

USER ADVISORY

These curriculum maps (CMaps) were developed by the Private Education Assistance Committee (PEAC) under the Junior High School In-Service Training (JHS INSET) program of the Government Assistance to Students and Teachers in Private Education (GASTPE), which is co-implemented by the Department of Education (DepEd) and PEAC.

The Grade 7 and Grade 8 CMaps were written by the PEAC JHS Trainers, and some of them were used as exemplars, serving as presentation samples and workshop activities during the 2024 and 2025 In-Service Training for Junior High School Teachers in private schools.

The CMaps are aligned with the Revised K-10 Curriculum of DepEd, which is being implemented in phases nationwide starting SY 2024-2025. Teachers from both private and public schools may use these CMaps to support the implementation of the Revised K-10 Curriculum.

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TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Trends and Issues in ICT Sectors of ICT and Its Career and Business Opportunities • computer programming - programmer/ web and game developer • visual arts – animator/ illustrator/ graphic designer • computer system servicing– computer / Network technician	Power Standard: <i>The learners demonstrate an understanding of the Occupational Safety and Health (OSH) standards in ICT environments</i> Supporting Standards: <i>The learners ... demonstrate an understanding of ICT sectors, as well as the potential career and business opportunities these sectors offer in relation to their chosen career in the future</i>	The learner consistently observes and practices occupational health and safety procedures in the workplace. <i>(from the TLE-ICT Curriculum Guide, 2016)</i>	<p>A1. Identify at least 5 current ICT trends (e.g. machine learning, AI, cybersecurity, IoT, cloud computing)</p> <p>A2. Define 4 sectors of ICT (e.g. computer programming, visual arts, computer systems servicing, telecom)</p> <p>A3. List at least three (3) career opportunities in each ICT sector</p>	<p>A1. Summative: LMS Quiz</p> <p>A2-A4. Summative: Careers in ICT (Infographic)</p>	<p>A1. Web Scavenger Hunt “What’s Trending in ICT?”</p> <p>A2.1 In-person: ICT Sector Stations (Rotational Group Activity)</p> <p>A2.2 Online (Asynch): “Explore and Share: My ICT Sector Poster”</p> <p>A3.1 In Person: ICT Career Carousel (similar to station rotation)</p>	<p>A1. What are the Trends in ICT Technology: Trends for 2025</p> <p>A2-A3 Slideshare: Sectors of ICT and its Career Business Opportunities</p> <p>A3. 22 ICT Jobs To Consider Pursuing (Plus Salary Information) Indeed.com</p>	<p>A1. Competence</p> <p>A2.1 Competent Professional</p> <p>A2.2 Excellence</p> <p>A2.3 Diversity</p> <p>A3. Love of work</p>

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<ul style="list-style-type: none"> telecommunication – call center agents/ outbound and inbound agents/ contact center services <p>Qualities of Successful Entrepreneurs in the Field of ICT</p> <p>Occupational Safety and Health (OHS)</p> <p>Standards in ICT</p> <ul style="list-style-type: none"> hazards and risks management 5s (sort, standardize, set in order, shine, sustain) safety regulations 	<p>demonstrate an understanding of current trends and emerging issues in ICT</p> <p>demonstrate an understanding of the qualities of successful entrepreneurs in the field of ICT</p>		<p>A4. Describe each career opportunity for each ICT sector.</p>		<p>A3.2 Online (Async): ICT Career Hunt - Sector by Sector</p> <p>A4.1 In Person: Think-Pair-Share (to accomplish a Career Profile Worksheet)</p> <p>A4.2 Online (Async): Career Profile Worksheet</p> <p>A4.3 In-Person/Online: Concept Mapping</p>		
			<p>A5. Identify at least 4 characteristics of successful entrepreneurs in ICT (e.g. innovative thinking, tech-savviness, problem solving skills, adaptability)</p>	<p>A5.1 Formative: LMS Quiz</p> <p>A5.2 Summative: Quiz</p>	<p>A5.1 In-Person Think-Pair-Share: What are the qualities of these successful entrepreneurs?</p> <p>A5.2 Online: LMS Forum</p>	<p>A5.1 10 Successful Digital Entrepreneurs</p> <p>A5.2 Slideshare: Qualities of a Successful ICT Entrepreneur</p>	<p>A4. Productivity</p> <p>A5.1 Industry</p> <p>A5.2 Global Competitiveness</p>

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			A6. Define occupational safety and health standards. A7. Identify 5 common ICT-related hazards (i.e. Physical, Mechanical, Chemical, Electric Shock, and CRT Monitor High-Voltage) in the workplace. A8. Describe safety and health management in 3 steps (i.e. Hazard Identification, Risk Assessment, Risk Control).	A6-A8. Formative: Occupational and Safety Hazards in ICT (Infographic) Summative: Quiz	A6. In-Person/Online: Video: What is OSH/OHS?	A6. YouTube: Occupational Safety and Health by DOLE	A6.1 Compassion/Care A6.2 Health and Wellness
			A9. Discuss at least 5 emerging trends in relation to the 5 ICT-related issues (cybersecurity threats, digital divide, privacy concerns, fake news, and job displacement)	A9-A10. Guided Generalization	A7. In-Person/Online: Spot the danger	A7. Youngworkers.org	A7.1 Accountability A7.2 Excellence A7.3 Care A7.4 Responsibility
					A8.1 In-Person/Online: Safety Steps in Action A8.2 In-Person/Online: Detailed Flowchart Construction	A8. Canva or any presenter/ graphic editor	A8.1 Accountability A8.2 Excellence A8.3 Care A8.4 Responsibility
					A9.1 In-Person/Online: Cybersecurity, Privacy, and Fake News (CER) A9.2 In-Person/Online: Digital Divide and Job Displacement (CER)	A9.1 Printed Worksheet (for in-person) A9.2 Google Doc (for online)	A9. Competent Professional

