# Syllabus in TLE 9

## (Cookery)

### First Quarter

<table>
<thead>
<tr>
<th>Grade Level Standard</th>
<th>The learner demonstrates knowledge, skills and attitude to perform the tasks on Cookery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standard</td>
<td>The learner demonstrates an understanding core concepts and underlying theories in cookery lessons.</td>
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<tr>
<td>Performance Standard</td>
<td>The learner independently demonstrates core competencies in cookery as prescribed in the TESDA Training Regulation.</td>
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<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topics</th>
<th>Learning Competencies</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Week 1** | **Orientation**  
- Basic concepts in cookery  
- Relevance of the course  
- Career opportunities  
- Students Activity Program of HAU-JHS  
- Kitchen and Classroom Rules and Regulations  
- TLE Grading System  
- Groupings and seat plan  
- Pretest | **Evaluates Personal Entrepreneurial Competencies**  
**Explains dimensions/ clusters of PECs and the different characteristic traits per cluster** | **Formative:**  
- Video Presentation  
- Discussion  
- Self-rating Questionnaire (Assess your PECs by) |
| **Week 2** | **Dimensions of Personal Entrepreneurial Competencies (PECs)**  
- Three clusters of PECs (achievement, planning, and power clusters)  
- Characteristics  
- Assessment of PECs | **Evaluates Personal Entrepreneurial Competencies**  
**Explains dimensions/ clusters of PECs and the different characteristic traits per cluster** | **Formative:**  
- Video Presentation  
- Discussion  
- Self-rating Questionnaire (Assess your PECs by) |
<table>
<thead>
<tr>
<th>Week 3</th>
<th><strong>Clean and maintain kitchen tools, equipment and premises</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Different chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment</td>
</tr>
<tr>
<td></td>
<td>• Cleaning and sanitizing kitchen tools and equipment</td>
</tr>
</tbody>
</table>

**Business Environment and Market**
- Factors in the business environment
- Identifying business opportunities

**Review of different kitchen tools and equipment and their uses**

**Valuing:** Enhancing weak areas and sustaining strong areas in their PECs. Giving importance in the following:
- Business opportunities
- Different kitchen tools and equipment

**Formative:**
- Picture Analysis
- Discussion
- Recitation

**Summative:**
- Demonstration (Tell and show me answering the test items).

**Week 3**

| **Formative:**
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Identifies the chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment</strong></td>
</tr>
<tr>
<td><strong>Performs cleaning and sanitizing of kitchen tools and equipment and premises</strong></td>
</tr>
</tbody>
</table>

**Summative:**
- Written Test (Complete the given graphic organizer of the different characteristics of each clusters)
- Written Test (Identify the following kitchen tools and equipment according to their use).
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Prepare Appetizers</th>
<th>Valuing: Appreciate the importance of cleaning and sanitizing kitchen tools, equipment and premises.</th>
</tr>
</thead>
</table>
|        | - Proper dishwashing techniques of kitchen tools and equipment  
|        | - Methods of sanitizing kitchen tools and equipment  
|        |  
|        | • Cleaning and sanitizing kitchen premises  
|        | Valuing: Appreciate the importance of cleaning and sanitizing kitchen tools, equipment and premises. |
|        | - Identify tool and equipment needed in preparation of appetizers  
|        | - Classifies appetizer according to ingredients  
|        | - Identifies ingredient according to the given recipe  
|        | - Differentiates between hot and cold appetizers  
|        | - Prepares variety of appetizers  
|        | - Evaluates the finished product and rate using rubric  
|        | - Presents a range of appetizers  
|        | - Stores appetizers  
|        | Formative:  
|        | • Brainstorming  
|        | • Discussion  
|        | • Recitation  
|        | Summative:  
|        | • Short quiz about appetizer  
|        | • Actual Preparation of appetizer  
|        | • Making project plan on appetizer  

**Prepare Appetizers**  
- Tools, equipment and utensils needed in preparing appetizers  
- Classification of appetizers  
- Variety of ingredients in preparing appetizers  
- Nutritional value of appetizer  
- Varieties of hot and cold appetizers  
- Methods of preparing appetizers  
- Suggested projects:  
  - Canapés  
  - Hors d’oeuvres  
  - Fruit appetizers  
  - Vegetable appetizers  
  - Etc.  
- Fundamentals of plating  
- Principle and techniques in storing appetizers  

