Safety Regulations 2.1. Clean Air Act 2.2. Building Code 2.3. National Electrical and Fire Safety Code 2.4. Ph OSHS	The learners demonstrate an understanding the practice of occupational health and safety	The learners independently practice occupational health and safety	<b>LO 1. Importance of Occupational Health and Safety Procedures</b> 1.1 recognize the importance of ohsp 1.2 explain safety regulations, hazard control practices, and procedures based on organization procedures	<b>TLE_HECK7/8OHSP-0h-8</b>
3. Types of Hazard/Risk in the work place 3.1. Physical 3.2. Biological 3.3. Chemical 3.4. Fire			<b>LO 2. Identify Hazards and Risks in the Workplace</b> 2.1 determine the types of hazards and risks the workplace	<b>TLE_HECK7/8OHSP-0i-9</b>
4. Control hazards and risks in the workplace 4.1. Environmental control 4.2. Work practice control 4.3. Personal Protective Equipment (PPE) 5. Emergency-related drills and training 6. Occupational Health and Safety personal records			<b>LO 3. Evaluate and Control Hazards and Risks in the Workplace</b> 3.1 Follow consistently OHS procedure for controlling hazards/risks 3.2 Use Personal Protective Equipment (PPE) in accordance with OHS 3.3 Conduct emergency-related drills and training	<b>TLE_HECK7/8OHSP-0j-10</b>

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			3.4 Maintain OHSP awareness	

(160 hours)

**Course Description:**

This curriculum guide on Cookery leads to National Certificate Level II (NCII). This course is designed for a high school student to develop knowledge, skills, and attitudes in the performance of Cookery tasks. It covers core competencies, namely: (1) cleaning and maintaining kitchen premises, (2) preparing appetizers, (3) preparing salads and dressings, (4) preparing sandwiches, (5) preparing desserts, and (6) packaging prepared foods.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Core concepts in cookery 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of core concepts and underlying theories in cookery lessons	The learners independently demonstrate core competencies in cookery as prescribed in the TESDA Training Regulation	<i>The learners:</i> 1. explain core concepts in cookery 2. discuss the relevance of the course 3. explore opportunities for a career in cookery	
<b>CONCEPT REVIEW</b>				
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES – PECs</b>				
1. Dimensions of Personal Entrepreneurial Competencies (PECs) 1.1. three clusters of PECs (achievement, planning, and power clusters) 1.2. characteristics 2. Assessment of PECs	The learners demonstrate an understanding the dimensions and characteristics of PECs	The learners recommend specific strategies to improve “weak” areas and sustain “strong” areas in their PECs	<b>LO 1. Assess Personal Entrepreneurial Competencies</b> 1.1. explain dimensions/clusters of PECs and the different characteristic traits per cluster 1.2. evaluate one’s PECs	<b>TLE_PECs9-12-00-1</b>
<b>BUSINESS ENVIRONMENT AND MARKET (EM)</b>				
1. Factors in the business environment 2. Identifying business opportunities	The learners demonstrate an understanding the different factors that influence the business environment.	The learners analyze how factor influence the business environment.  The learners relate experience in generating business ideas or identifying business opportunities.	<b>LO 2. Understand the business environment and business ideas</b> 2.1 explain how different factors influence the business environment 2.2 explain procedures for generating business ideas or identifying business	<b>TLE_EM9-12-00-1</b>

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			opportunities 2.3 generate business ideas and identify business opportunities	
<b>CLEAN AND MAINTAIN KITCHEN TOOLS, EQUIPMENT, AND PREMISES (KP)</b>				
1. Kitchen tools and equipment to be cleaned, sanitized, and stored 1.1. cutting tools and equipment 1.2. measuring tools and equipment 1.3. mixing tools and equipment 1.4. top-of-the-range equipment 1.5. baking tools and equipment 2. Types of chemicals used in cleaning and sanitizing kitchen tools and equipment 3. Methods of cleaning and sanitizing kitchen tools and equipment 4. Proper dishwashing techniques 5. Techniques in storing cleaned kitchen tools and equipment	The learners demonstrate an understanding the knowledge, skills, and attitudes required in maintaining kitchen tools, equipment, and work premises.	The learners independently maintain clean kitchen tools, equipment, and premises.	<b>LO 1. Clean, sanitize, and store kitchen tools and equipment</b> 1.1 recognize kitchen tools and equipment to be cleaned and sanitized 1.2 identify the chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment 1.3 prepare cleaning agents in accordance with manufacturer’s instructions 1.4 clean and sanitize kitchen tools in accordance with prescribed standards 1.5 store cleaned kitchen tools and equipment safely in the designated space	<b>TLE_HECK9-12KP-Ia-1</b>
6. Surfaces to be cleaned 6.1. walls 6.2. floors 6.3. shelves 6.4. benches and work surfaces 6.5. cooking equipment and			<b>LO 2. Clean and sanitize kitchen premises</b> 2.1 recognize kitchen premises to be cleaned and sanitized 2.2 classify and describe the uses of cleaning agents 2.3 clean the kitchen area	<b>TLE_HECK9-12KP-Ib-2</b>