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			<p>A10. Analyze 4 sectors of ICT (e.g. computer programming, visual arts, computer systems servicing, telecom) and evaluate the potential career and business prospects relevant to their future career choices.</p>		<p>A10.1 In-Person/Online Careers in Computer Programming (Article Analysis)</p> <p>A10.2 In-Person/Online Careers in Computer Systems Servicing (Article Analysis)</p> <p>A10.3 In-Person/Online Careers in Visual Arts (Article Analysis)</p> <p>A10.4 In-Person/Online Careers in Telecommunications (Article Analysis)</p>	<p>A10. <u>9 Computing Coding Careers</u></p>	<p>A10. Competent Professional</p>

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			A11. Discuss at least 4 qualities of successful entrepreneurs in the field of ICT (e.g. innovative thinking, tech-savviness, problem solving skills, adaptability). A12. Discuss Occupational Safety and Health (OSH) standards in ICT environments A13. Perform hazard identification, risk assessment and control.	A11.-A12. Claim-Evidence-Reasoning	A11. In-Person/Online Stick-It-Together A12. In-Person/Online Placemat Organizer	A11.1 Improvised Sticky Notes (for in-person) A11.2 Padlet (for online) A12.1 Printed Worksheet (for in-person) A12.2 Google Doc (for online)	A11. Competent Professional A12. Competent Professional A13. Competent Professional
				A13.1 <i>Scaffolding Activity:</i> Safety and Health Management by Group A13.2 <i>Performance Task Safety First: A Safety Officer in an ICT Field:</i> Individual Demo of OSH (Home Workstation or Office)	A13.1 <i>Modeling:</i> Video of Safety Officer doing safety and health management in a call center office (Telecom) A13.2 <i>Guided Practice:</i> OSH Management in the Laboratory - Group)	A13. <u>Video of Safety Officer at Work</u>	

Computer Number Systems

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Computer Number Systems / First Quarter	<p>Power Standard: The learners demonstrate an understanding of the conversion of computer number systems.</p> <p>Supporting Standard: The learners demonstrate an understanding of the computer number systems</p>	<p>The learners convert number systems in practical scenarios.</p>	<p>A1. Define computer number systems (e.g., decimal, binary, octal, hexadecimal)</p>	<p>A1-A2. <i>Formative</i> Mnemonics Number System Definition</p> <p>A1-A2. <i>Summative</i> Short Quiz - <i>Identification and Multiple Choice</i></p>	<p>A1.1 Numeric Neurons: Describing Number Systems with Mnemonics”</p> <p>A1.2 Decoding Digits: Exploring Number Systems with the Frayer Model</p> <p>A1.3 Number Nitro: Race through Number Systems with Car Racing Game (Convergent)</p>	<p>A1.1 Quizziz Activity</p> <p>A1.2 Video: Number Systems Introduction - Decimal, Binary, Octal & Hexadecimal:</p> <p>A1.3 Presentation File: Number System Car Racing Video: CarRacing Game Template</p>	<p>A1.1 Competence</p> <p>A1.2 Collaboration</p>
	<p>A2. Differentiate the various computer number systems (e.g., binary, octal, decimal, and hexadecimal)</p>			<p>A2.1 Puzzle Math: Number System Challenge using Jigsaw Method</p>	<p>A2.1 Website: Different Number Systems and their Interconversion</p> <p>A2.2 Website:</p>	<p>A2.1 Communication</p> <p>A2.2 Creativity</p>	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					A2.2 Number System Navigator: Charting Comparative Paths using Comparison Diagram	Types of Numbers Systems: Decimal, Binary, Octal & Hexadecimal	A2.3 Critical Thinking A2.4 Digital Literacy
			A3. List 5 steps for the different methods (e.g., continuous division, place value, expanded notation) used in computer number conversion A4. Convert numbers from one system to another (as stated and vice versa) a. decimal to binary b. decimal to octal c. decimal to hexadecimal	A3-A4. <i>Quiz - Enumeration and Conversion</i>	A3. Sequencing Exercise A4. ConvertMe	A3.1. Video: Number Systems Introduction - Decimal, Binary, Octal & Hexadecimal A3.2. Article: Number System Conversion A4.1. Article: Number System Quiz For Binary, Decimal, And Hexadecimal	A3.1 Excellence A3.2 Leadership A4. Critical Thinking

