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
Quarter 1 / Software Applications ● application software ● system software Graphic Design Software ● software ● user interface ● setting page size and resolution ● types of graphics ● photo editing	The learners demonstrate an understanding of graphic design tools.	The learners create videos with graphics design in a safe and responsible manner.	**A1.** Define what a software application is	**A1-A4.** Formative *Online Quiz* (in Quiizziz.com) Summative: *Short Quiz*	**A1.** **In Person/ Online/ Modular:** iDefine	**A1.** 1 Frayer Model in Google Docs **A1.2** Printed Activity Sheets **A1.3** Printed Quiz Paper **A1.4** What is Application Software? **A1.5** Quizizz	**A1.** Professional Competence
			A2. Compare and contrast the types of software applications (e.g., productivity software, communication software, multimedia software, entertainment software, business software, educational software, utility software)		**A2.1** **In-Person/ Online:** Jigsaw Activity: *What do you know about these?* **A2.2** **Modular:** Let us Compare	**A2.1** Google Docs **A2.2** What are the types of application software? **A2.3** Comparison Charts	**A2.1** Professional Competence **A2.2** Collaboration

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						A2.4 11 Types of Application Software	
			A3. Define 12 basic principles of graphic design (i.e., contrast, balance, emphasis, repetition, proportion, hierarchy, rhythm, pattern, white space, movement, variety, and unity)		**A3.1 In-Person/ Online:** Flashcard Challenge: *Mastering Design Principles*	**A3.1** Online flash card in wordwall.net	**A3.1** Professional Competence
					A3.2 Modular: Vocabulary Summary Worksheet	**A3.2** Basic design principles to help you make awesome graphics	**A3.2** Communication **A3.3** ICT Literacy
			A4. List examples of various graphic design tools (e.g., Canva, Photoshop, Illustrator, GIMP, Pixlr)		**A4.1 In-Person/ Online:** Graphic Design Tool Word Hunt **Modular:** Seek and Find: Word Hunt Worksheet	**A4.1** Online Word Hunt in wordwall.net **A4.2** Graphic Design Tools That Will Transform Your Work	**A4.1** Professional Competence **A4.2** ICT Literacy
			A5. Explain the purpose and features of specific software tools in relation to particular tasks (e.g., graphic design software for creating visuals).	**A5-A6.** Guided Generalization	**A5.** Four Corners Activity	**A5.** Video: Graphic Design Basics|FREE COURSE	**A5.1** ICT Literacy **A5.2** Professional Competence

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			A6. Interpret design concepts (e.g., visual hierarchy, composition, color schemes, branding) to create meaningful graphics that will convey a clear message		**A6.** Compass Point Activity	**A6.1** Video: Conceptual Design – Create Images with Meaning **A6.2** Online Group Discussion using GMeet	**A6.1** Communication **A6.2** Professional Competence
			A7. Analyze real-world examples of copyright infringement (e.g., use of copyrighted images without permission, copying design elements, plagiarizing original work) or unethical design practices (e.g., use of misleading designs, failure to credit collaborators, use of unlicensed resources)	**A7-A8.** CER	**A7.1** Stick-It Together **A7.2** I Do, We Do, You Do	**A7.1** What is copyright infringement? **A7.2** Video: Copyright Infringement	**A7.1** Social Responsibility **A7.2** Integrity
			A8. Solve design problems in different contexts, showing flexibility in using design tools for diverse purposes (e.g., business, education, personal expression).		**A8.1** Placemat Organizer **A.8.2** Design Quest: Claim, Evidence, Reasoning Expedition	**A8.1** Video: Use ChatGPT to Solve Any Product Design Problem Statement **A8.2** Design Flexibility: 5 Design Challenges that mean you need it	**A8.1** Integrity **A8.2** Social Responsibility **A8.3** Professional Competence
			A9.	**A9.**	**A9.1**	**A9.1**	**A9.1**

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Apply graphic design principles to real-world contexts (e.g., marketing, branding, content creation)	Hands-On Activity #1: Brand Logo	Hands-On Demo #1: Make a Logo **A9.2** Hands-On Exercise #2: Logo 2.0	How to Design Logo on Canva **A9.2** Graphic Design Principles Applied	Creativity **A9.2** Communication
			A10. Utilize graphic design tools for graphic production (e.g., marketing and advertising, web development, publication, entertainment, education, product design, corporate communication, events and celebrations)	**A10.** Hands-On Activity #2: Time to Change!	**A10.1** Hands-On Exercise #3: Advocacy Poster **A10.2** *Teacher Modeling* (Sample Teaser) **A10.3** *Guided Practice* (Hands-on Exercise #4 Advocacy Teaser v 1.0)	**A10.1-10.3** Using Canva	**A10.1** Creativity **A10.2** Communication
			A11. Create professional- quality graphics for various projects (e.g., promotional materials, website designs, social media content, personal portfolios) that adhere to copyright laws and intellectual property.	**A11.1** *Scaffolding Activity/Guided Practice:* Hands-on Activity #3: Online Advocacy Video (Prototype)	**A11.1.1** *Teacher Modeling* (Making an Online Advocacy Video with ethical considerations) **A11.1.2** *Guided Practice:* (Hands-on Exercise #5 Advocacy Teaser v 2.0)	**A11.1-2** Videos in Canva	**A11.1** Creativity **A11.2** Communication **A11.3** Social Responsibility