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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
appliances 6.6. cold storage equipment 6.7. storerooms and cupboards 7. Types and uses of cleaning agents 7.1. specifications 7.2. usage instructions 7.3. methods of mixing 7.4. precautionary measures 8. Sanitation procedures 9. Cleaning schedules			hygienically in accordance with food safety and occupational health regulations 2.4 clean surfaces without damaging property and adversely affecting health 2.5 use cleaning agents in sanitizing kitchen premises safely 2.6 follow cleaning schedule based on enterprise procedures 2.7 follow safety and first aid procedures	
<b>PREPARE APPETIZERS (PA)</b>				
1. Identification of tools and equipment needed 2. Tools, equipment, and utensils needed in preparing appetizers 3. Cleaning, sanitizing, and preparing tools and utensils to be used 4. Classification of appetizers 5. Variety of ingredients in preparing appetizers 6. Nutritional value of appetizer	The learners demonstrate an understanding the knowledge, skills, and attitudes required in preparing appetizers	The learners independently prepares appetizers	<b>LO 1. Perform <i>mise en place</i></b> 1.1 identify tools and equipment needed in the preparation of appetizers 1.2 clean, sanitize, and prepare tools, utensils, and equipment based on the required tasks 1.3 classify appetizers according to ingredients 1.4 identify ingredients according to the given recipe	<b>TLE_HECK9-12PA-Ic-3</b>
7. Varieties of hot and cold appetizers 8. Methods of preparing appetizers 9. Suggested projects 9.1. Canapés 9.2. Hors d'oeuvres 9.3. Fruit appetizers			<b>LO 2. Prepare a range of appetizers</b> 2.1 differentiate between hot and cold appetizers 2.2 prepare a variety of appetizers 2.3 evaluate the finished product	<b>TLE_HECK9-12PA-Ic-3</b>

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9.4. Vegetable appetizers 9.5. Etc. 10. Occupational Health and Safety (OHS)			2.4 rate the finished product using rubric 2.5 follow workplace safety procedures	
11. Fundamentals of plating 12. Accompaniments of appetizers 13. Occupational Health and Safety (OHS)			<b>LO 3. Present a range of appetizers</b> 3.1 identify the fundamental of plating 3.2 identify the accompaniments of appetizers 3.3 present appetizers attractively 3.4 observe sanitary practices in presenting appetizers	<b>TLE_HECK9-12PA-Ii-5</b>
14. Principles and techniques in storing appetizers 15. Safety and hygienic practices			<b>LO 4. Store appetizers</b> 4.1 utilize quality trimmings 4.2 keep appetizers in appropriate conditions to maintain their freshness, quality, and taste	<b>TLE_HECK9-12PA-Ij-6</b>
<b>PREPARE SALAD AND DRESSING (SD)</b>				
1. Tools, equipment, and utensils needed in preparing salad and dressing 2. Classification of salads according to ingredients 3. Classification of salads according to place in the meal 4. Nutritional values of salad and dressing	The learners demonstrate an understanding he knowledge, skills, and attitudes required in preparing appetizers.	The learners independently prepare salad and dressing.	<b>LO 1. Perform <i>mise en place</i></b> 1.1 identify tools and equipment needed in the preparation of salad and dressing 1.2 clean, sanitize, and prepare tools, utensils, and equipment based on the required tasks 1.3 identify ingredients according to the given recipe 1.4 prepare ingredients based on the required form and	<b>TLE_HECK9-12SD-IIa-7</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Components of salads 6. Important considerations in salad preparation 7. Tools and equipment needed in salad making 8. Methods of preparing salad 9. Kinds of salad dressing and their ingredients			time frame <b>LO 2. Prepare a variety of salads and dressings</b> 2.1 identify the components of a salad 2.2 identify the factors to consider in salad preparation 2.3 select and use correct equipment in preparing salads and dressings 2.4 prepare a variety of salad 2.5 identify the different kinds of salad dressings and their ingredients 2.6 prepare salad dressings 2.7 follow workplace safety procedures	<b>TLE_HECK9-12SD-IIb-g-8</b>
10. Factors and techniques in presenting salads and dressings 11. Factors to consider in plating and presenting salads 11.1. Balance 11.2. Harmony 11.3. Height 11.4. Color 11.5. Texture 12. Accompaniments of salads			<b>LO 3. Present a variety of salads and dressings</b> 3.1 Present salads and dressings attractively 3.2 Observe sanitary practices in presenting salad and dressing 3.3 Identify the accompaniments of salads and dressings 3.4 Rate the finished products using rubrics	<b>TLE_HECK9-12SD-IIh-i-9</b>
13. Safe and hygienic practices in storing salads and dressings 14. Temperature required in storing salads and dressings			<b>LO 4. Store salad and dressing</b> 4.1 Utilize quality trimmings 4.2 Store appetizers in appropriate conditions to maintain their freshness, quality, and taste	<b>TLE_HECK9-12SD-IIj-10</b>

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<b>PREPARE SANDWICHES (SW)</b>				
1. Tools, equipment, and utensils needed in preparing sandwiches 2. Variety of ingredients in preparing sandwiches 3. Common culinary/industry terms used with regard to sandwiches 4. Classification of sandwiches	The learners demonstrate an understanding how to prepare sandwiches	The learners independently prepare sandwiches	<b>LO 1. Perform <i>mise en place</i></b> 1.1 clean, sanitize, and prepare tools, utensils, and equipment based on the required tasks 1.2 identify ingredients according to the given recipe 1.3 identify culinary terms related to sandwiches identify type/classification of sandwiches	<b>TLE_HECK9-12SW-IIIa-11</b>
5. Components of the sandwich 6. Types of bread suited for sandwiches 7. Suitable filling and spreads for each type of sandwich 8. Methods of preparing sandwiches 9. Suggested Projects: 9.1. Hot sandwich 9.2. Cold sandwich 9.3. Open-faced sandwiches 9.4. Rolled sandwiches 9.5. Stuffed sandwiches 9.6. Etc.			<b>LO 2. Prepare a variety of sandwiches</b> 2.1 Identify sandwich component 2.2 Identify bread suited for sandwich making 2.3 Suitable filling and spreads 2.4 Select and prepare glazes/sweet sauces 2.5 Prepare sandwiches using sanitary practices	<b>TLE_HECK9-12SW-IIIb-g-12</b>
10. Portion control of sandwich and its ingredients 11. Creative sandwich preparation and presentation 11.1. Balance 11.2. Height 11.3. Texture			<b>LO 3. Present a variety of sandwiches</b> 3.1 Portion and control of sandwiches and their ingredients 3.2 Present sandwiches attractively	<b>TLE_HECK9-12SW-IIIh-i-13</b>