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			<p>A5. Analyze possible scenarios (e.g., computer programming, network connection, data storage, data encryption) where knowledge of computer number systems is needed.</p>	<p>A5. Group Activity using CER</p>	<p>A5.1 Four Corners Activity</p> <p>A5.2 Article Analysis</p> <p>A5.3 Compass Point: Group Consensus using Placemat Organizer</p> <p>A5.4 CER Activity</p>	<p>A5.1. Number System in Computer</p> <p>A5.2. What are the Importance of Number System in Computer Technology</p> <p>A5.3: Number System Conversion</p> <p>A5.4: Number System and Base Conversion</p>	<p>A5.1 Creativity</p> <p>A5.2 Critical Thinking</p> <p>A5.3 Digital Literacy</p>
			<p>A6. Apply suitable number system conversion (e.g., decimal-binary, decimal-octal, decimal-hexadecimal, and vice-versa) to various scenarios</p>	<p>A6. Performance Task - <i>Real-World Number System Conversion Exercises/ Games</i></p> <ul style="list-style-type: none"> - <i>Computer Programming</i> - <i>Network Connection</i> 	<p>A6.1 Number System Conversion Exercises/ Games</p> <ul style="list-style-type: none"> - <i>Computer Programming</i> - <i>Network Connection</i> <p>A6.2 Scenario Application - <i>Data Storage</i></p>	<p>A6.1-A6.2 What is number system in computer? Explain with Examples (prepostseo.com)</p>	<p>A6.1 Creativity</p> <p>A6.2 Critical Thinking</p> <p>A6.3 Digital Literacy</p>

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Productivity Software	The learners demonstrate an understanding of using productivity software.	The learners perform the utilization of productivity tools in a safe and responsible manner.	A1. Define productivity software and its applications (e.g., word processing, presentation, spreadsheet)	A1. Formative Quiz	A1. Frayer Model Mnemonics	A1.1 http://tinyurl.com/FrayerModelQ2 A1.2 https://quizizz.com/join?gc=72031179	A1.1 Competence A1.2 Collaboration
			A2. Insert page breaks (e.g., page, column, text wrapping) and references (e.g., auto tables of contents, APA references)	A2. Hands-on Activity	A2.1 Video Demo A2.2 Page break and referencing exercise	A2.1 How to insert page breaks. A2.2 Create a bibliography, citations and references.	A2.1 Communication A2.2 Creativity A2.3 Critical Thinking A2.4 Digital Literacy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A3. Perform the mail merge process (e.g., using Wizard, manual method)	A3. Hands-on Activity	A3.1 Video Demonstration A3.2 Mail Merge Exercises	A3.1 Word: Mail Merge - YouTube A3.2 Mail Merge Exercise May 2023 - MS WORD EXERCISE Mail Merge Your organization had put out a - Studocu	A3.1 Excellence A3.2 Leadership
			A4. Define master slide and its functions	A.4 Quiz	A4. Mnemonic Retrieval Relay	A.4 Powerpoint Slide Master View	A4. Critical Thinking
			A5. Insert motion paths, hyperlinks, action buttons	A5. Game Quiz	A5. Online Game: "Power Quests"	A5. MS PPT Motion Paths https://ramskistudios.com/powerquests/	A5.1 Creativity A5.2 Critical Thinking A5.3 Digital Literacy
			A6. Differentiate the types of conditional formatting (e.g., highlight cells rules, top/bottom rules, data bars, colour scales,	A6. Quiz	A6.1. Formatting MS Excel Terms Quiz A6.2. Conditional Word Puzzle	A6. MS Excel Conditional Formatting	A6.1 Creativity A6.2 Critical Thinking A6.3 Digital Literacy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			icon sets) in spreadsheet				
			A7. Perform simple data analysis activities (e.g., using formula, functions, and charts)	A7. Graphic Organizer	A7. Fruit Stand Shopping List Activity / Chart	A7. MS Excel Data Analysis	A7. Critical Thinking
			A8. Reflect on the safe and responsible use of productivity tools or software	A8 - Essay using CER	A8. Situation Analysis Activity	A8.1 https://callhippo.com/blog/business/productivity-tools A8.2 Safe and Responsible Use of ICT Tools	A8. Critical Thinking
			A9. Create word documents (e.g., invitation letter, program, references) with page breaks, auto tables of contents, mail merge and references	A9. Hands-on Activity	A9. Comprehensive Document Creation (invitation letter, program, references, mail merge)	A9.1 Page and Section Breaks A9.2 Mail Merge PPT	A9.1 Creativity A9.3 Digital Literacy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A10. Create presentations (e.g., company profile, supplier profile) with a master slide, motion paths, hyperlinks, and action buttons	A10. Supervised Hands-on Activity	A10. Clients' Spreadsheet	A10. Excel Data Analysis	A10. Critical Thinking
			A11. Create spreadsheets (e.g., clients, suppliers, budget, inventory) with conditional formatting and data analysis	A11. Individual Hands-on Activity	A11. Profile Power (Crafting Engaging Company and Supplier Profiles)	A11.1 Working Hyperlinks on Master Slides A11.2 Hyperlinks and Action Buttons A11.3 How to Use Motion Path in MS PPT	A11.1 Creativity A11.2 Digital Literacy