**Valuing:** Appreciate the importance of cleaning and sanitizing kitchen tools, equipment and premises.
<table>
<thead>
<tr>
<th>Week 5</th>
<th>FIRST MID-QUARTER EXAM</th>
<th>• Applies the lesson learned during week 1 to 4</th>
<th>Written Test regarding the topics tackled/discussed on the First Mid-Quarter</th>
</tr>
</thead>
</table>
| Week 6 | **Salad and Salad Dressing**  
• Classification of salads  
• Kinds of salad dressing and their ingredients  
• Factors to consider in plating and presenting salads and dressings  
**Sandwiches**  
• Classification of sandwiches  
• Components of sandwiches  
• Ways of storing sandwiches  
**Valuing:** Giving importance on the knowledge acquired in preparing salads and dressings and sandwiches | • Classifies salads according to ingredients  
• Identifies the different kinds of salad dressing and their ingredients  
• Identifies types/classifications of sandwiches  
• Identifies sandwich components | Formative:  
• Brainstorming  
• Discussion  
• Recitation  
Summative:  
• Short quiz about salad and dressing and sandwiches |
| Week 7 | **Nutrition Month** (Food Preparation)  
**Valuing:** Giving importance to one’s health by preparing nutritious and healthy foods | • Prepares nutritious healthy foods  
• Applies PEC discussions and business environment | • Essay regarding the theme of Nutrition month  
Food Bazaar (Preparing product to be sold)  
Note:  
Post-test will be given to students |
This is to showcase the talents and skills learned in different components, so students will have a chance to portray the role of an entrepreneur, baker, programmer, web developer, artist etc.

This is also a way for the students to experience the real world of work.

<table>
<thead>
<tr>
<th>Week 8</th>
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<tbody>
<tr>
<td></td>
<td><strong>Prepare Salad and Dressing</strong></td>
<td><strong>Prepares/presents/stores salad and dressing</strong></td>
<td><strong>Prepare Sandwiches</strong></td>
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<td></td>
<td><strong>Complete Meal</strong></td>
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<td></td>
<td><strong>Desserts</strong></td>
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<tr>
<td></td>
<td><strong>Definition of desserts</strong></td>
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<td></td>
<td><strong>Importance of desserts</strong></td>
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<td></td>
<td><strong>Classifications of dessert and their characteristics</strong></td>
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<td></td>
<td><strong>Storing desserts</strong></td>
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<td><strong>Complete Meal</strong></td>
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<td><strong>Formative:</strong></td>
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<td><strong>Summative:</strong></td>
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<tr>
<td></td>
<td><strong>Desserts</strong></td>
<td><strong>Identifies the importance of dessert in a meal</strong></td>
<td><strong>Complete Meal</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Classifies dessert according to types of ingredients used</strong></td>
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<td><strong>Stores dessert</strong></td>
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<td><strong>Determines the compositions of a complete</strong></td>
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<td></td>
<td><strong>Short quiz about desserts</strong></td>
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<tr>
<td></td>
<td>Compositions of complete meal</td>
<td>meal</td>
<td>Demonstration (The students will apply the skills learned from appetizer up to dessert by preparing a complete meal).</td>
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<tr>
<td><strong>Valuing:</strong></td>
<td>Appreciate the skills and values learned in preparing desserts and complete meal.</td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>FIRST QUARTER EXAM</strong></td>
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<tr>
<td></td>
<td>Applies the lesson learned during the First Quarter</td>
<td></td>
<td>Summative: Written Test regarding the topics discussed on the First Quarter.</td>
</tr>
</tbody>
</table>
# SYLLABUS IN TLE 9
## (BREAD AND PASTRY PRODUCTION)