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11.4. Flavor 11.5. Color				
12. Safe and hygienic practices in storing sandwiches 13. Required temperature in storing sandwiches			<b>LO 4. Storing sandwiches</b> 4.1 store sandwiches properly 4.2 keep sandwiches in appropriate conditions to maintain their quality and taste	<b>TLE_HECK9-12SW-IIIj-14</b>
<b>PREPARE DESSERTS (PD)</b>				
1. Tools, equipment, and utensils needed in preparing deserts 2. Importance of desserts 3. Classifications of dessert and their characteristics			<b>LO 1. Perform <i>mise en place</i></b> 1.1 Identify tools and equipment needed in preparing desserts 1.2 Importance of dessert in a meal 1.3 Classify desserts according to types of ingredients used 1.4 identify characteristics of desserts	<b>TLE_HECK9-12PD-IVa-15</b>
4. Varieties of ingredients in preparing desserts 5. Methods of preparing desserts 6. Sauces for desserts 7. Suggested Projects : 7.1. Fruit dessert 7.2. Cream dessert 7.3. Frozen dessert 7.4. Hot dessert 7.5. Etc.			<b>LO 2. Prepare desserts</b> 2.1 identify ingredients for desserts 2.2 select and prepare sweet sauces 2.3 prepare variety of desserts and sauces using sanitary practices 2.4 follow workplace safety procedures	<b>TLE_HECK9-12PD-IVb-f-16</b>
8. Accompaniments for desserts 9. Factors and techniques in plating and presenting deserts 9.1. Color			<b>LO 3. Plate/Present desserts</b> 3.3 Identify dessert accompaniments and hygienic procedures 3.4 Present desserts attractively	<b>TLE_HECK9-12PD-IVg-17</b>

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9.2. Texture 9.3. Height 9.4. Flavor 9.5. Balance			3.5 Identify factors in plating and presenting desserts	
10. Safety and hygienic practices in storing desserts 11. Required temperature in storing dessert			<b>LO 4. Storing desserts</b> 4.1 Keep desserts in appropriate conditions to maintain their quality and taste	<b>TLE_HECK9-12PD-IVh-18</b>
<b>PACKAGE PREPARED FOOD STUFF (PF)</b>				
1. Functions of food packaging and its importance 2. Types of packaging materials			<b>LO 1. Select packaging materials</b> 1.1 Define packaging, its importance and functions 1.2 Select packaging materials in accordance with enterprise standards	<b>TLE_HECK9-12PF-IVi- 19</b>
3. Safety procedures in packaging food 4. Methods of food packaging 5. Labeling of packaged food			<b>LO 2. Package food items</b> 2.1 Package food items in compliance with Occupational Health and Safety Procedures 2.2 Adopt appropriate packaging method according to enterprise standards 2.3 Label food according to industry standards	<b>TLE_HECK9-12PF-IVj- 20</b>

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**HOME ECONOMICS - COOKERY**  
(160 hours)

**Course Description:**

This curriculum guide on **Cookery** leads to National Certificate Level II (NCII). This course is designed for a high school student to develop the knowledge, skills, and attitudes to perform Cookery tasks. It covers core competencies as follows: 1) preparation of egg dishes, 2) preparation of cereals and starch dishes, (3) preparation of vegetable dishes, (4) preparation and cooking of seafood dishes, (5) preparation of stocks, sauces, and soups, (6) preparation of poultry and game dishes, and (7) preparation of and cooking meat.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Concepts in cookery 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of core concepts and principles in cookery.	The learners apply core competencies in cookery as prescribed in the TESDA Training Regulation.	<i>The learners:</i> 1. explain concepts in cookery 2. discuss the relevance of the course 3. explore career opportunities in cookery	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs</b>				
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee in a province. 1.1. Characteristics 1.2. Attributes 1.3. Lifestyle 1.4. Skills 1.5. Traits 2. Analysis of PECs in relation to a practitioner 3. Application of PECs to the chosen business/career	The learners demonstrate an understanding one's PECs in cookery.	The learners independently create a plan of action that strengthens/ further develops one's PECs in cookery.	<b>LO 1. Develop and strengthen PECs needed in Cookery</b> 1.1 identify areas for improvement, development, and growth 1.2 align one's PECs according to his/her business/career choice 1.3 create a plan of action that ensures success of his/her business/career choice	<b>TLE_PECs9-12-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
1. Product development 2. Key concepts in product development 3. Finding value 4. Innovation 4.1. Unique Selling Proposition (USP)	The learners demonstrate an understanding the environment and market in cookery in one's town/municipality.	The learners independently create a business vicinity map reflective of a potential cookery market in the locality/town.	<b>LO 1. Develop a product/ service in Cookery</b> 1.1. identify what is of "value" to the customer 1.2. identify the customer 1.3. explain what makes a product unique and competitive	<b>TLE_9-12EM-00-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4. apply creativity and innovative techniques to develop marketable product 1.5. employ a Unique Selling Proposition (USP) to the product/service	
5. Selecting a business Idea 6. Key concepts in selecting a business idea 6.1. Criteria 6.2. Techniques			<b>LO 2. Select a business idea based on the criteria and techniques set</b> 2.1 enumerate various criteria and steps in selecting a business idea 2.2 apply the criteria/steps in selecting a viable business idea 2.3 determine a business idea based on the criteria/techniques set	<b>TLE_HECG9-12EM-IO-2</b>
7. Branding			<b>LO 3. Develop a brand for the product</b> 3.1 identify the benefits of having a good brand 3.2 enumerate recognizable brands in the town/province 3.3 enumerate the criteria for developing a brand 3.4 generate a clear and appealing product brand	<b>TLE_HECG9-12EM-IO-3</b>
<b>Quarter 1</b>				
<b>LESSON 1 - PREPARE EGG DISHES (ED)</b>				
1. Tools, utensils, and equipment needed in egg preparation 2. Cleaning and sanitizing tools and equipment			<b>LO 1. Perform <i>mise en place</i></b> 1.1. clean, sanitize, and prepare tools, utensils, and equipment needed in	<b>TLE_HECK9-12ED-Ia-1</b>