Agricultural Practices in Crop Production

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Career Opportunities <ul style="list-style-type: none"> • agriculturist • farm technician • farm owner Business Opportunities <ul style="list-style-type: none"> • traders • entrepreneurs Agricultural Tools, Implements, and Equipment <ul style="list-style-type: none"> • agricultural tools, implements, and equipment and their uses • precautionary measures • safety procedures in using tools and equipment Agricultural Hazards and Risks in Farm Operations	The learners demonstrate an understanding of the concepts and skills in agri-crops and animal production.	The learners perform agricultural practices in crop production based on industry standards.	A1. Define agricultural crop production and its importance in daily life and the economy	A1. Short Quiz	A1.1 Word Map Activity A1.2 Think-Pair Share	A1.1 Activity Templates A1.2 Worksheets A1.3 Video: Why is Agriculture Important?	A1.1 Committed to Excellence A1.2 Concern for the Environment
Agricultural Practices in Crop Production <ul style="list-style-type: none"> • site selection • land preparation 			A2. Identify different types of crops (e.g., vegetables, fruits, grains) commonly grown in the locality	A2. Matching Type	A2.1 Crop Sorting Activity A2.2 Local Crop Hunt	A2.1 Sample Pictures of Crops A2.2 Activity Sheets A2.3 Video: Types of Crops A2.4 Grains, Fruits and Vegetables	A2. Committed to Excellence
			A3. Enumerate and describe the tools (e.g., bolo, hand)	A3. Identification Quiz	A3. Tool Talk Pair Activity	A3.1 Worksheets	A3. Concern for the Environment

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<ul style="list-style-type: none"> • crop selection • planting • transplanting Care and Maintenance of Crops <ul style="list-style-type: none"> • weeding and cultivating • irrigation/water supply • fertilizing • mulching using organic materials • natural prevention and control of common pests and disease (using natural farming/organic farming) Farm Waste Processing <ul style="list-style-type: none"> • composting (basket composting) and fermentation (foliar fertilizer) Agricultural Practices in Harvesting Crops <ul style="list-style-type: none"> • harvesting • post-harvesting 			trowel, hoe, rake, pruning shears, spading fork, shovel, pick mattock, hand cultivator, materials (e.g., seeds, fertilizers, compost, pesticides, mulch, potting soil, seedling trays, plastic mulch, organic matter), and equipment (e.g., water pump, mini tiller, hand tractor, sprinkler system, wheelbarrow, garden hose, mechanical duster, seed spreader) used in crop production.			A3.2 Farm Tools in Agricultural Crop Production A3.3 Agricultural Tools and their Uses A3.4 Types of Farm Equipment and their Uses	
			A4. List the proper procedures in land preparation, seed selection, planting, and watering.	A4. Flowchart or Illustrated Guide	A4.1 Sequencing Activity A4.2 Fill-in-the - Blanks Exercise	A4.1 Flowchart Quiz Sheet A4.2 Activity Sheets A4.3 7 Steps Involved in Growing Crops	A4.1 Concern for the Environment A4.2 Creativity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						A4.4 How to Plant a Seed A4.5 Steps in Agricultural Production	
			A5. Cite safety precautions and proper handling of farm tools and equipment.	A5. Multiple Choice Quiz	A5.1 Safety Checklist Activity A5.2 Picture- Based Sorting	A5.1 Activity Sheets A5.2 Farm Safety Checklist A5.3 Video: 5 Tips for Safely Using Farm Equipment	A5. Concern for the Environment

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A6. Identify common pests, diseases, and weather conditions that affect crop growth and how to manage them	A6. Cause-and Effect Quiz	A6.1 Picture Identification Activity A6.2 Three- Column Chart Activity	A6.1 Activity Sheets A6.2 Pests and Pesticides in Agriculture A6.3 Pests and Diseases	A6. Concern for the Environment
			A7. Explain the importance of soil preparation and crop selection in sustainable crop production.	A7. CER Assessment	A7. CER Writing: Growing Sustainably – Soil and Crop Choices.	A7.1 DA Agribusiness Knowledge Center: A7.2 FAO Learning Resources	A7.1 Committed to Excellence A7.2 Concern for the Environment
			A8. Compare and contrast common pests and diseases in crops and describe eco-friendly control methods.	A8. Journal Output	A8. Field Scouting Simulation:	A8.1 e-Learning: Integrated Pest Management A8.3 School garden teacher- provided video footage	A8.1 Committed to Excellence A8.2 Creativity
			A9. Discuss the proper maintenance of the	A9. Quiz + Practical Identification	A9. Tool Talk Demo	A9.1	A9.

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			basic tools and equipment used in crop production			DepEd Agri-Fishery Curriculum Guide A9.2 TESDA Agri-Crop Tool Maintenance Module	Committed to Excellence
			A10. Explain the role of agricultural practices in promoting food security and environmental sustainability.	A10. Reflective Essay	A10. Think-Pair-Share + Writing Essays	A10.1 DA Knowledge Products A10.2 FAO Food Security Articles	A10. Committed to Excellence
			A11. Perform basket composting and foliar fertilizer fermentation	A11.1 <i>Think Aloud</i> - Step-by-step demo on composting and fermentation process. A11.2 <i>Guided Practice</i> Composting and fermentation process	A11.1 In-Person: On-site Organic fertilizer production (<i>Group Basket Composting</i>) A11.2 ODL/Modular Home-based Organic Fertilizer Basket	A11.1 Organic waste materials A11.2 Composting bin/basket A11.3 Fermentation containers A11.3	A11.1 Environmental Stewardship A11.2 Responsibility A11.3 Innovation