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
				A11.2 Performance Task: Online Advocacy Video			
ICT as a Tool in Online Marketing	The learners demonstrate an understanding of the tools and equipment in ICT.	The learners create videos with graphics design in a safe and responsible manner	**A1.** Identify various ICT tools used in online marketing. (i.e., Website Creation, Social Media Marketing, Email Marketing, Analytics)	**A1.** Multiple Choice	**A1.1** **In Person/ Modular** "We Share Every Achievement" **A1.2** **ODL:** "We Share Every Achievement"	**A1.1** Mnemonic Chart **A1.2** Mnemonic Chart using Google Docs (LMS)	**A1.1** Competence **A1.2** Collaboration **A1.3** Communication **A1.4** Creativity
			A2. Describe ICT as tools for online marketing. (i.e., Website Creation, Social Media Marketing, Email Marketing, Analytics)	**A2.** Multiple Choice	**A2.** **In Person/ Modular:** "Mapping ICT in Online Marketing" **A2.2** **ODL:** "Mapping ICT in Online Marketing"	**A2.1** Graphic Organizer Worksheet **A2.2** Printed copy of an Article **A2.3** Digital Graphic Organizer Worksheet using Google Docs (LMS) **A2.4**	**A2.1** Critical Thinking **A2.2** Digital Literacy **A2.3** Excellence **A2.4** Leadership

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						E-Copy of an Article using Google Docs (LMS)	
			A3. Describe the 10 advantages and 10 limitations of using ICT in online marketing strategies.	**A3.** Multiple Choice	**A3.1** **In Person/ Modular** Noting Details with Graphic Organizer (Jigsaw Method) **A3.2** **ODL:** Noting Details with Graphic Organizer (Jigsaw Method)	**A3.1** Graphic Organizer Worksheet **A3.2** Hard copy of an Article **A3.3** Digital Graphic Organizer Worksheet using Google Docs (LMS) **A3.4** E-Copy of an Article using Google Docs (LMS)	**A3.1** Competence **A3.2** Collaboration
ICT-Related Legal Bases • Republic Act No 10844 Section 4, 5, and 6 (Establishment of DICT) • Republic Act No 10627 Section 2-D (Cyberbullying Act)			**A4.** Distinguish ICT-related legal bases and their consequences. (i.e. RA No. 10844 Establishment of DICT, RA No. 10627 Anti-Bullying Act, RA No. 10173 Data Privacy Act of 2012, RA No. 8293 Intellectual Property Code of the Philippines)	**A4.** Multiple Choice	**A4.1** **In Person/ Modular** ICT Law Matching Game (Group Activity) **A4.2** **ODL:** ICT Law Matching Game	**A4.1** ICT-related laws scenarios (Hard copy) **A4.2** ICT-related laws scenarios (Soft copy)	**A4.1** Critical Thinking **A4.2** Digital Literacy **A4.3** Excellence
			A5.	**A5.** Short Response	**A5.** **In Person/ Modular**	**A5.1**	**A5.1** Critical Thinking

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
• Republic Act No 10173 (Data Privacy Act of 2012) Chapter VIII Sec 26 • Republic Act No 8293 (Intellectual • Property Code of the Philippines) • Chapter XVII Sec 216-217			State the following provisions of Philippine laws related to ICT: ● Section 4-6 of Republic Act No 10844 ● Section 2-D of Republic Act No 10627 ● Chapter VIII Sec 26 of Republic Act No 10173 (Data Privacy Act of 2012)		Gallery Walk Discussion **A5.2** **ODL:** Analysis by Breakout Room	Printed summaries of provisions, scenario cards, posters worksheets **A5.2** Digital copies of the provisions	**A5.2** Digital Literacy **A5.3** Excellence
Tools and Equipment in ICT • computer programming • visual arts • computer system servicing • telecommunication	The learners demonstrate an understanding of the tools and equipment in ICT.		**A6**. Classify tools and equipment in ICT. (i.e., Computer Programming, Visual Arts, Computer System Servicing and Telecommunication)	**A6.** Multiple Choice	**A6.1** **In Person/ Modular** ICT Tools Identification Relay **A6.2** Interactive Classification Game	**A6.1** Stations with ICT Tools (Real or Images): Programming (e.g., IDE on a computer), Visual Arts (e.g., graphic tablet), Computer Servicing Tools (e.g., screwdrivers), and Telecommunication Devices (e.g., modem) **A6.2** Bowl, Test questions **A6.3** Using Kahoot	**A6.1** Accuracy and Precision **A6.2** Critical Thinking **A6.3** Collaboration

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					A6.3 **ODL:** Virtual Scavenger Hunt **A6.4** Virtual Field Sorting	https://tinyurl.com/K-CTools **A6.4** Using Canva	
Digital Citizenship • Elements Digital Footprints and Identity	The learners demonstrate an understanding of digital citizenship.		**A7.** Discuss current events reflecting on their own the 3 elements of digital citizenship. (i.e., Digital Literacy, Ethics and Etiquette	**A7.** CER	**A7.1** **In Person:** Gallery Walk on Digital Citizenship (print-outs/digital display of the three elements) **A7.2** **ODL:** Digital Citizenship Current Events Poster and Digital Gallery	**A7.1** Worksheet on Digital Citizenship Elements **A7.2** Digital Worksheet on Digital Citizenship Elements	**A7.1** Critical thinking **A7.2** Creativity **A7.2** Collaboration **A7.4** Communication
			A8. Model three ways of respectful communication in digital environments such as increased online security, better online relationships, and a positive digital environment.	**A8.1** Compass Points **A8.2** Closed Reading	**A8.1** **In Person:** Role-Play/ Simulation **A8.2** **ODL:** Respectful Digital Communication Workshop (using Padlet, Zoom/Meet)	**A8.1** Slide Deck of Lessons **A8.2** Padlet, Zoom/Meet	**A8.1** Computing **A8.2** Cross-cultural Understanding **A8.3** Career and Lifelong Learning

