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

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)		
2.	Agricultural Crops Production (NC II)++	480 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (NC II)
5.	Animal Production (NC II) + *When updated, this CG will become the following:* *1. Animal Production (Poultry-Chicken) (NC II);* *2. Animal Production (Ruminants) (NC II); and* *3. Animal Production (Swine) (NC II)*	480 hours	
6.	Aquaculture (NC II)	640 hours	
7.	Artificial Insemination (Ruminants) (NC II)	160 hours	Animal Production (NC II)
8.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (NC II)
9.	Agricultural Crops Production (NC I)	320 hours	
10.	Fish Capture (NC II) ++	640 hours	
11.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
12.	Fish-Products Packaging (NC II)	320 hours	
13.	Fish Wharf Operation (NC I)	160 hours	
14.	Food (Fish) Processing (NC II)	640 hours	
15.	Horticulture (NC II) +	640 hours	
16.	Horticulture (NC III)	640 hours	Horticulture (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	Agricultural Crops Production (NC I)
18.	Organic Agriculture (NC II)	320 hours	Agricultural Crops Production (NC I)
19.	Pest Management (NC II)	320 hours	Agricultural Crops Production (NC I)
20.	Rice Machinery Operation (NC II)	320 hours	Agricultural Crops Production (NC I)
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operation (NC II)	160 hours	Animal Production (NC II)

+CG to be updated by December 2015
++CG to be uploaded by December 2015

HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	40 hours of the subject during exploratory Grade 7/8
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
9.	Dressmaking (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) [+]	160 hours	
13.	Front Office Services (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) [+]	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

[+]CG to be updated by December 2015

INDUSTRIAL ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Automotive Servicing (NC I) [+]	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Consumer Electronics Servicing (NC II) [+]	640 hours	
7.	Domestic Refrigeration and Airconditioning (DOMRAC) Servicing (NC II)	640 hours	
8.	Driving (NC II)	160 hours	
9.	Electrical Installation and Maintenance (NC II)	640 hours	
10.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
11.	Electronic Products Assembly and Servicing (NC II) [++] *(CG under construction based on Consumer Electronics Servicing (NC II) CG)*	640 hours	
12.	Furniture Making (Finishing) (NC II) [+]	480 hours	
13.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
14.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
15.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
16.	Machining (NC I) [++]	640 hours	
17.	Machining (NC II)	640 hours	Machining (NC I)
18.	Masonry (NC II)	320 hours	
19.	Mechatronics Servicing (NC II)	320 hours	Consumer Electronics Servicing (NC II)
20.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
21.	Plumbing (NC I)	320 hours	
22.	Plumbing (NC II)	320 hours	Plumbing (NC I)
23.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Airconditioning (DOMRAC) Servicing (NC II)
24.	Shielded Metal Arc Welding (NC I)	320 hours	
25.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
26.	Tile Setting (NC II)	320 hours	
27.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

[+]CG to be updated by December 2015
[++]CG to be uploaded by December 2015

INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	1. Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II) 2. Telecom OSP Installation (Fiber Optic Cable) (NC II)
3.	Computer Hardware Servicing (NC II) [+]	320 hours	
4.	Computer Programming (NC IV) [+] *When updated, this CG will become the following:* *1. Programming (.net Technology) (NC II)[++]* *2. Programming (Java) (NC II)[++]* *3. Programming (Oracle Database) (NC II)[++]*	320 hours	
5.	Computer System Servicing (NC II) [++] *(CG under construction based on Computer Hardware Servicing (NC II) CG)*	320 hours	
6.	Contact Center Services (NC II)	320 hours	
7.	Illustration (NC II)	320 hours	
8.	Medical Transcription (NC II)	320 hours	
9.	Technical Drafting (NC II)	320 hours	
10.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Hardware Servicing (NC II)
11.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)

[+]CG to be updated by December 2015
[++]CG to be uploaded by December 2015

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
INFORMATION AND COMMUNICATIONS TECHNOLOGY – ILLUSTRATION (NC II)
Grade7/8 (Exploratory)

Course Description:

This is an exploratory and introductory course that leads to an **Illustration** National Certificate Level II (NC II). It covers **five (5)** common competencies that a **Grade7/8** Technology and Livelihood Education (TLE) student ought to possess, namely: 1) use of tools; 2) maintaining tools, equipment, and paraphernalia; 3) performing mensuration and calculation; 4) interpreting technical drawing and design; and 5) practicing Occupational Health and Safety (OHS) procedures.