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
3. Nutritional value and components of eggs 4. Characteristics of quality fresh eggs 5. Ingredients for egg dishes			preparing egg dishes 1.2. identify an egg's components and its nutritive value 1.3. identify and prepare ingredients according to standard recipes	
6. Market forms of egg 7. Uses of eggs in culinary arts 8. Varieties of egg dishes 9. Suggested projects: 10. Various egg dishes			<b>LO 2. Prepare and cook egg dishes</b> 2.1 identify the market forms of eggs 2.2 explain the uses of eggs in culinary arts 2.3 cook egg dishes in accordance with the prescribed salad	<b>TLE_HECK9-12ED-Ib-d-2</b>
11. Factors for consideration in presenting egg dishes: 11.1 Plating 11.2 Garnishing 11.3 Side dishes 12 OHS			<b>LO 3. Present egg dishes</b> 3.1 select suitable plates according to standards 3.2 present egg dishes hygienically and attractively using suitable garnishing and side dishes sequentially within the required time frame	<b>TLE_HECK9-12ED-Ie-3</b>
13 Evaluation of the finished product using rubrics			<b>LO 4. Evaluate the finished product</b> 4.1 rate the finished products using rubrics	<b>TLE_HECK9-12ED-Ie-4</b>
<b>PREPARE CEREALS and STARCH DISHES (CD)</b>				
1. Tools and equipment needed 2. Quality of cereals and starch dishes 3. Nutritional value and components of cereals and starch 4. Food sources and kinds of	The learners demonstrate an understanding preparing and cooking cereals and starch dishes	The learners independently prepare and cook cereals and starch dishes	<b>LO1. Perform <i>mise en place</i></b> 1.1. prepare the tools, equipment, and ingredients based on prescribed standards 1.2. determine the sources and kinds of starch and cereals	<b>TLE_HECK9-12CD-If-5</b>

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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
starch and cereals 5. Ingredients for starch and cereal dishes			1.3. identify the ingredients in the preparation of various types of starch and cereal dishes	
6. Methods of cooking starch and cereal dishes 7. Preparation of sauces and accompaniments for starch and cereal dishes 8. Safety and hygienic practices in the kitchen 9. Suggested projects: Cereal and starch dishes			<b>LO2. Prepare starch and cereal dishes</b> 2.1 cook various types of starch and cereal dishes 2.2 prepare sauces and accompaniments of selected starch and cereal products 2.3 follow safety and hygienic practices while working in the kitchen	<b>TLE_HECK9-12CD-Ig-i-6</b>
10. Factors to consider in presenting starch and cereal dishes 10.1. Plating 10.2. Garnishing 10.3. Sauces 10.4. Accompaniments			<b>LO 3. Present starch and cereal dishes</b> 3.1 present starch dishes with suitable plating and garnishing according to standards	<b>TLE_HECK9-12CD-Ij-7</b>
11. Techniques for storing starch and cereal dishes 12. FIFO			<b>LO4. Storing starch and cereal dishes</b> 4.1 store starch and cereal at appropriate temperature 4.2 maintain optimum freshness and quality of starch and cereal dishes according to standards 4.3 store starch and cereal according to standard operating procedures	<b>TLE_HECK9-12CD-Ij-8</b>
<b>Quarter 2</b>				
<b>LESSON 1. PREPARE VEGETABLES DISHES (VD)</b>				
1. Principles of preparing vegetables 2. Characteristics of quality	The learners demonstrate an understanding preparing and cooking vegetable dishes	The learners independently prepare and cook vegetable dishes	<b>LO 1. Perform <i>mise en place</i></b> 1.1. identify ingredients	<b>TLE_HECK9-12VD-IIa-9</b>