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						Fast & Easy Composting for Beginners How To Make Compost Fast	
			A12. Perform agricultural practices in crop production	A12.1 <i>Think Aloud:</i> Planting, watering, pest control, and harvesting. A12.2 <i>Guided Practice:</i> Supervised crop production tasks <i>Independent Practice:</i> Portfolio Journal A12.3 Performance Task: “From Waste to Worth: Creating Organic Fertilizers for a Greener Tomorrow”	A12.1 In-Person: Land preparation and planting (Plots) A12.2 ODL/Modular: Home-based Container Gardening Project	A12.1 Seeds and planting materials A12.2 Gardening tools A12.3 Protective gear A12.4 Digital/ print modules A12.5 Exploring Agriculture: A Guide for High School Students A12.6 Activity logbook or journal	A12.1 Environmental Stewardship A12.2 Responsibility A12.3 Innovation

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Housing Requirements for Poultry & Livestock	The learners demonstrate an understanding of the concepts and skills in agri-crops and animal production.	The learners illustrate the housing requirements for poultry and livestock based on industry standards.	A1. Determine 3 examples of poultry animals (i.e chicken, ducks, quail) and 5 examples of livestock animals (i.e. cattle, pig, goat, sheep, rabbit) farm animals	A1. Sorting	A1.1 In Person: Animal Farm Sorting Race A1.2 Online: Farm Animal Matching Game	A1.1.1 Animal Cards A1.1.1 Sorting Chart A1.2 Farm Animal Matching	A1. Excellence A2. Communication
			A2. Identify 3 materials used in poultry production (i.e. poultry feeds, rice hulls, egg trays), 3 tools (i.e. shovel, feed scoop, hand sprayer) and 5 pieces of equipment (i.e. waterer, feeder, incubator, perches, cages)	A2. Guided Identification	A2. In Person / ODL: Poultry Production Scavenger	A2. Poultry Production Tools and Equipment Activity	A2. Critical Thinking
			A3. Identify 5 housing and fencing materials commonly used in livestock (i.e. corrugated metal, wood, galvanized	A3. Matching Type	A3.1 In Person: Scaffold1: <i>Visual Gallery Walk</i>	A3.1.1 Fencing Tips Every Farmer Should Know	A3.1 Excellence A3.2 Creativity

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			wire, concrete, and bamboo)		A3.2 Online: Material Hunt	A3.1.2 Printable Picture Cards & Student Recording Sheets A3.2 Google slides and/or Jamboard Scavenger Board	A3.3 Communication
			A4. Classify 3 products (i.e., meat, eggs, milk) and 4 by-products (i.e., manure, feathers, hides, bones) obtained from poultry and livestock production based on their uses and value.	A4. Infographic assessment	A4. In-Person / ODL: Market-Basket Challenge (Role Play)	A4.1 Script for the Role-Play A4.2 Pictures or Actual Products & By-Products	A4.1 Creativity A4.2 Communication A4.3 Critical Thinking
			A5. Explains the functions of improvised or low-cost tools and equipment in relation to basic animal care.	A5-A6. Guided Generalization	A5. Four Corners Activity	A5. Video How to Make Automatic chickens Feeder discarded plastic bottles - Part 1	A5. Creativity
			A6. Discuss safety precautions in using 2 sharp or recycled tools		A6. Compass Point Activity	A6. Video Grade 7/8 TLE : (Agriculture) LESSON 4:	A6.1 Creativity A6.2

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			<p>(i.e. cutting plastic jugs, handling wires).</p>			APPLYING SAFE MEASURES IN FARM OPERATIONS	Communication
			<p>A7. Discuss 4 feeding management according to the Philippine National Standard (PNS) for poultry and livestock animals (i.e. appropriate feed selection, feeding schedule, proper quantity, and hygiene management)</p>	A7. CER	A7. Stick-It Together	A7. Video Feeds and Feeding	A7.1 Creativity A7.2 Communication
			<p>A8. Explain the 4 farm waste management practices for poultry and livestock based on Republic Act No. 9003 or the Ecological Solid Waste Management Act of 2000 (i.e., waste segregation, composting, recycling, and environmentally safe disposal methods)</p>	A8. CER	A8. I Do, We Do, You Do Activity	A8.1 Guided Reading A8.3 Video Animal Waste Management on Small Livestock Farms	A8.1 Creativity A8.2 Career and Lifelong Learning

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A9. Plan a housing layout that includes space allocation, materials, ventilation, and waste management, guided by industry standards.	A9.1 Formative: Scaffolding Activity: <i>Guided Practice</i> “Step-by-Step Guide Template: Housing Planning”	A9.1 In Person /ODL Scaffolding Activity: <i>Think Aloud</i> “Housing Planning – Step-by-Step Guide”	A9.1 In Person /ODL Poultry: <u>What is a Free-range Chicken Farm & How does it Work?</u>	A9.1 Critical thinking
			A9.2 In Person /ODL/Modular “Housing Plan Blueprint”	A9.2 Modular “Housing Planning – Step-by-Step Guide Worksheet”	A9.2 Livestock: <u>Dairy Shed Design, Construction Plan Information Dairy Cow Farming</u>	A9.2 Creativity	
			A9.3 Modular Modular Sheet: “Housing Planning – Step-by-Step Guide Worksheet”			A9.3 Communication	
			A10. Draw poultry or livestock housing design that follows industry standards.	A10.1 Formative: Scaffolding Activity: <i>Guided Practice</i> “Housing Plan: Practice Blueprint 2”	A10. In Person/ODL/ Modular Scaffolding Activity: <i>Think Aloud</i>	A10.1 In Person /ODL/ Modular <u>Simple Modern Dairy Farm Shed Design For 10</u>	A10.1 Career and Lifelong Learning
							A10.2 Creativity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
				A10.2 Independent Practice Performance Task: “Housing Plan Model”	“Housing Plan: Practice Blueprint 1”	Cows Cow Farm Beginners Guide A10.2 Housing Plan Model	A10.3 Communication A10.4 Career and Lifelong Learning