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
ICT-Related Legal Bases • Republic Act No 10844 Section 4, 5, and 6 (Establishment of DICT) • Republic Act No 10627 Section 2-D (Cyberbullying Act) • Republic Act No 10173 (Data Privacy Act of 2012) Chapter VIII Sec 26 • Republic Act No 8293 (Intellectual • Property Code of the Philippines) • Chapter XVII Sec 216-217	The learners demonstrate an understanding of ICT-related legal issues.		**A9**. Discuss the following provisions of Philippine laws related to ICT: ● Section 4-6 of Republic Act No 10844 ● Section 2-D of Republic Act No 10627 ● Chapter VIII Sec 26 of Republic Act No 10173 (Data Privacy Act of 2012)	**A9**. Scenario-based Analysis	**A9.1** **In Person/ Modular** Close Reading Activity **A9.2** **Online** Close Reading Activity	**A9.** Text Material	**A9.1** Critical thinking **A9.2** Creativity **A9.3** Collaboration

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			A10. Use the screen recording features of the presenter application (e.g., PowerPoint).	**A10.** Hands-On Activity #1: Screen Record features	**A10**.1 Hands-On Exercise#1: Video 1 **A10.2** Hands-On Exercise #2: Video 2	**A10.** Using PowerPoint	**A10.1** Critical thinking **A10.2** Creativity **A10.3** Computing
			A11. Create a video using a presenter application (e.g., PowerPoint)	**A.11.1** Scaffolding Activity: Digital Safety Awareness Video **A11.2** Performance Task: Digital Safety Awareness Video	**A11.** Hands-on Activity#3: Video clips of important parts of the project.	**A11.** Videos in PowerPoint	**A11.1** Computing **A11.2** Cross-cultural Understanding **A11.3** Career and Lifelong Learning
Video Editing ● video editing applications ● user interface ● user experience ● trim ● crop ● adding text effects, images,	The learners demonstrate an understanding of video editing tools.	The learners create videos with graphics design in a safe and responsible manner	**A1.** Define what a video editing application is.	**A1.** Quiz	**A1.1** **In Person:** *"Define it to win it!"* **A1.2** **ODL:** *"Video Editing Essential Quiz"*	**A1.1** Kahoot or other platforms **A1.2** Youtube video: [What is Video Editing?](#)	**A1.** Creativity **A1.2** Collaboration

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
transitions, narration, and audio effects			**A2.** State the purpose and functions of video editing applications (i.e. their common uses and scope in multimedia production).	**A2.1** Quiz **A2.2** Group presentation	**A2.1** **In Person:** *"Editing at a Glance: Navigating the Video Editing Playground"* **A2.1** **ODL:** *"Virtual Video Editing Lab"*	**A2.** Multimedia presentation slides	**A2.** Critical thinking
			A3. Identify video editing applications (e.g. Filmora, CapCut, Canva, or ShotCut)	**A3.1.** Matching activity: *Applications with their descriptions* **A3.2.** Individual worksheet: *Features of specific video editing software*	**A3.1** **In Person:** Demo of various video editing applications - *"App Detectives"* **A3.2** **ODL:** Virtual walkthrough of app features	**A3.1** Software tools (e.g., Filmora, CapCut, Canva, ShotCut) **A3.2** Tutorials and guides **A3.3** Best Free Video Editing Software **A3.4** Other Video Editing Software	**A3.** Responsibility
			A4. List key elements (e.g. timeline, media library, preview window,	**A4.**	**A4.1** **In Person:**	**A4.1** Software documentation	**A4.** Attention to detail

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			tools/toolbar) of the user interface of the video editing applications	Worksheet: Label the parts of a video editing interface.	*"Decode the Interface: What's What?"* A4.2 **ODL:** Interactive interface exploration exercises	A4.2 Example screenshots of video editing interfaces	
			A5. Distinguish the functions of the tools used in video editing. (i.e. trimming, cropping, adding text, effects, images, transitions, narration, and audio effects)	**A5.1** Quiz **A5.2** Practical test:	**A5.1** **In Person:** *"Editing Toolbox Unleashed"* **A5.2** **ODL:** Online practice exercises and video tutorials	**A5.1** Video editing software **A5.2** Computers/ laptops **A5.3** Step-by-step guides **A5.4** Sample videos for editing	**A5.1** Creativity **A5.2** Excellence
			A6. Enumerate the steps in utilizing video editing tools (i.e. trimming, cropping, adding text, effects, images, transitions, narration, and audio effects).	**A6.1** Checklist-based assessment: **A6.2** Peer review of the editing process	**In Person:** A6.1 Demonstration of step-by-step editing techniques **A6.2** Complete an editing project **A6.3** **ODL:** Video submission	**A6.1** Video tutorials **A6.2** Online collaboration tools	**A6.** Collaboration
			A7. Analyze the efficiency of video editing tools (i.e. trimming,	**A7**. CER Table	**A7.** Placement Organizer	**A7**. Best Video Editing Tools 2025	**A7.1** Competency

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			cropping, adding text, effects, images, transitions, narration, and audio effects)				**A7.2** Communication
			A8. Utilize video editing tools with multimedia materials, including images, audio, and animations	**A8.1 Hands-on Activity:** Practical assessment: Integrate multimedia elements into a video project **A8.2** Checklist evaluation: Verify proper use of images, audio, and animations	**In Person:** **A8.1** Demonstration of integrating multimedia elements **A8.2** Group activity: Collaborative video project incorporating multimedia **ODL:** **A8.2** Online practice: Submit videos showcasing multimedia integration **A8.4** Virtual group discussions to share challenges and solutions	**A8.1** Video editing software (e.g., Filmora, CapCut, Canva, ShotCut) **A8.2** Multimedia resources (images, audio clips, animations)	**A8.1** Responsibility **A8.2** Collaboration
			A9. Produce a 2-minute video for a school-wide campaign (e.g., environmental awareness, anti-bullying, mental health, or digital citizenship)	**A9.** **Scaffolding Activity** *Video Creation*	**A9.** Video Advocacy	**A9.1** Video editing software (e.g., Filmora, CapCut, Canva, ShotCut) **A9.2**	**A9.1** Responsibility **A9.2** Collaboration