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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
vegetables 3. Thawing frozen vegetables			according to standard recipe 1.2. prepare ingredients according to a given recipe, required form, and timeframe 1.3. thaw frozen ingredients and wash raw vegetables following standard procedures	
4. Market forms of vegetables 5. Factors in the selection of vegetables used for culinary arts 6. Methods of cooking vegetables dishes 7. Preparation of sauces and accompaniment for serving vegetable dishes 8. Suggested projects: Various vegetable dishes			<b>LO 2. Prepare vegetable dishes</b> 2.1 identify market forms of vegetables 2.2 select various kinds of vegetables according to a given menu 2.3 cook variety of vegetable dishes following appropriate cooking methods to preserve optimum quality and nutrition 2.4 prepare suitable sauces and accompaniment in serving vegetable dishes	<b>TLE_HECK9-12VD-IIb-c-10</b>
9. Presentation of prepared vegetables dishes 10. Factors in plating vegetable dishes			<b>LO 3. Present vegetable dishes</b> 3.1 present vegetable recipes with appropriate sauces and accompaniments	<b>TLE_HECK9-12VD-IIId-11</b>
11. Techniques in storing and vegetables 12. FIFO 13. Safety and hygienic practices in the laboratory kitchen			<b>LO 4. Store vegetables</b> 4.1 store vegetables based on the prescribed location and temperature 4.2 demonstrate vegetable storage in accordance with	<b>TLE_HECK9-12VD-IIId-12</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			FIFO operating procedures 4.3 follow standard safety and hygiene procedures	
14. Evaluation of the finished product using rubrics			<b>LO 5. Evaluate the finished product</b> 5.1 rate the finished products using rubrics	<b>TLE_HECK9-12VD-IIId-13</b>
<b>LESSON 2. PREPARE AND COOK SEAFOOD DISHES (PC)</b>				
1. Types of Seafood 1.1. Shellfish 1.2. Fin fish 1.3. Others 2. Varieties of Fish 2.1. Structure 2.2. Body shape 2.3. Market forms 2.4. Fat contents 2.5. Water source 2.6. Processed fish 2.7. Others 3. Market forms of fish and fish products 4. Fish cuts 5. Composition and nutritive value of fish 6. Processing Fish 6.1. Scaling 6.2. Cutting of tails and fins 6.3. Eviscerating 6.4. Cleansing 6.5. Canning	The learners demonstrate an understanding preparing and cooking seafood dishes.	The learners independently prepares and cooks seafood dishes	<b>LO 1. Perform <i>Mise en Place</i></b> 1.1. prepare the kitchen tools, equipment, and ingredients based on required standards 1.2. identify types, varieties, market forms, nutritive value, and composition of fish and seafood 1.3. assemble ingredients according to recipes, recipe card, or enterprise standard 1.4. identify steps in processing fish	<b>TLE_HECK9-12PC-IIe-14</b>
7. Methods in thawing frozen ingredients 8. OHS			<b>LO 2. Handle fish and seafood</b> 2.1 handle seafood hygienically 2.2 thaw frozen seafood correctly to ensure	<b>TLE_HECK9-12PC-IIIf-15</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			maximum quality and maintain nutritional value	
9. Principles of cooking fish and sea food dishes 10. Dry-heat cookery 11. Moist-heat cookery 12. Variety of shellfish and fish dishes			<b>LO 3. Cook fish and shellfish</b> 3.1 clean, cut, and fillet seafood 3.2 prepare ingredients according to a given recipe 3.3 demonstrate various methods of cooking fish and shellfish	<b>TLE_HECK9-12PC-IIgi-16</b>
13. Presentation of fish and seafood dishes 14. Plating 15. Garnishing 16. Guidelines in serving fish and seafood dishes			<b>LO 4. Plate/Present fish and seafood</b> 4.1 prepare and present fish and seafood dishes 4.2 perform guidelines in serving fish and seafood dishes	<b>TLE_HECK9-12PC-IIj-17</b>
17. Factors in storing and handling seafood 18. Storage requirements for fish 19. Minimization techniques in relation to seafood			<b>LO 5. Store fish and seafood</b> 5.1 ensure that trimmings, fish, and seafood are stored hygienically 5.2 check date stamps and codes where applicable to ensure quality control 5.3 store seafood in accordance with FIFO operating procedures and standard storage requirements	<b>TLE_HECK9-12PC-IIj-18</b>
20. Evaluation of the finished product			<b>LO 6. Evaluate the finished product</b> 6.1 rate the finished products using rubrics	<b>TLE_HECK9-12PC-IIj-19</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Quarter 3</b>				
<b>LESSON 1. PREPARE STOCKS, SAUCES AND SOUPS (SSS)</b>				
1. Principles of preparing stocks 2. Classifications of stocks 3. Ingredients in preparing stocks 4. Types and uses of convenience products 5. Methods of preparing stocks 6. Suggested Projects: 6.1. White stock 6.2. Brown stock	The learners demonstrate an understanding basic concepts and underlying theories in preparing stocks, sauces, and soups	The learners prepares a variety of stocks, sauces, and soups used in different cultures	<b>LO 1. Prepare stocks for menu items</b> 1.1 use ingredients and flavoring according to enterprise standards 1.2 produce variety of stocks according to enterprise standards	<b>TLE_HECK9-12SSS-IIIa-20</b>
7. Classifications of soups 8. Ingredients in preparing soups 9. Techniques in presenting and evaluating soups 10. Suggested soup recipes 11. Garnishes for the presentation of soups 12. Techniques in presenting and evaluating soups 13. Criteria in presenting and evaluating soup recipes (e.g. right flavor, color, temperature, service ware, and suitable garnishes and accompaniments) 14. Suggested projects: Various kinds of soup			<b>LO 2. Prepare soups required for menu items</b> 2.1 select and assemble correct ingredients in preparing soups, including stocks and garnishes 2.2 prepare variety soup recipes according to enterprise standards 2.3 present and evaluate soup recipes in accordance with the criteria	<b>TLE_HECK9-12SSS-IIIb-21</b>
15. Classification of Sauces 16. Ingredients in preparing sauces 17. Methods of preparing sauces 18. Types of thickening agents and convenience products used in preparing sauces			<b>LO 3. Prepare sauces required for menu items</b> 3.1 classify various types of sauces and their corresponding 3.2 prepare a variety of hot and cold sauces based on	<b>TLE_HECK9-12SSS-IIIc-22</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
19. Role of thickening agents and convenience products in the preparation of sauces 20. Criteria for evaluating sauces 21. Common problem in the preparation of sauces 22. Suggested project: Various type of sauces			the required menu items 3.3 identify the types of thickening agents and convenience products used in preparing sauces 3.4 use thickening agents and convenience products appropriately 3.5 evaluate sauces for flavor, color, and consistency 3.6 identify and deal with problems in the preparation of sauces	
23. Methods of storing and reheating stocks, sauces, and soups 24. OHS	The learners demonstrate an understanding concepts and principles in storing and reheating stocks, sauces, and soups	The learners independently demonstrates competencies in storing and reheating stocks, sauces, and soups	<b>LO 4. Store and reconstitute stocks, sauces, and soups</b> 4.1 maintain optimum quality and freshness of stocks, sauces, and soups 4.2 reconstitute stocks, sauces, and soups	<b>TLE_HECK9-12SSS-IIId-23</b>
25. Evaluation of the finished product using rubrics			<b>LO 5. Evaluate the finished product</b> 5.1 rate the finished products using rubrics	<b>TLE_HECK9-12SSS-IIId-24</b>
<b>LESSON 2. PREPARE POULTRY AND GAME DISHES (PGD)</b>				
1. Preparation of poultry for cooking 1.1. Slaughter and bleeding 1.2. Scalding 1.3. Defeathering 1.4. Evisceration 1.5. Deboning 2. Market forms of poultry 3. Poultry cuts	The learners demonstrate an understanding basic concepts and underlying theories in preparing poultry and game dishes	The learners prepare a variety of poultry and game dishes found in different cultures	<b>LO 1. Performs <i>mise en place</i></b> 1.1. prepare the tools, equipment, and ingredients based on standards 1.2. identify the market forms of poultry 1.3. determine poultry cuts in accordance with prescribed dish	<b>TLE_HECK9-12PGD-IIId-25</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
4. Types and causes of food spoilage and cross-contamination 5. Methods of cooking poultry and game birds 5.1. Dry-heat cookery 5.2. Moist-heat cookery 6. Nutritional value of poultry and game bird dishes			<b>LO 2. Cook poultry and game bird dishes</b> 2.1 prepare poultry and game birds hygienically to minimize risk of food spoilage and cross-contamination 2.2 cook various poultry and game bird dishes appropriately	<b>TLE_HECK9-12PGD-IIIIf-h-26</b>
7. Factors in presenting/plating poultry and game-bird dishes 8. Types of service ware 9. Plating 10. Garnishing 11. Sauces 12. Accompaniment			<b>LO 3. Plate/present poultry and game bird dishes</b> 3.1 identify the type of service ware to be utilized in serving poultry and game-bird dishes 3.2 present plated poultry and game-bird dishes with appropriate sauces, garnishes, and accompaniments	<b>TLE_HECK9-12PGD-IIIi-27</b>
13. Techniques in storing poultry and game bird			<b>LO 4. Store poultry and game bird</b> 4.1 store and maintain poultry and game bird according to standards	<b>TLE_HECK9-12PGD-IIIj-28</b>
14. Evaluation of the finished product using rubrics			<b>LO 5. Evaluate the finished product</b> 5.1 rate the finished products using rubrics	<b>TLE_HECK9-12PGD-IIIj-29</b>
<b>Quarter 4</b>				
<b>LESSON 1 - PREPARE AND COOK MEAT (PCM)</b>				
1. Principles in meat preparation 2. Market forms of meat 3. Different kinds of meat 3.1. Beef	The learners demonstrate an understanding preparing and cooking meat dishes	The learners independently prepare and cook meat dishes	<b>LO 1. Perform <i>mise en place</i></b> 1.1. prepare the tools, equipment, ingredients,	<b>TLE_HECK9-12PCM-IVa-30</b>