### Second Quarter

<table>
<thead>
<tr>
<th>GRADE LEVEL STANDARD</th>
<th>The learner demonstrates knowledge, skills and attitude to perform the tasks on Bread and Pastry Production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT STANDARD</td>
<td>The learner demonstrates an understanding of the core concepts and theories in bread and pastry production</td>
</tr>
<tr>
<td>PERFORMANCE STANDARD</td>
<td>The learner independently demonstrates core competencies in bread and pastry production as prescribed in the TESDA Training Regulation</td>
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<tr>
<th>Time Frame</th>
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<th>Learning Competencies</th>
<th>Assessment</th>
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</table>
| Week 1     | • Orientation  
• Basic concepts in bread and pastry production  
• Relevance of the course  
• Career opportunities  
• Review tools and equipment used in bread and pastry production  
**Valuing:** Show interest in bread and pastry production and giving importance in proper used of tools and equipment and accuracy in measuring ingredients.  | • The learner:  
- explains core concepts in bread and pastry production  
- discusses the relevance of the course  
- explores opportunities in bread and pastry production  
• Familiarizes tools and equipment used in bread and pastry production  | Formative:  
• Picture Analysis  
• Discussion  
• Recitation  
Summative:  
• Written Test  (Identify the following tools and equipment needed in each situated problem). |
| Week 2     | • Terminologies in baking  
• Accurate measurement of ingredients  
• Baking ingredients and its substitution  | • Identifies the different terminologies in baking  
• Selects, measures and weighs required ingredients according to recipe or production requirements  
• Substitutes ingredients if other  | Formative:  
• Discussion  
• Demonstration  
• Recitation  
Summative:  
• Written Test  (Identify the |
| | | | |
|---|---|---|
| **Week 3** | **Ingredients are not available.** | **Following baking terminologies** |
| | | - Demonstration (Perform mensuration of ingredients) |
| | | **Direction:** |
| | | - Define Bread |
| | | - Types, kinds, and classification of bakery products |
| | | - Mixing procedures/formulation/recipes, and desired product characteristics of various bakery products |
| | | - Temperature ranges in bakery products |
| **Valuing:** | Observe the characteristics and classifications of bakery products. | |
| **Week 4** | | **Formative:** |
| | | - Picture parade |
| | | - Discussion |
| | | - Recitation |
| | | **Summative:** |
| | | - Short Quiz regarding bakery products. |
| | | - Discuss the different safety precaution while on a food laboratory. |
| | | - Suggested projects: |
| | | - Dinner roll |
| | | - Pan de sal |
| | | - Cinnamon roll |
| | | - Ensaymada |
| | | - Pan de coco |
| **Valuing:** | Enhancing the skills and values learned in preparing bakery | |
| Week 5 | • Correct proportion control, yields, weights and sizes for profitability  
• Define pastry  
• Types, kinds, and classification of pastry products  
• Classifications of fillings, coatings/icing and glazes  
• Mixing procedures/formulation/recipes and desired product characteristics of various pastry products  
• Baking techniques appropriate conditions, and enterprise requirements and standards  
• Temperature ranges in baking pastry products  

**Valuing:** Appreciate the skills and values learned in preparing pastry products. | • Selects, measures and weighs required ingredients according to recipe or production requirements and established standards and procedures  
• Prepares variety of pastry products according to standard mixing procedures/formulation/recipes and desired product characteristics  
• Bakes pastry products according to techniques and appropriate conditions; and enterprise requirement and standards  
• Selects required oven temperature to bake goods in accordance with the desired characteristics, standards recipe specifications and enterprise practices | **Formative:**  
• Picture parade  
• Discussion  
• Recitation  

**Summative:**  
• Short Quiz regarding the pastry products. |

| Week 6 | **SECOND MID-QUARTER EXAM** | • Applies the lesson learned during week 1 to 4 | **Summative:**  
• Written Test /Oral Exam |

| Week 7 | • Different kinds of packaging materials to be used  
• Suggested projects:  
  - Pineapple pie  
  - Buko pie  
  - Egg pie | • Identifies the kind of packaging materials to be used  
• Prepares Mise en Place  
• Presents finished product of pastry | **Summative:**  
• Performance task (Prepare/bake pastry product)  
• Make a project plan about pastry |
- Pizza
- Empanada
- Tart
- Etc.