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						Multimedia resources (images, audio clips, animations)	

Q2 **TLE-AFA 8**   Agriculture and Fishery Arts (Food Processing)

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2ND Quarter Agriculture and Fishery Arts (Food Processing)	Demonstrate an understanding of the concepts and skills in food processing.	The learners perform recipe quantification in food processing and develop label design for processed products.	**A1.** Define related terms in food processing (food safety, preservation, nutritional value, taste and quality, reduction of food waste, global food trade, food availability, and economic growth) **Key Term:** Food Processing is the use of methods and techniques involving equipment, energy, and tools to transform agricultural products such as grains, meats, vegetables, fruits, and milk into food ingredients or processed food products.	**A1.** Multiple Choice	**A1.** Vocabulary Exercise	**A1.** TLE- Leaps-Phoenix	**A1.** Excellence

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			A2. Identify career and business opportunities in food processing opportunities for food processing as a career *(e.g. Food technologist, Production Manager/Supervisor, Quality Assurance Specialist, Packaging specialist, Food Safety Inspector)* <u>*and as a business*</u> *(Bakery, Production, Manufacturing, Farming, Packaging)*	**A2.** Classification	**A2.** Chunking Information	**A2**. TLE- Leaps-Phoenix	**A2.** Entrepreneurial Mindset
			A3. Enumerate the eight different raw materials used in food processing different raw materials *(Meat, Fish/ Seafood Fruits & Vegetable, Dairy Products, Grains and Flovorings and Preservatives)* and ingredients *(e.g. raw materials, flavor enhancers, coloring*	**A3.** Identification	**A3.** Table Completion	**A3.** Book Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 118-121). The Phoenix Publishing House Inc.	**A3.** Accuracy

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			agent, and texture improvement) used in food processing A3				
			A4. Differentiate the tools *(e.g. measuring, mixing, cutting, handling, packaging)* and equipment *(e.g. food preparation, processing, packaging, and storing equipment), uses, and maintenance (storing, keeping, and sanitizing of tools and equipment, repair of equipment) in food processing*	**A4.** Multiple Choice	**A4.** Labeling Exercise	**A4.Book** Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 129-131). The Phoenix Publishing House Inc.	**A4.** Critical Thinking
			A5. Enumerate different methods in food processing *(freezing, drying/dehydration, fermentation, pickling, sugar preservation, smoking, and salting) following industry*	**A5.** Enumeration	**A5.** Process Flow Chart Creation	**A5.** Book Food Processing: Principles and Applications" (2nd Edition)	**A5.** Resourceful

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			standards(HACCP, ISO, GMP, WHO/ DOH)				
			A6. Identify the appropriate packaging materials *(plastic, glass, cans, paper, or cardboard) used in food processing and food labels for processed food products*	**A6.** Matching- Type	**A6.** Packaging Matching Game on Board	**A6.** Book Food Packaging: Principles and Practice" *Author:* Gordon L. Robertson	**A6.** Resourceful
			A7. Discuss the importance of food processing (food safety, preservation, nutritional value, taste and quality, reduction of food waste, global food trade, food availability, and economic growth)	**A7.**CER	**A7.** Close Reading	**A7.** Online A Short Note on Food Processing https://www.scholarsresearchlibrary.com/articles/a-short-note-on-food-processing.pdf	**A7.** Sustainability
			A8. Discuss how the five career opportunities in food processing (e.g., Food Technologist,	**A8.** Essay	**A8.** Situational analysis	**A8.** Online https://www.fao.org/food-safety/resources/public	**A8.** Service

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			Production Manager/Supervisor, Quality Assurance Specialist, Packaging Specialist, Food Safety Inspector) are interconnected with various food processing businesses (e.g., Bakery, Production, Manufacturing, Farming, Packaging).			ations/en	
			A9. Discuss different raw materials (Meat, Fish/ Seafood Fruits & Vegetable, Dairy Products, Grains and Flavorings and Preservatives) and ingredients (e.g. raw materials, flavor enhancers, coloring agent, and texture improvement) used in food processing	**A9.** Reflection	**A9.** Four Corners	**A9.** Book Methods for Developing New Food products By Fadi Aramouni, Kathryn Deschenes DEStech Publications, Inc 439 Nrth Duke Street Lancaster, Pennsylvania 17602 USA	**A9.** Responsibility

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			A10. Discuss different methods in food processing *(freezing, drying/ dehydration, fermentation, pickling, sugar preservation, smoking, and salting) following industry standards(HACCP, ISO, GMP, WHO/ DOH)* M4	**A10.** Critique Writing	**A10.** Video Analysis and Group Discussion	**A10.** Online Common food preservation techniques, methods & types - FICSI. (2024, July 4). Ficsi Blog - Ficsi Blog. https://www.ficsi.in/blog/common-food-preservation-techniques/	**A10.** Critical thinking
			A11. Discuss different tools *(e.g. measuring, mixing, cutting, handling, packaging) and equipment (e.g. food preparation, processing, packaging, and storing equipment), uses, and maintenance (storing, keeping, and sanitizing of tools and equipment, repair of equipment)* in food processing	**A11.** Short response	**A11.** Compass point	**A11.** Online https://www.slideshare.net/slideshow/food-processing-tools-with-label-and-usespptx/252969687#3	**A11:** Determined

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			A12. Discuss different packaging materials (plastic, glass, cans, paper, or cardboard) used in food processing	**A12.**Stick-It-Together	**A12.** The Packaging Hunt and Analysis	**A12.1.** Online https://sustainablepackaging.org/ **A12.2**.Online https://www.packagingdigest.com/ **A12.3**.Online https://www.foodpackagingforum.org/	**A12.** Resourceful
			A13. Perform quantification procedures (e.g. mass/ weight, volume measurement, nutritional value content) in processing food **A14.** Develop sample label design for processed food products	**A13-A14.** Performance task	**A13-A14.1** Scaffolding 1: Teacher demonstrates recipe quantification & label design **A13-A14.2** Scaffolding 2: Practice (by pair) quantifying ingredients & analyzing labels **A13-A14.3** Scaffolding 3:	**A13-A14.** Online Youtube videos	**A13-A14.1** Responsibility **A13-A14.2.** Accuracy **A13-A14.3.** Innovation