The preliminaries of this exploratory course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction *1.* Relevance of the course 2. Basic concepts and common competencies in Illustration 3. Career opportunities	The learners demonstrate an understanding of basic concepts, underlying theories and common competencies in Illustration.	• The learners shall be able to independently create/provide quality and marketable product and/or service in Illustration as prescribed by the TESDA Training Regulations •	*The learners…* *1.* Discuss the relevance of the course 2. Explain basic concepts, theories, and common competencies in Illustration 3. Explore opportunities for Illustration as a career	
LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)				

1. Assessment of Personal Entrepreneurial Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/employee
   1.1 Characteristics
   1.2 Attributes
   1.3 Lifestyle
   1.4 Skills
   1.5 Traits
2. Analysis of PECs in relation to a practitioner
	The learners demonstrate an understanding of one's PECs	The learners shall be able to recognize his/her PECs and prepare an activity plan that aligns with that of a practitioner/entrepreneur in Illustration	**LO 1. Recognize PECs needed in Illustration**
			1.1 Assess one's PECs: characteristics, attributes, lifestyle, skills, traits
			1.2 Assess practitioner's: characteristics, attributes, lifestyle, skills, traits
			1.3 Compare one's PECs with those of a practitioner /entrepreneur
			1.4 Align one's PECs with those of a practitioner/entrepreneur
				TLE_PECS7/8-00-1

LESSON 2: ENVIRONMENT AND MARKET (EM)				
1. Key concepts of Environment and Market 2. Products and services available in the market 3. Differentiation of products and services 4. Customers and their buying	The learners demonstrate an understanding of environment and market as these relate to a career choice in Illustration	The learners shall be able to generate a business idea based on the analysis of environment and market in Illustration	**LO 1. Generate a business idea that relates with a career choice in Illustration** 1.1 Conduct SWOT analysis 1.2 Identify the different products/services available in the market	**TLE_ EM7/8-00-1**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
habits 5. Competition in the market 6. SWOT Analysis			1.3 Compare different products/services in Illustration business 1.4 Determine the profile potential customers 1.5 Determine the profile potential competitors 1.6 Generate potential business idea based on the SWOT analysis	
LESSON 3: USE OF HAND TOOLS (UT)				
1. Hand tools in Illustration 2. Equipment in Illustration	The learners demonstrate an understanding of hand tools and equipment in Illustration	The learners shall be able to use hand tools and equipment in Illustration	**LO 1. Prepare hand tools and equipment in Illustration** 1.1 List hand tools and equipment based on job requirement 1.2 Identify appropriate hand tools and equipment 1.3 Classify hand tools and equipment according to function and task requirement	**TLE_ICTIL7/8UT-0a-1**
LESSON 4: MAINTAIN HAND TOOLS, EQUIPMENT, AND PARAPHERNALIA (MT)				

1. Safety procedures in maintaining hand tools, drawing instruments, equipment, and paraphernalia
2. Procedure in accomplishing forms:
  2.1 Job order slips
  2.2 Tools and materials requisition slips
  2.3 Borrower's slip
3. Requisition procedures
4. Inspection procedures
  4.1 Malfunction tools
  4.2 Maintenance of tools
5. Storage of tools
6. Standard operational procedures, principles and techniques in maintaining a tools
	The learners demonstrate an understanding of concepts and principles in maintaining hand tools, drawing instruments, equipment, and paraphernalia	The learners shall be able to maintain hand tools, drawing instruments, equipment, and paraphernalia	**LO 1. Inspect hand tools and equipment received in Illustration**
			1.1 Check list of tools and equipment to be requested per job requirement
			1.2 Inspect the condition of all the requested tools and equipment
			1.3 Assess the hand tools and equipment for proper operation and safety
			LO 2. Use and maintain hand tools, measuring instrument and equipment
			2.1 Perform safety procedures in using hand tools and equipment
			2.2 Follow procedures in cleaning illustration tools
			2.3 Identify malfunction, unplanned
				TLE_ICTIL7/8MT-0b-1
				
				TLE_ICTIL7/8MT-0c-2

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			or unusual events and report to property custodian	
LESSON 5: PERFORM MENSURATION AND CALCULATION (MC)				
1. Measuring instruments/ Measuring tools 2. Proper handling of measuring instruments	The learners demonstrate an understanding of concepts and principles in performing measurement and calculation	The learners shall be able to perform accurate measurement and calculation based on a given task	**LO 1. Select measuring instruments** 1.1 Interpret object or component to be measured according to the appropriate regular geometric shape 1.2 Select measuring tools appropriate to the object to be measured based on job requirements 1.3 Obtain correct specification from relevant sources 1.4 Select appropriate measuring instruments according to job requirements 1.5 Use alternative measuring tools without sacrificing cost and quality of work	**TLE_ICTIL7/8MC-0d-1**