**Valuing:** Enhancing the skills and values learned in preparing pastry products.

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<th>Week 8</th>
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</table>
| • Cakes  
• Different types of Cakes  
• Icing  
• Different types of icing and frosting and their uses  
• Identification of fillings appropriate in a specific cakes  
• Identification of the required consistency and appropriate flavor of fillings  
• Filling and assembling cakes according to the standard recipe specifications  
• Classification of coatings and sidings based on the required recipe specifications and product characteristics | • Defines cake and identify its characteristics  
• Identifies the different types of cakes  
• Defines icing and identify its characteristics  
• Identifies the types of icing and frosting and their uses | Formative:  
• Discussion  
• Recitation  
• Video Presentation about the preparation of cakes and cake decorations  

**Formative:**  
• Written Test regarding different types of cakes and icing

<table>
<thead>
<tr>
<th><strong>Valuing:</strong> Determine ways to develop well baked cakes, prepare appropriate icing and creative decorations.</th>
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</table>
| • Cake Decoration | • Prepares Mise en Place  
• Presents finished product of cake  
• Designs and decorates | Summative:  
• Performance task (Making icing, baking)

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<thead>
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</table>
| • Cake Decoration  
• Suggested projects:  
  - Batter cake with butter |  |  |
|  |  |  |
| | Sponge cake with butter cream filling and icing  
| - | Chiffon cake with boiled icing or fondant icing  
| - | Chocolate cake  
| Valuing: | Enhancing the skills and values learned in preparing cakes.  
| |  
| | **TRANSFER GOAL:**  
| | The students on their knowledge and skills acquired in Bread and Pastry Production subject will be able to bake an occasional cake to be presented to their choice teacher of HAU faculty.  
| **PERFORMANCE TASK:** | The students will bake and decorate cake presented to their choice of teacher for evaluation.  
| **SECOND QUARTER EXAM** |  
| Week 10 |  
| | • Applies the lesson learned during the Second Quarter  
| |  
| | **Summative:**  
| | • Written Test regarding the topics discussed on the Second Quarter  
| |  
| | cake and decorating cake  
| | • Make a project plan on cake.  
| |  

### Syllabus in TLE 9  
(Choclate)

#### Third Quarter

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<td>Week 1</td>
<td>• Basic concepts in bread and pastry production</td>
<td>• Evaluates Personal Entrepreneurial Competencies</td>
<td>Formative:</td>
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<tr>
<td></td>
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<td>• Career opportunities</td>
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<td>• Discussion</td>
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<td></td>
<td>• Dimensions of Personal Entrepreneurial Competencies (PECs)</td>
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<td>• Self-rating Questionnaire (Assess your PECs by answering the test items).</td>
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<tr>
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<td>- Three clusters of PECs (achievement, planning, and power clusters)</td>
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<td>Summative:</td>
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<td>- Characteristics</td>
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<td>• Written Test (Complete the given graphic organizer of the different characteristics of each clusters)</td>
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<td>- Assessment of PECs</td>
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| Week 2 | • Business Environment and Market  
- Factors in the business environment  
- Identifying business opportunities  
• Review of different kitchen tools and equipment and their uses  
**Valuing**: Enhancing weak areas and sustaining strong areas in their PECs. Giving importance in the following:  
- Business opportunities  
- Different kitchen tools and equipment  
• Explains the different factors influence business environment  
• Explains procedures for generating business ideas or identifying business opportunities  
• Generates business ideas  
• Recognizes kitchen tools and equipment to be cleaned and sanitized  
| Week 3 | • **Clean and maintain kitchen tools, equipment and premises**  
- Different chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment  
- Cleaning and sanitizing kitchen tools and equipment  
  - Proper dishwashing techniques of kitchen tools and equipment  
  - Methods of sanitizing kitchen tools and  
• Identifies the chemicals to be utilized in cleaning and sanitizing kitchen tools and equipment  
• Performs cleaning and sanitizing of kitchen tools and equipment and premises  
| Formative:  
- Video Presentation  
- Discussion  
- Group discussion (Determine different business opportunities near the community and identify problems encountered and their solutions)  
**Summative:**  
- Written Test  
(Identify the following kitchen tools and equipment according to their use). | Formative:  
- Picture Analysis  
- Discussion  
- Recitation  
**Summative:**  
- Demonstration  
(Tell and show me the proper cleaning and sanitizing of tools, equipment and kitchen premises). |
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<tr>
<th>Week 4</th>
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<tr>
<td><strong>Equipment</strong></td>
<td>• Cleaning and sanitizing kitchen premises</td>
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<td><strong>Valuing:</strong></td>
<td>Appreciate the importance of cleaning and sanitizing kitchen tools, equipment and premises.</td>
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<tr>
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<td>• Tools, equipment and utensils needed in preparing appetizers</td>
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<td>• Methods of preparing appetizers</td>
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<tr>
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<td>• Fundamentals of plating</td>
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<td>• Principle and techniques in storing appetizers</td>
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<td><strong>Summative:</strong></td>
<td>• Short quiz about appetizer</td>
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<th>Week 6</th>
<th><strong>Prepare Appetizers</strong></th>
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<tr>
<td><strong>Suggested projects:</strong></td>
<td>• Canapés</td>
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<td>• Prepares variety of appetizers</td>
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<td></td>
<td>• Evaluates the finished product and rate using rubric</td>
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<td><strong>Summative:</strong></td>
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</tbody>
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| Week 7 | Salad and Salad Dressing  
| - Classification of salads  
| - Kinds of salad dressing and their ingredients  
| - Factors to consider in plating and presenting salads and dressings  
| Sandwiches  
| - Classification of sandwiches  
| - Components of sandwiches  
| - Ways of storing sandwiches  
| Valuing: Giving importance on the knowledge acquired in preparing salads and dressings  
| Formative:  
| - Brainstorming  
| - Discussion  
| - Recitation  
| Summative:  
| - Short quiz about salad and dressing and sandwiches  
| | Week 8  
| - Prepare Salad and Dressing  
| - Prepare Sandwiches  
| | Formative:  
| - Review of salad and sandwiches lesson  
| Summative:  
| - Short quiz about sandwiches  
| - Actual Preparation of sandwich  
| - Making project plan on sandwich  
| |
| Week 9 | **Desserts**  
- Definition of desserts  
- Importance of desserts  
- Classifications of dessert and their characteristics  
- Storing desserts  
- **Complete Meal**  
  - Compositions of complete meal  