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					Practice Work- (by group)		

Unit Curriculum Map

Q3 TLE-FCS 8   Beauty Care Services

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
THIRD QUARTER 1.Introduction to Beauty Care and Wellness Services • Concepts of beauty care and wellness services • structures of nail, skin, and hair 2.Career and Business Opportunities 3.Legal Basis (Republic Act No. 7877) Sec. 3 Work, Education or Training-related Sexual Harassment Defined 4.Trends, Issues, and Challenges in Beauty Care and Wellness Services	The learners demonstrate an understanding of the concepts of beauty care and wellness services.	The learners perform hand spa services following safety precautions.	**A1.** Define related terms in beauty care and wellness services. *(e.g., Massage Therapy, Manicures, Pedicure, Facial, Haircare, Makeup Application, Exfoliation, Hydration, Aromatherapy, Dermatology, Sanitation).*	**A1.** Matching activity	**A1.** Vocabulary Exercise	**A1. 1.** Book Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 135). JO ES Publishing House, Inc. **A1.2.** Book Mangalindan, Fe, S.J. et.al. 2016. *Technology and Livelihood Education 8*. 5/F Point Plaza No. 111 Panay Ave., Quezon City: The Library Publishing House, Inc.	**A1.** Excellence
			A2. Identify the structures of nails, skin, and hair. *(i.e **Nails:** a. Nail Plate, b. Nail Bed, c. Lunula, d.Cuticle, e. Matrix, Hyponychium, f. Free Edge;* ***Skin:*** *a. Epidermis b. Dermis c.Hypodermis (Subcutaneous Layer)*	**A2** Labeling	**A2.** Labeling Exercise	**A2.1 Book** Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 162-163). JO ES Publishing House, Inc. **A2.2. Book**: Mangalindan, Fe, S.J. et.al. 2016. *Technology and Livelihood Education 8*. 5/F Point Plaza No. 111 Panay Ave., Quezon City: The Library Publishing House, Inc.	**A2.** Respect

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
5.Tools, Implements, Materials, and Equipment • beauty care (nail, skin, hair) • wellness services (massage, reflexology, hilot) • sanitation and maintenance in the workplace, tools, implements, materials, and equipment 6.Occupational Safety and Health (OSH) Practices •personal protective equipment • hazards and risks 7.Hand Spa Services • nail trimming • hand scrub 　• hand massage			*Hair:* *a. Hair Shaft,* *b. Hair Follicle,* *c. Hair Bulb,* *d. Sebaceous Glands,* *e. Arrector Pili Muscle,* *f. Hair Papilla)*				
			A3. Identify ten (10) career and business opportunities in beauty care and wellness services *(e.g., Hair stylist/barber, Makeup Artist, Esthetician/Skincare Specialist, Nail Technician, Massage Therapist, Spa Manager, Wellness Coach, Beauty Consultant, Beauty Instructor)*	**A3.** Classification	**A3.** Chunking Information	**A3.1. Book** Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 135). JO ES Publishing House, Inc. **A3.2. Book** Mangalindan, Fe, S.J. et.al. 2016. *Technology and Livelihood Education 8*. 5/F Point Plaza No. 111 Panay Ave., Quezon City: The Library Publishing House, Inc.	**A3. 1**. Adaptability **A3. 2.** Service
			A4. State the five (5) legal bases in beauty care and wellness services *(e.g., Licensing and Certification, Health and Safety Regulations, Consumer Protection*	**A4.** Fill in the blanks	**A4.** Jigsaw Graphic Organizer	**A4.1**. Book Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 168). JO ES Publishing House, Inc. **A4.2. Book** Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L.,	**A4.1.** Responsibility, **A4.2.** Integrity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Laws, Employment Laws, Chemical and Hazardous Materials Regulations).			& Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 148-150). The Phoenix Publishing House Inc.	
			A5. Identify four (4) trends, issues, and challenges in beauty care and wellness services *(e.g. Rising Costs and Inflation, Competition and Market Saturation, Adaptation to Technological Advances, Regulatory Compliance Across Regions)*	**A5.** Fill in the blanks	**A5.** Crossword puzzle	**A5.** Book Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 148-150). The Phoenix Publishing House Inc.	**A5.1.** Innovation **A5.2.** Sustainability
			A6. Identify ten (10) tools, implements, materials, and equipment used in beauty care and wellness services. *(e.g. Scissors, Nail Clippers, Tweezers, Hair Brushes, Combs, Pedicure Tools, Massage Tools, Facial Brushes and Sponges,*	**A6.** Matching	**A6.** Pictionary	**A6.** Books Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 135-140). JO ES Publishing House, Inc. Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn	**A6.** Respect

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Waxing Kits, Facial Steamers)			Achieve Productivity Series (3rd ed. pp. 152-160). The Phoenix Publishing House Inc.	
			A7. Determine the sanitation and maintenance practices in the workplace in relation to the Occupational Safety and Health (OSH) practices in beauty care and wellness services.*(i.e.* ***Sanitation Practices:*** *a. Personal Hygiene of Workers b.Cleaning and Disinfecting Tools and Equipment; c. Sterilization of Equipment;d. Sanitation of Workstations and Surfaces;* ***Maintenance Practices:*** *a. Equipment and Facility Maintenance; b.Waste Disposal; c.Facility;* ***Cleanliness and Upkeep OSH Practices in Beauty***	**A7.** Hands-on operation with guided practice	**A7.** Hands-on modeling Demo with guided practice	**A7.** Books Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 151-154). JO ES Publishing House, Inc. Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 163-164). The Phoenix Publishing House Inc.	**A7.** 1. Responsibility **A7. 2** Accountability