3. Trade Mathematics/Mensuration
   3.1 Four fundamental operations
   3.2 Kinds of measurement
   3.3 Dimensions
   3.4 Ratio and proportion
   3.5 Trigonometric functions
   3.6 Algebraic equations
   3.7 Fractions, percentage and decimals
   3.8   Conversion
			LO 2. Carry out mensuration and calculation
			2.1 Perform calculation needed to complete task using the four mathematical fundamental operations (addition, subtraction, multiplication, and division)
			2.2 Employ different techniques in checking for the accuracy of the computation
				TLE_ICTIL7/8MC-0e-2

LESSON 6: PREPARE AND INTERPRET TECHNICAL DRAWING (TD)				
1. Drawing symbols, signs, and data 2. Trade mathematical conversions	The learners demonstrate an understanding of	The learners shall be able to read and	**LO 1. Analyze signs, symbols, and data**	**TLE_ICTIL7/8TD-0f-1**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	concepts and principles in interpreting technical drawings and work plans in technical drafting	interpret technical drawings and work plans accurately	1.1 Prepare tools and instruments used in illustration 1.2 Interpret signs, symbols, and data according to job specifications 1.3 Perform simple trade mathematical conversions	
3. Basic illustration 4. Technical plans and schematic diagram 5. Symbols and abbreviations			**LO 2. Interpret illustration drawings and plans** 2.1 Identify illustration tools and materials to be used in preparing a simple illustration 2.2 Identify dimensions and specifications according to job requirements	**TLE_ICTIL7/8TD-0g-2**
LESSON 7: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURE (OS)				

1. Safety procedures
2. Identification of hazards, risks, and control
   2.1 For users and technicians
   2.2 Damage equipment
   2.3 Environment
3. Organizational safety and health protocol
4. OHS indicators
	The learners demonstrate an understanding of concepts and principles of Occupational Health and Safety (OHS) in relation to health and risk hazards in the workplace	The learners shall be able to consistently observe precautionary measures and responds to risks and hazards in the workplace	**LO 1. Identify hazards and risks**
			1.1 Follow OHS policies and procedures in identifying hazards and risks
			1.2 Explain hazards and risks in the workplace
			1.3 Identify hazards and risks indicators as prescribed by the manufacturer
			1.4 Apply contingency measures in accordance with OHS procedures
				TLE_ICTIL7/8OS-0h-1

5. Safety regulations in the work place 6. Methods of controlling hazards and risks 7. Disaster preparedness and management			**LO 2. Evaluate and control hazards and risks** 2.1 Determine the effects of hazards in the workplace 2.2 Identify the methods in controlling hazards and risks 2.3 Follow OHS procedures for controlling hazards and risks	**TLE_ICTIL7/8OS-0i-2**
8. OHS procedure, practices, and regulations 9. Emergency-related drills and			**LO 3.Maintain Occupational Health and Safety** 3.1 Observe established procedures in	**TLE_ICTIL7/8OS-0j-3**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
training			responding to emergency-related drill 3.2 Fill up OHS personal records in accordance with workplace requirements	

Course Description:

This is a specialization course that leads to an **Illustration** National Certificate Level II (NC II). It covers **three (3)** core competencies that a high school student ought to possess, namely: 1) using lines to produce volumes, 2) creating drawings according to proportion, and 3) sourcing out of concept for own drawings.

The preliminaries of this specialization course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Relevance of the course 2. Concepts and core competencies in Illustration 3. Career opportunities	The learrers demonstrate an understanding of concepts, theories, and core competencies in Illustration	The learners shall be able to demonstrate competencies in Illustration as prescribed by the TESDA Training Regulations	*The learners...* 1. Discuss the relevance of the course 2. Explain concepts, theories, and core competencies in Illustration 3. Explore opportunities for a career as Illustrator	
LESSION 1: PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)				

1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/ employee in locality/town
   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. Align, strengthen and develop ones PECs based on the results
	The learners demonstrate an understanding of one's PECs in Illustration	The learners shall be able to recognize his/her PECs and prepare an activity plan that aligns with that of a practitioner/entrepreneur in Illustration	**LO 1. Recognize PECs needed in Illustration**
			1.1 Assess one's PECs: characteristics, attributes, lifestyle, skills, traits
			1.2 Assess practitioner's: characteristics, attributes, lifestyle, skills, traits
			1.3 Compare one's PECs with that of a practitioner/entrepreneur
			1.4 Align one's PECs with that of a practitioner/entrepreneur
				TLE_PECS9-12-I0-1