**Valuing:** Appreciate the skills and values learned in preparing desserts and complete meal.  

**TRANSFER GOAL:**  
The students on their own creativity and skills acquired in cookery will apply the skills learned from appetizer up to dessert by preparing a complete meal to be presented to teachers of TLE.  

**PERFORMANCE TASK:**  
The students will prepare a complete meal, set the table and serve the guests with variety of meals.  

**Formative:**  
- Brainstorming  
- Discussion  
- Recitation  

**Summative:**  
- Short quiz about desserts  
- Demonstration  

(The students will apply the skills learned from appetizer up to dessert by preparing a complete meal).  

**Note:**  
Post-test will be given to students. |
| Week 10 | **THIRD QUARTER EXAM**  
- Applies the lesson learned during the First Quarter  

**Summative:**  
Written Test regarding the topics discussed on the First Quarter |
# SYLLABUS IN TLE 9
## (BREAD AND PASTRY PRODUCTION)

### Fourth Quarter

<table>
<thead>
<tr>
<th>Grade Level Standard</th>
<th>The learner demonstrates knowledge, skills and attitude to perform the tasks on Bread and Pastry Production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standard</td>
<td>The learner demonstrates an understanding of the core concepts and theories in bread and pastry production</td>
</tr>
<tr>
<td>Performance Standard</td>
<td>The learner independently demonstrates core competencies in bread and pastry production as prescribed in the TESDA Training Regulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topics</th>
<th>Learning Competencies</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Week 1     | • Orientation  
             - Basic concepts in bread and pastry production  
             - Relevance of the course  
             - Career opportunities  
             - Review tools and equipment used in bread and pastry production  
             Valuing: Show interest in bread and pastry production and giving importance in proper used of tools and equipment and accuracy in measuring ingredients. | • The learner:  
 - explains core concepts in bread and pastry production  
 - discusses the relevance of the course  
 - explores opportunities in bread and pastry production  
 - Familiarizes tools and equipment used in bread and pastry production | Formative:  
 - Picture Analysis  
 - Discussion  
 - Recitation  
 Summative:  
 - Written Test (Identify the following tools and equipment needed in each situated problem). |
| Week 2     | • Terminologies in baking  
             - Accurate measurement of ingredients  
             - Baking ingredients and its substitution | • Identifies the different terminologies in baking  
 - Selects, measures and weighs required ingredients according to recipe or production requirements  
 - Substitutes ingredients if other | Formative:  
 - Discussion  
 - Demonstration  
 - Recitation  
 Summative:  
 - Written Test (Identify the |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Ingredients are not available. Following baking terminologies) • Demonstration (Perform mensuration of ingredients)</th>
</tr>
</thead>
</table>
|        | • Define Bread  
  • Types, kinds, and classification of bakery products  
  • Mixing procedures/formulation/recipes, and desired product characteristics of various bakery products  
  • Temperature ranges in bakery products  
**Valuing:** Observe the characteristics and classifications of bakery products. |
|        | • Identifies the characteristics and types of bread  
  • Prepares a variety of bakery products according to standard mixing procedures/formulation/recipes and desired product characteristics  
  • Bakes bakery products according to techniques and appropriate conditions  
  • Selects required oven temperature to bake goods in accordance with the desired characteristics, standards recipe specifications |
|        | Formative:  
  • Picture parade  
  • Discussion  
  • Recitation  
**Summative:**  
  • Short Quiz regarding bakery products. |