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Care and Wellness Services: a. Legal Compliance; b.Client Safety and Comfort; c. Employee Health and Safety)				
			A8. Differentiate the (3) three hand spa services *(nail trimming, hand scrub and hand massage)*	**A8.** Fill in the blanks	**A8.** Venn diagram	**A8.1 Book** Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 176-190). JO ES Publishing House, Inc. **A8.2. Book** Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L., & Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 165-168). The Phoenix Publishing House Inc.	**A8.** Critical thinking
			A9. Enumerate the procedures in basic hand spa services *(i.e.* **Preparation, Nail Trimming, Hand massage, Finishing Touches)**	**A9.** Fill in the Blanks	**A9**. Mnemonic Relay "Song	**A9.1. Book** Sercado, V. C. (2015). *Skills for a lifetime in TLE 7* (pp. 135). JO ES Publishing House, Inc. **A9.2. Book** Bernardino, J. C., Fulgencio, M. G. A., Lee, E. G. L., Paragas, A. L.,	**A9.** Consistency

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						& Rafael, E. T. (2025). *Technology and Livelihood Education Grade 8:* Learn Earn Achieve Productivity Series (3rd ed. pp. 165-167). The Phoenix Publishing House Inc.	
			A10. Discuss the factors *(e.g. cultural influences, technological advancements, economic factors, social and demographic factors, & health and wellness awareness)* that influence the three (3) concepts of beauty care and wellness services *(e.g., hair care services, nail care, and spa services).*	**A10.** CER	**A10.** Close Reading	**A10.** 1. Book Bryant, K. (2024, February 21). *How technology is driving growth and inclusion in beauty and wellness*. **A10. 2.** Online Forbes. https://www.forbes.com/sites/kalinabryant/2024/02/21/how-technology-is-driving-growth-and-inclusion-in-beauty-and-wellness/ https://www.skininc.com/business/trends/news/22913367/beauty-services-growing-market-is-a-result-of-shifting-cultural-beauty-standards	**A10.** Respect
			A11. Discuss the importance of the five (5) legal bases in beauty care and	**A11.** Essay (Paper-Pen)	**A11.** Placemat organizer with group consensus	**A11.1.** Book *"Understanding Legal Compliance in Beauty and Wellness"* -	**A11.** Accountability

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			wellness services *(e.g., Licensing and Certification, Health and Safety Regulations, Consumer protection Laws, Employment Laws, Chemical and Hazardous Materials Regulations)* concerning trends, issues, and challenges.			Professional Beauty Association. **A11.2.** Online (https://www.probeauty.org/) *"Trends Shaping the Future of Beauty and Wellness Law"* - Forbes.(https://www.forbes.com/)	
			A12. Discuss the implications of sanitation and maintenance in the workplace, tools, implements, materials, and equipment following the Occupational Safety and Health (OSH) practices in beauty care and wellness services.	**A12.** Compass Points	**A12.** Four Corners (Fig Jam)	**A12. 1. online** https://impacthygiene.net/blog/a-guide-to-workplace-hygiene-and-wellness/ **A12.2.** Online https://www.studocu.com/ph/document/phinma-upang-college-urdaneta/education/beauty-care-studyguide/94680235	**A12.** Responsibility
			A13. Perform the three hand spa services *(i.e., nail trimming, hand scrub, and hand massage)* following	**A13.** Performance Task	**A13.1.** Scaffolding 1: Teacher Demonstration	**A13.1** Book Sarcedo, V.C. 2015. *Skills for a Lifetime in TLE 8.* #388 McArthur Highway, Dalandan,	**A13.1.** Responsibility **A13.2.** Cautiousness

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			safety precautions (*i.e. sanitation and maintenance practices, Occupational Safety and Health (OSH) practices in beauty care and wellness services*)		**A13.2.** Scaffolding 2: Practice Work (by pair) **A13.3.** Scaffolding 3**:** Practice Work- (by group)	Valenzuela City: JO ES Publishing House, Inc. **A13.2. Book** Mangalindan, Fe, S.J. et.al. 2016. *Technology and Livelihood Education 8.* 5/F Point Plaza No. 111 Panay Ave., Quezon City: The Library Publishing House, Inc.	

Unit Curriculum Map

Q4 TLE-IA 8

Diagnostics and Troubleshooting in Industrial Arts Services

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1. Working Drawings and Signs and Symbols ● Construction services blueprint / residential plan ● Electrical & Electronics Services ● Automotive and small engine ● Schematic and Block Diagram ● Electrical and electronics engine 2. Types of Manuals ● User's and operator's manuals ● Service manuals ● Maintenance manuals 3. Consumables ● Construction services (paint, electrode, cutting	The learners demonstrate an understanding of the: ● signs and symbols of working drawings ● consumables and component parts in industrial arts services ● concepts and principles in performing simple diagnostics and simple troubleshooting in industrial arts services	The learners perform simple diagnostics and simple troubleshooting in industrial arts Services	**A1.** Identify 3 common signs in: Construction (i.e. area-keep out, Hard hat area, No smoking), Electrical services (i.e. High voltage, Do not touch-Live wires, Turn-off before servicing), Electronics services (Electrostatic Sensitive Device, use proper fire extinguisher, No liquids near electronics) Automotive and small engine services (i.e. Engine off during service, Use jack stands, Exhaust are-ventilate)." and five (5) symbols in: Construction- (i.e. Wall, door, window, elevation marker, column), Electrical-(i.e. Ground earth, DC	**A.1.** Formative: Identification	**A1.1** **In Person/ Modular** "Labeling Exercise" **A1.2** **ODL:** "Labeling Exercise"	**A1.1** Technical Drawing Manuals or Textbooks **A1.2** Signs and symbols Charts and Posters **A1.3** Works Presentation Slides or Videos **A1.4** Using Google Docs (LMS)	**A1.** Accuracy **A1.2** Honesty