LEESON 2: ENVIRONMENT AND MARKET (EM)				
1. Market (Town) 2. Key concepts of Market 3. Players in the market (Competitors)	The learners demonstrate an understanding of environment and market in Illustration	The learners shall be able to create a business vicinity map reflective of potential market in Illustration business within a	**LO 1. Recognize and understand the market in Illustration** 1.1 Identify the players/competitors within the town	**TLE_EM9-12-I0-1**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
4. Products and services available in the market	in one's town/municipality	town/municipality	1.2 Identify the different products/ services available in the market	

5. Market (Customer)
6. Key concepts of identifying and understanding the consumer
7. Consumer Analysis through:
   7.1 Observation
   7.2 Interviews
   7.3 FGD
   7.4 Survey
			LO 2. Recognize the potential customer/market in Illustration
			2.1 Identify the profile of potential customers
			2.2 Identify the customer's needs and wants through consumer analysis
			2.3 Conduct consumer/market analysis
				TLE_EM9-12-I0-2

LESSON 3: USING LINES TO PRODUCE VOLUMES (PV)				
1. Safety procedures 2. Tools and materials in drawing 3. Functions of lines 4. Drawing of basic shapes using lines 5. Lines in producing illusion of volumes	The learners demonstrate an understanding of concepts and principles of using lines to produce volume	The learners shall be able to apply techniques in producing volumes using lines, as prescribed by the TESDA Training Regulations	**LO 1. Draw basic shapes with illusion of volumes** 1.1 Perform safety procedures in drawing basic shapes with illusion of volumes 1.2 Identify drawing tools and materials used in illustration 1.3 Select appropriate materials in accordance with illustration requirements 1.4 Draw basic shapes using lines 1.5 Explain the functions of lines in drawing 1.6 Draw lines in producing illusion of volumes	**TLE_ICTIL9-12PV-Ia-e-1**
6. Safety procedures 7. Drawing figures and objects 8. Elements of design 9. Proper proportions of figures and objects			**LO 2. Draw figures and objects from basic shapes** 2.1 Perform safety procedures in drawing figures and objects from basic shapes 2.2 Identify appropriate drawing tools and materials in accordance with illustration requirements	**TLE_ICTIL9-12PV-If-j2**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.3 Follow the elements of designs in drawing figures and objects 2.4 Apply the correct proportions when drawing figures and objects 2.5 Derive figures and objects from basic shapes	
LESSON 4: CREATING DRAWINGS ACCORDING TO PROPORTION (DP)				

1. Safety procedures
2. Importance of proportion in drawing
3. Correct proportion in drawing
4. Layout of figures and objects according to requirement
•
	The learners demonstrate an understanding of
	     concepts and
	     principles in creating
	     drawings according to
	     proportion
		The learners shall be able to create drawing of figures and objects applying proportion as prescribed by the TESDA Training Regulations	**LO 1. Draw basic shapes in proportion with illustration requirement**
			1.1 Perform safety procedures in drawing basic shapes in proportion with illustration requirements
			1.2 Identify appropriate tools and materials in accordance to illustration requirement
			1.3 Observe the importance of proportion in drawing
			1.4 Explain the proper proportion in drawing
			1.5 Layout figures and objects according to illustration requirement
				TLE_ICTIL9-12DP-IIa-j-1

5. Safety procedures
6. Proper proportions of figures and objects
7. Isometric drawing
8. Enhancement of drawings
   8.1 Tonal range
   8.2 Linear marks
9. Illustration cleanup
			LO 2. Draw figures and objects in proportion with illustration requirement
			2.1 Perform safety procedures in drawing figures and objects in proportion with illustration requirements
			2.2 Identify appropriate drawing tools and materials in accordance to illustration requirements
			2.3 Draw isometric objects
			2.4 Enhance drawing using toner range and linear marks
				TLE_ICTIL9-12DP-IIIa-j-2