| Week 4 | Discuss the different safety precaution while on a food laboratory.  
  • Suggested projects:  
    - Dinner roll  
    - Pan de sal  
    - Cinnamon roll  
    - Ensaymada  
    - Pan de coco  
**Valuing:** Enhancing the skills and values learned in preparing bakery |
|        | • Prepares Mise en Place  
  • Presents finished product of bread |
|        | • Performance task (Prepare and bake bakery product).  
  • Make a project plan on bread |
<table>
<thead>
<tr>
<th>Week</th>
<th>Products</th>
<th>Activities</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>
| **Week 5** | • Correct proportion control, yields, weights and sizes for profitability  
• Define pastry  
• Types, kinds, and classification of pastry products  
• Classifications of fillings, coatings/icing and glazes  
• Mixing procedures/formulation/recipes and desired product characteristics of various pastry products  
• Baking techniques appropriate conditions, and enterprise requirements and standards  
• Temperature ranges in baking pastry products  
**Valuing:** Appreciate the skills and values learned in preparing pastry products. | • Selects, measures and weighs required ingredients according to recipe or production requirements and established standards and procedures  
• Prepares variety of pastry products according to standard mixing procedures/formulation/recipes and desired product characteristics  
• Bakes pastry products according to techniques and appropriate conditions; and enterprise requirement and standards  
• Selects required oven temperature to bake goods in accordance with the desired characteristics, standards recipe specifications and enterprise practices | • Picture parade  
• Discussion  
• Recitation | • Short Quiz regarding the pastry products. |
| **Week 6** | **FOURTH MID-QUARTER EXAM** | • Applies the lesson learned during week 1 to 4 | | • Written Test /Oral Exam |
| **Week 7** | • Different kinds of packaging materials to be used  
• Suggested projects:  
   - Pineapple pie  
   - Buko pie  
   - Egg pie | • Identifies the kind of packaging materials to be used  
• Prepares Mise en Place  
• Presents finished product of pastry | | • Performance task (Prepare/bake pastry product)  
• Make a project plan about pastry |
Valuing: Enhancing the skills and values learned in preparing pastry products.

**Week 8**
- Cakes
- Different types of Cakes
- Icing
- Different types of icing and frosting and their uses
- Identification of fillings appropriate in a specific cakes
- Identification of the required consistency and appropriate flavor of fillings
- Filling and assembling cakes according to the standard recipe specifications
- Classification of coatings and sidings based on the required recipe specifications and product characteristics

Valuing: Determine ways to develop well baked cakes, prepare appropriate icing and creative decorations.

**Week 9**
- Cake Decoration
- Suggested projects:  
  - Batter cake with butter
- Prepares Mise en Place
- Presents finished product of cake
- Designs and decorates

Formative:
- Discussion
- Recitation
- Video Presentation about the preparation of cakes and cake decorations

Summative:
- Written Test regarding different types of cakes and icing

Performance task (Making icing, baking)
- Sponge cake with butter cream filling and icing
- Chiffon cake with boiled icing or fondant icing
- Chocolate cake

**Valuing:** Enhancing the skills and values learned in preparing cakes.

**TRANSFER GOAL:**
The students on their knowledge and skills acquired in Bread and Pastry Production subject will be able to bake an occasional cake to be presented to their choice teacher of HAU faculty.

**PERFORMANCE TASK:**
The students will bake and decorate cake presented to their choice of teacher for evaluation.

<table>
<thead>
<tr>
<th>Week 10</th>
<th>FOURTH QUARTER EXAM</th>
</tr>
</thead>
</table>

- Applies the lesson learned during the Second Quarter

**Summative:**
- Written Test regarding the topics discussed on the Second Quarter