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
/grinding disc, Teflon tape, sealant, cement, steel, gravel and sand, wood lumber, joint, and elbow) ● Electronics- electrical services (soldering lead, soldering paste, wire, and electrical tape) ● Automotive and small engine (adhesive, sealant, coolant, lubricant, and gas) 3. Component Parts ● construction services ● residential structure ● sewerage system ● electrical wiring ● water system (hot & cold water) ● fixtures			*voltage source, AC supply, lamp/light*), Electronics- *(i.e. battery, resistor, capacitor, ground, diode). Automotive & small engine- (i.e. Oil pressure, battery, temperature, brake system, service reminder)* in technical drawings.				
			A2. Describe the function of 5 common symbols in: Construction- *(i.e. Wall, door, window, elevation marker, column), Electrical- (i.e. Ground earth, DC voltage source, AC supply, lamp/light), Electronics- (i.e. battery, resistor, capacitor, ground, diode). Automotive & small engine- (i.e. Oil pressure, battery, temperature, brake system, service reminder)* that are used in blueprints and schematic diagrams.	**A2.1** Formative: Matching Type **A2.1** Summative: "Blueprint Labelling Exercise"	**A2.1 In Person/ Modular** "SymbolSeense Match up" **A2.2 ODL:** "SymbolSeense Match up" **A2.3 In Person/ Modular** "Blueprint Symbol Mastery" **A2.4 ODL:** "Blueprint Symbol Mastery"	**A2.1** Blueprints, signs and symbols flashcards **A2.2** Printed symbol charts, matching worksheets, drawing guides **A2.3** Presentation Slides or Videos **A2.4** Interactive floor plan software, **A2.5** Illustrated Symbols and Signs Chart	**A2.1** Accuracy **A2.2** Responsibility

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
● electrical-electronics services ● electrical circuit ● electronics circuit ● automotive and small engine ● engine under chassis ● electrical system ● steering system ● brake system						**A2.6** Blueprints **A2.7** Technical Drawing Workbook or Symbol Worksheets **A2.8** Software/Apps Canva / Google Slides / Jamboard / Quizizz	
4. Diagnostics and Troubleshooting in Industrial Arts Services ● construction services (woodwork, metal works, masonry, ● construction ● painting, plumbing, tile setting) ● electrical-electronics ● services (electronics ● product assembly			**A3.** Describe the 3 types of manuals (*i.e.. users and operator's manuals, service manuals, maintenance manuals*) used in industrial arts services.	**A3.1** Formative: Exit Ticket **A3.1** Summative: Multiple Choice	**A3.1** **In Person/ Modular** "Manual Matching Game" **A3.2** **ODL:** "Interactive Google Slides or Wordwall drag-and drop"	**A3.** Sample Manual Pages Set (Printable/Google Slides or Wordwall)	**A3.** Accuracy
			A4. Identify consumables in construction services (*i.e.. paint, electrode, cutting/grinding disc, teflon tape, sealant, cement, steel, gravel*	**A4.1** Formative: Identification and classification **A4.2** Summative: Multiple Choice	**A4.1** **In Person/ Modular** "Know Your Consumable" **A4.2** **ODL:**	**A4.1** Know Your Consumable Printed Worksheet /Google Docs	**A4.2** Accuracy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
- and services, - electrical installation and maintenance, domestic refrigeration and air condition services) - automotive and small engine (automotive - servicing, - motorcycle/ small engine servicing) 5. Service Cost - replacement material - costing - manpower labor - costing			*and sand, wood lumber, joint, and elbow*), electronics-electrical services (*i.e.. soldering lead, soldering paste, wire, and electrical tape*) and automotive and small engine services (*i.e.. adhesive, sealant, coolant, lubricant, and gas*).		"Know Your Consumable - Interactive"		
			A5. Specify the different component parts of construction services (*i.e.. residential structure, sewerage system, electrical wiring, water system, fixtures*), electrical-electronics services (*i.e.. electrical circuit, electronics circuit*) and automotive and small engine services (*engine, under chassis, electrical system, steering system, brake system*).	**A5.1** Formative: Matching and labeling **A5.2** Summative: Identification / Multiple Choice	**In Person/ Modular A5.1** "Diagram Labeling" **A5.2** "Matching the Components" **A5.3 ODL:** "Diagram Labeling" and Matching the Components"	**A5.1** System Diagrams (construction, electrical, automotive) Printable/Digital (Google Slides) **A5.2** Flashcard/Wordwall Set	**A5.** Accuracy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A6. List the different simple diagnostics in construction services (*i.e.. woodwork, metal works, masonry, construction painting, plumbing, tile setting*), electrical-electronics services (*i.e.. electronics product assembly and services, electrical installation and maintenance, domestic refrigeration and air condition services*), automotive and small engine services (*i.e.. automotive servicing, motorcycle/ small engine servicing*) and troubleshooting tasks on basic electrical or mechanical tools or appliances commonly used at home or in school.	**A6.1** Formative: Matching and Classification A6.2 Summative: Scenario Based Multiple Choice	**In Person/ Modular** **A6.1** "Diagnostic Match Game" **A6.2** "Scenario Sorting" **ODL:** **A6.3** "Digital Diagnostic Match Game" **A6.4** "Scenario Sorting"	**A6.1** Worksheet with matching columns (Pictures) **A6.2** Printed scenarios and category chart **A6.3** Google Slides drag-an-drop or Wordwall Matching **A6.4** Forum-based or Google Doc response activity	**A6.** Accuracy