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.5 Clean up illustration	
10. Safety procedures 11. Basic shapes in human figures 12. Importance of proper proportions in drawing human figure 13. Drawing correct proportion of human figures 14. Layouting human figures Facial expressions and movement of body parts			**LO 3. Draw human figures** 1.1 Perform safety procedures in drawing human figures 1.2 Identify appropriate tools and materials in drawing human figures in accordance with the illustration requirement 1.3 Draw human figures following proper proportion 1.4 Layout human figures 1.5 Draw different facial expressions and body parts movements of human figures	**TLE_ICTIL9-12DP-IIIa-j-3**
LESSON 5: SOURCING-OUT CONCEPT FOR OWN DRAWINGS (SD)				

1. Safety procedures
2. Collecting, organizing, and reviewing information
3. Interpreting concepts
4. Intellectual Property Rights (IPR) issues
•
	The learners demonstrate an understanding of
	   concepts and
	   principles in sourcing
	   out concept for own
	   drawings
		The learners shall be able to perform and develop own drawings based on sourced-out concepts as prescribed by the TESDA Training Regulations
		
		.
			LO 1. Source out concepts for own drawings
			1.1 Perform safety procedures in sourcing out concept for one's drawings
			1.2 Identify sources of information and relevant ideas to enrich one's own concept in drawings
			1.3 Collect sources of information and relevant ideas for one's own concept in drawings
			1.4 Interpret concept generated from drawings
			1.5 Abide with IPR Laws when developing concept for own drawing
			1.6 Reference collected information
				TLE_ICTIL9-12SD-IVa-e-1

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			that helped in the development of the drawing	
5. Elements and Principles of Design 6. Theoretical and Historical Concepts of Drawings 7. Designing a concept			**LO 2. Review information for application to own work** 2.1 Review information used to clarify ideas for the concept 2.2 Consider theoretical concepts in one's drawing 2.3 Choose the final concept based on the sourced-out information 2.4 Apply elements and principles of design in one's own work	**TLE_ICTIL9-12SD-IVf-j-2**

Course Description:
This is a specialization course that leads to an **Illustration** National Certificate Level II (NC II). It covers **two (2)** core competencies that a high school student ought to possess, namely: 1) using drawing techniques to represent the object of idea; and 2) preparing, storing, and maintaining finished work.

The preliminaries of this specialization course include the following: 1) discussion of the relevance of the course, 2) explanation of key concepts relative to the course, and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Relevance of the course 2. Concepts and core competencies in Illustration 3. Career opportunities	The learner demonstrates an understanding of concepts and theories of using drawing techniques to represent the object of idea and prepare, store, and maintain finished work in Illustration	The learners shall be able to independently create/provide quality and marketable product and/or service in Illustration as prescribed by the TESDA Training Regulations	*The learners…* 1. Discuss the relevance of the course 2. Explain concepts, theories, • and competencies in Illustration 3. Explore opportunities for a career as Illustrator	
LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)				
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 of one's PECs in Illustration	The learners shall be able to create a plan of action that strengthens/further develops one's PECs in Illustration	**LO 1. Develop and strengthen PECs needed in Illustration** 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	**TLE_PECS9-12-I0-1**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 2: ENVIRONMENT AND MARKET (EM)				

1. Product Development
2. Key concepts of developing a product
3. Finding Value
4. Innovation
   4.1 Unique Selling
   4.2 Proposition (USP)
	The learners demonstrate an understanding of
	   the environment and market for Illustration in one's town/municipality
		The learners shall be able to create a business vicinity map reflective of potential market for Illustration in the town/ municipality.	**LO 1. Develop a product/ service in Illustration**
			1.1 Identify what is of "Value" to the customer
			1.2 Identify the customer to sell to
			1.3 Explain what makes a product unique and competitive
			1.4 Apply creativity and innovative techniques to develop marketable product
			1.5 Employ a Unique Selling Proposition (USP) to the product/service
				TLE_EM9-12-I0-1

5. Selecting Business Idea
6. Key concepts of selecting a business idea
   6.1 Criteria
   6.2 Techniques
			LO 2. Select a business idea based on the criteria and techniques set
			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
				TLE_EM9-12-I0-2