Unit Curriculum Map

Q3 TLE-FCS 7

Fundamentals of Hospitality and Tourism Industry; Fundamentals of Food Preparation and Service



TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1. Fundamentals of Hospitality and Tourism Industry	The learners demonstrate an understanding of the fundamentals of the hospitality and tourism industry.	The learners apply skills in food preparation and services, following safety precautions.	A1. Define related terms (e.g. <i>accommodation, guests, guided tours, concierge, customer satisfaction, eco-tourism, attrition, amenities, banquet, food service, etc</i>) in hospitality and tourism industry (<i>added</i>)	A1. Multiple Choice Test	A1. Match-up Game <i>“Tourism Term Treasure Hunt”</i>	A1.1. Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 1. A1.2. Online: https://www.teachstarter.com/gb/teaching-resource/decodable-text-to-picture-match-up-2/ https://wordwall.net/resource/68730544	A1. Integrity
2. Tourism • Kinds of tourists • Types and forms of tourism a. point of origin b. purpose of travel			A2. Differentiate hospitality and tourism.	A2. Two-column comparison table	A2. Venn Diagram <i>“Hospitality vs Tourism Showdown”</i>	A2.1. Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 3. A2.2. Online: https://www.liveworksheets.com/w/tl/filipino/1138547	A2. Integrity
3. Hospitality • Scope of Hospitality Industry a. Accommodation b. Travel services c. Recreation and entertainment d. Clubs, conventions and events management e. Cruises f. Food and beverage services • Types of accommodations and their characteristics • Hotel types and classification							

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<ul style="list-style-type: none"> •Career Opportunities in Hospitality and Tourism Industry •Issues, Challenges, Trends and Innovations in Hospitality and Tourism <p>4. Fundamentals of Food Preparation and Service</p> <ul style="list-style-type: none"> • Different food service operations <ul style="list-style-type: none"> a. commercial b. institutional • Basic rules in food preparation and service • Kitchen layout <p>5. Seven Principles of Hazard Analysis Critical Control Point (HACCP)</p> <p>6. Tools and Equipment in Food Preparation</p> <ul style="list-style-type: none"> • Kitchen • Food service • Care and maintenance <p>7. Table Napkin Fold</p> <ul style="list-style-type: none"> • Uses of table napkin • Table napkin sizes • Basic table napkin fold 			<p>A3. Distinguish the seven (7) types and forms of tourism (i.e <i>leisure, shopping, cultural, sports, rural, mountain, and urban</i>) and four (4) kinds of tourists (i.e. <i>individual mass tourists, organized mass tourists, the explorer, and the drifter</i>)</p>	<p>A3. Modified True or False</p>	<p>A3. Jigsaw <i>“Tourism Tales: Exploring Types and Tourists”</i></p>	<p>A3. 1 Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 3</p> <p>A3. 2. Online: https://www.theteachertoolkit.com/index.php/tool/jigsaw</p>	<p>A3. Perseverance</p>
			<p>A4. Identify the different scope (i.e., <i>accommodation, travel services, recreation and entertainment, clubs, conventions and events management, cruises, food and beverage services</i>) in hospitality industry (added)</p>	<p>A4. Table Completion</p>	<p>A4. Concept Map <i>“Hospitality Scope Explorer”</i></p>	<p>A4.1 Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 3</p> <p>A4.2 Online: https://www.interaction-design.org/literature/topics/concept-maps</p>	<p>A4.1 Integrity A4.2. Perseverance</p>
			<p>A5. Identify career (e.g., <i>hotel management, food and beverage management,</i></p>	<p>A5. Multiple Choice</p>	<p>A5. Quizizz Game <i>“Navigating Opportunities in Hospitality and Tourism”</i></p>	<p>A5.1. Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino &</p>	<p>A5. Adaptability</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
8. Food Selection, Preparation, and Cooking • Guidelines in food selection • Guidelines in food preparation • Principles of Cooking a. Heat transfer b. Effects of heat • Kitchen Math a. English system b. Metric system			<i>marketing and sales, event planning, tourism management, travel agency and tour operators, finance and accounting, guest service and concierge, technology, education and training, travel assistance) and business opportunities (e.g., accommodation Services, Food and Beverage Services, Tourism Experience, Event Planning and Management, Transport Services, Travel Agencies and Tour Operators, Hospitality Technology Solutions, Eco-tourism and Sustainable Initiatives, Hospitality, and Tourism, Consulting and Training, Destination Marketing, Promotion, Airlines)</i>			Ma. Pamela N. Beltran pg. 4. A 5.2 Online: https://www.mudandinkteaching.org/new-blog/2016/8/18/best-practices-the-gallery-walk	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			in hotel and tourism industry.				
			A6. Give examples of types of accommodation in a hotel (<i>i.e. hotel, resort hotel, convention hotel, commercial hotel, extended-stay hotel, casino hotel, airport hotel, apartment hotel, boutique hotel</i>) (added)	A6. Enumeration	A6.1. Multiple Choice (<i>Kahoot!</i>) “Exploring Accommodation Variety” A6.2. Unchunked list “Hotel Hunt: Sorting Your Stay”	A6.1 Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg.23-25. A6.2. Online: https://kahoot.it/?pin=9391274&refer_method=link	A6. Enthusiasm
			A7. Recognize the seven principles (<i>i.e. hazard analysis, CCP identification, establishing critical limits, monitoring procedures, corrective actions, verification procedures, and record-keeping and documentation</i>) of HACCP in food preparation and service.	A7. True or False	A7. Paper and pen activity “Mind Map Activity”	A7. 1 Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 71. A7.2. Online: https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/mind-maps	A7. Adaptability
			A8. Identify the common tools and	A8. Matching Type	A8. Chart	A8.1 Book:	A8. Efficiency