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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
3.2. Pork 3.3. Carabeef 3.4. Others 4. Different types of meat cuts 5. Tools, utensils, and equipment for meat preparation 6. Techniques in meat tenderizing			and other supplies based on the given recipe 1.2. prepare the tools, equipment, ingredients, and other supplies based on the given recipe	
7. Variety of meat dishes 8. Methods of cooking meat 8.1. Dry-heat cooking 8.2. Moist-heat cooking 9. Cooking specialty cuts 10. Cooking frozen meat 11. Types of marinades			<b>LO 2. Cook meat cuts</b> 2.1 identify the market forms and cuts of meat 2.2 prepare meat cuts according to the given recipe 2.3 prepare and use suitable marinades for a variety of meat cuts 2.4 identify appropriate cooking methods for meat cuts 2.5 apply the different techniques in meat preparation 2.6 cook meat-cut dishes according to the given recipe	<b>TLE_HECK9-12PCM-IVb-g-31</b>
12. Methods of presenting meat dishes 13. Plating 14. Garnishing 15. Portion control for cooked meat			<b>LO3. Present meat dishes</b> 3.1 present meat dishes aesthetically, based on classical and cultural standards 3.2 select suitable plate according to standard in serving meat dishes 3.3 present meat dishes hygienically and	<b>TLE_HECK9-12PCM-IVh-32</b>

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<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
			sequentially within the required timeframe	
16. Techniques in storing meat 1.1. Types of containers 1.2. Temperature 1.3. FIFO requirements			<b>LO4. Store meat</b> 4.1 utilize quality trimmings and leftovers in storing meat 4.2 store fresh and cryovac-packed meat according to health regulations 4.3 use required containers and store meat in proper temperature to maintain quality and freshness 4.4 store meat in accordance with FIFO operating procedures and meat storage requirements	<b>TLE_HECK9-12PCM-IVi-33</b>
17. Evaluation of the finished product using rubrics			<b>LO5. Evaluate the finished product</b> 5.1 rate the finished products using rubrics	<b>TLE_HECK9-12PCM-IVj-34</b>