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A7. Define the 2 types of repair service cost *(i.e.. replacement material costing, manpower labor costing)* in industrial arts.	**A7.1** Formative: Traffic Light **A7.2** Summative: Identification	**In Person/ Modular** **A7.1** "Cost Type Match Game" **A7.2** "Repair It Right" **ODL:** **A7.3** "Cost Type Match Game" **A7.4** "Repair It Right"	**A7.1** Worksheet with 2 columns (Materials or Labor) **A7.2** Printed scenarios with a classification chart **A7.3** Wordwall drag-and-drop **A7.4** Google Docs / Slides with Fill-in- the blanks activity	**A7.1** Accuracy **A7.2** Honesty
			A8. Explain (3) common signs for: Construction *(i.e. area-keep out, Hard hat area, No smoking),* Electrical services *(i.e. High voltage, Do not touch-Live wires, Turn-off before servicing),* Electronics services *(Electrostatic Sensitive Device, use proper fire extinguisher, No liquids near electronics)* Automotive and small engine *services (i.e.*	**A8.1** Formative: Exit Ticket - make-meaning question. **A8.2** Summative: Essay - Scenario-based questions	**A8.1** **In Person/ Modular** "Real-Life Connection Scenarios" **A8.2** **ODL:** "Real-Life Connection Scenarios"	**A8.1** Book reference: [International Organization for Standardization (ISO) for graphical symbols](#) **A8.2** [National Automotive Technicians Education Foundation (NATEF)](#) **A8.3** [Printed/soft copy worksheet in Kami](#)	**A8.** Excellence

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Engine off during service, Use jack stands, Exhaust are-ventilate) and five (5) symbols for: Construction- *(i.e. Wall, door, window, elevation marker, column),* Electrical-*(i.e. Ground earth, DC voltage source, AC supply, lamp/light),* Electronics- *(i.e. battery, resistor, capacitor, ground, diode).* Automotive & small engine- *(i.e. Oil pressure, battery, temperature, brake system, service reminder)*				
			A9. Discuss the 3 types of manuals (*i.e.. users and operator's manuals, service manuals, maintenance manuals*) used in industrial arts services.	**A9.1** Formative: Sentence Choice **A9.2** Summative: CER - Claim, Evidence, Reasoning	**A.9.1** **In Person/ Modular** "What' Manual Do I Need?" **A9.2** **ODL:** "What' Manual Do I Need?"	**A9.1** Ultimate Guide to Write Instruction for User Manual **A9.2** Types of Manuals **A9.3** Worksheet in Kami:	**A9.** Excellence

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A10. Discuss the consumables in industrial arts services (*i.e., construction services, electronics-electrical services, automotive and small engine*).	**A10.** Case Study	**A10.1 In Person/ Modular** Compass Point Activity **A10.2 ODL:** Compass Point	**A10.1** Consumables of Construction **A10.2** What are Consumables in Constructions? **A10.3** What are Consumable Items in Electronics? **A10.4** Automotives: **A10.5** Compass Point Template	**A10.1** Critical Thinking **A10.2** Creativity **A10.3** Communication
			A11. Discuss the components or parts of industrial arts services (*i.e., construction services, electronics-electrical services, automotive and small engine*).	**A11.** Scenario-based Analysis	**A11.1 In Person/ Modular** Close Reading Activity **A10.2 ODL:** Close Reading Activity	**A11.** Hard copy or soft copy of the article or text in Kami	**A11.1** Critical Thinking **A11.2** Communication

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A12. Discuss simple diagnostics in industrial arts services (*i.e., construction services, electronics-electrical services, automotive and small engine*).	**A12.** Situational Analysis	**A12.1** **In Person/ Modular** Four Corners Activity **A12.2** **ODL:** Four Corners Worksheet	**A12.1** [A Review on Fault Detection and Process Diagnostics in Industrial Processes](#) **A12.2** [How to Troubleshoot Electrical Circuits](#) **A12.3** [Basic Electrical Fault Tracing](#) **A12.4** [Teacher Toolkits: Four Corners](#)	**A12.1** Critical Thinking **A12.2** Creativity **A12.3** Communication
			A13. Perform simple diagnostics and troubleshooting tasks on basic electrical or mechanical tools or appliances commonly used at home or in school.	**A13.** **In Person /ODL/Modular** "Virtual Troubleshooting Report and Analysis"	**A13.1** **In Person/ODL** Scaffolding Activity: *Think Aloud* "Diagnose Like a Pro – Step-by-Step Guide" **A13.2** **Modular** "Diagnose Like a Pro – Step-by-Step Guide Worksheet" **A13.3**	**A13.1** **In Person/ODL** [Non-Working Electrical Outlet Troubleshooting](#) **A13.2** **Modular** Modular Sheet: "Diagnose Like a Pro – Step-by-Step Guide Worksheet" **A13.3** **In Person/ODL**	**A13.1** Critical Thinking **A13.2** Creativity **A13.3** Understanding **A13.4** Career and Lifelong Learning

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
					In Person/ODL Scaffolding Activity: *Guided Practice* "Step-by-Step Guide Template: Diagnostic and Troubleshooting Report using Virtual Troubleshooting Simulation"	[10 Simple Reasons Your Motorcycle Won't Start & Battery is Good](#) **A13.4 Modular** Modular Sheet: "Step-by-Step Guide Template: Diagnostic and Troubleshooting Report"	
			A14. Produce a diagnostic and troubleshooting report.	**A14.1 In Person /ODL/Modular** Real-World Diagnostic and Troubleshooting Report **A14.2** Performance Task: **"Fix it Right"**	**A14.1 In Person/ODL/ Modular** Independent Practice	**A14.1 In Person/ODL/ Modular** [Electrical Troubleshooting Basics](#) **A14.2** Real-World Diagnostic and Troubleshooting Report Worksheet	**A14.1** Critical Thinking **A14.2** Creativity **A14.3** Communication **A14.4** Career and Lifelong Learning