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			equipment used in food preparation and service industry.		“Tool Exploration Stations”	Fundamentals of Food and Beverage textbook by Joseph Linford A. Ditan pg. 193. A8.2 Online: https://www.theanimat.edteacherblog.com/station-activities-in-the-classroom/	
			A9. Enumerate the 9 basic table napkin folds (<i>i.e French, pyramid, candle, fan, bishops hats, arrowhead, split square, Mexican fan, pinwheel</i>)	A9. Enumeration	A9. Pictionary “Fold and Dine”	A9.1 Book: The Hospitality Industry and Introduction Textbook by Celia E. Carino & Ma. Pamela N. Beltran pg. 103. A9. 2 Online: https://icebreakerideas.com/pictionary-game/	A9. Consistency
			A10. Convert units of measurement.	A10. Table Completion	A10. Measurement Relay Race “Unit Conversion Extravaganza”	A10. Book: Fundamentals of Food and Beverage textbook by Joseph Linford A. Ditan pg.1-10.	A10. Accuracy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A11. Explain the scope of the hospitality industry. (i.e., <i>accommodation, travel services, recreation and entertainment, clubs, conventions and events management, cruises, food and beverage services</i>)	A11. Constructed Response (Short Answer - sentences, paragraph)	A11. Graphic Organizer (Compass Point) “ <i>Hospitality Exploration</i> ”	A11. Online: https://business.cornell.edu/hub/2021/10/06/sustainability-in-the-hospitality-industry-challenges-and-opportunities/	A11. Cautiousness
			A12. Examine the issues, challenges, trends, and innovations (e.g. <i>health concerns, environment sustainability, technological disruptions, regulatory compliance</i>) in the hospitality and tourism industry	A12. Constructed Response (Short Answer - sentences, paragraph)	A12. Graphic Organizer (CER Table) “ <i>Innovate and Navigate</i> ”	A12. Online: https://jamboard.google.com	A12. Sensitivity
			A13. Discuss the fundamentals of food preparation, food selection, and service.	A13. Essay	A13. Placemat Organizer “ <i>Culinary Chronicles</i> ”	A13. Book: Fundamentals of Food and Beverage textbook by Joseph Linford A. Ditan pg. 37.	A13. Critical thinking

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			<p>A14. Demonstrate nine (9) table napkin folds. (i.e <i>french, pyramid, candle, fan, bishops hats, arrowhead, split square, mexican fan, pinwheel</i>)</p> <p>A15. Apply the skills in food preparation (e.g. <i>selection, knife skills, cooking methods, food presentation, flavor balancing, and time management</i>) and service (i.e. <i>customer interaction and accommodation, adaptability and flexibility in handling challenging situations</i>) while adhering to safety precautions (i.e. <i>hygiene and sanitation and HACCP</i>).</p>	<p>A14-A15. Performance Task</p>	<p>A14-A15</p> <p>A.14-A15.1: Scaffolding 1: Teacher Demonstration</p> <p>A.14-A.15.2: Scaffolding 2: Practice Work (by pair)</p> <p>A14-A15.3: Scaffolding 3: Practice Work- (by group)</p>	<p>A14. Book: Fundamentals of Food and Beverage textbook by Joseph Linford A. Ditan pg. 67-103.</p> <p>A15. Book Fundamentals of Food and Beverage textbook by Joseph Linford A. Ditan pg.103-193.</p>	<p>A14. Creativity</p> <p>A15.1. Hospitality</p> <p>A15.2 Creativity</p> <p>A15.2 Cleanliness and Orderliness</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Quarter 4:IA	The learners...	The learners perform mensuration and calculations following safety precautions	A1. Define industrial arts (Added)	A1. Short- Answer Question	A1. Frayer Model	A1. Book Reference Industrial Arts: Concepts and Practices. McKnight Publishing Company.	A1. Responsibility
1. Services in Industrial Arts • construction services • (woodwork, metal works, • masonry, construction painting, • plumbing, tile setting) • electrical-electronics services • (electronics product assembly • and services, electrical • installation and maintenance, • domestic refrigeration, and air • condition services) • automotive and small engine	1. demonstrate an understanding of the concepts in industrial arts services 2. Demonstrate an understanding of the concepts in industrial arts services 3. demonstrate an understanding of the uses and maintenance of hand tools, power tools, instruments, and equipment 4. Demonstrate an understanding of the concepts and principles in performing mensuration and calculation		A2. Identify the uses and maintenance of hand tools, power tools, instruments, and equipment.	A2. Multiple Choice	A2. Gallery Walk	A2-A4. Online Resource Kahoot Hand Tools Flashcards Kahoot Hand Tools Flashcards Quizlet	A2. Accountability
			A3. Identify the different measuring instruments (analog, digital, and computer-based) (Added)	A3. Identification	A3. Gallery Walk		A.3. Resourcefulness
			A4. List the different hand tools, power tools, instruments, and equipment (Hand Tools, Power Tools, Instruments, and Equipment Used in Industrial Arts Services • power tools - hydraulic tools	A4. Enumeration	A4. Gallery Walk		A.4. Resourcefulness