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**GLOSSARY**

<b>Abrasive cleaner</b>	A cleaner that comes in powder and liquid form and contains a kind of built-in elbow grease, which helps cut down on the hard rubbing required to remove soil.
<b>Acid cleaner</b>	A detergent that partially or totally consists of one or more acids; it is used periodically on mineral deposits and other soils that detergents cannot remove; it is also often used to remove scale in ware washing machines and steam tables.
<b>Aluminum</b>	A silvery white, soft, ductile metal; it is the best kitchen utensil for all-around use, also the most popular, lightweight, attractive and less expensive.
<b>Bacteria</b>	A simple, single-celled microorganism which needs moisture and warmth in order to thrive.
<b>Baster</b>	A handy kitchen tool used for returning some of the meat or poultry juices from the pan, back to the food.
<b>Blender</b>	A kitchen appliance that is used to chop, blend, mix, whip, puree, grate, and liquefy all kinds of food.
<b>Boning knife</b>	A tool used to fillet fish and to remove raw meat from its bone.
<b>Butcher knife</b>	A tool used to section raw meat, poultry, and fish. It can be used as a cleaver to separate
<b>Cast Iron</b>	A ferrous alloy which has been heated until it liquefies, and is then poured into a mould to solidify a material used for making pots and pans.
<b>Ceramic and heat-proof glass</b>	A material of which baking dishes, casseroles, and measuring cups are made; Glass and ceramic conduct heat slowly and evenly; it may be decorated and can go from stove or oven to the dining table.
<b>Citrus knife</b>	A tool with a blade that has a two-sided, serrated edge and is used to section citrus fruits.
<b>Cleaning</b>	The process of removing food and other types of soil from a surface, surfaces, and equipment such as a dish, glass, or cutting board; a physical removal of visible soil and food.
<b>Concentration</b>	The amount of a substance in a specific space or substance. (Example: The presence of too little sanitizer will result in an inadequate reduction of harmful microorganisms while too much can be toxic.)
<b>Contact time</b>	The recommended length of time by which a sanitizer (either heat or approved chemical) kills harmful microorganisms the cleaned item must be in contact with the sanitizer
<b>Colander</b>	Also called a vegetable strainer; a perforated bowl used to strain off liquid from food, used in cleaning vegetables or straining pasta or canned food.
<b>Detergent</b>	A water-soluble cleansing agent that combines with impurities and dirt to make them more soluble and differs from soap in not forming a scum with the salts in hard water
<b>Disinfectant</b>	A substance used to destroy germs and diseases.
<b>Double boiler</b>	A type of cooker used when the temperature must be kept below boiling, such as for egg sauce and puddings; it is also used to keep foods warm without overcooking.
<b>Dredger</b>	A tool used to shake flour, salt, and pepper on meat, poultry, and fish.
<b>Electroshock</b>	The passage of electric current through the body; it may be caused by touching exposed electrical wire or a piece of electrical equipment which is not grounded properly.
<b>Emery board/sharpening steel</b>	A thing used to sharpen cooking knives.
<b>Exterminate</b>	To destroy totally,
<b>Filth</b>	Dirt; grime; mud etcetera.

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<b>Flipper</b>	A cooking tool used for turning hamburgers and other food items.
<b>Force Majeure</b>	A calamity caused by nature e.g. storm, flood, earthquake; an unexpected or unforeseeable event; a great and uncontrollable force.
<b>French knife or chef's knife</b>	A cutting tool used to chop, dice, or mince food.
<b>Fruit and salad knife or lettuce knife</b>	A utensil that has a serrated blade and is used to prepare salad greens, vegetables, and fruits.
<b>Funnel</b>	A pipe with a wide and often conical mouth and a narrow stem, used to fill jars, bottles and other things which have a small opening.
<b>Garlic Press</b>	A kitchen tool which is specifically designed for the purpose of pulping garlic for cooking.
<b>Glass</b>	A hard, brittle substance, typically transparent or translucent, made by fusing sand with soda, lime, etc. and cooling rapidly; it is good for baking but not practical on top or surface cooking.
<b>Grater</b>	A kitchen tool used to grate, shred or slice food into smaller pieces.
<b>Grate</b>	To rub food against the rough surface of a metal device having holes through which small pieces of the food fall as they break off.
<b>Grounded</b>	Occurs when the electrical conductor is connected to the ground, which becomes part of the electrical circuit.
<b>Handy Poultry &amp; Roasting Tool</b>	Tools that make it easier to lift a hot roasted turkey or other poultry from the roaster to the serving platter, without it falling apart.
<b>Hazard</b>	A thing or situation that could be dangerous to people in the workplace.
<b>Infestation</b>	The state of being infested as with parasites or vermin.
<b>Island</b>	An indispensable food preparation station which can act as a butcher block area. It is also an ideal place to add an extra sink or an island grill,
<b>Kitchen</b>	A room especially set apart to contain the necessary utensils and equipment for cooking food.
<b>Kitchen Knife</b>	A cook's or chef's tool, that is used for all types of kitchen tasks, from peeling an onion and slicing carrots, to carving a roast or turkey.
<b>Kitchen Shears</b>	A tool that is practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items.
<b>L-Shaped Kitchen</b>	A kitchen shape that is one of the most flexible and most popular; a compact triangular workspace.
<b>Microorganism</b>	Living cells so small that they can only be seen through a microscope. They are commonly found to contaminate food. Examples include bacteria, molds, and yeast.
<b>Microwave Oven</b>	A kitchen appliance whereby food can be prepared ahead of time, frozen or refrigerated and cooked or heated quickly using such appliance.
<b>Molds</b>	A microorganism that has "furry" growth and is often found on spoiled food.
<b>Paring knife</b>	A tool used to core, peel, and section fruits and vegetables; it has blades that are short and concave with hollow ground.
<b>Parts per million(PPM)</b>	The mass ratio between the pollutant component and the solution; it is a measure of small levels of pollutants in air, water, body fluids, etc.; it usually describes the concentration of something in water or soil. One ppm is equivalent to 1 milligram of something per liter of water (mg/l) or 1 milligram of something per kilogram soil (mg/kg).
<b>Pasta Spoon or Server</b>	A utensil that is used to transfer a little or much cooked pasta to a waiting plate, without mess.
<b>Plastic and Hard Rubber</b>	The material used for making cutting and chopping boards, table tops, bowls, trays, garbage pails and canisters. They are much