7. Branding			**LO 3. Develop a brand**	**TLE_EM9-12-I0-3**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			for the product 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	
LESSON 3: USING DRAWING TECHNIQUES TO REPRESENT OBJECT OR IDEA (DO)				
1. Safety measures 2. Drawing tools and materials	The learners demonstrate an understanding of concepts and principles in drawing techniques to represent object or idea	The learners shall be able to draw object or ideas using drawing techniques as prescribed by the TESDA Training Regulations	**LO 1. Prepare for drawing** 1.1 Perform safety procedures in drawing objects 1.2 Identify tools and materials required in drawing 1.3 Select appropriate tools and materials to represent object or idea in drawing	**TLE_ICTIL9-12DO-Ia-e-1**
3. Basic drawing techniques 4. Introduction to graphic software 5. Digital drawing 6. Proper usage and maintenance of drawing tools and materials			**LO 2. Use basic drawing techniques** 2.1 Perform safety procedures when using basic drawing techniques 2.2 Explore different graphic software 2.3 Apply a range of techniques to come up with interpretation of objects or ideas	**TLE_ICTIL9-12DO-If-j-2** **TLE_ICTIL9-12DO-IIa-j-2**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.4 Use tools and materials safely 2.5 Use digital methods in drawing	
LESSON 4: PREPARING FOR STORAGE AND MAINTENANCE OF FINISHED WORK (SM)				
1. Safety measures 2. Archival principles and values 3. Labeling and recording work	The learners demonstrate an understanding of concepts and principles in preparing for storage and maintenance of finished work	The learners shall be able to perform activities related to preparation for storage and maintenance of finished work as prescribed by the TESDA Training Regulations	**LO1. Assess finished work for storage** 1.1 Perform safety procedures in assessing finished work for storage 1.2 Determine the criteria for the selection of finished work to be stored following the storage requirements 1.3 Assess finished and selected work based on the identified criteria for storage 1.4 Determine the storage requirements for selected finished work based on the identified criteria	**TLE_ICTIL9-12SM-IIIa-e-1**
4. Safety procedures 5. Labeling and recording work 6. Safe storage requirements for the finished work			**LO 2. Store finished work** 2.1 Perform safety procedures when storing finished work 2.2 Select protective materials and conditions for storage 2.3 Organize finished	**TLE_ICTIL9-12SM-IIIf-j-2** **TLE_ICTIL9-12SM-IVa-e2**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			work for storage 2.4 Apply protective materials on finished work before storing 2.5 Store finished works in allocated or selected storage space following company standard operating procedure and criteria	
7. Safety measures 8. Maintenance of finished work 9. Intellectual Property Rights (IPR) issues			**LO 3. Maintain stored work** 3.1 Perform safety procedures in maintaining stored work 3.2 Maintain accurate and complete records of stored finished work 3.3 Monitor and evaluate the condition of stored finished work in accordance with the requirements for different types of work	**TLE_ICTIL9-12SM-IVf-j-3**

LEGEND		SAMPLE		
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Information and Communications Technology Illustration	**TLE_ ICT IL 9-12**
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Preparing for Storage and Maintenance of Finished Work	**MT**
			-
Roman Numeral *Zero if no specific quarter*	Quarter	Fourth Quarter	**IV**
Lowercase Letter/s *Put a hyphen (-) in between letters to indicate more than a specific week*	Week	Week Six to Ten	**f-j**
			-
Arabic Number	Competency	Maintain Stored Work	**3**

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment and Market	EM
Use of Hand Tools and Equipment	UT
Maintain Hand Tools, Equipment, and Paraphernalia	MT
Perform Mensuration and Calculation	MC
Prepare and Interpret Technical Drawing	TD
Practice Occupational Health and Safety Procedures	OS
Using Lines to Produce Volume	PV
Using Drawing Techniques to Represent Object or Idea	DO
Preparing for Storage and Maintenance of Finished Work	SM

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 ICT specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

Grade 7/8 (EXPLORATORY)	GRADES 9-12		
EXPLORATORY **4 sems**	**Computer System Servicing (NC II)++** 4 sems		
	Computer Hardware Servicing (NC II)+ 4 sems	***Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)** 4 sems	
		*Telecom OSP Installation (Fiber Optic Cable) (NC II) **2 sems**	*****Broadband Installation (Fixed Wireless Systems) (NC II)** **2 sems**
	Illustration (NC II) 4 sems	**Medical Transcription (NC II)** 4 sems	
	Technical Drafting (NC II) 4 sems	**Contact Center Services (NC II)** 4 sems	
	Computer Programming (NC IV)+ When updated, this CG will become the following: 1. Programming (.net Technology) (NC II) 2. Programming (Java) (NC II) 3. Programming (Oracle Database) (NC II) 4 sems	**Animation (NC II)** 4 sems	

*   Please note that these subjects have pre-requisites mentioned in the CG.
\+   CG to be updated by December 2015
++   CG to be uploaded by December 2015
*** Subject has two pre-requisites
▓▓ Other specializations with no pre-requisites may be taken up during these semesters.
■   Pre-requisites of the subjects to the right should be taken up during these semesters.

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