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<ul style="list-style-type: none"> • (Automotive servicing, • motorcycle/ small engine • servicing) • Career and Business Opportunities <p>2. Codes and Standards in Industrial Arts Services</p> <ul style="list-style-type: none"> • National Building Code of the Philippines • Republic Act No 6451 (residential construction) • Philippine Electrical Code • (residential wiring) • Philippine Electronics Code • traffic and road signs 			<ul style="list-style-type: none"> -pneumatic tools • instruments (analog, digital, and computer-based) -measuring -calibrating - testing • equipment and accessories <ul style="list-style-type: none"> - construction services - electro-mechanical services -electrical services -automotive and small engine services (Added) 				
3. Hand Tools, Power Tools, Instruments, and Equipment Used in Industrial Arts Services			<p>A5. Determine the career and business opportunities in industrial arts.</p> <p>(e.g. <i>painter, pipe filler, welder, mason, pottery maker, shoemaker, foreman, or bag maker.,businessman, industrial engineer, mechanical designer, mechanical engineer</i>.credits: www.edukasyon.ph)</p>	A5. Multiple Choice	A5. Multiple Choice Questions on career and business opportunities in industrial arts	A5. Online Resource https://depedph.com/industrial-arts-strand/?utm_source=chatgpt.com	A5. Accountability

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<ul style="list-style-type: none"> power tools <ul style="list-style-type: none"> hydraulic tools pneumatic tools instruments (analog, digital, and computer-based) <ul style="list-style-type: none"> measuring calibrating testing equipment and accessories <ul style="list-style-type: none"> construction services electro-mechanical services electrical services automotive and small engine services services 			<p>A6. Classify the hand tools, power tools, instruments, and equipment. (Hand Tools, Power Tools, Instruments, and Equipment Used in Industrial Arts Services</p> <ul style="list-style-type: none"> power tools <ul style="list-style-type: none"> hydraulic tools pneumatic tools instruments (analog, digital, and computer-based) <ul style="list-style-type: none"> measuring calibrating testing equipment and accessories <ul style="list-style-type: none"> construction services electro-mechanical services electrical services automotive and small engine services services <p>(Added)</p>	<p>A6. Paper and Pen (Classifying tools)</p>	<p>A6. Sorting and Classifying Realia</p>	<p>A6. Kahoot Multiple Choice Industrial Arts 67 plays Quiziz</p>	<p>A6. Integrity</p>
4. Preventive Maintenance			<p>A.7. Point out common maintenance tasks for hand tools, power tools, and equipment, such as cleaning, lubricating, and inspecting for damage.</p>	<p>A.7. Identification</p>	<p>A.7. Q&A Forum</p>	<p>A.7. YT link (8) Tools and Equipment - Key points for safe use - YouTube</p>	<p>A.7.1 Accountability A.7.2 Resourcefulness</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
5. Mensuration and Calculations <ul style="list-style-type: none"> • linear measurement • ratio and proportion • Ohm's Law <ul style="list-style-type: none"> • Power Law 			A.8. Convert the readings based on the different measuring instruments (e.g. volt-ohm-milliammeter, tachometer, oscilloscope, ampere meter)	A8. Multiple Choice	A8. Multiple choice question on convert readings volt-ohm-milliammeter, tachometer, oscilloscope, ampere meter	A8. Online resource https://create.kahoot.it/details/56c245eb-756e-44f0-abab-f808cc210439	A8. Integrity
			A.9. Identify the four codes (1. <i>National Building Code of the Philippines</i> or <i>Republic Act No 6451 (residential construction)</i>) 2. <i>Philippine Electrical Code (residential wiring)</i> 3. <i>Philippine Electronics Code</i> 4. <i>traffic and road signs</i>) and standards in Industrial Arts	A9. Formative Assessment using Graphic Organizer	A9. Jigsaw Method	A9. Online resource Scribd+3Department of Public Works and Highways+3www.sli Institute of Integrated Electrical Engineers of the Philippines, Inc.	A9. Resourcefulness
			A10: Discuss the services in industrial arts	A10. Essay	A10. Four Corners	A10. Online reference Technology and Livelihood Education (TLE) Industrial Arts Modules. https://commons.deped.gov.ph/	A10. Resourcefulness

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A11. Discuss the codes and standards for industrial arts services	A11. Error Analysis	A11. CER	A11. Book Reference: CHS-Module 2 Codes and Standards of Industrial Arts Services	A11. Adaptability
			A12. Demonstrate mensuration and calculations following safety precautions	A12. Performance Task	A12. 1. Scaffolding 1: Teacher Demonstration A12. 2. Scaffolding 2: Practice Work (by pair) A12. 3. Scaffolding 3: Practice Work- (by group)	A12.1. Book Reference CHS-Module 2 Using Hand Tools A12.2. Online www.scribd.com CHS-Module 2 Using Hand Tools	A12.1. Accuracy A12. 2. Responsibility