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	less dulling to knives than metal and more sanitary than wood. Plastics are greatly durable and cheap but may not last long.
<b>Pedestal</b>	A base or support.
<b>Potato Masher</b>	A tool used for mashing cooked potatoes, turnips, carrots or other soft cooked vegetables.
<b>Refrigerator/Freezer</b>	An appliance that is necessary for the prevention of bacterial growth in food.
<b>Roast beef slicer</b>	A tool used to slice roasts, ham, and thick, solid cuts of meats.
<b>Rotary eggbeater</b>	A tool used for beating small amounts of eggs or batter; it is usually made of stainless steel and a gear driven for easy rotation.
<b>Sanitation</b>	The science and practice of maintaining clean and healthy conditions for food production so that the food served will not any person ill.
<b>Sanitizer</b>	A chemical agent used for cleansing and sanitizing surfaces and equipment.
<b>Sanitizing</b>	The process of reducing number of harmful organisms to safe level on food contact services.
<b>Scraper</b>	A rubber or silicone tool used in blending or scraping food from a bowl; metal, silicone or plastic egg turners or flippers
<b>Seafood Serving Tool</b>	Things that make the task of cleaning seafood and removing the shell much easier.
<b>Serving spoon</b>	A utensil consisting of a small, shallow bowl on a handle, used in preparing, serving, or eating food.
<b>Serving Tongs</b>	A tool that enables grabbing and transferring larger food items, poultry or meat portions to a serving platter, to a hot skillet or deep fryer, or to a plate more easily.
<b>Solvent cleaner or degreaser</b>	Something used periodically on surfaces where grease has been burned.
<b>Soup Ladle</b>	A utensil that is used for serving soup or stews, but can also be used for gravy, dessert sauces or other dish.
<b>Spatula</b>	A utensil used to level off ingredients when measuring and to spread frostings and sandwich fillings –
<b>Spoon</b>	A utensil consisting of a small shallow bowl, oval or round, at the end of a handle.
<b>Stack</b>	A case composed of several rows of shelves.
<b>Stainless Steel</b>	The most popular material used for tools and equipment, and is also more expensive. It is easier to clean and shine and does not wear out easily.
<b>Teflon</b>	A special coating applied to the inside of some aluminum or steel pots and pans. It helps food from not sticking to the pan and is easier to wash and clean.
<b>Temperature scale/s</b>	A tool used to measure heat intensity.
<b>The Island Option</b>	A kitchen layout that is most often seen in L-Shaped kitchens. It can keep work areas traffic-free and create a wealth of extra counter and storage space..
<b>The G-Shaped Kitchen</b>	A kitchen style that is very much like the U-Shaped with the addition of an elongated partial wall, which offers a great deal of space.
<b>The Corridor/Galley Kitchen</b>	A kitchen style which makes the most out of a small space.
<b>The Single Wall/Pullman Kitchen</b>	A kitchen style designed for homes or apartments, and which offers a very open and airy feel.
<b>Toxin</b>	A poisonous substance that makes a person sick.
<b>Two-tine fork</b>	A utensil used to hold meat while slicing, and to turn solid pieces of meat while browning or cooking.
<b>U-Shaped Kitchen</b>	A kitchen layout named for the "U" shape it resembles,
<b>Vegetable peeler</b>	A tool used to scrape vegetables such as carrots and potatoes, and to peel fruits.
<b>Whisk</b>	A tool used for whipping eggs or batter, and for blending gravies, sauces, and soups.
<b>Wooden spoon</b>	A utensil that is made of wood and is essential because of its usefulness for creaming, stirring, and mixing.

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<b>Work Center</b>	The space in a kitchen which focuses around major appliances such as the refrigerator-freezer, range, or sink. These centers make possible an orderly flow of activities connected with food storage, preparation, cooking serving, and clean-up.
<b>Workflow</b>	How work is done most efficiently as when it flows in a natural progression, either from left to right or right to left.
<b>Work Simplification</b>	Doing the job in the easiest, simplest and quickest way.
<b>Work Station</b>	A specific work area where a particular kind of food is prepared or where a specific job is done.
<b>Work Triangle</b>	An imaginary line drawn from each of the three primary work stations, which helps to avoid traffic flow problems in the kitchen.

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**Code Book Legend**

**Sample: TLE\_HECK9-12PCM-IVj-34**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Cookery	<b>TLE_HECK 9-12</b>
	Grade Level	Grade 9/10/11/12	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Prepare and Cook Meat	<b>PCM</b>
			<b>-</b>
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week Ten	<b>j</b>
			<b>-</b>
<b>Arabic Number</b>	Competency	Evaluate the Finished Product	<b>34</b>

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment And Market	EM
Use Of Kitchen Tools, Equipment, And Paraphernalia	UT
Maintenance Of Kitchen Tools, Equipment, And Paraphernalia	MT
Perform Mensuration And Calculations	PM
Interpret Kitchen Layout	KL
Practice Occupational Health And Safety Procedures	OSHP
Clean And Maintain Kitchen Tools, Equipment And Premises	KP
Prepare Appetizers	PA
Prepare Salad And Dressing	SD
Prepare Sandwiches	SW
Prepare Desserts	PD
Package Prepared Food Stuff	PF
Prepare Egg Dishes	ED
Prepare Cereals And Starch Dishes	CD
Prepare Vegetables Dishes	VD
Prepare And Cook Seafood Dishes	PC
Prepare Stocks, Sauces And Soups	SSS
Prepare Poultry And Game Dishes	PGD
Prepare And Cook Meat	PCM

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